



**O‘ZBEKISTON RESPUBLIKASI  
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**TERMIZ DAVLAT UNIVERSITETI  
XORIJIY FILOLOGIYA FAKULTETI  
FAKULTETLARARO CHET TILLAR KAFEDRASI**

**XORIJIY TIL**

**FANIDAN**

**O‘QUV-USLUBIY MAJMUA**

**Termiz – 2024**

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**Termiz – 2024**

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**Fakulteti dekani:** \_\_\_\_\_ dots. A. Absamatov

Mazkur o'quv uslubiy majmua Termiz davlat universitetining 2024 yil 26 avgustdagidagi uslubiy kengashi yig'ilishida(№ 1-bayonnoma) ko'rib chiqildi va tasdiqlandi.

**O'quv-uslubiy boshqarma boshlig'i:** \_\_\_\_\_ dots. A. Ibragimov

## **Lesson 1 LIVING ABROAD.**

**1.1. About business: Working abroad.**

**1.2. Vocabulary: Living abroad.**

**1.3. Grammar: Present simple and prepositions of time.**

**Objectives:** • To develop students' skills communication skills

- To develop students' vocabulary around the topic of human migration
- To help students understand some of the issues regarding human migration

**Level:** Intermediate +

**Introduction:** This lesson plan explores some of the issues associated with cultural and environmental adjustments and looks at some of ways in which these have impacted on the lives of migrants in different cities and countries.

### **Procedure**

- To introduce the topic migration start by asking students a few questions:
- Have you ever been abroad?
- Would you like to live and work in another country? Why/why not?
- Do you know anyone who lives in another country?
- Why do people decide to live and work abroad?
- Where would you go if you decided to move to another country? Why?
- Encourage students to share their ideas and experiences.

Tip: This is a good time to listen to students and see what range of vocabulary they produce and where any gaps in their knowledge may be.

### **Discussion**

Look at the picture above. What everyday problems do people who live abroad have?

**Reading and vocabulary:** Read the extracts from an article on living abroad. Find the correct heading for each extract.

### **Test yourself: Present simple**

Read four descriptions of people's jobs. Write the correct form of the missing verbs into the text. Find the correct job for each text.

**Present simple:** She works in London. permanent Situations: I usually get up at 7.00 am. routines and things we do regularly.

The rules for these prepositions are given below. But many people think it is easier to just see if they sound right rather than try to learn the rules, Use: .

**In** With parts of the day, months, seasons, years. On with dates. days of the week, special days

**At** with religious festivals. hours of the clock. particular points in time

**Homework: to learn vocabulary, do exercises and skim the text.**

# 1 Living abroad



**KIKI YI**, 54, Hong Kong, jewellery retailer



**ANIL BASU**, 35, UK, software analyst



**JEAN-MARC SABATIER**, 32, France, doctor



**MARIKA LAANET**, 22, Estonia, engineering undergraduate

## 1.1 About business Working abroad

### Discussion

**1** Look at the people in the photos. They all work away from home. Read the quotes below and match them with the people.

- I work abroad but I never stay in one country for very long. I install software systems and train people how to use them. I'm in Thailand at the moment and I'll be here for another six months.
- My university has links with engineering firms in Germany. As part of my degree I'm working for one of them in Hamburg.
- I spend two months every year in India buying supplies for my jewellery business. At the moment I'm staying in Jodhpur.
- I spend ten months every year working abroad. I never know where I'm going to be. It's always in places where there are medical emergencies.

Have you ever lived or worked abroad? Do you know anyone who lives or works abroad? Compare your answers with a partner.

### Collocations

**2** You are going to read an article about how to get a job abroad. Before you read match a word on the left with a word on the right to make a collocation.

- |               |              |            |                   |
|---------------|--------------|------------|-------------------|
| 1 career      | a) process   | 5 degree   | e) letter         |
| 2 work        | b) language  | 6 cover    | f) an application |
| 3 foreign     | c) placement | 7 short    | g) subject        |
| 4 application | d) ladder    | 8 withdraw | h) list           |

### Reading for detail

**3** Read the article and mark the sentences *T* (true) or *F* (false). Change any false sentences to make them true.

- To have a successful career these days you need to have experience of working abroad.
- A work placement abroad will help your application attract attention.
- Nannette Ripmeester thinks that the Euro CV is the best kind of CV to use when looking for a job.
- You need to check that your employers will recognise your degree subject.
- CVs are more important than cover letters.
- A cover letter in France may be studied by a specialist.
- Sarah Hall withdrew her application for a job in Spain because she didn't like the questions in her interview.
- When working abroad you should behave in a similar way to those around you.

### Listening and-note taking

**4** **1:01–1:04** Listen to the four people from 1 talking about their work experience abroad and complete the table.

name	country	how long	likes
Kiki	India	1)	2)
Anil	Thailand	3)	meeting people
Jean Marc	4)	5)	working with children
Marika	Germany	6)	her local family

### Internet research

Search for the keywords *working abroad* to see what jobs are on offer. Hold a class vote to choose the three most attractive jobs.

### Listening for detail

**5** Listen to the interviews again and answer the questions.

- Who was in Venezuela last year?
- Who hopes to get a good reference from their company?
- Who found the food strange they first arrived?
- Who is going on holiday when their job is finished?
- Who is staying in an expensive hotel?
- Who has a lot of business contacts in the country where they are?

## Discussion

6 In small groups discuss the questions.

- 1 Which countries would you like and not like to go and work in?
- 2 What problems do you think people who work abroad have?
- 3 Do you think working abroad is essential for a successful career? Why / Why not?

## CULTURAL

# Chameleons

IN today's competitive job market, not spending time abroad can seriously damage your chances of climbing the career ladder. It is no surprise then that more and more graduates and professionals are looking for opportunities to live and work in a foreign country.

With record numbers of workers hoping to relocate, it is no longer enough to have done a work placement abroad or to speak a foreign language. "This is no longer something that makes you different," says Nannette Ripmeester, director of Expertise in Labour Mobility. "It is something employers expect."

But even if you are a strong candidate, the application process for foreign jobs is far from straightforward. The EU has introduced the Euro CV to standardise application procedures throughout Europe, but Ripmeester believes that a culturally adapted CV is better. "What do I mean by that? For example, in the UK, it is customary to add hobbies and interests at the bottom of the page. In Italy however, that information is not necessary."

When you write your CV it is also a good idea to check whether a photo is necessary and whether an English-language CV should be written in American or British English. Another point to think about is whether or not employers will recognise your degree subject, especially when you have studied a subject, such as Wireless Network Systems, which doesn't necessarily translate into another language and culture.

You also need to consider the cover letter, the first thing that an employer will read. Approaches differ from country to country: get

the CV right but the cover letter wrong and you destroy your chances of getting short-listed for interview because the cover letter is the first thing that an employer will read. The

### mirror the kind of messages you get about communication and appearance

British usually write long letters to draw attention to relevant sections on the CV, the Italians want one or two sentences and the French expect candidates to *handwrite* detailed letters which may be analysed by handwriting experts.

When it comes to interviews, make sure you know about the work culture and understand the importance different countries place on language and speech. For example, the French use short sentences and hate silence, while Scandinavians have a deep respect for pauses. You may think these points are not important but by not paying attention, you are showing that you do not respect the culture of the country you wish to work in.

Making a mistake at the interview is something Sarah Hall knows all about. She is from Liverpool in the UK and has worked in Germany, Sweden and Spain.

"My advice is be aware of 'culture clash.' In Britain there is usually a maximum of two interviews. In southern Europe they will call you back for a third or fourth interview. I lost a very good job in Spain when I thought they weren't serious. I withdrew my application because they asked me to go for a fourth interview. Looking back, I now realise they were doing as they always do. I behaved wrongly."

"It's important to show that you understand the working culture. Adapting a similar style of dress to your co-workers, eating the kind of food they eat, enjoying similar activities - these things help to win trust and respect."

"Think of yourself as a cultural chameleon, mirror the kind of messages you get about communication and appearance. People like people who remind them of themselves, and nobody likes what they don't understand." ■



# 1 Living abroad

## 1.2 Vocabulary Living abroad



### Discussion

- 1 Look at the picture above. What everyday problems do people who live abroad have?

### Reading and vocabulary

- 2 Read the extracts from an article on living abroad. Find the correct heading for each extract.

health  opening a bank account  mobile phones  accommodation

- 3 Read the texts again and use the words in the boxes to fill in the spaces.

bills notice contract deposit apartment

- 1 Perhaps the most difficult thing to organize is where you are going to live. Your employer might help you find an (1)\_\_\_\_\_ or it might even be provided for you. The best advice is to start looking before you go. Use the Internet to look for places to rent and post your own advert on bulletin boards. It is important to view anywhere though before you sign a (2)\_\_\_\_\_ and give a large (3)\_\_\_\_\_ to a landlord. You also need to check whether or not the utility (4)\_\_\_\_\_ are included and how much (5)\_\_\_\_\_ you need to give when you want to move out. Many people choose to live with a local family as a way to learn about the culture of the country they are in.

credit cards salary overdraft

- 2 To open a bank account in another country you will need to show your passport, proof of earnings, proof of your address and residency. It is also likely that you will be expected to show proof that your monthly (6)\_\_\_\_\_ will be paid into this account. Remember that rules regarding banks are not the same in every country. You have to pay for an (7)\_\_\_\_\_ on your account in France, and the rules on (8)\_\_\_\_\_ can differ greatly, make sure you check before you sign up!



**CARMEN**, from Brazil, working for a pharmaceutical company in Auckland



**PETRA AND CRIS**, from Germany, working as architects in Nice



**MR GOODMAN** from the USA, working for Athens Bank in Greece



**YUKI** from Japan, working for an engineering company in Copenhagen

**Internet research**

Search for the keywords *moving abroad advice* to read more about what you need to do when moving to another country.

check-up insurance scheme national health service

3 In most countries you have to pay for medical treatment. For trips of up to three months in Europe, the European Health Insurance Card may allow you to be treated for free by the (9)\_\_\_\_\_ of the country you are in. Your employer may have an (10)\_\_\_\_\_ that you can join or you might want to take out your own insurance policy. This will help you if you need to see a doctor while you are abroad. You may need to register with a doctor and you may also need to have a (11)\_\_\_\_\_.

top-ups landline contract number

4 In many countries, the process of buying a mobile phone is straightforward: you choose the phone and the provider you want, you are then given a (12)\_\_\_\_\_. Italy is one exception, where you will need your national ID card and your tax code. When you don't know how long you are planning to live in the country, many people choose prepaid packages that allow (13)\_\_\_\_\_. This means you can cut off the service when you want without worrying about being tied into a (14)\_\_\_\_\_. These days many providers also offer wireless Internet access meaning you won't need to have a (15)\_\_\_\_\_ put into your flat or apartment.

**Listening for gist**

4 1:05-1:08 These people are all living abroad. Listen to four conversations. Where is each person? What is he or she trying to do?

**Listening for detail**

5 Listen to the conversations again and answer the questions.

**Conversation 1**

- 1 What does Carmen want to do?
- 2 Which documents does Carmen need to show?

**Conversation 2**

- 3 How many bedrooms are there in the apartment?
- 4 How much is the rent?

**Conversation 3**

- 5 Does Mr Goodman have a European Health Insurance Card?
- 6 How tall is Mr Goodman?

**Conversation 4**

- 7 Why doesn't Yuki want a phone with a contract?
- 8 How much free talking time does the phone have?

**Giving advice**

6 Look at the eight pieces of advice for people who are going to live abroad. For each set of four match the beginning with the correct ending.

- |  |   |
|--|---|
| 1 You might have to pay two month's rent   | a) for free with most banks.                                      |
| 2 When you move out of a flat              | b) your landlord will check the inventory.                        |
| 3 You can have an overdraft                | c) to withdraw money from a cash point.                           |
| 4 You can use your bank card from home     | d) as a deposit before you move into a flat.                      |
| 5 You need to be registered with a doctor  | e) broadband access in the area where you live.                   |
| 6 Most employers include medical insurance | f) means you don't need to sign a contract for your mobile phone. |
| 7 Using top-ups                            | g) to get medical treatment.                                      |
| 8 You need to check that there is          | h) as part of their employment package.                           |

Which pieces of advice are true for your country? Which are different? What other advice and information could you give? Compare your answers with a partner.

## Refresh your memory

## Present simple

*She works in London.*  
 permanent situations  
*I usually get up at 7.00 am.*  
 routines and things we do regularly

► Grammar reference page 118

## Prepositions of time

**on**  
 weekdays  
 dates  
 special days  
 the weekend (US)  
**at**  
 the weekend (UK)  
 festivals  
 times

**in**  
 months  
 seasons  
 parts of the day  
 years

**dates**  
 US English  
 month/date/year  
 02/14/2010  
 UK English  
 date/month/year  
 14/02/2010

► Grammar reference page 119

## 1.3 Grammar Present simple and prepositions of time

## Test yourself: Present simple

- 1 Read four descriptions of people's jobs. Write the correct form of the missing verbs into the text. Find the correct job for each text.

computer programmer architect human resource manager business student

attend enjoy do spend like

1 \_\_\_\_\_  
 There are only two of us in the department, so I (1)\_\_\_\_\_ a bit of everything! I (2)\_\_\_\_\_ a lot of long meetings – many of these are related to budgets and to company policy development and I (3)\_\_\_\_\_ them. I also (4)\_\_\_\_\_ a lot of time interviewing candidates for jobs. This is one of the areas of the job I (5)\_\_\_\_\_ the most.

work develop create spend travel

2 \_\_\_\_\_  
 My company (6)\_\_\_\_\_ educational software for primary school children. Usually I (7)\_\_\_\_\_ on maths projects but we also (8)\_\_\_\_\_ Spanish language learning programs. Sometimes I (9)\_\_\_\_\_ to Spain for meetings but I (10)\_\_\_\_\_ most of the time at a desk in my office.

buy want search send not have

3 \_\_\_\_\_  
 I need to *repay* my student loan so I (11)\_\_\_\_\_ to find a job before the end of the year when my course finishes. Every day, I (12)\_\_\_\_\_ the Internet for suitable job vacancies and I (13)\_\_\_\_\_ the national and local newspapers to look at the job ads. I also (14)\_\_\_\_\_ my CV to companies I am interested in working for, even if they (15)\_\_\_\_\_ any vacancies at the moment.

not have be x 2 work meet not like think

4 \_\_\_\_\_  
 Normally I (16)\_\_\_\_\_ on one or two projects over a three or four-year period. My latest project is a church and I (17)\_\_\_\_\_ very excited about it. The church (18)\_\_\_\_\_ very old and it (19)\_\_\_\_\_ enough light. I need to design some more windows. Every week I (20)\_\_\_\_\_ the Bishop to talk about the project. Sometimes he (21)\_\_\_\_\_ my ideas but other times he (22)\_\_\_\_\_ they're great.

**Internet research**

Work with a partner. Search for the keywords *festivals in Japan* or *festivals in Mexico* to read more about festivals in these countries. Tell your partner what happens on special days in these countries.

**Test yourself: Prepositions of time**

**2** Complete the text about Elspeth from Germany using prepositions of time from the Refresh your memory box.

I came to London about six months ago. I started my job as a wine buyer at Marks & Spencer (1)\_\_\_\_\_ February. To be exact, I started (2)\_\_\_\_\_ February 14<sup>th</sup>. Before coming here, I worked at a winery in South Africa and before that, (3)\_\_\_\_\_2004, I was in New York State working as an au pair. No matter where I am in the world, I always phone my parents (4)\_\_\_\_\_ the weekend. I try to call them (5)\_\_\_\_\_ Sundays (6)\_\_\_\_\_ 6 o'clock (7)\_\_\_\_\_ the evening. The other thing I try to do is go home for Christmas. I do like to spend time (8)\_\_\_\_\_ Christmas with my family. If you ever get the chance, you really should go to Germany (9)\_\_\_\_\_ December. The German Christmas markets are the best in the world.

**Listening for detail**

**3** **1:09–1:15** Listen to seven descriptions of national festivals and write the date.

- |                                |                            |
|--------------------------------|----------------------------|
| 1 Australia Day                | 5 April Fool's Day         |
| 2 Boxing Day (UK)              | 6 Showa Day (Japan)        |
| 3 Groundhog Day (USA & Canada) | 7 Day of the Dead (Mexico) |
| 4 Bastille Day (France)        |                            |

Listen again. What does each holiday celebrate? What happens?



**4 Question forms**

Use the present simple to make questions for these answers.

- 1 \_\_\_\_\_  
From a small village in south-west France called Marsac.
- 2 \_\_\_\_\_  
Usually at 9am but sometimes at about 8.45.
- 3 \_\_\_\_\_  
Languages? English and French quite fluently and also a bit of Chinese.
- 4 \_\_\_\_\_  
In a small apartment near the centre of town.
- 5 \_\_\_\_\_  
Usually by bus, but if the weather is really good I sometimes walk.
- 6 \_\_\_\_\_  
I usually go on holiday in June.
- 7 \_\_\_\_\_  
Sometimes in the company canteen, but more often I go to the café round the corner.

Work with a partner. Take it in turns to ask and answer the questions.

**5 Discussion**

Work with a partner. Describe a local festival or custom either in your home town or the place where you are studying. Think about special food, clothes and typical activities that take place on this day.

## **Lesson 2: LIVING ABROAD.**

### **1.4 Speaking: Making small talk.**

### **1.5 Writing: Formal and informal emails.**

### **1.6 Case study: Global Recruit.**

**Objectives:** - to talk about different kinds of written communication and to recognize common phrases used

- to raise awareness of the differences between formal and informal language
- to practice reading and recognizing grammatical, lexical and cohesive links

**Level:** Intermediate +

**Procedure :** Circulate while students are speaking. Without interrupting the activity, make a list of any mistakes in the target language for remedial work later. For example, note down the exact words that were used wrongly and write them on the board, but without identifying the student who said them. Get the class to correct the mistakes. When students have finished their presentations, display the organograms on a table or wall so that students can see the similarities and differences. Get students to explain why they chose the structure they did.

**Lesson overview:** This email lesson plan is prepared for B1 students and contains many various exercises to make students learn about email forms, listen to some rules presented in a short video, learn some email vocabulary and practice writing emails. It looks at the structure of an email as well as distinguishes between formal and informal email style and language.

**Pre – class activities:** Before classes, students should do two vocabulary tasks. First, they need to study a sample email and label parts of an email with correct words. Then, they move to the second task and this time they have to complete a short table. There is a list of greetings and closings usually used in emails. Students divide them into two groups: formal and informal.

**In – class activities:** The in-class worksheet starts with discussion points thanks to which students will talk about various aspects connected with writing and receiving emails. Next, they move to a vocabulary task. It includes words from the video that B1 students might find difficult. There are such words as *brief, vague, concise, multiple*, etc. Students need to match them to their meanings. They watch the video and put rules connected with writing emails in order they hear them. After watching the video, students move to another short discussion about the ideas mentioned in the video.

Moreover, there is a practical part of the worksheet which starts with a short exercise on matching informal verbs to their more formal equivalents. In the next task, students practice using them by rewrite sentences using the vocabulary from the previous task. The next exercise of this email lesson plan includes two emails (informal and formal) that contain some errors.

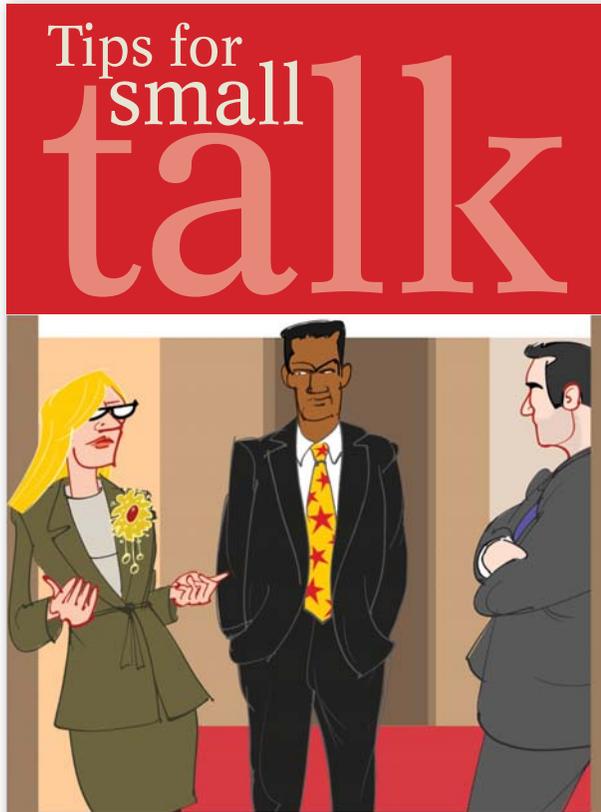
**Homework: to learn vocabulary, do exercises and skim the text.**

# 1 Living abroad

## 1.4 Speaking Making small talk

### Discussion

1 Look at the tips for small talk below. What is small talk? Do you think the tips are useful?



#### TECHNIQUE ONE

### Always wear a Whatzit

What's a Whatzit?

Some people have developed a clever technique that works well for social or corporate networking purposes. The technique requires no special skill on your part, only the courage to wear a *Whatzit*.

A *Whatzit* is anything unusual – a unique brooch, an interesting scarf, a strange tie, a funny hat. A *Whatzit* is any object that draws people's attention so that they walk over and ask, 'Uh, what's that?'

#### TECHNIQUE TWO

### Whoozat?

What to do when you haven't got a Whatzit...

Like a politician, go to the host and say, 'That man / woman over there looks interesting. Who is he / she?' Then ask for an introduction.

-or-

Find out about the stranger's job, interests or hobbies. The host might say, 'Oh, that's Joe Smith. I'm not sure what his job is, but I know he loves to ski.' Aha, you've just been given the *icebreaker* you need. Now walk over to Joe Smith and say, 'Hi, you're Joe Smith, aren't you? Susan was just telling me what a great skier you are. Where do you ski?'

### Reading for detail

2 Read the article below about small talk to find:

- 1 three topics that you can make small talk about
- 2 two topics that you can't make small talk about
- 3 two tips for managing small talk.

### What is small talk?

Your company sends you to an important international conference in the USA. While you are travelling from the hotel to the conference centre you meet somebody who works for the Spanish division of your company for the first time. The conversation that you have will probably be what we call small talk.

### What do people make small talk about?

There are certain safe topics that people usually make small talk about. The weather is probably the number one thing. Sometimes even friends and family members discuss the weather when they meet or start a conversation. Sports news is a common topic, especially if a local team is doing extremely well or badly. If there is something that you and the

other speaker have in common, that may also be acceptable to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why.

There are also some subjects that are not considered acceptable when making small talk. Personal information such as salaries or divorce are not talked about between people who do not know each other well. Negative comments about another person not involved in the conversation are also not acceptable: when you do not know a person well you cannot be sure who their friends are. It is also not wise to continue talking about an issue that the other person does not seem comfortable with or interested in. Lastly, avoid one word answers, and ask questions to show that you want to keep the conversation going.

### Listening for gist

**3**  **1:16-1:18** Listen to three conversations where people are making small talk. For each conversation decide:

- 1 where the people are
- 2 what small talk topics they talk about
- 3 how many questions the speakers ask to keep the conversation going.

### Listening for detail

**4** Listen to the conversations again and write the questions that the speakers use.

#### Conversation 1

- 1 \_\_\_\_\_ good weather?
- 2 \_\_\_\_\_ go?
- 3 \_\_\_\_\_ enjoy it?

#### Conversation 2

- 4 \_\_\_\_\_ visit there?
- 5 \_\_\_\_\_ stay?
- 6 \_\_\_\_\_ the Continental?

#### Conversation 3

- 7 \_\_\_\_\_ for work or on holiday?
- 8 \_\_\_\_\_ you do?
- 9 \_\_\_\_\_ your job?
- 10 \_\_\_\_\_ visit India?

### Making small talk

**5** Work with a partner. Choose one of the topics below to make small talk about. Student A should prepare some things to say about one of the topics, Student B should prepare a list of questions to keep the conversation going.

- |                               |  |
|-------------------------------|--|
| 1 Your last weekend           | 4 What you're doing after class          |
| 2 Your job/studies            | 5 The last time you went to a restaurant |
| 3 Your journey to class today | 6 The weather today                      |

### Beginning and ending small talk

**6** Put the words in the correct order to make some useful phrases for beginning and ending small talk.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 but Sorry have to go I now.       | 5 your was How weekend?             |
| 2 meeting It's nice been you.       | 6 Enjoy rest the of the conference. |
| 3 believe can't how busy it I is.   | 7 to talking Nice you.              |
| 4 journey have you Did a good here? | 8 It's weather lovely today.        |

Mark each phrase B (for beginning a conversation) or E (for ending a conversation).

Can you add any more?

**7** Work in small groups. You are all at an international conference and it is the break between two presentations. You don't know any of the other people in your group and so you need to make small talk. Student A turn to page 110. Student B turn to page 111. Student C turn to page 112. Student D turn to page 113.



### Internet research

Search for the keywords *small talk* to find more tips. With a partner, list the three most useful tips.

# 1 Living abroad

## 1.5 Writing Formal and informal emails



### Discussion

- 1 Work with a partner. Discuss the questions about emails.
  - 1 How many emails do you write in a week?
  - 2 Who do you write emails to?
  - 3 Have you ever written a formal email?

### Reading for detail

- 2 Read the email below and answer the questions.
  - 1 Who is the email from?
  - 2 Who is the email to?
  - 3 What three things does the writer ask the reader to do?
  - 4 Where is Ms Lee going?



The screenshot shows a window titled 'In' with a toolbar containing icons for Delete, Reply, Reply All, Forward, New, Mailboxes, and Get Mail. A search bar is visible with the text 'From' and 'Search Mailbox'. The email content is as follows:

**Subject:** Visit to Osaka Securities

Dear Mr Watanabe,

**Thank you for your email received March 21. With regard to my visit next month I need to tell you that I will arrive at Osaka airport at 14.30 on Thursday 14<sup>th</sup> April. As this will be my first visit to Japan I would be very grateful if somebody could meet me at the airport. Also, would it be possible for you to make a reservation at a nearby hotel for me? I would really appreciate it. In addition, could you possibly send me a copy of the agenda for our meeting and a copy of your most recent sales figures.**

**Please accept my apologies but my colleague Ms Lee will not be able to join me on this visit as she is attending an investment conference in Singapore at the same time.**

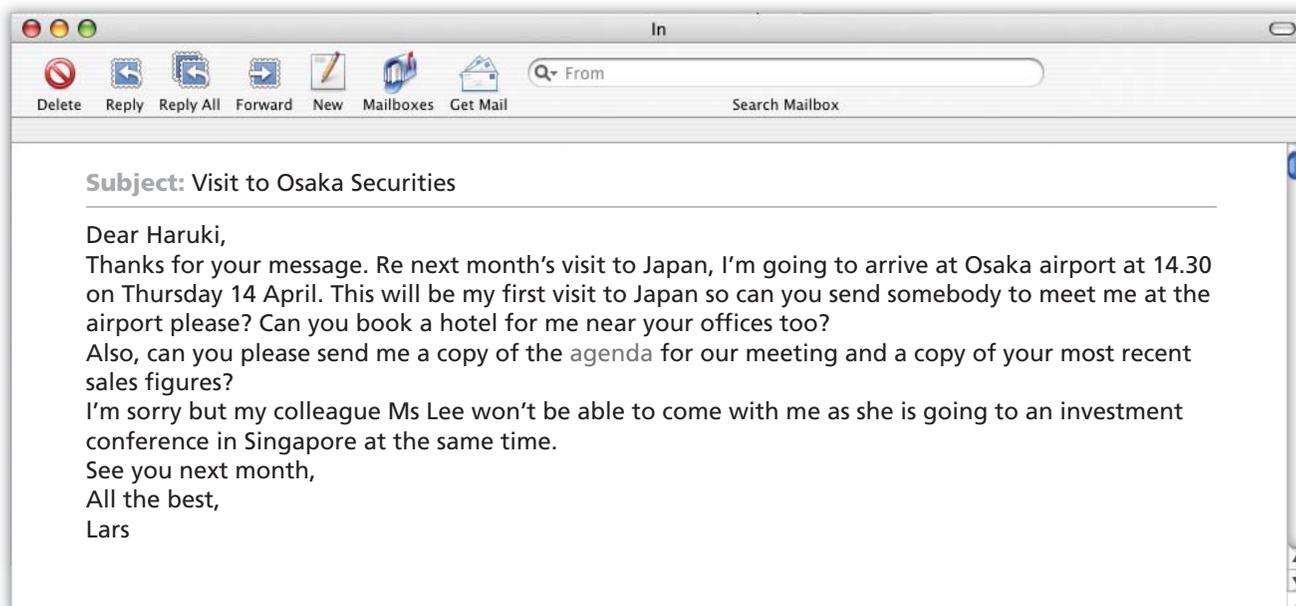
**I look forward to meeting you,**

**With best regards,**

Lars Oluffson

### Informal language

3 Read another email and find informal phrases to match the phrases in **bold** in exercise 2.

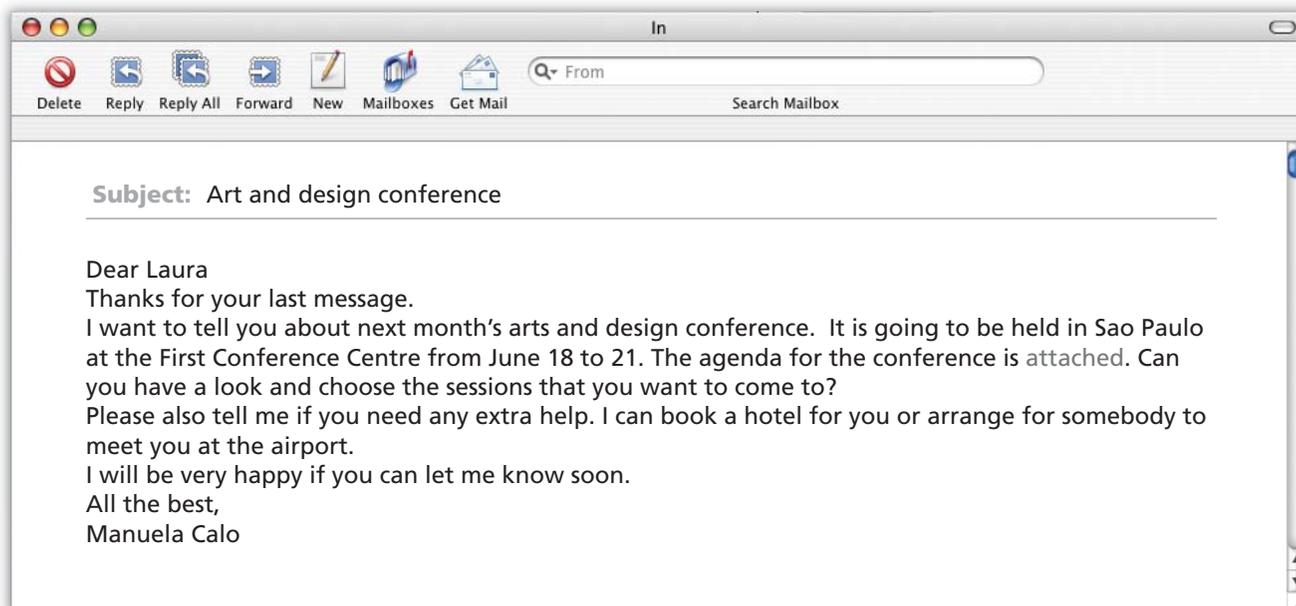


### Formal and informal language

4 In each set of four, match a formal word on the left with an informal word on the right.

- |              |            |               |          |
|--------------|------------|---------------|----------|
| 1 inform     | a) come to | 5 further     | e) want  |
| 2 assistance | b) help    | 6 grateful    | f) more  |
| 3 require    | c) tell    | 7 near future | g) happy |
| 4 attend     | d) need    | 8 would like  | h) soon  |

5 Read Manuela's email to Laura and write it as a formal email. Use the expressions from 2 and words from 4.



### Internet research

Search for the keywords *online etiquette* to read more about how to write professional sounding emails

### Writing

6 Write a formal reply to Manuela's email. Use the information below:

- you are going to attend the conference
- you can not stay for all three days
- the sessions you want to go to are *New design methods* and *The future of art*
- ask Manuela to make a reservation at a hotel
- ask Manuela to organize a taxi to pick you up at the airport.

# 1 Living abroad

## 1.6 Case study Global Recruit

### Discussion

- 1 Read the information below about Global Recruit. What are the advantages and disadvantages of using an organization like this to help you find a job?

## Global Recruit

### Looking for a job abroad?

Global Recruit may be able to help you. We work with a number of high-profile organizations all around the world and find the right candidate to fill their vacancies. Our job is to find staff who have the right skills and qualifications for these companies. We arrange interviews and give advice and support on the location and the requirements of the jobs. We can also help with visas and other legal requirements.



### Reading and discussion

- 2 Read the two job advertisements. Which job would you prefer? Why?



## Job TC / 428

**CALL DUBAI**, the Middle East's leading mobile phone company, has an excellent opportunity for an experienced sales advisor in their retail unit in central Dubai.

The job will involve advising customers, processing customer orders, and dealing with queries and complaints.

Applicants for this position should have a minimum of a year's sales experience within an international company, should have knowledge of mobile technology and experience of working with customers. Experience within an international company is a strong advantage, as is knowledge of English, French or Arabic.



## Job WA / 926

**Web Analyst in central Brazil.** Brazilian MTM, Brazil's largest on line clothes retailer, has an excellent opportunity for a senior web analyst.

The position includes analysing customer actions on our website, reporting on customer habits, maintaining and updating the website and managing a team of web analysts.

For the position you need to have knowledge of the following languages: ASP, PHP, Cold Fusion, Java or .Net, experience of working in the clothing industry, managerial experience and a basic knowledge of Portuguese.

The job is based in our offices in Rio de Janeiro.

### Internet research

Search for the keywords *work in Dubai* or *work in Brazil* to read more about job opportunities in these countries. Try to find a job you would like to do and tell your partner about it.

### Reading for gist

3 The four candidates below were all short-listed for one or other of the positions. Scan the information and see if you can guess which position they applied for.



NAME:	Tomas Visser
AGE:	25
QUALIFICATIONS:	Business studies degree
WORK EXPERIENCE:	(1)_____
LANGUAGES:	English, Flemish, French
HOBBIES / INTERESTS:	(2)_____
CURRENT POSITION:	Currently unemployed



NAME:	Panayota Mitropoulos
AGE:	(3)_____
QUALIFICATIONS:	Geography degree
WORK EXPERIENCE:	(4)_____
LANGUAGES:	English, French, German, Chinese
HOBBIES / INTERESTS:	(5)_____
CURRENT POSITION:	Works in family taverna



NAME:	Miroslav Kalata
AGE:	27
QUALIFICATIONS:	(6)_____
WORK EXPERIENCE:	Designs websites for boutiques
LANGUAGES:	(7)_____
HOBBIES / INTERESTS:	Computers and parties
CURRENT POSITION:	Website designer



NAME:	Francesca Di Ponti
AGE:	28
QUALIFICATIONS:	Modern languages degree from Italian university
WORK EXPERIENCE:	(8)_____
LANGUAGES:	English, Spanish, French, Portuguese
HOBBIES / INTERESTS:	(9)_____
CURRENT POSITION:	Currently unemployed

### Listening for detail

4 1:19-1:22 Listen to the four people introducing themselves and fill in the missing information on their profiles.

### Discussion

5 Work with a partner. Decide who is the best candidate for each job. Give reasons for your decisions.

### Listening for detail

6 1:23 Dana is the Recruitment Manager and Heidi is an administrator at Global Recruit. Heidi is calling Dana about the references that she has for each of the candidates. Listen to the conversation and note down any problems that they find with the four candidates.

### Discussion

7 Work with a partner. Discuss again who you think is the best candidate for each job. Has the information from the references changed your decisions?

### Lesson 3: DEALING WITH CUSTOMERS

#### 2.1. About business: The shopping experience.

#### 2.2. Telephoning and customing care.

- Objectives:** -this module focuses on the vocabulary of organizational structure, roles and responsibilities, and employment.
- to improve students' abilities , -to enlarge students' reading skills
  - to introduce the concept of teaching vocabulary in a context using different strategies
  - to practice the language of informal telephone calls
  - to practice listening for the main idea and detailed information

**Level:** Intermediate +

**Culture note:** In Britain it is usual for the person receiving the call to give his/her number before the caller identifies him/herself. In Uzbek and Russian telephone culture this is much less common.

**Discussion:** What can shops do to attract more customers? Think about the shops that you like to go to and discuss the questions with a partner'

- 1 What is your favourite shop and why?
- 2 How often do you go there?
- 3 What do you like to buy there?
- 4 Do you shop in department stores? Why? Why not?

**Vocabulary:** Below are some of the customers' services and benefits that shops can offer their customers. Put each one into the correct column below.

Reading for detail: Scan the article about the German department store Breuninger to find answers to the questions.

- 1 Where does Breuninger have department stores?
  - 2 Which departments in paragraph 2 would you go to if you wanted to find the following: soap and shampoo, coffee cups, a handbag, a yoga mat?
  - 3 Which customer services and benefits from the lists in 2 can you find in the text? Put a tick (/) next to them.
  - 4 Find at least five more customer services and benefits in the text.' Add them to the lists in 2.
- Read the last paragraph about the luxury personal shopping service and answer the questions.

- 1 What things can customers do before they come to the store?
- 2 What two services can customers use whilst at the store?
- 3 What two services can customers use after they leave the store?
- 4 Do you think that Breuninger do everything possible to create a luxury shopping experience? Can you think of anything else they could do?

Listening for detail

E & I. Listen to Rafael Fernandez, an expert on luxury customer services in retail and complete the sentences.

Play the CD again. SS listen and fill in the missing bits of the conversation in their Ex. Bks.

Then you ask the questions and they should answer.

**Homework:** to learn vocabulary, do exercises and skim the text.

## Lesson 4: DEALING WITH CUSTOMERS

### 2.3. Grammar: Countable and uncountable nouns, request and offers.

### 2.4. Speaking: Telephoning – handling complaints.

**Objectives:** to practice the language of business telephone calls

- to practise listening for the main idea, specific information and writing messages
- to learn about telephone answering machines
- to practise reading for specific information
- to practise talking about mobile phones, telephone directories and answering machines

**Level:** Intermediate +

**countable noun:** a computer some computers singular and plural form

**uncountable noun:** some water, some advice no plural form any Are there any computers?

There isn't any water.

**questions and negatives** with both kinds of nouns

I need some information. Some files are missing, positive sentences with both types of nouns

**a lot (of)** He's got a lot of reports to write. She gave me a lot of good advice. Positive sentences for both kinds of nouns

**much/many** How much water is there? How many computers are there? Much is used for questions with uncountable nouns many is used for questions with countable nouns

**polite requests**

Can or could are used for making polite requests, They are almost the same. However could is a little more polite. Would you mind, is very polite and is always followed by verb + ing.

**offers**

Do you want I would you like me to + verb are polite ways of offering to do something.

**Extension activity:** Get students to work in small groups to summarize some key differences between the informal language of the phrases in exercise 4 and the formal language of the corresponding phrases in the report in exercise 2.

**In formal language:** • colloquial words and phrases are not used, e.g. guy, cool, worth a fortune

- passive tenses are used more often, e.g. were contacted, was modified, were well received
- sentences are longer and more complex
- things are expressed in a positive way, e.g. a major challenge not difficult and exhausting
- exclamation marks are not used.

**Role play** These role plays review the language practiced in this module and allow students the opportunity to develop their own skills in problem-solving. Remind students to use the diplomatic language they practiced in exercises 5-9.

**Homework:** to learn vocabulary, do exercises and skim the text.

## **Lesson 5: DEALING WITH CUSTOMERS**

### **2.5. Writing: Dealing with an email of complaint.**

### **2.6. Case study: The Panorama conference.**

- Objectives:**
- This module explores aspects of formal and informal style in different kinds of business correspondence.
  - Students could also be asked to search news or business websites for items about the misuse or abuse of email, and report back to the class on any interesting stories they find which illustrate the risks involved.
  - This case study examines the problems faced by a contact center - customer dissatisfaction, staff recruitment and retention, rising costs - and how they might be tackled.

**Level:** Intermediate +

**Discussion:** Remind students to think about grammar, vocabulary, style, opening, closing, etc. when they are discussing the differences between formal and informal correspondence.

**Reading for detail:** Students should re-read the emails in exercise 2 more closely to complete the grid. With lower-level classes, you could do the first email as a whole-class activity. When the grid has been completed, elicit from students the differences between the two columns, i.e. in the formal column, the expressions are usually longer and more complex; in the informal column, they are shorter; unimportant words are omitted; vocabulary is less formal/ more colloquial, etc.

**Skim reading:** Get students to read each pair of emails and refer back to the emails in exercise 2 to decide which two writers have changed style and why. Point out that it is usually good practice to write a first email to someone in a fairly formal style, and then to adjust (or retain) this style according to the response that you receive.

**Presentations:** To help students with their presentations, you could give them a list of useful phrases, e.g.: First of all, I'd like to ... Let's look at the problem of... , That's all I have to say on, Now let's move on to ..., That brings me to the end of my presentation. Are there any questions? The presentation should be fairly short and concise. One student in each group could be nominated to give the presentation, or each student could present one recommendation.

Finally, using vocabulary from the whole lesson, they will write their own emails. They need to reply to the formal email from the previous task. If you don't have time, let them do it at home, and peer-review during your next class.

**Homework:** Extension activity: Students rank these factors related to job satisfaction from most important to least important. They could do this individually first, and then discuss their answers in small groups.

# 2 Dealing with customers

## 2.1 About business The shopping experience

### Discussion

1 What can shops do to attract more customers? Think about the shops that you like to go to and discuss the questions with a partner.

- 1 What is your favourite shop and why?
- 2 How often do you go there?
- 3 What do you like to buy there?
- 4 Do you shop in department stores? Why? Why not?

### Vocabulary

2 Below are some of the customer services and benefits that shops can offer their customers. Put each one into the correct column below.

customer parking    money-off vouchers    childcare    alteration services  
 private fitting rooms    store card    beauty salon    special offers    gift wrapping  
 home delivery    refunds    hairdresser's

facilities	services	financial services & benefits
customer parking		

### Reading for detail

3 Scan the article about the German department store Breuninger to find answers to the questions.

- 1 Where does Breuninger have department stores?
- 2 Which departments in paragraph 2 would you go to if you wanted to find the following: soap and shampoo, coffee cups, a handbag, a yoga mat?
- 3 Which customer services and benefits from the lists in 2 can you find in the text? Put a tick (✓) next to them.
- 4 Find at least five more customer services and benefits in the text. Add them to the lists in 2.

4 Read the last paragraph about the luxury personal shopping service and answer the questions.

- 1 What things can customers do before they come to the store?
- 2 What two services can customers use whilst at the store?
- 3 What two services can customers use after they leave the store?
- 4 Do you think that Breuninger do everything possible to create a luxury shopping experience? Can you think of anything else they could do?

### Listening for detail

5 1:24 Listen to Rafael Fernandez, an expert on luxury customer services in retail and complete the sentences.

- 1 Luxury consumers want products that are high quality and \_\_\_\_\_.
- 2 Sales assistants have to give luxury consumers lots of \_\_\_\_\_.
- 3 Luxury consumers want to know the things they are buying are \_\_\_\_\_.
- 4 If luxury consumers are pleased with the service they receive they \_\_\_\_\_.

**Internet research**  
 Search for the keywords *luxury retail* to learn more about this kind of shopping.

### Discussion

6 Work with a partner. You run the sports and leisurewear department in a successful department store. Your manager has told you that the department must improve its customer service and develop a luxury personal shopping service. Decide with your partner on six new services and benefits you are going to offer. Present these to the class.

# BREUNINGER

## The beautiful things in life

BREUNINGER is a chain of upmarket department stores in Germany, which are famous for their high standards of customer care. The company, founded in 1881 by Eduard Breuninger, now consists of a flagship store in Stuttgart and a further thirteen stores across Germany.

The stores offer gentlemen's and ladies' fashion, perfume and cosmetics, lingerie, shoes, accessories, sport and leisurewear, household goods and lifestyle products. They promise their customers a taste of 'the beautiful things in life.' The stores themselves are elegant and stylish and the goods on sale are luxury, top-of-the-range items from labels such as Burberry, Dior, Gucci and Yves Saint Laurent. Breuninger believes that it is the company's commitment to excellent customer service which makes the Breuninger shopping experience so special.

Breuninger have always had an eye for the comfort and convenience of their customers. They were the first department store in Germany to introduce lifts and escalators in the late 1940s and the first to provide customer parking a few years later. Heinz Breuninger, grandson of Eduard, brought back the idea of providing a car park for his customers from a trip to America in the 1950s. In 1959, Breuninger was the first German department store to offer a store card. This forward-thinking decision enabled the customers to pay without cash, long before it was normal to have a credit card. Today, over 700,000 customers own a Breuninger

store card. Card holders are addressed by their name at the cash desks; they receive special benefits, money-off vouchers and a present on their birthday.

Today, the stores have an exceptional range of additional facilities available for their customers. The Stuttgart store features a hairdresser's, fashion shows, cosmetic workshops, a café on each floor, live entertainment in the piano bar, and a children's room – where children can play and paint while their parents shop.

Another of these facilities is the Breuninger luxury shopping service. This service offers a unique shopping experience; the opportunity to buy the most luxurious items with personal attention from specially-trained consultants. To make this shopping experience as relaxing as possible, customers send their measurements and the colours and styles they like to the store before leaving home. The consultants then use this information to choose suitable clothes. When

a luxury customer arrives at the store they are guided to one of the VIP reserved parking spaces where one of the consultants meets them. At the private fitting rooms champagne or espresso are available while the customer chooses from the latest collections from famous designers. Breuninger also offer made-to-measure services, free tailoring and luxury shoppers can even take the clothes home to try them on. When all of the shopping is finished the clothes can be gift-wrapped and taken out to the car or Breuninger can deliver them to your home.

*They promise  
their customers  
a taste of 'the  
beautiful things  
in life.'*



## 2.2 Vocabulary Telephoning and customer care

## Discussion

1 With a partner discuss the questions.

- 1 When was the last time you telephoned a company call centre? Why did you call – to solve a problem, make an enquiry, for another reason?
- 2 What was the result of the phone call? Were you happy with the service?



*Customer: 'My mobile phone won't make outgoing calls.'*  
*Helpline operator: 'Do you have the phone with you, sir?'*  
*Customer: 'Yes, I'm using it now.'*  
*Helpline operator: 'Well, the phone is working fine, sir. You just called me!'*

## Reading and vocabulary

2 Read the article and complete the information about how to deal with customers on the phone. Use the words in the box to help you.

hang up    discount    answer  
 lose your temper    agree on a solution  
 exchange    deal with    call back  
 put through    interrupt

## The Seven Steps to Customer Satisfaction



- 1 GREET THE CUSTOMER.** When you (1) \_\_\_\_\_ a call from a dissatisfied customer you need to greet them in a warm manner. Thank the customer for calling. Remember that when a customer calls to tell that something is wrong it is your opportunity to put it right.
- 2 ASK WHAT THE PROBLEM IS.** You need to find out why they are calling. Simply ask what the problem is and let them explain. You may not be able to (2) \_\_\_\_\_ the problem. Don't say 'I'm sorry, I can't help,' instead explain to the customer that you cannot help them and ask for their telephone number so that somebody can (3) \_\_\_\_\_ them \_\_\_\_\_. Sometimes the customer may want to wait while you (4) \_\_\_\_\_ them \_\_\_\_\_ to the correct department.
- 3 LISTEN CAREFULLY.** Remember the customer may say a lot. You need to listen and try not to (5) \_\_\_\_\_. An angry customer may take a long time to explain what the problem is and so it is very important that you stay calm and that you don't (6) \_\_\_\_\_. It is a good idea to take notes so that you are 100% clear about all of the details. Ask questions if they are not telling you the information you need to know.
- 4 DEFINE THE PROBLEM.** Once the customer has finished explaining the problem, use your notes to check you have understood the problem correctly.
- 5 SUGGEST A SOLUTION.** Now that you know all of the details of the problem you can suggest a solution. Don't blame another department. Make an apology and suggest a solution. The customer may ask you to refund their money, they may ask for a (7) \_\_\_\_\_ on their next order or they might ask to (8) \_\_\_\_\_ the goods that they bought for other items. You also must be realistic. Don't promise to deliver 10,000 new parts for next week if it cannot be done. The customer will be even angrier next week when the parts don't arrive.
- 6 CONFIRM THE SOLUTION.** Once you and the customer (9) \_\_\_\_\_, confirm it so that you both understand what has been decided. Make sure that the customer knows exactly what you are going to do and when you are going to do it.
- 7 END THE CONVERSATION.** Now that the customer is happy you can end the conversation. Thank the customer again for calling. It is a good idea to let the customer (10) \_\_\_\_\_ first, as this gives them a final chance to add anything.

