

8

Business

8.1 IN BUSINESS

IN THIS UNIT

GRAMMAR

- past continuous
- past perfect simple

VOCABULARY

- business terms and roles
- collocations (2)

SCENARIO

- the language of negotiation
- negotiating

STUDY SKILLS

- recognising formal and informal language

WRITING SKILLS

- formal and informal correspondence



Eat and drink with your relatives; do business with strangers. Greek proverb

VOCABULARY AND READING

BUSINESS TERMS AND ROLES

1 Work with a partner to discuss these questions.

- 1 Can you name a successful business from your country?
- 2 Can you name a business from another country which is successful in your country?
- 3 Why do you think these businesses are so successful?

2a Complete the statements with the words in the box.

community competitors customer law
loss prices profit staff taxes wages

To succeed in business you should:

- 1 value your _____.
- 2 focus only on making a big _____.
- 3 pay employees low _____.
- 4 charge high _____.
- 5 never break the _____.
- 6 avoid paying _____ to the government.
- 7 believe the _____ is always right.
- 8 invest in the local _____.
- 9 put your _____ out of business.
- 10 be prepared to make a _____ for at least the first year.

2b Work with a partner to discuss the statements.

MyTablet

<http://www.yournewbusiness.com>

The secret of my success

The retailer

'Well, the customer is not god, but it is a good thing to believe they are always right. When you sell luxury products you need to charge high prices if you want to be taken seriously. But remember, high prices don't always mean making big profits. Shops and retail can be difficult to get right.'

The entrepreneur

'Well, you have to prepare carefully. Do your market research, then set up your business. And be prepared to make a loss during the first year. That's the most difficult time. Get it right, and it's the best thing in the world. I work alone, but I get a lot of help from my family.'

The partner

'My first business failed. I went into business with my best friend, but it just didn't work. My new partner is simply a financial investor. I run the business on a day-to-day basis. But you need good people around you. I value my staff and the company is doing well because we are a strong team.'

3 Match the people in the box with their role.

customer entrepreneur manufacturer partner
retailer supplier wholesaler

- 1 sells directly to the public
- 2 makes goods
- 3 starts new businesses
- 4 is one of the owners of a business
- 5 buys large quantities of goods from producers and sells them to shops and businesses
- 6 buys directly from a shop or a company
- 7 provides goods/parts to shops and businesses

4a Read a page from a website on starting a new business. Whose advice do you think is the best for your situation? Which of the business areas would you prefer to work in?

4b Read the webpage again and underline examples of the vocabulary from Exercises 2a and 3.

5 Work in groups to discuss the following.

- 1 Which are your favourite retailers?
- 2 Name three large manufacturers.
- 3 What services can a wholesaler offer a retailer?
- 4 Give an example of good/bad customer service you have experienced.
- 5 What problems can a business have with its suppliers?
- 6 Can you name a famous entrepreneur?
- 7 If you started a business, who would your partner be? Why?



The manufacturer

'I run a successful manufacturing business with three factories, thanks to careful management and not taking risks. Thinking about the future is the key. It's important to put money back into the business, but make sure you leave enough to pay your taxes and wages! We also try to invest in the local community, to put something back. We sponsor the local football team.'

LISTENING

6a Allan Smith appears regularly on the radio giving advice on starting a business. What advice do you think he might give?

6b **8.1** Listen to the first part of an interview with him and answer the questions.

- 1 In his first tip, Allan mentions four areas of business. What are they?
- 2 Which of the following does Allan mention in his second tip?
 - advertising
 - price
 - costs
 - promotion
 - competitors
 - tax
- 3 What does Allan think the 'key to success' might be?

6c **8.2** Listen to the second part of the interview and complete the summary.

Firstly, some failed because the market had ¹ _____, and the business was left behind. The second reason was over-dependence on one ² _____. Other reasons are poor ³ _____, cash flow problems, bad debts and not dealing with ⁴ _____ properly.

6d **8.3** Listen to the third part of the interview. Are these statements true, false or not given?

- 1 Business plans are very important.
- 2 Business plans help to improve sales.
- 3 You should keep your business plans in your head.
- 4 At the beginning, you may make mistakes when you forecast.

7 Summarising In your opinion, what are the key pieces of advice which Allan gives? Summarise these as Dos and Don'ts.

SPEAKING

8 **8.4** Listen to two people talking about an idea for a business in their home town. Answer the questions.

- 1 What type of business is it? What's its name?
- 2 What advantages of the business are mentioned?
- 3 Do you think it is a good idea? Why?/Why not?

9 You have ten minutes to plan a business idea to start in your home town. Work with a partner and choose an idea from below or think of your own.

a garden care service
a mobile hairdressing service

selling second-hand items
selling fresh flowers

Think about the name and location of the business, the goods or services you will offer and your target market.



MEET THE EXPERT

Watch an interview with Teresa Le about the Vietnamese food business she set up in London.

Turn to page 153 for video activities.

READING

1 Work with a partner to discuss these ethical dilemmas.

- 1 Your best friend gives you an expensive birthday present. You do not like it. What do you do?
- 2 Your friend's husband has lost his job – you've seen him at the job centre. His wife doesn't know this. Would you tell her?

1



You work in the clothing department of a store

Your friend, Julia, works in the same department. She is a good friend who supported you when the two of you didn't get a good bonus at the end of last year. There was a lot of shoplifting in the clothing department at that time: *people were stealing expensive items like designer shirts and silk ties*. Your boss said that you weren't paying enough attention to your work and didn't deserve a good bonus.

Yesterday, you were having a drink with Julia after work in a local café and you noticed that Julia had two new men's shirts in her bag. 'Wow! They look expensive,' you commented. Julia laughed. 'You don't think I paid for **them**, do you? I take a few things from time to time to make up for our rotten bonuses.'

2a Read the three texts quickly and match them with the following ethical problems.

- a You have information that could damage the company you work for.
- b A company that gave you an expensive present is trying to become a supplier for your company.
- c You have a colleague who is not honest.

3



You are Chief Executive of a car manufacturer.

You visited an overseas supplier some time ago, and when you left, **he** gave you an expensive watch as a present. On returning, you were planning to tell your colleagues about the present, but forgot.

