

## 5.6 Case study: Backchat Communications

### Negotiation (page 73, Exercise 7)

Buyers

Follow the instructions below to calculate your score.

Score
Give yourself 1 point for every Smart contract bought.
Give yourself 2 points for every Basic contract bought.
Give yourself 1 point for every 18-month contract bought.
Give yourself 2 points for every 12-month contract bought.
Give yourself 1 point for every extra obtained free.
Deduct 1 point for every extra bought.
Give yourself 1 point for every 5,000 won discount obtained.
Total

## 2.6 Case study: Meteor Bank

### Discussion (page 33, Exercise 6)

#### Student C

You represent the Operations Department at the meeting. You feel strongly that the current situation is unacceptable, and that the only way to resolve the problems is to outsource the department, even if it means cutting jobs, including Saul Finlay's. This will immediately solve the problems of turnover, down time, unrest in the IT department and investment.

## 7.4 Speaking: Communicating in meetings

### Roleplay (page 95, Exercise 8)

#### David

- You are happy with the idea of changing software because the existing system has never performed very well. However, you want to avoid any extra costs on your department budget.
- You estimate that you will need to employ two external computer engineers on the project for at least six months. You would like Mahler to pay for this.
- You would also like Mahler to pay for training for your staff on the new software. However, you may have to compromise.

## 1.5 Writing: Cover letters

### Brainstorming (page 18, Exercise 1)

#### Dos

DO ask directly for an interview. Request an interview, and tell the employer when you will follow up to arrange it. It is imperative that you follow up.

DO follow the AIDA model used in advertising – attention, interest, desire, action. Write cover letters that are unique and specific to you, but consider using four paragraphs:

- 1 Get your reader's attention.
- 2 Give details of your accomplishments.
- 3 Relate yourself to the company, showing why the company should hire you.
- 4 Request action.

#### Don'ts

DON'T start your letter 'Dear Sir or Madam'. Address your letter to a named individual whenever possible.

DON'T write a formal introduction in the first paragraph. Use the first paragraph to grab the employer's attention.

DON'T write at least 400 words. Never write more than one page. Each paragraph should have no more than three sentences.

DON'T use sophisticated language to make a good impression. Use simple language and uncomplicated sentence structure. Eliminate all unnecessary words.

## 3.4 Speaking: Delivering presentations

### Presentation (page 43, Exercise 9)

Use the table to give feedback on your colleagues' presentations.

1 = Poor, 2 = Acceptable, 3 = Good, 4 = Excellent

	1	2	3	4
Pauses				
Sentence length				
Signposting				
Speed				
Collocations				
Explanation of jargon				
Clarity				
Impact				

# Grammar and practice

## 1 Building a career

### Tense review

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

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

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

- a) the present simple to show a permanent situation
- b) the present continuous to show a situation in progress right now
- c) the present continuous to show a situation in progress around now, but not right at this moment
- d) the past simple used alone to show a completed action
- e) the past continuous to show a situation in progress in the past
- f) the past simple followed by the past continuous to show a completed action and its background situation
- g) the past perfect to show a past event that happened before another past event
- h) the present perfect to show a situation that goes from the past up to the present
- i) the present perfect to show a series of actions from the past up to the present
- j) the present perfect to show an event in the past with a result in the present
- k) the present perfect continuous to show a situation in progress from the past to the present

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

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

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

- 1 An outside company design all our sales materials. We use the same one for many years and we're very happy with their services. We think about changing right now.
- 2 This year we exceed our sales targets by 8%. Congratulations, everybody. But there is no room for complacency. We go through some big changes in the market at the moment, as you know.

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

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

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

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

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

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

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

- 1 To talk about experiences up to now, use ...
- 2 To focus on the action, not the result, use ...
- 3 To focus on the result, not the action, use ...
- 4 To say 'how many' use ...
  - a) the present perfect
  - b) the present perfect continuous
  - c) the present perfect or the present perfect continuous

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

Hi Estera! How are you? I (1) sit in an Internet café in Milan **at the moment** – I'm here in Italy because I (2) visit Stefano **for a few days**. I have some news to tell you. A **couple of weeks ago** I (3) went (go) to a reunion party of all the alumni from our Business School. Since leaving, I (4) haven't (lose) contact with most of them except you, so it was good to see everyone again.

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

## Conditionals

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

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

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

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

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

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

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

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

## Will, be going to and present continuous

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

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

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

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

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

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

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

## 2 Information

### Comparing solutions

- 1 Look at the prices of four items in a range: Aqua, Bounti, Cresta and Delite. Then complete each sentence with a form of the word in brackets plus any of these words that are necessary: *and, as, least, less, more, most, than, the*.

Aqua €100  
Bounti €150  
Cresta €150  
Delite €200

- 1 Cresta is cheaper than (cheap) Delite.
- 2 Cresta is \_\_\_\_ (expensive) Delite.
- 3 Bounti is just \_\_\_\_ (expensive) Cresta.
- 4 Cresta is expensive, but not \_\_\_\_ (expensive) Delite.
- 5 Bounti is \_\_\_\_ (expensive) Aqua.
- 6 Aqua is \_\_\_\_ (cheap) of all the items.
- 7 Delite is \_\_\_\_ (expensive) of all the items.
- 8 Aqua is \_\_\_\_ (expensive) of all the items.
- 9 As you move from Aqua to Delite, the prices get \_\_\_\_ (expensive).
- 10 As you move from Delite to Aqua, the prices get \_\_\_\_ (cheap).

- 2 Complete this table of irregular comparatives and superlatives. Sometimes it is the spelling which is irregular.

	comparative	superlative
1 good	b_____	the b_____
2 bad	w_____	the w_____
3 big	b_____	the b_____
4 healthy	h_____	the h_____
5 far	fu_____	the fu_____

- 3 Fill in each gap with *as, of or than*.

- 1 X is far more expensive \_\_\_\_ Y.
- 2 X is almost as expensive \_\_\_\_ Y.
- 3 X is a little more expensive \_\_\_\_ Y.
- 4 X is a fraction of the price \_\_\_\_ Y.
- 5 X is slightly more expensive \_\_\_\_ Y.
- 6 X is a lot more expensive \_\_\_\_ Y.
- 7 X is not nearly as expensive \_\_\_\_ Y.
- 8 X is nearly as expensive \_\_\_\_ Y.

- 4 Now match two phrases from Exercise 3 with each set of prices below.

- a) X costs €300, Y costs €100.
- b) X costs €120, Y costs €100.
- c) X costs €90, Y costs €100.
- d) X costs €30, Y costs €100.

- 5 Underline the correct words in **bold**.

- 1 Excuse me, where's **the next/the nearest** post office?
- 2 Get ready – we have to get out at **the next/the nearest** stop.
- 3 Have you seen this amazing mobile phone? It's **the last/the latest** model.
- 4 That mobile phone company is being taken over. Your phone is probably **the last/the latest** model they will make using that brand name.

- 6 We often use a superlative with the present perfect. Rewrite the sentences beginning as shown.

- 1 I have never been to such a boring meeting.  
That was the most boring meeting I have ever been to.
- 2 I have never used software as user-friendly as this.  
This is \_\_\_\_\_
- 3 I have never worked with such a friendly team.  
They are \_\_\_\_\_
- 4 I have never seen documentation as bad as this.  
This is \_\_\_\_\_

- 7 We can use a comparative form to say that a change in one thing is linked to a change in another. Put a tick (✓) if the form is correct, put a cross (✗) if it is not.

- 1 The older I get, *less* I want to go to the discotheque.
- 2 The older I get, *it's less* I want to go to the discotheque.
- 3 The older I get, *the less* I want to go to the discotheque.
- 4 The older I get, I want to go to the discotheque *each time less*.

- 8 Rewrite the sentences using *the ... the ...*

- 1 You pay more for your Internet connection depending on how fast it is.  
The faster your Internet connection, the more you pay (for it)
- 2 We spend less time watching TV as we use the Internet more.
- 3 How much can go wrong depends on the complexity of the network.
- 4 I don't spend much time with my friends because I work so hard.
- 5 The idea becomes less attractive as I think about it more.

## Getting help

**9** Compare a) and b) each time, then study the notes in the box below.

- 1 a) When is *the meeting*?  
b) Can you tell me *when the meeting is*?
- 2 a) What time *does the meeting start*?  
b) Can you tell me *what time the meeting starts*?
- 3 a) Which room *will it be in*?  
b) Can you tell me *which room it will be in*?
- 4 a) *Will the meeting start on time*?  
b) Can you tell me *if/whether the meeting will start on time*?

### Indirect questions

- Each example (a) is a direct question.
- Each example (b) is an indirect question. Typical phrases to begin an indirect question are:

*Can you tell me ...?*  
*Do you know ...?*  
*Can I just check ...?*  
*Do you think you could let me know ...?*  
*I'm trying to find out ...*  
*I was (just) wondering ...*

- Notice how the word order changes in the indirect questions. The subject comes before the main verb, just like in a normal statement (*The meeting is at 10.30; The meeting starts at 10:30; It will be in room 24; The meeting will start on time*.)
- Notice also how 2b has no auxiliary verb *does*, again just like in a statement.
- In example 3a and 3b notice the position of the preposition *in*. The preposition comes at the end of a question (both direct and indirect). Be careful: in many other languages you would say *In which room ...?*, but this word order is not common in modern English.
- Example 4 is a Yes/No question, whereas the previous three were open 'Wh-' questions. Notice how we use *if* or *whether* with an indirect Yes/No question.

Now rewrite each direct question as an indirect question, beginning as shown.

- 1 How can I get to the station from here?  
Can you tell me \_\_\_\_\_?
- 2 What time does the train leave?  
Do you know \_\_\_\_\_?
- 3 Which platform will it leave from?  
I'm trying to find out \_\_\_\_\_.
- 4 Do I change in Cologne?  
Can I just check \_\_\_\_\_?
- 5 Can I get something to eat on the train?  
I was wondering \_\_\_\_\_.

**10** Change each Yes/No question into a more open 'Wh-' question.

- 1 Are you thinking about your presentation?  
*What are you thinking about?*
- 2 Did you borrow this from Susan?  
\_\_\_\_\_
- 3 Is this dress made of linen?  
\_\_\_\_\_
- 4 Will you share your new office with Miguel?  
\_\_\_\_\_

**11** Look at the patterns with 'mind', then study the notes in the box below.

- a) Do you mind if I **open** the window?
- b) Would you mind if I **opened** the window?
- c) Do/Would you mind **opening** the window?

### Questions with *mind*

Examples a) and b) are asking for permission: a) is a regular first conditional and b) is a regular second conditional (both have the *if* clause at the end). Example b) is more formal and polite.  
Example c) is a request – we want the other person to do something.

Now make questions using the words in brackets.

- 1 (mind/call you back/later)  
\_\_\_\_\_?
- 2 (mind/called you back/later)  
\_\_\_\_\_?
- 3 (Would/calling me back/later)  
\_\_\_\_\_?

**12** Study the notes in the box.

### Replies to requests

To reply 'yes', simply repeating the auxiliary is not very friendly.

*Can you give me a hand?*

*Yes, I can X      Yes, of course ✓      Sure ✓*

To reply 'no', give an apology and/or a reason.

*Can you give me a hand?*

*I'm sorry, I've got no idea how it works. ✓*

Be careful! Questions with *mind* mean 'is it a problem for you?' So 'yes' means 'yes, it's a problem'!

*Would you mind giving me a hand?*

*Yes, I would X      No, not at all ✓*

Now put a tick (✓) by appropriate responses. Put a cross (X) by inappropriate responses.

- 1 Can you show me how to use this software?
  - a) Sure. No problem.
  - b) Yes, I can.
  - c) To be honest, I've never used it myself.
- 2 Would you mind showing me how to use this software?
  - a) Yes, I would.
  - b) No, not at all.
  - c) Actually, I'm a bit busy right now. Perhaps later?

### 3 Quality

#### Passive structures: affirmatives

**1** Look at the active sentence given first and then write the passive version below.

- 1 The Board usually takes strategic decisions.  
Strategic decisions \_\_\_\_\_ by the Board.
- 2 They announced the date for the talks yesterday.  
The date for the talks \_\_\_\_\_ yesterday.
- 3 A health and safety officer will visit the factory next week.  
Next week the factory \_\_\_\_\_ by a health and safety officer.
- 4 They are going to completely redesign the product.  
The product \_\_\_\_\_.
- 5 They are still considering the matter.  
The matter \_\_\_\_\_.
- 6 The garage was servicing my car last week.  
My car \_\_\_\_\_ last week.
- 7 The design engineer has finalized the plans.  
The plans \_\_\_\_\_ by the design engineer.
- 8 There was no point having the meeting – they had already agreed all the details.  
There was no point having the meeting – all the details \_\_\_\_\_.

When you have checked your answers, read the information in the box below.

- In examples 1–8 you formed the passive for each of the most common verb tenses. Notice the similarities: you used *be* + past participle in every case. Also notice how the form of *be* is the same as the tense in the active version.
- Is the person who does the action (the agent) mentioned in the passive version? Look back. The answer is ‘yes’ for sentences 1, 3 and 7. In the case of 1 and 3, the agent is necessary in the passive version – otherwise the meaning is not complete. In 7, the agent is not necessary – it could be left out if it is clear from the context (or not important) who finalized the plans.
- There were adverbs in sentences 1 (*usually*), 4 (*completely*), 5 (*still*) and 8 (*already*). Did you put them in the correct place?

**2** Rewrite these active sentences in the passive, making the words in **bold** into the subject. Leave out the agent if it is not necessary.

- 1 We do **dozens of quality checks** every day.  
*Dozens of quality checks are done every day.*
- 2 Thousands of people use **our products**.
- 3 The secretary’s just found **that file you were looking for**.
- 4 Last month the bank gave **us more credit**.
- 5 We will pay **all senior managers** a bonus at the end of the year.
- 6 They are never going to do **that**.

7 Highly-trained inspectors do **our quality checks**.

8 We are dealing with **the issue**.

**3** Match each example of the passive 1–5 with the best description of its use a–e below.

- 1 First the beans are separated from the shells and then they are roasted over a low heat for two hours.
  - 2 Don’t worry, the conference room was cleaned this morning.
  - 3 Keys and mobile phones must be placed on the trays provided.
  - 4 Yes, I can see that a small mistake was made on the invoice. I’ll correct it and send out a new one.
  - 5 It was agreed that Inge should set up a working party to investigate the matter further.
- a) it is obvious or not important to say who did the action
  - b) avoiding mentioning a name in order to make the statement less personal
  - c) reporting formally (a decision, what someone said in a meeting, etc.)
  - d) describing a process
  - e) official announcements (often written)

**4** Notice in Exercise 3 sentence 5c above that we often use *It + passive* to report things formally. Complete the sentences below with the words from the box. Several answers may be possible, but one solution uses all the words in the most appropriate way.

agreed announced believed  
estimated reported said

- 1 It was \_\_\_\_\_ at the press conference that the CEO had resigned.
- 2 After some discussion it was \_\_\_\_\_ that Jim should be team leader for the forthcoming negotiations.
- 3 It is \_\_\_\_\_ that ‘diamonds are a girl’s best friend’. But I don’t believe it. I think that chocolate is a girl’s best friend.
- 4 It was \_\_\_\_\_ in yesterday’s newspapers that the economy grew by 4% last year.
- 5 It has been \_\_\_\_\_ that fish stocks in the North Atlantic will decline to zero by the year 2050.
- 6 It is \_\_\_\_\_ that a gang of four armed men carried out the attack, but police are still unsure of the exact numbers.

#### Passive structures: negatives

**5** Complete the second sentence so that it has the same meaning as the first. Use contractions (*n’t* instead of *not*, etc.) where possible.

- 1 No one has serviced the machine since April.  
The machine *hasn’t been serviced* since April.
- 2 They aren’t going to pay us until June.  
We \_\_\_\_\_ until June.
- 3 The staff had been poorly trained.  
The staff \_\_\_\_\_ very well.

- 4 No one is monitoring the process.  
The process \_\_\_\_\_.
- 5 We still haven't shipped your order.  
Your order \_\_\_\_\_ yet.
- 6 People just don't do things like that around here.  
Things like that \_\_\_\_\_ around here.

Somebody should have done it yesterday.  
*It should have been done yesterday.*

- We must find a solution.  
A solution \_\_\_\_\_.
- They must have found a solution by now.  
A solution \_\_\_\_\_ by now.
- We could postpone the product launch.  
The product launch \_\_\_\_\_.
- We could have postponed the launch, but it's too late.  
The launch \_\_\_\_\_, but it's too late.
- The company might design it like that on purpose.  
It \_\_\_\_\_ on purpose.
- The company might have designed it like that on purpose.  
It \_\_\_\_\_ on purpose.

### Balance between active and passive

- 9** Complete this memo by putting the verb in brackets into the present perfect active (*has done*) or present perfect passive (*has been done*).

This memo (1) \_\_\_\_\_ (write) at the request of the Senior Quality Inspector. Regular checks over the last few weeks (2) \_\_\_\_\_ (show) that defects (3) \_\_\_\_\_ (reach) an unacceptable level of three per thousand pieces. It seems that this (4) \_\_\_\_\_ (cause) by incorrect set-up of the machine tools. The operators involved (5) \_\_\_\_\_ (now/told) that they must take greater care when preparing their tools for the manufacturing process.