### Listening

**E** 1:25-1:27 Listen to three telephone conversations between customer service assistants and dissatisfied customers and answer the questions.

- 1 Why are each of the customers calling?
- 2 Which of the 'seven steps' from the article opposite do the customer service assistants forget when they answer the call?

### Telephone language

**C** Match the beginning with the correct ending to make questions about telephoning.

- |   |   |
|---|---|
| 1 What's the longest you've ever been put | a) on hold for?                                   |
| 2 Have you ever hung                      | b) through to the wrong person?                   |
| 3 Have you ever been put                  | c) long should it take them to answer the phone?  |
| 4 Do you always ask people to confirm     | d) your temper when you are talking on the phone? |
| 5 When you call a company, how            | e) up on somebody?                                |
| 6 Do you lose                             | f) arrangements that you make on the phone?       |

Work with a partner. Take it in turns to ask and answer the questions.

### Reading and discussion

**E** Read the advertisements below for customer service jobs.

A friendly, polite **telephone manner** is essential to this role, but you'll need good **listening skills** and the ability to be **reassuring**. You will be naturally **sympathetic** and be able to handle often sensitive conversations. Could you be there with the right answers?

For this role you need an **outgoing personality** and good **interpersonal skills**. You need the confidence to speak to existing and potential customers about our services and products and the ability to **persuade**. You are always ready to take the next call.

Which do you think is for a healthcare company and which for an insurance company?

**6** Match the words in **bold** in the advertisements to the definitions below.

- 1 to make someone agree to do something (v)
- 2 relationships between you and other people (two words)
- 3 caring and open to understanding other people's problems (adj)
- 4 the way you speak on the phone (two words)
- 5 the ability to listen (two words)
- 6 making someone feel less worried (adj)
- 7 if you have this you are friendly and enjoy talking to people (two words)

**7** Work with a partner. You need to find someone for a job as a helpline operator for your school, university or workplace. They will be responsible for dealing with new customers and potential students. Decide what five essential skills and qualities they need to have and create a job advertisement. Compare your advertisement with another pair's.

#### Internet research

Search for the keywords *customer service* to find more information about how to deal with customers.

## Lesson 4: DEALING WITH CUSTOMERS

### 2.3. Grammar: Countable and uncountable nouns, request and offers.

### 2.4. Speaking: Telephoning – handling complaints.

**Objectives:** to practice the language of business telephone calls

- to practise listening for the main idea, specific information and writing messages
- to learn about telephone answering machines
- to practise reading for specific information
- to practise talking about mobile phones, telephone directories and answering machines

**Level:** Intermediate +

**countable noun:** a computer some computers singular and plural form

**uncountable noun:** some water, some advice no plural form any Are there any computers?

There isn't any water.

**questions and negatives** with both kinds of nouns

I need some information. Some files are missing, positive sentences with both types of nouns

**a lot (of)** He's got a lot of reports to write. She gave me a lot of good advice. Positive sentences for both kinds of nouns

**much/many** How much water is there? How many computers are there? Much is used for questions with uncountable nouns many is used for questions with countable nouns

**polite requests**

Can or could are used for making polite requests, They are almost the same. However could is a little more polite. Would you mind, is very polite and is always followed by verb + ing.

**offers**

Do you want I would you like me to + verb are polite ways of offering to do something.

**Extension activity:** Get students to work in small groups to summarize some key differences between the informal language of the phrases in exercise 4 and the formal language of the corresponding phrases in the report in exercise 2.

**In formal language:** • colloquial words and phrases are not used, e.g. guy, cool, worth a fortune

- passive tenses are used more often, e.g. were contacted, was modified, were well received
- sentences are longer and more complex
- things are expressed in a positive way, e.g. a major challenge not difficult and exhausting
- exclamation marks are not used.

**Role play** These role plays review the language practiced in this module and allow students the opportunity to develop their own skills in problem-solving. Remind students to use the diplomatic language they practiced in exercises 5-9.

**Homework:** to learn vocabulary, do exercises and skim the text.

## Refresh your memory

### countable nouns

a computer, some computers  
singular and plural form

### uncountable nouns

some water, some advice  
no plural form

any

Are there any computers?  
There isn't any water.

questions and negatives with both kinds of nouns

some

I need some information.  
Some files are missing.

positive sentences with both types of nouns

a lot (of)

He's got a lot of reports to write.

She gave me a lot of good advice.

positive sentences for both kinds of nouns

much/many

How much water is there?

How many computers are there?

much is used for questions with uncountable nouns

many is used for questions with countable nouns

▶ Grammar reference page 120

### polite requests

Can or could are used for making polite requests. They are almost the same.

However could is a little more polite.

Would you mind, is very polite, and is always followed by verb + ing.

### offers

Do you want / would you like me to + verb are polite ways of offering to do something.

▶ Grammar reference page 121

## 2.3 Grammar Countable & uncountable nouns, requests and offers

### Test yourself: countable and uncountable nouns.

- 1 Are these nouns countable or uncountable? Put them into the correct columns in the table below.

company customer money news information accommodation  
progress research equipment phone call helpline overtime employee

Countable nouns	Uncountable nouns
	progress

- 2 Use the words from the table above and *much / many* or *a lot* to complete the sentences.

- Human Resources wants us to reduce our head count: how \_\_\_\_\_ are there currently in this department?
- We've spent \_\_\_\_\_ of \_\_\_\_\_ on office equipment this year.
- I'm worried about the long hours you have been working. How \_\_\_\_\_ did you do last month?
- The director wants an update on the repair work to the building. How \_\_\_\_\_ have the builders made?
- The company is doing \_\_\_\_\_ of market \_\_\_\_\_. We want to know what that customer really thinks of the new product line.

### Test yourself: Polite requests and offers

- 3 Complete the telephone conversation with *can* or *would you mind* and the verbs from the box.

help put me through ask calling back give

Receptionist: Niven and Sellars. How (1) \_\_\_\_\_ I (2) \_\_\_\_\_ you?  
Carlos: Good morning. (3) \_\_\_\_\_ you (4) \_\_\_\_\_ to Marco Grella, please?  
R: One moment. (5) \_\_\_\_\_ I (6) \_\_\_\_\_ who's calling?  
C: My name's Carlos Torres.  
R: Putting you through now, Mr Torres. Oh, Mr Grella's line's busy. (7) \_\_\_\_\_ (8) \_\_\_\_\_ in ten minutes?  
C: No, that's fine. (9) \_\_\_\_\_ you (10) \_\_\_\_\_ me his direct number, please?  
R: Certainly, his extension number is 357.  
C: Thank you. Goodbye.  
R: Goodbye.

- 4 Read the statements below and respond with offers and requests. Use *Do you want / Would you like me to* for offers (1-4) and *Would you mind +ing* for requests (5-6).

- It's cold in here. (shut / window) \_\_\_\_\_
- I think we have run out of photocopier paper. (order more) \_\_\_\_\_
- These books are heavy! (carry for you) \_\_\_\_\_
- I have left the report on my desk. (fetch) \_\_\_\_\_
- We need to take a break. (make us coffee) \_\_\_\_\_
- We are going to be late for our next meeting. (drive us station) \_\_\_\_\_

## A customer survey



**5** Complete the customer service dialogue using *some / any / much / many* and the verbs in brackets in an appropriate form.

- A: Hello, this is Arne Schumann from Mainstream Motors. Would you mind (1) \_\_\_\_\_ (answer) (2) \_\_\_\_\_ questions about the car you bought from us last month?  
 B: Well, how (3) \_\_\_\_\_ time is this going to (4) \_\_\_\_\_ (take)? I'm in a bit of a hurry.  
 A: It won't take long, only about five minutes. There aren't very (5) \_\_\_\_\_ questions.  
 B: All right then.  
 A: First I'd like (6) \_\_\_\_\_ information about the salesman. On a scale of one to ten, how (7) \_\_\_\_\_ marks would you (8) \_\_\_\_\_ (give) him for friendliness?  
 B: Er, eight.  
 A: Good. And how (9) \_\_\_\_\_ marks for competence?  
 B: What do you mean by 'competence'?  
 A: For example, when you needed (10) \_\_\_\_\_ advice about which make or model car to buy, was he able to give it?  
 B: Oh, I see, yes, he was very good. He gave me (11) \_\_\_\_\_ really useful advice. I'd give him ten out of ten for competence. He certainly knew what he was talking about.  
 A: That's good to hear. You bought the car four weeks ago; can you tell me approximately how (12) \_\_\_\_\_ kilometres you've driven in that time?  
 B: Oh, not (13) \_\_\_\_\_. The week after I bought the car, I broke my leg.  
 A: Oh, I am sorry to hear that. Are there (14) \_\_\_\_\_ other drivers in your household?  
 B: My wife can drive but she doesn't like it. She says there are too (15) \_\_\_\_\_ other drivers on the road these days.  
 A: And finally, are there (16) \_\_\_\_\_ questions you'd like to ask us?  
 B: Not at the moment.  
 A: Well, thank you for your time, goodbye.

## Roleplay

**6** Work with a partner. You are colleagues who work in the same office. You are both about to go on holiday tomorrow and you need each other's help to finish your work. Take it in turns to make requests and offers.

Student A

- You need Student B to check your accounts. There is a mistake you can't find!
- You both need to change some money. The bank closes in half an hour.
- Your passport is at Student B's house.
- You need to make a conference call to China but you can't remember how to do it.

Student B

- You need Student A to give you last month's sale figures for your report.
- You both need to check your flight departure times but Student A has no Internet connection at the moment.
- Your suitcase is broken.
- You need to write six different emails in English about the project you and Student A are working on.

### Internet research

Search for the keywords *polite requests* to learn more about making them.

# 2 Dealing with customers

## 2.4 Speaking Telephoning - handling complaints

### Discussion

1 Work with a partner. What kind of complaints would you expect the following types of business to receive: an airline, an advertising agency, a bank, a mobile phone company, a computer manufacturer?

### Listening for gist

2 1:28-1:31 Listen to four customers complaining. What is each customer's problem and what solution is suggested?



### Listening for detail

3 Listen again and complete the expressions.

#### Conversation 1

- 1 I'm sorry \_\_\_\_\_ Mr Rossi.
- 2 I understand Mr Rossi and \_\_\_\_\_ sorry.
- 3 Can we \_\_\_\_\_ to help you with this?

#### Conversation 2

- 4 That must \_\_\_\_\_.

#### Conversation 3

- 5 I'll look \_\_\_\_\_ straight away.
- 6 What \_\_\_\_\_ is...

#### Conversation 4

- 7 I'm sorry \_\_\_\_\_ that.
- 8 Let me see \_\_\_\_\_ do.

### Dealing with problems

4 Match the problems to the correct solutions.

- 1 I can't access my accounts.
  - 2 You've charged me twice for my ticket.
  - 3 You've sent me a bill but I've already paid it.
  - 4 The photocopier's broken down again. It was only repaired last week.
  - 5 We've only been sent 300 parts, we ordered 400.
  - 6 The meeting room's been double-booked.
  - 7 The delivery hasn't arrived yet.
  - 8 The service in this restaurant is terrible.
- a) We'll credit your account.
  - b) We'll send somebody to fix it immediately.
  - c) You need to install a new version of the software.
  - d) Just ignore the second bill.
  - e) Please have a dessert on the house.
  - f) I'll call the driver and ask him where he is.
  - g) I'll check and see if another room is available.
  - h) We'll send 100 more to you today.

**Internet research**

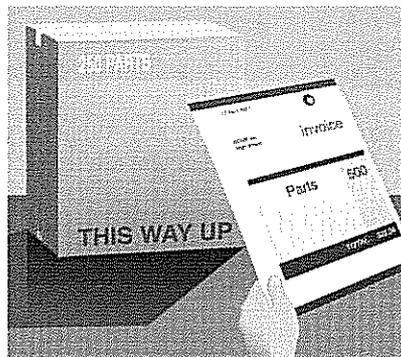
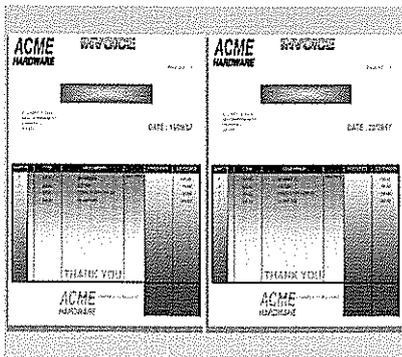
Visit the website [howto.complain.com](http://howto.complain.com) to read more about things to do when you complain.

**Describing and dealing with problems**

5 Use the pictures to make mini dialogues with your partner.

Example:

- A My son's toy robot broke as soon as he took it out of the box. He never even played with it!  
 B I'm sorry to hear that, sir. We'll send you a new one.

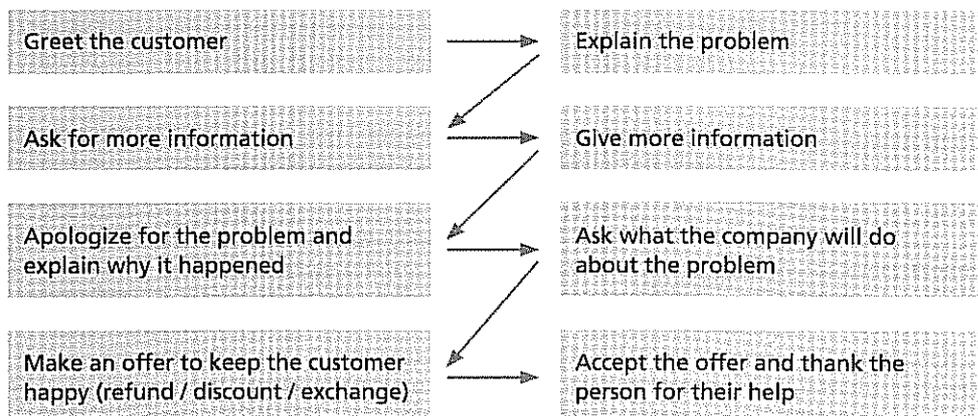


6 It is important to show interest and understanding when dealing with customers on the phone. Look at expressions 1–6 and match them with functions a) to f).

- |   |                                     |
|---|-------------------------------------|
| 1 OK / Right / Uh-huh                         | a) You are listening                |
| 2 That must have been very difficult for you. | b) You understand                   |
| 3 I've got that.                              | c) You are surprised                |
| 4 I see.                                      | d) You sympathize with the customer |
| 5 Is that acceptable / OK?                    | e) You have the information         |
| 6 Really?                                     | f) Check that the caller agrees     |

**Roleplay**

7 Work with a partner. Think of a time when you had a serious problem with goods or services and you wanted to complain to somebody about it. Use the flow chart to have a conversation with your partner. Prepare the conversation and make notes of all that you want to complain about before you begin. Take it in turns to complain and to handle the complaint.



## **Lesson 5: DEALING WITH CUSTOMERS**

### **2.5. Writing: Dealing with an email of complaint.**

### **2.6. Case study: The Panorama conference.**

- Objectives:**
- This module explores aspects of formal and informal style in different kinds of business correspondence.
  - Students could also be asked to search news or business websites for items about the misuse or abuse of email, and report back to the class on any interesting stories they find which illustrate the risks involved.
  - This case study examines the problems faced by a contact center - customer dissatisfaction, staff recruitment and retention, rising costs - and how they might be tackled.

**Level:** Intermediate +

**Discussion:** Remind students to think about grammar, vocabulary, style, opening, closing, etc. when they are discussing the differences between formal and informal correspondence.

**Reading for detail:** Students should re-read the emails in exercise 2 more closely to complete the grid. With lower-level classes, you could do the first email as a whole-class activity. When the grid has been completed, elicit from students the differences between the two columns, i.e. in the formal column, the expressions are usually longer and more complex; in the informal column, they are shorter; unimportant words are omitted; vocabulary is less formal/ more colloquial, etc.

**Skim reading:** Get students to read each pair of emails and refer back to the emails in exercise 2 to decide which two writers have changed style and why. Point out that it is usually good practice to write a first email to someone in a fairly formal style, and then to adjust (or retain) this style according to the response that you receive.

**Presentations:** To help students with their presentations, you could give them a list of useful phrases, e.g.: First of all, I'd like to ... Let's look at the problem of... , That's all I have to say on, Now let's move on to ..., That brings me to the end of my presentation. Are there any questions? The presentation should be fairly short and concise. One student in each group could be nominated to give the presentation, or each student could present one recommendation.

Finally, using vocabulary from the whole lesson, they will write their own emails. They need to reply to the formal email from the previous task. If you don't have time, let them do it at home, and peer-review during your next class.

**Homework:** Extension activity: Students rank these factors related to job satisfaction from most important to least important. They could do this individually first, and then discuss their answers in small groups.

## 2.5 Writing Dealing with an email of complaint

## Discussion



1 Work with a partner. Look at the box. What do you do when these things happen? Which do you find the most annoying when you are trying to complain?

slow staff   rude staff   unhelpful staff   staff ignoring you  
staff not giving you an answer   being put on hold

## Skim reading

2 Read an email from a dissatisfied customer and answer the questions.

- 1 What is the problem?
- 2 What action does she want?

In

Delete
Reply
Reply All
Forward
New
Mailboxes
Get Mail

Search Mailbox

**Subject:** Ticket refund (Order 769246 / JT)

---

Dear Sir / Madam,

I am writing in connection with a problem I encountered when buying tickets on your website for the International Car Exhibition.

I tried to buy two tickets via your website the first day they went on sale. I selected two €30 tickets and clicked the submit button. Nothing happened so I went back and tried again. This time I saw a message saying that I had bought two tickets. When I checked my bank account later €120 had been taken.

I called your customer helpline and I was put on hold for ten minutes. When I finally spoke to somebody they told me tickets are non-refundable and that they couldn't do anything.

This is unacceptable and I expect an immediate refund on the two extra tickets.

Regards,  
Alison Aloisi

**Internet research**  
 Search for the keywords *emails of complaint* to learn more about this subject.

**Reading and ordering**

3 Read the email that Franz Reynolds wrote in response to Alison's complaint and put it into the correct order.

**Subject: RE Ticket refund (Order 769246 / JT)**

1 Franz Reynolds. Customer relations manager.

2 We are sending you two free tickets for the exhibition and a refund of €120 as an apology.

3 I am also sorry to hear that you were dissatisfied with our customer helpline. We take all complaints in this area very seriously and I apologize for the way your enquiry was handled.

4 We had some problems with the server because of the large number of people who were buying tickets at the same time. There was a technical problem and we are working to resolve every case where customers were charged the wrong amount.

5 Dear Ms Aloisi,

6 I am writing in relation to the problem that you encountered when buying tickets for the International Car Exhibition. Please accept our sincere apologies for this problem.

7 We hope that you enjoy the exhibition.

8 Best wishes,

**Dealing with problems**

4 Put the phrases in the box into the correct place in the table.

Thank you for your email regarding...	We apologize for any inconvenience that this caused.
We will be happy to exchange the items.	We have been experiencing problems with...
The reason for this problem was...	We can offer you a (10%) discount (on your next order).
I am very sorry to hear that...	We will look into this problem immediately.
I am writing on behalf of...	

Introducing	Apologizing	Explaining	Promising action
I am writing in relation to...	Please accept our sincere apologies for this problem.	There was a technical problem with...	We are sending you two free tickets.

**Writing**

5 You have received an email about one of the problems below. Write an email in response, explain the cause of the problem and promise action.

- 1 A customer ordered a computer from your online shop. The delivery arrived on time but some of the components are missing.
- 2 You run a private language school. A yoga group uses one of your rooms every Wednesday evening. They have received a bill even though they paid for this month two weeks ago.
- 3 Your company sells high quality cakes. One of your customers recently ordered a birthday cake for their 90 year old grandmother. When the cake was delivered it had 19 on it.
- 4 A customer tried to take €250 from one of your cash points (ATM) at a motorway service station. The machine only paid out €50 but €250 was taken from their account.

# 2 Dealing with customers

## 2.6 Case study The Panorama conference



### Discussion

- 1** Do you ever stay in hotels? Discuss the questions with a partner.
- 1 Which are the best and the worst hotels that you have stayed in? Why?
  - 2 Agree on three facilities or services which your ideal hotel could offer to its customers.

### Listening for detail

**2**  1:32 Jan Van der Vaart organized this year's sales conference at the recently restored Panorama Hotel in Sicily. He is checking in with a number of colleagues. Listen and answer the questions.

- 1 How many premium class rooms did Mr Van der Vaart book?
- 2 What dates did he book the rooms for?
- 3 Are there any more rooms available?
- 4 What solution does the receptionist suggest?

### Discussion

- 3** Work with a partner and discuss the questions.
- 1 What do you think of the solution that was suggested?
  - 2 What other solutions could the receptionist suggest?
  - 3 What do you think Mr Van der Vaart should do?

### Reading for detail

**4** Mr Van der Vaart was unhappy with his stay at the Panorama Hotel. Read his letter of complaint to the manager. What six complaints does he make?

**Internet research**

Search for the keywords *hotel complaints* to read more problems that guests have in hotels. Choose one complaint to read carefully. Use your own words to tell your group about it.

**Discussion**

- 5 How can the hotel respond to these complaints? Work with a partner. Decide if the complaints are reasonable.
- 6 You are going to read some more information about the complaints. Student A turn to page 117 and Student B turn to page 111. Look at the list of complaints again. Does the new information affect your decisions in exercise 5?

**Writing**

- 7 You are Mr Lando, the manager of the Panorama Hotel. Write a letter in response to Mr Van der Vaart's complaint. Apologize and suggest action for the complaints that you think are reasonable.



Mr Lando  
 Hotel Manager  
 Panorama Hotel  
 Via Umberto  
 Sicily

February 10<sup>th</sup> 2008

Mr Van der Vaart  
 Sales Manager  
 Electronics RDC  
 Kerkstraat 26  
 Eindhoven  
 Holland

Dear Mr Lando,

I am writing in relation to the marketing conference that my company held at your hotel from 5<sup>th</sup> to 8<sup>th</sup> of February this year.

When we arrived at the hotel the receptionist told us there were only eight rooms available. There were nine people from Electronics RDC attending the conference and so two of my colleagues had to share one room. This was very inconvenient.

Also, some of my colleagues complained that the hotel was too noisy for them at night. There was a lot of noise and this stopped them from sleeping. At the conference they felt tired and sleepy. Other colleagues said there was a strong smell of smoke in their rooms which was not very nice. Some of the rooms were too cold and my colleagues were not able to turn the heating up. They had to ask for extra blankets to keep warm.

The conference centre was also too far away from the hotel. In the other Panorama hotels we have used, the conference facilities were in the hotel. In yours we had to get a bus down the coast to the conference centre and this wasted a lot of time.

When we checked out of the hotel we noticed that the price on display for the premium class rooms was cheaper than the price we paid when we booked online. This is unacceptable. Electronics RDC use Panorama hotels regularly. We are Gold Class members and expect better service than this.

I expect a reply from you within ten days.

Yours sincerely,

*Jan Van der Vaart*

# Review 1

## 1 Living abroad

1 Make expressions about working in a foreign country by matching each verb to a phrase a)-f) below.

- 1 spend ...
- 2 climb ...
- 3 draw ...
- 4 respect ...
- 5 withdraw ...
- 6 win ...

- a) ... the career ladder
- b) ... the culture of the country you wish to work in
- c) ... an application for a job if you think the company isn't serious
- d) ... time abroad
- e) ... trust by adapting to the local culture
- f) ... attention to relevant sections on your CV

2 Fill in the missing letters in these paragraphs about everyday problems when living abroad.

- 1 Your em\_\_yer might help you to find an apartment, or you can use the Internet to find places to r\_\_t. View the apartment first before you s\_\_n a contract and give a dep\_\_it to the land\_\_d. Check whether the bi\_\_s are included in the rent, and also how much n\_\_ice you need to give when you want to m\_\_ o\_\_.
- 2 To open a bank acc\_\_t, you will need to show proof of ear\_\_gs, and that this salary will be paid into this account. If you spend more than you earn, you may have to pay for the over\_\_ft on your account. You will get a credit card from your bank, but check the rules carefully before you s\_\_ u\_\_.
- 3 If you need medical tr\_\_ment you will be treated by the national h\_\_th service of the country where you live. Your employer might give you the chance to join an in\_\_ce scheme that helps to pay for private treatment.
- 4 When buying a mobile phone, you choose the pro\_\_der and then pay for a monthly contract. Alternatively, you can have a prepaid pa\_\_age that allows you to make regular t\_p-u\_s. These days, many providers also offer wireless internet access, so you won't need a l\_\_ line in your apartment.

3 Fill in each gap with one of these prepositions: *about, by, for, from, into, off, on, out, with*. A preposition may be used more than once.

- 1 to be \_\_\_\_\_ an assignment in a foreign country
- 2 your apartment might be provided \_\_\_\_\_ you
- 3 use the Internet to look \_\_\_\_\_ places to rent
- 4 you can live \_\_\_\_\_ a local family to learn \_\_\_\_\_ the culture
- 5 to pay your monthly salary \_\_\_\_\_ an account
- 6 to deduct payments \_\_\_\_\_ an account
- 7 to pay \_\_\_\_\_ private medical treatment
- 8 to be treated \_\_\_\_\_ the national health service
- 9 you can take \_\_\_\_\_ an insurance policy
- 10 with a prepaid package you can cut \_\_\_\_\_ the service whenever you want

4 Complete the dialogue with present simple forms (positive/negative/question) of the main verbs in the box. Use contractions (*he is* → *he's*) where possible.

attend be be be do do employ  
enjoy interview want

- A: So, you <sup>1</sup> \_\_\_\_\_ a Human Resource Manager. How interesting! What exactly <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ in your job?
- B: Well, I <sup>3</sup> \_\_\_\_\_ a lot of meetings related to company policy development, and of course I <sup>4</sup> \_\_\_\_\_ candidates for jobs.
- A: And how big is the HR department in your company?
- B: Well, we <sup>5</sup> \_\_\_\_\_ many people in the HR section - only me and two others. So you can't really call it a department!
- A: And your husband - what <sup>6</sup> \_\_\_\_\_ he \_\_\_\_\_?
- B: He <sup>7</sup> \_\_\_\_\_ a computer programmer. But, I have to say, he <sup>8</sup> \_\_\_\_\_ really \_\_\_\_\_ his job very much. In fact he <sup>9</sup> \_\_\_\_\_ to change jobs.
- A: I <sup>10</sup> \_\_\_\_\_ sure he'll find a new job very easily, there are always jobs in the IT sector.

5 Fill in each gap with *in, on* or *at*.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 _____ Monday              | 7 _____ August 24 <sup>th</sup> |
| 2 _____ the evening         | 8 _____ summer                  |
| 3 _____ the end of the week | 9 _____ 11 O'clock              |
| 4 _____ the weekend (UK)    | 10 _____ January                |
| 5 _____ the weekend (US)    | 11 _____ lunchtime              |
| 6 _____ Christmas           | 12 _____ the 1990s              |

6 The phrases below are used for small talk, but the words in **bold** are all in the wrong sentences. Put them back into the correct sentence.

- 1 **Enjoy** was your weekend?
- 2 I can't believe how **go** it is.
- 3 Did you have a good **talking** here?
- 4 It's **busy** weather today.
- 5 Sorry but I have to **lovely** now.
- 6 It's been nice to **journey** you.
- 7 Nice **meet** to you.
- 8 **How** the rest of the conference.

7 Match each word or phrase on the left with one on the right with a similar meaning.

- |                                    |                 |
|------------------------------------|-----------------|
| 1 Thank you for                    | a) Can you      |
| 2 With regard to                   | b) See you      |
| 3 I would be grateful if you could | c) more         |
| 4 Please accept my apologies       | d) Re           |
| 5 I look forward to meeting you    | e) All the best |
| 6 With best regards                | f) Thanks for   |
| 7 further                          | g) need         |
| 8 require                          | h) I'm sorry    |

Are the phrases on the right more formal or more informal?

# Review 2

## 2 Dealing with customers

**1** Fill in the missing letters in these services and benefits that shops can offer their customers:

**Facilities:** cu\_\_\_er parking / ch\_\_\_care / private f\_\_\_ing rooms / beau\_\_ sal\_\_ / haird\_\_\_\_er's / cosmetic wor\_\_\_ops / café on each f\_\_\_r / live enter\_\_\_\_ment

**Services:** alter\_\_\_\_n services / made-to-mea\_\_re services / gift wr\_\_\_ing / home del\_\_ery

**Financial services and benefits:** money-off v\_\_cher / sto\_\_card / special o\_\_ers / refu\_\_s

**2** Match each item in the box to its definition below. Then translate the words into your own language.

convenience    escalator    fitting    flagship  
household    lifestyle    made-to-measure    refund  
voucher    wrapping

- used in homes, or relating to homes \_\_\_\_\_
- money that you get back if you return goods that you do not like \_\_\_\_\_
- moving stairs that take people from one level of a building to the next \_\_\_\_\_
- the way that someone lives, including their work, their activities and what they own \_\_\_\_\_
- the paper or plastic that covers something that you buy \_\_\_\_\_
- something that helps you to avoid wasting time and effort \_\_\_\_\_
- used in the phrase '\_\_\_\_\_ room' to mean a room in a shop where you can put on clothes before buying them
- made to a particular size (= tailor-made) \_\_\_\_\_
- a piece of paper that you buy something with (instead of using money) \_\_\_\_\_
- the biggest, most important, or best thing in a group (an idea that comes from the navy) \_\_\_\_\_

**3** Make phrases used in customer care by matching a verb from the left to the words on the right.

- |            |   |
|------------|---|
| 1 greet    | a) with the problem, if you can             |
| 2 find out | b) not to interrupt                         |
| 3 let      | c) why the customer is calling              |
| 4 deal     | d) the customer in a warm manner            |
| 5 try      | e) the customer explain the problem         |
| 6 stay     | f) by thanking the customer for calling     |
| 7 take     | g) the solution after you have both agreed  |
| 8 suggest  | h) notes so you are clear about the details |
| 9 confirm  | i) calm and don't lose your temper          |
| 10 end     | j) a solution, without blaming anyone       |

**4** Complete the sentences from advertisements for customer service jobs using these words: *existing, handle, interpersonal, manner, outgoing, personality, potential, reassuring, skills, telephone.*

- You'll receive a lot of calls, so you'll need a friendly, polite \_\_\_\_\_
- Customers may be worried or angry, so you'll need the ability to be \_\_\_\_\_
- You will be naturally sympathetic, and be able to \_\_\_\_\_ sensitive conversations.

4 You will come into contact with a variety of different people so you will need an \_\_\_\_\_ and good \_\_\_\_\_

5 You need the confidence to speak to \_\_\_\_\_ and \_\_\_\_\_ customers about our services, and the ability to persuade.

**5** Underline the correct word in each pair in *italics>.*

- How *much*/*many* money/*monies* did we make last month?
- How *much*/*many* employee/*employees* work in their company?
- We didn't get *much*/*many* order/*orders* at the trade fair.
- I didn't get *much*/*many* help/*helps* from him.
- She gave me *a lot*/*a lot of* useful *advice*/*advices*.
- Do you have *some*/*any* information/*informations* about this project?
- We have *some*/*any* equipment that *is*/*are* very out-of-date.
- They didn't do *some*/*any* research/*researches* before launching the product.

**6** Make requests and offers using the words below. You may have to add words, or change the form (e.g. change to *-ing* form).

- Could / open the door / for me?  
Could you open the door for me?
- Would / mind / open the door / for me?  
\_\_\_\_\_
- Do / want / to open the door / for you?  
\_\_\_\_\_
- Would you / me / open the door / for you?  
\_\_\_\_\_

**7** Complete the phrases used when dealing with problems on the phone. Choose the best endings.

- |                         |                                |
|-------------------------|--------------------------------|
| 1 We'll credit          | ... the second bill.           |
| 2 We'll send somebody   | ... your account.              |
| 3 Just ignore           | ... to repair it immediately.  |
| 4 I'll call the driver  | ... more to you today.         |
| 5 I'll check and see if | ... and ask him where he is.   |
| 6 We'll send 100        | ... another room is available. |

**8** Put the words into the correct order to make phrases used when dealing with problems by email.

- I am writing to your recent problem in relation
- Please sincere apologies our accept
- We apologize that this has caused for any inconvenience
- We have some technical problems been experiencing
- We are working these problems to resolve as possible as soon
- We will be exchange to happy the items
- We can you offer a 10% discount your next on order
- We will into this problem look immediately

## **Lesson 6: OPERATIONS.**

### **3.1. About business: Learn manufacturing.**

### **3.2. Vocabulary: Trends and planning.**

### **3.3. Grammar: Present continuous, adverbs, present simple, passive.**

**Objectives:** - to give controlled practice in talking about examines the packaging of products from the point of view of manufacturer and consumer.

- to practices describing products and outlining their main features in a product presentation.

- to practice, students could work with a partner to produce similar short conversations using more of the collocations in exercise 4 and/or the additional ones listed above

- to practices present continuous, adverbs, present simple, passive combinations in the context of expanding notes and defining words.

**Level:** Intermediate +

**Lesson overview:** This flipped lesson plans is perfect for Past Simple revision. Students practise using Past Simple by doing a few grammar and speaking exercises as well as learn verbs and phrases related to setting up and running a business. Moreover, they will do a jigsaw tasks and discover the stories of some famous entrepreneurs.

**Discussion:** Bring in examples of pre-packaged goods, e.g. items of food and drink, stationery, batteries, a bottle, a carton, etc. Teach any new vocabulary, e.g. cellophane, blister pack, child-proof top, cardboard, container, etc. Students can also look at photographs and identify the types of packaging they see in them. Hold the items up so that everyone can see them or pass them around so that students can handle them. Discuss the topics listed in the Student's Book and make a list on the board of the points made.

**Describing products:** Students could put a range of items from their pockets and bags on the desk in front of them to do this activity. Without naming it or pointing to it, each student in turn describes an object while the other students guess which one it is. Circulate and check that students are using the target language correctly.

**Presentation:** Give students a few minutes to choose an electronic product that they want to present. They can use the products in the photos or their own ideas. Remind them of the work they have done on product specifications and features, the nouns and compound adjectives they have practised, and the structure of the presentation they listened to. Students could make some notes about their product and the points they want to make so that the structure is clear. Each student in the group could then be asked to prepare one or more parts of the presentation, depending on the size of the group. Circulate and assist where necessary.

**Homework:** to learn vocabulary, do exercises and scan the text.

# 3 Operations

## 3.1 About business Lean manufacturing

### Listening for detail

1 🎧 1:33 Listen to Andrea Livingstone giving a lecture on work organization and complete the notes below.

### The organization of work in the UK

#### The domestic system

In this system people worked at (1) \_\_\_\_\_  
 The whole family made items and sold them at (2) \_\_\_\_\_  
 People worked part-time and production was slow

#### The workshop system

Very similar to domestic system  
 People were organized by a subcontractor - similar to a (3) \_\_\_\_\_  
 Families used the subcontractor's materials  
 (4) \_\_\_\_\_ kept all the profits

#### The factory system

Production moved into factories  
 First factory built in (5) \_\_\_\_\_ by Richard Arkwright  
 Production was much (6) \_\_\_\_\_ but working conditions were bad

#### The post-factory system

Very similar to before  
 (7) \_\_\_\_\_ is much more advanced  
 Maybe humans not needed in the future?  
 No - will need humans to (8) \_\_\_\_\_ and engineers to mend the machines

### Reading for gist

2 Now read the text about a system of work organization used in Japan, and write the headings above each section.

JIT    The result    Beyond the Japanese car industry    Lean manufacturing  
 Chaos    TPS    The employees

### Reading for detail

3 Read the text again and mark the sentences *T* (true) or *F* (false).

- 1 The Toyota Production System started 100 years ago in Japan.
- 2 Toyota's machines are multi-purpose. They are able to produce more than one part.
- 3 Lean manufacturing is another name for the TPS.
- 4 Toyota's employees are involved in the production process.
- 5 Just-in-time means that parts are ordered once a month.
- 6 The company is important to Japanese employees.
- 7 The TPS means that the environment the employees work in is less dangerous.
- 8 The TPS is successful all over the world.

4 Match the terms relating to TPS on the left with the definitions on the right.

- |                      |  |
|----------------------|--|
| 1 Kaizen             | a) in this process stock is only ordered when it is needed – not before.   |
| 2 Just-in-time       | b) a system that aims to produce more, using less. The removal of waste (waste = anything that does not add to the final product). |
| 3 Lean manufacturing | c) continually making small improvements which lead to greater effectiveness and higher quality.                                   |

### Listening for gist

5 🎧 1:34 Listen to Eric Novak, a manager, talking about when he tried to introduce TPS in his company.

- 1 What went wrong?
- 2 Why didn't it work?

### Internet research

Search for the keywords *lean manufacturing*, *advantages* or *lean manufacturing*, *disadvantages* to find out more about the pros and cons of this system. Tell a partner what you read.

# Toyota PRODUCTION SYSTEM

By the 1970s, car production in Europe and America was huge. Demand was high and cars were mass-produced on an enormous scale. But when demand changed, and mass production methods didn't, thousands of unsold vehicles sat outside the factories waiting to be bought. In Japan however, things were different.

The Toyota Production System (TPS) was developed in the middle of the last century by a Toyota manager named Taiichi Ohno. It created the most efficient car production system in the world. Instead of using machines that built only one specific part, Toyota designed machines that could produce many different parts. This made Toyota more flexible and able to react quickly to customers' changing needs.

By the 1990s, the term Lean Manufacturing was being used to describe TPS. Lean manufacturing combines the best elements of craftwork and mass production. It uses less labour, less machinery, less space and less time. The aim of lean manufacturing is to eliminate all defects. If something goes wrong a worker can stop the whole production line and deal with the problem immediately. If the worker didn't make this decision, production could carry on producing faulty or incorrect parts.

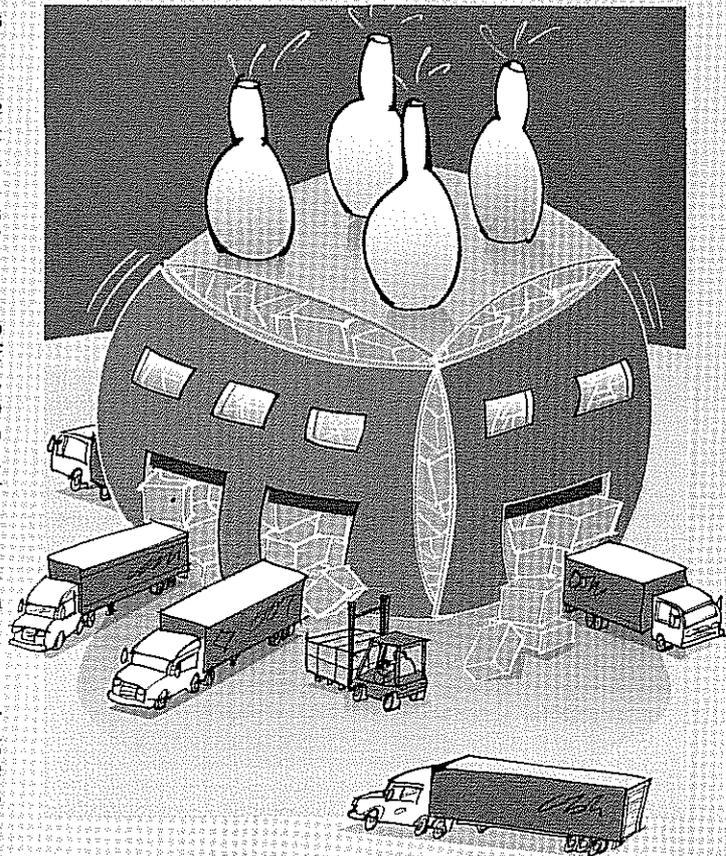
At Toyota, the just-in-time system makes stores or warehouses unnecessary because parts are only produced or ordered when they are needed. This means that costs are cut, and turnover is increased.

Toyota has more success with lean manufacturing than other companies because all their employees have a clear understanding of the objective and are totally committed to *kaizen*, the Japanese term for continuous improvement. Importantly, Toyota employees identify strongly with their company.

When implemented successfully, the TPS is a systematic way to satisfy customer needs and create meaningful work for every member of an organization.

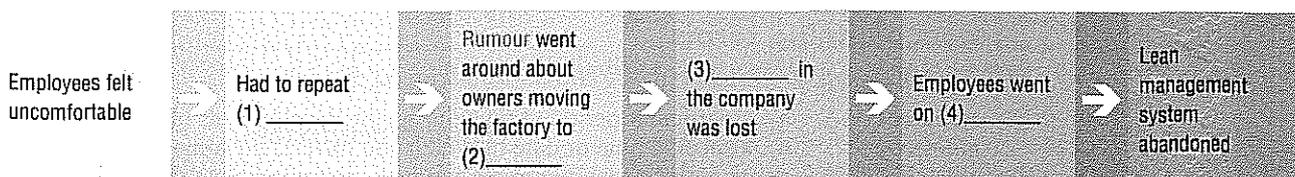
The results of TPS are superior products and service quality, short lead times, low costs and a safe (physically, professionally and emotionally) working environment for the employees.

Although lean manufacturing is spreading from the car factory to other industries, manufacturers around the world who try to implement the TPS are not always successful. One of the reasons for this is that companies which have been running mass production systems sometimes find it difficult to adjust. Additionally, in the West, where employees think of themselves before the company, it is more difficult for employees to adapt to the TPS.



## Listening for detail

6 Listen to the manager again and fill in the flow chart.



## Discussion

7 In small groups discuss the questions about lean manufacturing.

- 1 What are the advantages and disadvantages of lean manufacturing?
- 2 Can you think of any companies that lean manufacturing would work very well/badly for?
- 3 What effects would lean manufacturing have on a company? Think about employees, customers, equipment, premises.

## 3.2 Vocabulary Trends and planning

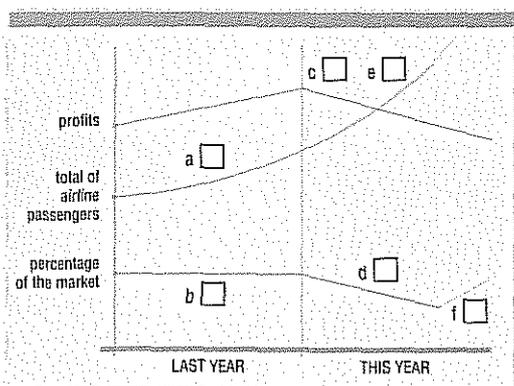
### Discussion

1 Work with a partner. What do you know about changes in the aviation industry? Are things improving for a) small airlines, b) large airlines, c) passengers, d) the environment and e) airline staff?

### Reading for detail

2 Read a report about the recent performance of ScotAir, a large passenger airline. The words in **bold** describe different parts of the graph. Write the numbers in the correct place on the graph.

## ScotAir's recent performance and trends in the passenger air travel industry



### NEW LOST-COST SUBSIDIARY

Last year was a good year for the passenger aviation industry: the overall number of passengers (1) **went up**, and the trend continued into this year. We expect passenger numbers to continue to (2) **increase** for some time. However, our profits began to (3) **fall** at the beginning of the year. The reason for this was the arrival of two new low-cost competitors. The last few months have not been easy, but we hope that this difficult phase is now coming to an end. As soon as we get the green light, we plan to buy three more planes to add to our fleet. With these planes and the resources already available to us – crew, our existing planes, airport slots, etc. – we intend to set up a new low-cost subsidiary. This will be a milestone in our company's history. For many years, our percentage of the market (4) **remained steady**, but it (5) **went down** for the first time ever at the beginning of the year. However, with our new subsidiary we expect it to (6) **grow** again. We've set ourselves a deadline: to become the market leader once again by the end of next year.

### Describing trends

3 Find four pairs of opposites in the box below. Then write them in the table in the correct column.

fall decrease go down  
grow increase go up  
rise shrink

↗	↘

4 What are the past simple forms of the verbs in 3?

### Project planning terms

5 Match a word on the left with the correct definition on the right.

- |               |   |
|---------------|---|
| 1 resources   | a) a particular period of time during the development of something                                    |
| 2 milestone   | b) a specific time or date by which you have to do something  |
| 3 green light | c) something such as money, workers, or equipment that can be used to help an institution or business |
| 4 deadline    | d) the official approval to go ahead with something   |
| 5 phase       | e) an event or achievement that marks an important stage in a project                                 |

### Listening for gist

6 1:35 Listen to Ms Bloom, a research scientist, in a meeting with an airline company. What is the problem they discuss, and what is Ms Bloom's solution?