Last week, you were sitting in your office when another present from the same supplier arrived. It was a magnificent antique clock! At the time, you were considering three competing offers to supply radios for a new range of cars. Your generous supplier had made one of the offers. His firm's radios were more expensive than those of another supplier, while the quality of the products was similar. You have never done business before with the supplier of the cheaper radios.

2

You are an environmental manager for a chemical firm.

All last year, the company was looking for ways of reducing costs because **it** was making a loss. It decided, therefore, to cut back on investment in technology.

As a result, the company did not spend money on buying some expensive new equipment which reduces a special toxin in waste water. At present, scientists don't know exactly how poisonous this toxin is, and your waste is within legal limits. However, the polluted waste from the factory flows into a nearby lake and river.

It seems to be affecting fish and wildlife, and a local scientist has warned that people should not eat fish caught in the river.

If you tell the press or the local authorities about the waste water, the firm will have to buy the expensive equipment. The company could go bankrupt and everyone, including yourself, would lose their jobs.



2b Read the texts again. Are these statements true or false?

Text 1

- 1 Your manager complained that you (Julia's friend) were not paying enough attention to him.
- 2 Julia said she stole things because she did not get a decent bonus.

Text 2

- 3 The company was acting illegally.
- 4 The expensive equipment could stop the company going bankrupt.

Text 3

- 5 You did not tell your colleagues about the expensive watch.
- 6 You were given an expensive watch, an antique clock and some radios as gifts.

3 What do the following words highlighted in the text refer to?

- | | |
|---------|---------|
| 1 them | 5 he |
| 2 it | 6 It |
| 3 It | 7 those |
| 4 their | |

SPEAKING

4a Reacting to the topic In groups, discuss these questions.

- 1 What would you do in the situations described in the texts if you were:
 - a Julia's friend?
 - b the environmental manager?
 - c the Chief Executive?
- 2 What punishment, if any, do you think Julia should receive?
- 3 Is there a difference between a gift and a bribe?

4b Work with a partner. Talk about a time when you or a person/company that you know had to make a difficult ethical decision.

GRAMMAR

PAST CONTINUOUS

5 Look at the examples of the past continuous in *italics* in the texts and match them with their uses. Look at the context in the text to help you.

- a for a longer background action in the past when a shorter action interrupts it or happens during it
 - b for repeated actions in the past that take place over a period of time
 - c to emphasise the duration or continuity of a past action
- Language reference and extra practice pages 140–141

6 Match the beginnings of the sentences with the endings. Then write out the sentences in full with the verbs in the correct form (past continuous or past simple).

- 1 I (meet) my old boss
 - 2 IBM (offer) me a job
 - 3 The company (have) financial problems
 - 4 I (work) at my computer
 - 5 She (find) the missing file
 - 6 We (talk) about our future strategy in a meeting
- a when the Chief Executive suddenly (announce) her resignation.
 - b when the power cut (happen).
 - c while I (travel) to Warsaw for a conference.
 - d while I (study) at Harvard.
 - e when a fantastic new contract (be) agreed.
 - f while she (look for) some other documents.

PRONUNCIATION

7a **8.5** Weak forms Listen to the following sentences. Circle the weak forms (/wəz/ and /wə/) and underline the strong forms (/wɒz/ and /wɜ:/) of was and were.

- 1 We were having a meeting when the fire alarm went off.
- 2 When the phone rang, I was talking to a customer.
- 3 'Was he working for you then?' 'No, he wasn't.'
- 4 'Were they planning to buy another shop?' 'Well, they said they were.'

7b Listen again and repeat the sentences.

8a Work on your own. Choose one of the events and make notes to answer the questions below.

- an accident at home or work
- a big event in your school's/company's recent history
- an important world or national event
- a big family event (e.g. the birth of a child)

Where were you when this happened?

Who were you with?

What were you doing?

What did you do next?

8b Work in groups and share your stories.

When I first heard about the earthquake, I was having lunch with a friend.

WRITING

9 Write a short paragraph describing the event you discussed in Exercise 8.

READING

1 In groups, discuss these questions.

- 1 What famous brands do you know for cosmetics, soft drinks, sports clothing and technology?
- 2 What do you know about the people who started these brands?

2 Work with a partner to read about some business icons. Try to answer as many of the questions below as you can. Share your answers with your partner.

Student A: Read texts 1 and 2 on this page.
Student B: Turn to page 160 and read texts 3 and 4.

- 1 What area of business was each person in?
- 2 What was each person most famous for?
- 3 Who started out:
 - a as a bus conductor?
 - b as a lawyer?
 - c as a scientist?
 - d working in a hardware store?
- 4 Who:
 - a used words from two languages to come up with the name for their company?
 - b thought that you did not need to succeed at university in order to succeed in business?
- 5 Which two people:
 - a were very good sales people?
 - b liked sports?
 - c had a connection with Austria?
 - d wrote a book?
 - e came from a poor family background?
- 6 Which person:
 - a didn't have a business partner?
 - b was born first?
 - c lived the longest?
 - d had the most children?

3 Identifying similarities and differences
 Work in small groups to discuss these questions.

- 1 What are the similarities and differences between the childhoods and education of the four people?
- 2 How did their childhood experiences help in their success?
- 3 Do you think a difficult childhood helps people become successful in business?
- 4 Do you think it is more difficult for women to succeed in business than men? Why? Why not?

1 Estee Lauder

- ¹ The founder of the giant US cosmetics firm died on 24 April at the age of ninety-six. She was born Josephine Esther Mentzer in New York in 1906 to Hungarian and Czech parents and had eight siblings. Her childhood was hard and the family struggled with money. Most of the nine children helped in the family hardware store. This early experience gave her an understanding of business and what makes a successful retailer. As she grew up, Estee became interested in her uncle's business, New Way Laboratories, which sold beauty products. She graduated from Newtown high school and after this focused on his business, helping to sell the products – first to her friends and then to beauty shops.
- ² She founded the Estee Lauder company with the Austrian-born Joseph Lauter in 1935, who she had married in 1930. The company only sold four products at this time. Her lucky break came in 1949 when she got an order from the famous Saks Fifth Avenue department store in New York.
- ³ However, it was in 1953, with the launch of the 'Youth Dew' perfume



that the company's fortunes were really transformed. By the mid 1960s, she had launched the Aramis range for men, followed by Clinique in 1968. It has become one of the world's best-selling skincare brands.