Some operators (6) \_\_\_\_\_ (ask) us if they can have more time to set up their machines, and we (7) \_\_\_\_\_ (agree). They now have 30 minutes instead of 20.

You will see that some minor changes (8) \_\_\_\_\_ (make) to the Defect Report Form to allow us to identify the problems more rapidly.

Notice the balance between active and passive forms.  
Too many passives make a text formal and difficult to understand.

### have something done

- 10** When a professional person does some work for us, we can use *have something done*. Rewrite the sentences below using this structure in the same tense as the original.

- A technician fixed this computer last week.  
I had this computer fixed last week.
- PwC audit our accounts.  
We \_\_\_\_\_ by PwC.
- The garage is servicing my car on Friday.  
I'm \_\_\_\_\_ on Friday.
- The builders are going to install air conditioning.  
We're \_\_\_\_\_.
- A girl at Gina's Salon does my hair.  
I \_\_\_\_\_ by a girl at Gina's Salon.

### Passive structures: modals

- 8** Study the active and passive forms in the box. Then rewrite 1–6 below as passives.

Somebody should do it right now.  
*It should be done right now.*

## 4 Feedback

### Past modals (regrets and speculation)

**1** Study the table about how to form modals in the past then do the exercise below.

can do	could have done couldn't have done
may/might do	may/might have done may/might not have done
must do	must have done mustn't have done
ought to do	ought to have done ought not to have done
should do	should have done shouldn't have done
will do	would have done wouldn't have done

A manager is talking about a project team he set up last month. Fill in the gaps using a form of the modal and main verb in brackets. Sometimes a negative is necessary.

'The team isn't working well, and it's my fault. If I had done things differently, we (1) might not have reached (might/reach) the situation we are in today. The basic problem is my choice of team leader. I gave the job to Sonia, but I (2) \_\_\_\_\_ (should/do) that. She doesn't have enough experience. It (3) \_\_\_\_\_ (will/be) better to give the job to Angela. Yes, that's right, I can see that now – I definitely (4) \_\_\_\_\_ (ought/give) the job to Angela. What was I thinking at the time? I (5) \_\_\_\_\_ (must/be) crazy or something. But maybe I'm blaming myself too much. I know I took a risk, but at the time it seemed justified. I (6) \_\_\_\_\_ (can/know) that things would go so wrong.'

**2** In each of 1–5, read the first sentence then complete the sentences with the phrases from the box so that the meaning is the same. Be very careful!

could have been (x2)    might have been  
must have been    ought to have been  
should have been    would have been

1 I made a mistake when I appointed Sonia. My strong opinion now is that Angela was better for the job of team leader.

Angela \_\_\_\_\_ team leader.

OR

Angela \_\_\_\_\_ team leader.

2 Yes, I made a bad choice. Angela, not Sonia, had the real ability to be a good team leader.

Angela \_\_\_\_\_ a good team leader.

3 I wonder why I made that mistake. Perhaps I was focused on another project at the time.

I \_\_\_\_\_ focused on another project.

OR

I \_\_\_\_\_ focused on another project.

- 4 I wonder why I made that mistake. Almost certainly I was focused on another project at the time. I \_\_\_\_\_ focused on another project.
- 5 Yes, I'm certain. Sonia was a terrible choice and Angela was definitely the best choice. Angela \_\_\_\_\_ better than Sonia.

Before you check your answers, read the information in the box below. Then go back and make any necessary changes in the exercise.

- For past regrets – when we are sorry about what happened – use *should have done*, *ought to have done* and *could have done*.
- These modals keep their normal meanings, so: *should/ought to* are used for strong opinions; *can* (*could* in the past) is used for ability.
- For past speculation – when we are wondering or guessing about what happened – use *may have done*, *might have done*, *could have done*, *must have done* and *would have done*.
- These modals also keep their normal meanings, so: *may/might/could* are used for possibility and uncertainty; *must* is used for very strong possibility, almost certainty; *will* (*would* in the past) is used for certainty.

**3** Complete the sentences with an appropriate past modal + a form of the verb in brackets. Sometimes more than one modal is possible (e.g. *could* and *might*).

- 1 I did an MBA course but I was lazy and got a bad grade. It was a pity. I know I could have got (get) a better grade.
- 2 My parents persuaded me to do business administration at college. But I regret it – I always wanted to be a firefighter. I listened (listen) to them.
- 3 Imagine that I had decided to travel around the world instead of going to university. I got (get) a job anywhere.
- 4 Who was that in the cinema with Alex last night? No, it wasn't Joelle. Joelle is in Brussels at the moment. It be (be) Joelle.
- 5 Well, if it wasn't Joelle – who was it? You think it was Sandra? Yes, I think you're probably right. It be (be) Sandra.
- 6 Wait a minute! Alex already has a girlfriend, doesn't he? Her name is Ana. Ana be (be) very happy if she had seen Alex and Sandra together last night.

**4** Make the question forms of past modals using the words in brackets.

- 1 You say that Angela would have been a better team leader. I'm not so sure. Would she have consulted (would/consult) with the rest of the group before taking decisions?
- 2 I don't think this restaurant is very good. What do you think? \_\_\_\_\_ (should/go) somewhere else instead?
- 3 Mike and Sue aren't here yet. I wonder what's happened to them. \_\_\_\_\_ (could/get) lost?
- 4 I've made a few mistakes. But would (would/do) anything differently if I had another chance? No, I don't think so.

### Third conditional

**5** Look at four possible situations a–d. Match each situation with the sentences 1–4 below.

- Stefan managed the project. And the result? We reached our targets.
  - Stefan managed the project. And the result? We didn't reach our targets.
  - Stefan didn't manage the project. And the result? We reached our targets.
  - Stefan didn't manage the project. And the result? We didn't reach our targets.
- If Stefan **had managed** the project, we **would have reached** all our targets.
  - If Stefan **had managed** the project, we **wouldn't have reached** all our targets.
  - If Stefan **hadn't managed** the project, we **would have reached** all our targets.
  - If Stefan **hadn't managed** the project, we **wouldn't have reached** all our targets.

- Notice above how to form the third conditional: *If* + past perfect for the condition clause, *would have* + past participle for the result clause.
- We use the third conditional to talk about something that did not happen in the past. The word *If* means that we are imagining the opposite to what really happened.
- Because the third conditional is imagining the opposite of what happened, a positive clause means this thing didn't happen and a negative clause means this thing did happen.
- The condition and the result can be in the reverse order. In this case there is no comma in writing.  
*We would have reached all our targets if Stefan had managed the project.*

**6** Look at each situation in bold. Then complete the sentence that follows using the correct form of the third conditional.

- I **didn't take** an umbrella, and so I **got wet**. But ...  
If I \_\_\_\_\_ (take) an umbrella, I \_\_\_\_\_ (get) wet.
- I **did take** an umbrella, and so I **didn't get wet**. But ...  
If I \_\_\_\_\_ (take) an umbrella, I \_\_\_\_\_ (get) wet.
- We **didn't have** enough people working **on** the project, and so we **didn't meet** the deadline. But ...  
If we \_\_\_\_\_ (had) enough people working **on** the project, we \_\_\_\_\_ (meet) the deadline.
- We **had a lot of** people working **on** the project, and so we **met** the deadline. But ...  
If we \_\_\_\_\_ (had) so many people working **on** the project, we \_\_\_\_\_ (meet) the deadline.

**7** Underline the correct words in **bold**.

- Yes, I'm sure. If we had given Murray a different job, he **wouldn't have / might not have** resigned.
- Well, I'm not sure, but if we had given Murray a different job, he **wouldn't have / might not have** resigned.

Instead of *would*, we can use *might* or *could*. This shows an uncertain result.

### used to, be used to, get used to

**8** Match sentences 1–3 with their meanings a–c.

- I **used to** give presentations in my job.
  - I'm **used to** giving presentations in my job.
  - I've got **used to** giving presentations in my job.
- I give presentations in my job. At first it was difficult but now it's OK.
  - I give presentations in my job. It's a completely familiar situation to me and there's no problem.
  - In the past it was normal for me to give presentations, but now I don't.

- Used to* + infinitive describes a habit in the past. It suggests that the action or situation is no longer true, and so makes a contrast with the present.
- With negatives and questions, *used to* becomes *use to*. *Did you use to give presentations in your job? I didn't use to give presentations in my job.*
- Be/get used to* are completely different. They mean you have done something many times before and it is no longer difficult.
- Be/get used to* are followed by -ing or a noun, not an infinitive.

*I live in the UK now. I'm used to driving on the left, and I'm also used to the weather.*

- Be used to* is a state, *get used to* is a process. Compare with:

*I'm tired/hungry/fed up, etc. (state)*

*I'm getting tired/hungry/fed up, etc. (process)*

**9** Complete the sentences using *used to*, *be used to* or *get used to* and the correct form of the verb.

- I'm beginning to enjoy my new job. Slowly, I \_\_\_\_\_ (work) with my team.
- I prefer being in a large company to working as a freelancer. I \_\_\_\_\_ (work) in a team.
- Now I'm a freelancer and I prefer it. I'm my own boss. I \_\_\_\_\_ (work) in a team in my old job, but I got annoyed when other people did a bad job.

## 5 Selling more

### Question tags

1 Complete each question by filling the gap with a question tag. Always use contractions where possible, so write **don't** not **do not**.

- 1 This is the newest model, isn't it?
- 2 This isn't the newest model, is it?
- 3 You're from Latvia, aren't you?
- 4 You haven't got this available in blue, have you?
- 5 She works in the sales department, does she?
- 6 You give discounts on large orders, do you?
- 7 You don't have this available in a larger size, do you?
- 8 You gave us a discount last time, were you?
- 9 You were selling this for a much lower price in the summer, were you?
- 10 Have you got my travel plans for Scandinavia? I'm going to Copenhagen and Oslo after Stockholm, haven't I?
- 11 You'll be bringing out a new model next year, will you?
- 12 You won't be late, will you?
- 13 It shouldn't cost more than about €100, should it?
- 14 I'm not late, am I?
- 15 I'm late, am I? Sorry!
- 16 The meeting's been going on for an hour and a half. Let's have a break, shall we?
- 17 Turn the lights off, will you?
- 18 Everybody got a copy of the agenda, didn't they?
- 19 Somebody will be here on Saturday morning, won't they?
- 20 I know there were some problems at the beginning, but everything was OK in the end, wasn't it?

Now study the following boxes and make any necessary changes to Exercise 1.

#### Question tags: general rules

- a positive sentence has a negative tag, and vice-versa
- if there is an auxiliary verb (*be, have, do*) or modal in the statement, repeat the auxiliary or modal in the tag
- if there is no auxiliary or modal, use a form of *do*
- the tense of the tag agrees with the tense of the main verb
- Question tags are common in British English but are not used in American English. Americans say *right?* for all tags.
- NB It is possible for a positive statement to be followed by a positive tag. This is used to express interest during a conversation.

*So you like working here, do you?*

This use is not practised in this book.

#### Question tags: special cases

- the tag for *I am* is *aren't I*? However, the tag for *I'm not* is *am I*?
- the tag for *let's* is *shall we*?
- the tag for an imperative is *will you*? It is also possible to use *won't you*?
- after *everybody/everyone* and *somebody/someone* use *they* in the tag (this is to generalize and avoid saying 'he or she')
- after *everything* and *something* use *it* in the tag

2 The intonation of a tag is different according to the meaning. Study the information in the box then answer the questions below.

#### Tags with a rising intonation

If the intonation of the tag rises at the end, then the person is asking for information and it is a real question

A: *You're from Latvia, aren't you?* ↗

B: *Yes, that's right. I come from a little town outside Riga.*  
*Have you ever been to my country?*

#### Tags with a falling intonation

If the intonation of the tag falls at the end, then it is not a real question. Instead, the speaker either wants to check information, or to persuade.

Checking:

A: *You're from Latvia, aren't you?* ↘

B: *Yes, that's right.*

A: *I thought so. Have you met Ilona? She's from Latvia as well.*

Persuading:

A: *It's not just a question of price, is it?* ↘

B: *No.*

A: *I thought not. Quality and design are also important.*

Note that in these two cases speaker A continues after B has made a short reply. This is because A's first line is not a real question.

For each mini-conversation, write ↗ at the end of A's line if the intonation goes up, and write ↘ if it goes down.

- 1 A: You haven't seen this kind of quality at such a reasonable price, **have** you?  
B: No, I haven't.
- 2 A: You don't happen to know where the spare paper for the photocopier is, **do** you?  
B: No, sorry, I don't. Have you looked in that cupboard over there?
- 3 A: I'm sending this to your main office, not the factory, **aren't** I?  
B: Yes, that's right.

Look at the two answers where the intonation went down. Which one is checking? Which one is persuading?

**3** Look at the mini-conversations and underline the most likely answer in **bold**. Then read the information in the box below.

1 A: The negotiations are going well, aren't they?

B: Yes, **they are.**/No, **they're not.**

2 A: The negotiations aren't going well, are they?

B: Yes, **they are.**/No, **they're not.**

- A positive statement with a negative tag often expects the answer *Yes*.
- A negative statement with a positive tag often expects the answer *No*.
- A negative statement with a positive tag is also used to be polite, or indirect, or ask for a favour. The answer could be *Yes* or *No*.

*You haven't by any chance got a spare pen, have you?*

**4** Complete the sentences using a tag and any other necessary words.

You thought the meeting was good.

You say: 'That was *a good meeting, wasn't it?*'

1 You want to suggest that we go to the bar.

You say: 'Let's go \_\_\_\_\_?'

2 You want to check if the train leaves from platform 4.

You say: 'The train \_\_\_\_\_?'

3 You want to persuade someone that they can't afford to take a risk.

You say: 'You can't afford \_\_\_\_\_?'

4 You want to make sure that the other person will speak to their boss.

You say: 'You'll speak \_\_\_\_\_?'

5 You want to make sure your name is on the list.

You say: 'I'm on \_\_\_\_\_?'

6 You can't reach the salt and want someone to pass it to you.

You say: 'Pass \_\_\_\_\_?'

7 You're worried that the other person will be in danger.

You say: 'Take care, \_\_\_\_\_?'

8 You feel a cold current of air.

You say: 'Someone's left the door open,

\_\_\_\_\_?'

9 You want to know if the other person has met Joelle. You expect the answer is 'no'.

You say: 'You \_\_\_\_\_?'

10 You want to know if the other person has met Joelle. You expect the answer is 'yes'.

You say: 'You \_\_\_\_\_?'

11 You want to ask a favour – for the other person to get you a sandwich from the shop.

You say: 'You couldn't get \_\_\_\_\_?'

12 You want to ask politely if the other person will be passing a post box on their way home.

You say: 'You won't by any \_\_\_\_\_?'

**Negative questions**

**5** Match each negative question 1–4 with its use a–d. If several are possible choose the best one.

- 1 Don't you accept American Express?
  - 2 Don't you agree that anything that saves you time saves you money?
  - 3 Don't you eat meat?
  - 4 Don't you think that this proposal will just lead to increased costs and reduced efficiency?
- a) negative question to persuade
  - b) negative question to disagree politely
  - c) negative question to show surprise
  - d) negative question in social English to make it easier for the other person to say 'no'.

It is possible to use an uncontracted form with 'not' after the subject. This is formal and intensifies the meaning.

*Do you not accept American Express? Do you not eat meat?*

*Do you not think that this proposal will just lead to increased costs and reduced efficiency?*

**6** Using the first sentence, add a tag question for a) and make a negative question for b). Look at the example.

'There's a deadline'.

a) *There's a deadline, isn't there?*

b) *Isn't there a deadline?*

1 It'll be expensive to use Air Express.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

2 It'd be better to ship via Rotterdam.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

3 We've met somewhere before.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

4 You spoke to our sales agent yesterday.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

5 There's always room for compromise.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

6 You don't have insurance cover.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

7 You haven't seen one of these before.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

**7** Rewrite 6b and 7b from Exercise 6 with an uncontracted form of 'not'. Note how this intensifies the meaning.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## 6 New business

### will do (future simple)

#### 1 Match the main uses of will 1–5 with examples a–e.

- 1 simple fact about the future
  - 2 prediction, often with *I think*, etc.
  - 3 decision made at the moment of speaking
  - 4 promise
  - 5 offer
- a) Are you going to use UPS to deliver the package? I think it'll be cheaper to use DHL.  
 b) We'll be closed for one week over the Christmas period.  
 c) Don't worry, I'll be at the airport to meet you.  
 d) Will you stay for lunch?  
 e) Do we need more copies of the agenda? No problem, I'll photocopy them right now.

The uses of *will* given above often overlap (eg decisions and promises), but it is helpful to remember that there are two basic categories:

- *Will* used for information about the future (1 and 2 above).
- *Will* used for social and functional language (3, 4 and 5 above). This includes announcing decisions, giving refusals (*won't*), making promises and making offers. In these cases, *will* generally expresses 'willingness' or a strong intention.

### will be doing (future continuous)

#### 2 Read the notes in the box then do the exercise below.

- The future continuous is formed with *will be + -ing* form of the verb.
- All the continuous tenses are used for an 'action in progress'. The future continuous is no different.