### Listening for detail – trends

7 Listen to the meeting again and fill in the missing verbs to complete these descriptions of trends.

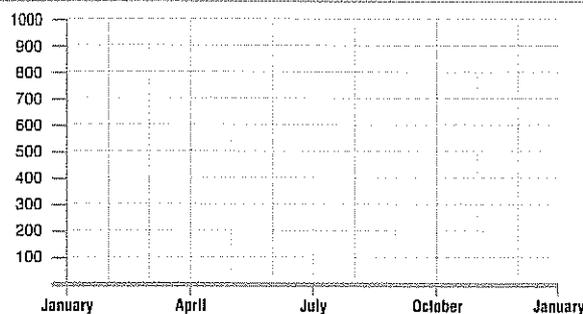
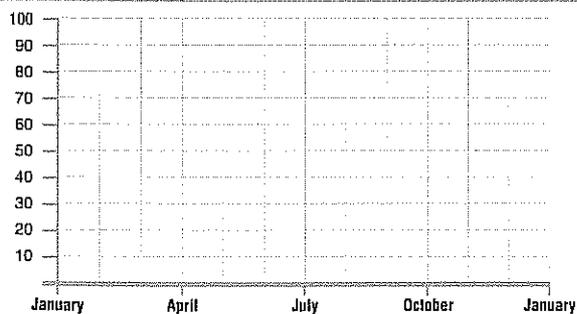
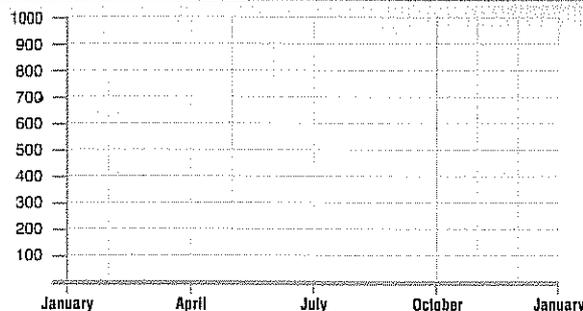
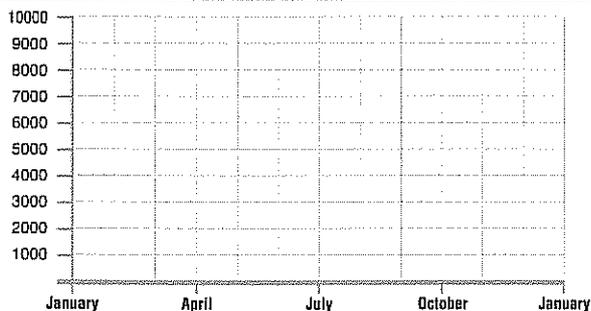
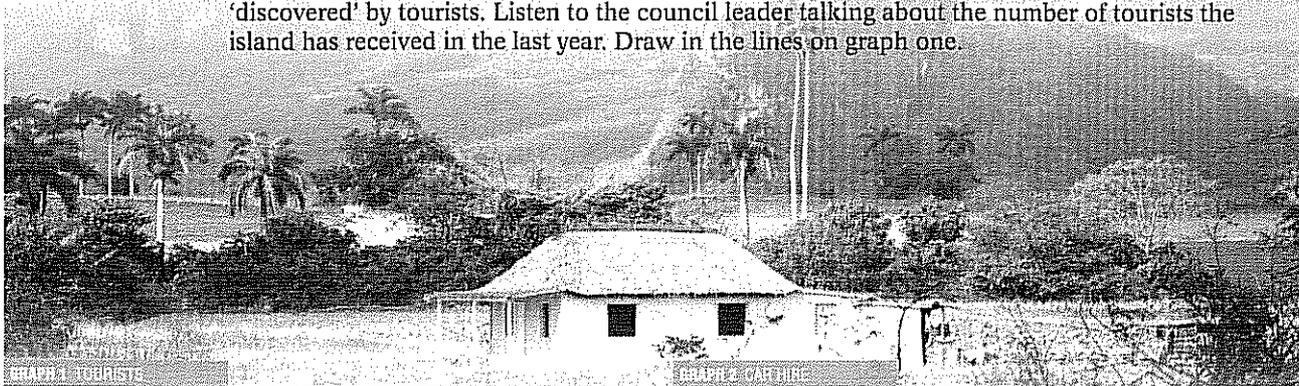
- 1 The number of international airports is \_\_\_\_\_.
- 2 The number of people who are subjected to aircraft noise is \_\_\_\_\_.
- 3 As the cost of airfares \_\_\_\_\_, the demand for flights \_\_\_\_\_.
- 4 We are aiming to \_\_\_\_\_ noise levels by 99%.
- 5 While costs are \_\_\_\_\_, unfortunately our level of funding is \_\_\_\_\_.
- 6 This would \_\_\_\_\_ the utilization of the aircraft and at the same time \_\_\_\_\_ your overall costs.
- 7 That means that the local economy would \_\_\_\_\_.

### Reformulation

8 In your own words, explain the benefits of the silent plane to your partner.

### Listening for detail

9  1:36 The month is November. You are the council of a small island that has recently been 'discovered' by tourists. Listen to the council leader talking about the number of tourists the island has received in the last year. Draw in the lines on graph one.



### Describing trends

10 Work in groups of three. Student A look at page 112. Student B look at page 110. Student C look at page 115. Describe your graph to your group. Listen and fill in the trends on the graph.

### Discussion

11 You have \$2.5 million to spend on improving the island. Work in groups of three. Student A look at page 112. Student B look at page 110. Student C look at page 115. Use the information and the graphs to make a project plan timeline. Set priorities, label the different phases, set yourselves deadlines and write a plan of action.

### Internet research

Search for the keywords *silent aircraft* or *Cambridge MIT* to read about the latest developments in this project.

# 3 Operations

## Refresh your memory

**Present continuous**  
*Sales figures are going up.*  
is/are + verb + ing  
an action in progress and trends

► Grammar reference page 122

**Adverbs of manner**  
*Shares in the company rose quickly.*

tell us how something happens  
used to modify verbs  
usually come after the main verb

To form an adverb from an adjective add *-ly* to the adjective

careful *carefully*

quick *quickly*

slow *slowly*

When an adjective ends in *-y*, replace *-y* with *-ily*

happy *happily*

angry *angrily*

There are some exceptions

good *well*

hard *hard*

► Grammar reference page 123

**Present simple passive**  
*Tea is grown in India.*  
be + past participle  
often used to describe processes

► Grammar reference page 123

## 3.3 Grammar Present continuous, adverbs, present simple passive

### Test yourself: Present continuous

- 1 Complete the text about the wine industry in California using the present continuous form of the verbs in brackets.

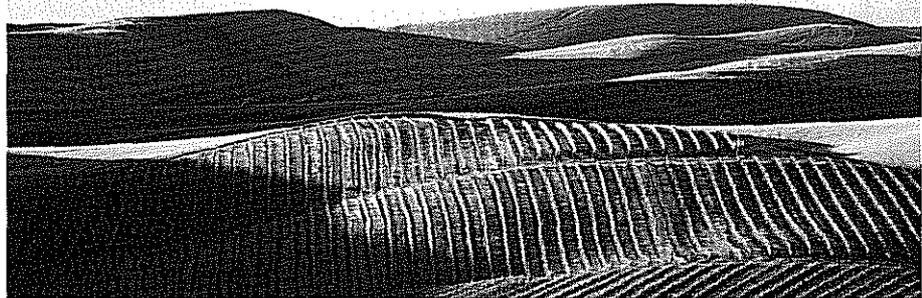
The sunny west coast state of California currently produces more than 90% of all US wine. In the past very little of this was organic, but the US wine industry (1) \_\_\_\_\_ (go) through a large and important change.

The population of California (2) \_\_\_\_\_ (grow) by half a million every year, and more people live next to farms and vineyards than ever before. Because wine growers traditionally use a lot of pesticides, people are concerned about their health. Now many wine growers want to be good neighbours and (3) \_\_\_\_\_ (change) over to organic methods.

By moving away from conventional methods, growers (4) \_\_\_\_\_ (reduce) the amount of pesticides they use. Instead of pesticides, some of them use bats and owls to keep bugs under control.

Many wine producers (5) \_\_\_\_\_ also \_\_\_\_\_ (realise) that sustainable, chemical-free farming makes good economic sense, in addition to being healthier. At first the change to an organic system increases costs by 10 to 15%. But the demand for organic wines (6) \_\_\_\_\_ (grow) every year and sales (7) \_\_\_\_\_ (go up), so the initial cost is justified. With this changing trend in production, the quality of organic wines (8) \_\_\_\_\_ (improve) all the time. This is very good news for consumers. Organic wines taste better than ever before and prices (9) \_\_\_\_\_ (fall).

And sales of organic wine (10) \_\_\_\_\_ (increase) not only in the USA, but also in such far-flung countries as Japan, France and Argentina. The future looks very bright (green!) for organic wines.



### Test yourself: Adverbs

- 2 Complete the sentences using adverbs of manner.

- 1 There is a slow decrease in sales of tobacco at the moment.  
Tobacco sales are decreasing \_\_\_\_\_.
- 2 There was a quick growth in the organic foods market last month.  
The organic foods market grew \_\_\_\_\_ last month.
- 3 I think there will be a sharp rise in the share price of Hussein Solar Power Plc very soon.  
I think the price of shares in Hussein Solar Power Plc will rise \_\_\_\_\_ very soon.
- 4 Every day there is a slight improvement in our production process.  
Our production process is improving \_\_\_\_\_ every day.
- 5 Our sales in Japan are very good at the moment.  
Our products are selling very \_\_\_\_\_ in Japan at the moment.
- 6 There is a steady fall at the moment in the amount of waste produced by our factory.  
The amount of waste we produce is falling \_\_\_\_\_.

### Internet research

Search for the keywords *Wala* or "*Dr Hauschka*" to find out more about the company and their unique production processes.

### Test yourself: Present simple passive

**3** Underline two present simple passive forms in the sentences below about Dr Hauschka skincare products.

Dr Hauschka skincare products are manufactured by Wala, a world leader in the production of natural medicines and related products. Wala are very careful to make sure that only organic, natural ingredients are used in the process.

**4** Complete the description below of the process for manufacturing Dr Hauschka's Rose Cream. Use the present simple passive form of the verbs in the box.

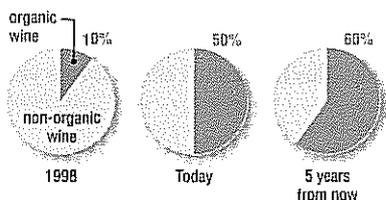
sell store involve distribute make grow send

- 1 Around 150 people \_\_\_\_\_ in the production of Dr Hauschka's Rose Cream.
- 2 The plants \_\_\_\_\_ under strict organic conditions in the company's own pesticide-free garden.
- 3 They \_\_\_\_\_ for a year under special conditions before they \_\_\_\_\_ to the laboratory.
- 4 All Dr Hauschka products \_\_\_\_\_ by hand, not by machines.
- 5 The rose cream \_\_\_\_\_ all over the world and \_\_\_\_\_ in over 40 countries.

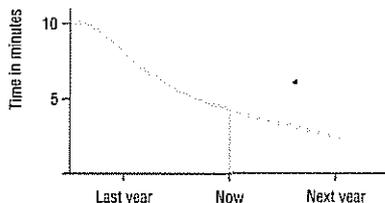
### Describing a trend

**5** Work with a partner. Describe the trend shown in each diagram below. Look back at exercise 2 on page 34.

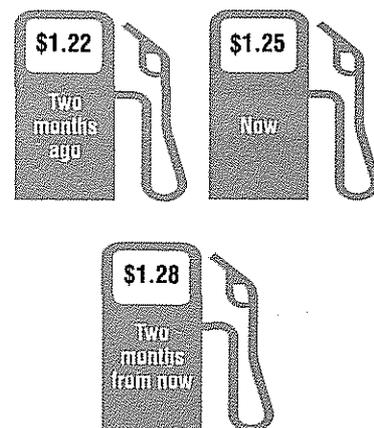
1 ORGANIC WINE MARKET SHARE IN THE UK



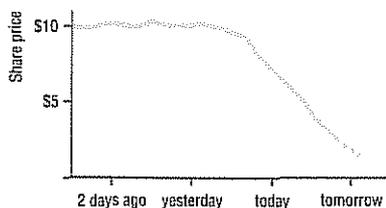
3 WIDGETS: EFFICIENCY OF PRODUCTION



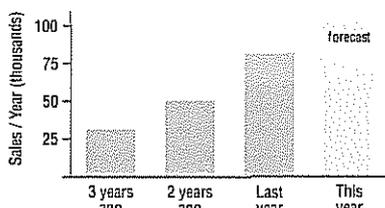
5 COST OF PETROL IN AUSTRALIA



2 PRICE OF SHARES IN BRITISH AUTO



4 SALES OF WIDGETS



### Describing a process

**6** Work with a partner. Use the present simple passive to describe the process shown in the pictures below. Take it in turns to describe each step. Use the verbs in the box.

cut transport make sell



the chairs

## **Lesson 7: OPERATIONS.**

### **3.4. Speaking: Presentations – signposts and stepping stones.**

### **3.5. Writing: Instructions and procedures for an exhibition stand.**

### **3.6. Case study: ScotAir.**

**Objectives:** - focuses on to practise how to organize and deliver an effective product presentation.

- to provide freer practice on the topic of the unit
- to practise critical thinking giving arguments about the value of things and giving reasons to support the arguments
- to raise awareness of the contribution of different jobs to society

**Level:** Intermediate +

**Discussion:** When you start up a business the following are all important. With a partner put them in order from the most to the least important: financial business background luck ambition a good marketing strategy good contacts original ideas hard work & dedication.

**Skim reading:** Get students to read each pair of emails and refer back to the emails in exercise 2 to decide which two writers have changed style and why. Point out that it is usually good practice to write a first email to someone in a fairly formal style, and then to adjust (or retain) this style according to the response that you receive.

**Reading for detail:** Ask students to read the statements silently. Then read the email aloud. Get students to raise their hands when they hear the answer to the statements. Tell them that they will need to look at the email and the pie charts to find the answers.

**Extension activity:** Students rank these factors related to job satisfaction from most important to least important. They could do this individually first, and then discuss their answers in small groups.

- good interpersonal relationships with colleagues,
- job security,
- promotion prospects,
- interesting, challenging work,
- a good salary and bonuses,
- independence / autonomy to act,
- good communications and information flow within the organization
- opportunities for personal growth and development,
- a good manager
- benefits package (healthcare, gym membership, etc.),
- company pension scheme

**Solving problems:** Read through the instructions and the agenda with the whole class. As a reminder, you could get students to list the problems experienced at the Kirkcaldy contact center. Students then use this list to prepare their presentations. Then in groups, students should brainstorm solutions and make recommendations.

**Homework:** Presentations: To help students with their presentations, you could give them a list of useful phrases, e.g.: First of all, I'd like to ..., Let's look at the problem of..., That's all I have to say on ..., Now let's move on to ..., That brings me to the end of my presentation., Are there any questions?

## 3.4 Speaking Presentations – signposts and stepping stones

## Discussion

- 1 Work with a partner and discuss the questions about presentations.
- 1 Why do people give presentations?
  - 2 Have you ever given a presentation?
  - 3 When you give a presentation what are the most important things to remember?

## Signposting language

- 2 Put the words in the illustration below in the correct order to make some useful presentation language.

## Listening

- 3  1:37 Now listen and check your answers to 2.

## Listening for detail

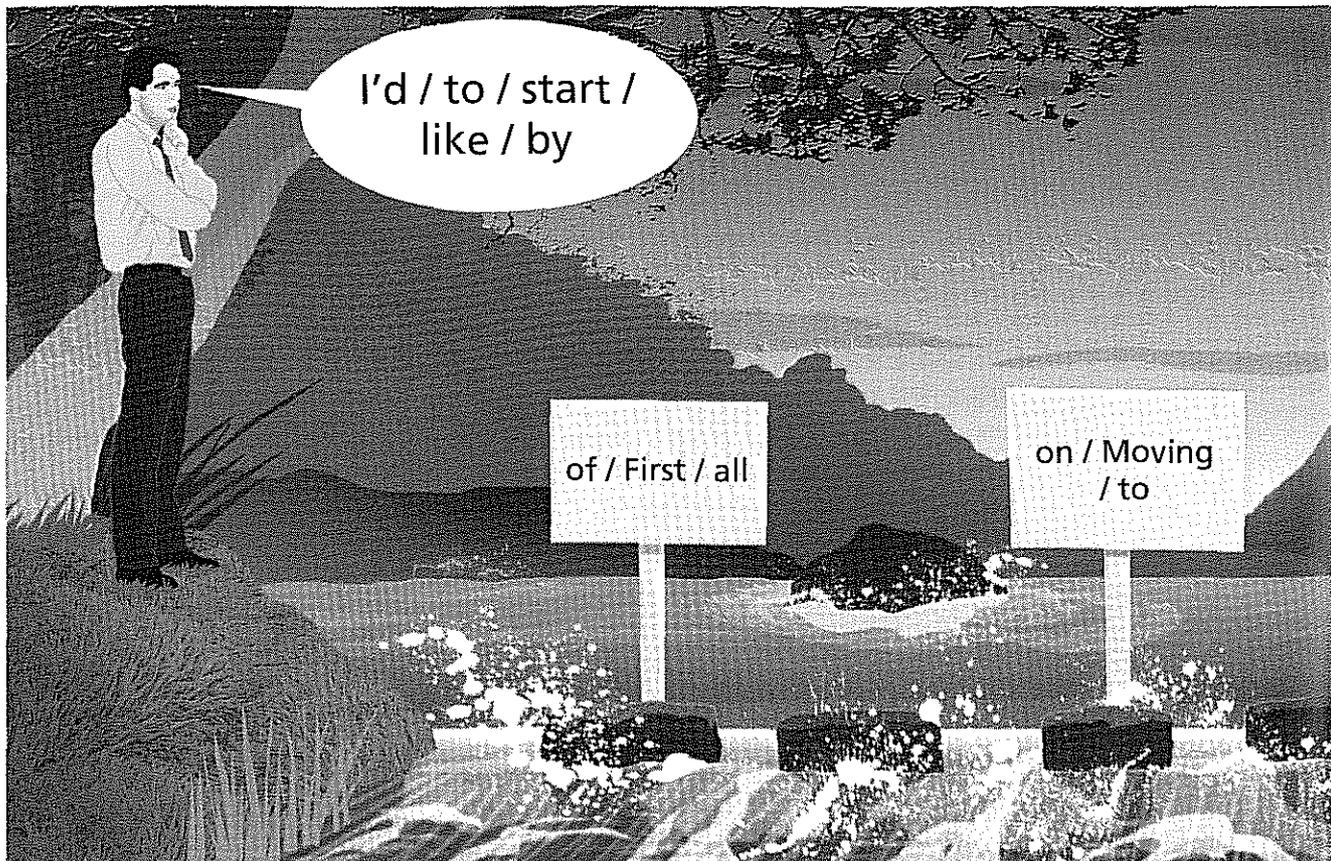
- 4  1:38 Listen to a short presentation given by Sonia Padron Perez from DMC Wood. Answer the questions below.

- 1 What is Sonia's job?
- 2 When was the biggest fall in sales figures?
- 3 Why did the sales increase in September?
- 4 What is the name of the new model that Sonia introduces?

## Internet research

Search for the keywords *bad presentations* to find out what not to do when you are giving a presentation

- 5 Listen to the presentation again. Match the phrases 1–6 to a)–f).
- |                             |   |
|-----------------------------|---|
| 1 I'd like to start by      | a) we'll look at how this has affected our share prices.            |
| 2 First of all              | b) our share prices: the next slide shows us ...                    |
| 3 After that                | c) giving you a short overview of today's presentation.             |
| 4 Moving on to              | d) showing you how we aim to reach this target.                     |
| 5 Let's go back and look at | e) we're going to look at the sales figures for the last two years. |
| 6 I'd like to finish by     | f) the first slide again.   |



### Giving a presentation

6 Work in small groups. Use the phrases from 5 and the information on the presentation note cards below to prepare a short presentation.

#### Wine production in California

- Currently produces more than 90% of the wine in the US
- Only a small percentage is organic
- This is changing / new trend
- Organic wine is more expensive / price per bottle is falling as sales increase
- Sales of organic wine increasing by 20% a year
- Health & wealth are influencing sales
- Good news, the future looks green

7 Work in small groups.

You work in the marketing department for the companies that make one of the products above. You are going to give a presentation to a number of people who are interested in investing in your products.

Prepare a three-minute presentation to give to the rest your class. Use the note cards from 6 and the phrases from 5 to help you.

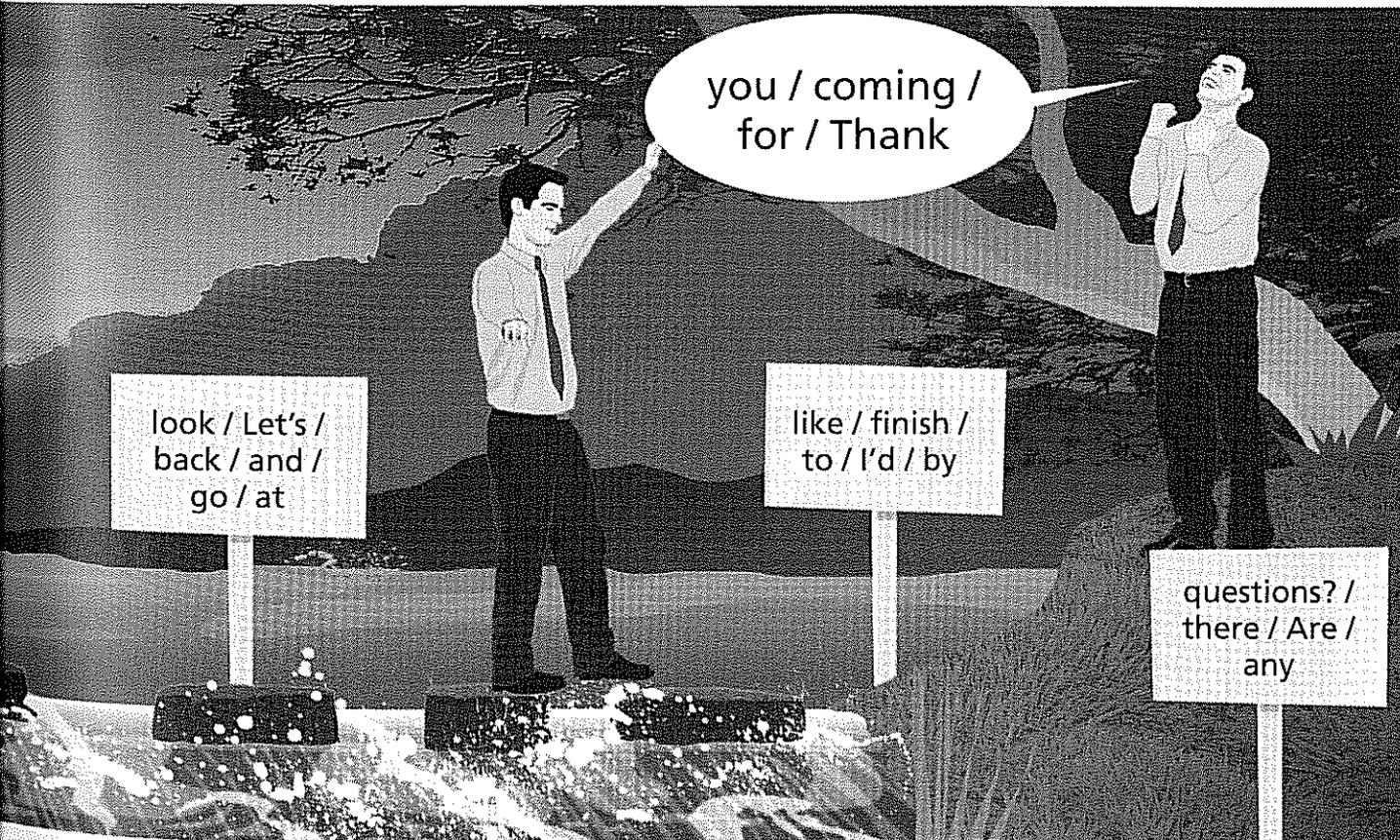
Your class will decide which company they want to invest in.

#### Sales trends for natural cosmetics in Europe

- Natural cosmetic sales in Europe are increasing at a fast rate
- The sales figures are doubling every 2-3 years
- Better distribution / higher customer demand
- Natural ingredients / quality / fewer skin problems
- Premium brands like Aveda and Dr Hauschka are becoming very popular
- Sold in pharmacies, supermarkets and health food shops
- Online sales increasing
- The market share is highest in Germany and Austria / 4% of total cosmetic sales

#### The silent plane

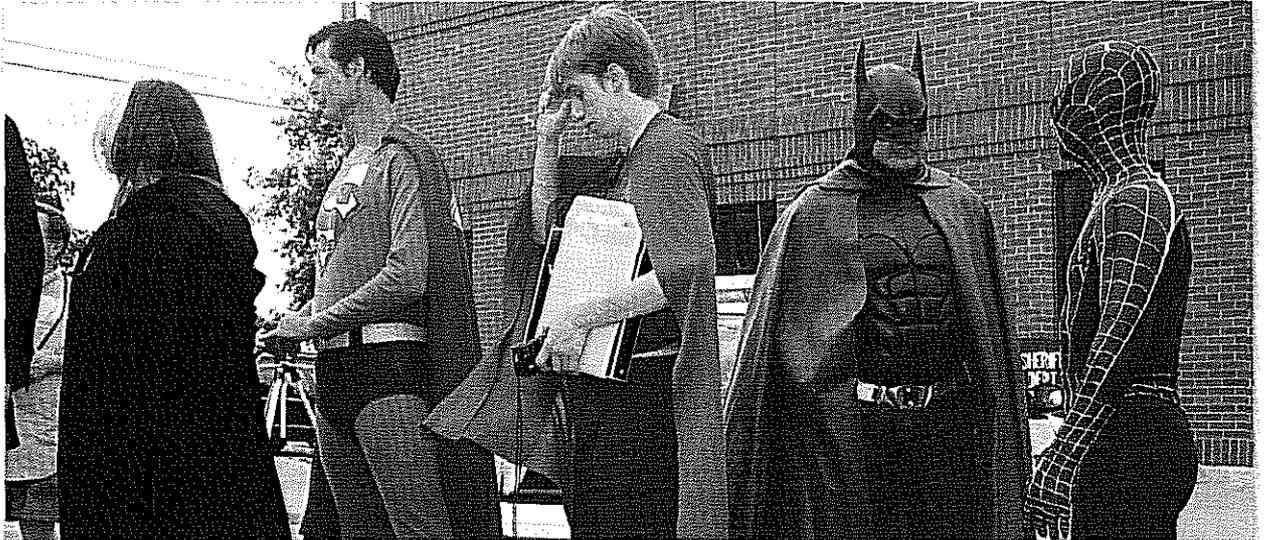
- Number of international airports increasing
- Passenger numbers / noise / pollution increasing
- Aiming to decrease noise by 99%
- Engines above the wings / noise will go up, not down
- Single wing / more fuel-efficient
- Could fly at night / increase the amount of flights in each 24 hour period
- Expensive / need funding
- Plane should be flying by 2020



## 3.5 Writing Instructions and procedures for an exhibition stand

### Discussion

- 1 Work with a partner. Read the text below and answer the questions.
- 1 Would you like to go to this exhibition? Why? Why not?
  - 2 Why do you think companies attend exhibitions and conventions like this?



THE INTERNATIONAL Comic Convention, is an annual comic book exhibition. It is a fabulous four-day event (Thursday to Sunday) held during the summer in Seattle, at the Seattle Convention Center. Originally it showcased comic books but the exhibition has expanded over the years and it now includes seminars, workshops

with comic book professionals, film previews, the chance to talk to representatives of comic book and video game companies. In addition to this there are evening events such as awards ceremonies and fantastic costume contests.

Like most exhibitions and conventions, the International Comic Convention features a

large amount of floor space for exhibitors. These include media companies as well as comic-book dealers and collectors. The convention is one of the largest of its kind in the United States. When it started in 1972 there were only 115 attendees. In 2007 more than 115,000 people visited the convention – and it is still growing.

### Describing a stand

- 2 Look at the illustration of the exhibition stand and fill in the labels using the information below.

comfortable chairs    groups of tables and chairs    video screens    display racks  
 a raised floor    reception area    banners    counter    pavement sign



### Discussion

**E** You work for Coded Comics, a company that makes comics for children who are younger than 10. You received this email from your boss about the International Comic Convention. With a partner discuss the questions that Mr Gomez asks in the email.

In
Delete Reply Reply All Forward New Mailboxes Get Mail

**Subject: Our company's stand at the International Comic Convention**  
**To: Marketing Department**

---

It's time to start thinking about our stand at the International Comic Convention in Seattle in September. As this is the first time our company will be represented at this convention I'd like you to think about the following points:

- How big should the stand be?
- Where is the best place to put the stand?
- What kind of image do we want to put across?
- What should we display, and how should we display it?
- What kind of freebies should we provide?
- How are we going to make sure we look different to the other stands?

Please make notes and bring them to the meeting on Thursday afternoon.

Luis Gomez  
Head of Sales

### Sequencing and imperatives

**4** Read the instructions for planning a stand at a convention. Use the words in the box to fill in the spaces.

Don't forget    Then    Secondly    After that    Make sure    Firstly    Finally

There are many things to think about when planning your stand at a convention or trade fair. Here are some ideas to get you started.

- 1) \_\_\_\_\_, decide on the budget for the stand.
- 2) \_\_\_\_\_, choose the size and the location of the stand.
- 3) \_\_\_\_\_, design the stand (shelving scheme, display area).
- 4) \_\_\_\_\_ you book stand space with the exhibition organizers.
- 5) \_\_\_\_\_ to think about your colour scheme, graphic panels, and audio-visual equipment.
- 6) \_\_\_\_\_, organize the logistics of the delivery (stand, publicity, products).
- 7) \_\_\_\_\_, set up the stand.

### Speaking

**5** In pairs, decide how you want your stand for the exhibition to look. Use the advice in exercise 4 to give you some ideas.

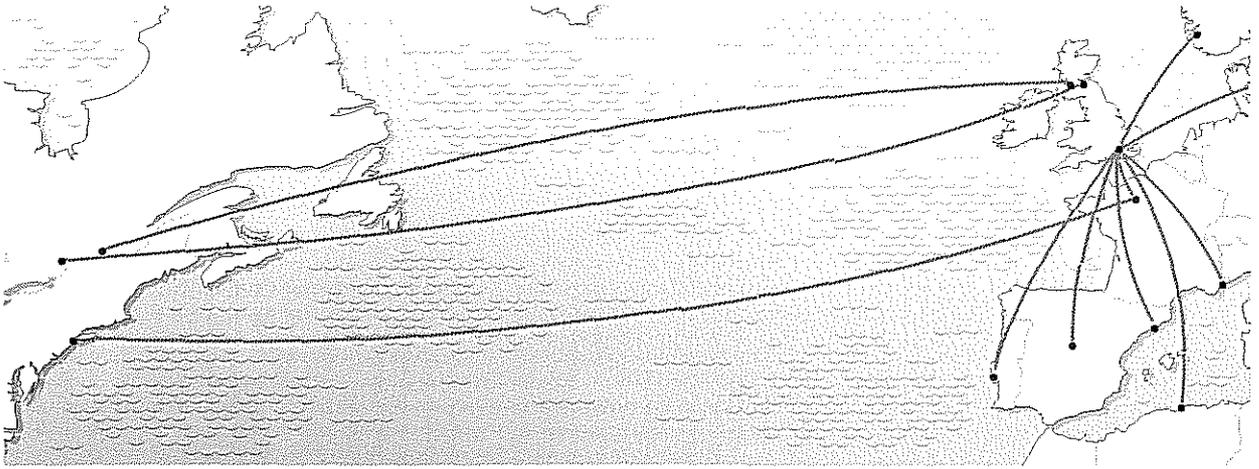
### Writing

**6** You are the head of the Marketing Department at Coded Comics. Write an email to your marketing team about your stand requirements for the International Comic Convention exhibition. You need to tell your team about the exhibition, include information about what the team need to do, and in which order they should do it. Don't forget to include approximate figures and sizes. Remember that this is the first time you have had a stand at the exhibition so your instructions need to be very clear.

**Internet research**

Search for the keywords "comic book convention". What information can you find for exhibitors?

## 3.6 Case study ScotAir



## Discussion

1 How important are these things for you when you fly?

Rate the following as: *A* (very important), *B* (important) or *C* (not important).

- |                            |                          |                              |                          |                        |                          |
|----------------------------|--------------------------|------------------------------|--------------------------|------------------------|--------------------------|
| free in-flight food        | <input type="checkbox"/> | wide seats                   | <input type="checkbox"/> | seat allocation        | <input type="checkbox"/> |
| free headphones            | <input type="checkbox"/> | seatback TV                  | <input type="checkbox"/> | friendly cabin crew    | <input type="checkbox"/> |
| carbon footprint of flight | <input type="checkbox"/> | fast check-in                | <input type="checkbox"/> | free in-flight drinks  | <input type="checkbox"/> |
| a lot of legroom           | <input type="checkbox"/> | free newspapers or magazines | <input type="checkbox"/> | a clean and tidy plane | <input type="checkbox"/> |

Compare your answers with a partner.

## Reading for gist

2 Read the article about changes in passenger air travel over the last 70 years. What two trends does the article describe?

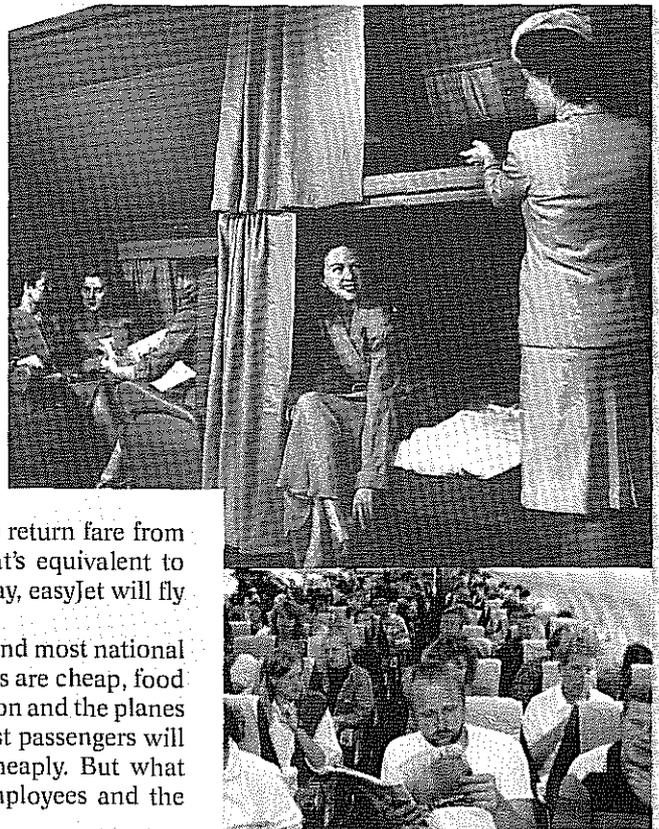
## The changing face of air travel

When Pan Am began the first passenger service across the Atlantic from New York to France in 1939, a one-way ticket cost \$375. That's about \$4,000 in today's money. These days a ticket on the same route can cost you as little as \$250.

In the past, if you wanted to fly commercially you had to book a seat on traditional, or national, airlines such as British Airways, Lufthansa or Air France. There were strict rules and the airlines were often accused of 'price-fixing'.

In the 1950s only the rich could afford the £70 return fare from England to Nice. It doesn't sound much, but that's equivalent to about £1,500 today. Now this has all changed. Today, easyJet will fly you to Nice for less than £15 each way.

New budget airlines are appearing all the time, and most national airlines now have their own budget subsidiary. Fares are cheap, food and drinks are not included, there is no seat allocation and the planes are often second-hand. However, it seems that most passengers will put up with a bit of discomfort in order to fly cheaply. But what about the effects budget airlines have on their employees and the environment?



### Listening and note-taking

**3** 1:39-1:44 Listen and complete the notes on what these people say about the budget airline EvanAir.

SPEAKER	NOTES
 <p><b>1</b> JUDITH, CABIN CREW, UNITED KINGDOM</p>	<p><b>Judith</b></p> <p>Has worked at Evanair for (1) _____</p> <p>EvanAir don't provide tea, coffee or water</p> <p>Has to pay (2) _____ for her uniform</p>
 <p><b>2</b> ROBIN, AIRLINE EMPLOYEE, FRANCE</p>	<p><b>Robin</b></p> <p>Worked at EvanAir for three months.</p> <p>Spent (3) _____ hours flying per day and three hours travelling to work. Often started work at (4) _____</p>
 <p><b>3</b> MICHAEL, PASSENGER, IRELAND</p>	<p><b>Michael</b></p> <p>EvanAir has revolutionized air travel. In the past only (5) _____ people could fly, now everybody can afford it.</p>
 <p><b>4</b> ANNA, PASSENGER, HOLLAND</p>	<p><b>Anna</b></p> <p>EvanAir are uncomfortable but also (6) _____. Flying is quicker than train or car.</p>
 <p><b>5</b> MORTEN, CONCERNED CITIZEN, NORWAY</p>	<p><b>Morten</b></p> <p>Difficult for the crew to leave and find new jobs. Doesn't use budget airlines because safety and (7) _____ are more important.</p>
 <p><b>6</b> RUTH, ENVIRONMENTALIST, ENGLAND</p>	<p><b>Ruth</b></p> <p>Britain's CO<sub>2</sub> emissions are increasing.</p> <p>Short-haul flights are the worst because most fuel is used for (8) _____ and landing.</p>

### Discussion



**4** Work in two groups. You are the managing directors at ScotAir, a traditional airline with a long history. ScotAir is in trouble. It is losing a lot of passengers to its low cost competitors. Share prices are falling and the stockholders are demanding that something be done, quickly!

#### Group A

You think ScotAir needs to start a new budget subsidiary. Think of reasons why a budget subsidiary would be a good idea, consider the staff, passengers, the environment. Prepare to present your ideas to the rest of the class.

#### Group B

You don't think ScotAir needs to start a new budget subsidiary. Think of reasons why a budget subsidiary would be a bad idea, consider the staff, passengers, the environment. Prepare to present your ideas to the rest of the class.

### Internet research

Use an online carbon calculator to find out what your carbon footprint was on your last flight.

You can find out, for example, that a return flight from Stuttgart, Germany to London Heathrow will use 0.19 tonnes of CO<sub>2</sub> per passenger.

## **Lesson 8: SUCCESS STORIES.**

### **4.1. About business: Business leaders and success stories.**

### **4.2. Vocabulary: Describing yourself and being successful.**

**Lesson overview:** This Business English worksheet for B1 students gives them opportunity to speak about different businesses and challenges they might face as well as analyze case studies of companies experiencing some problems.

**Objectives:** - focuses on to practise how to organize and deliver an effective product presentation.

- to provide freer practice on the topic of the unit
- to practise critical thinking giving arguments about the value of things and giving reasons to support the arguments
- to raise awareness of the contribution of different jobs to society

**Level:** Intermediate +

**Discussion:** with a partner, look back at the article and your answers to 5 and answer the questions' 1 Which of Estee's secrets of success do you consider to be the most important?

2 Which of these secrets are still good business practice today?

3 Do you think there is still a market for new cosmetics companies? In which way would they need to be different?

**Read the text** about how to be a successful business owner. Fill in the spaces using the correct word from the table above.

Discussion: work with a partner. Discuss the questions below

1 Which of the seven habits do you think is the most important for a successful business?

2 Think of two more habits of successful business owners.

2 What sort of worker / student are you? 4 How would your colleagues describe you?

**Describing products:** Students could put a range of items from their pockets and bags on the desk in front of them to do this activity. Without naming it or pointing to it, each student in turn describes an object while the other students guess which one it is. Circulate and check that students are using the target language correctly.

**Collocations:** Read through the words in the box and the compound adjectives with the class. Draw students' attention to the meanings of some of the adjectives, e.g. eye-catching and attention-grabbing have similar meanings; waterproof (does not let water through) is different from water-resistant (offers only some protection from water damage).

For further practice, students could work with a partner to produce similar short conversations using more of the collocations in exercise 4 and/or the additional ones listed above.

**Homework: to learn vocabulary, do exercises and scan the text.**

## 4.1 About business Business leaders and success stories

## Discussion

1 When you start up a business the following are all important. With a partner put them in order from the most to the least important.

financial backing a sense of adventure a business background luck ambition  
a good marketing strategy good contacts original ideas hard work & dedication

## Listening and note-taking

2 1:45 Listen to a podcast about the cosmetics producer, Estée Lauder and fill in the profile.

NAME:	Estée Lauder
1) BORN IN (YEAR & PLACE):	
2) COMPANY FOUNDED IN (YEAR):	
3) COMPANY'S MAIN PRODUCTS:	
4) SOLD IN:	countries
5) CURRENT ANNUAL TURNOVER:	
6) DIED IN (YEAR):	



## Listening for detail

3 Listen again and mark the sentences *T* (true) or *F* (false). If they are false, correct them.

- Estée was born Josephine Esther Mentzer.
- Estée's parents were Bulgarian immigrants.
- The first Estée Lauder counter was opened at Saks' on Fifth Avenue in 1938.
- The company started to sell beauty products for men in the 1960s.
- The Estée Lauder Company consists of many well-known names.
- The company went public at the end of the twentieth century.

## Vocabulary

4 The following words are all used in the article about Estée Lauder. Match a word on the left to the correct definition on the right.

- |                 |  |
|-----------------|--|
| 1 to spill      | a) beautiful and well-designed                             |
| 2 fragrance     | b) a nice smell  |
| 3 to demand     | c) changing a person's appearance so that they look better |
| 4 stylish       | d) to accidentally pour a liquid out of its container      |
| 5 makeover      | e) to say that you want something very strongly            |
| 6 to pioneer    | f) better than everything else of its kind                 |
| 7 sample        | g) completely new and different                            |
| 8 technique     | h) a method of doing something                             |
| 9 revolutionary | i) a small amount of a product given to people for free    |
| 10 unsurpassed  | j) to be one of the first people to do something           |

## Internet research

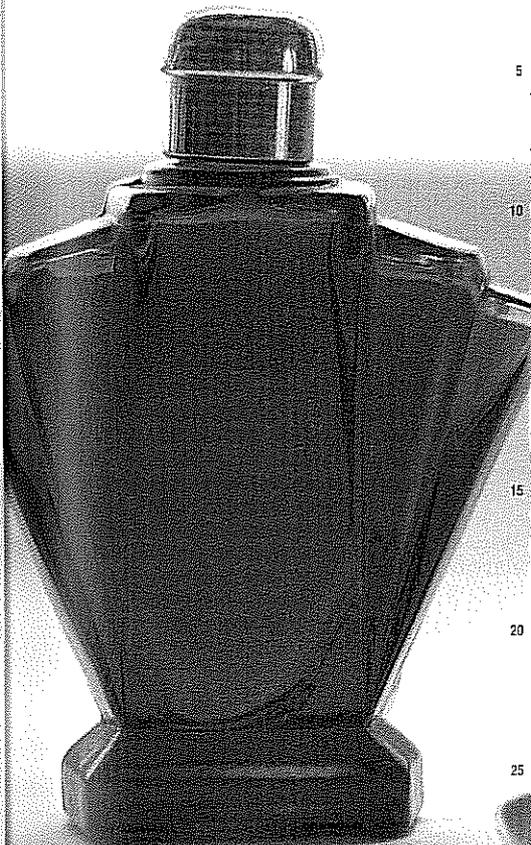
Search for the keywords "habits of business success" to find out other tips for enjoying business success.

## Reading for detail

5 With a partner, read the article and make a list of what you think the six secrets of Estée Lauder's success are.

Compare your answers with another group. Did you find the same six things?

# THE SWEET *smell of success*



ESTÉE LAUDER knew how to make a sale. Once when she was refused a counter at the Galleries Lafayette in Paris, she 'accidentally' spilt one of her fragrances 5 in the crowded store. The scent wafted through the crowd of shoppers who immediately demanded to know what the lovely fragrance was and where they could buy it. Very soon after, Estée 10 Lauder got her counter and her products went on sale in the Galleries Lafayette.

**a culture of quality,  
style and unsurpassed  
customer service**

15 Estée Lauder attributed her success to her sales technique. 'If I believe in something, I sell it, and I sell it hard', she said. She was a brilliant saleswoman and she personally visited the staff on 20 her counters to offer them sales tips. Her approach was very hands-on. She always believed that in order to make a sale, you must touch the customer. Even today the company's motto is 'Bringing 25 the best to everyone we touch'.

Estée knew about the importance of image. She wanted to give her products a sophisticated look and personally chose the blue colour of the bottles 30 which she believed would look stylish in every bathroom. She believed in secrecy

and didn't reveal much about her life or the ingredients used in her products. She wanted her customers to believe that they were buying not only 'beauty in a jar' but also the solution to looking and feeling eternally young. She said that 'In order to sell a cream, you sold a dream'. She put a lot of time and effort into building up that dream image.

When she began her business, she didn't have a marketing budget, but she believed that if you put the product into the customer's hands, its quality would 45 speak for itself. She started by giving free demonstrations and makeovers using her own products anywhere she could: in hotels, beauty salons, subway stations and even on the street. Most 50 importantly, she pioneered the idea of a 'gift with purchase'. No one had ever heard of this before, free creams, free lipsticks! She began by giving away free samples and then moved on to giving 55 away extra products with a purchase. These days many companies use this marketing technique, but fifty years ago the idea was revolutionary.

With the combination of hard work, dedication, ambition, and belief in herself and her products, Estée created a culture of quality, style and unsurpassed customer service. This turned her company into the global cosmetics 65 leader it is today. As she famously said, 'I never dreamed about success. I worked for it'. ■

6 Match a quotation from the text with the correct explanation on the right.

- |  |   |
|--|---|
| 1 'Beauty in a jar'                            | a) This stresses the personal approach. It makes customers feel that they are each important to the company, but also that they are getting the best quality available. |
| 2 'In order to sell a cream, you sell a dream' | b) The idea that you can buy beauty.  |
| 3 'Bringing the best to everyone we touch'     | c) The key thing is not the cream itself, but encouraging women to fantasize and want a certain lifestyle, so that there is then a market for the cream.                |

## Discussion

7 With a partner, look back at the article and your answers to 5 and answer the questions.

- Which of Estée's secrets of success do you consider to be the most important?
- Which of these secrets are still good business practice today?
- Do you think there is still a market for new cosmetics companies? In which way would they need to be different?

## 4.2 Vocabulary Describing yourself and being successful

**Adjectives**

1 These adjectives can be used to describe people's personality and their behaviour. Put them into the correct place in the table below. Use a dictionary if necessary.

hard-working    unhelpful    generous    hands-on    dishonest  
disorganized    ambitious    uncooperative    stressed

positive	negative
calm	
	mean
honest	
	lazy
helpful	
	lacking in drive
organized	
	hands-off
cooperative	

2 Use the adjectives above to complete the sentences.

- I never get angry. I'm a very \_\_\_\_\_ person.
- Junita can't find the files she needs. She's so \_\_\_\_\_.
- I don't really trust him. He seems to be a bit \_\_\_\_\_.
- Robert is working his way up the career ladder. He's very \_\_\_\_\_.
- Angela is a very \_\_\_\_\_ person. She gives 15% of her salary to charities.
- Craig just won't lift a finger. He's a very \_\_\_\_\_ man.
- Dieter never leaves the office until his day's work is finished. His colleagues all say he's the most \_\_\_\_\_ man in the company.
- Pat won't do anything for other people. She's the most \_\_\_\_\_ woman I know.
- Olaf likes his employees to make their own decisions. His style of management is very \_\_\_\_\_.
- Sandra has three small children and a full-time job. She's quite \_\_\_\_\_, although she doesn't show it.



**Listening**

3 Listen to Alan at a job interview. The interviewer asks him to describe himself. Which four adjectives does Alan use?

4 Now listen again and write the reasons that Alan gives.

**Word building**

5 Fill in the table with the correct form of the words.

Noun	Adjective
adventure	adventurous
1)	ambitious
2)	decisive
3)	financial
flexibility	4)
luck	lucky
5)	organized
6)	pioneering
success	7)
8)	stressful

**Internet research**

Search for the keywords *unusual interview questions* to find out about some strange questions that employers ask. Discuss with a partner how you could answer them.

6 Read the text about how to be a successful business owner. Fill in the spaces using the correct word from the table above.

# 7 Habits of Highly Successful Business Owners

**Do you spend every minute at work? Is your business not making the progress that you want it to? Is your desk always in a mess? Maybe the bank gave you all the (1) \_\_\_\_\_ help that you needed but your business is still not as successful as it could be. Read our seven habits of successful business owners to find out how to make your business a success.**

- Highly successful business owners are great role models. They lead their business from the front and are very hands-on. They know that to be successful they need to show their employees that they have a sense of (2) \_\_\_\_\_ and are not afraid to take a risk.
- Highly successful business owners invest time and money in their team and themselves. They develop their people and hold regular training sessions so that everybody who works for them is as well-informed as they can be.
- Highly successful business owners know how to manage their time and have systems which enable them to work effectively at all times. They are always 3) \_\_\_\_\_ so that they don't waste their time.
- Highly successful business owners are fit and healthy. They understand that a healthy mind and body improves their productivity and general well-being. They realize that by keeping themselves fit and they can cope with the (4) \_\_\_\_\_ of running a business.
- Highly successful business owners have (5) \_\_\_\_\_ ideas. Their businesses offer new ways of doing things that other people don't think of. This makes their businesses stand out from the crowd.
- Highly successful business owners look after their clients. They know that without clients there would be no business. They dedicate a lot of time to making sure that their clients receive the best service that they can.
- Highly successful business owners are not afraid to make (6) \_\_\_\_\_ and take action. They don't waste time thinking about what to do, they just do it! They also have (7) \_\_\_\_\_, they know what they want their business to achieve and how they are going to achieve it.