- ⁴ Today the company also owns a number of famous brands, including Jo Malone, Aveda, MAC and Bobbi Brown, while the Estee Lauder brand is known in 120 countries.
- ⁵ She married the same man twice (in 1930 and 1942) and is survived by her two sons, Leonard and Ronald.

Estee Lauder (Josephine Esther Mentzer), born 1 July 1906; died 24 April 2004.

2 Akio Morita

- ¹ Akio Morita, co-founder of the Sony corporation, died on 3 October in Tokyo. He created one of the first truly global companies. His strategy was so successful that Sony was recently voted the number one brand by American consumers, ahead of Coca-Cola and General Electric.
- ² Morita had a comfortable childhood. He was the eldest son of a wealthy family from Nagoya. He trained as a physicist. Before he celebrated his twenty-sixth birthday he had founded his own company with a partner, Masaru Ibuka.
- ³ In 1949 the company developed recording tape and in 1950 sold the first tape recorder in Japan. In 1957 it produced a pocket-sized radio and a year later renamed itself Sony. For the new name Mr Morita combined the Latin word for sound, *sonus*, with the English expression 'sonny boy' to give an impression of a company full of energy and youth. In 1960 it produced the first transistor television in the world.
- ⁴ He moved with his family to the USA in 1963. This helped him to understand

Americans, their market and customs. Many people believe this was the key reason for his global success.

- ⁵ Sony launched the Walkman in 1979 after Morita had noticed young people's love of music.
- ⁶ Morita was a workaholic, but he was also a playaholic. He loved art and music, and was a sports fanatic.
- ⁷ He also wrote a book in the 1960s called *Never Mind School Records*, which argued that academic achievements are not important for success in business.
- ⁸ He is survived by his wife Yoshiko, two sons and a daughter.

Akio Morita, born 26 January 1921; died 3 October 1999



VOCABULARY

COLLOCATIONS (2)

4a The texts contain some business collocations, e.g. *set up/found a company*.

Match the verbs in the box with the words and phrases below to make more collocations.

run set up do make reduce go recruit launch

- 1 _____ a business plan, _____ money / a profit
- 2 _____ into partnership, _____ out of business
- 3 _____ an overseas branch, _____ a company
- 4 _____ a new product range, _____ an advertising campaign
- 5 _____ some market research, _____ the first year accounts
- 6 _____ the business badly, _____ a factory
- 7 _____ a new manager, _____ talented employees
- 8 _____ production costs, _____ the number of staff

4b Put the collocations from Exercise 4a into a logical order in the life of a company. Discuss your ideas with a partner.

before	start	during	end
<i>make a business plan</i>			<i>go out of business</i>

GRAMMAR

PAST PERFECT SIMPLE

5a Look at these two sentences from the text about Akio Morita and underline the verbs.

Before he celebrated his twenty-sixth birthday he had founded his own company

Sony launched the Walkman in 1979 after Morita had noticed young people's love of music.

5b Answer the following questions and complete the rule.

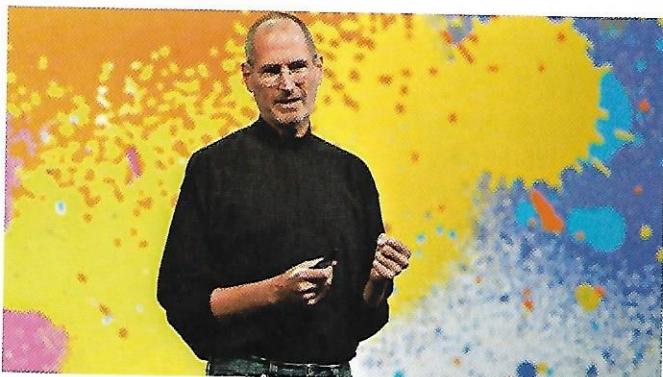
- 1 Which verb in each sentence is in the past simple? (The other verb is in the past perfect simple.)
- 2 Which action happened first in each sentence?
- 3 Which action happened second?
- 4 Do we use the past perfect simple for the action that happened first or the action that happened second?

We form the past perfect simple with _____ + (not) + the past participle.

5c Find the two sentences in the texts that start as below. Which tense do we often use to talk about events that happened by a certain time?

- 1 By the mid 1960s, ... (text 1, para 3)
 - 2 By the end of his life, ... (text 3, para 4)
- Language reference and extra practice pages 140–141

6 Complete the text with the past simple or past perfect of the verbs in brackets.



By the time he ¹ (be) 20, Steve Jobs ² (create) the personal computer and started Apple. By the age of twenty-five, his fortune ³ (rise) to \$100 million. Jobs ⁴ (leave) Apple in 1985 and ⁵ (become) CEO of Pixar. When he ⁶ (rejoin) in 1996, Apple ⁷ (lose) its place in the market. However, by 1998, Jobs ⁸ (bring) Apple from making a loss to making a profit with the iMac. Later, he ⁹ (develop) iTunes, the iPod, the iPhone and the iPad. He has been described as the 'Father of the Digital Revolution'. He ¹⁰ (die) on 5 October 2011.

7a What had the following people done by the ages/dates mentioned? Match the sentences 1–9 with the phrases a–i.

- 1 By his 26th birthday, Akio Morita ...
 - 2 By the time of his death, Chaleo Yoovidhya ...
 - 3 By the mid-1960s, Estee Lauder ...
 - 4 By 1990, Mark McCormack ...
 - 5 By the age of six, Mozart ...
 - 6 By the age of twenty-two, Usain Bolt ...
 - 7 By the age of five, Leonardo DiCaprio ...
 - 8 By the age of twenty-two, Lionel Messi ...
 - 9 By the age of twenty-seven, Amy Johnson ...
- a launch the Aramis range
 - b win the FIFA player of the year
 - c break the 100m and 200m world records
 - d found his/her own company
 - e fly to Australia
 - f compose his/her first piece of music
 - g become the most powerful person in sport
 - h appear on TV
 - i become one of Asia's richest men

7b Check your answers with a partner by making sentences with the past perfect.

'What had Akio Morita done by his twenty-sixth birthday?'
'He had founded his own company.'

SPEAKING

8 Discuss these questions.

- 1 Who are the business icons in your country?
- 2 Why are they successful?
- 3 Who is the most successful person you know?
- 4 Why are they successful?