Compare:

#### Past continuous

*While I was at University I was working part-time in a restaurant.*

#### Present continuous

*At the moment I'm working part-time in a restaurant. I hope to get a proper job soon.*

#### Future continuous

*Next year I'm going to London to learn English. I'll be working part-time in the same restaurant where my friend works now.*

- The future continuous often refers to the middle of an action. Compare:

*When you arrive we'll have the meeting.*

(You will arrive and then we will start the meeting)

*When you arrive we'll be having the meeting.*

(You will arrive in the middle of the meeting)

- The future continuous is often used to show that something is definite. Compare:

*I'll speak to her tomorrow.* (decision, or promise)

*I'll be speaking to her tomorrow.* (definite fact)

*I'm going to speak to her tomorrow.* (intention)

- The future continuous can be used to ask in a polite way about other people's plans:

*Will you be passing a post box on your way home?*

*How long will you be using the photocopier?*

- Remember that there are no 'rules' for any future tense – just forms that are more common than others in certain circumstances.

Complete each sentence using the most appropriate form of the verb in brackets: either *will* or the future continuous. Use contractions.

- 1 If you give me the job of team leader, I \_\_\_\_\_ (work) night and day to make the project a success.
- 2 I can't go to the cinema on Saturday afternoon – I \_\_\_\_\_ (work) all day Saturday.
- 3 We \_\_\_\_\_ (launch) our new range of clothes at the end of March.
- 4 Yes, that's a great idea! We \_\_\_\_\_ (launch) our new range of clothes with an event featuring a footballer and a top model.
- 5 If you see me at the party tomorrow, I \_\_\_\_\_ (wear) my little black dress.
- 6 What shall I wear at the party tomorrow? I know! I \_\_\_\_\_ (wear) my little black dress.
- 7 No, I \_\_\_\_\_ (not/give) any more time to writing this assignment. It's good enough as it is.
- 8 I'll be at the conference, but I \_\_\_\_\_ (not/give) a talk this year.
- 9 This time tomorrow I \_\_\_\_\_ (sit) on an airplane somewhere over the Pacific.
- 10 Don't worry about your bag and coat while you go to the bathroom. I \_\_\_\_\_ (sit) here until you come back.

Check your answers before doing the next exercise.

#### 3 In the previous exercise, the *will* form was most appropriate in sentences 1, 4, 6, 7 and 10. Write one of these numbers in each box:

a decision  and   
 a promise  an offer   
 a refusal

The future continuous form was most appropriate in sentences 2, 3, 5, 8 and 9. Write one of these numbers in each box.

referring to an action in progress

referring to the middle of an action  and

showing that something is definite  and

#### 4 Rewrite these questions about people's plans using the future continuous.

- 1 Are you joining us in the bar later?  
 \_\_\_\_\_ in the bar later?
- 2 Are you going to speak to your boss tomorrow?  
 \_\_\_\_\_ to your boss tomorrow?
- 3 Will you visit Moscow again next year?  
 \_\_\_\_\_ Moscow again next year?

The future continuous in these cases is more polite. It suggests 'I just want to know your plans – I don't want to put any pressure on you.'

## will have done (future perfect)

### 5 Study the notes in the box.

- The future perfect is formed with *will have* + past participle. It is often used with *by* or *by the time*.

*I'll have finished the report by the end of the week.*  
*By the time you arrive, the meeting will already have started.*

- All the perfect tenses are used for 'looking back'. The future perfect is no different. Compare:

#### Past perfect

*When I arrived at their offices, the meeting had already started.*

(looking back from the past to an earlier event in the past)

#### Present perfect

*I'm sorry, I'm late. Has the sales meeting already started?*

(looking back from now to an event in the recent past)

#### Future perfect

*Don't worry if you can't get to our offices until 9.30. The meeting will already have started, but it's scheduled to last until lunchtime and your presence will still be useful.*

(looking back from the future to an earlier event in the future)

- The future perfect is not common in English because it can often be replaced by a simple *will* form. This is easier and so speakers prefer it. Both of these are possible and there is no difference in meaning.

*I'll finish the report by the end of the week.*

*I'll have finished the report by the end of the week.*

**Read the information about how a business person is going to spend her time over the next two weeks. Then answer the questions below using the future perfect.**

Catherine is marketing director for a firm of publishers based in the UK. Over the next two weeks she is going to visit her most important markets in Western Europe: France, Belgium, the Netherlands, Germany, Switzerland and Austria. She's flying between the capital cities of each country, and of course flying out to Paris and back from Vienna at the end. She expects to have two meetings a day for each of her ten working days abroad. On trips like this she eats dinner in the restaurant in the evening – so that's no home cooking from Monday when she leaves to Friday afternoon of the following week – not even at the weekend.

- How many countries will she have visited?  
By the end of the trip *she'll have visited six countries.*
- How many flights will she have taken?  
Altogether *she'll have flown five times.*
- How many meetings will she have had?  
When she finally gets to the end *she'll have had twenty meetings.*
- How many restaurant dinners will she have eaten?  
By the time she finishes *she'll have eaten ten dinners.*

- 6** Complete each sentence using the most appropriate form of the verb in brackets: either the future continuous (*will be doing*) or the future perfect (*will have done*). Use contractions.

- I'm enjoying this course. I *will have learned* a lot by the time it's finished.
- I'm really looking forward to the course next year. I *will have learned* about the world economy and its impact on financial markets.
- I have to be careful with my money this month. I *will have spent* a lot next week when my car is serviced, and I also have some bills to pay.
- I haven't got much money left. If I go on like this, I *will have spent* it all soon.

## will have been doing (future perfect continuous)

### 7 Read the notes in the box then do the exercise below.

- The future perfect continuous is formed with *will have been* + -ing form of the verb.
- The future perfect continuous is used for 'looking back from the future at an action in progress'. In other words, it combines the meaning of the future perfect and the future continuous.
- It is only very rarely that we need to express this meaning, and when we do it is usually to emphasize the duration and the repetitive nature of the action: *By the time he retires, he'll have been working here for more than thirty years.*
- By lunchtime, *I'll have been replying to emails for over two hours.*
- Use the future perfect to emphasize a result, and the future perfect continuous to emphasize an action in progress:  
*By the end of her trip, she'll have collected a lot of useful market information.* (result)  
*By the end of her trip, she'll have been travelling non-stop for twelve days.* (action in progress, with emphasis on the duration and repetitive nature)

**Complete each sentence using either the future perfect or the future perfect continuous. Use contractions.**

- Next year we *will have made* cars on this same site for fifty years.
- By the end of the year, we *will have made* profits of over €3 million.
- By Friday I *will have written* the report. Then maybe I can think about something else for a change!
- By Friday I *will have been writing* this stupid report for two weeks and it still won't be finished. It's driving me mad.

## 7 Financial control

### Cause and effect

**1** Each item a-w can be used to complete just one of the sentences below. Write each letter in the appropriate box.

- |                    |                    |
|--------------------|--------------------|
| a) arose from      | m) gave rise to    |
| b) as              | n) led to          |
| c) as a result     | o) on account of   |
| d) as a result of  | p) originated from |
| e) because         | q) owing to        |
| f) because of      | r) resulted from   |
| g) because of that | s) resulted in     |
| h) brought about   | t) since           |
| i) caused          | u) stemmed from    |
| j) consequently    | v) thanks to       |
| k) developed from  | w) was caused by   |
| l) due to          |                    |

#### Cause

1 The successful advertising campaign \_\_\_\_\_ an increase in sales.

#### Effect

- 2 The increase in sales \_\_\_\_\_ the successful advertising campaign.
- 3 \_\_\_\_\_ we had a successful advertising campaign, sales increased.
- 4 \_\_\_\_\_ the successful advertising campaign, sales increased.
- 5 We had a successful advertising campaign and, \_\_\_\_\_, sales increased.

- The verb *caused* can be replaced with *brought about*, *gave rise to*, *led to* and *resulted in*.
- The verb *was caused by* can be replaced with *arose from*, *developed from*, *originated in*, *resulted from*, *stemmed from*. (Do you know the literal meaning of a stem? Check in a dictionary.)
- The linking word *because* can be replaced with *as* and *since*. Note that *as* has a different meaning to its use in comparisons, and that *since* has a different meaning to its use as a time phrase.
- The linking phrase *because of* can be replaced with *as a result of*, *due to*, *on account of*, *owing to*, *thanks to*. Of these, *because of* is much more common than the others.
- The linking phrase *because of that* can be replaced with *as a result*, *consequently*.

**2** Underline the correct words to make usage notes.

- There is very little difference in meaning between 'because', 'as' and 'since'. However, **because/as and since** can emphasize the reason more strongly, while **because/as and since** can suggest that the reason is obvious.
- In sentence 3 in the previous exercise, this word order is also possible: 'Sales increased because we had a successful advertising campaign'. In cases like this where 'because' comes in the middle, it is **equally common/much less common** to replace 'because' with 'as' and 'since'.
- The phrase *owing to/thanks to* is more formal.

- The phrase **due to/on account of** often refers to a problem or difficulty. For this reason it is *not* very natural in sentence 4 of the previous exercise because there is no problem (something good happened: a successful advertising campaign).
- The phrase **due to/owing to** cannot come after the verb 'be'. (Example: The increase in sales was \_\_\_\_\_ the successful advertising campaign).
- Study the difference between sentence 3 and 4 in the previous exercise. **Because/Because of** is used before a noun phrase (no verb), while **because/because of** is used before a clause (subject + verb).
- In sentence 5 in the previous exercise the linking phrases come in the middle of a sentence after the word 'and'. It is **also very common/not so common** for them to come right at the beginning of a sentence, followed by a comma.

**3** Look back again at sentence 5 in Exercise 1. What two-letter word is very common to express the same meaning, is more informal, and is written without commas?

We had a successful advertising campaign \_\_\_\_\_ sales increased.

**4** Complete the sentences with a word or phrase from the box.

arose from	as	as a result	due to
led to	so		

- Changes in the market \_\_\_\_\_ the collapse of the company.
- \_\_\_\_\_ there were so many changes in the market, the company eventually collapsed.
- \_\_\_\_\_ the changes in the market, the company eventually collapsed.
- The market changed completely \_\_\_\_\_ the company collapsed.
- There were a lot of changes in the market, and, \_\_\_\_\_, the company collapsed.
- The collapse of the company \_\_\_\_\_ all the changes in the market.

**5** Cover all the other exercises on this page with a piece of paper. Complete each sentence below with one of these prepositions: *about*, *by*, *from*, *in*, *of*, *to*.

- Our cashflow problems last year arose \_\_\_\_\_ late payments by suppliers.
- Basically, all our cashflow problems have originated \_\_\_\_\_ late payments by suppliers.
- On account \_\_\_\_\_ late payments by suppliers, we had a lot of cashflow problems last year.
- Late payments by suppliers have brought \_\_\_\_\_ all our cashflow problems.
- All those late payments by suppliers have given rise \_\_\_\_\_ a lot of cashflow problems.
- Our cashflow problems are largely caused \_\_\_\_\_ suppliers paying us late.

## Describing ability in the past

**6** Underline the words in **bold** that are the most natural then read the information in the box.

- 1 In the old days **we could/we were able to** take our customers out for lunch all the time without worrying about the bill.
- 2 The new software arrived yesterday. **I could/I was able to** install it quite easily.

- To talk about general past ability (not limited to one occasion) we use *could*.
- To talk about one specific past action we use *was/were able to*.
- To talk about one specific past action we can also use *managed to, failed to* and *succeed in*.

**7** Complete each sentence with the correct ending,

a) or b).

- |                     |               |
|---------------------|---------------|
| 1 I was able        | 3 I succeeded |
| 2 I managed         | 4 I failed    |
| a) to install it    |               |
| b) in installing it |               |

**8** Look at the second bullet point in the box above, and then look at the sentence below.

*Her presentation was excellent. I could understand everything she said.*

This seems to break the rule – is it correct?

To talk about one specific past action with verbs of the senses and thoughts (*see, feel, hear, think, understand, etc.*) we can use *could* as well as *was/were able to*.

## Articles

**9** Match the uses a–j in the box with the examples 1–10.

a/an

- a) referring to something for the first time
- b) used when you mean any person or thing of a particular type, but not a specific one
- c) describing a type of job (*a teacher, an accountant*)

the

- d) referring to something mentioned previously
- e) referring to something for the first time when it is clear from the situation which one we mean
- f) when there is only one of something (*the boss, the sun*)

g) nationalities and other groups (*the English, the young, the poor*)

no article

- h) plural countable nouns (*facts, jobs, machines, animals*) used in a general way
- i) uncountable nouns (*information, work, machinery, nature*) used in a general way
- j) most countries, continents, cities, streets (*Italy, Europe, Geneva, Church Street*)

- 1 He's finished university and wants to work as **an** electrical engineer.
- 2 Have you got **a** car?
- 3 I have **a** suggestion.
- 4 I've been thinking about **the** suggestion you made at the meeting yesterday.
- 5 We sell these products all over **the** world.
- 6 I think there should be more training for **the** unemployed.
- 7 I think **the** project is going well.
- 8 For me, football is like **life**.
- 9 At our plant in Slovakia we make cars and trucks.
- 10 Riga is the capital of Latvia.

**10** The word **advice** is uncountable. Decide if each sentence is correct (✓) or incorrect (✗).

- 1 He gave me a good advice.
- 2 He gave me the good advice.
- 3 He gave me good advice.
- 4 He gave me some good advice.
- 5 The advice he gave me was very good.

- A common mistake is to use *a* or *the* with uncountable nouns used in a general way. In these cases we sometimes use no article, but it is more common to use *some* or *a lot of*.
- In sentence 5 *the* is used because it is clear from the situation which advice we mean.

**11** The word **computer** is countable. Decide if each sentence is correct (✓) or incorrect (✗).

- 1 He's a real techie – he loves **the** computers.
  - 2 He's a real techie – he loves computers.
  - 3 The computers we have at work are a bit out-of-date.
- A common mistake is to use *the* with plural countable nouns used in a general way. We normally use no article.
  - In sentence 3 *the* is used because it is clear from the situation which computers we mean.

**12** If the sentence is correct, put a tick (✓). If it is incorrect, add or delete the articles *the* or *a/an*.

- 1 In business, the up-to-date information is critical for success.
- 2 This is a very important information.
- 3 Thanks for information you gave me – it was useful.
- 4 I enjoy job I do in the evening.
- 5 It's hard to find jobs in the finance sector.
- 6 To become doctor you need to study at university for many years.
- 7 The love is not rational – you can't explain it.
- 8 The love I have for my cat is not the same as the love I have for my boyfriend.
- 9 We need to do a research.
- 10 We need to do some research.
- 11 We need to do the research to see if you're right.
- 12 We need to do a lot of research.

## 8 Fair trade

### Obligation and permission

#### 1 Match the forms in bold with their best descriptions a–e below.

- 1 You **have to do it.**
  - 2 You **must do it.**
  - 3 You **don't have to do it.**
  - 4 You **mustn't do it.**
  - 5 You **can do it.**
  - 6 You **can't do it.**
- a) You have permission.
  - b) It is not necessary.
  - c) It is prohibited (forbidden) or You do not have permission.
  - d) It is necessary. I am telling you.
  - e) It is necessary. The rules say so.

#### 2 Read the notes in the box then do the exercise below.

There is no real difference between *must* and *have to* in writing. In speech there is a very small difference: *must* can suggest that the speaker decides what is necessary.

*have to* can suggest the necessity comes from the situation.

Complete the sentences with the most likely form, *must* or *have to*. Remember that this is not a 100% rule, and both are possible in all the sentences.

- 1 I \_\_\_\_\_ go on a diet – these trousers don't fit any more!
- 2 I \_\_\_\_\_ go on a diet – the doctor says that I am overweight.
- 3 This is the text the teacher gave us. We \_\_\_\_\_ read it for homework. We're going to discuss it in class tomorrow.
- 4 This book is really good – you \_\_\_\_\_ read it.

3 In very formal language (such as legal documents) you can use *shall* to express obligation. Match the words in bold below with some words in bold from Exercise 1 (so that the meaning is the same).

- 1 You **shall do it.** \_\_\_\_\_ and \_\_\_\_\_.
- 2 You **shall not do it.** \_\_\_\_\_ and \_\_\_\_\_.

The most common use for *shall* is making suggestions, and in this case we only use it with *I/we*: *Shall we stop for lunch?* But in the formal use for obligation mentioned above it can be used with *you/he/she/it/they* as well.

4 The forms in bold below are other ways to express obligation and permission. At the end of each sentence write the words in bold from Exercise 1 that have the same meaning. You might write the same words twice.

- 1 You **need to do it.** \_\_\_\_\_ and \_\_\_\_\_.
- 2 You **needn't do it.** \_\_\_\_\_.
- 3 You're **allowed to do it.** \_\_\_\_\_.
- 4 You're **not allowed to do it.** \_\_\_\_\_ and \_\_\_\_\_.
- 5 You've **got to do it.** \_\_\_\_\_ and \_\_\_\_\_.

5 Be careful with the word *may*. It can indicate permission in a formal context, or it can indicate possibility (approximately a 50:50 chance of something happening).

Look at the use of *may* in the sentences below and write 'permission' or 'possibility' at the end.