**Discussion**

7 Work with a partner. Discuss the questions below.

- Which of the seven habits do you think is the most important for a successful business?
- Think of two more habits of successful business owners.
- What sort of worker / student are you?
- How would your colleagues describe you?

## **Lesson 9: SUCCESS STORIES.**

### **4.3. Grammar: Past Simple, Past continuous, used to.**

### **4.4. Speaking: Appraisals.**

**Objectives:** - to practise using Past Simple by doing a few grammar and speaking exercises as well as learn verbs and phrases related to setting up and running a business.

- to raise students awareness of different cultures

- students will do a jigsaw tasks and discover the stories of some famous entrepreneurs

**Level:** Intermediate +

**Lesson overview:** This Business English worksheet for B1 students gives them opportunity to speak about different businesses and challenges they might face as well as analyze case studies of companies experiencing some problems.

**Pre –class activities:** First, students have to learn vocabulary that they will use throughout the lesson. In the first task, they just need to study the mind map to learn different synonyms of the word *company*. Next, they move to an exercise on collocations and have to complete the gaps in phrases by selecting correct verbs. In that task students learn phrases such as: *keep up with demand, juggle children and a career, source something locally, find a niche in the market*, etc. To practise the vocab, they complete sentences with the correct verbs from the previous exercise.

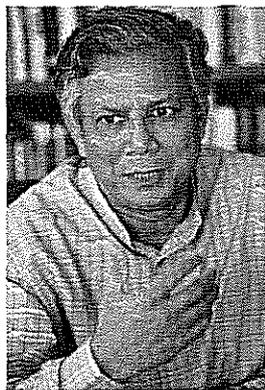
**In – class activities intro:** The in-class part starts with a general discussion about setting up a business, the advantages and disadvantages of being your own boss and running an enterprise, as well as reasons for opening a company. After that, students work in groups and discuss what challenges different businesses might face (e.g. a multinational corporation, a tech start-up, a state-owned enterprise).

**Listening comprehension (video) and speaking part:** This section starts with a pre-watching task. Students match the listed establishments to challenges they might face. Later, they watch a series of short interviews to check the answers. In the second listening comprehension task, they need to fill in the gaps with words they hear in the video. After doing the video-related tasks, students discuss the challenges their business or the company they work for faces and has to deal

**Pair work:** Finally, students move to a speaking part. A good idea for the Past Simple revision is a jigsaw exercise. Give your students an info graphic about a famous entrepreneur. Each person gets an info graphic, but with some facts missing. Students read the information they get and ask their partner about the missing parts. The lesson plan includes three sets. of info graphics, the richest self-made woman and Amancio Ortega, founder of Zara and the Inditex group).

**Homework:** to learn vocabulary, do exercises and skim the text.

# 4 Success stories

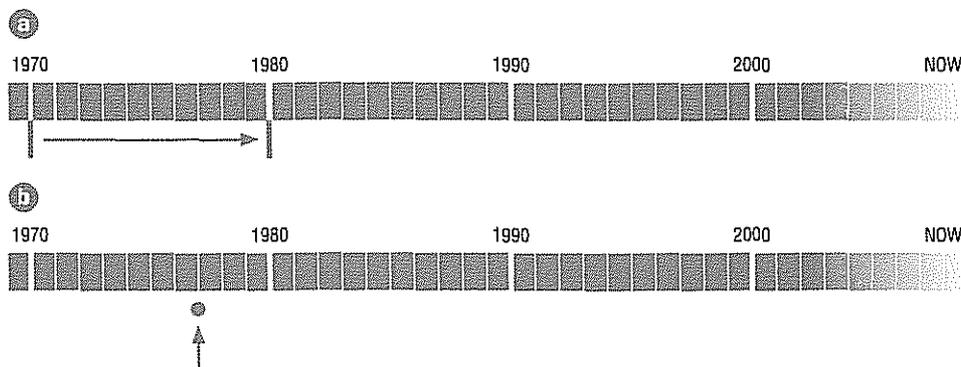


## 4.3 Grammar Past simple, past continuous and used to

### Test yourself: Past simple and past continuous

1 Which timeline shows the past simple and which timeline shows the past continuous?

Write the example sentences from the 'Refresh your memory' box next to the correct timeline.



2 Complete the text about the Grameen Bank using the correct form of the verbs in brackets: past simple or past continuous.

#### Refresh your memory

**Past simple**  
Muhammad Yunus founded Grameen Bank in 1977.

completed action

**Past continuous**  
He was working at the University of Chittagong in the 1970s.

was/were + verb + ing  
background situations

**Past continuous vs. past simple**

He was working at the university when he founded the bank. During a background situation, a specific action happened

► Grammar reference page 124

**Used to**  
Prof Yunus used to teach at the University of Chittagong.

He didn't use to be a banker.  
past habits or states, not true now

► Grammar reference page 125

#### The Grameen Bank

Professor Muhammad Yunus founded the bank in 1977 while he was working at the University of Chittagong. Along with his students he (1) \_\_\_\_\_ (launch) a research project into poverty in rural villages in Bangladesh. While he (2) \_\_\_\_\_ (work) on the research project Professor Yunus (3) \_\_\_\_\_ (discover) that many of the villagers (4) \_\_\_\_\_ (live) below the poverty line.

Professor Yunus (5) \_\_\_\_\_ (meet) some women who made bamboo furniture while he (6) \_\_\_\_\_ (visit) a village called Jobra. The women told him that in order to buy the materials they needed, they borrowed money from lenders who charged a huge amount of interest. Professor Yunus (7) \_\_\_\_\_ (lend) \$27 of his own money to a group of 42 poor villagers so that they could escape the vicious circle of poverty. What made this scheme different, was that unlike other money lenders he (8) \_\_\_\_\_ (not ask) for any security or collateral and only charged a small amount of interest.

The project was very successful and (9) \_\_\_\_\_ (change) the lives of millions of women in Bangladesh. With the help of a small loan, and they (10) \_\_\_\_\_ (be) able to buy enough food and they could send all their children to school. Today the bank has lent more than \$6 billion dollars to more than 7 million borrowers. In 2006, Professor Yunus (11) \_\_\_\_\_ (receive) the Nobel Peace Prize for his work.

### Test yourself: used to

3 Complete the sentences with the correct form of *used to*.

- 1 I \_\_\_\_\_ (smoke), but I gave up last summer.
- 2 He \_\_\_\_\_ (call) me every day, but he hasn't called this week at all!
- 3 They \_\_\_\_\_ (live) in the same town as me, but they recently moved to the south of France.
- 4 She \_\_\_\_\_ (like) her job, but now that she has a new boss, she loves going to work.
- 5 I \_\_\_\_\_ (do) much exercise, but now I go jogging regularly.
- 6 I \_\_\_\_\_ (be) good with money, but these days it goes so quickly!

**Internet research**

Search for the keywords *drawbacks Grameen bank* and make a list of the advantages and disadvantages of the Grameen credit system.



**Listening for detail**

4 1:47 Listen to Amina explain how the Grameen Bank changed her life.

Match the beginning with the correct ending to make sentences about Amina.

- |  |  |
|--|--|
| 1 Amina and her neighbours used to work for others,                                  | a) now she is able to support her family.  |
| 2 She used to live below the poverty line,   | b) now all her children go to school regularly.  |
| 3 Amina used to work for nothing,  | c) now they run their own cooperative.   |
| 4 Amina's daughters didn't use to go to school,                                      | d) now she makes a small profit each month.  |
| 5 Women in Bangladesh used to have many children,                                    | e) now they invest their profits back into their business and even save money at the bank.       |
| 6 Amina and her neighbours used to pay all their earnings back to the money lenders, | f) now she sells toys and other small items.   |
| 7 Sufiya used to beg in the street,  | g) now they believe that it's not necessary for their children to support them when they're old. |

**Speaking**

5 With a partner, take it in turns to talk about something you used to do but don't do now, and, something you didn't use to do, but do now.

**Writing**

6 Write five sentences about yourself using the past simple and the past continuous.

Write about something you did during a certain period of your life. Write one false sentence and four true sentences.

Example: *I met my boyfriend while I was studying in Berlin.*  
*I was living with my parents when I bought my first car.*

Read your sentences to your partner, can they guess which one is false?

**Roleplay**

TV & RADIO

**THE TRAINEE**

The eight week competition is almost over! There are now only two contestants left, six have left the competition and tonight is the final episode of this popular reality TV show. Last week the contestants had to present a business plan for a new pasta company in Italy and the week before they were selling coffee on the streets of London. Who will show the best business skills this week? What task will be set for them? Most importantly, who will win the contract with Tomas Flint, the leading entrepreneur?

7 Last night you were the winner of *The Trainee* and you won the prize of a £750,000 contract with the successful entrepreneur, Tomas Flint. Today all of the newspapers and magazines want to talk to you.

Student A is the winner of the reality show and Student B is a journalist from a national newspaper. Before you meet, prepare information so that you can talk about:

- what job you used to do before the show
- what you were doing before you took part in the show
- how you won a place on the show
- what the most difficult thing you had to do was
- what task you completed last night
- why you think you won the prize.

## 4.4 Speaking Appraisals



## Listening for detail

**1** 🎧 1:48 Galina is working as an intern in a large company in Hong Kong. Her six-month appraisal is next week, and she's reading through the preparation questions with her friend Suki. Listen and answer these questions.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1 What are Galina's strengths? | 3 What are Galina's weaknesses? |
| 2 Does Suki agree or disagree? | 4 Does Suki agree or disagree?  |

## Agreeing and disagreeing

**2** Decide whether Galina and Suki used sentences 1–7 to agree or disagree. Write *A* (agree) or *D* (disagree) next to each.

- 1 Well no, not completely.
- 2 That's right. You certainly are!
- 3 I'm not sure. You probably are, but ...
- 4 Oh, definitely!
- 5 Absolutely. You sure are!
- 6 I can't agree with that. That's just not true.
- 7 That sounds about right.

**3** Work with a partner. Answer the questions.

- 1 Which phrases can be used to strongly agree with somebody?
- 2 Which phrases can be used for mild agreement?
- 3 Which phrases can be used to strongly disagree with somebody?
- 4 Which phrases can be used for mild disagreement?

## Disagreeing diplomatically

**4** When you disagree in English, it's better to do so in a diplomatic way. Read the phrases below and circle the diplomatic (polite) ways to disagree.

You're wrong. I'm sorry, but I can't agree with you. I agree with you up to a point ...  
 That's rubbish! Absolutely not! I don't really see it that way. The problem is that ...  
 No way! I'm afraid I don't completely agree with you. Well, maybe, but I ...  
 Of course not! What are you talking about?

5 Use the table below to make dialogues using polite or diplomatic structures.

1 We should hire Tom. He has all the relevant qualifications.	→ I'm sorry but I can't quite agree with you.	a) think we need to tell a manager, it's only March!
2 The staff really need a new canteen, the one we have is too small and the food they serve is terrible.	→ I agree with you up to a point.	b) there is no money in this year's budget for that.
3 If they close this office it will give us all a fantastic opportunity to move with the company.	→ I don't really see it that way.	c) on all the points you mentioned.
4 I really think that we need to create a new position in our marketing team.	→ The problem is that	d) I think we'll all lose our jobs.
5 Have you read my email about the working conditions?	→ I'm afraid I don't completely agree with you	e) He is well-qualified but he has absolutely no experience.
6 Jane took the money from the company to pay for the Christmas party; we don't need to tell anyone we saw her doing it.	→ Well, maybe but I	f) The food isn't great but there are lots of shops nearby where staff can buy food for lunch.

With a partner, try to continue the dialogues.

### Listening for detail

6 1:49 Listen to Galina talking to her manager. They are in the middle of her appraisal.

Which of these questions does the manager ask? Tick the ones you hear.

- 1 What do you consider to be your particular strengths?
- 2 What elements of your job do you find most difficult?
- 3 How do you get on with your colleagues?
- 4 Do you agree?
- 5 Do you have any weaknesses you'd like to work on?
- 6 Are there any skills you would like to improve?
- 7 What elements of your job do you most enjoy?
- 8 What do you like and dislike about working for this company?
- 9 How can we help you?

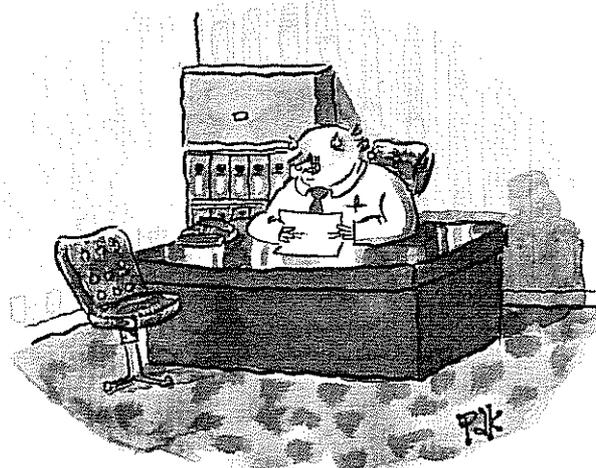
7 Listen again. Which of the phrases in the box below does Galina use to reply to her manager?

I do think that I'm ...  I think I'm good at ...  My strengths are ...   
 People say that I'm ...  I'd say that I'm ...  The thing I hate most is ...   
 I would like to ...  My weaknesses are ...  My colleagues tell me that I'm ...   
 I often find that ...

### Roleplay

8 How would you answer the questions in 6 above? Make notes – they will help you to prepare for the roleplay.

9 Work in pairs. Student A is the manager of the IT department, student B is one of the programmers. Student A turn to page 111, Student B turn to page 112.



'And your absenteeism is appalling!'

**Internet research**  
 Search for the keywords *appraisal tips* to find out more about how to succeed in appraisals.

## **Lesson 10: SUCCESS STORIES.**

### **4.5. Writing: Profiles of business leaders.**

### **4.6. Case study: The English Academy**

#### **Review 1-2**

**Objectives:** to learn words and phrases related to leadership and being a manager

- to practice students read an article about what makes a good manager
- to practice vocabulary for positive and negative leadership qualities.
- to learn management verbs and discuss what being a manager is like.

**Level:** Intermediate +

#### **WORKSHEET OVERVIEW**

This worksheet deals with **mixed conditionals** and is prepared for Business English learners. It introduces the rules concerning this grammar point and makes students practise it through **various activities**.

**Rules and practice:** The worksheet starts with a **short discussion about projects**. The idea of the worksheet is to show a real-life situation when mixed conditionals might be naturally used. We chose a final project meeting as a situation which presents the use of such structures.

First, students discuss a few questions and then they read a short dialogue. While reading, they need to underline all conditional sentences. Next, they study a table with the sentences and have to choose the correct words (present or past) in the rules section. Make sure that your students understand how to use mixed conditionals and build sentences with them. To practise, students move to another exercise and complete some sentences with the correct form of the given verbs.

**Speaking:** The speaking part consists of **two tasks**. First, students need to **rephrase a few sentences** using mixed conditionals. There is an example which should help them understand what they need to do. In the next task, you give your students **cards with sentence beginnings**. Students have to choose one, finish the sentence so that it is a mixed conditional sentence and continue the story by giving two or three more sentences. Then, they choose another card and repeat the process.

Finally, this Business English worksheet for B1 students finishes with 2 case studies that students should analyze in groups. Give each pair one case, let them analyze and discuss it, then you can either ask them to report their recommendations to the other group or, if you have a big enough group, you may get pairs doing the same case study together so that they can compare their opinions.

## 4.5 Writing Profiles of business leaders

## Reading for detail

1 Read the profile of Margarete Steiff, the inventor of the teddy bear, and put the events below in order.

- |  |  |
|--|--|
| <input type="checkbox"/> set up sewing workshop                  | <input type="checkbox"/> went to school                    |
| <input type="checkbox"/> won first prize at the World Exhibition | <input type="checkbox"/> named a bear after a US president |
| <input type="checkbox"/> contracted polio                        | <input type="checkbox"/> made a toy elephant               |



## 1 Biographical background

Margarete Steiff was born in 1847 in Giengen in southern Germany. Unfortunately, she contracted polio when she was a small child and as a result spent the rest of her life in a wheelchair. Although she had many operations on her legs, she never walked again. However, this didn't prevent her from having a successful business career.

## 2 Key moments in a career/nature of work

After leaving school, she set up a small sewing workshop in her family's home. Then, assisted by her brother she set up her own business and factory in 1877. Margarete always loved children, and so in 1880 she produced her first toy, an elephant. It was an instant commercial success. In 1902, her company produced the first 'teddy' bear with moving joints. At first, it was less popular than the elephant and sales were disappointing. However, eventually an American bought 3,000 bears at a trade fair in Leipzig. After the Steiff bear won the first prize at the World Exhibition in St Louis, everyone wanted a teddy bear. In 1904 Steiff introduced their trademark 'button in ear' and, in 1906 the teddy bear got its name: it was named after US president Theodore (Teddy) Roosevelt.

## 3 Charitable actions

Over the years, the Steiff Company have produced a number of limited edition charity bears. The proceeds from the sales of these bears go to support charities and good causes such as the fight against polio, and the World Wildlife Fund's (WWF) campaign to protect European brown bears.

## 4 Today

By 1907 1.7 million toy animals were being made a year. During her life Margarete's motto was 'Only the best is good enough for children.' Although Margarete died in 1909 at the age of 61, the Steiff Company is still going strong today. The Steiff club for teddy bear fans began in 1992 and currently has over 45,000 members. In addition to this there are Steiff galleries and teddy bear trade fairs across the world.

## Linking words and phrases

2 The items in the box are useful for linking sections and putting events in order. Answer the questions below about them.

then   currently   after (that)   furthermore   in the end  
however   unfortunately   at the moment   in addition

- Which two items mean the same as *now*?
- Which item means the same as *eventually*?
- Which item is a more formal way of saying *but*?
- Which two items are a more formal way of saying *also*?
- Which two items tell you that something happened next?
- Which item tells you that something bad happened next?

**Internet research**

Search for the keywords "Pierre Omidyar blog" to find out about his latest activities.

**Structuring and ordering**

3 Prepare to write a report about Pierre Omidyar, the founder of eBay, using the information below.

Read the sentences below. Mark the boxes A, B, C or D according to these subjects:

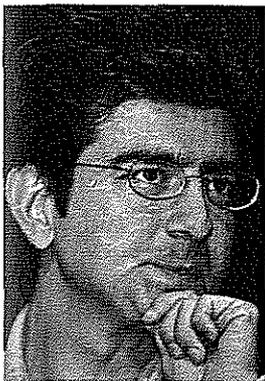
- A Pierre's background and studies
- B Key moments in career / nature of work
- C Charitable actions
- D The company today

- 1 \_\_\_\_\_ in 2005, Pierre gave \$100 million to the university that he graduated from to launch the Omidyar-Tufts Microfinance Fund.
- 2 \_\_\_\_\_ graduating from an American university in 1988 with a degree in computer science, he worked for Claris, a subsidiary of Apple Computer.
- 3 \_\_\_\_\_ eBay is one of the most successful ecompanies in the world.
- 4 \_\_\_\_\_ he was happy developing software for Claris, he left the company in 1991 and founded Ink Development Corp with three friends.
- 5 \_\_\_\_\_, in 1998, eBay went public and \_\_\_\_\_, Pierre became a billionaire.
- 6 \_\_\_\_\_ setting up eBay in 1995, Pierre ran an online company called Auction Shop.
- 7 Pierre Omidyar was born in Paris in 1967, \_\_\_\_\_ his father, a doctor, moved the family to Maryland, USA while Pierre was still a child.
- 8 \_\_\_\_\_, in 1996, Ink Development Corp, which included an internet shopping section, was sold to Microsoft.

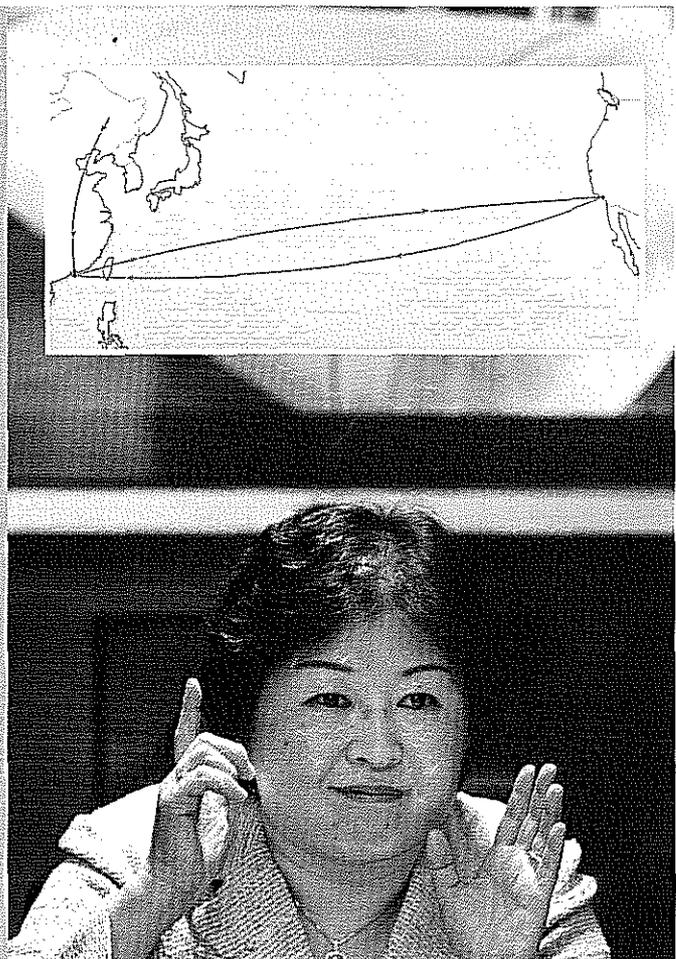
4 Write a report on Pierre Omidyar using the sentences. Put the sentences in order and into four separate paragraphs. Fill in the spaces with linking words. There may be more than one correct answer.

**Writing a report**

5 Use linking words and phrases to turn the notes below into a report about Zhang Yin, the world's richest self-made woman. Put the notes in the correct order.



- a Shares in Nine Dragons Paper float - Hong Kong stock exchange - 2006 - keeps control of 72%
- b 1976 - first job - accountant - later - move to Shenzhen - south China - paper trading company
- c 1990 - move to Los Angeles - found American Chung Nam Company
- d China's richest self-made person - world's richest self-made woman - 2006
- e 1995 - return Hong Kong - Nine Dragons Paper setup - open first paper-making facility in Dongguan
- f Today - more than 5,000 employees - company market value - \$7.5 billion Yen - new huge facility close to Shanghai
- g American Chung Nam successful - ship paper pack - recycle in China - lots of demand - China shortages of paper
- h Born - Hailongjiang province - north east China - 1967 - eight children - eldest daughter
- i Move to Hong Kong - 1985 - own paper trading company - successful - Hong Kong too small - Zhang Yin - too ambitious



## 4-6 Case study The English Academy

**Discussion**

**1** Work with a partner. Think of the three most important factors of a language school from a student's point of view.

**Scan reading**

**2** Read the text below about The English Academy in Saint-Jean-sur-Arc. Answer the questions.

- 1 Where in Saint-Jean-sur-Arc is The English Academy?
- 2 What two problems are there with computers in the school?
- 3 Which member of staff is not helpful?
- 4 Where is the new language school in Saint-Jean-sur-Arc?

Saint-Jean-sur-Arc is a large town in East Central France. It has a population of 300,000, of which 20,000 are students at the technical university. English is a compulsory element of all the courses the university offers and the demand for high quality language teaching is growing. For the last 15 years the university has sent students to a private language school called The English Academy. The school is in a very prestigious location, on one of the main streets in the centre of Saint-Jean-sur-Arc. At the moment however the classrooms and corridors look very old-fashioned and need to be repainted.

The academy has a large computer laboratory where students can surf the Internet and a big library where students can study, read newspapers and magazines and watch DVDs. The library is always full and it can be difficult to find a seat there. In addition many students complain that the Internet connection in the academy is too slow and that there are not enough computers.

In the past the English Academy was part of a franchise but a few years ago the owners decided to leave it and be independent. However, some of the teachers are reluctant to stop using the old, familiar teaching materials from the franchisor.

On the whole, the standard of teaching is very high. Most of the staff are well-qualified and their students often get good results. There are, however, some teachers who don't have the appropriate qualifications. Many students also find one of the receptionists rude and unhelpful.

Last year a new language school opened on an industrial estate on the outskirts of Saint-Jean-sur-Arc. This school doesn't have the reputation or the location of the English Academy but it offers cheaper courses. The technical university is considering using this new school because of the problems at the English Academy.

**Reading for detail**

**3** Work with a partner. Read the text again. Make a list of the strengths and weaknesses of The English Academy.

**Discussion**

**4** Work in small groups. Discuss what the owner of The English Academy can do to make sure the business continues to be successful.

**Debate**

**5** Work in small groups. You think that rebranding and giving the school a new name will help the situation. You want to name the school after a great business leader. Some suggestions have already been made – see the profiles on the opposite page and the extra information on page 111. Choose one of them to name the school after and think of reasons why this person is the most appropriate.

**Internet research**

Search for more information about one of the business leaders by typing their name or their company's name into a search engine. Write a short report describing what they did and what their greatest achievements were.

**Aristotle Onassis** was born in 1906 in Smyrna, Turkey to a Greek family. His family moved as refugees to Greece in the early 1920s. From there, Aristotle moved to Argentina and worked in the family's tobacco business. In 1925 he became a joint Greek and Argentinean citizen and by 1932 he was a very successful businessman owning commercial ships, tankers and whalers. Moving from the sea to the sky, he founded Olympic Airways, the Greek national carrier, in 1957. He was married twice, firstly to married Athina Livanos, daughter of shipping magnate Stavros Livanos, and secondly to Jackie Kennedy the widow of the murdered US president JFK. Aristotle Onassis died in 1975 at the age of 69.



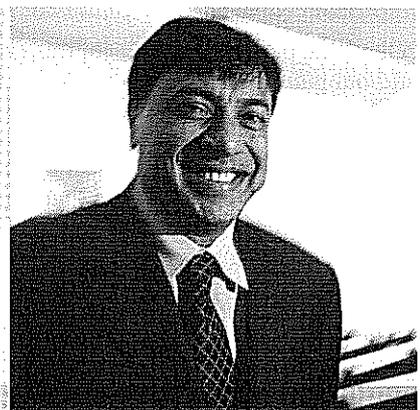
**Coco Chanel** was born Gabrielle Bonheur Chanel in 1883 in Saumur, France. When she was six years old, her mother died and so Gabrielle grew up in an orphanage. While working as a café singer she changed her name to Coco. She opened her first shop in 1912 and was one of the first designers to introduce trousers for women. She is probably best known for her Chanel No. 5 perfume and as the creator of 'the little black dress'. She was always a hard-working woman and she was still working when she died in 1971.



**Gianni Versace** was born in 1946 in Calabria, Italy, and murdered outside his Miami Beach mansion in 1997. Versace spent many hours as a boy learning about making clothes in his mother's small tailor shop in southern Italy. He designed the first 'Versace' collection in 1972. From there he moved north and opened his first boutique in Milan in 1978. In 1995 he successfully expanded into the USA and his creations were worn and desired by the beautiful and famous all over the world. The year before his untimely death, the Versace Company's pre-tax profit was \$112 million.



**Lakshmi Mittal** was born 1950 in India where he obtained a Bachelor of Commerce from St. Xavier's College, Kolkata. After leaving university he worked in his family's steel business in India. These days he is the Chairman and CEO of Mittal Steel Company. The company, which was founded in 1976, is now a global steel producer with operations in 14 countries. Mittal Steel's related activities include shipping, power generation and distribution, and mining. In 2004 Mittal Steel made profits of \$22 billion. This made Lakshmi Mittal the world's third richest man and the wealthiest person in Britain, where he now lives. In 2004, he was named 'European Businessman of the year'.



# Review 3

## 3 Operations

1 Fill in the missing letters using the clues below. The words all appeared in the text 'Toyota Production System' on page 33.

- The amount of a product that people want is called the d\_\_\_\_\_ for the product. In business, the word is strongly associated with the opposite idea of 'supply' (the amount available).
- Cars are mass-produced on an enormous s\_\_\_\_\_ (size, rate or level). This word is often used in the phrase 'the s... of the problem'.
- A piece of equipment in a factory that does a particular job is called a m\_\_\_\_\_. We use the uncountable noun m\_\_\_\_\_ to refer to lots of these all together.
- The term 'lean m\_\_\_\_\_' is used to describe a production system that uses less labour, less machinery, less space, less time and less waste.
- A fault in the way that a product is made is called a d\_\_\_\_\_.
- The just-in-time system makes stores or w\_\_\_\_\_s (large buildings for storing goods) unnecessary because parts are only ordered when they are needed.
- Kaizen is the Japanese term for co\_\_\_\_\_ imp\_\_\_\_\_.
- The results of the Toyota Production System are superior products, short l\_\_\_\_\_ t\_\_\_\_\_s (how long it takes to make something) and low costs.

2 Translate the answers you wrote in exercise 1 into your own language. Also translate these nouns from exercise 1: *supply, rate, level, waste.*

3 The phrase 'go up' can be replaced by *increase, rise* or *grow*. The phrase 'go down' can be replaced by *decrease, fall* or *shrink*. Write each of these words next to its closest definition below. Use a good English-English dictionary to help you.

- move upwards to a higher position; increase in size, amount, quality or strength *rise*
- become taller; increase in size, strength or importance \_\_\_\_\_
- become larger in number or amount \_\_\_\_\_
- go down to a lower level or amount; go quickly down onto the ground \_\_\_\_\_
- become less \_\_\_\_\_
- become smaller \_\_\_\_\_

4 Complete this short speech by a project manager with these words: *deadline, green light, milestone, phase, resources.*

"Okay, the planning <sup>1</sup>\_\_\_\_\_ of this project is now finished, and our managers have put in place all the <sup>2</sup>\_\_\_\_\_ we need in terms of money and staff. The good news is, we've got the <sup>3</sup>\_\_\_\_\_ to go ahead. As you all know, it's absolutely crucial that we finish the project by the <sup>4</sup>\_\_\_\_\_ given, the end of June. To make sure that we do this I will be monitoring the progress of the project very carefully. I want to make sure that every <sup>5</sup>\_\_\_\_\_ is reached successfully, and according to the timescale."

5 Each sentence below has two mistakes. The first is a mistake in the form of the present continuous. The second is a mistake in the form or spelling of an adverb. Correct both mistakes.

- The production line is move quite slow today - I think there is a technical problem.
- The advertising campaign has started and sales increasing steady.
- I work very hardly at the moment - maybe we can meet in a week or so.
- Yes, we're fine - everything going very good.
- You are using this machine? It's quite complicated and you have to program it careful.

6 Complete this text by writing the correct form of the verb in brackets. Choose between present simple active (*it does*) and present simple passive (*it is done*).

I don't know why there's a problem with this machine. Every month it <sup>1</sup>\_\_\_\_\_ (service) by an engineer, although it's true that he <sup>2</sup>\_\_\_\_\_ (not/send) directly by the firm who made the machine. I think he <sup>3</sup>\_\_\_\_\_ (come) from our own technical department. Usually he <sup>4</sup>\_\_\_\_\_ (spend) a full afternoon here, running checks and doing maintenance. He completes a checklist showing everything he has inspected. The list <sup>5</sup>\_\_\_\_\_ (fill in) very carefully - it's a good system and I'm sure he <sup>6</sup>\_\_\_\_\_ (not/miss) anything.

7 Fill in the missing letters in these phrases used in a presentation.

- I'd like to s\_\_\_\_\_ by giving you a short o\_\_\_\_\_w of today's presentation.
- First \_\_\_\_\_, we're going to look at the sales f\_\_\_\_\_s for the last two years.
- After that, we'll look at how this has affected our s\_\_\_\_\_ price.
- M\_\_\_\_\_ to the next slide, you can see that ...
- Let's go \_\_\_\_\_ and look at the previous slide again.
- I'd like to finish \_\_\_\_\_ showing you how we aim to re\_\_\_\_\_ this tar\_\_\_\_\_.

8 Below you will see instructions for planning a stand at a convention. Fill in each gap with items from the box. Several answers may be possible, but one solution uses all the words in the best way.

choose   decide   design   organize   set  
to think about   you book

Firstly, \_\_\_\_\_ on the budget.  
Secondly, \_\_\_\_\_ the size of the stand.  
Then, \_\_\_\_\_ the stand (how it will look).  
Make sure \_\_\_\_\_ your space with the organizers.  
Don't forget \_\_\_\_\_ audio-visual equipment.  
After that, \_\_\_\_\_ the logistics of the delivery.  
Finally, \_\_\_\_\_ up the stand.

# Review 4

## 4 Success stories

**1** Make phrases by matching an item on the left with an item on the right. They appear in the article on page 45.

- |                   |                         |
|-------------------|-------------------------|
| 1 go              | a) hands-on approach    |
| 2 use sales       | b) and effort into sth. |
| 3 have a          | c) techniques           |
| 4 look            | d) on sale              |
| 5 put time        | e) stylish              |
| 6 quality speaks  | f) away free samples    |
| 7 pioneer an      | g) into a global leader |
| 8 give            | h) in yourself          |
| 9 have belief     | i) for itself           |
| 10 turn a company | j) idea                 |

**2** Match a positive adjective on the left to its best negative on the right.

- |                |                    |
|----------------|--------------------|
| 1 calm         | a dishonest        |
| 2 generous     | b disorganized     |
| 3 honest       | c unhelpful        |
| 4 hard-working | d mean             |
| 5 helpful      | e stressed         |
| 6 organized    | f hands-off        |
| 7 ambitious    | g lazy             |
| 8 hands-on     | h uncooperative    |
| 9 cooperative  | i lacking in drive |

**3** Fill in the missing letters to make adjectives. Afterwards check with the table on page 47.

- Someone with a sense of adventure is adventu\_\_\_\_\_.
- Someone with a lot of ambition is ambit\_\_\_\_\_.
- Someone with a lot of dedication to their work is dedic\_\_\_\_\_ to it.
- Instead of saying 'the area of finance', we can say 'the finan\_\_\_\_\_ area'.
- Someone who shows flexibility has a flex\_\_\_\_\_ approach.
- Someone with a lot of luck is lu\_\_\_\_\_.
- This filing system has a good organization, it's well-organ\_\_\_\_\_.
- Someone who is a pioneer is pioneer\_\_\_\_\_.
- Someone who has a lot of success in their career is very success\_\_\_\_\_.
- A job with a lot of stress in it is a stress\_\_\_\_\_ job.

**4** In each sentence below put one verb into the past simple (*I worked*) and one into the past continuous (*I was working*).

- I \_\_\_\_\_ (study) at university when I \_\_\_\_\_ (meet) my future husband.
- I \_\_\_\_\_ (mention) the good news about your promotion while I \_\_\_\_\_ (chat) to my friends last night.

**5** In each sentence below put two verbs into the past simple and two into the past continuous.

- The flight was delayed and we \_\_\_\_\_ (have to) wait five hours at the airport. It \_\_\_\_\_ (be) awful. Some people \_\_\_\_\_ (try) to read, others \_\_\_\_\_ (sleep) on the floor.
- I \_\_\_\_\_ (sit) at my desk and other people \_\_\_\_\_ (talk) by the water cooler. Suddenly, the fire alarm \_\_\_\_\_ (go off). At first, nobody \_\_\_\_\_ (know) what to do.

**6** Complete each sentence below with one item from the left column and one from the right.

used to	do
didn't use to	don't

- I \_\_\_\_\_ like seafood when I was young, but now I \_\_\_\_\_. It's delicious!
- I \_\_\_\_\_ play a lot of tennis when I was at university. But I \_\_\_\_\_ any more.

**7** Match the beginning with the end of each phrase to make phrases for disagreement.

- |                         |                            |
|-------------------------|----------------------------|
| 1 No                    | I can't agree with you.    |
| 2 I'm sorry but         | completely agree with you. |
| 3 I'm afraid I don't    | not!                       |
| 4 Absolutely            | way!                       |
| 5 I agree with you      | just not true.             |
| 6 I don't really see it | sure about that.           |
| 7 That's                | up to a point.             |
| 8 I'm not               | that way.                  |

**8** Most of the phrases in exercise 7 are polite or diplomatic. Find three that are strong and direct.

\_\_\_\_\_

**9** Fill in the missing letters.

- Your 'strong points' are your 'str\_\_\_ths'.
- Your 'weak points' are your 'weak\_\_\_es'.

**10** Match an item on the left with an item on the right.

but	furthermore
currently	after that
in addition	at the moment
eventually	however
then	in the end

**11** Use an item from the right-hand column in exercise 10 to complete each sentence about Manuela. There may be several possibilities, but one solution uses each word once in the best way.

- Manuela studied marketing at university and left in 2002. \_\_\_\_\_, she did part-time jobs for a year or two.
- Tired of working part-time, she applied for dozens of full-time jobs. She was rejected many times. But, \_\_\_\_\_, she found something that she really liked.
- She did that job for three years. She enjoyed it and learned a lot. \_\_\_\_\_, her luck changed and the company went bankrupt. Manuela was out of work again.
- She decided to move from the marketing area to the sales area. There were several advantages. It was easier to find jobs – people in the sales area change jobs often. \_\_\_\_\_, it suited her personality – she was friendly and confident.
- She still works in the sales field today. \_\_\_\_\_ she is working for a consumer goods company, and visits big stores to persuade the manager to stock more of their products. Manuela is hoping to be promoted to Regional Sales Director in the next few years.

## **Lesson 11: SELLING.**

### **5.1. About business: Advertising.**

### **5.2. Vocabulary: Buying and selling.**

### **5.3. Grammar: Comoratives, superlatives and asking questions.**

**Objectives:** -to practice a variety of useful terms for learners involved in sales. Through vocabulary and role-play exercises, the students learn how to describe the benefits of their product/service and make an effective sales pitch in English.  
- to practice share their own experiences and opinions on a number of negotiation issues.

**Level:** Intermediate +

**Lesson overview:** Students study and use general vocabulary connected to running small businesses in this lesson plan. There are activities on the reasons to start a small business, the steps you need to take before you open a small business, and what needs to be done to keep it running. There are also speaking activities for students to discuss small businesses.

**Discussion:** In small groups, discuss these questions. 1 Can a product be successful without advertising? 2 What are the qualities of a good advertisement?

3 Describe an advertisement that you really like' Do the others agree?

**Listening for gist:** Listen to Tony Barkston, a college lecturer, giving a lecture to first year business students on advertising, and answer the questions.

1 Why is advertising necessary? 2 What model of advertising is the lecture about?

3 Explain what a USP is in your own words.

**Listening for detail:** Listen again and mark the sentences T (true) or F (false).

1 This is the first time Tony Barkston has talked about advising!

2 AIDA stands for attention, idea, desire, action. !

3 The most important part of the AIDA model is that people buy the products.!

4 There are a lot of good-quality products on the market.

5 Products need to appear different so that consumers can recognize them. !

**Discussion:** How many different forms of advertising can you think of? Which forms are most effective? Why?

**Scan reading:** Scan the article about body advertising to find answers to the questions.

1 How many advertisements does the average person see in a day?

2 How much was the winning bid for when a forehead was auctioned on eBay?

3 Which type of sportsperson could be used effectively for body advertising?

4 Name three companies who have made successful use of body advertising.

**Homework:** search for the keywords customer satisfaction survey. What sons of surveys are carried out? To learn vocabulary belong to topic and make sentences.

## 5.1 About business Advertising

**Discussion**

1 In small groups, discuss these questions.

- 1 Can a product be successful without advertising?
- 2 What are the qualities of a good advertisement?
- 3 Describe an advertisement that you really like. Do the others agree?

**Listening for gist**

2 Listen to Tony Barkston, a college lecturer, giving a lecture to first year business students on advertising, and answer the questions.

- 1 Why is advertising necessary?
- 2 What model of advertising is the lecture about?
- 3 Explain what a USP is in your own words.

**Listening for detail**

3 Listen again and mark the sentences *T* (true) or *F* (false).

- 1 This is the first time Tony Barkston has talked about advertising.
- 2 AIDA stands for attention, idea, desire, action.
- 3 The most important part of the AIDA model is that people buy the products.
- 4 There are a lot of good-quality products on the market.
- 5 Products need to appear different so that consumers can recognise them.
- 6 A USP tells consumers that a product is really different.
- 7 A good proposition can make customers change brand.

**Discussion**

4 How many different forms of advertising can you think of? Which forms are most effective? Why?

**Scan reading**

5 Scan the article about body advertising to find answers to the questions.

- 1 How many advertisements does the average person see in a day?
- 2 How much was the winning bid for when a forehead was auctioned on eBay?
- 3 Which type of sports person could be used effectively for body advertising?
- 4 Name three companies who have made successful use of body advertising.

**Reading for detail**

6 Read the article again and answer the questions.

- 1 Who profits from body advertising?
- 2 Which parts of the body are the most effective for body advertising?
- 3 What is one disadvantage of using sports people for body advertising?
- 4 Why is TV advertising not as effective as it was in the past?
- 5 Why might some people not like this form of advertising?
- 6 How did Dunkin' Donuts and Toyota use body advertising?

**Collocations**

7 Match a verb on the left with a noun on the right to form a collocation from the article.

- |             |                  |
|-------------|------------------|
| 1 advertise | a) a bid on eBay |
| 2 lease     | b) money         |
| 3 receive   | c) products      |
| 4 earn      | d) attention     |
| 5 lose      | e) a body part   |
| 6 target    | f) effectiveness |
| 7 attract   | g) an audience   |

# ADVERTISING SPACE

The average person not only sees over 500 advertisements every day, but is also a walking billboard for his or her favourite brands simply by wearing their clothes, carrying their handbags or driving their cars. But these people are not getting paid for this free advertising.

The idea of selling body space to advertise products is a growing trend which benefits both the wearer and the company. Potential body advertisers just choose which body part they want to lease and which company they want to advertise. They then get a temporary tattoo which they agree to wear for a certain amount of time. Foreheads and bald heads are very effective because you can always see them, even in bad weather.

The body advertising idea became popular when Andrew Fischer auctioned his forehead on eBay and received a bid of \$37,378 for wearing a company logo. There are now many websites on the Internet where you can buy and sell body space.

Athletes and sports people have always earned a lot of money by wearing branded sports clothes. Now they can earn even more with body advertising. Boxers in particular offer a good wide space for advertising on their backs. The advantage of tattoo advertising is that the company name or logo is in full view all through the match and not limited to a 30 second commercial which viewers may switch off anyway. A disadvantage is that when athletes really begin to sweat, the tattoo starts to run.

In a world where people are experiencing advertising fatigue, the real challenge for marketing is to get people's attention. There are basically too many people selling too many things, and many of these things we don't really need. We see advertisements everywhere and so traditional forms of advertising are losing their effectiveness.

Innovative marketing methods such as human billboards are becoming increasingly attractive because of low cost and the ability to target your audience better. Companies now send tattoo-covered human billboards to sporting events, music festivals, beaches or popular tourist resorts to advertise their products.

Of course, some consumers may not find this type of advertising very tasteful or they might not find the body parts on show very attractive. It is also not possible in all parts of the world where there is no tradition of tattoos or showing so much skin in public is taboo.

Well-known big brands such as Toyota, Vodaphone and Dunkin' Donuts have used this method: college kids agreed to stick Dunkin' Donuts logos on their foreheads during an NCAA basketball tournament; Toyota used body art to start a word of mouth campaign for the Scion car.

Body advertising shows that it is not necessary to spend large amounts of money to fulfil advertising's prime goal, which is to attract attention and get people interested enough to buy the products.

## tattoo-covered human billboards

### Brainstorming and presentation

**8** In small groups, hold a brainstorming meeting to think of an advertising campaign for a new perfume. Look at your target group below. What name do you think would attract this group? What sort of bottle and packaging would appeal to this group? And finally, think about the advertising medium. How do you want to get your target group's attention?

#### Group A

Your target group is men who are over 40. You are aiming your product at professional men and so they will have a good income. Think about what men in this group would be interested in and what would encourage them to buy your product.

#### Group B

Your target group is women who are between 50 and 60. Think about what women in this group would find appealing and what image might help your product sell.

#### Group C

Your target group is young people who are between 18 and 25. Your group has a limited income as most of them will be students. Think about what image people in this group would be interested in and what they would find appealing.

Present your ideas to another group, and give feedback on the ideas.

### Internet research

Search for the keywords *advertising tattoo*. Find out what the rates are for different body parts.

## 5.2 Vocabulary Buying and selling

**Discussion**

**1** Work with a partner. Decide which three of these characteristics are the most important for a good salesperson, and which are the least important. Can you add another characteristic?

- really listens to the customer / interested
- smiles all the time / friendly
- knows a lot about their products / knowledgeable
- has a smart appearance / presentable
- you feel you can trust him/her / trustworthy
- can explain the USP of the product / competent
- gives the customer time to think / patient
- good at making the customer believe in the product / persuasive
- makes small talk / chatty

**2** Work with a partner and make a list of adjectives to describe a bad salesperson.

**3** Work with a partner. Write a list of questions you would expect a salesperson to ask a potential customer who wants to buy a car. For example:

*Do you want a used car?*

*How much do you want to pay?*

**Internet research**

Search for the keywords *customer satisfaction* to find more customer collocations. Make a note of three that you think are useful to learn.

**Listening for detail**

4 2:02, 2:03 Listen to two different salesmen trying to sell a car to Mr Hunt and his daughter. How many of your questions were asked in the conversations? Listen again and make a note of the questions that were asked.

5 Which talk is more effective? Why?

**Buying and selling**

6 Listen to the conversation again and note expressions which mean:

- 1 it doesn't cost much to keep the car on the road.
- 2 prices as low as the rivals'.
- 3 no extra charge for borrowed money.
- 4 worth the price.
- 5 a reduction in the price.
- 6 current price of something.

7 Match the customers' comments on the left with the appropriate response on the right.

- |  |   |
|--|---|
| 1 It's quite pricey.                               | a) I'm sure we can match that price.                |
| 2 I'm not sure.                                    | b) Of course not. But you'll enjoy having it.       |
| 3 It looks very complicated to use.                | c) But it's a good investment for the future.       |
| 4 Is this the only model you have?                 | d) Take as much time as you need to think about it. |
| 5 I saw the same model at a cheaper price in town. | e) Let me show you how to use it.                   |
| 6 I don't really need it.                          | f) No, we have the complete model range.            |

**Role play**

8 Work in pairs, Student A is a salesperson, Student B is a buyer who wants to buy a new laptop. Student A look at page 112, Student B look at page 113.