SITUATION

1 Work with a partner to discuss the following.

- 1 How often do you negotiate in your everyday life?
- 2 Who do you need to negotiate with? What about? For example, you may negotiate with a friend or partner about what film to see at the cinema, where to eat or what time to meet. When was the last time? What was the result?

2 Work with a partner. Which of these tips do you think are most important for a successful negotiation?

Try to agree on four.

- Tell the other person exactly what you want.
- Listen carefully.
- Don't change your plan when you negotiate.
- Have a clear aim.
- Ask a lot of questions.
- Try to get a win-win result.
- Keep calm. Do not show any emotion.
- Give a lot of reasons for what you want.

3 Read about Domino s.p.r.l. Why is the market for sunglasses growing?

Domino s.p.r.l., an Italian wholesaler, wants to import sunglasses from a manufacturer in the United States or Asia. They will supply retailers all over Europe. Although the peak season for sunglasses is in the summer months, market research suggests that more and more people are wearing sunglasses all year round – even in the evening as fashion accessories!

4a 8.6 Listen to Vanessa from Domino s.p.r.l. speaking to a potential manufacturer in San Francisco, USA. Is the discussion successful?

4b Listen again and answer the questions.

- 1 How many pairs of sunglasses did Vanessa want?
- 2 What were the problems concerning the delivery date and the payment?

SUNGLASSES AFTER DARK

KEY LANGUAGE

THE LANGUAGE OF NEGOTIATION

5a Listen again and complete the extracts.

- 1 BOB: How many would you like to ____?
 2 VANESSA: We're thinking of ____ quite a large order.
 3 BOB: I'm ____ that would be a bit difficult, Vanessa.
 4 VANESSA: What about if we ____ earlier? ____ you be able to deliver in August?
 5 BOB: Let me check if I ____ you, do you mean payment on delivery?
 6 VANESSA: How do you ____ about that?
 7 VANESSA: I'll think it over and maybe get back to you.
 BOB: That sounds _____. Well ... I hope to hear from you soon.

5b Match the sentences with similar ones from Exercise 5a.

- a Let's see if I've got this right.
 b We're considering buying a large quantity.
 c What sort of quantity do you have in mind?
 d That seems OK.
 e If we pay more quickly, can you get the goods to us earlier?
 f What do you think of the offer?
 g I'm sorry. That could be a problem.

TASK

NEGOTIATING

6a After the failure of the earlier negotiation, a meeting is now arranged between Domino s.p.r.l and Sunspex, another manufacturer based in San Diego, USA. In small groups, look at the negotiation details then discuss the questions.

Group A (Domino representatives): Turn to page 157 and read the information carefully.

Group B (Sunspex salespeople): Turn to page 159 and read the information carefully.

- 1 What are your most important needs in the negotiation?
- 2 Are some of your points less important? Can you offer them to the other side to get what you want?
- 3 What do you think will be important for the other side?

6b Work in pairs of one Domino representative and one Sunspex salesperson. Negotiate and try to get a good deal for your company.

7 Work in your groups from Exercise 6a to discuss these questions.

- 1 Were you happy with the result?
- 2 Do you think the deal was good for both sides?
- 3 Did you have a strategy? Do you think the other side had one?
- 4 How did the other side react to your ideas? Were they flexible?
- 5 If you did the negotiation again, what would you do differently?



STUDY SKILLS

RECOGNISING FORMAL AND INFORMAL LANGUAGE

1a Look at the extracts from different pieces of correspondence. Match them with the types below.

report	email	note	minutes	SMS message
--------	-------	------	---------	-------------

1b Is each piece of correspondence formal or informal? Why?

2a Recognising register Which of the following are features of formal/informal writing?

- 1 use of contractions, e.g. *I'm*
- 2 no contractions, e.g. *I am*
- 3 passive constructions, e.g. *It is designed*
- 4 phrasal verbs, e.g. *call back*
- 5 longer words instead of shorter, more common ones, e.g. *assistance* (not *help*), *information* (not *facts*), *reserve* (not *book*), *receive* (not *get*)
- 6 direct questions, e.g. *Can you ...?*
- 7 missing out words, e.g. subject pronouns
- 8 use of imperatives, e.g. *tell me* (like an order)
- 9 abbreviations, e.g. *thx* (= *thanks*)

2b Find examples of the features in the extracts.

1

Conclusion

Although there are cost benefits of using Achieve, it is clear that Team Spirit is a much more professional organisation and therefore the best option to help improve staff morale.

Recommendations

It is recommended that Team Spirit are contacted as soon as possible and informed of our requirements.

If possible a staff teambuilding weekend should be arranged for March/April.

2

Jane,
Mr Forster called. I'll get back to him tomorrow about the details of his visit. Can you find out what stuff he needs for his presentation? Time tbc. Also wants some help with booking a hotel. Let me know what info you get asap.

Thanks,
Dan

3 Beginning and ending correspondence Look again at the emails in extracts 3 and 4 below. Underline the phrases used to begin and end them.

WRITING SKILLS

FORMAL AND INFORMAL CORRESPONDENCE

4 Put the procedure into a logical order for writing emails. (Tip: the answer should spell a word.)

- | | |
|-----------------|--------------------------------------------------------------------------------------|
| Type ... | (type a draft) |
| Who ... | is the email to? (the reader(s) and your relationship with them) |
| Send ... | (add any attachments and send) |
| Edit ... | (edit and check) |
| Register ... | (is the email formal/neutral/informal?) |
| Information ... | (brainstorm the content/functions, and think of the information you need to include) |

3

Dear Mr McLennan,

Further to your invitation of 15 March, I am notifying you that I will unfortunately be unable to attend the conference on Friday, due to a prior engagement. However, I would be very grateful if you could send me a copy of the post-conference report.

Yours sincerely,
Elena D'Angelo

4

Hi Carlos,

Great news: got the contract! Let me know if you want to work with us on this one. I'll be in touch in the next couple of days to firm up our needs.

Best wishes,
Nils

5

page 1 of 5

Agenda Item	Discussion	Action
Marketing Plan	The budget for this was approved. Martin Schwarz will prepare in detail for next meeting.	MS to prepare detailed budget by 21 Feb.

6

ETA 14.30 pls send taxi cu l8r.