- 1 Visitors **may** use the swimming pool between 5.30 and 7.30pm. \_\_\_\_\_
- 2 There **may** be an easier way of solving the problem. \_\_\_\_\_
- 3 **May** I use your phone? \_\_\_\_\_
- 4 You **may** go home now if you want. \_\_\_\_\_
- 5 You **may** be asked to show your passport. \_\_\_\_\_
- 6 Some chemicals **may** cause environmental damage. \_\_\_\_\_
- 7 You **may** not use this equipment unless you have been on a training course. \_\_\_\_\_
- 8 You **may** not believe me, but it's true. \_\_\_\_\_

When *may* is used for possibility (as in 2, 5, 6 and 8 in Exercise 5) we can use *might* with the same meaning. We cannot do this for the other sentences.

#### 6 Underline the correct words in bold.

- 1 I'm sorry, this is a non-smoking area – you **haven't got to/can't smoke here.**
- 2 You **mustn't/don't have to** come if you are busy, but it would be nice to see you.
- 3 Ethical behaviour is important – you **mustn't/needn't accept bribes.**
- 4 You **mustn't/needn't take an umbrella** – I've got a spare one in the car.
- 5 You **don't have to/can't enter the USA without a visa.**
- 6 This report is confidential – you **mustn't/needn't show it to anyone.**
- 7 You **must/aren't allowed to maintain the equipment in good condition.**
- 8 You **mustn't/don't have to do that**, I'll do it tomorrow.
- 9 You **mustn't/don't have to do that**, it's dangerous.
- 10 All payments **shall/mustn't** be made within 30 working days.
- 11 If you want to smoke, you **shall/may go outside.**
- 12 Don't worry, the law states that you **shall/may receive all the money that is owing to you.**

**7** Complete each sentence with a form of *have to*. Choices include *has to*, *don't have to*, *had to*, *didn't have to*, *'ll have to*, *won't have to*.

- 1 If you want to do well in your exams, you \_\_\_\_\_ work a lot harder this semester.
- 2 I'm sorry I'm late, I \_\_\_\_\_ take my daughter to the hospital.
- 3 It's a drop-in service, you \_\_\_\_\_ make an appointment.
- 4 If we redecorate the offices this year, we \_\_\_\_\_ do it again for another five years.
- 5 Teresa can't fly direct from Brno. She \_\_\_\_\_ go via Prague.
- 6 Oh, you brought your own projector! You \_\_\_\_\_ – we have one in the conference room.

**8** Complete b) and c) so that they have the same meaning each time as a). For b) use a form of *can*, for c) use a form of *allowed*.

- 1 a) When I was young, we had permission to park anywhere in the city centre.  
b) When I was young, we \_\_\_\_\_ anywhere in the city centre.  
c) When I was young, we \_\_\_\_\_ anywhere in the city centre.
- 2 a) I'm sorry, it's prohibited to smoke in here.  
b) I'm sorry, \_\_\_\_\_ in here.  
c) I'm sorry, \_\_\_\_\_ in here.
- 3 a) Yes, that's OK, taking pictures is permitted.  
b) Yes, that's OK, \_\_\_\_\_ pictures.  
c) Yes, that's OK, taking \_\_\_\_\_.

**9** Look at the word *got* in these sentences. If it is correct, put a tick (✓). If it is not correct, cross it out.

- 1 Maria is busy – she's got to finish some work before tomorrow.
- 2 You could have gone to the restaurant. You didn't have got to wait for us.
- 3 Is that the time? I've got to go now.
- 4 What time have we got to be at the meeting?
- 5 Do I have got to sign in the visitor's book?
- 6 It's boring to have got to wait so long.

Both *have to* and *have got to* express necessity. *Have got to* is a little more informal, and is mostly used in the present simple. Also, *have got to* cannot be used in the infinitive form (see sentence 6 above).

## Inversion

**10** Read the information in the box. Then rewrite each sentence 1–6 beginning as shown.

- In formal speech and writing there is a special construction when the sentence begins with a negative adverb (like those underlined below).  
*I have never in my life seen such bad service.*  
→ Never in my life **have** I seen such bad service.  
*You shouldn't do that under any circumstances.*  
→ Under no circumstances **should** you do that.  
*It is not only bad practice, it is also illegal.*  
→ Not only is it bad practice, it is also illegal.  
*I wasn't able to see a doctor until Monday.*  
→ Not until Monday **was** I able to see a doctor.
- Notice how the subject and the verb – in **bold** – are inverted (change places).
- This structure emphasizes the negative adverb.
- Words and phrases used with this structure include: *never, no sooner, not once, not only, not since, not until, on no account, only after, only once, only then, rarely, seldom, under no circumstances*.

- 1 I have rarely tasted coffee as good as this.  
Rarely \_\_\_\_\_.
- 2 You shouldn't accept a bribe under any circumstances.  
Under no \_\_\_\_\_.
- 3 We won't pay them until all the work is completed.  
Not until \_\_\_\_\_.
- 4 The contract is not only badly worded, it is also incomplete.  
Not \_\_\_\_\_.
- 5 You should not talk to the media on any account.  
On no \_\_\_\_\_.
- 6 Work can begin only once safety checks have been carried out.  
Only \_\_\_\_\_.

In 2 and 5 in Exercise 10 notice how the word *any* in the first sentence becomes *no* in the second.

**11** Look at the list of negative adverbs in italics in the final bullet point of the box above. Complete each explanation below with items from this list:

- 1 '\_\_\_\_\_' means 'very rarely'.
- 2 '\_\_\_\_\_' and '\_\_\_\_\_' are both used to emphasize that someone must definitely not do something, for any reason.
- 3 '\_\_\_\_\_ had ... than ...' is used to say that something happened almost immediately after something else

# Recordings

## Unit 1 Building a career

### 1.1 About business: The education business

1:01–1:04

**Speaker 1:** Education for all – what a ludicrous idea! It's an incredible waste of resources. In countries where anybody can go to university, at least half the students drop out after the first year. If resources are limited, which they obviously are, then we should use them wisely to train the brightest and best – those who can benefit most from a university education.

**Speaker 2:** I think it's unrealistic to keep pumping public money into universities. That way, there's no incentive for them to become more competitive. It makes much more sense to use government funding to provide loans to students, and let universities compete with private schools for their business. They'd soon sort out their finances!

**Speaker 3:** It's not right that students should have to mortgage their future. Article 26 of the Universal Declaration of Human Rights states that everyone has the right to education. Universities should remain not-for-profit. It would be disastrous if they were forced to become profit-making businesses.

**Speaker 4:** This whole debate is a complete waste of time. A university degree just isn't relevant any more. You spend three or four years learning outdated theories that have nothing to do with modern life, and there isn't even a guarantee of a good job at the end of it, or a job at all for that matter. You just waste three years when you could be earning money and gaining valuable real-world experience.

### 1.2 Vocabulary: Education and career

1:05–1:10

**Speaker 1:** I'm thinking of leaving actually. I've worked in China, Argentina and Alaska, and now they want me to go to South Africa for two years! But even if I resign, they'll make me work at least another three months. I'm just sick of being moved around all the time.

**Speaker 2:** When the company was modernized, they told me to stay at home for a week or two while they found me a different job – but they never did. So, in the end, they had to 'let me go', as they say. Replaced by a machine! Actually, I'm grateful – it was probably the best thing that could have happened to me.

**Speaker 3:** I've just been sent home for a week because I refused to wear a safety helmet – they're too hot and uncomfortable. They keep harassing me – I think they'd like to fire me actually!

**Speaker 4:** I was on the road for thirty years as a sales rep. Then I was lucky enough to get the job as sales manager here four years ago. I've just been made 'Director of Customer Satisfaction' – or as the boys in sales say, they've kicked me upstairs! Well, at my age, I'm over the moon!

**Speaker 5:** I'm based in London for the moment. Actually, right now I'm doing audits in Paris for our French subsidiary – but it's just for three months. After that, they've asked me to move to the Vancouver office. It's a fantastic opportunity!

**Speaker 6:** Well, I'm not actually working at the moment. I'm an actor and I finished a movie a couple of months ago. I'm thinking about taking a year off to write a book.

1:11–1:13

**Speaker 1:** Hi. My name's Bob. A few years ago I started up an electronics company which has been very successful. So successful, in fact, that I had to hire a CEO to give me time for my creative work. I brought in Jack, a manager from a completely different business, a soda manufacturer in fact. I thought he would be the right man to help my company grow, but now I know I made a big mistake. Recently we disagreed about strategy. Believe it or not, the Board decided he was right and I was wrong, and stripped me of my duties. Of course, I resigned. Well, what would you have done? I still hold my shares in the company, but I think I'm going to sell them. I don't know what I'll do next. Maybe I'll invest the money from the shares and retire somewhere cheap and sunny. Or I suppose I could start over and build a new company. Or join a competitor. What do you think I should do?

**Speaker 2:** Hello, I'm Lucy, and my problem is that I've never really known what sort of career to choose. I studied languages at university, which was great, but it doesn't really qualify you to do anything. After graduating, I worked as a researcher for a charity, then I went abroad and worked as an English teacher for a while. Now I'm a secretary; or should I say I was a secretary, because I've just been fired for writing stories at work!

I love writing – but it's not easy to make a living from it. I suppose I'd need to go back to school and do a creative writing course. Perhaps I could work part-time, waitressing or something. Or should I just look for another secretarial job? Or go back to being a researcher, or a teacher maybe ... at least that's more creative. What do you think?

**Speaker 3:** Hi. I'm Mel. I've wanted to run my own business for as long as I can remember. When I was in high school, a friend and I designed a product which we managed to sell to local government departments. But my parents were really keen on sending me to business school, so now I'm in my third year at a really prestigious, expensive school. The thing is, my friend and I have a fantastic opportunity to start our own business: we have a new product and a big company is really interested in buying it. But to develop our idea, I'll have to drop out of school, and I know my parents will be really upset. What do you think I should do?

### 1.3 Grammar: Tense review

1:14

**Jess:** Fraser Orbell!

**Fraser:** Oh, hi.

**J:** Fraser, fancy meeting you here! You look great! Do you still go running?

**F:** Oh, thank you. Yes, I usually run two or three times a week. Um, I'm sorry, I'm afraid I always forget people's names ...

**J:** It's Jess! Jess Tomey!

**F:** Oh, Jess, of course! I'm so sorry ...

**J:** It's all right. People often don't recognize me. Too many business lunches, so I always tend to put on weight!

**F:** Oh, no, you look wonderful. As always!

**J:** Thank you, Fraser! So what are you doing these days?

**F:** Well, actually, at the moment I'm not doing very much. Sort of, job-hunting, you know ...

**J:** Oh, I see. Well, I hope you find something soon. But what did you do after graduation?

**F:** Well, you probably remember that I dropped out in my final year, so I didn't actually graduate. But I worked for ITC in Manchester for twenty years.

**J:** Oh, did you?!

**F:** Yes, until they were taken over by Morgan-Hoenshell about a year ago. Twenty years of loyal service, but when Morgan-Hoenshell came along, I was made redundant without so much as a word of thanks.

**J:** Oh, how awful for you!

**F:** Yes, well, you know, that's life, isn't it? But, um, actually, I've just got back from Nepal.

**J:** Nepal? Wow!

**F:** Yeah, been, um, working on a book.

**J:** Oh, that's terrific, Fraser! So when can I buy it?

**F:** Well, I haven't finished it yet, but hopefully it'll be published next year – I promise I'll send you a copy. But anyway, that's enough about me – what have you done since you left Franklin? Did you get that job you wanted in finance?

**J:** Yes, I did. I worked in several firms, actually. I became a specialist in downsizing – cutting costs, streamlining, restructuring, you know ...

**F:** I see. A bit like Morgan-Hoenshell!

**J:** Well, yes, a bit ...

**F:** So where are you working now?

**J:** Oh, I'm currently managing one of our subsidiaries, um, up north.

**F:** Oh, yeah – anywhere near Manchester?

**J:** Um, yes ... but I'm going to move down to London soon.

**F:** Oh, really?

**J:** Yes, I've just had some rather good news.

**F:** Uh-huh?

**J:** Well, if all goes well, I'm taking over as group CEO next year.

**F:** Wow, congratulations! Which company?

**J:** Um, you probably wouldn't be interested ...

**F:** Come on, Jess. We go back a long way! No secrets between us, eh?

**J:** Well, it's Morgan-Hoenshell, actually ...

### 1.4 Speaking: Interviewing: giving reasons

1:15–1:20

1 What inspires you in a job?

2 Describe a decision you made that was a failure. What happened and why?

3 How do you measure success?

4 What can you do for us that someone else can't?

5 If we don't hire you, why do you think that would be?

6 What do you feel this position should pay?

1:21

**Interviewer:** How do you measure success?

**Olivia:** Well, as regards measuring professional success, I think it's important not only to understand what the company expects from me, and to compare my own performance with those benchmarks, but also to listen very carefully to the feedback I get from managers and co-workers. As far as my personal life is concerned, I try to discuss my objectives regularly with my family. That way I can be sure that they approve of what I'm trying to do and, what's more, they share the success when I achieve an objective.

1:22

I: What can you do for us that someone else can't?

O: Well, it's true that lots of people have similar qualifications to mine but, on the other hand, not so many people have excellent people skills. I believe that my ability to get on with people will be very valuable to your company. For one thing, working as a team to achieve a common goal is essential in marketing and, for another, real quality is only possible when every member of the team is committed to adding value to the organization. I have a proven ability to get people to work together and, in addition, to share values like respect, honesty and hard work.

## 1.6 Case study: Mangalia Business School

1:23

First of all, I would like to thank you all for coming here today. We hope you will enjoy your visit, and experience for yourselves why Mangalia is such a wonderful place to live and study. As you know, institutions like MBS now compete in a global market. The days when we could rely on our contacts in Romania and Central Europe to fill our school are long gone. Today we compete with giants like Harvard and the London Business School. Small schools like MBS face a difficult choice: either we sit back and watch the brightest students and the best professors fly away to Massachusetts, Paris, Barcelona or London, or we take risks, invest and develop new ways to be more competitive in the global marketplace. Here in Mangalia, we are not used to sitting back and doing nothing. We have chosen to draw up a five-year plan to make MBS a truly international business school, and we have invited you here to help us. We are not only relying on your experience, your know-how and your creativity to help us make the right decisions, but we are also counting on you to identify and promote the USPs – the unique selling propositions – that will give us a competitive advantage in attracting the best students and the most influential corporate clients. As far as finance is concerned, some of you will already have heard the excellent news that the prominent businessman and multimillionaire Ion Bumbescu has offered to sponsor our school. This would have the immediate effect of doubling our budget. However, Mr Bumbescu's business methods are somewhat controversial, and his offer specifies that the school should be known as the Bumbescu Business School. Consequently, I must ask you to consider carefully all the implications of such a change.

1:24

In business news, controversial multi-millionaire Ion Bumbescu has again been accused of involvement in defence procurement for developing countries. Mr Bumbescu, who is believed to be travelling in Southeast Asia, was unavailable for comment, but in a short statement made earlier today, a spokesman for Bumbescu Holdings claimed that 'the group's companies had done nothing illegal.' Mr Bumbescu's business methods have been frequently criticized by his competitors. Recently his Bumbescu Foundation has been pouring millions into research and education projects, in what appears to be an attempt to improve his image.

## Unit 2 Information

### 2.1 About business: IT solutions

1:25–1:28

**Speaker 1:** I'm not sure all this technology is a good thing. Take these BlackBerry® smartphones, for example. I was at a meeting last week where three of the six attendees spent most of the time doing email! People get really addicted to it – it's a drug! I heard about one executive whose wife got so fed up with him checking his emails all weekend that she flushed his BlackBerry down the toilet!

**Speaker 2:** IT? Oh, I love it! As soon as there's a new gadget, I have to have it. I think it's just amazing what you can do nowadays. Of course, you don't really save time, but you get so much more done in a day. I just cannot imagine how anyone can manage without a smartphone and an iPad.

**Speaker 3:** As far as I'm concerned, information technology is just another weapon in the class war. Management will use any way they can to exploit the workers, and increasing productivity with computer systems is just another way to get as much as they can. Not to mention the untold damage that the radiation and microwaves from all these electronic devices are doing to our eyes, our backs and our brains!

**Speaker 4:** Well, I have to use the computer at work sometimes, but I wouldn't have one in the house. All those viruses, spam and computer crime! Anyway, a lot of people at work seem to spend more time fixing computer problems than actually doing any work. I think we'd be better off without them!

### 2.2 Vocabulary: Information systems and communication

1:29–1:36

**Speaker 1:** Hello? Mr Skopelitis? Oh. This is Ebony Brooks in Accounts. Something went wrong with the system when I was in the middle of a backup. Everything just stopped. It wasn't just my computer. Do you think you could call me? Give me a ring as soon as you can.

**Speaker 2:** George, it's Maurice. I'm still having that problem making appointments on the website. I log in, then everything seems to freeze, and when I try to escape, I get the famous blue screen. Can you give me an update on what progress you've made on this problem? Just a quick report.

**Speaker 3:** Yeah, George, it's Martha here. Listen, could you contact me? I want to replace my department's laptops with something more modern. Our old ones are getting pretty tired, know what I mean? Please get in touch as soon as you have a moment.

**Speaker 4:** Hello, George. This is Lincoln Thigpen. I hope you can help me out. I seem to have done something stupid. I was cleaning up my hard disk, and well, now some very important presentation slides seem to have disappeared. I hope you have some way of rescuing them. If you could get back to me with an answer sometime today, I'd appreciate it.