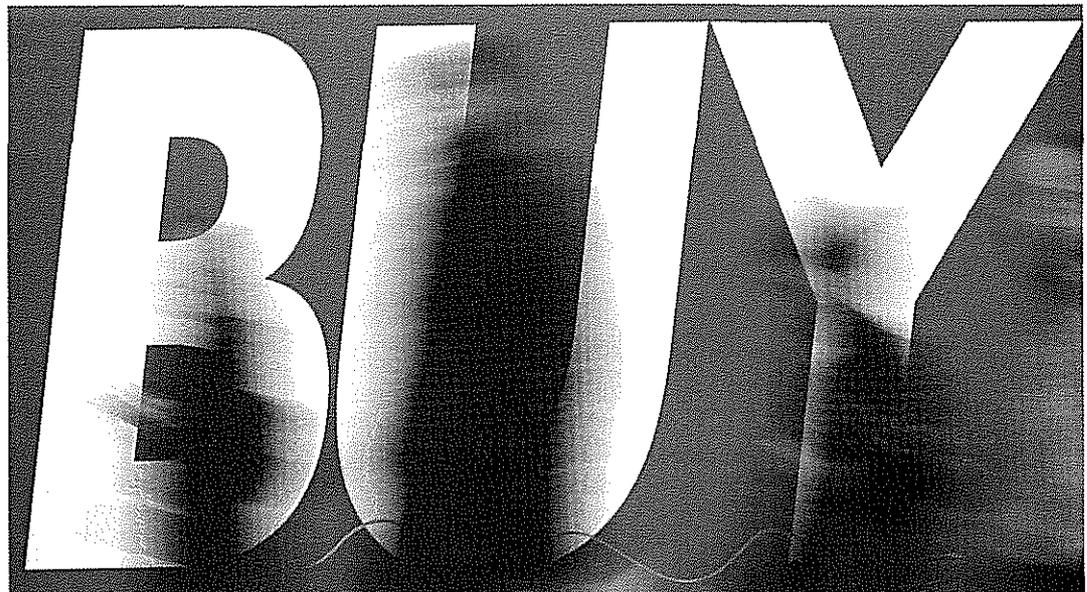
**Customer collocations**

9 Match the customer collocations on the left to the correct definition on the right.

- |                         |  |
|-------------------------|--|
| 1 customer incentive    | a) Description of a typical customer for this product.     |
| 2 customer satisfaction | b) Something which encourages a customer to buy something. |
| 3 customer retention    | c) When many customers are happy with the product.         |
| 4 customer profile      | d) When the customer keeps buying the same product.        |
| 5 customer loyalty      | e) When the company tries to keep the existing customers.  |

**Discussion**

10 Work in small groups. Think of the different methods of shopping, for example online or at a market. Make a list of the advantages and disadvantages for customers of one of the methods.



### Refresh your memory

#### Comparatives

*Our company is smaller than theirs.*

Add *-er + than* to adjectives with one syllable.

*This test is easier than the last one.*

Replace *-y* with *-ier + than* with adjectives ending in *-y*.

#### Superlatives

*They are the smallest company on the market.*

Add the *+ -est* to adjectives with one syllable.

*The easiest thing to do is call the IT department.*

Add the *+ -est* to adjectives ending with *-y*.

*This model is the most / least reliable on the market.*

Add the *+ most / least* to longer adjectives.

There are some exceptions

*good better the best  
bad worse the worst  
far further the furthest*

► Grammar reference page 126

#### Asking questions

##### Yes/no questions

*Do you work in Japan?*  
auxiliary verb + subject  
+ main verb

##### Wh- questions

*Where do you work?*  
question word +  
auxiliary verb + subject  
+ main verb

except if *who, what* or *which* is the subject

*Who told you?*

And with the verb *to be*  
*Where is she?*

► Grammar reference page 127

### 5.3 Grammar Comparatives, superlatives and asking questions

#### Test yourself: Comparatives

1 Complete the sentences by putting in the correct form of the adjectives.

- I can assure you that this car is \_\_\_\_\_ (reliable) than your present model. You won't have a breakdown with this car.
- This handbag is not only \_\_\_\_\_ (cheap), but \_\_\_\_\_ (attractive) than the high-priced designer versions.
- I think you'll find that this mobile is \_\_\_\_\_ (easy) to use than the last model.
- I can't make a \_\_\_\_\_ (reasonable) offer than that.
- Digital cameras are \_\_\_\_\_ (simple) to operate now than a few years ago.
- The life of this battery is \_\_\_\_\_ (long) than most of its rivals at almost half the price.
- You'll really like these crisps. They are \_\_\_\_\_ (crunchy) and \_\_\_\_\_ (tasty) than any others on the market.
- This no-name washing powder is \_\_\_\_\_ (good) and \_\_\_\_\_ (effective) than the branded goods.
- I would recommend this jacket. It's \_\_\_\_\_ (stylish) than the other one and it really suits you.
- I can't recommend this DVD player. Its test results were \_\_\_\_\_ (bad) than the others.

#### Test yourself: Superlatives

2 Complete these sentences by putting in the correct form of the adjectives.

- As one of \_\_\_\_\_ (good) customers we have, I can offer you a special price.
- This is \_\_\_\_\_ (popular) model in the store. We only have a few left so buy one now.
- I'm sure this is \_\_\_\_\_ (comfortable) sofa you've ever sat on.
- This watch is one of \_\_\_\_\_ (accurate) on the market.
- We use only \_\_\_\_\_ (fresh) and \_\_\_\_\_ (high) quality ingredients for our sandwiches.
- This is \_\_\_\_\_ (sophisticated) camera around at the moment.
- Our mineral water is \_\_\_\_\_ (pure) on the market.
- This is \_\_\_\_\_ (low) price I can offer.
- That is \_\_\_\_\_ (silly) suggestion I've heard.
- This TV gives you \_\_\_\_\_ (sharp) picture. It's worth the extra money.

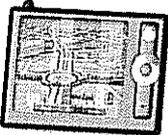
#### Test yourself: Asking questions

3 Make questions for the answers.

- A: How much \_\_\_\_\_ ?  
B: The laptop costs €999.
- A: What time \_\_\_\_\_ ?  
B: The bank closes at 4pm.
- A: Who \_\_\_\_\_ ?  
B: Frank Rider is our most successful salesperson.
- A: Why \_\_\_\_\_ ?  
B: I use telebanking because it's so practical.
- A: What \_\_\_\_\_ ?  
B: I think the service is very good.
- A: Where \_\_\_\_\_ ?  
B: Women's clothing is on the first floor, Madam.
- A: How often \_\_\_\_\_ ?  
B: I buy a new car every three or four years.
- A: Do \_\_\_\_\_ ?  
B: Yes, I always buy the same brand.

## Making comparisons

4 Read the product descriptions of GPS systems and answer the questions.

<p><b>1 NewTech GPS Mapping System.</b> This wallet-sized portable navigator has a 3.5 inch display screen and calculates your route in less than one second! State-of-the art voice recognition technology means there's no need to take your hands off the steering wheel to touch screens or press buttons. Our USP is a range of celebrity voices as a downloadable option. Includes maps of Europe, USA and Canada on the 20 GB hard disc. Bluetooth connection to mobile. \$530 with a two-year guarantee.</p>	
<p><b>2 GPS Route Finder.</b> The 4 inch touch screen has full 3D colour maps. With a choice of fifteen languages to guide you through the main roads of Europe, calculating your destination in 1.5 seconds. Our special feature is speed camera detection technology so you never get another speeding ticket. Included is an integrated multi-media city guide of 28 major European cities. Total cost \$499.</p>	
<p><b>3 GPS Easy Navigator.</b> Our beautifully designed hand-held receiver with a 3.8 inch screen can be operated with only three buttons. Getting around Western Europe with up-to-date maps is easy and quick, locking on to satellites to offer you turn-by-turn directions in two to three seconds. Our speciality for stressed drivers is one-touch nearest petrol and parking functions. The waterproof system comes complete with Bluetooth headsets which can be easily integrated into helmets. An unbeatable \$660.</p>	

- 1 Which GPS navigator is the most expensive?
- 2 Which screen is the smallest?
- 3 Which system calculates your route the quickest?
- 4 Which system offers the fewest destinations?
- 5 Which system offers the most realistic pictures?
- 6 Which system is the most convenient for the driver to use?
- 7 Which system is most suited to motorbike riders?
- 8 Which system do you think is the best value for money?

### Discussion

5 Work with a partner. Which USP (Unique Selling Proposition) or special function of the GPS systems is the most interesting for business people? Why?

### Asking and answering questions

6  2:04 Esengul Badem is conducting a customer satisfaction survey outside a supermarket. Listen and answer the questions.

- 1 Why does the shopper use this supermarket?
- 2 Does the woman go shopping on her own?
- 3 Is she satisfied with the selection of goods?
- 4 Does she think the store is tidy enough?
- 5 Does she go shopping at any other supermarkets?
- 6 What does she like the most?

7 Now listen again and write the questions for the answers.

- 1 At least once a week.
- 2 Terrible! You have to walk so far to put your trolley back.
- 3 Yes, no problem.
- 4 Around €200.
- 5 I like to go quite early in the morning, as soon as the kids leave for school.
- 6 There isn't a good selection of wine. I always buy my wine somewhere else.

### Discussion

8 Work with a partner. Think of something expensive you bought recently, e.g. a computer, a mobile phone, a bike. Ask each other questions. Use the ideas below.

- |                             |   |
|-----------------------------|---|
| Why he / she bought it.     | How much it cost.                         |
| Where he / she bought it.   | The best thing about it.                  |
| How often he / she uses it. | One thing he / she doesn't like about it. |

**Internet research**  
 Search for the keywords *customer satisfaction survey*. What sorts of surveys are carried out?

## **Lesson 12: SELLING.**

### **5.4. Speaking: Negotiating.**

### **5.5. Writing: Negotiating by email.**

### **5.6. Case study: Coolhunters.**

**Objectives:** to learn important terms and expressions for describing the core skills, strategies and preparations involved in a business negotiation.

- Students learn how to negotiate in English.
- the lesson plan includes a short negotiation dialogue and focuses on vocabulary, listening comprehension, and role play.

**Level:** Intermediate +

This lesson teaches useful language for learners who need to negotiate in English. After studying vocabulary for describing the different stages in a negotiation, students listen to two extracts from a negotiation and study the tactics and key structures that are used by each side to make proposals, bargain, and reach a deal. At the end of the lesson, the students role-play a negotiation using the language from the lesson

**Discussion:** Work with a partner. Look at the pictures of negotiations. What are the people negotiating about?

In small groups discuss the questions about emails.

1 How correct should emails be? Is it OK to make grammar and spelling mistakes?

2 What is email etiquette? What are your standards? Think about emoticons, subject lines, capital letters, openings and closings.

**Listening for gist:** Listen to three negotiations taking place. Where are the people and what is being negotiated?

**Listening for detail:** Listen again and decide which negotiation is win-win, which is lose - lose and which is win-lose.

**Writing:** Write Ms. Noonan's reply. Use the information below. You only have 500 dictionaries in stock at the moment. Delivery of the other 200 would be in one month. The catalogue is out-of-date the current price is € 16 you can offer a 7% discount for payment within seven days.

**Brainstorming and presentation:** Work in small groups. You are going to launch a new car for one of the market groups. Choose one of the groups to market to. Brainstorm a list of features which you think are useful or necessary for your market group and add some of these to your product. Now present your ideas to another group, and give feedback on the other groups' ideas

**Homework:** Search for the keywords market segmentation. Make a list of the different ways you can segment a market and some of the variables that are used.

## 5.4 Speaking Negotiating

## Discussion

1 Work with a partner. Look at the pictures of negotiations. What are the people negotiating about?



2 Complete the questionnaire from a business magazine about negotiating. Mark the statements *T* (true), *F* (false) or *D* (it depends). Compare your answers with a partner.

## Questionnaire

- 1 There is always a winner and a loser in a negotiation.
- 2 You have to give something to get something.
- 3 You need an agenda.
- 4 Making small talk is necessary.
- 5 You need to prepare as much as possible.
- 6 You can promise anything.
- 7 Negotiations are the same all over the world.
- 8 It's a good idea to sum up agreements regularly.

## Listening for gist

E 2:05-2:07 Listen to three negotiations taking place. Where are the people and what is being negotiated?

## Listening for detail

4 Listen again and decide which negotiation is win-win, which is lose-lose and which is win-lose.

**Internet research**

Search for the keywords *win-win negotiation*. What are the principles behind it?

**5** Match 1-6 with their replies a)-f). There may be several answers, but try to remember the ones from the dialogues.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 Can't you compromise this time?    | a) I have no choice.                 |
| 2 Can you go along with that?        | b) That makes two of us.             |
| 3 That's my bottom line.             | c) I can meet you half way.          |
| 4 Is that your best offer?           | d) I think it's a fair price.        |
| 5 Can we talk about the price again? | e) No, I don't want to discuss this. |
| 6 Take it or leave it.               | f) That's out of the question.       |

**6** Listen to the three negotiations again and complete the useful expressions in the table.

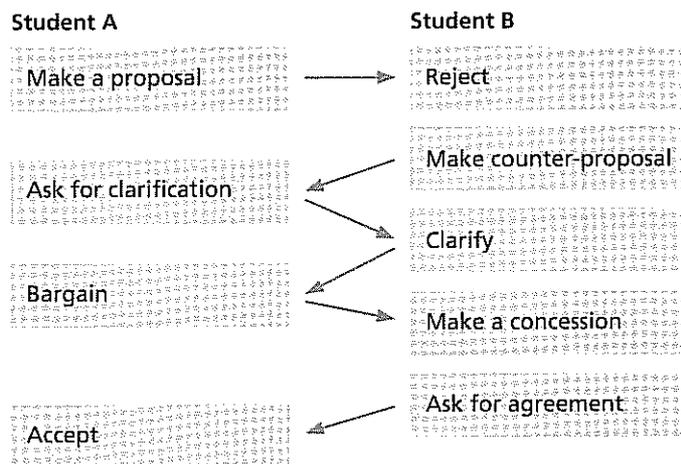
1 Making proposals	What _____ Majorca? I'd like to suggest something...
2 Bargaining	I'll go to Majorca for a week _____ we go to the Alps for a week. I would only pay that price on condition that ... I'll pay the 20,000 _____ she stays longer.
3 Accepting	_____! Let's draw up the contract. OK. It's a deal.
4 Rejecting	No way! You can't be serious. That's out _____ the _____.
5 Making concessions	I can meet you _____ You have a point there.
6 Asking for agreement	Can you go _____ that?
7 Clarifying	If I understand you correctly ... So what you're _____ is ...

**Roleplay**

**7** With a partner, use the chart to roleplay the following negotiations.

- The marketing company that you work for needs to save money because your competitors have increased their market share. You are going to discuss saving money through reducing catering costs.
- The offices where you work are going to be painted. They were last painted ten years ago. You are going to discuss what colour the offices should be painted.
- The engineering company that you work for is thinking of sponsoring a local group in order to raise consumer awareness in the area. You are going to discuss which local group to sponsor.

Student A turn to page 112.  
Student B turn to page 113.



## 5.5 Writing Negotiating by email



## Discussion

1 In small groups discuss the questions about emails.

- 1 How *correct* should emails be? Is it OK to make grammar and spelling mistakes?
- 2 What is *email etiquette*? What are your standards? Think about emoticons, subject lines, capital letters, openings and closings.

## Skim reading

2 Read the six extracts from emails below and answer the questions.

- 1 Which email is asking for more information?
- 2 Which email is making a quotation?
- 3 Which email is asking for better terms?
- 4 Which email is accepting terms?
- 5 Which email is refusing terms?
- 6 Which email is placing an order?

Further to your quotation dated 19 November, we are pleased to place the following trial order for 500 plastic wine glasses, order number WG759.

We are in agreement with 15% discount for prompt payment and delivery before December.

We would be most interested in receiving your latest catalogue and price list, quoting your most competitive prices. Please let us know what trade discount you offer and what your delivery lead times are.

I'm afraid the rather low trade discount of 5% disappointed us. We would, however, be prepared to place a bulk order of 2,000 items if you increased your discount to 9%.

We can offer you a gross price, inclusive of delivery charges, of €51.30 per 100 items. These goods are inclusive of VAT.

Thank you for your offer of 7% off net prices for orders over 5,000 items. I regret that these conditions are not acceptable to us.

**Internet research**

Search for the keywords *email etiquette* to find out more about this. Do you agree with the points?

**Scan reading**

3 Complete the sentences with the expressions in **bold** from the emails in 2.

- 1 The \_\_\_\_\_ is how long it takes for the goods to arrive after ordering.
- 2 The \_\_\_\_\_ is the total price of something without any deductions.
- 3 A \_\_\_\_\_ is a reduction of the selling price of a product when a manufacturer sells to a retailer.
- 4 A \_\_\_\_\_ is to try out products and services to see if they are satisfactory.
- 5 The \_\_\_\_\_ is the amount that is left after all deductions have been made.
- 6 A \_\_\_\_\_ is when you ask for a large number of items to be delivered at the same time.

**Negotiating language**

4 Match the beginning with the correct ending.

- |  |  |
|--|--|
| 1 Further to your call,                          | a) our terms are 8% discount for orders over 80,000. |
| 2 I hope everything goes                         | b) if you need any further information.              |
| 3 With reference to discounts,                   | c) according to plan.                                |
| 4 Our terms of payment are                       | d) I'd like to confirm the following points.         |
| 5 Please get back to me                          | e) 3% discount for payment within 30 days.           |
| 6 Please find attached the agenda of the meeting | f) that you have received this email.                |
| 7 We have submitted a                            | g) 10,000 parts per month.                           |
| 8 Transport costs are                            | h) firm offer of €100 per item.                      |
| 9 We can guarantee delivery of                   | i) as requested.                                     |
| 10 Please confirm                                | j) free within Europe.                               |

**Placing orders**

5 Complete the email from Hugh Bradshaw to Ms Noonan using the words in the box.

reply   delivery   discount   place   payment   supply   trade price

Dear Ms Noonan,

Following our telephone conversation last week, I would like to (1) \_\_\_\_\_ an order for 500 English ABC dictionaries. Your catalogue gives the (2) \_\_\_\_\_ of the ABC dictionary as €14, can you confirm that this is still the price?

Also can you send details of the terms of (3) \_\_\_\_\_ that you can offer for (4) \_\_\_\_\_ within 30 days on an order of this size?

Please note that we need (5) \_\_\_\_\_ of the dictionaries before the end of this month. We would be grateful if you could (6) \_\_\_\_\_ the items as soon as possible.

I look forward to receiving your (7) \_\_\_\_\_.

Yours sincerely,

Hugh Bradshaw.

**Writing**

6 Write Ms Noonan's reply. Use the information below.

- You only have 300 dictionaries in stock at the moment. Delivery of the other 200 would be in one month.
- The catalogue is out-of-date The current price is €16.
- You can offer a 7% discount for payment within seven days.

## 5.6 Case study Coolhunters

## Discussion

1 In small groups discuss the questions.

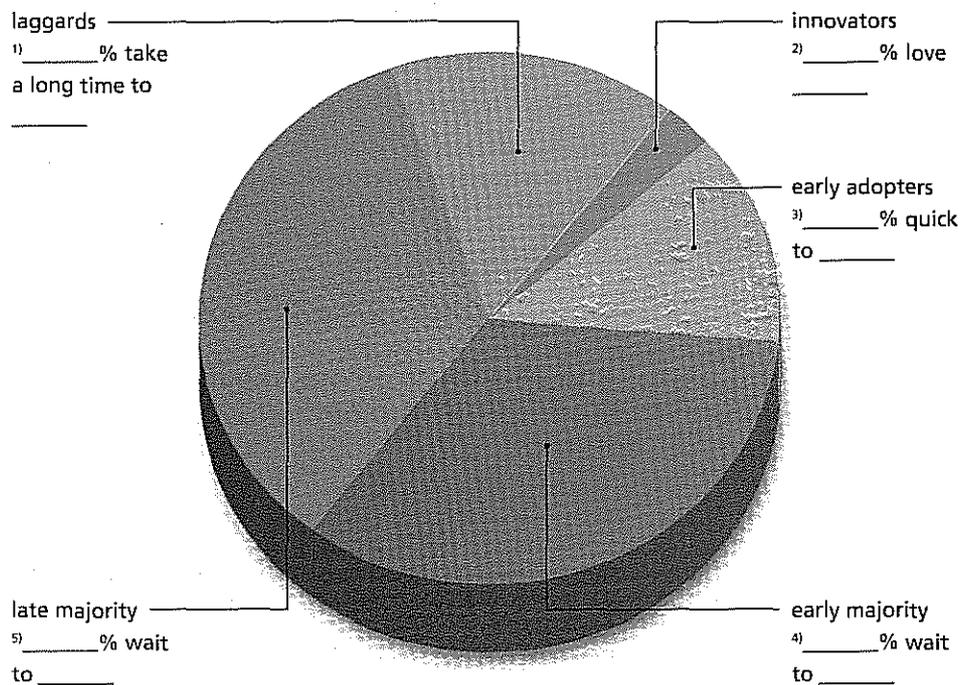
- 1 What's trendy at the moment? Think about fashion, technology, music and cars.
- 2 How do you find out about new, trendy products?

## Listening for detail

2  2:08 Listen to Gabriella Cortez, the managing director of the company Coolhunters talking about a new type of trendspotter. Answer the questions below.

- 1 What problem do marketers have today?
- 2 What kind of products do young people today want?
- 3 How do Gabriella's trendspotters find new trends?
- 4 What did many coolhunters list on their websites in the beginning?
- 5 How long does a coolhunter have to tell people about a new product?
- 6 What does a trendspotter do when a product becomes popular?

3  2:09 Listen to the second half of the interview with Gabriella about the adoption process and complete the pie chart with the percentages.



4 Listen to the second half of the interview again and complete the notes about each group.

## Market segmentation

**5** Marketers need market segmentation to identify the needs and wants of consumers. There are many ways of doing this: age, social class, family size, family lifecycle, and so on.

With a partner, match a name of a consumer group with a description and the correct picture.

- a) full-nesters
- b) DINKS (Double income, no kids)
- c) bachelor
- d) empty-nesters

- 1 This group has a very high disposable income. They are over fifty and their children have left home leaving them free to spend their money on expensive holidays and high-quality products. They have worked hard all their lives and want to pamper and enjoy themselves.
- 2 The young, single person with no family commitments. This group has a relatively high disposable income and they want to spend as much as possible on themselves and trying out new, innovative products.
- 3 This group has a high disposable income and no children and tends to mix with other couples in the same situation. They do a lot of entertaining and status symbols are very important.
- 4 These are couples with children. As growing children are expensive, they need to be careful with their money and they tend to have a low disposable income.

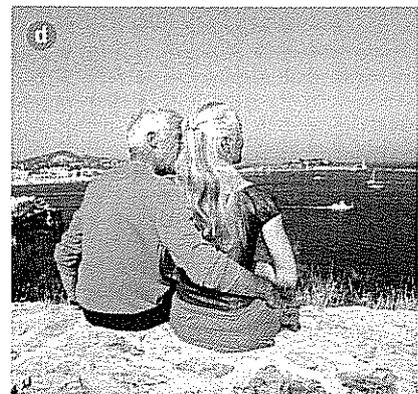
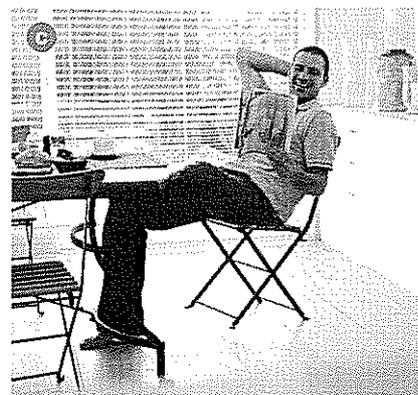
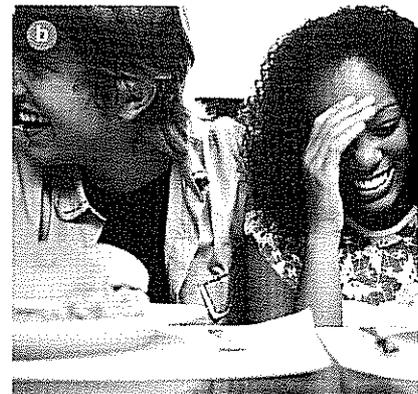
**6** In small groups look at the extracts from a holiday brochure. Decide which holiday fits each consumer group.

**1** Enjoy a luxurious wellness-week at the Hotel and Spa Quellenhof in the heart of Bavaria. You can relax and pamper yourself in one of our five thermal pools, sauna and Turkish bath. Our five-star restaurant offers an international cuisine. Our hotel is set among majestic mountains ideal for walking and wandering.

**2** Come to EuroParc for the holiday of a lifetime! Fun for you and your children, whatever the weather outside! Ask for our latest brochure with all-inclusive rates which mean no nasty surprises when you come to pay your bill!

**3** Our five-star hotels are located at top addresses all over the world. We cater for professional people with excellent taste who want to enjoy their holiday with other professional people and not with families.

**4** Want to enjoy and try out an exciting range of sports with top equipment and facilities? Do you live alone, but don't want to holiday alone? Then come to exclusive Only Me Holiday Clubs and meet new, interesting young people who want to meet you.



## Brainstorming and presentation

**7** Work in small groups. You are going to launch a new car for one of the market groups.

- Choose one of the groups to market to.
- Brainstorm a list of features which you think are useful or necessary for your market group and add some of these to your product.

Now present your ideas to another group, and give feedback on the other groups' ideas.

## Internet research

Search for the keywords *market segmentation*. Make a list of the different ways you can segment a market and some of the variables that are used.

## Lesson 13: THE ORGANIZATION.

### 6.1 About business: Entrepreneurs.

### 6.2. Vocabulary: Types of companies.

**Objectives: to practice** the rules for starting a sole proprietorship; elements of a partnership agreement;

- An explanation of the pros and cons of this type of partnership; A look at how this type of business functions; The roles of directors and shareholders

**Level:** Intermediate +

**Listening for gist:** Listen to Robin Hurd interviewing Ms. Patel, a start-up consultant, about being an entrepreneur and answer the questions. 1 Can anyone be an entrepreneur? 2 What stops most people from being an entrepreneur? 3 Which countries have a lot of entrepreneurs?

**Listening for detail:** Listen to the interview with Ms. Patel again and answer the questions.

Why does Ms. Patel say these things are important when setting up your own business?

1 Energy 2 A social security system 3 A legal system

**Scan reading:** Scan the article about the German businesswoman Ingrid Roth to find answers to the questions. 1 What type of service does Ingrid offer? 2 Why did she set up a Ltd company?

3 Does Ingrid spend a lot of time in England because of her company?

4 How is it possible to set up a Ltd company in Germany?

**Vocabulary:** In each set of four, match an expression from the article on the left to the correct definition on the right

- |                                |  |
|--------------------------------|--|
| 1 gap in the market            | a) documents or processes that cause delays  |
| 2 minimum equity               | b) a small amount of money as payment for a service  |
| 3 red tape                     | c) the lowest amount of capital allowed to start up a company                                    |
| 4 modest fee                   | d) this product or service doesn't exist, but there is a need for it                             |
| 5 Memorandum of Association    | e) the central office of a company   |
| 6 annual accounts you invested | f) if the company has debts, you only lose the amount of money                                   |
| 7 headquarters                 | g) a document detailing who owns the company, how much capital is invested and where it is based |
| 8 limited liability            | h) yearly record of the trading results of your company  |

**Discussion:** work with a partner. You are entrepreneurs and you have decided to start a business providing a service for young professionals who lead busy lives. Decide together where you think there is a big enough gap in the market and think about what busy people don't have time to do. Decide what kind of service you are going to provide, where your headquarters will be and how you will make sure that your business is a success. Present your ideas to the class.

**Homework: to learn vocabulary, do exercises and skim the text.**

## 6.1 About business Entrepreneurs

## Discussion

'An entrepreneur is someone who has a good idea and sees a chance to start a business with it.'

PAVARTI PATEL, START-UP CONSULTANT

1 Work with a partner. Decide which qualities are most important for an entrepreneur to possess (1 = most important, 8 = least important).

- |            |                          |                        |                          |
|------------|--------------------------|------------------------|--------------------------|
| Diplomatic | <input type="checkbox"/> | Organized              | <input type="checkbox"/> |
| Optimistic | <input type="checkbox"/> | Willing to take a risk | <input type="checkbox"/> |
| Calm       | <input type="checkbox"/> | Determined             | <input type="checkbox"/> |
| Energetic  | <input type="checkbox"/> | Creative               | <input type="checkbox"/> |

## Listening for gist

2  2:10 Listen to Robin Hurd interviewing Ms Patel, a start-up consultant, about being an entrepreneur and answer the questions.

- Can anyone be an entrepreneur?
- What stops most people from being an entrepreneur?
- Which countries have a lot of entrepreneurs?

## Listening for detail

3 Listen to the interview with Ms Patel again and answer the questions.

Why does Ms Patel say these things are important when setting up your own business?

- Energy
- A social security system
- A legal system

## Scan reading

4 Scan the article about the German businesswoman Ingrid Roth to find answers to the questions.

- What type of service does Ingrid offer?
- Why did she set up a Ltd company?
- Does Ingrid spend a lot of time in England because of her company?
- How is it possible to set up a Ltd company in Germany?

## Vocabulary

5 In each set of four, match an expression from the article on the left to the correct definition on the right.

- |                             |  |
|-----------------------------|--|
| 1 gap in the market         | a) documents or processes that cause delays  |
| 2 minimum equity            | b) a small amount of money as payment for a service  |
| 3 red tape                  | c) the lowest amount of capital allowed to start up a company                                    |
| 4 modest fee                | d) this product or service doesn't exist, but there is a need for it                             |
| 5 Memorandum of Association | e) the central office of a company   |
| 6 annual accounts           | f) if the company has debts, you only lose the amount of money you invested                      |
| 7 headquarters              | g) a document detailing who owns the company, how much capital is invested and where it is based |
| 8 limited liability         | h) yearly record of the trading results of your company  |

## Internet research

Search for the key words *start up company* and find out what services are on offer to help people start up their own company.

## Discussion

6 In small groups discuss the questions.

- What could Ingrid do to expand her business?
- Is Ingrid Roth an entrepreneur? Give reasons for your answer.

# UNLIMITED LTDS IN GERMANY

**INGRID ROTH** was unemployed and single when she offered to organize her sister's Christmas celebrations. Her sister, Karen Regensberger happily accepted because she was married with two children and a full-time, very stressful job. Ingrid bought and wrapped all the presents, bought and cooked all the food and decorated the house. And she offered a complete service – she cleaned and tidied everything after the event. It was such a success that friends of the family wanted the same service – and not only for Christmas, for all sorts of celebrations.

Suddenly Ingrid had more work than she could cope with. There was a real gap in the market – people were too busy to organize their own festivities! She decided to set up her own company, but instead of choosing a GmbH (Gesellschaft mit beschränkter Haftung), the German legal model, she chose to register her company in England as Celebrations Ltd.

Ingrid said, 'I decided to set up a limited company and not a GmbH because it's quick, simple and cheap.' The British title Ltd is also well-known internationally just in case Ingrid would like to expand her business in the future.

Ingrid is part of a growing trend of small business owners who choose Ltds. The main advantage is that the minimum equity required is one pound, compared with a minimum of £25,000 for a GmbH. A Ltd company can be registered within 24 hours whereas a GmbH

can take months and involve a lot of red tape. It is also much easier to change the company structure, such as having a new director. With a GmbH you would need to pay legal fees to change anything. Another advantage is that you don't have to do the paperwork yourself. You can pay a consultant a modest fee of £500 to register your company at Companies House, Britain's business registry office. Various documents are required, for example a Memorandum of Association which gives the details of the company. For a further £250 a year, your consultant will submit your annual accounts. Ingrid does all her business via the Internet and email. She has never been to her company's headquarters in Birmingham or met her consultant face-to-face.

Ltd companies have been growing in Germany since 2002 when the European Court of Justice allowed the use of business legal forms between countries in the European Union. There are now more than 30,000 German Ltds, these are mostly small retail or service companies like Ingrid's. One reason for this is that they are not risky and the owners' liability is only limited to the amount they invested. This means if the company runs into trouble and has debts, the owners don't lose everything.

Ingrid is not worried about going out of business; she now employs four people and works more than 12 hours a day. But, if anything happened to her company, she could start a new one within 24 hours.

**If the company runs  
into trouble...  
the owners  
don't lose everything**

## Discussion

**7** Work with a partner. You are entrepreneurs and you have decided to start a business providing a service for young professionals who lead busy lives. Decide together where you think there is a big enough gap in the market and think about what busy people don't have time to do. Decide what kind of service you are going to provide, where your headquarters will be and how you will make sure that your business is a success. Present your ideas to the class.

## 6.2 Vocabulary Types of companies

## Discussion

1 With a partner, complete the quiz about companies.

## Successful companies:

true false it depends

- 1 have to make big profits.
- 2 share profits with their employees.
- 3 continuously expand and diversify.
- 4 offer good quality products to consumers.
- 5 take over other companies.
- 6 have the biggest market share.
- 7 look after the environment and don't pollute it.
- 8 have mission statements.

## Reading and vocabulary

2 Read and complete the company descriptions below using the words in the boxes.

1 \_\_\_\_\_

capital liability accountants share

This is for between two and 20 people, and very often it is a group of doctors or (1) \_\_\_\_\_ who set up this type of business. Each person has an equal (2) \_\_\_\_\_ in making decisions and in whatever profit is made. The more people you have, the more (3) \_\_\_\_\_ you can put into the business. However, you are legally responsible for the other people in the business, and you all have unlimited (4) \_\_\_\_\_. So if one of you makes a mistake, you all have to pay for it.

2 \_\_\_\_\_

investment agreement accounts shareholders

This type of company is owned by a small group of individuals, the (5) \_\_\_\_\_, who are very often the members of one family. You can only sell your shares if the owners are in (6) \_\_\_\_\_. You have limited liability so you only lose your (7) \_\_\_\_\_ if the company runs into trouble. You have a lot of paperwork to do as you have to publish your (8) \_\_\_\_\_ every year.

3 \_\_\_\_\_

capital fall shares Meeting shareholder

Anyone can buy (9) \_\_\_\_\_ in this company. This is a good type of company if you need to raise (10) \_\_\_\_\_ in order to expand and diversify. You have limited liability but you can still lose money if there is a (11) \_\_\_\_\_ in the price of your shares. You have little control in the running of the company unless you are a major (12) \_\_\_\_\_ or enough other shareholders vote the same as you at the Annual General (13) \_\_\_\_\_ of shareholders.

4 \_\_\_\_\_

debts trading profit boss

This is the easiest type of business to start. You simply need a good idea and enough money to start (14) \_\_\_\_\_. You can organize your work as you want because you are your own (15) \_\_\_\_\_, and if you make a (16) \_\_\_\_\_, you keep it for yourself. On the other hand, you have to work long hours and you have limited liability. That means if you run up (17) \_\_\_\_\_ you alone have to pay for them.

3 Read the texts again and write each company type below at the top of the correct paragraph.

- |                               |                              |
|-------------------------------|------------------------------|
| Sole trader                   | Partnership                  |
| Private limited company (Ltd) | Public limited company (PLC) |

**Collocations**

4 In each set of four, match a verb on the left to a word on the right to form an expression from the texts.

- |          |              |           |             |
|----------|--------------|-----------|-------------|
| 1 start  | a) money     | 5 run up  | e) capital  |
| 2 make   | b) a company | 6 publish | f) shares   |
| 3 invest | c) trading   | 7 buy     | g) accounts |
| 4 set up | d) a profit  | 8 raise   | h) debts    |

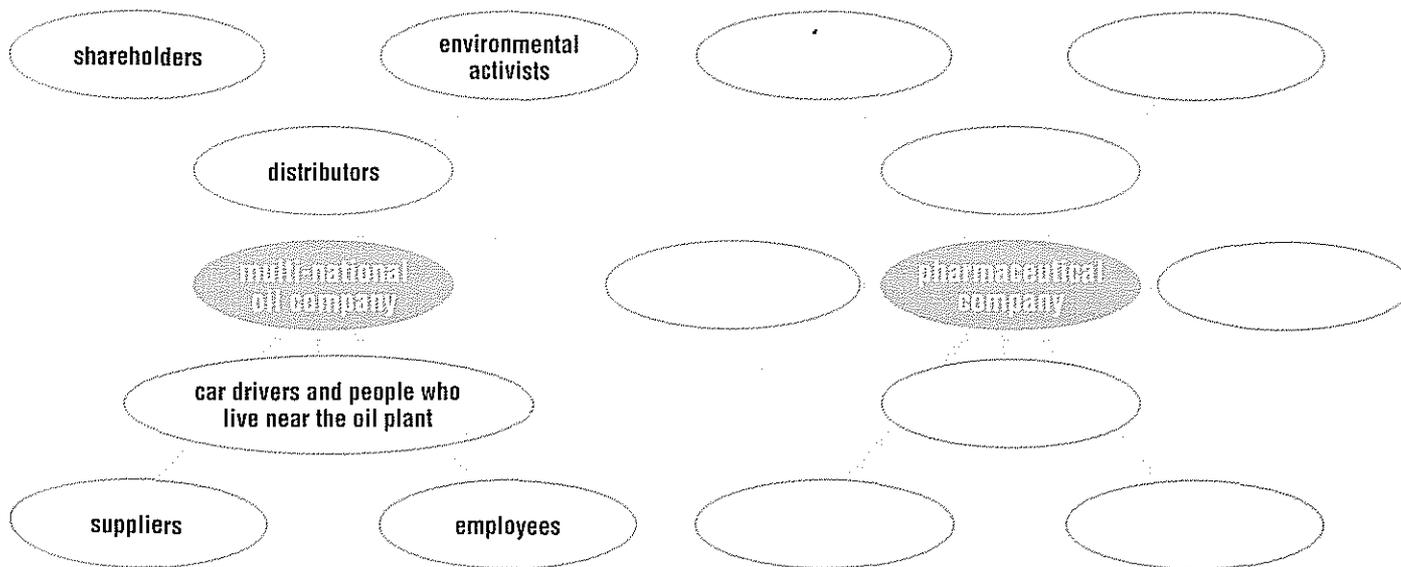
5 With a partner mark the sentences are *T* (true) or *F* (false). You may need to read the texts above again.

- 1 A PLC is unlikely to have a hierarchy.
- 2 If you are a sole trader and you go bankrupt, you may have to sell your possessions to pay your debts.
- 3 If a sole trader becomes a partnership you have more capital to invest in the company.
- 4 If you go bankrupt, it is better to be in a Ltd company.
- 5 In a private limited company, shareholders can buy or sell shares as they wish.
- 6 It is easier for a PLC to raise capital.
- 7 You cannot lose money if you buy shares in a PLC.

**Discussion**

6 A shareholder (AE stockholder) is someone who has shares in a company. This is different to a *stakeholder*. A stakeholder is anyone who is affected by the success or failure of a company, for example a supplier.

With a partner, label the diagram with all the different stakeholders you can think of for a pharmaceutical company.



**Listening for gist**

7 Listen to six different stakeholders and identify who they are, using the words in the box.

- shareholder    supplier    employee    environmental activist    customer    politician

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

**Internet research**  
 Search for a well-known company and make a presentation about it to the group.

## **Lesson 14: THE ORGANIZATION.**

### **6.3. Grammar: Reported speech.**

### **6.4. Speaking: Interrupting in meetings.**

**Objectives:** To discuss the importance and drawbacks of small talk at meetings;

- To teach some useful phrases for small talk;
- To teach some useful phrases for starting a meeting;
- To provide practice and feedback of the situation of starting a meeting.

**Level:** Intermediate +

**Introduction:** The beginning of a meeting presents a major dilemma: is it better to get straight down to business, or is it important to allow or even encourage small talk? The texts in this lesson present arguments from opposing viewpoints, which may help students to question their own assumptions. The lesson goes on to introduce useful language for both small talk and getting down to business, with practice in the form of role-plays.

**Lead-in:** Elicit from the class a definition of ‘interrupting in meetings’

**Reading:** Students work in pairs to read the texts in order to see which points from the lead-in discussion they mention. One student in each pair should read the first text (Let’s stop wasting time and get on with it!); the other should read the second text (Small talk is the cement that holds businesses together). If you have an odd number of students, you will need to have a group of three, where two students read the first text.

When they have finished reading, they take turns to summarize their texts to their partners, focusing especially on similarities and differences from their own lead-in discussions.

Finally, discuss the two texts with the class, paying attention to difficult or important vocabulary (e.g. an attendee, to tick away, to appreciate sth, an excuse, to turn up, to stick to sth, to hijack sth, (ir)relevant, to take over sth, concrete, to implement a decision, vital, to trust sb, to persuade sb to do sth, an interruption, a queue, to flourish, a misunderstanding, rigidly, appropriate).

**Getting the meeting started:** useful phrases Students discuss the phrases in pairs and then share their ideas with the class. Note that some of the phrases are not especially difficult to understand, but it is still worth drawing attention to them as they are useful to use. Afterwards, you can check students have understood by reading one of the definitions below to elicit the correct phrase. Students could also test each other in this way in pairs.

**Getting the meeting started:** practice Students work alone to decide what their meeting will be about and to plan how they will introduce their meetings. They then work in groups of 3–4 to take turns to get their meetings started. Monitor carefully, and give and elicit feedback at the end on the effectiveness of the meeting introductions

**Homework:** to learn vocabulary, do exercises and make a presentation.

## Refresh your memory

### Reported speech

*is* → *was*

'The company is very successful.'

She said that the company was very successful.

*does* → *did*

'I work for an international company.'

He said that he worked for an international company.

*is doing* → *was doing*

'We are building a new plant.'

She said that they were building a new plant.

*did* → *had done*

'I joined the company three years ago.'

He said that he had joined the company three years ago.

*will* → *would*

'I will stay for another year.'

He added that he would stay for another year.

*has done* → *had done*

'The company has expanded.'

She mentioned that the company had expanded.

*should and shouldn't*  
advice or recommendations

'Be punctual!'

She said that I should be punctual.

'Don't interrupt me!'

He said that I shouldn't interrupt him.

▶ Grammar reference page 128

### Phrasal verbs

verb + particle  
(preposition or adverb)

*He looked at the report.*  
literal meaning

*I am looking forward to meeting you.*  
non-literal meaning

*The directors closed the company down.*

*The directors closed down the company.*  
separable

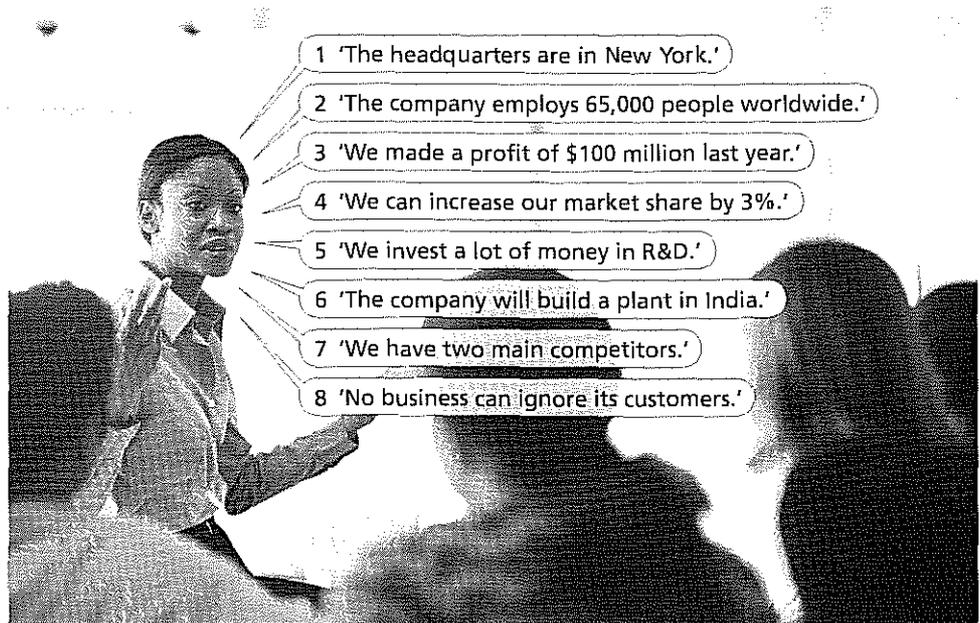
*We need to deal with the problem now.*  
non-separable

▶ Grammar reference page 129

## 6.3 Grammar Reported speech

### Test yourself: Reported speech

1 Complete the sentences from a company tour using reported speech.



- |                           |                           |
|---------------------------|---------------------------|
| 1 She said                | 5 She explained that they |
| 2 She said                | 6 She mentioned           |
| 3 She added that they     | 7 She said that they      |
| 4 She continued that they | 8 She said                |

### Test yourself: Phrasal verbs

2 Use the words below to make phrasal verbs to complete each sentence.

with for through up away into after up

- We should look \_\_\_\_\_ the environment, not pollute it.
- Could you put me \_\_\_\_\_ to customer complaints?
- I can't cope \_\_\_\_\_ any more work. I need a holiday.
- If you want to be an entrepreneur, you shouldn't give \_\_\_\_\_ when you have a problem.
- Organizations often run \_\_\_\_\_ difficulties when they try to expand too quickly.
- I want to set \_\_\_\_\_ my own company, and be my own boss.
- I'm looking \_\_\_\_\_ a new job.
- The company will give \_\_\_\_\_ 10,000 copies of the new software as part of its marketing campaign.

3 Match the phrasal verbs above with a definition.

- |                              |  |
|------------------------------|--|
| a) to transfer a call        | e) to give something without receiving money |
| b) to deal with              | f) to found                                  |
| c) to take care of something | g) to start to have problems                 |
| d) to stop doing something   | h) to try to find something                  |

**Internet research**

Search for the keywords *China, business and advice*. What other information can you find about doing business in China?

**Listening for gist**

4 Listen to Helen Wang giving advice about doing business in China. Put the topics that she talks about in the correct order.

- First meeting  Names  Written contracts  Presents   
 Talking about business  Interrupting  Business cards

**Listening for detail**

5 Read the following extracts from Ms Wang's talk and report what she said.

1 'Shake hands with the most senior person first.'

She said that you

2 'Use the family name, not the given name.'

She added that

3 'People don't talk business straight away.'

She stressed that

4 'Sometimes people bring a present.'

She commented that

5 'A good choice of present is an expensive cognac.'

She pointed out that

6 'The Chinese prefer face-to-face meetings.'

She explained that

7 'People don't like to say *No*.'

She said that

8 'Don't interrupt people in meetings.'

She stressed that

**Phrasal verbs**

6 Match the beginning with the correct ending to make questions.

- |   |  |
|---|--|
| 1 Who used to look                              | a) up as soon as they meet a problem?                          |
| 2 What do you do when somebody puts you         | b) through to the wrong department?                            |
| 3 How do you cope                               | c) with stress at work / university?                           |
| 4 Who do you know that gives                    | d) after you when you were a child?                            |
| 5 What do you do when you run                   | e) away in order to attract new customers?                     |
| 6 What is it important to remember when you set | f) up your own company?  |
| 7 What do you look                              | g) for when you are when meeting a potential business partner? |
| 8 What kinds of gifts do companies give         | h) into problems at work / university?                         |

With a partner, take it in turns to ask and answer the questions.



## 6.4 Speaking Interrupting in meetings

**Discussion**

**1** People often interrupt because they are not good listeners. Being a good listener is very important in any communication. Do the quiz to find if you are a good listener. The results are on page 110. Compare your score with your partner. Do you agree with the results?

## Are you a good listener?

	Yes	No
1 I never finish sentences for other people.	<input type="checkbox"/>	<input type="checkbox"/>
2 It's no problem for me to listen to two conversations at the same time.	<input type="checkbox"/>	<input type="checkbox"/>
3 I focus my full attention on the other speaker.	<input type="checkbox"/>	<input type="checkbox"/>
4 I often interrupt other people.	<input type="checkbox"/>	<input type="checkbox"/>
5 I never nod, smile or frown when I am talking.	<input type="checkbox"/>	<input type="checkbox"/>
6 I like to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>
7 I usually think about what I want to say while the other person is speaking.	<input type="checkbox"/>	<input type="checkbox"/>
8 I sometimes lose the thread of the conversation.	<input type="checkbox"/>	<input type="checkbox"/>
9 I like to do other things, like write emails, while people are speaking.	<input type="checkbox"/>	<input type="checkbox"/>
10 I repeat back what the speaker has said.	<input type="checkbox"/>	<input type="checkbox"/>
11 If I don't understand what someone means, I ask for clarification.	<input type="checkbox"/>	<input type="checkbox"/>
12 Body language is very important in any communication.	<input type="checkbox"/>	<input type="checkbox"/>

**Internet research**

Search for the keywords **communication skills**. What are some other important points for being a good communicator?