	Formal	Neutral	Informal
First contact	I am writing to enquire ... I am writing to inform you ...	I am writing to ask/tell you ...	I'd like to find out / let you know about ... ¹ _____
Referring to previous contact	With reference to your letter of ...	Thank you for your letter of ... ² _____	Great news!
Giving good news	I am delighted to inform you ...	Unfortunately, ...	Sorry, but ...
Giving bad news	³ _____	Would you like me to ...	Shall I ...
Making an offer	If you wish, I would be happy to ...	Could you possibly ...	Please can you ...
Making a request	⁴ _____	I will not be able to come because ... ⁵ _____	
Refusing an invitation	I am unable to attend due to ...	I am sorry about/for ...	
Apologising	I would like to apologise for ...	Sorry about/for...	
Closing remarks	If you have any further questions, please do not hesitate to contact me.	⁶ _____	Call/Mail me if you need more help.
Attachments	⁷ _____	I am attaching ...	Here is ...
Referring to the future	I look forward to hearing from you in the near future.	Looking forward to meeting you.	⁸ _____

5 Look at the phrases below and add them to the table of useful expressions above.

I can't make it as ... I regret to inform you ...
 If I can help in any way, please contact me again.
 I would be grateful if you could ...
 I have some good news (about ...)
 Got your message on ... Please find attached ...
 Speak to you / See you soon.

6a Using the table, change the parts in bold in the first email from formal to neutral register. Make any other changes necessary.

6b Using the table, change the parts in bold in the second email from informal to formal register. Make any other changes necessary.

7 Write an email for the following situations. Use the W.R.I.T.E.S. procedure from Exercise 4.

- Marco, a colleague from an overseas branch of your company wrote to you last week. You promised to send some documents to him, but forgot. He has just written again to remind you.
- A customer, Mrs Daley, phoned you and asked you to send her your latest catalogue.
- Jenny, a friend who works in the same department, wants to go for a drink tonight after work. You are unable to go as you are going to the cinema, but you could go on Friday.

1

Dear Customer

I am writing to advise you of a new development at Shoes 4U. I am delighted to inform you that in future you will be able to order online. We aim to provide our customers with the best possible service. In order to do this, I would be grateful if you could take a few minutes to register your details on the website; after, you will be able to start using the new service right away.

If you have any further questions, please do not hesitate to contact me.

I look forward to hearing from you soon.

Yours sincerely,

2

Dear Louise,

Got your email on Friday. Thank you for the invitation. Sorry, but I can't make it as we have a teambuilding seminar that weekend. Please let Mark know about the new products.

Please feel free to call/mail me again if you need any more help.

Speak to you soon.

Denise

SEND

GRAMMAR

G1 PAST CONTINUOUS

Form the past continuous with was/were + verb + -ing.

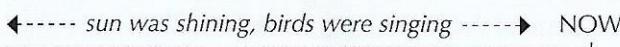
I was working on a project for six months.

The children weren't working very hard.

Use the past continuous:

- to talk about background actions

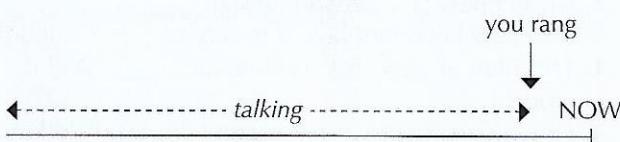
It was a beautiful day – the sun was shining and the birds were singing.



- to talk about a longer background action in the past when a shorter action interrupts it or happens during it.

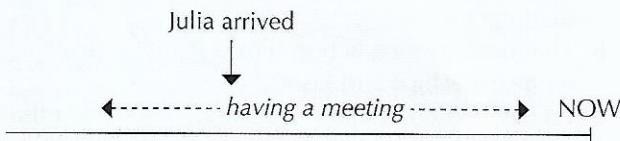
We were talking about you when you rang.

(the background action is interrupted and stops)



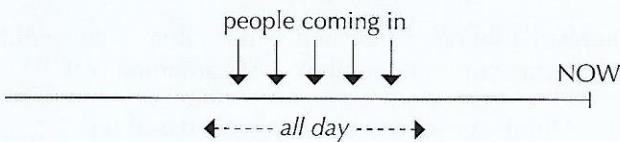
I was having a staff meeting when Julia arrived five minutes late.

(the action happens during the background action)



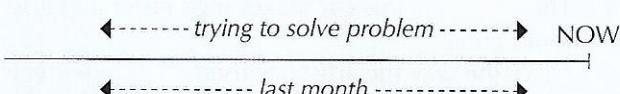
- to talk about repeated actions in the past that take place over a temporary period of time.

People were coming in all day to buy this item.



- to emphasise the duration or continuity of a past action.

For the whole of last month we were trying to solve this same problem.



! We rarely use state verbs such as *be, like, know, believe, understand* in the continuous form.

I was liking the fish soup. ✗

I liked the fish soup. ✓

G2 PAST PERFECT SIMPLE

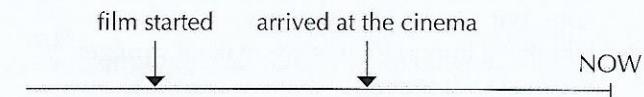
Form the past perfect simple with *had + past participle*.

I called but he'd already left.

When I checked, it was obvious they hadn't understood the instructions.

Use the past perfect simple to emphasise that one action happened before another in the past.

The film had already started when we arrived at the cinema.



The past perfect simple is often used with the conjunctions *when, before, after* and *by*.

I had left when he called.

She had been to Australia twice before we went together.

We went out after we had eaten breakfast.

By the age of 80, he had written over a hundred books.

If the sequence of events is clear, we can also use the past simple.

I called my friend after I finished work.

KEY LANGUAGE

KL THE LANGUAGE OF NEGOTIATION

How many would you like to order?

We are thinking of placing a large order.

I'm afraid that would be a bit/very difficult.

What about if we paid earlier? Would you be able to ... ?

Let me check if I understand you.

How do you feel about that?

That sounds fine.

VOCABULARY

V1 BUSINESS TERMS AND ROLES

business, charge (v), community, competitor, customer, entrepreneur, invest, investor, law, loss, manufacturer, manufacturing, owner, partner, prices, profit, retail, retailer, staff, supplier, taxes, wages, wholesaler

V2 COLLOCATIONS

BEFORE

do some market research, make a business plan

START

do the first year accounts, go into partnership, set up a company

DURING

launch a new product range / an advertising campaign, make money / a profit, recruit a new manager / talented employees, reduce production costs, run a factory, set up an overseas branch

END

go out of business, reduce the number of staff, run the business badly

G1 1 Write the verbs in brackets in the past continuous or the past simple.