**Speaker 5:** Hi, Mr Skopelitis. This is Camilla Ramsey from Customer Services. It's about that little software thingy you sent me. I've copied it into the database program like you told me to, but it doesn't seem to work. I know some other people were having the same problem. Do you think you could

include me in the group of people to inform? You know, keep me in the loop. Thanks.

**Speaker 6:** George, Maurice again. Where are you?! Marketing are hassling me every five minutes because they still can't use the Internet. Will you please tell me when you're going to be able to get them online? Let me know asap.

**Speaker 7:** George, Marvin. Remember how you said you could get that software from the Internet to make my sound card work? I can't work without my music! I guess you're working on it, but can you keep me informed, maybe a regular progress report, OK?

**Speaker 8:** Good morning, Mr Skopelitis. This is Cara Bickerson in Marketing. I'm looking for a quicker way to get information from our market studies into the database – typing it all in is just too slow. I'm interested in voice recognition software. I wonder if you could fill me in on the details of what's available? You can reach me any time today before 4 p.m. Thank you.

### 2.4 Speaking: Telephoning

1:37

**Lorenzo:** Accounts?

**Kelly:** Lorenzo? It's Kelly, from Sales.

**L:** Uh-huh.

**K:** Listen, I'm with a customer and I need you to give me last year's billing figures.

**L:** What's the customer account number?

**K:** Um, I don't have it here. But it's Zimmer, in Warsaw.

**L:** Well, if you don't have the account number, I can't help you.

**K:** Oh, come on, Lorenzo. I really need this! I'm sure you can find it.

**L:** Look, Kelly, it's the end of the month and we're closing the accounts. I'd like to help you, but I'm up to my eyes in work here. I really haven't got time to look for your customer's records now. Try Marielle in Sales Administration. I'll put you through.

**K:** Thanks a million.

1:38

**Cory:** Cory Wilks.

**Tabetha:** Hello, Cory. It's Tabetha Pullman here.

**C:** Oh, hi Tabetha, how are you doing?

**T:** I'm fine, thanks. How are you?

**C:** Well, you know, mustn't grumble, I suppose. Things'll be a bit easier when the weather improves.

**T:** Oh yeah, it's been a really long winter, hasn't it? Anyway, have you got a couple of minutes?

**C:** Yes, sure.

**T:** Well, do you happen to know how to set up a WiFi connection to a laptop? I would've asked the IT department, but apparently they're all in some big meeting, so I thought you might be able to help me.

**C:** Oh, I'm sorry, Tabetha. I wish I could help you, but I don't know that much about it myself. Amanda does all my department's computer stuff and she's out of the office today. I'm sorry.

**T:** Don't worry. I just thought you might know, but it doesn't matter. Thank you anyway.

**C:** No problem.

**T:** Anyway, I won't keep you any longer – thanks once again.

**C:** You're welcome – sorry I couldn't help you more.

**T:** That's all right. Bye.

**C:** Bye.

1:39

- Lauren: Hello?  
Erich: Good afternoon. I wonder if I could speak to Ms Simpson, please?  
L: Speaking.  
E: Excuse me?  
L: This is Lauren Simpson.  
E: Ah, Ms Simpson. Erich Schrader, calling from Switzerland. We met at the conference in Nice last month.  
L: Oh, yes, of course! How are you, Erich?  
E: I am very well, thank you, Ms Simpson. And how are you?  
L: Fine, thanks. Um, what can I do for you?  
E: Well, I'm very sorry to disturb you, but I was wondering if I could ask you a favour?  
L: Yes, of course ...  
E: Do you think you could possibly send me a copy of the slides you showed at the conference? They were most interesting.  
L: Ah, well, normally I'd be glad to help, but I'm afraid my hard disk crashed last week.  
E: Oh dear, how very unfortunate. I trust you didn't lose too much important information.  
L: Well, everything, actually. But there wasn't too much important stuff on it – except the slides, of course.  
E: And you wouldn't happen to have a backup, or a hard copy, would you?  
L: No, I'm afraid not.  
E: I see. Well, I mustn't take up any more of your time. Thank you all the same, Ms Simpson.  
L: You're welcome. Goodbye Erich, I mean, Mr, um ...  
E: Schrader.  
L: Um, yes. Goodbye then.

1:40

- Russell: Russell Pond speaking.  
Mike: Hello, Russell – Mike.  
R: Hello, mate. How's life?  
M: Not so bad. And you?  
R: Fine, fine. Looking forward to the weekend, though!  
M: Yeah, me too. Er, Russell, you got a moment?  
R: Yes; what's on your mind?  
M: Well, I know this is asking a lot, but I've got this presentation on Monday and my laptop's got a virus. Any chance I could borrow yours for the weekend?  
R: Ah, look, it's not that I don't trust you or anything ...  
M: OK, just forget it. I shouldn't have asked.  
R: The thing is, I've got some really important data on it and the anti-virus isn't up-to-date ...  
M: It's all right, Russell. I know what you mean. Anyway, I'd better get on. Are you going to the match on Saturday?  
R: Yes, I expect so.  
M: OK. I'll see you there, then. Bye.  
R: Cheers.

## 2.5 Writing: Memos

1:41

Hello, Chris Webster here. I'm at the airport, just about to leave for my holiday, and I've just realized there's something important I've forgotten to do, so I wonder if I could ask you a favour? You know the new procedure we discussed for computer upgrades? Asking people to evaluate their computing needs for the next two years so we can budget for buying new equipment in advance? Well, do you think you could write a memo to everyone in the department, explaining the new system? Remind them that we've been dramatically over budget in the last two years, so, you know, some people who needed laptops didn't get one, while other people got

an upgrade they didn't really need. I need to have the information in time for the budget meeting in October, so can you ask people to email me their evaluations as soon as possible, by the end of September at the latest? And make it positive and friendly please, because I know people complain about the amount of paperwork they have to do already. OK? I've got to go now: my plane's boarding. Thanks a lot, I really appreciate your help – and, see you in two weeks!

## 2.6 Case study: Meteor Bank

1:42–1:45

Tonye: Look, Astrid. We appointed Saul Finlay because he's a very bright, very ambitious young man. All right, he's irritated some of his colleagues – but as he says, you don't make an omelette without breaking eggs. Of course, I'm worried about staff turnover and down time costs, and so is Saul. But you have to remember that our transactions have increased by 40% since he joined us – our subsidiaries in Ivory Coast, Ghana, Cameroon, etc. are growing really quickly. We need to invest in the new equipment he's asking for.

Vincent: Well, if you ask me, I have to say that I think Saul is too ambitious – he's just empire-building. OK, he's increased our capacity. I suppose that's an achievement. But he's made our computer system too centralized. If the main server goes down, we're in trouble – not just in Nigeria, but all over West Africa. The trend today is towards grid computing: that way, if the server in Lagos goes down, we can just redirect transactions via Abidjan, Niamey or Dakar. I say we should decentralize our systems. And another thing, you can't explain the down time just by component failures and software errors. You have to wonder whether some of it isn't malicious ...

Kehinde: The problem is simple. Everybody in IT is exhausted. Mr Finlay is a very demanding manager. He works fifteen hours a day and he expects us to do the same. That's why so many people are leaving! Frankly, I'm not sure that appointing a European IT manager was such a good idea. OK, Mr Finlay has raised salaries. But he's made the job too hard – and it's going to get more complicated if he invests in more sophisticated equipment. So now some people are pleased when the system goes down – you know what I mean? We need to recruit more experienced staff, a lot more.

Joseph: Look, I've nothing against Saul Finlay. I like him. He's a nice young man, and he's succeeded in getting rid of some older staff who just couldn't adapt to change. Of course he's made mistakes, like not understanding the work culture here, but that's almost inevitable when you bring in a foreign manager. I just want efficient service and no more down time – some of our big customers are getting very angry. It seems to me the simple answer is to outsource our IT services. That way we don't have any of the investment, HR or recruitment problems to worry about.

## Unit 3 Quality

### 3.1 About business: What quality means

1:46

Well, over the years, in the household electrical goods industry, or *white goods* as it's often called, there's been a lot of talk about planned or built-in obsolescence. This

means making products that are designed to last a limited time. It's true that we are seeing a general trend towards shorter product lifespans. A fridge, for example, that would once have lasted for twenty years, now lasts for around ten on average. However, I wouldn't go as far as to call it planned obsolescence. But it's true that manufacturers these days decide very carefully what build quality they're aiming for. Consumer behaviour is changing and people don't want to keep things forever. They want to upgrade more often, and there's not much point in producing machines that will last for twenty years when people will be tired of them after ten. So, most manufacturers design accordingly. And that's why it's often cheaper to buy something new than to have a product repaired. The cost of the spare parts and the labour time to repair a broken washing machine, for example, may well come to more than the cost price of a new one. I think another factor is recent legislation regarding recycling. This means that today's ethical consumer can buy electrical goods knowing that we can recycle them at the end of their useful life. And, of course, they can also argue that by upgrading regularly, they're investing in more efficient, more environmentally-friendly technology. Now, if you want to buy a quality product that will last, you can still go for the top brands and ...

### 3.2 Vocabulary: Quality and standards

1:47–1:49

Speaker 1: Well, most of the time I'm looking for value for money, you know, for everyday things and that. So, a balance between quality and the price I'm paying. But, erm, if I'm splashing out on a pair of trainers or the latest mp3 player, I want something reliable that's going to last. And, of course, they've got to look great, too. Do you know what I mean?

Speaker 2: My job basically involves ensuring that the process is as efficient as possible and makes the best use of all the resources needed to make the final product. So, I'm constantly looking at ways to improve it, which means not only solving problems that come up, but also looking for new ways to do things even better. I let the design guys worry about pure product quality. Quality for me is really producing a part or a product which conforms to given technical specifications in the most cost-effective way.

Speaker 3: Erm, although I believe what I do contributes to the end quality of the product, it's not really my everyday concern. I check that the company has documented quality procedures in place and that they're being followed. So, erm, I suppose, in theory, the company might conform to the quality standards, but might be producing a product that is substandard in some way. We don't live in a perfect world, after all!

### 3.3 Grammar: Passive structures and have something done

1:50

Willi: Well, thank you all for coming. I know you're all very busy at the moment so we'll see if we can sort this out as quickly as possible. José, perhaps you can start and tell us the background from the Sales side?

José: Sure, Willi. Well, the problem is simple. Airbridge can't fix the pumps to the fuel tanks properly. The reason, it seems, is because they don't fit.

- Birgit: What do you mean, they don't fit, José?
- J: Basically, Birgit, your Production department put the wrong type of fitting on the pumps!
- B: My Production department, José! Hold on! First of all, Sales didn't warn Production that they wanted things this early. That made things very difficult. We had to organize an extra shift.
- J: Well, yes, I'm sorry about that. We'll try to give you more warning next time.
- B: That was bad enough. And Stock didn't make things any easier. They shouldn't have sent two different parts to the workshop in the same delivery. And, to top it all, they delivered them at the last minute! OK, I'm prepared to admit that there may have been a problem, but you can hardly blame my people in Production if they didn't spot the difference!
- W: But wait a minute, Birgit. The Stock department didn't make a mistake. If you remember, at the last Logistics meeting, we – yes, you, me and everybody else – decided to deliver different parts together to reduce stock movements!
- B: OK, Willi. OK, I accept that, but Stock did deliver late. And Sales should've given us more warning!
- J: More warning! How could we give you more warning? You know that Airbridge only increased their order two weeks before the final delivery date! It's always the same. The customer ...
- W: Now take it easy, both of you. We're not going to find a solution if we spend all our time blaming each other. We've all made mistakes but, as I see it, the underlying cause seems to be customer pressure. So, let's put our heads together and see how we can improve our reaction time without compromising our quality ...

### 3.4 Speaking: Delivering presentations

1:51–1:54

- Speaker 1:** Anyway, the ACI has shown an increase on the marginal propensity gradient of 4.5% over and above the CDWLP.
- Speaker 2:** Well, that's as you can see an increase OK in the rate of sales growth over the quarter and this rate of growth OK continued OK into the new year which was completely unexpected OK and then ...
- Speaker 3:** As is clear from the graph, there was ... as is clear, there was an important development, erm ... important change in the market structure during the previous ... year.
- Speaker 4:** Obviously, we aim to do a profit. We always expect to do a profit, and I'm sure we will do a profit. The sales team are really making a great job.

1:55

So, this graph shows the PFR, that's the Part Failure Rate, per ten thousand over the first ten months of the year. As you can see, it was pretty high for the first four months, around seventy on average. And that's why we set up the quality improvement plan in April. By the way, I'd just like to thank Magda for her input on the plan. I think you'll all agree she did a great job. Anyway, the first results were very promising, with PFR falling to thirty-five in May and then twenty-eight in June. However, since then the rate has got worse again, rising to forty-four in August and forty-seven last month. So, we need to turn things around again. In other words, get the rate back down in the twenties, or better. And basically, that's

why we're here today: to look at the reasons and some possible solutions. ... Is that clear so far? ... Good, well, I think that covers the basic problem, so now I'd like to look at some of the reasons we've identified. Let's look at the next table which shows ...

### 3.6 Case study: Zaluski Strawberries

1:56

**Piotr Sieberski:** Piotr Sieberski.

**Suzanne Van Peeters:** Good morning, Mr Sieberski. This is Suzanne Van Peeters from Schuurman in Amsterdam.

**P:** Ah, morning, Ms Van Peeters. I imagine you're calling about the email we got from you yesterday.

**S:** That's right.

**P:** Something about a quality audit, wasn't it? I don't think you'll find much wrong with our strawberries in terms of quality.

**S:** I'm sure you're right, Mr Sieberski. We've always been very happy with your fruit. But, as I mentioned in my email, we're currently running audits with all our fresh fruit suppliers. Basically, it's a matter of looking at a wide range of issues which may impact fruit quality, and seeing where there may be room for improvement. You know, trying to sort out any potential problems before they happen.

**P:** Well, of course, you're welcome to come and see us if you want to, but I'm not sure what can be improved, really. Your purchaser comes here at least once a year and he's never had anything negative to say about our strawberries, apart from the price of course!

**S:** Yes, well, in fact I was calling to fix up a visit to you. Our supplier audits generally last a day or two and I was wondering whether you'd be free to see us towards the end of next week?

**P:** Next week? ... That's rather short notice and we are pretty busy at the moment, but ... hold on ... Let me check my schedule ... Yes, I guess I could see you on Thursday and/or Friday if that suits you?

**S:** Perfect, Mr Sieberski. Thursday would be fine. We'd probably be arriving the night before, so we could start as early as you like on Thursday morning.

**P:** Well, I get in around seven most days, Ms Van Peeters. That gives me time to look at the important matters before things really get going and I'm interrupted every five minutes!

**S:** Seven! Well, we'll give you a bit of breathing space, Mr Sieberski. How about eight thirty?

**P:** Suits me fine, Ms Van Peeters. So that's eight thirty on the fifteenth.

**S:** Great! Looking forward to seeing you next Thursday.

**P:** Yes! See you then. Thank you for calling! Goodbye.

**S:** Goodbye, Mr Sieberski.

1:57

**Suzanne Van Peeters:** Perhaps we could begin with harvesting, Mr Sieberski. Who does that?

**Piotr Sieberski:** Well, the farms hire their own workers each season, generally students or local people.

**S:** And, do they get any training?

**P:** That's the responsibility of each producer, but I know most of them do some. After all, it's in their own interests.

**S:** What about supervision and picking bonuses to make sure only sound fruit are picked?

**P:** Most farms pay a small productivity bonus if daily picking targets are met, but it

encourages quantity rather than quality, I think. And I must admit, there's little supervision of the picking crews.

**S:** And how is the fruit packed for transfer to your cooler?

**P:** The pickers put them in standard wooden trays, ten centimetres deep. Then the trays are placed on trailers and, when the trailer is full, it's pulled to our shed by tractor.

**S:** Isn't that rather long, Mr Sieberski? I mean, how long do they take to get from the field to your cooler?

**P:** Oh, um, on average, I reckon, three or four hours. Maybe more if several trailers arrive at the same time. In the cooler, the berries are cooled to a temperature of three degrees. Then they're placed in the storage shed until we can pack them.

**S:** I presume the storage shed is chilled too?

**P:** Well, yes, it is. The thermostat is kept on two degrees but, to be honest, we haven't got time to keep records. The picking season is always such a mad rush you know, Ms Van Peeters!

**S:** Yes, I can imagine.

**P:** From storage, the strawberries go to the packing shed. But, I'll let Klara tell you about that. She's been our packing shed supervisor for seven years now and she knows the job inside out. Klara.

**Klara Solak:** Thanks, Piotr. Well, Ms Van Peeters, the packing shed is where we put the berries into the punnets for retail sale in outlets like yours. It's seasonal work, and most people imagine that it's unskilled. But I can tell you that good packers are not easy to find.

**S:** And what about training and bonuses, things like that?

**K:** Of course, we give them basic training when they're hired: fruit selection, careful handling to avoid bruising, that sort of thing. But they learn on the job otherwise. They're paid according to what they pack in a day so there aren't any bonuses. In fact, we've been looking at the idea of a bonus based on the quality of packing. You know, making sure that they don't put bruised or decaying berries in the packages, and so on. But, quite honestly, it's not very easy to measure that sort of thing.