**Listening for gist**

2 Listen to a meeting taking place in a company which produces radios and televisions. Lisa Spinelli, John Forbes Tom Lee and Mary Riley are meeting to decide whether or not to open a fitness centre for employees. Decide who is an expert listener, who is an average listener and who is a terrible listener.

- Lisa \_\_\_\_\_  
 John \_\_\_\_\_  
 Tom \_\_\_\_\_  
 Mary \_\_\_\_\_

**Listening for detail**

3 Listen to the meeting again and mark the statements *T* (true) or *F* (false).

- 1 Ms Sanchez definitely wants a fitness centre.
- 2 This is not the first time a fitness centre has been discussed.
- 3 The fitness centre should be outside the company.
- 4 The company would need to hire more staff.
- 5 John thinks a fitness centre would be counterproductive.
- 6 There is a high illness rate only among production staff.

4 Listen to the meeting again and complete the table with phrases for dealing with interruptions.

Rejecting an interruption	Polite interruption	Impolite interruption
1 If I could just finish _____ _____.	May I interrupt here?	Let me speak for myself
	2 Sorry to interrupt but I'd _____ _____.	3 Stop _____ !
Coming back to a point	Preventing an interruption	Adding an opinion
As I was saying.	5 I'd like to make _____ before we all start talking.	6 I've got something _____ _____.
4 Could we get back to _____ _____.		

**Handling interruptions**

5 Match a beginning with the correct ending.

- 1 Please allow me to finish and
- 2 That's a very interesting point, which
- 3 Can I ask you to be brief, as
- 4 That's not relevant to this discussion so
- 5 You've said quite a lot and now
- 6 I don't agree with your last point
- a) and I'd like the chance to explain why.
- b) time is running short?
- c) I'd like to come back to later.
- d) then you can make your comments.
- e) could we get back on track?
- f) I'd like the chance to have my say.

6 Work in groups of three. Prepare a short talk for the other members of your group. Be prepared to answer any questions when they interrupt.

- Student A look at page 116.  
 Student B look at page 114.  
 Student C look at page 115.

## 6.5 Writing Agendas and action minutes

## Scan reading

1 Read the article on the importance of agendas for effective meetings. What information can you find on an agenda?

People hold meetings in business all the time, but not every meeting is as effective as it could be. The basis of an effective meeting is an agenda. People don't always know what the meeting is about and an agenda helps you here. An agenda tells you why you are having the meeting and gives it a clear structure. It should be circulated before the meeting so that everybody can plan and prepare. The agenda should state why the meeting is necessary, who will attend, when and where it is, and what will be discussed. Each item on the agenda is a task and should contain a verb which tells the participants what will happen. For example:

Item 2: New advertising agency

This doesn't tell us very much. It is more effective to write:

Item 2: Tony to present new advertising agency and costs.

Team to approve new agency and costs.

After *Apologies for absence*, the agenda should start with routine items, such as *Matters arising* from the last meeting. Difficult items which need more discussion should be in the middle. Ideally,

the items should be timed so that the meeting finishes on time with results. The agenda should finish with *Any other business*. These are relevant issues which need to be discussed but perhaps are too recent to be included on the original agenda. After the meeting, the minutes should be written and given to the participants. Action minutes give a short summary of what was discussed, and who will do what at which time.



2 Read the article again and mark the statements *T* (true) or *F* (false).

- 1 The participants get the agenda when they arrive at the meeting.
- 2 The agenda tells you what the meeting is about.
- 3 You don't know who is attending the meeting when you look at the agenda.
- 4 The items on the agenda tell you what will happen in the meeting.
- 5 The agenda should start with difficult items.
- 6 You should make a written record of the meeting.
- 7 Action minutes don't tell you who is responsible for which task.

## Agenda

Date: 4 September

Time: 3.30pm

Venue: Main conference room

### Internet research

Search for the keywords *effective meetings* to find out more about what you need to do to run successful meetings.

- 1 Matters arising
- 2 Firat to present new quotations for building new canteen
- 3 Adrian to propose changes to staff newsletter
- 4 AOB

### Writing action minutes

**2:19** Action minutes give a short summary of what was discussed, and who will do what at which time. Listen to the meeting and fill in the action minutes of the meeting.

### Minutes of team meeting

**Date:** 4 September      **Present:** Cristina, Firat, Lena and Adrian  
**Time:** 3.30pm      **Absent:** Birgit  
**Venue:** Main conference room      **Minute taker:** 1) \_\_\_\_\_

	Action steps	Who?	When?
<b>Point 1</b> Matters arising – staff not happy about hot desking	2) _____	Lena	3) _____
<b>Point 2</b> Quotations for new canteen	4) _____	5) _____	Next meeting
<b>Point 3</b> Changes to staff newsletter	Write a proposal of pros and cons of a quarterly newsletter	Adrian	6) _____
<b>Point 4</b> AOB – Christmas party	7) _____	8) _____	9) _____

**Next Meeting:** 10) \_\_\_\_\_  
**Venue:** Main conference room

### Reporting

**4** Sentences 1–8 report what somebody said. Sentences a)–h) are what the person said. In each group of four match the sentences with similar meanings.

- |  |   |
|--|---|
| 1 She disagreed with the idea.                                       | a) 'Let's discuss this issue at the next meeting.'                        |
| 2 She suggested discussing the issue at the following meeting.       | b) 'I can have the report ready by 8 <sup>th</sup> of September.'         |
| 3 He recommended the Thompson proposal.                              | c) 'I believe the Thompson proposal is the better one.'                   |
| 4 She promised to finish the report by 8 <sup>th</sup> of September. | d) 'I'm not in favour of that idea.'                                      |
| 5 She wondered if the Christmas party could be held in the canteen.  | e) 'The company newsletter needs a lot of time and energy.'               |
| 6 She warned that we had a problem with the atmosphere at work.      | f) 'We all agree with the Thompson proposal.'                             |
| 7 He pointed out how much work went into the company newsletter.     | g) 'The atmosphere at work is bad and getting worse.'                     |
| 8 We approved the Thompson proposal.                                 | h) 'Would it be possible to hold the Christmas party in the new canteen?' |

**5** Turn to page 113 and read the full minutes from the meeting between Cristina Firat, Lena and Adrian.

### Writing

**6** Work with a partner. Look at the notes taken from the follow-up meeting with Firat, Lena and Adrian and write up full minutes.

### Agenda

**Date:** 11 September  
**Time:** 15.30  
**Venue:** Main conference room

- 1 Matters arising
- 2 Lena to present report on hot desking and make a proposal
- 3 Firat to present schedule for canteen building work
- 4 Adrian to make proposal for quarterly newsletter  
Team to approve
- 5 Lena to report on Christmas party

- 2 Hot desking very unpopular. Staff demotivated. Not really necessary. Problem can be solved by smaller desks for everyone. Some extra cost involved.
- 3 Put up temporary tent for canteen 1 November. Problem - small distance to walk in open. Clear out fittings of canteen 2-6 November. Building work 7-20 November. Open new canteen 25 November.
- 4 Quarterly newsletter - pros - less time-consuming. More news to report so more interesting. Less cost. Cons - not so up-to-date. Proposal - quarterly newsletter. Team approved this.
- 5 New canteen opens on 25 November. Enough buffer time if problems occur. Christmas party in new canteen.

## **Lesson 15: THE ORGANIZATION.**

### **6.5. Writing: Agendes and action minutes**

### **6.6. Case study: Soup kitchen vs Gourment to go.**

#### **Review 3-4**

**Objectives:** After this lesson, students will be able to

- explain what an agenda and meeting minutes are and why they are useful.
- identify the key components of agendas and meeting minutes.
- indicate strengths and weaknesses of sample agenda items and meeting minutes.
- prepare a set of meeting minutes.

**Lesson Analysis:** This lesson includes a combination of activities (compare and contrast, hands-on activities, large group discussion, small-group discussion, etc.) to appeal to different learning styles. It also covers a topic (meetings and meeting minutes) that is highly applicable to students' routines, and it teaches them a measureable skill (how to write meeting minutes) that they can use right away.

**Level:** Intermediate +

**Vocabulary:** Agenda (write on board):

1. Before a meeting – agendas	3. After a meeting – minutes
2. During a meeting – using agendas.	5. Homework - meeting minutes
4. Hold a small group meeting	

**Discussion:** Show slide two and define the term meeting. A meeting takes place when people come together (whether for work, clubs, sports, school, volunteer organizations, etc.) for a purpose. Discussion questions to the class: 1. What was the last meeting that you attended? 2. What made that meeting satisfying/unsatisfying? • Let students discuss the questions briefly with a partner before sharing their answers with the group. Student answers will likely include problems such as no set time frame for the meeting, no agenda or plan, lack of participation, etc. Highlight these answers since they connect with the larger points covered in this lesson. •

**Scan reading:** Read the article on the importance of agendas for effective meetings. What information can you find on an agenda

**Writing action minutes:** Action minutes give a short summary of what was discussed, and who will do what at which time. Listen to the meeting and fill in the action minutes of the meeting.

**Writing:** Work with a partner. Look at the notes taken from the follow-up meeting with Firat, Lena and Adrian and write up full minutes.

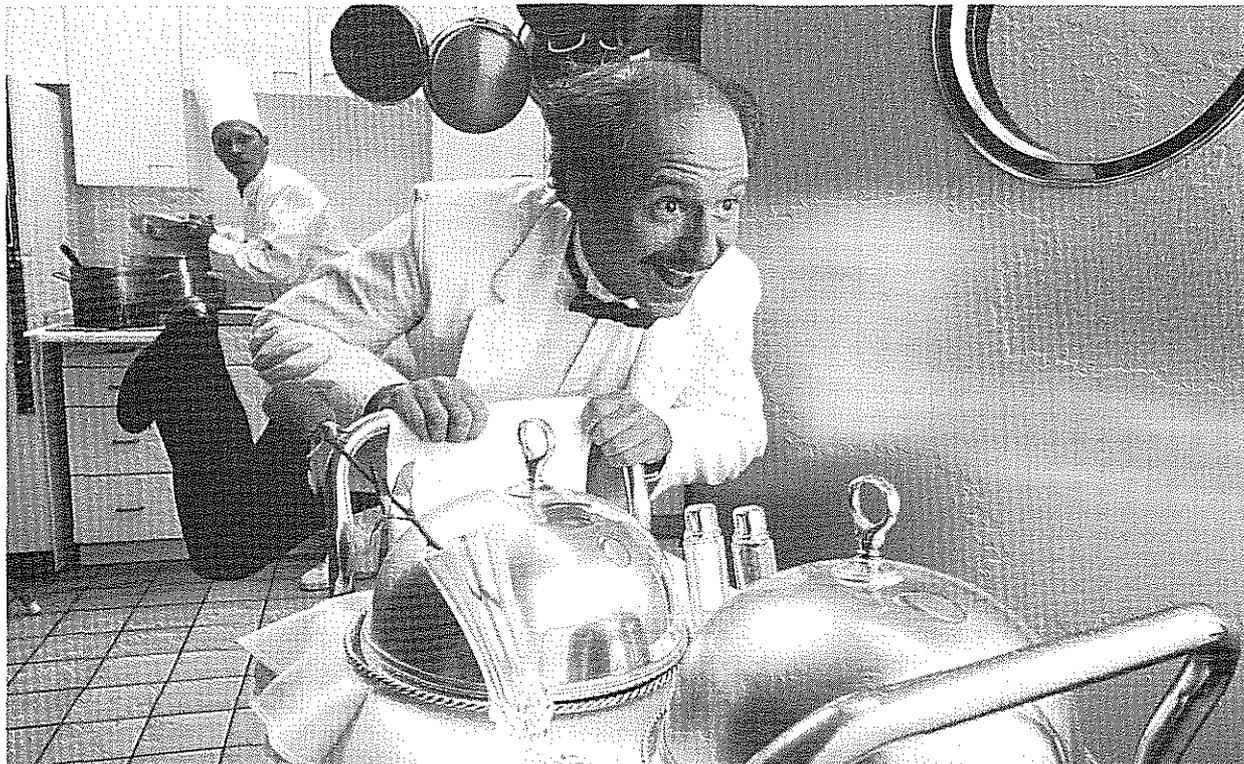
**Discussion:** You and your partner want to start up your own business and you need money from the bank. Think of four questions the bank might ask you about your new business.

**Homework:** Writing a business plan: Brainstorm a business you would like to start in the food industry. Now write a business plan. Use the table in 2 to help you.

# 6

# The organization

## 6.6 Case study - Soup Kitchen vs Gourmet to go



### Discussion

1 You and your partner want to start up your own business and you need money from the bank. Think of four questions the bank might ask you about your new business.

### Listening for gist

2  2:20 Listen to Cristiana Vatland, a business expert, explaining what a business plan is. Add the items which are necessary for a business plan.

Items	Questions
Personal details	a
1	Where is it? Is it a partnership or sole trader?
Mission statement	b
2	What specifically will the company do?
Product description	c
3	Where and how will you make the product? What equipment do you need?
Staff	d
4	How much money do you need to start up the business? What is your estimated profit and loss account?

### Listening for detail

3 Listen to Cristiana again and complete the table with the questions about each item.

4 Match the expressions from the listening with the correct definition.

- 1 cash flow forecast
  - 2 mission statement
  - 3 target group
  - 4 profit and loss account
  - 5 return on investment
- a) the people you want to sell your product to
  - b) accounts which show income and expenditure
  - c) estimate of how much money comes into the company from sales, and how much is spent
  - d) the money you expect to get back on the amount you invested
  - e) definition of why company exists

### Internet research

Work with a partner. Search for the mission statements of well-known companies. What do the statements tell you about the companies?

### Reading

5 Read the business plans below and answer the questions.

- 1 What do you think the main differences are between the two business plans?
- 2 Which company do you think is more likely to succeed? Why?

## Gourmet TO GO

- 1 Owner: Tim O'Connor. Date of birth: 2.04.82. B.A. Business Administration, Diploma in Hotel and Catering. Five years' experience working as head waiter in five star hotel.
- 2 Gourmet to Go. Sole trader. Company offices are located on Missouri Boulevard, Little Rock, Arkansas, close to the business park.
- 3 Mission statement: we make high-class, gourmet dinner party food, using ingredients from all over the world to suit our customers' demands. You send your order to us and we deliver all of the food to your event.
- 4 Objectives: to cater for an average of 50 business functions a week at mid-morning and lunch time.
- 5 Product description: Our USP is that we make customised lunches for companies and corporate events. We use fresh ingredients flown in from all over the world and so can cater for any tastes or needs.
- 6 Production: Large kitchen of owner's own house equipped with necessary work surfaces and cooking utensils.
- 7 Staff: three part-time members of staff. One full-time.
- 8 Finance: Start-up capital - \$50,000. Bank loan necessary - \$100,000

## SOUP KITCHEN

- 1 Owner: Nancy Macfadden. Date of birth: 4.09.50. Full-time mother and grandmother.
- 2 Soup Kitchen. Sole trader. Company located in downtown Little Rock, close to the university and central shopping area.
- 3 Mission statement: we aim to make healthy soups using organic only ingredients at low cost. All of the produce is locally-produced too.
- 4 Objective: to sell an average of 100 pots of soup throughout the day.
- 5 Product description: our USP is to make wholesome soups using only seasonal, local produce in an environmentally friendly way. We also use biodegradable pots so that no waste is produced.
- 6 Production: share kitchen facilities of Queen Hotel in Arkansas.
- 7 Staff: one full-time.
- 8 Finance: start-up capital - \$2,000. Bank loan necessary - \$15,000

### Writing a business plan

6 Work in small groups. Brainstorm a business you would like to start in the food industry. Now write a business plan. Use the table in 2 to help you. When you have finished, present your business plan to the other groups who are all potential investors. Be prepared to answer any questions they may have.

# Review 5

## 5 Selling

**1** Use the words in the box to complete these phrases from the article on page 59.

amounts   attention   bid   earn   goal   switch off  
target   trend   wear   word-of-mouth

- 1 be a growing \_\_\_\_\_
- 2 receive a \_\_\_\_\_ on eBay
- 3 \_\_\_\_\_ a lot of money
- 4 \_\_\_\_\_ branded sports clothes
- 5 \_\_\_\_\_ a commercial
- 6 \_\_\_\_\_ an audience
- 7 start a \_\_\_\_\_ campaign
- 8 fulfil (= reach/achieve) a \_\_\_\_\_
- 9 spend large \_\_\_\_\_ of money
- 10 attract people's \_\_\_\_\_

**2** Fill in the missing letters in these words related to buying and selling.

- 1 A salesperson who knows a lot about their products is very knowl\_\_\_\_\_able.
- 2 A salesperson who you can trust is trustw\_\_\_\_\_y.
- 3 A salesperson who is good at making the customer believe in the product is pers\_\_\_\_\_ive.
- 4 A salesperson who makes small talk is ch\_\_\_\_\_y.
- 5 A car which doesn't cost much money to run is econ\_\_\_\_\_al.
- 6 Prices that are as low as similar products made by rivals are comp\_\_\_\_\_ive.
- 7 If you borrow money to buy a product, and then you pay it back over time with no extra charge, you have an int\_\_\_\_\_t-free l\_\_\_\_\_n.
- 8 If something is worth the price, then it is good v\_\_\_\_\_e-f\_\_\_\_\_money.
- 9 If there is a reduction in the price of a product, then there is a dis\_\_\_\_\_t on the product.
- 10 An informal expression for 'the current price' of something is the 'go\_\_\_\_\_r\_\_\_\_\_e'.

**3** Fill in the gaps with words from the box.

incentive   loyalty   profile   satisfaction   retention

- 1 If many customers are happy with the product, then there is a high level of customer \_\_\_\_\_.
- 2 If a company wants to encourage a customer to buy something, they offer an \_\_\_\_\_.
- 3 It is useful to have a detailed description of a typical customer: the \_\_\_\_\_ of the customer.
- 4 A customer \_\_\_\_\_ program is aimed at trying to keep existing customers.
- 5 If the customer keeps buying the same product, they show \_\_\_\_\_ to the brand.

**4** Complete the dialogue using a comparative or superlative form of the adjective in brackets. Extra words like *the/than/more/less/most/least* will also be needed.

A: I need to do a round-trip from Frankfurt to Paris next week. I'm thinking of taking my car.

B: Surely the train would be <sup>1</sup>\_\_\_\_\_ (comfortable) your car. And maybe <sup>2</sup>\_\_\_\_\_ (cheap) as well, when you think about the petrol.

A: The cost doesn't matter – the company is paying. The main thing is time and convenience. I need to go by <sup>3</sup>\_\_\_\_\_ (fast) possible means of transport, and I have to travel from one meeting to the next in Paris.

B: Well then, why not fly? And use taxis for moving around the city? It will be much <sup>4</sup>\_\_\_\_\_ (stressful) your car – you won't have to worry about finding the right addresses.

A: That's true. Paris is one of <sup>5</sup>\_\_\_\_\_ (difficult) cities I know for driving. I want to be relaxed and able to concentrate in the meetings.

B: Okay, so the <sup>6</sup>\_\_\_\_\_ (good) option might be to take the TGV train – the journey time is under four hours – and then use taxis locally. That would be <sup>7</sup>\_\_\_\_\_ (stressful) option of all.

A: Yes, that's not a bad idea.

**5** Complete this dialogue by writing questions. Look carefully at the answer, including the form of the verb.

A: Where <sup>1</sup>\_\_\_\_\_?

B: I live in Budapest.

A: How long <sup>2</sup>\_\_\_\_\_ there?

B: I've been there for over ten years.

A: <sup>3</sup>\_\_\_\_\_ happy there?

B: Yes I am, but I'm going to move soon.

A: Where <sup>4</sup>\_\_\_\_\_ move to?

B: I'm going to move to Vienna.

A: And why <sup>5</sup>\_\_\_\_\_ that decision?

B: I made that decision because there's more work in Vienna.

A: Are you sure? Who <sup>6</sup>\_\_\_\_\_ that?

B: My friend told me. He works there now.

**6** Match the beginning to the end of the phrase to make expressions used in negotiating.

- |                              |                    |
|------------------------------|--------------------|
| 1 Okay. It's a               | suggest something. |
| 2 That's out of the          | condition that ... |
| 3 I'd like to                | deal.              |
| 4 Can you go                 | question.          |
| 5 I'd only pay that price on | half way.          |
| 6 If I understand you        | along with that?   |
| 7 I can meet you             | correctly ...      |

**7** Now write the phrase number 1-7 from exercise 6 next to its use below.

- |                  |                          |                      |                          |
|------------------|--------------------------|----------------------|--------------------------|
| Making proposals | <input type="checkbox"/> | Making concessions   | <input type="checkbox"/> |
| Bargaining       | <input type="checkbox"/> | Asking for agreement | <input type="checkbox"/> |
| Accepting        | <input type="checkbox"/> | Clarifying           | <input type="checkbox"/> |
| Rejecting        | <input type="checkbox"/> |                      |                          |

**8** Make collocations used in negotiating by matching an item on the left with one on the right.

- |                  |            |
|------------------|------------|
| 1 trade          | price      |
| 2 lead           | of payment |
| 3 gross          | discount   |
| 4 terms          | VAT        |
| 5 payment within | time       |
| 6 inclusive of   | 30 days    |

# Review 6

## 6 The organization

1 Fill in the missing letters in these words. They all appeared in the article on page 71.

- If an entrepreneur sees an opportunity to produce something that is not yet available, then they spot a g\_ \_ \_ \_ \_ m\_ \_ \_ \_ \_.
- An entrepreneur starts a business by investing their own capital: this is the e\_ \_ \_ \_ ty in the business.
- Entrepreneurs hate r\_ \_ \_ t\_ \_ \_ \_ - documents, rules or processes that cause delays.
- Money that you pay to a lawyer is called your l\_ \_ \_ I f\_ \_ \_ s.
- The part of a job that involves keeping records and writing reports is called the pap\_ \_ \_ \_ rk
- Every year a company has to show its trading results in its ann\_ \_ \_ \_ acc\_ \_ \_ \_ s.
- Another word for the 'head office' of a company is its 'headqu\_ \_ \_ \_ \_ s'.
- The amount of money that the owner of a company might lose if it goes bankrupt is their lia\_ \_ \_ \_ \_ ity.

2 Make collocations by matching an item on the left with an item on the right.

- |                |                                      |
|----------------|--------------------------------------|
| 1 set          | a) in agreement about something      |
| 2 make         | b) of paperwork                      |
| 3 put          | c) up a business                     |
| 4 be           | d) into trouble when things go wrong |
| 5 run          | e) capital into a business           |
| 6 do a lot     | f) a decision / a mistake            |
| 7 buy          | g) long hours                        |
| 8 raise        | h) shares in a public company        |
| 9 lose         | i) boss                              |
| 10 vote        | j) capital in order to expand        |
| 11 be your own | k) at the AGM                        |
| 12 work        | l) money if the share price falls    |

3 Look at the actual words spoken, then write them using reported speech.

- "I am tired"  
She said that she \_\_\_\_\_
- "We will open a factory in Poland next year"  
He explained that they \_\_\_\_\_
- "We have a subsidiary in China"  
She mentioned that they \_\_\_\_\_
- "The company is doing very well"  
He said the company \_\_\_\_\_
- "Arrive at the meeting on time!"  
She said that I \_\_\_\_\_
- "Don't agree to anything specific"  
He said that we \_\_\_\_\_

4 Complete each sentence with one word from the left column and one from the right.

- |      |         |
|------|---------|
| cope | after   |
| give | away    |
| give | for     |
| look | into    |
| look | through |
| put  | up      |
| set  | up      |
| run  | with    |

- Can you \_\_\_\_\_ me \_\_\_\_\_ to customer services, please?
- When the baby is born I will stay at home for a year or so to \_\_\_\_\_ it.
- You have so much work! How do you \_\_\_\_\_ it all?
- Keep on trying! You can do it! Don't \_\_\_\_\_ now!
- We sell a lot of goods to other companies, but we sometimes \_\_\_\_\_ trouble when we don't get paid on time.
- It's a new company. She \_\_\_\_\_ it \_\_\_\_\_ just two years ago but it's already making a profit.
- This instruction manual is so complicated. When I \_\_\_\_\_ the information I need I can never find it.
- We have 1000 free samples to \_\_\_\_\_ at the trade fair.

5 The phrases below can be used during a meeting. But the words in **bold** are in the wrong sentences. Put them back into the correct place.

- If I could just finish what I was **running**.
- I'd like to **get back** here.
- Please **like** me to finish.
- Could we **come in** to the first point?
- Can I ask you to be **track**?
- Time is **saying** short.
- That's an interesting point which I'd **allow** to come back to later.
- Can we get back on **brief**?

6 Look back at the sentences in exercise 5. Find:

- One used to interrupt politely.
- Two used to reject an interruption and continue speaking.
- One used to block discussion of a point temporarily.
- One used to return to a previous point.
- One used when the discussion is not relevant.
- Two used when there is little time remaining for the meeting.

7 Match the reporting verbs a-h with their meanings 1-8 below.

- |                          |                        |
|--------------------------|------------------------|
| a She disagreed with ... | c She recommended ...  |
| b He suggested that .... | d He promised that ... |
| e She wondered if ...    | g She pointed out that |
| f He warned that .....   | h He approved ...      |

- say that you will definitely do something
- have a different opinion to someone else
- offer an idea for other people to consider
- advise that something should happen
- tell someone something they had not noticed
- think about something because you want to know more facts, or are worried
- give official permission for something
- tell people about a possible problem, so that they can avoid it

## Lesson 16: THE STOCK MARKETS.

**7.1. About business: Keep it in the family.**

**7.2. Vocabulary: Dealing with figures.**

**7.3. Grammar: Will/won't, be going to and first conditional.**

**Objectives:** Lessons and worksheets for teaching, learning, and understanding basic investing and financial concepts. This category includes personal finance, money management, and investment educational resources.

Teach and learn stocks, the stock market, investing, savings accounts, bonds, and basic economics. Material also may be used to improve real-world math skills.

**Level:** Intermediate +

**Discussion:** You and your partner own a small company and need money for a project. What do you think are the pros and cons of borrowing money from:

1 family and friends 2 your bank 3 a venture capital group?

**Listening and note-taking:** John and Gunter are discussing different ways of raising large amounts of money. Listen to the conversation and make notes of the advantages and disadvantages each way.

**Vocabulary:** You are going to read an article about the Bertelsmann group. Before you read, match a word or phrase on the left with a definition.

- |                                  |   |
|----------------------------------|---|
| 1 to establish                   | a) something that is necessary or that a rule says you must do  |
| 2 unlisted public company        | b) to start a company   |
| 3 requirement                    | c) a statement showing the assets, liabilities, income and expenses that the parent company and its subsidiaries have |
| 4 consolidated financial reports | d) The shares of this company cannot be bought or sold on the stock exchange  |
| 5 considerable                   | e) buying something from the person you previously sold it to   |
| 6 stake                          | f) the part a business you own because you have invested in it  |
| 7 IPO                            | g) the first time a company's shares are offered on the stock exchange  |
| 8 buyback                        | h) large in size  |

**Reading for gist:** Read the article opposite about Bertelsmann' Find answers to the questions.

1 What kind of company is Bertelsmann? 2 What kind of company is Group Bruxelles Lambert?

**Discussion:** Work with a partner Decide which headline: a) is good news for young consumers b) means goods and services have become more expensive c) means there are fewer jobs d) means that people will have less money to spend in future e) is bad news if you have invested in companies like Adobe or Dell f) will affect the plastics industry and make their products more expensive.

## 7.1 About business Keep it in the family

## Discussion

1 You and your partner own a small company and need money for a project. What do you think are the pros and cons of borrowing money from:

- 1 family and friends
- 2 your bank
- 3 a venture capital group?

## Listening and note-taking

2 2:21-2:23 John and Gunter are discussing different ways of raising large amounts of money. Listen to the conversation and make notes of the advantages and disadvantages of each way.

	Advantages	Disadvantages
Bank loan		
Venture capital		
Shares		

## Internet research

Search for the keywords *Initial Public Offering* to find out more about how and why companies go public.

## Vocabulary

3 You are going to read an article about the Bertelsmann group. Before you read, match a word or phrase on the left with a definition.

- |                                  |   |
|----------------------------------|---|
| 1 to establish                   | a) something that is necessary, or that a rule says you must do   |
| 2 unlisted public company        | b) to start a company   |
| 3 requirement                    | c) a statement showing the assets, liabilities, income and expenses that the parent company and its subsidiaries have |
| 4 consolidated financial reports | d) the shares of this company cannot be bought or sold on the stock exchange  |
| 5 considerable                   | e) buying something from the person you previously sold it to   |
| 6 stake                          | f) the part of a business you own because you have invested in it   |
| 7 IPO                            | g) the first time a company's shares are offered on the stock exchange  |
| 8 buyback                        | h) large in size  |

## Reading for gist

4 Read the article opposite about Bertelsmann.

Find answers to the questions.

- 1 What kind of company is Bertelsmann?
- 2 What kind of company is Groupe Bruxelles Lambert?

# Keeping it in the family

## BUT AT WHAT COST?



THE BERTELSMANN GROUP is the world's largest media company. It operates in 63 countries worldwide and employs over 78,000 workers.

5 In 2005 its turnover was almost €18 billion. It owns or has major holdings in companies involved in book and magazine publishing, film and music recording, online services and other  
10 multimedia activities.

Bertelsmann was established in Gütersloh, Germany in 1835 by the printer and bookseller Carl Bertelsmann. In 1887 the company  
15 passed from Carl Bertelsmann's son Heinrich to his son-in-law, Johannes Mohn. It has stayed in the hands of the Mohn family ever since.

Bertelsmann became an AG (a  
20 German public limited company) in 1971, but instead of offering shares to the public on the stock exchange, the Mohns decided to keep all the shares

### Bertelsmann is now 25 €4.5 billion poorer

themselves and to become an unlisted public company.

Why? Normally the only reason for a company to form an AG is to  
30 raise capital to finance new projects or ideas. However this also weakens the power of the original owners because the shareholders then want the company to represent their interests.  
35 Moreover a company that is listed on the stock exchange also has to meet a lot of other requirements, such as publishing its consolidated financial reports every three months. Meeting  
40 these requirements can cost a company several million euros a year.

On the other hand one considerable advantage of being an AG is that you can take over other companies without  
45 it costing you a single cent. All you need to do is to offer the owners some of your shares in return for some of theirs.

This is exactly what Bertelsmann did  
50 when they took over Groupe Bruxelles Lambert, a financial group, in 2001. They offered the owner, Albert Frère, a 25% stake in the Bertelsmann AG with an option to sell those shares on the  
55 stock exchange later.

In 2005, Frère announced that he wanted to do just that. This left the Mohn family with only two  
60 choices – they could either buy back Frère's share of Bertelsmann to keep everything in the family or let Frère do an IPO (*Initial Public Offering*) and risk having outside shareholders.

The Mohns decided on the buyback  
65 option. They offered Frère €4.5 billion for his share of Bertelsmann AG and Frère accepted.

As a result, the Bertelsmann Group is now €4.5 billion poorer and may  
70 have to sell its 50% stake in Sony BMG Music Entertainment, one of the world's largest and most successful music publishers, to finance the buyback.

### Reading for detail

5 Work with a partner and mark these sentences *T* (true) or *F* (false).

- 1 Bertelsmann was established in 1835 and started producing films and records.
- 2 When the company went public in 1971, it did not offer its shares on the stock exchange
- 3 The company is not listed on any stock exchange.
- 4 It can cost a company millions of euros every year to meet a stock exchange's requirements.
- 5 The only way to take over a successful company is to offer the owners a lot of money.
- 6 The owners of Bertelsmann paid €4.5 billion to stop the company from being listed on the stock exchange.

### Discussion

6 Work in small groups. Were the Mohns right to pay so much money to buy the shares back? Why? Why not?

## 7.2 Vocabulary Dealing with figures



## Saying numbers

1 Can you say the following numbers?

- |                 |                              |                     |         |
|-----------------|------------------------------|---------------------|---------|
| a 5th           | d 1 in 4                     | g 0.08              | j 7.71% |
| b $\frac{2}{3}$ | e 13–17 years                | h 6,000,000 days    |         |
| c £199,184      | f 156,000,000 m <sup>2</sup> | i 550L <sup>3</sup> |         |

2 Complete the sentences using the numbers in 1.

- Approximately 67%, or \_\_\_\_\_, of all start-up companies fail within the first five years.
- In a year the chances of becoming a victim of viruses, spyware or phishing are about \_\_\_\_\_. The cost to business is estimated to be several billion dollars a year.
- The average UK household consumes about \_\_\_\_\_ of tap water a year and can expect to receive a water bill of about £440. That works out at \_\_\_\_\_ p per litre.
- According to research, stress is responsible for \_\_\_\_\_ lost annually in the UK.
- The average price of a house in the UK is \_\_\_\_\_ – that's up by \_\_\_\_\_ over last year.
- The new economic city of Hail in Saudi Arabia will have an area of \_\_\_\_\_ and house some 80,000 people.
- The Republicans voted against increasing the minimum wage for the \_\_\_\_\_ time in less than a month.
- The average lifespan of a car in the UK has been estimated as between \_\_\_\_\_ by the Commission for Integrated Transport.

## Listening for detail

E 2:24–2:27 Listen to four economic reports and write the numbers you hear in the spaces.

## 1 America

The Federal Reserve announced it would drop its key interest rate by (1) \_\_\_\_\_ to (2) \_\_\_\_\_. This is the second drop in interest rates in the last six months. Productivity grew by (3) \_\_\_\_\_ in the third quarter, compared with (4) \_\_\_\_\_ in the first six months. Employers reported (5) \_\_\_\_\_ new jobs had been created in July.

## 2 Japan

Japanese industrial production increased slightly by (9) \_\_\_\_\_ and unemployment fell by (10) \_\_\_\_\_ to 2,890,000 last year. The yen remains strong at (11) \_\_\_\_\_ yen to the dollar. Bank lending rose by 2.4% in the year to April, the fastest increase in the last (12) \_\_\_\_\_ years.

## 3 Germany

Germany's job growth was stronger than expected in March. Unemployment fell by (6) \_\_\_\_\_ to 4,370,000. Its trade surplus grew again in the first quarter to (7) \_\_\_\_\_ up 0.4% over the previous quarter. The German car industry reported that a record (8) \_\_\_\_\_ vehicles were exported in the first three months.

## 4 The UK

Jobs in the service industry rose to (13) \_\_\_\_\_ last year while jobs in manufacturing fell by (14) \_\_\_\_\_. The National Statistical Office reported that the number of jobs paid below the national minimum wage has increased to approx. (15) \_\_\_\_\_. It also reported that (16) \_\_\_\_\_ jobs, 3.2% held by those aged (17) \_\_\_\_\_ were paid below (18) \_\_\_\_\_ an hour.

### Describing trends

4 Look at the newspaper headlines below describing trends and draw an arrow to show the direction of the trend.

1 Oil prices shoot up. ↑	4 INFLATION INCREASES BY 5% IN LAST 12 MONTHS.	7 Exchange rates between the dollar and pound fluctuate wildly.	10 Share prices in travel industry stagnant.
2 Gamebox sales up slightly after Nintendo cuts prices.	5 Profits in the IT industry fall dramatically.	8 UNEMPLOYMENT FIGURE UP SIGNIFICANTLY OVER LAST YEAR.	11 Commercial TV stations announce a 20% decline in advertising revenues
3 HOUSE PRICES REMAIN STABLE.	6 Government announces massive tax increase.	9 Intel announces slight drop in profit.	12 Ministers warn of huge rise in nuclear waste.

### Discussion

5 Work with a partner. Decide which headline:

- a) is good news for young consumers
- b) means goods and services have become more expensive
- c) means there are fewer jobs
- d) means that people will have less money to spend in future
- e) is bad news if you have invested in companies like Adobe or Dell
- f) will affect the plastics industry and make their products more expensive.

### Adverbs and adjectives

6 Read the extracts below from economic reports. Do the underlined adverbs and adjectives in the extracts describe:

- a big change? (A)      a sudden or fast change? (C)
- a small change? (B)      a slow change? (D)

You may need to use more than one letter.



### Internet research

Search for the keywords *current economic trends* to find out more about new developments in the world of business.

	Trend
1 Unemployment in Germany has fallen <u>slightly</u> over the past 12 months.	B and D
2 The overall cost for information technology shows a <u>gradual</u> decrease each year.	
3 There has been a <u>considerable</u> rise in sales of smaller, more economical cars in the last year.	
4 The share price fell <u>dramatically</u> after PGT announced it was planning to close its factory in China.	
5 The market for consumer electronics designed for 'older' people will grow <u>steadily</u> over the next few years.	
6 The company has grown <u>rapidly</u> over the last five years. Profits are expected to be up 30% on last year.	
7 The European Central Bank has said it is thinking of increasing its key lending rate <u>fractionally</u> in the autumn.	
8 Wages and salaries in the Indian IT industry have risen <u>quickly</u> in the last few years	

### Discussion

7 Look at the extracts above. Are the trends *P* (positive) or *N* (negative)? Think about who they are positive or negative for.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

**Refresh your memory**

**will and won't**  
*The Japanese economy will grow next year. It won't grow as quickly as this year.*  
 predictions

▶ Grammar reference page 130

**be going to**  
*We're going to open a new branch in Moscow next year.*  
 plans or intentions – things we have already decided to do

▶ Grammar reference page 130

**First conditional**  
*If you offer a discount (then) we will increase our order.*  
 if + present simple, (then) + will  
 likely future events

▶ Grammar reference page 131

**7.3 Grammar will and won't, be going to and first conditional****Test yourself: will and won't**

**1** Complete the dialogues below with 'll (= will) or won't (= will not).

- 1 JG: Right then, Luigi, I'd like to know why you don't think we (1) \_\_\_\_\_ be able to sell our pizzas in Italy. I thought Italians liked pizzas!  
 Luigi: Well, JG I think the name's wrong. JG's Spicy Pizza Grandy isn't Italian and I don't think the name (2) \_\_\_\_\_ appeal to Italian consumers.  
 JG: OK, so we change the name. No problem!  
 Luigi: That's a good idea, JG, but I think we (3) \_\_\_\_\_ still have a problem. Italians don't seem to like curry flavour pizzas!
- 2 Antonio: OK everyone, I'd like to hear your thoughts on the idea of taking over RGB. Sheila.  
 Sheila: Hmm... I think it's a bit risky, Antonio. It (4) \_\_\_\_\_ be cheap. It could cost us between €2,500,000 and €3,200,000 to get a majority stake in RGB. That's a lot of money.  
 Peter: Yes, Sheila, but RGB is an established company and if we can afford that, we (5) \_\_\_\_\_ have a company that has over 357,000 customers, a turnover of €28,000,000 and a really good name.  
 Tom: Yes, but we (6) \_\_\_\_\_ also have to invest about another €800,000 in RGB. *The management hasn't done anything for the last five years*
- 3 Manuel: So, Jean, you think shares in the tourist industry (7) \_\_\_\_\_ fall.  
 Jean: Yep, that's right Manuel, unemployment is up again and that means a lot more people (8) \_\_\_\_\_ be able to afford a holiday. Fuel prices are up so flights (9) \_\_\_\_\_ be more expensive... and these reports about more terrorist attacks (10) \_\_\_\_\_ help.  
 Manuel: OK, so a lot of people (11) \_\_\_\_\_ want to travel abroad, but what about our local tourist industry?

**Test yourself: be going to**

**2** We asked people on the street what they thought about these trends. What have they decided to do? Complete the sentences below with the correct form of *be going to*.

**Government to close 12 of the UK's 23 nuclear power plants**

**China to start exporting cars to Europe**

**ONE WORKER FOR THREE PENSIONERS BY 2075**

- 1 Well, I'm worried about the effect this will have on jobs in Europe. A lot of my friends have jobs that are connected with the car industry. I (1) \_\_\_\_\_ buy a Chinese car even if they are a lot cheaper.
- 2 *If fewer and fewer people with jobs have to pay for more and more pensioners, the government will have to increase taxes or cut pensions.* My wife and I (2) \_\_\_\_\_ look into private pension schemes – I think that's the only thing we can do if we want to have enough money to live on later.
- 3 If electricity prices go up, what (3) \_\_\_\_\_ do? What can I do? Nothing much – except buy a few energy saving lights. I'm certainly (4) \_\_\_\_\_ install solar panels, they cost too much.

**Internet research**

Search for the keywords *what will happen to* to read more about what people think the future will hold. Make a note of three ideas that you think will happen and three that you think won't happen.

**Test yourself: First conditional**

2 Match the beginning on the left with the correct ending on the right.

- |  |  |
|--|--|
| 1 If you buy a dozen,                                      | a) unless we increase the size of the order.                     |
| 2 Unless you drop your price by at least 5%                | b) if you want us to print your logo on them.                    |
| 3 They won't offer us a bigger discount                    | c) I'm afraid we will have to reconsider your order.             |
| 4 It'll cost another €150,                                 | d) we'll give you one pair free.                                 |
| 5 OK, we'll replace the parts for free,                    | e) they won't be prepared to sell their shares to you.           |
| 6 If you buy this car now,                                 | f) if you can't deliver sooner than that.                        |
| 7 We will have to look for another supplier,               | g) if you bring the car to us immediately.                       |
| 8 Unless you are willing to offer them at least €5 million | h) I'll throw in air-conditioning, winter tyres and a CD player. |

**Discussion**

2 Work with a partner. Look at the topics below and discuss your options.

- 1 An old aunt of yours has died and left you a luxury villa in the Bahamas.
- 2 You are both unemployed and want to set up a company together.
- 3 You are planning a four-week holiday to the USA.
- 4 You have been asked to organize a one-day festival/event for teenagers in your area.
- 5 You are going to live on a desert island for three months. Decide what to take with you.
- 6 You run an organization which helps families who live in poor parts of the world. You have a monthly budget of €10,000 for a new project.

3 Work with a partner. Read these extracts from reports and answer the questions below using the first conditional.

China's carmakers plan to increase production by over 500% in the next ten years and have also announced that they will open new plants in Eastern Europe.

What do you think will happen to:

- a) European carmakers? *If more Chinese cars are produced...*
- b) steel prices? \_\_\_\_\_
- c) CO<sub>2</sub> emissions? \_\_\_\_\_

The British government has announced that it plans to close 12 of Britain's 23 nuclear power plants over the next ten years. UK power plants currently generate a fifth of the country's electricity.

What do you think will happen to:

- a) UK electricity prices? \_\_\_\_\_
- b) the share price of alternative energy companies? \_\_\_\_\_
- c) manufacturing costs in the UK? \_\_\_\_\_

Over 25% of the German population is older than 60 and this figure is expected to grow significantly in the next 20–30 years. Some projections show that by 2075 there will be one worker for every three pensioners.

What do you think will happen to:

- a) wages and salaries in Germany? \_\_\_\_\_
- b) government spending? \_\_\_\_\_
- c) immigration to Germany? \_\_\_\_\_

## **Lesson 17: THE STOCK MARKETS.**

### **7.4. Speaking: Negotiations – making offers, agreeing deadlines.**

### **7.5. Writing: Describing figures.**

### **7.6. Case study: Trading stocks.**

**Objectives:** to rise background information and an activity allows students to get familiar with the market. Additional activities and related lessons are provided for further study.

- To get information marketers segmentation to identify the needs and wants of consumers, and ways of doing this: age, social class, family size, family lifecycle

**Level:** Intermediate +

**Negotiation:** Work with a partner to negotiate the following situation. Student B turn to page 114. Student A read below You would like to order some gifts with your company's logo on them for an important trade fair which will take place in 30 days' time.

**Discussion:** Look at the line graph below what does it show? what other types of graphs and charts do you know?

Discussion: In small groups, discuss the questions about shares.

- 1 What are the advantages and disadvantages of investing in shares?
- 2 Are there any types of company you would not want to have shares in?
- 3 Would you prefer to invest money in: a) shares that are risky. i.e. you could make or lose a lot of money? b) 'safer' shares of large, well-known companies (blue-chip companies)? c) bonds that guarantee fixed interest rates? d) a mixture of all of the above? why/why not?

**Reading for detail:** Read the information about the five companies and add any other opportunities or treats they mention to the table above.

**Market segmentation:** Marketers need market segmentation to identify the needs and wants of consumers. There are many ways of doing this: age, social class, family size, family lifecycle, and so on.

**Negotiating:** shares in the five companies are currently worth € 100 each' You have € 5,000 to spend on shares. Decide with a partner which companies you are going to invest in.

**Listening:** Now listen to an economic report and decide whether you would like to swap any of the shares you have for other shares. Think to other pairs and try to exchange shares.

Listen to a second report and decide whether you would like to make any further swaps.

Listen to an interview with stock market analyst Sarah Johnson and find out how much your shares are worth and why.

**Homework:** search for the keywords green technology to find out how companies are making profits from selling environmentally friendly products.

## 7.4 Speaking Negotiations – making offers, agreeing deadlines

## Contrastive stress

1 2:28 Listen to the recording and underline the words that are stressed.

- 1 a) I don't think their turnover will fall.  
b) I don't think their turnover will fall.
- 2 a) I told you to buy more shares in UPS if they went above US\$ 70.  
b) I told you to buy more shares in UPS if they went above US\$ 70.
- 3 a) The share price hasn't gone up much yet.  
b) The share price hasn't gone up much yet.
- 4 a) I think profits in the telecom industry will fall this year.  
b) I think profits in the telecom industry will fall this year.

Now listen again and practise saying the sentences.

2 Which of the sentences above means:

- 1 I don't think their turnover will fall. I know it will fall.
- 2 I told you to buy more shares in UPS if they went above US\$ 70. Not sell them.
- 3 The share price hasn't gone up much yet. But it soon will.
- 4 I think profits in the telecom industry will fall this year. But you may not agree with me.

3 Read the sentences below with the correct word stressed.

- 1 a) Sorry, but I ordered a glass of red wine (not white wine).  
b) Sorry, but I ordered a glass of red wine (not a whole bottle).
- 2 a) Mario doesn't want to talk about the problem, Pete (he wants to discuss the solution).  
b) Mario doesn't want to talk about the problem, Pete (Julia is the person who wants to talk).
- 3 a) I don't think their turnover will fall (but maybe our turnover will).  
b) I don't think their turnover will fall (but their profits might fall).
- 4 a) I didn't ask you to finish the report by Friday (Tom asked you).  
b) I didn't ask you to finish the report by Friday (I asked you to finish the accounts).

2:29 Now listen and check.

## Listening for detail

4 2:30 Listen to a negotiation between Antonio and Birgit as they negotiate over the supply of new parts. Fill in the spaces:

- Birgit: OK, perhaps we should (1) \_\_\_\_\_ to business. Well, (2) \_\_\_\_\_, Antonio, our new CEO is worried about our costs and he expects me to (3) \_\_\_\_\_ cheaper prices with all our suppliers.
- Antonio: Cheaper prices! But you're already getting ...
- B Yes, I know, Antonio, you're selling us the parts at cost and you'll be giving them away (4) \_\_\_\_\_ your prices any more.
- A Exactly, Birgit, wages and salaries have gone up, energy prices have gone up ... everything's gone up, but you expect us to drop our prices. It (5) \_\_\_\_\_, Birgit! No way!
- B OK, Antonio. Let's (6) \_\_\_\_\_ to prices in a minute and look at some other possibilities. What are our terms of payment? Six weeks?
- A Erm, no, eight weeks. Eight weeks is a long time to wait to be paid, Birgit.
- B Hmm ... well, if we shorten the terms of payment to, (7) \_\_\_\_\_, four weeks, will that help?
- A Hmm ... yes, maybe a little, but ...
- B But not enough for you to drop your prices. Right?
- A Well ...
- B What about delivery times? If (8) \_\_\_\_\_ another week or two, will that help?
- A Of course it helps, Birgit, but your production department always needs the parts ... the day before yesterday!
- B OK, Antonio, (9) \_\_\_\_\_ this idea? If we agree to pay you 3.5% more for parts delivered within seven days, 2% for parts delivered within 10 days and 1% if they are delivered within 14 days, (10) \_\_\_\_\_ to drop your prices slightly?
- A OK, maybe we can drop our price by 1%, but only if you pay within 14 days in future.
- B 1.5% Antonio and I think we (11) \_\_\_\_\_.
- A OK, Birgit, if it helps make your new CEO happier, (12) \_\_\_\_\_ 1.5%, then.
- B Oh, I'm sure our CEO will be delighted Antonio. Now, how about lunch?