When I ¹ (study) at university, I took a part-time job as a security guard at a factory to earn some extra money. I often ² (work) at night, and one evening I ³ (check) the warehouse when I heard a noise. I was really scared so I ⁴ (call) the police. They arrived and while they ⁵ (search) the area they found someone asleep in a small cupboard next to the warehouse. The person ⁶ (be) the daytime security guard, who ⁷ (live) in the factory because he couldn't afford to rent a flat. He ⁸ (wear) pyjamas produced in the factory. The factory owners were furious at first and ⁹ (plan) to sack the young man, but in the end they found him a cheap flat and he ¹⁰ (keep) his job.

G2 2 Match the sentence halves.

- 1 By the time they got to the cinema
 - 2 He stayed out late
 - 3 By the end of his first year at university
 - 4 I'd just gone to sleep
 - 5 After I'd booked the tickets
- a after I'd told him not to.
 - b when the phone rang and woke me up.
 - c the film had already started.
 - d she changed her mind and said she wanted to eat out instead.
 - e he'd already decided he didn't want to be a doctor.

G1, 2 3 Choose the correct tense.

- 1 We launched the second version once we *had seen / were seeing* how successful the first one was.
- 2 By the time he *was applying / 'd applied*, the job had already gone.
- 3 He called while I *tried / was trying* to finish this essay.
- 4 After he *had invested / was investing* more money, the business took off.
- 5 The entrepreneur *gave / had given* another billion dollars to charity after he *had already given* three billion.
- 6 We didn't need to clean the house, because he *had already done / already did* it.
- 7 I studied business in the evening while I *was working / had worked* in a kitchen.
- 8 She left before anyone *had had / was having* a chance to explain the situation.
- 9 The business *went / was going* bankrupt last month and they couldn't save it.
- 10 All last year, the company *had looked / was looking* for ways to survive the crisis.

G2 4 Speaking practice Tell a partner about yourself, using the phrases below.

By the age of five, I had ...
By the age of ten, I had ...
By the age of fifteen, I had ...

KL 5 Complete the sentences with the words in the box.

placing would sounds afraid feel
paid check

- 1 How many _____ you like to order?
- 2 We are thinking of _____ a large order.
- 3 I'm _____ that would be very difficult.
- 4 What if we _____ earlier?
- 5 Let me _____ if I understand you.
- 6 How do you _____ about that?
- 7 That _____ fine.

V1 6 Complete the words.

- 1 How many s_____ do you have working here?
- 2 The first rule of business is that the c_____ is always right.
- 3 How much money did you i_____ in the company?
- 4 We made a huge p_____ last year.
- 5 Malcolm is my p_____ in the business.
- 6 The p_____ of computers keeps going down.
- 7 This government keeps putting up t_____.
- 8 It's much cheaper to buy products from a w_____ than from a shop.

V2 7 Choose the correct verb(s). There may be more than one possible answer.

- 1 *make / go out of / found* business
- 2 *launch / do / go into* a company
- 3 *introduce / found / launch* a product
- 4 *make / go into / launch* a profit
- 5 *reduce / make / run* costs
- 6 *go into / set up / make* another branch

8 BUSINESS

1 You are going to watch an interview with Teresa Le, chef and owner of Ládudu, a Vietnamese restaurant in London. Before you watch, read these extracts from the interview and discuss questions a–f with a partner.



- 'Why don't I just go about and teach people how to make good Vietnamese food at home?'
- a What are the advantages of teaching people to cook in their own homes?
- 'Running a restaurant is actually very different to running a mobile home-cooking business.'
- b What do you think 'a mobile home-cooking business' is?
- c How is running a restaurant different from running a mobile home-cooking business?
- 'The business is Ládudu. La in Vietnamese means "leaf" and dudu means "papaya", so together it's "papaya leaf".'
- d How did you choose the name of a business?
- 'I do quite like Jamie Oliver. I admire him for his passion. To me, he's more than a chef.'
- e How might Jamie Oliver (a well-known British chef) be 'more than a chef'?
- 'I wanted to start my own business because ...'
- f Why do you think Teresa wanted to start her own business?

2a **▶ 8** Watch the interview with Teresa. In what order do you hear the extracts in Exercise 1? Write 1–5 in the boxes.

2b Work with a partner. Look at questions a–f again. Can you remember Teresa's answers?

2c Watch the interview again and check Teresa's answers to questions a–f.

3 Teresa's friends gave her money to help open her restaurant. Work with a partner to discuss the following.

What are the advantages and disadvantages of starting a business:

- with friends?
- with family?
- using a bank loan?

10 TRENDS

1 Work with a partner. Read these situations, then discuss the questions below.

- a The owner of a fashion magazine in Los Angeles wants to find out which styles are popular in youth subcultures of big cities. For example, she would like to find out if young people in Moscow or London have similar styles to youth in Istanbul or Berlin.
- b The owners of a luxury hotel in Kraków would like to give their guests a better experience. They want to find a way of showing visitors why they should always choose their hotel.
- c The owners of a clothing company in Manchester are preparing their business plan. They want to make clothes for only one of the following: children (0–17), young adults (18–30), adults (31–64) or pensioners (65+). They want to find out which is best.

- 1 Why might trends be important to the owners of each of these businesses?
- 2 What advice would you give them? Why?

2 **▶ 10** You are going to watch an interview with Cate Trotter, Head of Trends at a London-based trend-spotting consultancy. Watch the interview and do the following.

- 1 While watching, decide which businesses in Exercise 1 Cate can help. Circle the letter (a–c) if you think she can give them advice and help.
- 2 After watching, work with a partner. How does Cate help businesses?

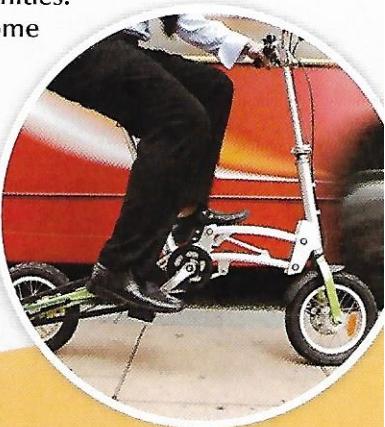
3 Decide if these statements are true (T) or false (F). Then watch the interview again to check your answers.