**S:** Yes, but it would certainly be a good idea, I'm sure, and there'd be benefits all along the line. As supervisor, do you check the quality of fruit being packed?

**K:** Huh! Not as much as I'd like. You see, I'm usually packing too, covering for absent staff, that sort of thing.

**S:** I see. Now, what about shipping?

**K:** Well, the punnets are loaded onto trucks for shipping to customers around Europe. Now, we require the trucks to have refrigeration systems and be cooled to zero before loading, but we don't check them systematically.

**S:** Hm, well. Thank you for your explanations, Mrs Solak. Erm, let me see. Ah, yes. One last question for the moment, Mr Sieberski. I'm sure you're aware that the use of nitrogen fertilizers can lead to softer fruit, lower sugar content and less flavour. Do your farmers use nitrogen?

**P:** Yes, I'm aware of the problem, Ms Van Peeters, and at the moment a lot of them still use it. But it's an expensive operation anyway, and most of the producers in the region are planting new varieties of strawberry which don't need nitrogen. So, I reckon that the practice will have died out within the next two or three years.

**S:** Well, that's encouraging! Good, now perhaps we could go and look at ...

## Unit 4 Feedback

### 4.1 About business: The project team

1:58

OK. I think everyone's here apart from Mr Wong, who'll be joining us on the video link in half an hour. So, perhaps we can start? The purpose of today's meeting is to review the dam project schedule to date, look at why things have slipped and see what we can do to get things back on track. First, I'd like to take a look at the original schedule on the Gantt chart here, to put our current situation into perspective. I think you'll all agree, things ran pretty smoothly in Year 1 and we reached the first milestones, completion of the feasibility study and the geological survey bang on target at the end of August. Unfortunately, we got bogged down in bureaucracy – you know, the usual red tape – at the project approval stage. That set us back four months and we could only begin buying the land in May of Year 2. Land purchase went pretty much according to plan, despite some delays for legal reasons, but it still took twelve months. We were able to start population resettlement on time, but we had to postpone diverting the river for six months as it had to be done in the summer months, when the river was at its lowest, which meant starting June of Year 3. So, that's how things stand today. We've just completed the two tunnels to divert the river, so that's almost complete, and we're beginning excavations for the dam foundations next week – one year behind schedule! Which means we won't be able to begin work on the dam wall until at least September of Year 4. Of course, due to this schedule slippage, we're also facing considerable cost overruns. So, I'd like your suggestions on how we can crash the schedule – yes, I mean, accelerate things – to try to respect the original delivery date at the end of Year 7. Any ideas ...?

### 4.2 Vocabulary: Managing people and projects

1:59

Lucy: Well, Andrei, thanks for finding time to see me. I know things are very busy, what with the annual appraisal interviews. Anyway, perhaps you can just give me your impressions of Anna, Bjorn and Katia before we go through the interview results in a bit more detail.

Andrei: Sure, Lucy. So, first of all, Anna. Well, on the positive side, she's hard-working. But she's very independent and single-minded: she tends to do her own thing and she'll pass the buck if she feels it's not her problem, so the others in the team see her as selfish and a bit of a loner. They often think she's not pulling her weight and that she's letting the team down, just because she doesn't see things the same way. And she can be pretty direct, which of course the others interpret as being over-critical, but I don't think she means to be.

L: OK, so Anna has her good and bad points. Now, what about Bjorn?

A: Yes, Bjorn! To be honest, he seems very stressed and I'm worried that he may burn out. He works long hours – he's often in the office long after everyone's gone home. He's definitely organized – some of the others would say obsessive – but I'm not sure he's always really clear about what needs doing and what is less important, so he tends to create work for himself. He could certainly do with taking it easy sometimes, you know.

L: Yes, sounds as if he needs to learn to pace himself a little better!

A: Yeah, that's right. He could do with some time management training, in fact, and I'd like to come back to that when we look at the interview results in detail.

L: Good idea. But first, let's just finish with Katia.

A: Ah, Katia. Well, the first thing is she's new but she's settling in really well. She's friendly and easy-going and gets on well with nearly everybody, except Anna! She's really helpful and she knows what it means to pull together in a team; and she's always ready to cover for somebody. On the other hand, she can be a bit messy, but she's definitely not incompetent. And I think she's very cooperative with her colleagues ...

### 4.4 Speaking: Coaching

1:60

Mrs Gómez: Rafael?

Rafael: Yes, Mrs Gómez?

G: Do you have a moment?

R: Yes, of course.

G: Come in, Rafael. Have a seat. As you know, the last three weeks have been really busy. We could have lost a lot of business while Maria was off sick but, thanks to you, everything has gone really smoothly. So I just wanted to thank you for taking care of Maria's section and staying late while she was off sick.

R: Oh, it was no problem. I was glad to help.

G: Well, you've worked a lot of extra hours, and you've been very supportive of Maria's team. You're not only hard-working and conscientious, but you've shown that you can take initiative: these are qualities the company values highly.

R: Well, thank you.

G: I want to say how much I appreciate your dedication to the company and your solidarity with your colleagues. What's more, I'm very grateful for the support you have shown me personally by dealing with this difficult situation yourself.

R: It was my pleasure. And I enjoyed the chance to work with a bigger team.

G: Well, I'm sure there'll be opportunities for you to take on more responsibility in the very near future, and it's really good to know we can count on you. Well done, Rafael, and thank you!

1:61

Mrs Gómez: Rafael?

Rafael: Yes, Mrs Gómez?

G: Could I just have a word?

R: Yes, of course.

G: Come in Rafael. Have a seat. Now, it seems there was a problem with Mr Baitan last Friday. He called me to say he was very upset. Can you tell me exactly what happened?

R: I'm sorry, I messed up. I was really tired: it was 6 pm, I had two sales assistants off sick and Mr Baitan was being really difficult. I just lost my patience. He wouldn't stop asking me the same questions!

G: Well, Rafael, you're a good supervisor, but you can't afford to forget your basic customer care skills, can you?

R: No, I understand. I realize I didn't set a very good example for the team.

G: Quite. Now, do you have any ideas as to why Mr Baitan was so upset?

R: Well, I understand that he expects VIP treatment. I'm afraid I was probably a bit rude to him.

G: Look Rafael, you've been with us for, what, three years now? You do realize that this kind of problem can have serious consequences, don't you?

R: Yes, of course.

G: All right then, so what do you think we can do to make sure this doesn't happen again?

R: Well, I've been thinking about doing the stress management course. I think it could help me a lot. And, perhaps Maria could let me have someone to help out in my section when things are really busy?

G: Right. I think that's a good plan. I know you've been under pressure, so if you need help, you will get back to me, won't you?

R: Yes, thank you.

G: Good. Is there anything else you'd like to add?

R: No.

G: So, before you go, let's just summarize what we have agreed. I'll book you on the course next week, and I'll ask Maria to give you some help during the really busy periods. OK? And let's meet again in a month's time to see how you're getting on. Are you comfortable with that?

R: Yes, that's fine Mrs Gómez. Thank you very much.

### 4.6 Case study: Trident Overseas

1:62

John Thorpe: Abeba, you've been a mechanic in Witu for five and a half years, is that right?

Abeba: Yes, sir, that's right.

JT: So you worked for two other dealers before Mr Mbugua – would you say that things have got worse since he became the Dealer here?

A: Yes, sir. Before Mr Mbugua arrived, we had a good team. Everyone pulled together and we enjoyed our work. Now, it's not at all the same. Morale is bad and the customers can see the difference. A lot of our regular customers have stopped coming. Mr Mbugua fired several good colleagues for no reason, just so he could hire his friends and relatives instead. They get the easy shifts and the rest of us do the hard work.

JT: Have you spoken to the sales rep about this?

A: Mrs Mohamed? Huh! We never see her. She's too busy with the development project. Anyway, she can't do anything – Mr Mbugua is Mr Wambugu's nephew, didn't you know? To be honest, I'd leave if there was any choice. But there aren't any other jobs around here, so I just have to put up with it.

1:63

John Thorpe: Mr Mbugua, I've been hearing accusations of favouritism – and that you've employed friends and members of your family in your service station?

Mr Mbugua: Oh, don't pay any attention to what Abeba says, Mr Thorpe. She's not a team player – she's only interested in herself. It would be better for her to leave, and the sooner she leaves, the better.

JT: But is it true that you employ members of your family?

M: Yes, of course it's true. As a Young Dealer, I work my fingers to the bone for Trident, Mr Thorpe, and I get very little thanks for it. I need staff who will work hard for the company too, and it's not easy to find them, I can tell you. I employ two of my cousins and a couple of friends because I know they're hard workers, like me. What's wrong with that?

JT: Does Mrs Mohamed agree with this recruitment policy?

M: I haven't asked her. Anyway, I don't think Mrs Mohamed is interested. Her big development project is far more important! I get absolutely no support from her, or

from the company, for that matter. Other companies look after their dealers much better. I have to do everything myself. Everything!

1:64

**Mrs Mohamed:** Thank you for taking the time to see me, Mr Thorpe. I really need to talk to someone. I don't think I can go on much longer like this.

**John Thorpe:** That's what I'm here for, Mrs Mohamed. The more you can tell me about the problems, the better – and I promise I'll do my best to help.

**M:** Thank you. It's just – I always wanted to become a sales rep. But it's turned into a nightmare. Mr Wambugu, the District Manager, delegates everything to me and I just can't cope. He gives me impossible deadlines, then blames me when we fall behind schedule. And that means I have no time to visit the dealers, so they're not getting any support.

**JT:** Yes, I've just been speaking to Mr Mbugua in Witu.

**M:** Oh, don't talk to me about Mbugua! The way he treats his staff is a disgrace, especially the women!

**JT:** So how did he become a Young Dealer? **M:** Didn't you know? He's Mr Wambugu's nephew! I tried to stop his appointment, but there was nothing I could do. I think Mr Wambugu got to hear about it and he's never forgiven me. I think he's giving me too much work because he hopes I'll quit.

1:65

Mr Thorpe, this is Mr Wambugu. One of my sales reps, Mrs Mohamed, has just handed me her resignation. I intend to promote Mr Mbugua, currently the Young Dealer in Witu, to the position of sales rep. He is a hard-working young man with energy, ideas and enthusiasm who will do well in the job. As you are no doubt aware, I need you to authorize this appointment with the HR department in Nairobi. Personally, I think Corporate should stop interfering, and let us Kenyans manage our own affairs. However, since that's the procedure, I would appreciate it if you could deal with this matter as soon as possible.

## Unit 5 Selling more

### 5.1 About business: Social media marketing

2:01

**Interviewer:** Our guest today is Michelle Hudson, who blogs on *Social Media Monitor*. Michelle, you claim that digital marketers are using trickery and deception. What's made you so indignant?

**Michelle:** Well, social networking is an incredibly powerful way of sharing information and influencing people's opinions. Inevitably I suppose, some marketers are trying to exploit social media in ways that vary from, let's say, less than honest, to downright illegal.

**I:** Can you give us some examples?

**M:** Sure. Buying friends and followers, for instance; sponsoring tweets; guaranteeing YouTube views ...

**I:** But surely this is nothing new? I mean, these things go on in traditional advertising channels. What's wrong with paying to place your video somewhere people will see it? Or paying celebrities to endorse a product? They already do it on billboards and on TV, so why not on Twitter?

**M:** Well, the whole point about social media is that people share their opinions and links to the latest viral or whatever with friends

or followers, so the whole thing is based on trust and loyalty. But when a company starts paying people to push its products or to follow a particular Twitizen, the whole idea of social networking breaks down, because you no longer know whether you can trust people. I mean, let's say you're a well-known blogger on high-tech products, and you recommend the latest gadget; now, I know you have thousands of followers, so I'm inclined to believe what you say. But if I suspect you're being paid by the manufacturer, I can't trust your opinion any more, can I?

**I:** I see what you mean. So, can you really buy friends?

**M:** Oh, yes! And the more you have, the more you'll get paid for your sponsored tweets! It's forbidden of course, but there are companies that have ways of avoiding detection, and they'll happily sell you ten thousand followers!

**I:** And are these real people or just made-up names with fake accounts?

**M:** Oh, they're real people with real Twitter accounts. They're paid a fee to follow clients of a particular service. The phrase 'get paid to tweet' is one of the most popular searches on Google!

### 5.2 Vocabulary: The marketing mix

2:02–2:07

**Speaker 1:** Determining market segmentation is essential when using media like TV. Football matches guarantee a large, masculine audience: every four years, the World Cup attracts an average 90 million viewers per match. It's the perfect opportunity for advertisers to try to flood the market with razors, deodorants and sports shoes.

**Speaker 2:** Entering a new market often means a 'hard sell'. If you want to promote your new alarm system to companies in Eastern Europe, don't waste money on TV or newspaper advertising: conduct a market study to identify suitable targets, send out a mail-shot, then call any companies who show an interest in your product.

**Speaker 3:** New technology is providing new promotional tools. Sellers can use electronic databases to select suitable prospects, then address a personalized sales pitch by email or SMS. These techniques are often combined with telemarketing. Don't be surprised if the email you received about investing in a timeshare apartment in Spain is followed up a day or two later by a call on your mobile inviting you on a free holiday!

**Speaker 4:** In many western countries, tobacco and cigarettes are facing a declining market. Advertising is strictly regulated, so even market leaders have to resort to stealth tactics like getting their products in films. Smoking is all about image, and the subliminal messages delivered by Hollywood movie stars are strong motivators.

**Speaker 5:** A movie is a product with huge development costs. In order to guarantee successful box office, DVD and TV sales, it is crucial to capture market share in the first days after release. Producers encourage rumours about the love life of their stars in the weeks before they bring the movie to market – nothing attracts public interest more than a little scandal!

**Speaker 6:** A little market research soon demonstrates that one of the best ways to develop a niche market like skateboarding accessories is by releasing games or video clips featuring the products onto the net.

Teenagers circulate them to their friends – it's a perfect 'soft sell' by word of mouth – or word of electronic messaging, to be precise.

### 5.3 Grammar: Questions for persuading

2:08–2:09

You don't happen to know how many you ordered last year, do you? ↗

You don't really want to run out of components, do you? ↘

2:10

- 1 You don't happen to know how many you ordered last year, do you? ↗
- 2 You don't really want to run out of components, do you? ↘
- 3 You couldn't possibly give me an order today, could you? ↗
- 4 You can't afford failure, can you? ↘
- 5 You'd agree that everybody needs to know how to use the system, wouldn't you? ↘
- 6 You wouldn't have any idea how many people need training, would you? ↗
- 7 You really should upgrade your software regularly, shouldn't you? ↘
- 8 You haven't upgraded to the new version yet, have you? ↗

2:11

A: You'd enjoy driving a nice new car, wouldn't you?

B: I probably would enjoy it, that's right.

C: I imagine your old car is costing you a lot in repairs, isn't it?

B: It certainly is.

A: And I expect you're going on holiday soon, aren't you?

B: Y ... um, that's correct.

C: So this might be a good time to think about buying a new car, right?

B: Well, possibly ...

A: Because you wouldn't want to break down in the middle of your holiday, would you?

B: Of course not.

C: You didn't say 'no' then, did you?

B: No, I said 'of course' ... Oh, no!

### 5.4 Speaking: Dealing with objections

2:12–2:14

1 **Customer:** I want a 10% discount on my subscription.

**Salesperson:** Well, I might be able to give you 5% ...

C: 10%. Take it or leave it.

2 **Customer:** Listen, your proposal for the pool looks great, but I'm worried it'll be too much work.

**Salesperson:** Well, if you don't place the order, I'll have to bill you for the study.

3 **Customer:** \$32,000?! I've had a quotation from another software developer for less than half that!

**Salesperson:** Well, you know what they say: *you get what you pay for!*

2:15–2:17

1 **Customer:** I want a 10% discount on my subscription.

**Salesperson:** Well, I'm glad you raised that point. We feel that if we gave discounts, we'd have to compromise on quality and service. And I'm sure you'd agree that would be a mistake, wouldn't you?

C: Yes, I suppose so.

S: So, tell me, is the membership fee the only obstacle to signing up?

C: Well, yes. I've just bought a new car, you see.

S: Right. So, if I can postpone your first payment to next year, are you ready to sign up today? Does that make sense?

2 Customer: Listen, your proposal for the pool looks great, but I'm worried it'll be too much work.

Salesperson: I know exactly what you mean. There's always too much to do, right?

C: Yeah. Things are busy at work, and I don't have time for the garden, let alone a pool.

S: I understand. You don't want to spend all your time cleaning instead of swimming, do you?

C: Exactly.

S: Well, if we include the automatic chlorinator and robot pool cleaner options, I can guarantee that you will spend less than ten minutes a week on maintenance. Are you comfortable with that?

3 Customer: \$32,000?! I've had a quotation from another software developer for less than half that!

Salesperson: I understand how you feel. A lot of our customers felt that way at first. However, they soon found they were saving money. After you start using the software, you'll reduce your annual operating costs by 25 to 30%.

C: As much as that?!

S: Yes, more in some cases, but that's the average saving. Does that answer your question?

## 5.6 Case study: Backchat Communications

2:18

Assistant: Mr Lim?

Lim: Yes?