### Negotiating language

5 In each set of four match the sentences on the left with the responses on the right.

- |   |  |
|---|--|
| 1 Can we agree on payment within 30 days?                       | a) I'm afraid we couldn't agree to that. Our costs have increased by over 3% in the last year. |
| 2 Let's come back to price later.                               | b) Yes, OK, but only if the price includes the shipping costs.                                 |
| 3 Can you deliver within 14 working days?                       | c) I'm afraid that's not long enough. We need 28.  |
| 4 We'd like you to drop your price by 5%.                       | d) Yes, that's a good idea. Perhaps we should look at delivery times next.                     |
| 5 So what kind of quantities are we talking about?              | e) They're covered by the guarantee for the first two years.                                   |
| 6 What about service and maintenance costs?                     | f) Good! It was great doing business with you.   |
| 7 If you pay late, we will charge another 2% for every 30 days. | g) Hmm ... 1.5% and I think we have a deal.  |
| 8 OK, I think we have a deal.                                   | h) Well, the first order would only be for 500 units, but if we're happy with the quality ...  |

### Negotiation

6 Work with a partner to negotiate the following situation. Student B turn to page 114. Student A read below.

You would like to order some gifts with your company's logo on them for an important trade fair which will take place in 30 days' time.

**onlinestore**

Product	Unit price	Quantity	Total
Calculators	€5.00	400	€2,000
Cups	€4.00	500	€2,000
Key rings	€0.50	1,000	€500
Teddy bears	€0.80	1,000	€800
			<b>€5,300</b>

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- The catalogue says that discounts for orders of more than 500 items are negotiable, but it is not clear if that means 500 items of one product, or the total order.
- The catalogue price would normally be €5,300. You would like a 10% discount for this order.
- Delivery times are normally 28 days, but you need everything to be delivered in the next 14–21 days. 14 days would be best.
- Payment is normally 10 days, you would like to pay within 28 days.
- The catalogue says shipping costs are €150 for orders over €1,000, but you would like the order delivered free.

Try to negotiate a deal that both you and the seller are happy with.

You start. Phone Student B.

When you reach an agreement Student A turn to page 116, Student B turn to page 117. Work out how good your negotiation skills are.

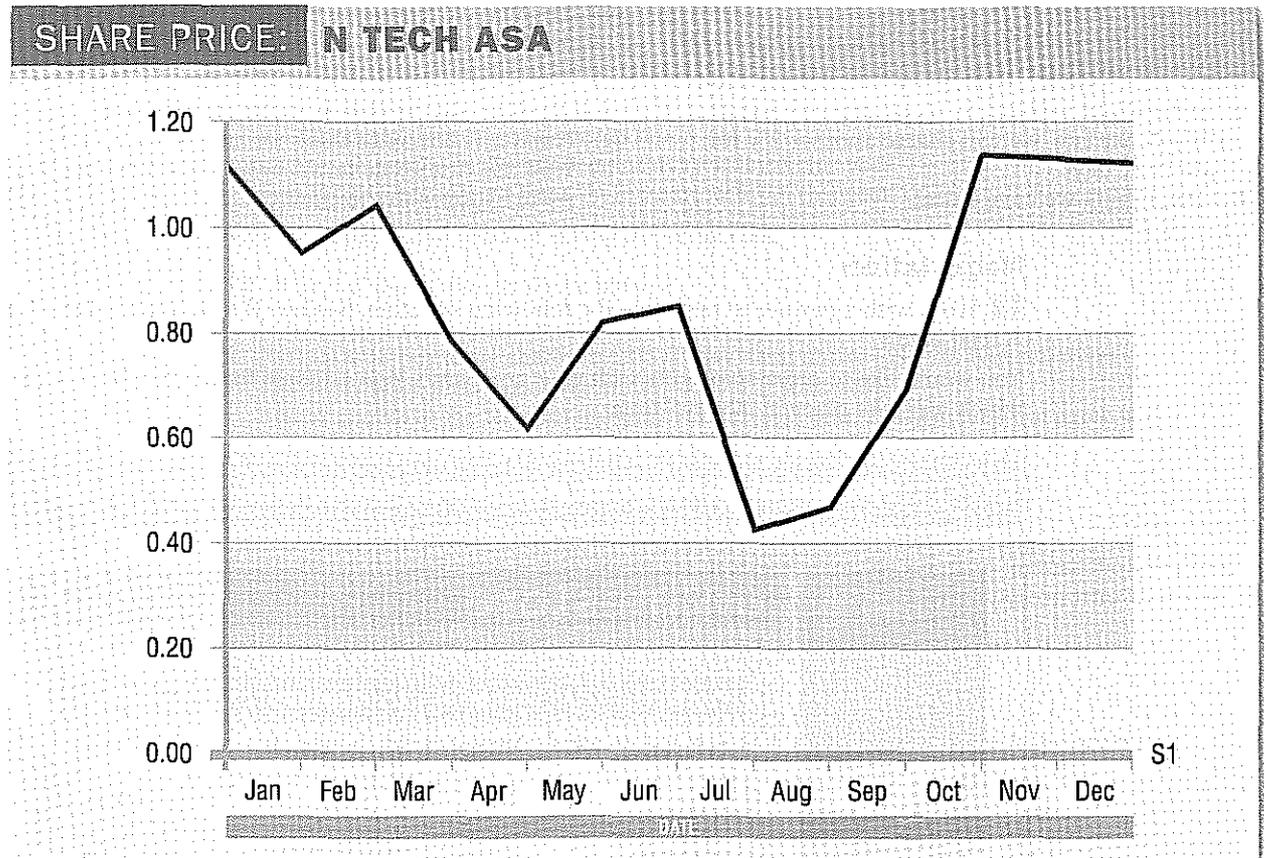
#### Internet research

Search for the keywords **successful negotiations** to find out more about negotiating. Make a list of five tips to remember when you are negotiating.

## 7.5 Writing Describing figures

## Discussion

1 Look at the line graph below. What does it show? What other types of graphs and charts do you know?



## Reading for detail

2 Read the description of the graph and mark the sentences *T* (true) or *F* (false).

The Norwegian environmental technology company, N Tech ASA had a turbulent year last year. The share price stood at US\$ 1.13 at the beginning of January, but fell significantly in the first five months and stood at US\$ 0.63 in May. There was talk of a takeover bid by one of N Tech ASA's competitors, Paterson, at the end of February. This proved to be false however and many speculators lost interest in the company and sold their shares.

At the beginning of June, CEO Fredrik Berg announced the closure of one of the factories and plans to lay off more than 1,500 employees at its other plants. Investors saw this as a way of cutting costs and improving the productivity. As a result of this the share price rose to US\$ 0.89 in July.

The rise was short-lived. In August, N Tech announced it had lost a US\$150 million contract with the Department for Environment, Food and Rural Affairs and its share price plummeted to US\$ 0.48. As a result more job cuts were announced in September and the share price rose slightly to US\$ 0.56.

In the last quarter the share price rose dramatically from US\$ 0.70 to US\$ 1.15. This was due to the announcement of a massive order for their methane gas-fired power stations from China and the resignation of Fredrik Berg who was replaced by top industrialist, Matilda Inge.

- The share price rose slightly at the end of February because of speculation that one of N Tech's competitors wanted to buy the company.
- When N Tech announced job cuts in June, the share price fell.
- When the company lost the contract with the Department for Environment, Food and Rural Affairs its share price shot up.
- Fredrik Berg's resignation had a positive effect on the company's share price.

### Causes and effects

3 Match the effects on the left with a cause on the right.

EFFECT	CAUSE
1 Sales of soft drinks increased by 22% last month	a) as a result of the stronger euro.
2 EU exports to the USA fell slightly last month	b) due to a strike at the Toulouse plant.
3 Production fell by 150,000 units to 700,000 in June	c) because of shortages in the supply of oil.
4 Heating costs rose by 10% in the last quarter	d) because of a heat wave.
5 House prices went up slightly last month	e) as a result of increasing competition and Internet telephony.
6 Telecom's profits fell by 18.4% last year	f) due to the fall in interest rates.

### Internet research

Search for the keywords *green technology* to find out how companies are making profits from selling environmentally friendly products

4 Complete these sentences with your own ideas. Use *because of*, *due to* or *as a result of* + a noun to explain the cause.

- Sales of film cameras have fallen dramatically since the 1990s...
- The number of smokers in the EU has dropped by over 6% in the last 10 years...
- Sales of convenience foods and ready meals have been growing steadily...
- Share prices in the airline industry fell significantly last week...

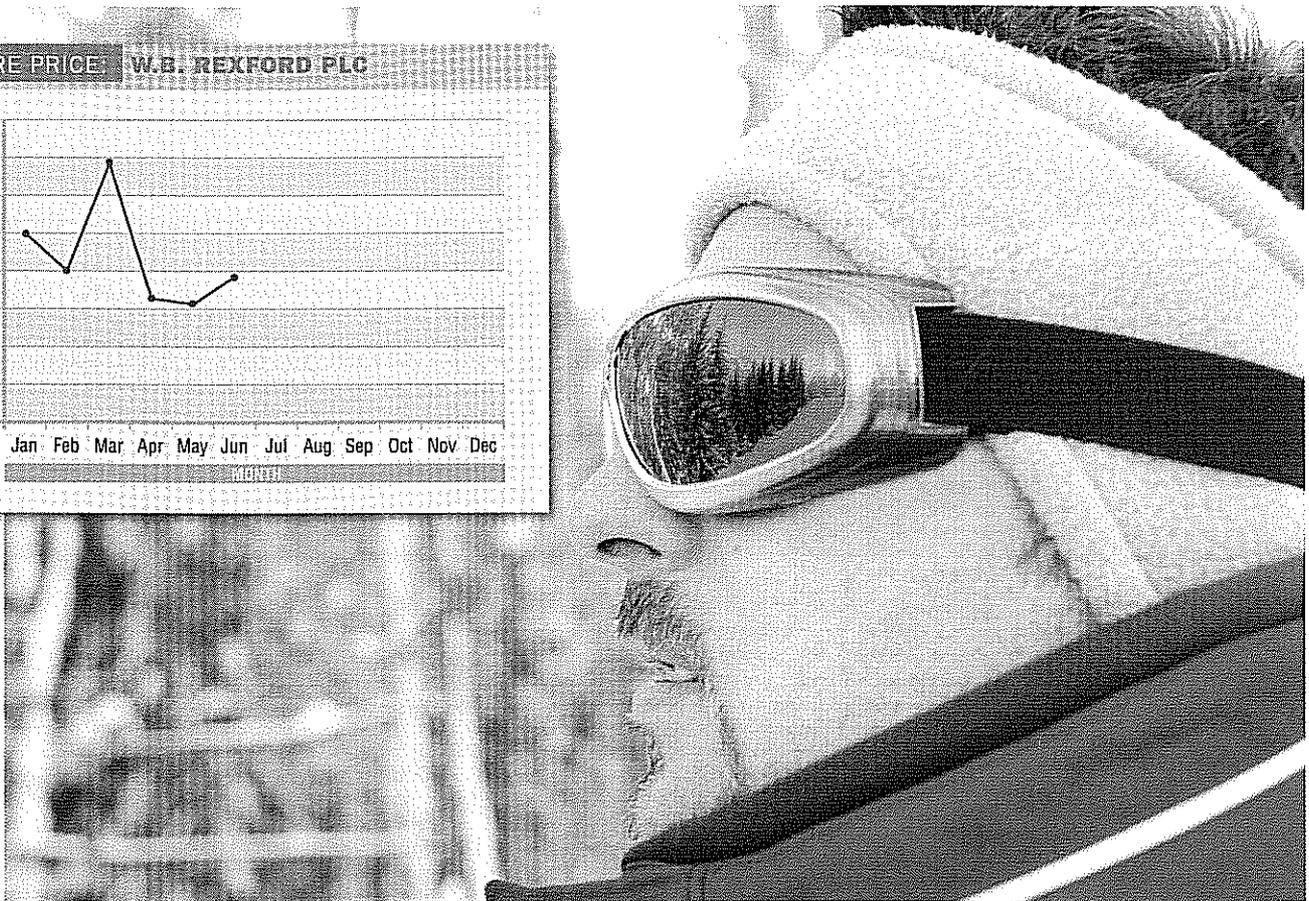
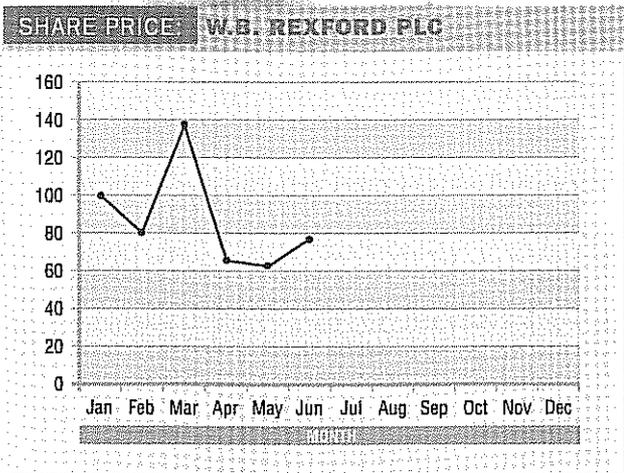
### Describing figures

5 Work with a partner. You are going to write two halves of a short report describing the share price of W.B. Rexford over the last year. This company manufactures outdoor clothing.

Student A read below. Student B turn to page 114

Write a report describing January to June. Use the graph below. Include a description of the trend (*it fell from... to..., it fell by... to...*) and a reason for the trend (*bad weather, a strike*, etc). Invent these reasons.

When you finish, swap reports with your partner and read about the other half of the year. Discuss together what actions the management could have taken at key moments.



## 7.6 Case study Trading stocks

**Discussion**

**1** In small groups, discuss the questions about shares.

- 1 What are the advantages and disadvantages of investing in shares?
- 2 Are there any types of company you would not want to have shares in?
- 3 Would you prefer to invest money in:
  - a) shares that are risky – i.e. you could make or lose a lot of money?
  - b) 'safer' shares of large, well-known companies (blue-chip companies)?
  - c) bonds that guarantee fixed interest rates?
  - d) a mixture of all of the above? Why/why not?

**2** Work with a partner. Look at the companies below.

CanGas Corp. – a Canadian Gas Company

Cyberchip Plc – a British computer chip manufacturer

Zero Emission Cars – a German producer of electric vehicles

Feijão Pretos SA – a Brazilian coffee producer

Genezap Inc. – a US biotech company which produces genetically-modified seed

Decide what kind of opportunities and threats there are for these companies. Think about environmental factors, market stability and competitors.

	Opportunities	Threats
CanGas Corp.		Gas supplies will run out soon
Cyberchip Plc	Cost of manufacturing has fallen.	
Zero Emission Cars AG		
Feijão Pretos SA		
Genezap Inc.		

**Reading for detail**

**E** Read the information about the five companies and add any other opportunities or threats they mention to the table above.

**Negotiating**

**4** Shares in the five companies are currently worth €100 each. You have €5,000 to spend on shares. Decide with a partner which companies you are going to invest in.

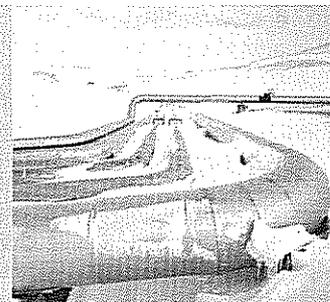
Company	No. of shares	No. of shares after first report	No. of shares after second report	Value
CanGas Corp.				
Cyberchip Plc				
Zero Emission Cars				
Feijão Pretos SA				
Genezap Inc.				
<b>Total value:</b>	<b>€5,000</b>			

**Internet research**

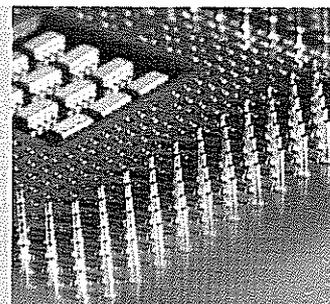
Search for the keywords *trading basics* to learn more about when to buy and sell shares.

- 5  2:31 Now listen to an economic report and decide whether you would like to swap any of the shares you have for other shares. Talk to other pairs and try to exchange shares.
- 6  2:32 Listen to a second report and decide whether you would like to make any further swaps.
- 7  2:33 Now listen to an interview with stock market analyst Sarah Johnson and find out how much your shares are worth and why.

**CanGas Corp** is a medium-sized Canadian gas producer. It owns several gas fields in western Canada and currently produces about 8% of Canada's natural gas output. Some of the smaller gas fields will run out within the next five years, but the company has been investing a lot of money in new pipelines to increase production from its larger gas fields. Environmental groups, such as Greenpeace, are angry at CanGas' plans to start exploiting a new gas field in Alberta and say the planned pipeline will have a negative effect. The increase in oil and gas prices has helped push CanGas' share price up to \$100 in recent months. A fall in energy prices would seriously affect CanGas' profitability and investment plans.



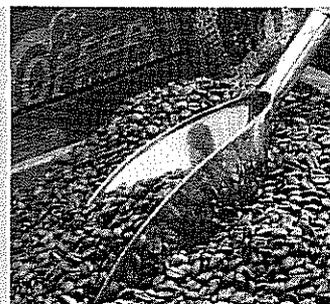
**Cyberchip Plc** has two 'fabs', or fabrication plants, in the UK and recently announced it has developed a new method of manufacturing chips which will reduce production costs significantly. Developing another plant will probably cost Cyberchip several million euros and some investors are worried that Cyberchip does not have the financial resources. FabPro, one of Cyberchip's competitors, has also announced that its new plant in Seoul will also go into full production of its new chip shortly. Many computer chip manufacturers have moved to the Far East where labour costs are significantly lower.



**Zero Emission Cars** produces small electric vehicles for city driving. It sold 50,000 units last year and plans to increase production by 50% in the next two years. High fuel prices have helped to increase the demand for these cars and new rules and regulations on emissions could push demand even higher. Critics say the car is too expensive and that the 80 km maximum range makes the car impractical for longer journeys. Zero Emission Cars says it is developing a new model which uses a new high-tech battery which could increase the car's range to 180–200 km.



**Feijão Pretos SA** produces high-quality, organic coffee. Its suppliers are mainly local coffee growers in the southern state of Paraná, Brazil, but it is increasingly buying more coffee from the states of Espírito Santo and Bahia which has helped to reduce the risk of frost because they are further north. Most of the coffee it exports is for the North American markets, but it is hoping to expand to the EU. Coffee prices have been falling on the world's markets, but Feijão Pretos' strategy of targeting the top end of the coffee market has worked well and last year it reported a profit of 42 million Brazilian Real (BRL) – or €15m, up 20% on the year before.



**Genezap Incorporated** produces genetically-modified seed, such as rice, wheat, maize and potato. Its turnover has increased more than 250% in the last five years and its profits have tripled in the same period. There are signs, however, that the demand for genetically-modified seed is slowing in the USA and Genezap is now hoping to be able to break into the European and Asian markets. Opposition to genetically-modified food is growing, particularly in Europe and the USA.



## **Lesson 18: GOING GLOBAL.**

### **8.1. About business: Franchising.**

### **8.2. Vocabulary: Setting up a franchise.**

**Objectives:** to provide student with practice in talking about about franchising and know about types of businesses.

**Level:** Intermediate +

**Discussion:** Work with a partner. Discuss the questions about franchising.

- 1 What is a franchise? Can you define it? 2 What types of businesses tend to be franchises?
- 3 How much control do you think the owner of a franchise has? Think about salary uniform, equipment and decoration.

**Scan reading:** Read the article about the Subway franchise and answer the questions below.

- 1 Who is Fred Deluca?
- 2 Approximately how much would you have to invest to open a Subway franchise?
- 5 Where was the first Subway franchise opened?
- 4 How many countries have Subway sandwich shops?

**Reading for detail:** Read the article about franchising and mark the sentences 7 (true) or F (false). 1 There are more McDonald's restaurants in the USA than Subway sandwich shops.

- 2 A Hilton Hotel Corp franchise is very expensive in comparison to a Subway franchise.
- 3 A person who runs a franchise can decide what their employees wear.
- 4 Fred Deluca's first franchise shop was very far from his first shop.
- 5 Subway's first overseas franchise was opened more than 20 years after the first shop was opened.
- 6 The franchisor is responsible for all tax and legal matters within the country the franchise is operating in.
- 7 Franchising has had a positive effect on Fred Deluca's company.

**Discussion:** With a partner discuss the questions.

- 1 Do you think a franchisee is really his,/her own boss? Make a list of the type of decisions a franchisee can and cannot make themselves.
- 2 If you had the choice of buying a cup of coffee or a hamburger from a no-name company or a well-known franchise, which would you choose? Why? 3 If you wanted to start your own business would you think about buying a franchise? Why/ Why not?
- 4 Do you think there any types of businesses that would not work as franchises? What are they and why do you think they wouldn't work?

**Homework:** to learn vocabulary and search for the keywords global advertising campaign to find out more about why companies use global advertising.

## 8.1 About business Franchising

## Discussion

- 1 Work with a partner. Discuss the questions about franchising.
- 1 What is a franchise? Can you define it?
  - 2 What types of businesses tend to be franchises?
  - 3 How much control do you think the owner of a franchise has? Think about salary, uniform, equipment and decoration.

## Scan reading

- 2 Read the article about the Subway franchise and answer the questions below.
- 1 Who is Fred DeLuca?
  - 2 Approximately how much would you have to invest to open a Subway franchise?
  - 3 Where was the first Subway franchise opened?
  - 4 How many countries have Subway sandwich shops?

## Internet research

Search for the keywords *subway franchise* to find out more about Subway and franchising opportunities.

## Reading for detail

- 3 Read the article about franchising and mark the sentences *T* (true) or *F* (false).
- 1 There are more McDonald's restaurants in the USA than Subway sandwich shops.
  - 2 A Hilton Hotel Corp franchise is very expensive in comparison to a Subway franchise.
  - 3 A person who runs a franchise can decide what their employees wear.
  - 4 Fred DeLuca's first franchise shop was very far from his first shop.
  - 5 Subway's first overseas franchise was opened more than 20 years after the first shop was opened.
  - 6 The franchisor is responsible for all tax and legal matters within the country the franchise is operating in.
  - 7 Franchising has had a positive effect on Fred DeLuca's company.

## Vocabulary

- 4 In each set of four, match a word from the article with the correct meaning.
- |                          |   |
|--------------------------|---|
| 1 rapidly                | a) a shop or store that sells goods to the public |
| 2 phenomenal             | b) very quickly                                   |
| 3 furniture and fittings | c) extraordinary                                  |
| 4 outlet                 | d) equipment or fixtures                          |
| 5 abroad                 | e) income or revenue                              |
| 6 consider               | f) a business which is owned by another company   |
| 7 subsidiary             | g) in a foreign country                           |
| 8 turnover               | h) think about                                    |

## Discussion

- 5 With a partner discuss the questions.
- 1 Do you think a franchisee is really his/her own boss? Make a list of the type of decisions a franchisee can and cannot make themselves.
  - 2 If you had the choice of buying a cup of coffee or a hamburger from a no-name company or a well-known franchise, which would you choose? Why?
  - 3 If you wanted to start your own business would you think about buying a franchise? Why/Why not?
  - 4 Do you think there any types of businesses that would not work as franchises? What are they and why do you think they wouldn't work?

## Join a leader

in a high-growth industry. Low investment, no experience needed. Find out more today! Be your own boss tomorrow.

# Going global with a SUBMARINE

**If you would like to be a global player with outlets in hundreds of countries, perhaps you should think about setting up a franchise business.**

FRED DELUCA, the CEO of Subway, opened his first Subway restaurant in Connecticut in 1965 with just US\$1,000 borrowed from a friend of the family.

Subway now has more outlets in the USA and Canada than MacDonald's. And the company is growing rapidly with eight new outlets opening worldwide every day.

One of the reasons for Subway's phenomenal growth is that the franchise fee is relatively cheap. A Subway franchise fee costs less than €10,000 and unlike a franchise with

known and established brand with tried and tested products or services which consumers can identify with. They know what to expect whether they are in Beijing, Bombay or Boston.

Franchising is a simple, but effective way of expanding rapidly, however, as Fred DeLuca discovered it takes time and a great deal of hard work to establish your company's name and reputation. It took Fred DeLuca nine years before he felt the time was right to open the first franchised Subway sandwich shop ... and it wasn't on the other side of the globe, but just a 40-minute drive from Fred's first shop. It wasn't until 1984, almost 20 years after going into business, that the first Subway franchise opened abroad – and not in Canada, Mexico or Europe as you might expect, but Bahrain.

As Subway soon discovered, franchising is an excellent business model if you are thinking of going global. A franchisor does not need to worry about the laws or taxes of the foreign countries it operates in; it doesn't need to relocate staff to set up and run subsidiaries abroad; nor does it need to offer language training or cross-cultural courses to staff. The franchisee is responsible for running the business on a day-to-day basis and making sure it complies with the legislation of the country it operates in.

Subway currently operates in more than 86 countries ... so if you have a good idea, such as how to make and sell a submarine sandwich, perhaps you should consider franchising if you want to go global.

Hilton Hotels Corp, for example, you do not have to invest a small fortune in furniture and fittings. A subway shop can cost less than €100,000 to equip.

## **What exactly is a franchise and how does it work?**

Once a company like Subway has established itself and can show that its business model works, it can offer its trademark or name to other companies or individuals. They pay an initial franchise fee to use the name and a certain percentage of the gross profit or turnover. The franchisee also has to fulfil the franchisor's CI\* standards, for example, the stores and outlets have to be equipped and fitted in a certain way or the staff may have to wear a special uniform. But the risk for the franchisee is minimized - they are buying a well-

**They know what to expect whether they are in Beijing, Bombay or Boston**



\* CI = Corporate Identity

8.2 Vocabulary *Setting up a franchise***Discussion**

- 1 With a partner, put these stages of researching a franchise into the correct order.
- Shortlist two or three franchises and talk to some of the franchisees running these businesses. How have these franchises developed? Are the franchisees happy with the support their franchisor provides?
  - Decide how much money you can afford to invest and how much money you feel you can borrow. Be realistic!
  - When you are happy that you have all the information you need to make a decision, complete the application form of the franchise you think is the most suitable for you.
  - What are you good at? What do you enjoy doing? Identify the type of business you would like to operate in.
  - Contact the franchisees operating in that business and ask them to send you information about their franchising agreements.
  - Do some market research. Do the franchises you have shortlisted already have outlets in your area? Is there a lot of competition? Does the area have enough customers or clients for the product or service you want to sell?

**Listening for gist**

2  2:34 Listen to Maria Coelho talking to business journalist Dave Townley about her experience of running a franchise. Answer the questions.

- What kind of business does Maria run?
- Where is her business?
- Is the business successful?

**Listening for detail**

3 Listen to Maria again and complete a summary of her franchise.

Maria returned to Portugal and decided she wanted to be her (1) \_\_\_\_\_ and (2) \_\_\_\_\_ a teashop.

Maria flew to the UK four or five times to select the right (3) \_\_\_\_\_. She paid a franchising (4) \_\_\_\_\_ of £12,000.

She took part in a two-week (5) \_\_\_\_\_.

The franchiser's European agent was unhappy about the location of the (6) \_\_\_\_\_ Maria had chosen. She spent another three months trying to find a more central outlet she could afford to (7) \_\_\_\_\_.

The bank agreed to (8) \_\_\_\_\_ Maria €50,000 and she (9) \_\_\_\_\_ another €50,000 from the three Fs.

Maria persuaded the franchisor to let her have the (10) \_\_\_\_\_ and (11) \_\_\_\_\_ made locally.

The business is now very successful; the (12) \_\_\_\_\_ has increased by 50% over the same period last year.





## Lesson 19: GOING GLOBAL.

### 8.3. Grammar: Past simple and present perfect.

### 8.4. Speaking: Presentations – handling questions.

**Objectives:** • to present and practise with the structure ‘for’ or ‘since’ past simple and present perfect

- to practise inferring the meaning of the new words from the context
- to practise reading for gist and detailed information

**Level:** Intermediate +

**Test yourself:** Present perfect with for and since. Complete the dialogue between Ruth and Paolo by putting for or since into the space

2. Read an interview about siemen5, recent history between Peter Davis, a business journalist, and Chris Frank, a business analyst. Underline the correct tense.

**Discussion:** Work with partner. Read the quiz about airports and decide what is correct answer is

**Listening for detail:** Listen to the first part of a presentation by Ingo Anspach, the press officer at Munich airport. Complete the sentences below with the information you hear'

**Speaking:** Work in pairs. Prepare to talk for two minutes about your studies, qualifications and work experience. Prepare a list of questions to ask your partner when you are talking use the phrases in exercise 4 to deal with the questions.

A: I graduated from university in 2005. B: What did you study?

A: That's a very good question, my main...

**Handling questions:** Put the press officer's answer to the questions into the correct order.

1 You said that over 27,400 people work at the airport. What do they all do? a good That's very question. 2 What have been the most important developments at the airport since it opened?

OK, glad asked I'm me you that.

**Role play:** At the moment your local airport only offers domestic flights, but it plans to expand and become an international airport. Your local newspaper has reported that:

- the number of flights could increase by 30 a day to over 300 a day within the next five years.
- a new railway line and motorway from the nearest city will have to be built.
- two international hotels and a conference center are planned.
- a 24/7 shopping center is planned.
- the runway will be extended and a small forest will have to be cut down.
- the groundwater in the area will have to be lowered because of the problem of fog in spring and autumn.

**Homework:** search for the keywords company history to find out more about a company you are interested in. Tell your partner what you find.

## Refresh your memory

## Past simple

They opened their first shop in 2003.

completed actions

► Grammar reference page 124

## Present perfect

He has worked at most of the major banks in Rome

have/has + past participle

actions that started in the past and continue into the present

Peter Brozek has run the business for ten years.  
for + length of time  
for ten years, for half an hour

We have sold more than 160,000 copies of the DVD since 2007.

since + time the action started  
since 2007, since 1<sup>st</sup> March, since I left college

► Grammar reference page 132

## 8.3 Grammar Past simple and present perfect

Test yourself: Present perfect with *for* and *since*

1 Complete the dialogue between Ruth and Paolo by putting *for* or *since* into the spaces.

- R: So, Paolo, you're a sales manager at BD International, aren't you?  
P: Yes, that's right. I'm responsible for international sales. I've been with BD International (1) \_\_\_\_\_ I left university in 1990.  
R: How long have you been in London?  
P: I've been here (2) \_\_\_\_\_ almost ten years. I worked in our Madrid office before that.  
R: I guess you have to do a lot of travelling.  
P: Oh yes, I've had to fly to Paris, New York and Shanghai (3) \_\_\_\_\_ the beginning of the month.  
R: Shanghai?  
P: Yes, we have had a subsidiary in Shanghai (4) \_\_\_\_\_ 2001. I usually have to fly there two or three times a year.  
R: That sounds like hard work! Can you speak any Chinese?  
P: A little, but most of my colleagues there speak English quite well. Actually, I'm trying to learn Russian at the moment.  
R: Russian?  
P: Yes, we've had an office in Petersburg (5) \_\_\_\_\_ more than ten years.  
R: Is your Russian good?  
P: It's not bad, but I haven't had any lessons (6) \_\_\_\_\_ the last two months.  
R: Language must be a big problem for an international company.  
P: Yes, language and inter-cultural training have been key issues for us (7) \_\_\_\_\_ we lost a very important contract in Dubai in 1999 because of misunderstandings there.

## Test yourself: Past simple and present perfect

2 Read an interview about Siemens' recent history between Peter Davis, a business journalist, and Chris Frank, a business analyst. Underline the correct tense.

- Peter (1) Have there been / Were there a lot of changes at Siemens since 1970?  
Chris Yes, of course, Peter, but most of them (2) happened / have happened under the leadership of Heinrich von Pierer and his successor Klaus Kleinfeld who (3) resigned / has resigned as CEO of Siemens in 2007.  
Peter What sort of changes (4) did they make / have they made?  
Chris Well, they (5) have moved / moved Siemens out of certain business areas such as defence systems and mobile phones. They (6) sold / have sold the defence business in 1997 and BenQ (7) bought / has bought Siemens' mobile phone subsidiary in 2005.  
Peter (8) Has Siemens moved / Did Siemens move into any new areas?  
Chris Yes, of course. Since 2000 they (9) took over / have taken over 20 new companies in areas ranging from wind power to industrial automation.  
Peter Siemens is sometimes called a sleeping giant. Do you think that is still true?  
Chris (10) That was / has been true in the past, but not any more, Peter. There (11) was / has been some radical restructuring in the last few years.  
Peter And, do you think that will continue?  
Chris Yes, I'm sure that subsidiaries and divisions which (12) were / have been performing badly will be sold off and Siemens will buy into other companies with high growth potential.

**Internet research**

Search for the keywords *company history* to find out more about a company you are interested in. Tell your partner what you find.

**Asking questions**

3 Use *how long* + the present perfect to make questions.

Question	Answer
1	He's been the European agent for the franchise since 2005.
2	We've had outlets in Asia for over 15 years.
3	Sue's known the CEO of the American division for about five years.
4	They've been in the oil business since 1897.
5	We've had an agreement with them for ten years.
6	I've seen this problem with the European market coming for some time.

**Describing companies**

4 Read the facts about global companies and use the present perfect (*have/has done*) or past simple (*did*) of the verbs in brackets.

- McDonald's \_\_\_\_\_ (open) its first foreign outlet in Richmond, Canada in 1967. It now has outlets in 120 countries.
- The Bank of Tokyo-Mitsubishi UFJ, Ltd \_\_\_\_\_ (be) the world's largest bank since 2006. It has assets of over US\$1.7 trillion.
- Lufthansa \_\_\_\_\_ (take over) Swiss Air in March 2005. It is now Europe's third largest airline after British Airways and Air France.
- De Beers \_\_\_\_\_ (has) a monopoly of the world's diamond market for decades. It controls about 60% of the market.
- Exxon Mobil, the world's biggest oil company, \_\_\_\_\_ (announce) revenues of over US\$298 billion in 2004. That is more than the GDP of a country such as Austria.
- Wal-Mart \_\_\_\_\_ (be) a family-owned business since Sam Walton opened his first Wal-Mart store in Arkansas in the USA in 1962. It is the world's largest retailer.
- Levi's \_\_\_\_\_ (close) most of its factories in the USA and Canada and \_\_\_\_\_ (move) production to low-cost countries in the 1990s.
- Apple Inc. \_\_\_\_\_ (decide) to drop the word 'computer' from its name Apple Computer, Inc. in January 2007. Since the success of its iPod, Apple \_\_\_\_\_ (focus) on expanding its range of products in the consumer electronics market.

**Asking for information**

5 Siemens AG is one of the world's biggest technology conglomerates. It has subsidiaries in 190 countries and employs almost half a million people worldwide.

Work in pairs. Ask your partner questions to complete the first 120 years of the company's history.

Student A: use the information below.

Student B: turn to page 115.

- Werner von Siemens established the Siemens and Halske Construction Company in Berlin in \_\_\_\_\_. (When?)
- The company constructed the Indo-European telegraph line between London and Calcutta in 1870.
- Siemens presented \_\_\_\_\_ at the Berlin Trade Fair in 1879. (What?)
- In 1919 Siemens formed a joint venture with two other manufacturers of light bulbs. The joint venture company was called Osram.
- The company installed the first automatic traffic lights in \_\_\_\_\_ in 1924. (Where?)
- Siemens started producing the electron microscope in 1939.
- Reconstruction of the company began. Over 80% of the company's assets were destroyed in WWII.
- Siemens developed a method to produce \_\_\_\_\_ and entered the data processing industry in 1953. (What?)
- In 1964 construction of the world's largest satellite communications station in Bavaria, Germany began.
- Siemens became a German public limited company; Siemens AG in \_\_\_\_\_. (When?)
- Siemens set up the company \_\_\_\_\_ to produce household appliances in 1967. (Which?)

## 8.4 Speaking Presentations - handling questions

## Discussion

1 Work with a partner. Read the quiz about airports and decide what the correct answer is.



- |  |  |
|--|--|
| 1 The world's busiest airport is:<br>a) Beijing, China<br>b) Atlanta, USA<br>c) Heathrow, UK.  | 4 The biggest passenger plane is:<br>a) the Boeing 747<br>b) the Airbus A380<br>c) Antonov 225.  |
| 2 The longest runway in the world is at:<br>a) New York JFK, USA<br>b) Edwards Airforce Base, USA<br>c) Dubai International Airport. | 5 In 2005 the longest non-stop commercial flight was:<br>a) from London to Sydney<br>b) from Hong Kong to London<br>c) from Beijing to New York. |
| 3 The highest airport in the world is:<br>a) Svalbard Airport, Norway<br>b) Lima, Peru<br>c) Bangda, Tibet.                          | 6 The world's oldest airline is:<br>a) KLM, the Netherlands<br>b) Easyjet, UK<br>c) Northwest, USA.  |

# QUIZ

## Listening for detail

2 2:35 Listen to the first part of a presentation by Ingo Anspach, the press officer at Munich airport. Complete the sentences below with the information you hear.

- The decision to build the new airport was made in \_\_\_\_\_.
- The construction work began in \_\_\_\_\_.
- The airport was officially opened in \_\_\_\_\_.
- It has been voted the "Best Airport in Europe" for \_\_\_\_\_.
- Last year there were 30.8 million \_\_\_\_\_ and more than 400,000 \_\_\_\_\_ and landings.
- The number of passengers has increased by \_\_\_\_\_ and the number of flights by \_\_\_\_\_.
- 5% of the passengers fly \_\_\_\_\_ class and 95% fly \_\_\_\_\_.
- 52% of the passengers say they are flying for \_\_\_\_\_ purposes and 48% for \_\_\_\_\_ purposes.

**Internet research**

Search for the keywords *Heathrow Airport* to find out more about one of the world's busiest international airports.

**3** 2:36 Now listen to the question and answer (Q&A) session at the end of the presentation and match the information on the left with the numbers and figures on the right.

- |  |           |
|--|-----------|
| 1 Over _____ people work at the airport.                             | a) 2003   |
| 2 A second terminal was opened in _____                              | b) 250    |
| 3 A new runway is planned for _____                                  | c) 27,400 |
| 4 The hotel will have _____ rooms.                                   | d) 2011   |
| 5 The hotel will be ready in _____                                   | e) 3,000  |
| 6 In the last two and a half years _____ new jobs have been created. | f) 2009   |
| 7 Night-Flight, the disco, is big enough for _____ guests.           | g) 2.10   |
| 8 Half a litre of beer at the Airbräu brewery costs €_____.          | h) 4,000  |

**Handling questions**

**4** Put the press officer's answers to the questions into the correct order.

- 1 You said that over 27,400 people work at the airport. What do they all do?  
→ a good That's very question.
- 2 What have been the most important developments at the airport since it opened?  
→ OK, glad asked I'm me you that.
- 3 Do you think the new runway that's planned for 2011 is really necessary?  
→ it isn't say people Some that, but...
- 4 Are you planning anything else?  
→ Yes, of course. I my mentioned As in talk...
- 5 Have a lot of jobs been lost since September 11, 2001?  
→ No, the on contrary...
- 6 What has the airport done to tighten security and make flying safer for passengers?  
→ I'm afraid can't I the details go into here.

Listen to the Q&A session again and check your answers.

**5** Answer the questions about the phrases for handling questions.

- 1 Which phrase can you use when you don't want to say any more about something?
- 2 Which two phrases can you use to introduce a negative answer?
- 3 Which two phrases can you use to introduce a positive answer?
- 4 Which phrase can you use to refer back to something that you talked about earlier?

**Speaking**

**6** Work in pairs. Prepare to talk for two minutes about your studies, qualifications and work experience. Prepare a list of questions to ask your partner. When you are talking use the phrases in exercise 4 to deal with the questions.

A: I graduated from university in 2005.      B: What did you study?

A: That's a very good question, my main...

**Roleplay**

**7** At the moment your local airport only offers domestic flights, but it plans to expand and become an international airport.

Your local newspaper has reported that:

- the number of flights could increase by 30 a day to over 300 a day within the next five years.
- a new railway line and motorway from the nearest city will have to be built.
- two international hotels and a conference centre are planned.
- a 24/7 shopping centre is planned.
- the runway will be extended and a small forest will have to be cut down.
- the groundwater in the area will have to be lowered because of the problem of fog in spring and autumn.
- a new town may have to be built for all the extra employees the airport will employ.

**8** Work in groups of three. Student A turn to page 114, B turn to page 113, student C turn to page 116

## Lesson 20: GOING GLOBAL.

### 8.5. Writing: Reports of recommendation.

### 8.6. Case study: Choosing a franchise.

**Objectives:** to exchange opinions on the use of various kinds of reports of recommendation.

- to provide practice in reading and listening for gist and specific information
- to introduce and practise new vocabulary

**Level:** Intermediate +

**Discussion:** Work with a partner. Have you ever had to write a report or make a written statement? What was it about? What kind of information or facts did you include?

**Reading and analysis:** Read these extracts from a report of recommendation. Find answers to the questions. 1 what Locations does the report cover?

2 How many selection criteria were used? 3 which location does the report recommend?

**Listening for detail:** Listen to Ajit Singh, a relocation consultant, talking about the problems of building an electric motors factory in the location David Green has visited.

Make some notes about the positive or negative points you hear

**Writing:** Work with a partner and use the information in the table above to write a short report to David Green's boss about the pros and cons of building the plant at this location and make a recommendation.

**Discussion:** work in small groups. Would you like to set up and run your own business? why/why not?

**Discussion:** with a partner, decide which franchise above you would like to run and why' imagine that you are running the franchise you chose in 5 Look at the questions below and Fill in the table about the opportunities and threats that you face.

opportunities: What are your strengths and why do you think they would help you to run this business? What are the trends that will help your business grow (changes in politics, technology, life styles, populations etc.) ?

Read the statements below and decide whether they would most likely be said by the owner of a small business, an employee or both. Write o (owner). E (employee) or B (both) next to each.

**Reading for detail:** Read what franchisees had to say about their franchises and complete the table opposite with the information that is missing.

**Presenting:** With a partner, prepare a short presentation about the franchise you have chosen and what the opportunities and threats are. Use the Prompts below to help you'

**Homework:** Search for the keywords report + (a subject you are interested in) to find some reports that have been written about it.

## 8.5 Writing Reports of recommendation

**Discussion**

1 Work with a partner. Have you ever had to write a report or make a written statement? What was it about? What kind of information or facts did you include?

**Reading and analysis**

2 Read these extracts from a report of recommendation. Find answers to the questions.

- 1 What locations does the report cover?
- 2 How many selection criteria were used?
- 3 Which location does the report recommend?

This first part of this report looks at the advantages and disadvantages of relocating production to various locations in Poland, the Czech Republic, Hungary, Bulgaria and Romania.

The second part of the report looks at...

The selection criteria we used to compare the different locations were:

- local salaries
- availability of skilled staff
- land prices/rents
- local infrastructure
- availability of local suppliers
- transportation costs

... land prices and rents are likely to rise and this could result in demands for higher wages and salaries. However, we forecast that these costs are likely to increase far more quickly in locations in the countries bordering Austria and Germany.

The main disadvantages of setting up a production facility in Romania are the higher transportation costs to the western European markets. We would also be almost totally dependent on one local supplier for the electronic components we need. These could be shipped from suppliers in Germany, Austria or the Czech Republic if there were a major disruption at the supplier's factory.

The biggest advantages of the Romanian sites are clearly the cost savings for skilled staff and the local authorities' offers of a free 99 year lease for the sites.

... the cost of moving production to Romania could be covered by selling the UK and French factories. We suggest locating the plant in either Bucharest or Constanta ...

3 The points below are typical of a report of recommendation. Which order would you expect them to be in?

- |  |   |
|--|---|
| <input type="checkbox"/> list which points were taken into account | <input type="checkbox"/> identify possible future risks |
| <input type="checkbox"/> outline the structure of the report       | <input type="checkbox"/> identify the pros and cons     |
| <input type="checkbox"/> make a recommendation                     |   |

Now read the extracts again. Does their order on the page match your order?

4 Match the phrases on the left with those on the right with a similar meaning.

- |  |  |
|--|--|
| 1 This first part of the report looks at...                    | a) Factors used to select were...                          |
| 2 The selection criteria we used were...                       | b) We predict that...                                      |
| 3 ... are likely to (rise / fall) and this could result in.... | c) The initial part of the report examines...              |
| 4 We forecast that....   | d) ... could (increase / decrease) and this may lead to... |
| 5 The main disadvantages are...                                | e) The most significant benefits...                        |
| 6 The issues we looked at were...                              | f) The questions we examined were...                       |
| 7 The biggest advantages...                                    | g) We recommend...   |
| 8 We suggest...  | h) The biggest drawbacks are...                            |

### Listening for detail

**5**  2:37 Listen to Ajit Singh, a relocation consultant, talking about the problems of building an electric motors factory in the location David Green has visited.

Make some notes about the positive or negative points you hear.

Notes:

	Positive points	Negative points
Location		
Infrastructure (Roads, railways)		
Staff		
Suppliers		
Constructing the factory		

### Internet research

Search for the keywords *report + (a subject you are interested in)* to find some reports that have been written about it.

### Writing

**6** Work with a partner and use the information in the table above to write a short report to David Green's boss about the pros and cons of building the plant at this location and make a recommendation.



## 8.6 Case study Choosing a franchise

## Discussion

- 1 Work in small groups. Would you like to set up and run your own business? Why/Why not?
- 2 Read the statements below and decide whether they would most likely be said by the owner of a small business, an employee or both. Write *O* (owner), *E* (employee) or *B* (both) next to each.
- 1 I haven't had a holiday for almost two years.
  - 2 I've had to do a lot of overtime since the beginning of the month.
  - 3 We had to close the company for ten days last May because I was ill.
  - 4 Being a good listener is very important.
  - 5 There's no point in having good ideas, they just get ignored.
  - 6 If I didn't take risks, nothing would ever change.
  - 7 I often have to take work home with me.
  - 8 I didn't get a Christmas bonus last year.

## Reading for detail

- 3 Read what franchisees had to say about their franchises and complete the table opposite with the information that is missing.



## FINNLEY'S

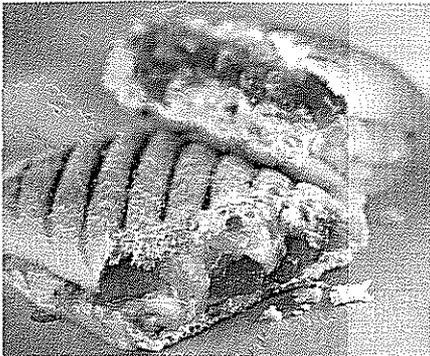
Lewis and I set up a Finnley's franchise in Malaga, Spain two years ago. We work from home, so the only costs we had were for equipping the office. We probably paid less than £7,000 for the PCs, phones, fax and furniture.

Lewis does all the paperwork and I organize the staff.

We have a dozen care workers and almost 200 clients.

A lot of elderly people retire to Spain and they don't normally have family or friends to support them, so there is a big demand for home care here.

If you enjoy working with people, home care is a great business opportunity and a very rewarding job.