- 1 The history of a trend is important to Cate's work.
- 2 Cate gives presentations and reports to her clients.
- 3 Trend tours help her clients understand a trend from a customer's point of view.
- 4 Sustainability affects the food business more than other types of business.
- 5 Understanding trends gives companies an advantage over others.
- 6 Global trends usually appear in different countries at different times.

4 Work in small groups. Cate says that she helps businesses find new opportunities.

What opportunities might come from the following trends?

- More and more people getting a university education
- Higher prices for food, especially meat and fish
- A larger number of adults who choose to be single and live alone



LESSON 8.4 EXERCISE 6A (PAGE 83)

DOMINO REPRESENTATIVES

Read the information below and prepare for the negotiation. When there are options, make a decision about what are the most important points for you.

Try to get a good deal. You want:

- Quantity: 50,000 units.
- Designs: Oasis – 10,000 units; Mirage – 15,000 units; Horizon – 25,000 units; you make a much bigger profit on the Mirage and Horizon designs.
- Delivery: 7 August, 21 August or end of August; best date is 7 August – important because retailers will start selling the winter range in September.
- Payment: after 60 days (best time), after 30 days or on delivery
- Discount: 10% (high), 5% (usual discount for wholesalers), 3% (low)

LESSON 9.2 EXERCISE 8A (PAGE 89)

Make as many present or past simple sentences from the table as you can. Make guesses if necessary. You have ten minutes. (You will need to add prepositions, eg *by*, *in* or *to*.)

1 The ballpoint pen	make	Carl Benz in 1884
2 Nokia mobile phones	create	South Africa
3 Diamonds		Alexander Fleming
4 The World Wide Web	manufacture	Sri Lanka
5 The telephone	invent	Muslim mathematician Al-Khwarizmi
6 Tea	discover	Isaac Newton
7 Toyota cars	grow	Laszlo Biro
8 The first motor car	mine	Mark Zuckerberg
9 The Republic of Turkey	develop	Tim Berners-Lee
10 Gravity		Japan
11 Algebra		Finland
12 The first mercury thermometer		Ataturk
13 Facebook		Fahrenheit
14 Penicillin		Alexander Bell

LESSON 12.4 EXERCISE 5 (PAGE 123)

STUDENT C CASE 2

Your job is to briefly summarise the case so that everyone in your group is clear about the details of the case. Then join in the discussion and express your opinion about what the others say to reach a decision.

LESSON 9.3 EXERCISE 8A (PAGE 91)

FOR THE MOTION

Think about:

- how big projects affect local communities in a negative way. Think of three different ways.
- how and why the money should be spent on important essential things like housing. Think of two other essential things.
- who the projects mainly benefit? The local people? Or just the building companies, the politicians and the rich?
- how some big projects can damage the environment.
- how these projects are very expensive and who pays for them.
- your own ideas for the motion.

LESSON 10.4 EXERCISE 4A (PAGE 103)

MAYOR

Lead the discussion. Listen to people's opinions and suggestions, and respond to them. You want:

- increased parking fines so that more people use the buses.
- part of the beach to be private and heavy fines for people leaving rubbish on the beach.
- the Sandy Cove project to go forward. It will create jobs and provide extra parking space.
- the universities to build more student accommodation.

LESSON 1.2 EXERCISE 8 (PAGE 9)

STUDENT B

Sigmund Freud was born on 6 May 1856 in ¹ _____. He went to the University of Vienna and studied ² _____. He graduated in 1881 as a Doctor of Medicine. He lived in Vienna for ³ _____ years. In 1907, the psychiatrist ⁴ _____ was introduced to Freud and together they formed the International Psychoanalytical Association. Jung was its first president. ⁵ _____ emigrated to London. His brother lost all his property when he left Vienna. Freud lived in a house in ⁶ _____. He died in 1939.

LESSON 3.4 EXERCISE 7A (PAGE 33)

CANDIDATES

- 1 Review and discuss what type of person the club is looking for.
- 2 Think of some adjectives to describe your personality.
- 3 Think of three questions you think they will ask at your interview.
- 4 Think about your answers to the questions in Exercise 3 above. You may use information from your own life and experience or you may invent any information you wish.

LESSON 10.4 EXERCISE 4A (PAGE 103)

STUDENT

Think about the problems and make notes of your ideas for solving them. You want:

- free travel for students on buses. More council accommodation for students at low rents.
- the council to cancel the Sandy Cove project. It will destroy the beauty of the beach.
- the police to be more friendly and understanding.
- all young people be able to stay out late at night and have fun in clubs.

LESSON 5.3 EXERCISE 8B (PAGE 51)

Name	Dolphin x300	Barracuda x100	Shark x400	Dirt Monster x700
Length	1,100 mm	1,600 mm	1,700 mm	2,300 mm
Engine size	50 cc	125 cc	250 cc	300 cc
Top speed	22 kph	28 kph	75 kph	80 kph
Price	€300	€550	€3,000	€3,200
Safety rating	★★★★★	★★★★★	★★★★	★★

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT B

Education in France

- Since 1967, school attendance has been compulsory for those from six to sixteen years of age.
- Many children enter voluntary kindergartens at the age of three.
- Primary schooling lasts for six years.
- Secondary schooling is divided into two stages:
- Stage 1 – from eleven to fifteen years; almost all children now attend a *collège*.
- Stage 2 – from fifteen to eighteen years they study in a general, technical or vocational lycée.
- 53.6 percent of the French population enrol in higher education.
- There are two kinds of universities in France: public universities and Grandes Ecoles (that set higher standards).
- Higher education is primarily paid for by the French taxpayers so tuition fees are very low.

LESSON 4.2 EXERCISE 8A (PAGE 39)

GROUP B

Here are some notes to help you prepare against the motion:

The English-speaking world should adopt American English.

- All differences – fun and interesting
- British English – language of Shakespeare and famous British authors/poets
- Not just American English – other varieties (e.g. Australian, Irish, Indian)
- You cannot regulate language. It develops naturally.

LESSON 1.4 EXERCISE 5A (PAGE 13)

Recruitment Associates



Rashid: Indian, aged 25

A calm person. Speaks in a soft voice with an Indian accent. Serious at all times during the interview. Has strong opinions about everything. Likes discussing economics and politics.