A: I just had a call from Seoul Deliveries, you know, the courier company?

L: Yes?

A: They're interested in mobiles for about two hundred staff.

L: Are they now? Hm, we'd better send somebody to see them.

A: They said they'd like a proposal by fax.

L: Well, yes, but we need to know more about their needs before we can write a proposal. Let me note this down. Who's in charge over there?

A: The Office Manager is a Mr Ibáñez. He's French, apparently.

L: Ibáñez. Right. Two hundred, you say. Do we know who they want the phones for?

A: Well, there are three categories. Drivers, managers and admin staff.

L: Admin staff? Why do they want mobiles?

A: Well, it seems that they have to move about a lot between different offices. They only really need to call the drivers when they're out on the road, but they take a lot of calls from customers and they like the idea of Bluetooth™ headsets so they can work hands-free.

L: I see. Yes, that makes sense – I can imagine it would make their lives a lot easier. What about the managers?

A: They seem quite keen on smartphones. Email is very important for them.

L: Good. They'll need the high-tech price plan then. Do you think budget will be a problem?

A: They didn't say.

L: Good. We can try to sell some longer contracts. We need to secure our future cash flow, even if we have to give discounts.

A: They did say they were interested in giving the drivers a sophisticated phone to motivate them.

L: Sounds better and better! And the GPS would be really useful – then the office would always know exactly where they were.

A: I don't know if the drivers would like that very much!

L: You're right, I'll make a note – we have met some resistance in the past. But generally once they find out there's an mp3 player and they can also have TV to keep up with baseball and soccer games, they're happy.

A: Hm. But I guess the managers won't be very happy if they think drivers are wasting time watching TV and playing video games!

L: Well, that's where we come in. The sales team's goal is to show them why they need all these features – and to try to get some longer contracts and sell them some options too, of course! OK, thanks very much, I'll get someone over there as soon as possible.

## Unit 6 New business

### 6.1 About business: Developing a business

2:19–2:22

Speaker 1: Personally, I admire the passion they obviously bring to the business. And I reckon that's the underlying key to their success. The cosmetics industry is dog eat dog and you have to love what you're doing to make it!

Speaker 2: If you ask me, I'd say they just happened to be in the right place at the right time ... you know ... like, jumping on the natural products bandwagon at the right moment.

Speaker 3: They're both definitely very much on the creative side, so I think they took a smart decision when they teamed up with LVMH. That allowed them to step back from the day-to-day hassles of running a business and focus on doing what they do best – product creation and development.

Speaker 4: I'm not sure I'd like to identify any one key factor behind their success. But their story does show that to build a blockbuster brand, you have to stay on your toes. You can't afford to stand still!

### 6.2 Vocabulary: Funding a start-up

2:23–2:26

Speaker 1: Well, basically the first angel we met turned us down because of the IRR – that's the Internal Rate of Return – we were forecasting: between 30 and 40%. Investors lose money on around 40% of deals and they need to make that up on the others. So, a rate of 50% per annum minimum would have been a better return on investment.

Speaker 2: The three of us were fresh out of college, full of enthusiasm, with a really good product. We had checked out the market and drawn up a good business plan. But there was just one problem. None of us had run a business before and I guess we just didn't have the sort of hands-on experience they were looking for.

Speaker 3: The venture capitalist we contacted went through our business plan in detail. When he'd finished working out the figures, he said that our niche market was just that – too 'niche' – not enough growth potential. Our target customers were specialists in their own field and there would've been a limit to what we could sell them.

Speaker 4: We'd done our homework and we knew that the financials needed to be set out in detail. But, in retrospect, I think we tried to be too realistic, taking all eventualities into account. The projections were peppered with 'if this, then that' and I think they were looking for something more concrete.

### 6.3 Grammar: Future continuous and future perfect

2:27

Hi, Linda. Bob here. Hope you're enjoying Munich! Linda, listen. Our email's down again so this is just to update you on tomorrow's schedule. Your flight gets into Paris at eight, local time. They're sending a taxi to meet you at the airport and it'll get you to head office in La Défense by around a quarter after nine. You won't be seeing the marketing manager as originally planned, because she's sick. But you'll be meeting with the rest of the marketing team from nine thirty through eleven. Then you're seeing Alain Giroud from R&D for an hour. You break at noon and I guess he'll be taking you to lunch. After lunch, you have a train from the station at Lyon at two twenty-five, which will get you into Macon around four. Danielle Fernández will be taking you directly to the plant for a short visit from four thirty to a quarter after five. Then she'll drop you at your hotel just round the corner from the plant and that's about all for ... Oh, sorry, I nearly forgot, you have an invitation to dinner at half past seven with someone by the name of ... Antonio ...?

### 6.4 Speaking: Presentations: taking questions

2:28

#### Part 1

Last but not least that brings us to the question of ... questions! A lot of inexperienced presenters are terrified of the question and answer session. After all, it's the part of the presentation over which, apparently, you have least control. But, with careful preparation, you can come out smiling. Put yourself in your listeners' shoes. What sort of questions could they ask you? What are the worst questions they could come up with and how can you answer them? And preparing for questions involves developing your general question-answering techniques, improving your skills in response to the five basic types of question. There are a couple of general points to remember. The first point to remember when you're fielding questions is listen to the questioner. For example, maintain eye contact with the questioner and use body language – nodding for example – to show that you're paying attention. The next thing to remember is: don't interrupt. That would make you look rude, and the questioner might feel he or she hasn't had a chance to get their point across. Next, comment on the question before you answer it. This signals your attitude to the audience, but, equally important, gives you a few seconds of thinking time. The final thing to remember is to reply to the audience. Yes, not just to the person who asked the question, but to the whole audience. Although one person asked the question, it might have been in everyone's minds. After all, you hope everybody wants to hear the answer ...

2:29

#### Part 2

That brings me to the five basic question types and how to react to them. First, useful questions. They reinforce or clarify what you're saying. Thank people for asking them.

Second, awkward questions. Questions can be awkward for different reasons: they may be loaded – aiming to put you on the spot – aggressive, or just unclear. Or maybe you just don't have the answer. Whatever happens, you must avoid getting into an argument. Defuse the aggressive ones and clarify the vague ones. Be prepared to explain, reformulate or reassure. Be fair but firm, and don't be aggressive or defensive yourself. And be honest. If you can't or don't want to answer, say so, or offer to get back to the questioner afterwards. Next, irrelevant questions. Double-check quickly that they are irrelevant, comment tactfully and move on. Then there are unnecessary questions, which you've already covered. Point this out, summarize briefly and move on. And finally, 'no questions'. Maybe your presentation was perfect and your audience is speechless! Unfortunately, in most cases two other scenarios are more common: either, they need a bit of encouragement or you've put them to sleep! In either case, if you don't want to finish on a low, you need to start them off. Tell them a question you're often asked and then answer it! The chances are the questions will begin to flow. OK. Let's look in a bit more detail at ...

## 6.6 Case study: Angels or demons?

2:30

Luis: Kate, if I didn't know you better, I'd say you brought me here to boost my morale. The food's OK, and the decor isn't bad, but if this is the best Montreal can offer, then I think we can do better with Kaluma.

Kate: Shh, Luis. The waitress! Yeah, but you're right, I'm sure we can.

L: Did you bring the executive summary headings? Sorry, I forgot to print them out.

K: Yes! Here you go. Shall we just take it as it comes?

L: Yeah, go for it. Hm, *outline* ... Kaluma ...

K: Well, we need to say a bit about what Kaluma is. You know, a medium-sized restaurant selling organic food, and so on. We also need to say we have an emphasis on fair trade. I think people think that's more and more important. Now, *target customers*?

L: Well, I suggest we need to think a bit more about that one before we define a precise target market. After all, Montreal's a big city and I'm sure if the product is good, the customers will come.

K: OK, let's leave that for later. So, *core products*? We have to say that we are selling healthy, organic cuisine. But to me it's not just a question of that. We have to also mention the cool atmosphere. So it's not just the food but the whole concept that we're offering, that sort of thing.

L: Yeah, I'll go for that. OK ... *management team*. Mm ... Well, that's easy really.

We can mention that I'm the general manager. That's probably all they need to know about me. And you're the financial manager.

K: Don't forget about Mario, though. He's one of the most experienced chefs in town. Let's mention that he's the head chef.

L: OK. Now, what's next? Oh, *keys to success*. Well, we have to mention the location. We've talked about that a lot, haven't we?

K: Mm. We should definitely emphasize our location, which is excellent. The other thing we should mention is the training we're giving our staff. Good service is everything. So, location and training.

L: Yeah. You know, I think we're gonna be better than the competition. The whole

experience is gonna be, well, just so much nicer than a place like this!

K: Shh! The waitress!

L: Sorry, I'm just getting overexcited again!

K: Yeah, well the *financials* should calm you down. After all, that's why we're here in the first place! I think we should just stick to some basic figures. Let's just give our predicted turnover. I think we said \$380,000 in Year 1. That was right wasn't it? And then \$550,000 by the end of Year 2.

L: Yeah. \$380,000 and \$550,000. And lastly, our *mission*. I think we should keep it really simple.

K: I agree. I had two main things in mind. To be a great place to eat, with an engaging atmosphere.

L: That's obvious enough.

K: And to provide great healthy food.

L: Fantastic. Mario really is a devil in the kitchen. We're gonna be unbeatable.

K: Well, let's hope that general manager Luis Hernández, with his fifteen years of management experience, and our devil in the kitchen, Mario, can persuade an angel to give us that \$50,000 next week!

2:31

Darren: So, to summarize. First, you have to grab your audience with your opening sentence. You may have a fantastic product and a dynamite team, but if you don't get investors' attention, you won't get funded. So make sure you have a great hook.

Then, cut out all the hype or exaggeration. Don't use superlatives like 'cheapest', 'fastest' and so on. Be specific: say 15% cheaper, 10% faster than the competition, and be relevant, because you just don't have the time in 60 seconds to go into detail. And, of course, make sure your pitch can be delivered in 60 seconds without rushing. That means a maximum of 150 words and probably something nearer 100.

Finally, questions. The angels may have only three minutes to ask them, but those three minutes will seem like an eternity to you if you aren't prepared. So, think about the sort of questions they might ask – the tough ones – and decide how you're gonna respond. Now, I know ...

## Unit 7 Financial control

### 7.1 About business: Accountants

2:32

Interviewer: Welcome to Next Steps, the graduate career podcast. I'm joined today by Pedro Avalleneda, a Manchester-based careers consultant who's been researching changing attitudes to the financial services industry, in particular, accountancy. Pedro, why do you think accountancy has had an image problem?

Pedro: Well, it's a stereotype, and in that sense it's unfair. But there's often an element of truth to a stereotype, and the image may have had some basis in fact in the past. There are several reasons why I think the image developed. Firstly, accountancy is seen as based on numbers. Most people aren't that keen on maths, and it's a subject that a lot of people give up as soon as they can. It's a shame people make this association, because these days much of the maths is taken care of by computers and the accountants can focus on analysis and strategy. Another reason is that accountancy is seen as predictable: I guess what people have in mind is that the tasks you have to do are often similar – relating

to balance sheets, profit and loss accounts, and so on. This isn't really true anymore, since accountants do a lot else besides. Finally, accountancy is seen as a steady job. You might ask what's the problem with that, but for some people it implies that accountants are not risk-takers.

I: And what's changing now? I mean, how would you say the accountancy profession is breaking out of the stereotype?

P: Well, the best way to answer that is to look at the facts. A recent survey into job satisfaction showed that people who entered so-called creative professions like advertising and the media were often the least satisfied with their jobs. Accountancy, however, reported excellent job satisfaction. 67% said they wanted to stay in their jobs. So it seems people who pursue accountancy don't find it predictable. Another reason for its changing image is that it's friendly to women. In the USA, 60% of public accountants are women, and in the UK levels are also high. So, it's a female-friendly profession, and this has changed some of the negative perception – the stereotypical accountant was often a man. Finally, accountants really are key decision makers. Accountants today are important figures in the boardroom, and it's often accountants who have the best understanding to make big management decisions. In that sense, it's a very responsible position. As a consequence, I think graduates are recognizing that accountancy is a profession in which they can expect to have real influence on a business.

I: OK, thanks Pedro. Now, I have got some questions for you. We've had some emails ...

### 7.4 Speaking: Communicating in meetings

2:33

Alice: OK, guys. Your financial reporting system looks to be in good shape, but it needs some tweaking on the reporting period side.

Serge: Eh, sorry, Alice. Could you repeat?

A: Sure, Serge. We need to do a bit of tweaking on the reporting period side. And we need to iron out some IT issues, too, David. But I reckon we'll need a separate meeting to take stock of things.

David: What, Alice? I, erm...

A: Yeah, Dave, a meeting with your team. What about tomorrow morning at eight thirty?

D: Um, what? Oh, OK, eight thirty.

A: So that's all clear, then. Great, now, what about lunch? I didn't have time to grab breakfast. I'm starving! Shall we meet back at two?

S: Eh, two?

D: Yes, OK, two.

A: Great, well, bon appétit, as you guys say.

S: David, what is 'tweaking'?

D: I don't know, Serge. I just know I've agreed to a meeting tomorrow morning to discuss 'stocks' or 'stocks'!

2:34

Alice: OK, guys. Your financial reporting system looks to be in good shape, but it needs some tweaking on the reporting period side.

Serge: Eh, sorry, Alice. I'm not sure I follow you. Could you be more specific?

A: Sure, Serge. What I mean is that we need to standardize the procedures ... make them the same as our US ones.

S: So, what you're saying is that we're going to have to produce financial statements more often, is that right?

A: Yeah. To be precise, every month.

S: I see.

A: Now, we need to iron out some issues on the IT side, too, David. But, I reckon we're gonna have to set up a separate meeting to take stock of things, 'cause we don't really have time today, OK?

David: Sorry, Alice. You've lost me. We need to do what?

A: Well, in other words, we need to deal with some IT problems. And to do that, first we need to take stock ... erm ... see where we are at the moment. Do you see what I mean?

D: Yes, that's clear now. I could set up a meeting tomorrow morning at half past eight.

A: OK. That's great. So, can we go over what we've decided? We're going to standardize the financial reporting, and David and I will meet tomorrow to discuss the IT problems. Does everyone agree with that?

S: Yes, that's fine.

A: OK. Now, I don't know about you guys, but I didn't have time to grab breakfast this morning and I'm starving – very hungry – so what do you say if we go eat?

S: Good idea, Alice. Just thinking about monthly reporting has made me hungry.

D: Let's go!

## 7.5 Writing: Minutes

2:35

### Part 1

Enzo: OK, François. Thanks for those statistics on late payers. I can see why management want us to cut late payment time by at least fifteen working days. Any ideas on how to do it? Alice?

Alice: Well, it's pretty clear to me, Enzo. We have to put more pressure on the slow payers much sooner than we do at present – I think François will back me on that?

François: Absolutely, Alice. In my opinion, we need to do two things. We need to reword our standard chasing emails to make them sound more threatening and ...

E: Threatening, François? I don't really want chasing emails sounding like that!

F: OK, let's say more assertive or persuasive. Anyway, they've got to show the customer that we require prompt payment. And the second thing is, we need to send the first reminder out earlier.

E: Right, so let's make the chasing email more assertive and send the first reminder out more quickly. Erm, François, could you look after redrafting the standard email? And Alice, perhaps you could review the current schedule of when we send each chasing email and see how we can reduce the whole timescale. Can you both report back at our next meeting in two weeks?

A: Fine, yeah, erm, OK.

2:36

### Part 2

Dylan: So, to put it briefly, covering for absent colleagues instead of just leaving their work until they get back is not just a question of efficiency. It will also improve the department's image both inside the company and with our customers and suppliers. Of course, it will mean slightly more work at certain times, but I'm convinced the effort will be worth it.

Alice: I see your point Dylan, but I'm not sure that the end of the year is the best time to run a major project like this. Staff

will need training to be able to do their colleagues' work and you know that the end of the year is always our busiest time.

Enzo: Alice is right, Dylan. Why don't we give ourselves more time on this point.

D: Oh, I'm quite happy to have more time. If you like, I'll draw up a training schedule for February next year and show it to you at our first meeting in January. How's that?

E: Sounds great, Dylan. We'll look forward to hearing your conclusions in the New Year.

2:37

### Part 3

François: Let me see. What else? ...

Electricity saving measures, toner and ink cartridge recycling, reductions in the use of paper, proper sorting of waste into plastics and paper, and ... I think that's about it.

Enzo: Hm, well I think this brainstorming session has been very useful. It's certainly thrown up a whole lot of good ideas. But I get the feeling that we need some outside help on this if we really want a lasting reduction in waste.

Alice: You're right, Enzo. We should get in touch with an environmental consultant or something for some basic advice.

E: Fine, well, I'll deal with that, if you like. I don't think I'll be ready in two weeks so I'll come back to you on it in October, OK?

## 7.6 Case study: Car-Glazer

2:38

Nina: Hello. Accounts.

Emily: Oh, hello. Is that Nina Kovar?

N: Speaking.

E: Good morning, Nina. This is Emily Wyatt from Car-Glazer in Prague. Robert Smid asked me to call you. It's about an outstanding bill from July.

N: Ah, yes, well, in fact, can I put you through to Mr Miler? I think he'd like to talk to you about this himself.

E: Well, yes, of course.

Jakob: Miler speaking.

E: Good morning, Mr Miler. Emily Wyatt from Car-Glazer. I was calling about the outst ...

J: Yes, yes, I know why you're calling, Ms Wyatt. Look, I'm sorry to sound so rude, but this whole matter has made me rather angry. It's that Sales Manager of yours, Filip Novak!

E: Filip Novak, our Sales Manager for the East? I'm sorry, Mr Miler, I'm not sure I follow you.

J: Yes, well, let me explain. He brought his BMW in to the garage to be ...

E: Sorry to interrupt, Mr Miler. You said his BMW?

J: That's right.

E: But our Sales Managers drive company Volkswagens!

J: Well, that explains a lot. Anyway, he brought the car in to be repaired at the beginning of July. He'd had an accident and we had to do a lot of work on it. He told us you knew all about it and that Car-Glazer would pay the bill. Here in Brno we trust people. We simply sent you the bill with our normal July claim – for about 81,000 koruna, I believe – and thought no more of it. But we still haven't been paid the 378,000 koruna for the work we did on his car. And that's why we haven't paid you. It seemed like the only way of being paid what your Mr Novak owes us! I've been trying to call him for the last three weeks but had no luck.

E: Well, I see what you mean, Mr Miler, and I can understand why you're annoyed. I'll need to talk to my boss, Artur Nemeč, about this, but I'll get back to you as soon as I can. I think Filip Novak owes everybody an explanation!

2:39

Artur: Well, that was our friend, Filip Novak! He's just landed us the biggest deal we've ever made. We're going to be the preferred glass replacement company for the number one insurance company in the Czech Republic! So, where do we go from here?

## Unit 8 Fair trade

### 8.1 About business: Fair trade or free trade?

2:40

Oh, yes, hello. This is Margaret, from Cheltenham. I'm phoning to comment on the article 'Why fair trade is a bad deal' which appeared on your website. I just wanted to say that fair trade supporters are not as misguided as the article suggests. It's rather surprising that the writer himself has forgotten to mention that free trade and globalization are all about the survival of the fittest. Free trade is a jungle! It may be true that big producers who sell to Starbucks™ and Caffè Nero can improve their productivity and command higher prices, but what happens to the small farmers? They're forced out of business altogether. Fair trade may never make small coffee farmers rich, but at least it lets small farmers make a living! And on a larger scale, free trade is dangerous because it encourages unbalanced economies. Take Mr Singleton's example of Mexico. With free trade, Mexico might decide to stop growing coffee, corn, or rice. All their farmers would only grow chilli peppers because it's more profitable, and they would make enough profit to be able to import everything else. But what would happen if the world market for chilli suddenly collapsed? With fair trade, you spread the risk and you give everybody a chance to make a decent living.

### 8.2 Vocabulary: Contracts and corporate ethics

2:41–2:48

Speaker 1: Well, talking about unethical behaviour, do you remember the name Victor Lustig? He was the man who sold the Eiffel Tower – twice!

Speaker 2: You must know the story about the American CEO who sold her company shares only days before the share price crashed? She said it was 'an unfortunate coincidence'! I wonder how many people believe that!

Speaker 3: Paying government officials to avoid red tape is well-known, but did you know that music companies have been paying radio DJs to play their music since the nineteen fifties? That might explain why some number one records are so bad!

Speaker 4: Did you hear about the mayor of that small town in Italy? He used his position and influence to get local contractors to build him this enormous castle in the mountains – for nothing! Incredible!

Speaker 5: And there was this Korean scientist, a top researcher, a really famous guy. Anyway, it turned out that he'd been using government research funds to pay for luxury hotels, restaurants and even a round-the-world cruise for his wife!

**Speaker 6:** A couple of years ago there was an HR Director who managed to hire and promote several of her brothers and sisters to important positions in the same multinational. That's what you call keeping it in the family!

**Speaker 7:** I heard about these marketing executives who were so desperate to succeed that they planted bombs in their competitors' factories. Fortunately, they were caught before they went off.

**Speaker 8:** Of course, everybody's heard about the offshore banks which process large cash transactions for drug dealers. I just don't understand why governments seem to wash their hands of the matter!

### 8.3 Grammar: Obligation and permission, inversion

2:49

**Oksana:** Right, Eddie, if you go through the main issues in this outsourcing agreement, then I'll get Jan to draft the guidelines tomorrow morning, OK?

**Eddie:** Sounds good to me, Oksana. It's a question of giving ourselves the right image. Basically, we can't afford the sort of bad publicity we had last year, when the media suggested our suppliers were treating staff badly. We need to look at everything to do with working conditions, minimum age, working hours, safety, that sort of stuff.

**O:** Yes, well let's start with minimum age. I guess that'll be the usual over sixteen the day they join the company.

**E:** Yeah, nobody under sixteen. And I mean nobody!

**O:** OK, agreed.

**E:** Regarding working hours, our suppliers need some flexibility, but we need to stick to a maximum of twelve hours in any one shift. And at least a half-hour break every four hours.

**O:** OK, so that's no more than twelve hours at a stretch and a half-hour break every four hours. Now, what about safety?

**E:** Well, in fact I'm gonna have to get back to you on that, because I don't have details of all the machines they use. But basically, it's a question of ensuring that all the machines have the necessary guards and that the operators use them. The other thing is that they must give all employees protective gloves, of course. Still, you can ask Jan to draft the basic clause and I'll get back to you with the details.

**O:** Great! Now, let's see ... accommodation? Company dormitories and so on ...

**E:** Well, things are generally improving. But I think we should insist on a minimum personal space of six square metres and ...

### 8.4 Speaking: Negotiating a compromise

2:50

**Leah:** I'm sorry, Alfredo, but we can't go as high as \$160. Our normal fair trade premium for top grade cocoa beans is world market price plus \$140 per ton. I can't go higher than \$150.

**Alfredo:** ... We need \$160.

**L:** Yes, I know that, Alfredo, but ... What about prefinancing?

**A:** We need advance payments of 60 per cent.

**L:** 60 per cent?... Only if at least half of the crop is grown under shade trees.

**A:** No. Shade trees mean extra cost. And if you won't let children help on the farms, that means even more cost.

**L:** Alfredo, you know our customers won't accept child labour!

**A:** It's not labour, they just help out. Anyway, it's traditional, and I don't think your customers have any right to criticize our culture.

**L:** Look, Alfredo, they're not criti ... Oh, forget it!

2:51

**Leah:** I'm sorry, Alfredo, but we can't go as high as \$160. Our normal fair trade premium for top grade cocoa beans is world market price plus \$140 per ton. But look, I know how important this is to your cooperative: assuming we can reach a compromise on the question of prefinancing, I'm prepared to meet you half way - \$150. Is that acceptable?

**Alfredo:** All right; that seems fair.

**L:** Good. So what about prefinancing?

**A:** We would like to be able to ask for advance payments of up to 60% of the value of the contract.

**L:** Well, OK, we are willing to agree to 60%, provided that at least half of the crop is grown under shade trees.

**A:** Leah, as you know, shade trees mean extra cost. I'd be reluctant to make that sort of commitment unless you can review your position on children under fifteen. You see, it's a tradition in our country that children help their parents on the farms.

**L:** Alfredo, I think we'll have to agree to disagree on that. Child labour is something that fair trade customers feel very strongly about.

**A:** Hm. All right, I understand that. So, at least half the crop under shade trees and up to 60% of payment in advance.

**L:** OK. And no more children working on the farms?

**A:** All right. I can live with that.

### 8.6 Case study: Green Hills Coffee

2:52

**Magda:** Fabio, stop talking about Gordon Hills as if he was some kind of saint! *Gordon always said this, Gordon always did that!*

**Fabio:** Listen, Magda. Gordon was my father's best friend. He was a good and generous man and, if it wasn't for him, Granos Cabrera wouldn't be where it is today.

**M:** A good and generous man? No, he was just a clever businessman. He knew your father grew good coffee and he knew he could make a good profit on it. And unlike his daughter, he wasn't worried about details like pesticides or children working on the farms.

**F:** Fiona is very fair. She has strong ideas about ecology and human rights, and she wants a fair deal for everyone.

**M:** Fabio, Fiona doesn't really care about pesticides or child labour. For her, it's just a good excuse to negotiate even lower prices! She's only interested in the bottom line. Why do you think Green Hills is so profitable?

**F:** That's not fair! Green Hills is profitable because Fiona is a good manager.

**M:** Well, she's certainly a good negotiator. She always gets the lowest possible prices. She's the reason for all our problems - Green Hills pay us less every year! It's no wonder we're not making any money!

**F:** Magda, it's not Fiona's fault. Granos Cabrera's problems are due to world market prices - they keep going down. It's very technical.

**M:** Well, I know I'm only from Germany and we Germans know nothing about the 'very technical' international coffee market; but I do know that if Green Hills paid a fair price - the organic price - the farmers would be able to send their kids to school instead of sending them out to work!

**F:** Well, sure, fair trade is the future. That and going organic probably would be the solution to our problems. But Magda, we can't afford fair trade certification. It's just too expensive.

**M:** Well, then, the solution is very simple. Green Hills should pay for fair trade certification and lend us some money to invest in new equipment to go organic! It's in everybody's interests.

**F:** I don't know. It's very difficult. If Dad was still alive, he'd just have a friendly chat with Gordon and everything would be OK.

**M:** Yes, but he's not, is he, Fabio? Now that your dad and Gordon Hills are no longer with us, you'd better start getting tough with Fiona. Otherwise, we're beaten.

# Glossary

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

## Business fundamentals

### page 6 Business organization

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

### page 7 Economic cycles

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

**innovator** /'ɪnəveɪtə(r)/ noun [count] someone who invents or begins using new ideas, methods, equipment, etc.

**peak** /pi:k/ noun [count] the time when something is at its highest or greatest level

**plunge** /plʌndʒ/ verb [intransitive] to fall quickly from a high position

**recession** /rɪ'seʃ(ə)n/ noun [count/uncount] ECONOMICS a period when trade and industry are not successful and there is a lot of unemployment

**staple** /'steɪpl(ə)l/ noun [count] an important product, especially a food, that people eat or use regularly

**trough** /trɒf/ noun [count] a period when something that rises and falls regularly is at a low level, especially economic activity

**value investor** /'vælju: m,vestə(r)/ noun [count] an investor who buys stocks they believe the market has undervalued

### page 8 Breakeven analysis

**cost of goods sold** /,kɒst əv ,gʊdz 'səuld/ noun an income statement figure which reflects the cost of obtaining the raw materials and of producing the finished goods that are sold to consumers

**fixed cost** /'fɪkst 'kɒst/ noun [usually plural] costs such as rent that a company has to pay that does not depend on how much it produces

**operating profit** /'ɒpəreɪtɪŋ ,prɒfɪt/ noun [count] the profit that a company makes from its normal activities of selling goods or services

**plot** /plɒt/ verb [transitive] to mark points on a graph

**recommended retail price (RRP)** /rekə,mendɪd 'ri:teɪl præs/ noun [count] the price at which a manufacturer of a product suggests it should be sold on the retail market

**record label** /'rekɔ:(r)d ,leib(ə)l/ noun [count] a company that produces records

**royalty** /'rɔɪəlti/ noun [count usually plural] a payment that someone such as a writer or musician gets each time their work is sold or performed

**sales revenue** /'seɪls ,revənu:/ noun [count/uncount] income earned from selling products or services

**turnover** /'tɜː(r)n,əʊvə(r)/ noun [count/uncount] the value of the goods and services that a company sells in a particular period of time

**variable cost** /'veəriəb(ə)l 'kɒst/ noun [count] a cost that changes according to how much of a product is made

**wholesaler** /'həʊl,selə(r)/ noun [count] someone whose job is to sell large quantities of goods to shops or small businesses

### page 9 CVs and recruitment

**achieve** /ə'tʃi:v/ verb [transitive] to succeed in doing or having what you planned or intended, usually after a lot of effort

**budget** /'bʌdʒɪt/ noun [count] the amount of money a person or organization has to spend on something

**deal with** /'di:l, wiθ/ phrasal verb [transitive] to take action to do something, especially to solve a problem OR to buy goods or services from someone, or to sell them to someone

**handle** /'hænd(ə)l/ verb [transitive] to take action in order to deal with a difficult situation

**liaise** /li'eɪz/ verb [intransitive] if one person liaises with another, or if people liaise, they talk to each other and tell each other what they are doing, so that they can work together effectively

**manage** /'mænɪdʒ/ verb [transitive] to organize and control the work of a company, organization, or group of people

**objective** /ə'b'dʒektɪv/ noun [count] something that you plan to achieve, especially in business or work

**reference** /'ref(ə)rəns/ noun [count] a statement from someone who knows you or has worked with you that gives information about you. You often need to provide a reference when you apply for a new job.

**set up** /set 'ʌp/ phrasal verb [intransitive/transitive] to start something such as a business, organization, or institution

## 1 Building a career

### 1.1 About business

#### The education business

**cap** /kæp/ verb [transitive] to set a limit on the amount of money that someone can spend or charge

**earnings** /'ɜ:(r)nɪŋz/ noun [plural] BUSINESS the amount of money that you earn

**exacerbate** /ɪg'zæsə(r)beɪt/ verb [transitive] FORMAL to make a problem become worse

**extracurricular** /ekstrəkə'rɪkju:lə(r)/ adjective extracurricular activities are things that you do at school or college that are not part of your course

**faculty** /'fæk(ə)lti/ noun [uncount] AMERICAN all the teachers in a school, college or university: *a meeting for students, faculty and administrators*

**fee** /fi:/ noun [count usually plural] money that you pay to a professional person or institution for their work: *Tuition fees at Stanford have now reached £9,000 a year.*

**hike** /haɪk/ noun [count] INFORMAL a sudden large increase in the amount or level of something

**placement** /'pleɪsmənt/ noun [count/uncount] a temporary job that is part of a course of study and that gives you experience of the work you hope to do at the end of the course

**resources** /rɪ'zɔ:(r)siz/ noun [usually plural] something such as money, workers or equipment that can be used to help an institution or a business

**spark or spark off** /spa:(r)k/ verb [transitive] MAINLY JOURNALISM to make something happen, especially something involving violence or angry feelings

**spiralling** /'spairelɪŋ/ adjective a situation that is continuously becoming worse, more, or less

**subsidy** /'sabsədi/ noun [count] ECONOMICS an amount of money that the government or another organization pays to help to reduce the cost of a product or service

**trend** /trend/ noun [count] a gradual change or development that produces a particular result

**willing** /'wɪlɪŋ/ adjective if you are willing to do something, you do it when someone asks you, sometimes when you do not want to

## 1.2 Vocabulary Education and career

**bind** /baɪnd/ (past participle **bound** /baʊnd/) verb [transitive often passive] to limit what someone is allowed to do by making them obey a rule or agreement

**boost** /bu:st/ verb [transitive] to help something to increase, improve or become more successful

**deep pockets** /,dɪ:p 'pɒkɪts/ a lot of available money

**drop out** /drɒp 'aʊt/ phrasal verb [intransitive] to leave something such as an activity, school or competition before you have finished what you intended to do

**enhance** /ɪn'hæns/ verb [transitive] to improve something, or to make it more attractive or more valuable

**lay off** /leɪ 'ɒf/ phrasal verb [transitive] to end someone's employment, especially temporarily, because there is not enough work for them

**miss out** /mɪs 'aʊt/ phrasal verb [intransitive] to lose an opportunity to do or to have something

**redundant** /rɪ'daندənt/ adjective if someone is redundant, they have been told they must leave their job because they are no longer needed

**start over** /sta:(r)t 'əʊvə(r)/ phrasal verb [intransitive] AMERICAN to begin doing something again from the beginning

**thoroughly** /'θʌrəli/ adverb very carefully, so that nothing is missed: *The case will be studied thoroughly before any decision is made.*

**working party** /'wɜ:(r)kɪŋ 'pa:(r)tɪ/ noun [count] BRITISH a group of people who examine a problem or situation and suggest a way of dealing with it

## 1.3 Grammar Tense review

**come along** /,kʌm ə'lɔŋ/ phrasal verb [intransitive] to arrive or become available

**downsize** /'daʊn,saɪz/ verb [intransitive] to make a company or organization smaller by reducing the number of workers

**fancy** /'fænsi/ expression SPOKEN used when you are very surprised about something: *Fancy you knowing my sister!*

**put on weight** /,put ɒn 'weɪt/ phrasal verb [transitive] to become fatter

**sabbatical** /sə'bætɪk(ə)l/ noun [count/uncount] a period away from work when people such as college or university teachers can study, rest or travel

**streamline** /'stri:m,lain/ verb [transitive] to improve a business, organization, process, etc. by making it more modern or simple

**tutoring** /'tju:tə(r)ɪŋ/ noun [uncount] the act of teaching someone in a particular subject

## 1.4 Speaking Interviewing: giving reasons

**benchmark** /'bentʃ,ma:(r)k/ noun [count] an amount, level, standard, etc. that you can use for judging how good or bad other things are

**feedback** /'fi:dbæk/ noun [uncount] comments about how well or how badly someone is doing something, which are intended to help them do it better

**personality clash** /,pɜ:(r)sə'næləti 'klæʃ/ noun [count] a situation in which two people are very different from each other so that they cannot work together