Recruitment Associates

Your three best qualities? 'reliable, hard-working, knowledgeable'

Your worst quality? 'I get very impatient if people don't do their job properly.'

Your ideal boss? 'Someone who praises you whenever you do good work.'

Why choose him? 'I will do my best for your company at all times.'

Non-smoker, vegetarian and doesn't drink alcohol.

Interests: art, philosophy and current affairs.

Dressed unfashionably in a dull, grey suit.

Recruitment Associates



Mitsuo: Japanese, aged 20

Family emigrated to Australia when he was 14 years old. Speaks English with a strong Japanese accent. Thoughtful, polite, sociable.

Recruitment Associates

Your three best qualities? 'calm, strong sense of duty, will put company interests first'

Your worst quality? 'I get upset and angry if people are not polite to me.' 'I don't like people criticising me.'

Your ideal boss? 'Someone who is understanding and asks for my opinion frequently.'

Smokes cigars in the evening.

Interests: motorbike riding, tango dancing, entertaining friends

Smartly dressed in a suit, white shirt and designer tie.

LESSON 8.4 EXERCISE 6A (PAGE 83)

SUNSPEX SALESPEOPLE

Read the information below and prepare for the negotiation. When there are options, make a decision about what are the most important points for you.

Try to get a good deal.

You want to sell:

- Quantity: 50,000 units.
- Designs: Oasis – 25,000 units; Mirage – 15,000 units; Horizon: 10,000 units; you make a much bigger profit on the Oasis and Mirage designs.
- Delivery: 14 September (best time), 7 September or by the end of August (bad time)
- Payment: on delivery, after 30 days or after 60 days; important to get your money quickly because you need to pay interest on a large bank loan.
- Discount: 0% (best), 2% (for cash on delivery), 8% (for orders over 60,000)

COMMUNICATION ACTIVITIES

LESSON 5.3 EXERCISE 8A (PAGE 51)

SON

You want the biggest, fastest bike with the biggest engine. Your friends will think you are silly if you have a bike with a really small engine. You think you are responsible and will drive safely.

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT C

Education in Argentina

- Argentina has nine years of compulsory schooling.
- Basic education is divided into three-year phases corresponding to junior and senior primary school and middle (or lower secondary) school.
- After this period of compulsory education, students have the choice of studying further or not for three years in upper secondary.
- 48% of the population enrol in higher education.
- First degrees for teachers and technicians last for three years but there are longer degrees for four to six years for engineering, medicine and law.
- University education is free but students have to pay for accommodation, transport and materials.
- Argentina has one of the most educated populations in Latin America.

LESSON 7.2 EXERCISE 3A (PAGE 68)

STUDENT B

1930–1939

In the 1930s designers increased the efficiency of boats and aircraft by giving them smooth and curved shapes. Then, in 1934, Chrysler launched its new streamlined car, the Airflow. This was the start of the use of aerodynamics in car design. Streamlining, as it was called, was about speed, efficiency and, most of all, the modern world. Designers realised that consumers were attracted to other streamlined products, and so they began to use streamlining in a wide range of domestic appliances, such as refrigerators.

The designer Henry Dreyfuss helped to develop a new theory about design called ergonomics. He believed that machines worked better if they were adapted to people's needs. His reputation was based on the Bell 3000 telephone. Because of its ergonomic design, it was easy for people to use.

At this time a number of new materials were used in design, such as Bakelite (an early type of plastic). It was a perfect material for producing smooth, streamlined products.

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT F

Encourage people to talk about how the crime was committed. Do not reveal this information till near the end: ice melts.

LESSON 8.3 EXERCISE 2 (PAGE 80)

3

Mark McCormack

OBITUARIES

- 1 Mark Hume McCormack, sports agent, died on 16 May, aged seventy-two. Mark McCormack started the industry of sports marketing. He was the first person to realise that sports personalities could earn extra money from endorsements and sponsorship. The company which he founded, International Management Group (IMG), represents many of the most famous sports people in the world such as Tiger Woods, Pete Sampras, the Williams sisters and Michael Schumacher.
- 2 McCormack had been a promising college golfer. However, after graduating from Yale Law School he worked as a lawyer. Later, he realised that sports marketing had great potential. His first client, in 1960, was Arnold Palmer, the famous golfer. Thanks to his energy and entrepreneurial skills, he built up a highly
- 3 IMG expanded to include a television production company, sports academies and a branch representing top models such as Kate Moss.
- 4 By the end of his life, he had also published several books, including the best-selling *What they don't teach you at Harvard Business School*.
- 5 He will be remembered for his ability to negotiate huge contracts for a wide range of sports personalities and celebrities.
- 6 He leaves three children from his first marriage and one from his second to former tennis professional, Betty Nagelson.

**Mark McCormack,
born 6 November 1930;
died 16 May 2003**

Chaleo Yoovidhya

OBITUARIES

- 1 Chaleo Yoovidhya, inventor of the popular energy drink 'Red Bull' died on 17 March. By the time of his death he had become one of Asia's richest men and one of the 250 wealthiest people in the world.
- 2 The third son of a Chinese father and a Thai mother, he grew up in northern Thailand. The family was poor and made a living selling ducks and fruit. Chaleo worked from a young age and did not complete his secondary education. He later earned a living as a bus conductor and a salesman, as well as by helping in his brother's pharmacy in Bangkok.
- 3 Always interested in science, in the 1960s he set up a company called TC Pharmaceuticals. He worked on his own formula for an energy tonic which was given to truck drivers to help them stay awake. He named it 'Krating Daeng', meaning Red Buffalo in
- 4 In 1982, an Austrian toothpaste salesman, Dietrich Mateschitz, was in Thailand and drank a can of the drink to help his tiredness and jetlag. It worked well and he went into partnership with Chaleo. The launch of the new product, 'Red Bull', as it was now called, was in Austria in 1987. It is now sold in over seventy countries around the world. The market research done at the time of the launch suggested it was going to fail. It has annual sales of 4.6 billion cans.
- 5 Although extremely successful, Chaleo remained a private man and had not given an interview or made a public appearance for over thirty years. He was married twice and had eleven children.

**Chaleo Yoovidhya,
born 17 August 1923;
died 17 March 2012**