## TOASTIES

When Sally and I left college we decided we wanted to work together and run our own business. We looked into several franchises, but most of them were too expensive for us.

Our outlet has done really well. We were lucky; we found a shop near the university, so nearly all our customers are students.

Finding the right location is key in this business. Several of the Toasties franchisees we know have had difficulties because they opened outlets in locations where there were already a lot of fast food restaurants and cafes.

The fast food market is very competitive so if you don't find the right location, you won't survive for long.



## CLASSIC COTTON CLOTHES

Laura and I love what we are doing. We both care about the environment and feel that what we are doing is helping the planet. Lots of people buy clothes without thinking about where the products come from and we aim to provide pure cotton clothes that are made in a completely natural and environmentally-friendly way.

The business has grown quickly since we started and we now have over 200 customers who regularly order clothes from us. Most of them are in their late twenties or thirties.

Most franchises open in small towns, away from the big shopping centres, but we also deliver products to people's homes. The clothing market can be difficult to break into because lots of big chains are already well-established so if you don't find a gap in the market, you won't survive for long.



Name of franchise	Finnley's	Toasties	Classic Cotton Clothes
Established	2000		
Business area		Convenience food	
Franchise fee			£18,000
Cost of fittings and equipment, etc.	?		
No. of franchises		530	
Typical customers	Disabled and/or older people		?
Growth potential		?	High

**Internet research**

Search for the keywords *presentation tips* to find out how you can make your presentations better in future. Choose three tips which are useful for you. Tell your partner.

**Listening for detail**

4 2:38–2:40 Listen to three presentations about the different franchises and add any information you hear to the table above.

**Discussion**

- 5 With a partner, decide which franchise above you would like to run and why.
- 6 Imagine that you are running the franchise you chose in 5. Look at the questions below and fill in the table about the opportunities and threats that you face.

**Opportunities:**

- 1 What are your strengths and why do you think they would help you to run this business?
- 2 What are the trends that will help your business grow (changes in politics, technology, lifestyles, population, etc.)?

**Threats:**

- 1 Is there a lot of competition in this market?
- 2 What changes (in politics, technology, lifestyles, population, etc.) could have a negative effect on your business?
- 3 Could you have problems financing the business?
- 4 What weaknesses do you have that could have negative effects on your business?

Opportunities	Threats

**Presenting**

7 With a partner, prepare a short presentation about the franchise you have chosen and what the opportunities and threats are. Use the prompts below to help you.

**Student A**

- 1 Thank the audience for coming.
- 2 Say who you and your partner are.
- 3 Tell the audience what the topic of your presentation is.
- 4 Tell the audience how long the presentation will take and how it is structured.
- 5 Present the opportunities you think your franchise offers.
- 6 Hand over to your partner.

**Student B**

- 1 Thank your partner.
- 2 Present the threats you think this franchise has.
- 3 Sum up the key points.
- 4 Thank your audience for listening.
- 5 Ask if there are any questions.
- 6 Answer any questions you are asked.

# Review 7

## 7 The stock markets

**1** Complete each sentence with a pair of items from the box. The items may not be in the same order.

venture capital/bank loan    go public/make an IPO  
share/stake    turnover/expenses    assets/liabilities

- The part of a business that you own is your \_\_\_\_\_ in the company. The word is also used more generally to mean 'the degree to which you are involved in something'. One part of the ownership of a business, which can be bought and sold, is a \_\_\_\_\_.
- A small company can obtain funding from two sources: a \_\_\_\_\_, which it has to pay back, or \_\_\_\_\_, which means giving a large part of the shares to outside investors in exchange for their money.
- One type of company report is a Balance Sheet. Here, the \_\_\_\_\_ are everything that a company owns, and the \_\_\_\_\_ are all its debts.
- Another type of company report is an Income Statement (= Profit and Loss Account). Here, the \_\_\_\_\_ (= income) appears at the top, and the \_\_\_\_\_ (= costs) are taken away to give the profit.
- The phrases \_\_\_\_\_ and \_\_\_\_\_ have the same meaning. Another synonym, in the right context, is 'list' used as a verb.

**2** Write these numbers as words, exactly as you would say them:

- 2/3 \_\_\_\_\_
- 199,184 \_\_\_\_\_
- 200,000m<sup>2</sup> \_\_\_\_\_
- 0.52% \_\_\_\_\_

**3** Complete each sentence with a pair of items from the box. The items may not be in the same order.

decline/be stagnant    shoot up/drop    fall/rise  
fluctuate/remains stable

- The words \_\_\_\_\_ and \_\_\_\_\_ have the same meaning as 'increase' and 'decrease'.
- If profits \_\_\_\_\_, they increase quickly. If profits \_\_\_\_\_, they decrease quickly.
- To \_\_\_\_\_ means 'to go down'. To \_\_\_\_\_ means 'to not grow or develop'.
- If sales \_\_\_\_\_, they don't go up and down very much. If sales \_\_\_\_\_, they go up and down a lot.

**4** Match the adverbs in sentences a-f with their best definitions below.

- Sales rose considerably.
- Sales rose dramatically.
- Sales rose fractionally.
- Sales rose gradually.
- Sales rose slightly.
- Sales rose steadily.

- by a very, very small amount
- a little
- a lot
- suddenly and surprisingly
- slowly and in small stages
- slowly and at the same constant speed

**5** Match the questions to the answers.

- Have you seen this article?
- Do you know what day it is next Friday?
- The printer cartridge needs changing.
- What do they intend to do?

- 
- Yes, I do. It'll be the 10<sup>th</sup> anniversary of the stock market crash.
  - Okay. I'll do it.
  - They're going to sell all their shares.
  - Yes, it says that the stock market is probably going to rise this year.

**6** Look back at the use of *will* and *going to* in the answers in exercise 5. Write the correct letter a-d below.

- will* used for a spontaneous decision made at the moment of speaking \_\_\_\_\_
- going to* used for a decision made before the moment of speaking (i.e. it is a plan) \_\_\_\_\_
- will* used for a fact in the future \_\_\_\_\_
- going to* used for a prediction in the future with evidence in the present situation \_\_\_\_\_

**7** Complete the sentences with the correct form of the verb in brackets. All the sentences are first conditionals.

- If the share price \_\_\_\_\_ (go up) by more than 10%, all the senior managers \_\_\_\_\_ (get) a bonus.
- Their profits \_\_\_\_\_ (not/go up) unless they \_\_\_\_\_ (cut) costs dramatically.

**8** Complete the sentences used in negotiating with the best words and phrases in the box.

by the guarantee    charge another 2%  
drop your price    have a deal  
kind of quantities    payment within 30 days  
we couldn't accept that    we should look at

- Can we agree on \_\_\_\_\_?
- We'd like you to \_\_\_\_\_ by 5%.
- So, what \_\_\_\_\_ are we talking about?
- If you pay late, we will \_\_\_\_\_ for every 30 days.
- I'm afraid \_\_\_\_\_.
- Perhaps \_\_\_\_\_ delivery times next.
- These issues are covered \_\_\_\_\_.
- Okay, I think we \_\_\_\_\_.

**9** Make three linking phrases with the same meaning using each of these words: *because, result, due, a, as, of, of, to*.

The price of oil went up by 5% yesterday \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ the threat of a serious hurricane in the Gulf of Mexico.

# Review 8

## 8 Going global

**1** Complete this text about franchising with the items in the box.

brand business model day-to-day  
 fee furniture and fittings laws and taxes  
 outlets risk standards turnover

If you want to be a global player with your <sup>1</sup> \_\_\_\_\_ name in hundreds of countries, perhaps you should think about setting up a franchise business. Franchising is now very common, from small retail <sup>2</sup> \_\_\_\_\_ like Subway, to large businesses like Hilton Hotels.

How does franchising work? First, the company has to show that its <sup>3</sup> \_\_\_\_\_ works. Then it can offer its trademark or name to another company or individual (the 'franchisee'). They pay an initial <sup>4</sup> \_\_\_\_\_ to use the name, and also agree to pay the parent company a certain percentage of the <sup>5</sup> \_\_\_\_\_. The franchisee also has to fulfill certain corporate identity <sup>6</sup> \_\_\_\_\_, such as those relating to the <sup>7</sup> \_\_\_\_\_ inside the store, or to staff uniforms. But the advantages to the franchisee are many: they are buying a well-known brand and the <sup>8</sup> \_\_\_\_\_ is minimized.

For the franchisor, there are also many benefits. They don't have to worry about the <sup>9</sup> \_\_\_\_\_ of the foreign countries they operate in, and they can leave all the <sup>10</sup> \_\_\_\_\_ running of the business to the franchisee.

So, franchising works for both sides. It's a genuinely win-win situation!

**2** Fill in the missing letters in these sentences.

- If you complete some forms, then you f\_\_\_\_ in the p\_\_\_\_ work.
- If you prepare an empty store before opening it to the public, then you equ\_\_ and f\_\_ it.
- If you decide how much money something will cost, then you bu\_\_\_\_t for an ex\_\_\_\_e .
- If you think of ways to get customers to enter your store, then you att\_\_\_\_ them.
- All the day-to-day activities of keeping a business going are called \_\_\_\_ning the business.
- If you go on a course, then you a\_\_\_\_d it.
- If you try to get money for a project or business, then you r\_\_\_\_e the money.
- Before you s\_\_\_\_ an ag\_\_\_\_nt you should show it to your lawyer.

**E** Complete each sentence with one of these words: *do, make, take*.

- I hope we \_\_\_\_\_ a profit, not a loss.
- I'll be there in five minutes, I just have to \_\_\_\_\_ a phone call first.
- I've meet them and they seem honest. I think we can \_\_\_\_\_ business with them.
- We have to \_\_\_\_\_ a lot of market research before we launch the product.
- We're about halfway through the agenda. I think we should \_\_\_\_\_ a short break now.
- I hate the end of the tax year. There is always so much paperwork to \_\_\_\_\_.

- We don't have all the information we need, but we have to move quickly. I think we should \_\_\_\_\_ a risk and go ahead with the project.
- We've been discussing this for half an hour. I'd like to \_\_\_\_\_ a recommendation.
- We don't have the goods from our suppliers yet. I could phone them to complain but they always \_\_\_\_\_ some excuse or other.
- I'm on an MBA course. I \_\_\_\_\_ my final exams next June.

**4** Put the verb in brackets into either the past simple or the present perfect. Use contractions where possible (*I've* instead of *I have*).

- So far this year \_\_\_\_\_ (they/sell) more than 500 franchise licenses worldwide. That's a big increase on last year, when \_\_\_\_\_ (they/only/sell) 300.
- Last week \_\_\_\_\_ (I/see) the new Bond film. I think it's one of the best action movies \_\_\_\_\_ (I/ever/see).
- "How long \_\_\_\_\_ (you/be) in this job?" → "About two years. Before doing this \_\_\_\_\_ (I/be) a burger-flipper at McDonalds."
- I know what happened last week and I understand why \_\_\_\_\_ (you/do) it. In fact \_\_\_\_\_ (I/do) it myself many times before.

**5** Fill in the gaps with either *for* or *since*.

- I've been in this job \_\_\_\_\_ the beginning of the year.
- I've been in this job \_\_\_\_\_ about nine months.
- I've been in this job \_\_\_\_\_ a long time.
- I've been in this job \_\_\_\_\_ leaving university.

**6** The phrases below are used for handling questions after a presentation. Match the beginnings to the ends.

- |                      |                           |
|----------------------|---------------------------|
| 1 That's a very      | asked me that.            |
| 2 I'm glad you       | go into the details here. |
| 3 As I mentioned     | on the contrary.          |
| 4 No,                | good question.            |
| 5 I'm afraid I can't | in my talk, ...           |

**7** Complete the sentences taken from a business report with the words in the box.

benefit drawback issues recommendations  
 forecast lead to likely to looks at

- The first part of this report \_\_\_\_\_ the need to build a new factory.
- The selection criteria we used to make our \_\_\_\_\_ were location, cost and timescale.
- In terms of location, the \_\_\_\_\_ we examined were cost of labour and distance from our main suppliers.
- Labour costs are difficult to quantify. They are \_\_\_\_\_ rise and this may \_\_\_\_\_ a loss of competitive advantage in the long term.
- In relation to timescale, we \_\_\_\_\_ that the whole project will take around 15 months from beginning to end.
- The biggest \_\_\_\_\_ of this proposal is its complexity in terms of planning. The most significant \_\_\_\_\_ is its greater flexibility for our future needs.

## **Lesson 21: CORPORATE CULTURE.**

### **9.1. About business: Work culture and placement.**

### **9.2. Vocabulary: Work organization and responsibility.**

### **9.3. Grammar: Past tenses and advice structures.**

**Objectives:** to introduce and practise the culture of the workplace and the unwritten rules of behaviour that can be found in every organization.

- To practice the vocabulary of organizational structure, roles and responsibilities, and employment.
- To use of the past simple, past continuous and past perfect. It also introduces a set of advice structures. Students use this language to tell stories and give advice.

**Level:** Intermediate +

**Discussion:** Check that students know the meaning of work placement (a period of work, usually unpaid, that someone does in order to get experience in the world of work; also known as work experience, and in American English as an internship).

Students will discuss the questions in small groups. Useful words and expressions that may arise from this discussion are: to conform (to follow generally accepted rules) to fit in (to be in harmony with something or someone) to step out of line (to behave in a different way from what is expected) to rock the boat (to do something that causes problems or difficulties).

**Listening for detail:** Ask students why organograms are useful. In this context, it helps an intern to get a clear picture of the structure of the organization and where responsibilities lie.

In other contexts, if the organogram is from a customer's company, it can help you identify contacts; if it is from a competitor, it can help you understand how they run their business.

Give students a few minutes to look at the organogram. Get them to try to predict the words that are needed to complete it.

**Discussion:** Students get a few minutes to brainstorm with a partner. Then, collect ideas and make a list on the board. Keep this list of ideas - it will be useful for exercise 7.

**Telling a story:** Before students do this activity, you could work through exercises 8-12 in the Grammar and practice section (page 118 in the Student's Book, answers on page 116 in this book). This will provide students with some useful phrases to use when they are telling their stories.

**Giving advice:** Ask students to match the sentences halves individually. Then get them to read aloud the correct, complete sentences.

**Counselling language:** This handout gives a comprehensive list of important counselling skills. Read it through with students so that they get the overall idea of what is involved.

**Homework:** to learn vocabulary, do exercises and make a presentation.

# 1 Corporate culture

- ▶ company culture
- ▶ unwritten rules in the workplace

## Internet research

Search for the keywords *work fun*. Find out how companies are trying to create a fun atmosphere at work.

## 1.1 About business Work culture and placements

### Discussion

**1** With a partner, discuss what you would do in each situation and explain why.

You've just started working for a new company. Do you:

- try to look as smart and professional as possible?
- wear jeans and a T-shirt like all the other employees?

Why?

- stop work at five o'clock like everyone else?
- stay longer to finish your work?

Why?

- share your ideas and opinions at staff meetings immediately?
- say nothing like most of your colleagues?

Why?

### Scan reading

**2** Scan the article opposite to find:

- what the monkey experiment demonstrated.
- seven examples of unwritten rules.
- what new staff learn about work culture and how they learn it.

### Discussion

**3** In small groups, discuss the questions.

- What do you think organizations and companies can do to avoid negative unwritten rules?
- What unwritten rules do you imagine you might encounter in your country as an intern in:
  - a government department?
  - a small public relations firm?Think about:
  - office etiquette, e.g. dress code, punctuality, personal calls, coffee and lunch breaks
  - relationships with colleagues, management and clients/business partners
  - autonomy and initiative
- Which work culture above would you prefer to work in? Which would be the most difficult to adapt to? Why?

### Listening for gist

**4**  1:06–1:07 Listen to Sandra, an American business student, and David, a British civil service manager, talking about problems they experienced with work placements. Answer the questions.

- What problems did Sandra and David have?
- What were the misunderstandings that caused these problems?

### Listening for detail

**5**  1:06–1:07 Listen again. What mistakes did the students and the supervisors make in each case?

### Brainstorming and presentation

**6** In small groups, compare organizations where you yourself, your friends or members of your family have worked or studied. In what ways are their cultures different? Have these differences ever caused problems or misunderstandings?

## Glossary PAGE 152

assignment  
autonomy  
beating  
dress code  
etiquette  
initiative  
intern  
pick up

# Monkey BUSINESS?



**Scientists put a group of five monkeys in a cage. At the top of a ladder, they hung a banana. As soon as a monkey climbed the ladder, he was showered with cold water; the group soon gave up trying to reach the banana.**

Next, the scientists disconnected the cold water and replaced one of the five monkeys. When the new monkey tried to climb the ladder, the others immediately pulled him down and gave him a good beating. The new monkey learned quickly, and enthusiastically joined in beating the next new recruit. One by one, the five original monkeys were replaced. Although none of the new group knew why, no monkey was ever allowed to climb the ladder.

Like the monkeys in the experiment, every culture and organization has its unwritten rules. These rules are

**'Like the monkeys in the experiment, every culture has its own unwritten rules.'**

probably the single most influential factor on the work environment and employee happiness. Though many work cultures embrace positive

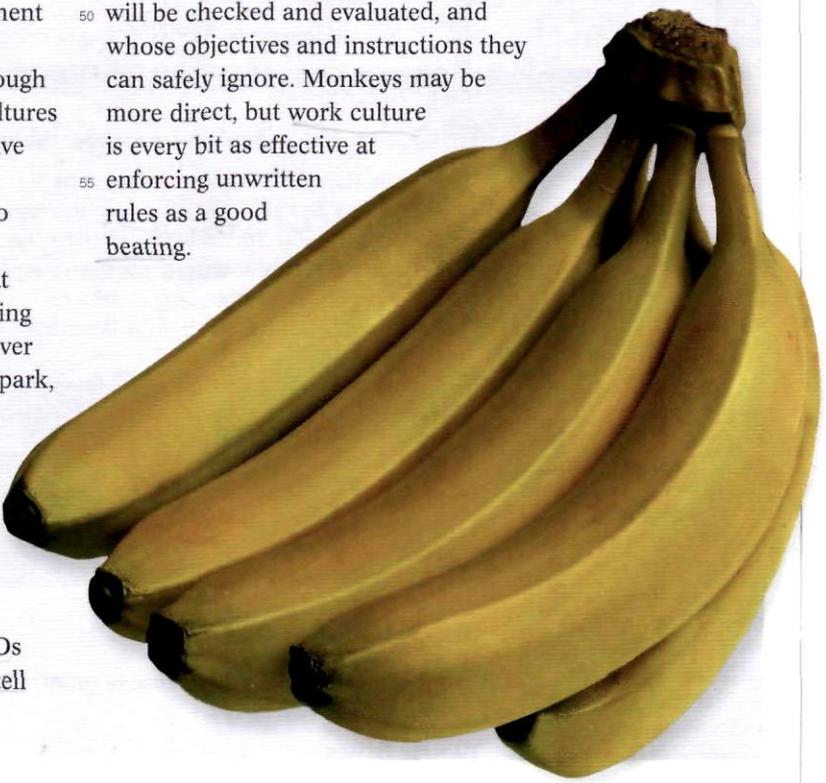
values, such as loyalty, solidarity, efficiency, quality, personal development and customer service, all too often they reinforce negative attitudes.

In many businesses, an unwritten rule states that working long hours is more important than achieving results. In one medium-sized company, the boss never leaves the office until it is dark. Outside in the car park, he checks to see who is still working and whose office windows are dark. Staff who risk leaving earlier now leave their office lights on all night.

Other common unwritten rules state that the boss is always right, even when he's wrong; if you're not at your desk, you're not working; nobody complains, because nothing ever changes; women, ethnic minorities and the over 50s are not promoted; the customer is king, but don't tell

anyone, because management are more interested in profitability.

Often nobody really knows where these unwritten rules came from, but like the new monkeys, new recruits pick them up very quickly, despite the best intentions of induction and orientation programmes. The way staff speak to management, to customers and to each other gives subtle but strategic clues to an organization's culture, as do the differences between what is said, decided or promised, and what actually gets done. New staff quickly learn when their ideas and opinions are listened to and valued, and when it's better to keep them to themselves. They learn which assignments and aspects of their performance will be checked and evaluated, and whose objectives and instructions they can safely ignore. Monkeys may be more direct, but work culture is every bit as effective at enforcing unwritten rules as a good beating.



# 1 Corporate culture

- ▶ company departments
- ▶ job titles
- ▶ describing responsibilities



## 1.2 Vocabulary Work organization and responsibility

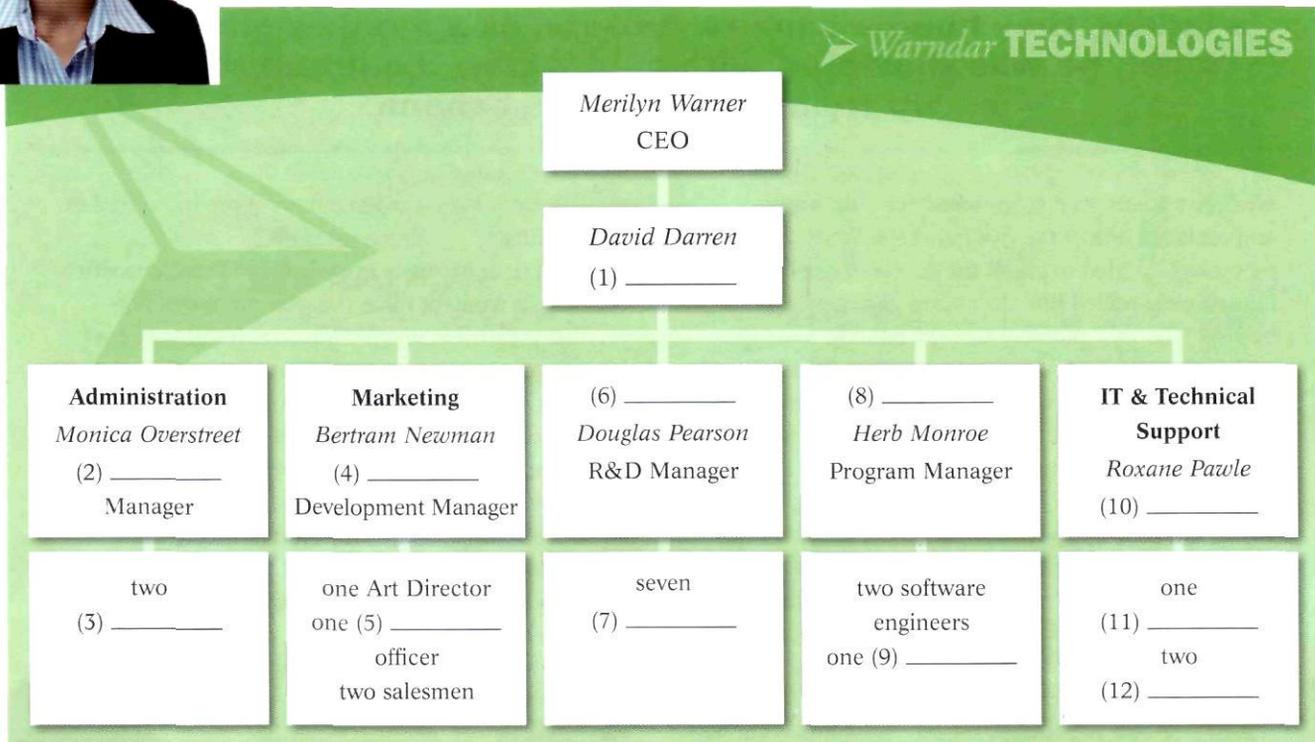
### Discussion

**1** Decide which word in each group is different from the others. Then compare your ideas with a partner.

- 1 job task work project
- 2 manager boss deputy supervisor
- 3 colleague co-worker associate collaborator

### Listening for detail

**2** 1:08 Sam Shenton is a new intern at Warndar Technologies, a software engineering company in Texas. Listen to Bertram Newman, her supervisor, explaining the company structure. Complete the organigram.



**3** 1:08 Listen again and answer the questions.

- 1 Why is the organization simple now?
- 2 Why does Bertram say it's going to change?
- 3 What is the difference between the roles of the CEO and the COO at Warndar?
- 4 Who are Irysis and where are they based?
- 5 What happened about two years ago?
- 6 When did Roxane Pawle join Warndar? What happened to her predecessor?

**4** Match the parts of these sentences from the listening to complete ways of describing responsibilities.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 You're going to report          | a) on a day-to-day basis.            |
| 2 She also looks                  | b) with strategy.                    |
| 3 She has two accountants working | c) directly to me.                   |
| 4 David runs the business         | d) under her.                        |
| 5 Marilyn deals                   | e) after finance.                    |
| 6 Our Office Manager              | f) to manage Marketing & Sales.      |
| 7 He's responsible                | g) with me in Marketing.             |
| 8 Roxane is in charge             | h) for building our product package. |
| 9 My role is                      | i) takes care of personnel.          |
| 10 He liaises                     | j) of IT & Technical Support.        |

### Internet research

CEO, COO, CFO ...  
Search for the keywords *Chief Officer* to find more C...Os. Make a list, dividing them into two categories, serious and humorous.

## Prepositions

**5** Complete the electronic newsletter by using each preposition once.

alongside as at in on under

✉ INBOX REPLY ◀ FORWARD ▶

This month Warndar News is delighted to welcome Sam Shenton, our new intern. Sam, who comes from Boston, joins the Marketing team and will be working (1) alongside Jake Smith and Saidah Hussain. Andy Highlands has moved from R&D. He is now working (2) at IT Manager Roxane Pawle in IT & Technical Support. He replaces Fred Staples, who retired last month. Good move, Andy!

News of Jackson Tyler, our former IT Manager: after transferring to Washington and working (3) in Head of IT (4) at Sterns & Lowe, Jackson is now back in San Antonio. He was hired immediately, but only to work (5) at an Internet café. Jackson tells us it's just a temporary demotion; he is also working (6) on a business plan for a new social networking site. We wish him the best of luck!

## Discussion and presentation

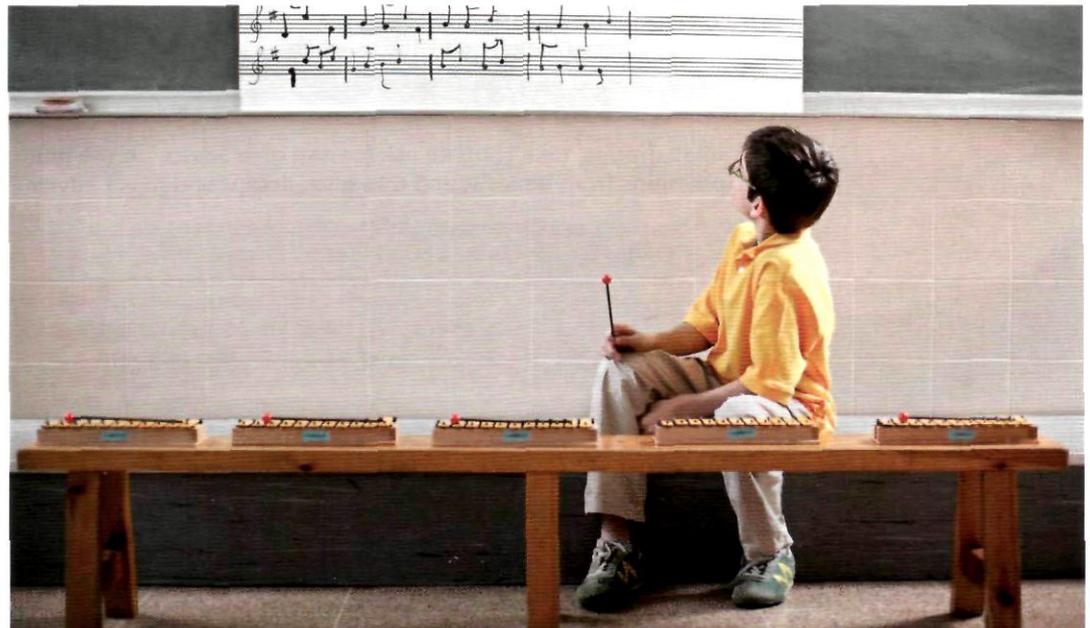
**6** Work in groups of three. You want to open a private music school that offers music lessons to people of all ages. Decide:

- who is responsible for the areas in the box below.
- how many extra staff members you will need.
- who everyone reports to.

Draw an organigram of the company structure using the words from the box.

accounts advertising CD and music library cleaning and maintenance discipline  
educational policy instrument repairs insurance legal questions organizing concerts  
planning timetables public relations purchasing quality and complaints  
reception and office recruiting teachers registrations salaries sound systems  
transport and logistics

**7** Work with a partner from a different group. Present your music school's organization using relevant phrases and vocabulary from the previous exercises.



## Glossary PAGE 152

on a day-to-day basis  
organigram  
predecessor  
take over

## Defining words

**8** With a partner, practise defining words relating to work organization.

Student A: turn to page 114.  
Student B: turn to page 118.

▶ past simple and continuous

▶ past perfect

▶ *should, ought to, it's a good idea to*

### Refresh your memory

#### Past simple

He *worked*  
completed actions

#### Past continuous

He *was working*  
background situations

#### Past perfect

He *had already worked*  
one past event before another

▶ Grammar and practice page 122

#### Advice structures

▶ Grammar and practice page 123

## 1.3 Grammar Past tenses and advice structures

### Past tenses

#### Past continuous

**1** With a partner, take turns asking about and explaining these situations:

- A: I saw you at the meeting yesterday. Why were you sleeping?  
B: *I wasn't sleeping actually. I was thinking. Deeply.*  
A: So why were you snoring?  
B: *I wasn't snoring! I was just laughing at the presenter's jokes.*
- I heard you on the phone yesterday in the office. Why were you talking to your mother?
- I heard you in a teleconference yesterday. Why were you shouting at your boss?
- I saw you at the coffee machine yesterday. Why were you laughing at the new intern?
- I saw you at your computer yesterday. Why were you playing a video game?
- I saw you in the car park yesterday. Why were you kicking the CEO's car?

#### Past perfect and past simple

**2** Write endings for any *six* of the sentences below. Use the past simple or the past perfect as appropriate. Your partner has to guess which sentence the ending goes with.

- A: *I had my first interview at university.*      A: *Right.*  
B: *You had just passed your exams?*      B: *Why was that?*  
A: *No, try again.*      A: *Because ...*  
B: *You had never been so nervous as when?*

- I had just passed my exams when ...
- When I got my first car ...
- I had already done several holiday jobs when ...
- The first time I came here ...
- I had never been so nervous as when ...
- I was completely lost on the first day because ...
- I hadn't felt so good for a long time when ...
- When I first met you I was surprised because ...
- I had just been on holiday at the seaside when ...
- When I heard the news ...
- I had just found a job when ...
- I'd never been so happy in my life as when ...

#### Advice structures

**3** In small groups, take turns to ask for and give advice on the points 1–6 below. Use expressions from boxes A and C to give, accept and reject advice.

**A** You should(n't) ... It's (not) a good idea to ... It's (un)wise to ... It's important (not) to ...

**B** Have you tried ...? How about ...? What about ...? Why don't you ...?  
Have you thought of ...? You could always ... You ought to ... You might want to ...

**C** Good idea. I'll try that. Yes, you're quite right. OK, point taken.  
You've got a point, (but ...) I see what you mean, (but ...) You may be right, (but ...) I'm not sure about that. I don't think that will work. You're joking!

- how to get a well-paid job
- how to be popular in the office
- how to manage your time effectively
- how to keep customers happy
- how to get a promotion quickly
- how to manage stress

**4** Take turns to explain the problems 1–6 below and give each other advice on how to solve them. Use expressions from boxes B and C to give, accept and reject advice.

- a problem with your car
- a problem with your computer
- a problem with your teacher
- a problem of money
- a problem with a colleague or friend
- a problem of time

## Internet research

Search for the keywords *business jokes*. Which other tenses do business jokes use? Tell a joke in your own words, without using notes.



## Listening for detail

**5** 1:09 Listen to an after-dinner story. Number the events below in the order they happened.

- The largest crocodile's mouth shut -snap- behind the CFO.
- There was a loud splash.
- 1 The CEO gave a party.
- The CEO showed the executives the pool.
- Everyone ran back to the pool.
- The CFO asked the CEO who was responsible.
- The CFO climbed out of the pool.
- The CEO challenged his team.

**6** 1:09 Listen again and complete the sentences from the story.

- 1 The boss \_\_\_\_\_ very well for himself, so he \_\_\_\_\_ the executives around his luxurious country house.
- 2 At the back of the house, he \_\_\_\_\_ the largest swimming pool any of them had ever seen.
- 3 They \_\_\_\_\_ to follow the CEO towards the barbecue when suddenly there \_\_\_\_\_ a loud splash.
- 4 Everyone \_\_\_\_\_ and \_\_\_\_\_ to the pool where the Chief Financial Officer \_\_\_\_\_ for his life.
- 5 The crocodiles \_\_\_\_\_ him when he \_\_\_\_\_ the edge of the pool.
- 6 He \_\_\_\_\_ climb out of the pool when he \_\_\_\_\_ the mouth of the biggest crocodile close shut -snap- behind him.

## Telling a story

**7** With a partner, tell a story in your own words using appropriate past tenses.

## Giving advice

**8** Match the beginnings of the sentences 1–10 with the endings a–f to make pieces of advice for new employees.

- |                             |  |
|-----------------------------|--|
| 1 You should _____          | a) expect to finish on time every day.                     |
| 2 It's unwise _____         | b) learn to set goals.                                     |
| 3 It's a good idea _____    | c) dress appropriately.                                    |
| 4 You should _____          | d) to make too many personal phone calls.                  |
| 5 You shouldn't _____       | e) to learn proper meeting behaviour.                      |
| 6 It's a good idea to _____ | f) accept responsibility for mistakes.                     |
| 7 It's important _____      | g) learn who does what and how things get done.            |
| 8 You shouldn't _____       | h) not to neglect forming effective relationships at work. |
| 9 You should _____          | i) to reduce stress by balancing your life.                |
| 10 You ought _____          | j) expect that you will like every task.                   |

**9** With a partner, take turns asking for and giving advice.

Student A: turn to page 114.

Student B: turn to page 118.



## **Lesson 22: CORPORATE CULTURE.**

### **9.4. Speaking: Meetings one-to-one.**

### **9.5. Writing: A placement report.**

### **9.6. Case study: Counsellor.**

**Objectives:** This module focuses on the ways of using diplomatic language to deal with difficult meetings.

To practice writing reports and the language and style used in them.

This module focuses on living and working abroad and the use of counselling skills and counselling language to discuss problems.

**Level:** Intermediate +

**Discussion:** The questionnaire focuses on personal relationships and behavior at work. Read through the statements with students before they answer them.

**Listening for detail:** Check that students understand the adjectives. Remind them to use the Wordlist on page 148 in their books or explain any unfamiliar vocabulary, e.g.: diplomatic (being skilful or tactful) frank (honest, direct). Also get students to pick out the adjectives with negative connotations, e.g.: impatient, dogmatic, threatening, insincere, and weak.

This exercise focuses on specific examples of Simon's language in the two versions of the conversation. Students try to complete the sentences before they listen.

**Diplomatic advice:** Students could work with a partner to make these comments more diplomatic. Point out that more than one answer is possible and encourage them to try two or three options in each case. When they have finished, students should read their revised comments aloud, paying attention to intonation.

**Skim reading:** Ask students to cover the report extracts and just read the section headings. Ask them what kind of things they would expect to find in each section. Suggested answers in brackets.

**Recording script:** Be aware that some students may not wish to discuss personal problems so point out that they could talk about less personal issues. Circulate while students are talking and assist where necessary.

**Students work:** with a partner to add more phrases to the counselling skills. Then take whole-class feedback, making a list of all the phrases students suggest.

**Role play:** These role plays review the language practised in this module and allow students the opportunity to develop their own counselling skills.

**Homework:** Writing Remind students about the discussion they had in exercise 1. If it's appropriate, get them to refer to the results of their Internet research. Read through the phrases in the box and check that students understand them.

# 1

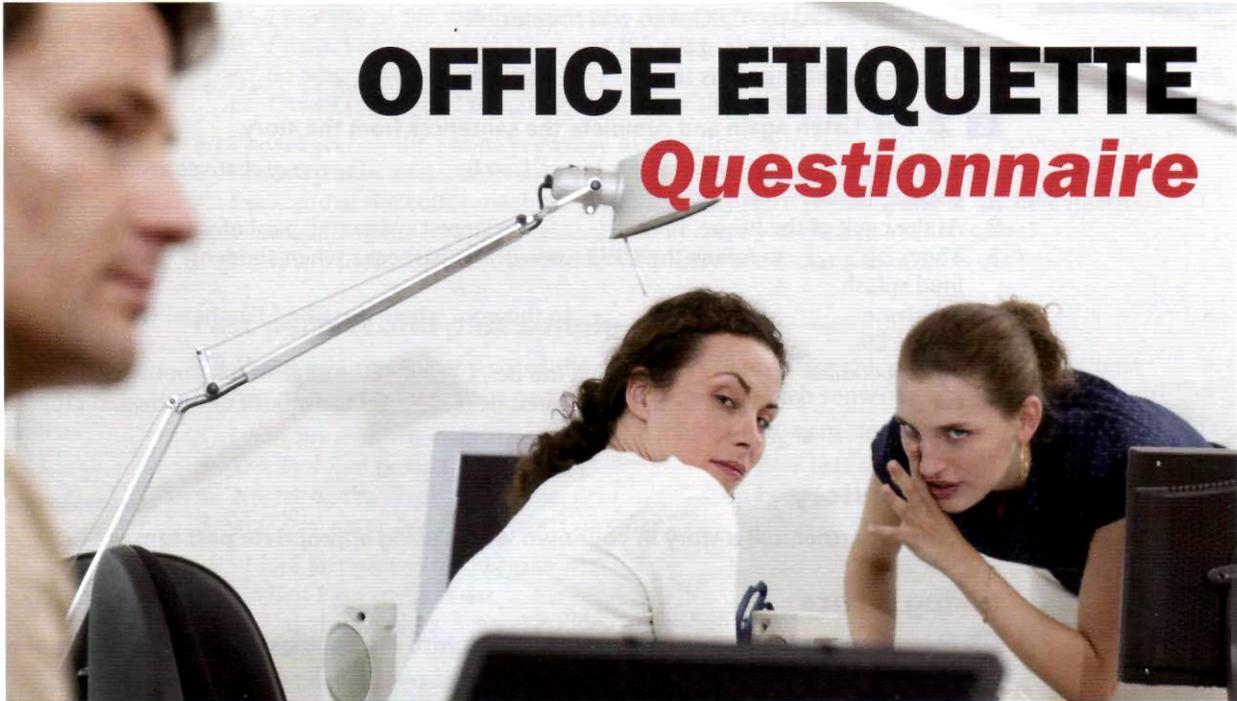
# Corporate culture

- ▶ adjectives to describe behaviour
- ▶ diplomatic expressions
- ▶ roleplaying a one-to-one meeting

## 1.4 Speaking Meetings one-to-one

### Discussion

**1** Do the questionnaire from a business magazine. Mark the statements *T* (true), *F* (false) or *D* (it depends). Then compare and justify your answers. Talk about how different cultural and business contexts affect your answers.



- 1 It is perfectly acceptable to call the boss by their first name.
- 2 You should never socialize with managers after work.
- 3 If a superior asks you to bring coffee for a visitor, you can tell them politely it's not your job.
- 4 Personal calls are acceptable only at certain times of the day.
- 5 Staying late at the office to finish your work is a sign of inefficiency.
- 6 In meetings it is advisable for junior staff to speak only when invited to do so.
- 7 It is OK to offer suggestions to superiors about how to improve the business.
- 8 It is not advisable to have a romantic relationship with a co-worker.

### Listening for detail

**2** 🎧 1:10–1:11 Listen to two versions of a conversation between Tiffany, an intern, and Simon, her supervisor. Underline the words that describe Simon's behaviour. Then compare your answers with a partner.

Version 1 – Simon is:

objective impatient a good listener  
 dogmatic diplomatic friendly firm  
 understanding insincere authoritarian  
 threatening weak frank

Version 2 – Simon is:

objective impatient a good listener  
 dogmatic diplomatic friendly firm  
 understanding insincere authoritarian  
 threatening weak frank

**3** With a partner, discuss the questions.

- 1 Why is Simon's communication style more effective in Version 2?
- 2 Are there situations when the style in Version 1 is more appropriate?
- 3 Would the two communication styles be a) acceptable and b) effective in **your own** language?



**4** 1:11 In Version 2, Simon uses modal verbs, introductory phrases and negative questions to make his advice more diplomatic. With a partner, find suitable words to complete the useful expressions for being diplomatic in the checklist. Then listen again and check your answers.

### Useful expressions: Being diplomatic

#### Modal verbs

You \_\_\_\_\_ want to ...

You could maybe ...

You'd do better (not) to ...

#### Introductory phrases

I think \_\_\_\_\_ ...

It \_\_\_\_\_ to me that ...

Actually, I think ...

#### Negative questions

\_\_\_\_\_ you think ...?

Wouldn't you agree that ...?

Wouldn't it be better (not) to ...?

Why \_\_\_\_\_ you ...?

### Diplomatic advice

**5** Make these comments more diplomatic.

- 1 You shouldn't disturb your co-workers.
- 2 You won't meet deadlines if you don't prioritize.
- 3 Delegate, or you'll never finish the job.
- 4 You shouldn't eat at your desk.
- 5 Don't make personal calls at work.
- 6 If you ignore your colleagues, don't expect them to help.
- 7 You'll make yourself ill if you don't take care of your life-work balance.

**6** With a partner, read the dialogue aloud. Then read it again, making it more diplomatic.

- A: You disagreed with the boss this morning. Not a good idea!  
 B: So what? I was right, he was wrong.  
 A: But you're always so aggressive!  
 B: And you should mind your own business!  
 A: You'll never progress in this company if you can't accept criticism.  
 B: So that's why you never got promotion, right?  
 A: Well, unless you change your attitude, don't expect any support from me.  
 B: Look, just forget it, OK? It's coffee time anyway.

### Roleplay

**7** With a partner, hold informal problem-solving meetings. Use diplomatic language to help you agree, unless you feel a more direct approach is necessary.

Student A: turn to page 114.

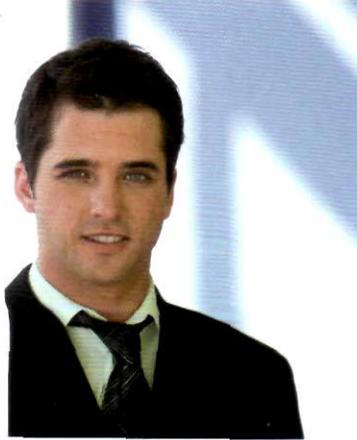
Student B: turn to page 120.

### Internet research

Search for the keywords *learn English*. What are the best e-learning resources for English available on the Web?

# 1 Corporate culture

- ▶ report structure
- ▶ formal phrases
- ▶ writing a report



## 1.5 Writing A placement report

### Discussion

**1** Henry, a marketing student, has just finished his placement at Cambro Corp. an engineering company in Littlehampton, New Jersey. He has to write a report on his experiences. Discuss what you think this report will contain and what style it will be written in.

### Model

**2** Read the extracts from different sections of Henry's report below. Choose the correct heading a–e for each section 1–5.

- Observations about the company
- Appendix
- Introduction
- Professional achievements and conclusions
- Experience during work placement

1 \_\_\_\_\_

a six-month placement with Cambro Corp. under the supervision of Mr Geoffrey Thomson, Marketing Manager. The objective of the internship was to design, conduct and analyze the results of a market study for a new electronic gearbox.

2 \_\_\_\_\_

response rate to the first mailshot was very poor. When customers were contacted by telephone, it became clear that many of them had not understood the first question. The order of the items was therefore modified and the response rate increased by 200% ...

3 \_\_\_\_\_

a long history of sponsoring local sports and cultural events. Cambro's reputation is one of its greatest strengths. To obtain a similar result through media campaigns would cost millions. This aspect of the company's marketing and PR policy was most impressive ...

4 \_\_\_\_\_

communication skills in particular. Developing and performing a market study in less than six months was a major challenge. Fortunately, I was able to apply the knowledge I had acquired in marketing in year two of my degree, and the results of my study were extremely well received. In future, I think it would be very helpful if ...

5 ... including the following documents:

A Daily journal   B Thank you letter to Mr Thomson   C Evaluation letter from Mr Thomson   D Résumé   E Cambro brochure and sales literature

### Analysis

**3** Decide which section 1–5 of the report these topics should be in.

- Analysis of successes and failures
- Objectives of the internship
- Details of your responsibilities
- Analysis of what you learned
- Evaluation of the company as a potential employer
- Suggestions for the future
- Description of the company and how it is organized
- Observations on the company's culture and policies

## Internet research

How and where can you find an internship? Search for the keywords *find internships* to learn more.

## Language focus

**4** Match Henry's informal diary entries 1–9 with the formal phrases used to talk about the same things in the report extracts in Exercise 2. Underline the formal phrases in the report.

- |   |   |   |  |
|---|---|---|--|
| 1 | My boss is a guy called Geoff.                                    | 6 | ... was cool!  |
| 2 | Today I called lots of customers.                                 | 7 | It was really difficult and exhausting.              |
| 3 | I finally understood what the problem was!                        | 8 | Thank goodness I'd learnt how to do a market survey! |
| 4 | So, I changed the questions around.                               | 9 | Geoff was really happy with what I did.              |
| 5 | This is worth a fortune! Much better than paying for advertising. |   |  |

## Output

**5**  1:12 Listen to a conversation between Jason, who has recently completed a placement at Diftco, an exporter of construction equipment in Birmingham, UK and his friend Alex. Take notes about Jason's placement in preparation for writing his placement report.

**6** With a partner, organize your notes from Exercise 5 and Jason's notes below into the five placement report sections listed in Exercise 2. Then write Jason's placement report. Remember to use more formal language.

- good rapport with export staff, warehouse staff more difficult
- equipment assembled and packed in warehouse
- double-check information - very important lesson!
- waste problem in warehouse - don't recycle enough
- remember to attach daily journal - journal.doc
- one of most profitable firms in region
- learnt bar code system - interesting
- too much routine paperwork - very boring!
- copies of letters to and from Ms Witten, supervisor
- most of time in Export Office, also checking containers in warehouse
- very tiring - need a holiday now!

## Glossary PAGE 152

appendix  
gearbox  
mailshot  
rapport  
take the mickey  
waste

# 1

# Corporate culture

- ▶ counselling skills
- ▶ exploring problems
- ▶ written advice

## 1.6 Case study Counselling

### Discussion

**1** What kind of personal problems can interns or employees experience when working abroad? With a partner, brainstorm a list.

### Listening for detail

**2**  **1:13** Listen to an extract from a lecture on counselling skills and complete the handout.

### COUNSELLING

Counselling = helping someone \_\_\_\_\_ a personal problem using their own \_\_\_\_\_

#### COUNSELLING SKILLS

- |                                       |                                     |   |   |
|---------------------------------------|-------------------------------------|---|---|
| <input type="checkbox"/> listening    | <input type="checkbox"/> helping    | <input type="checkbox"/> assisting          | <input type="checkbox"/> solving (for them) |
| <input type="checkbox"/> manipulating | <input type="checkbox"/> persuading | <input type="checkbox"/> exploring problems |   |
| <input type="checkbox"/> talking      | <input type="checkbox"/> telling    | <input type="checkbox"/> reassuring         |   |

#### THE THREE PHASES OF COUNSELLING

Phase one = \_\_\_\_\_ Phase two = \_\_\_\_\_ Phase three = \_\_\_\_\_

**3** With a partner, describe a situation when you helped someone with a problem, or when someone helped you. Did your experience correspond to what you heard in the lecture?

### Counselling language

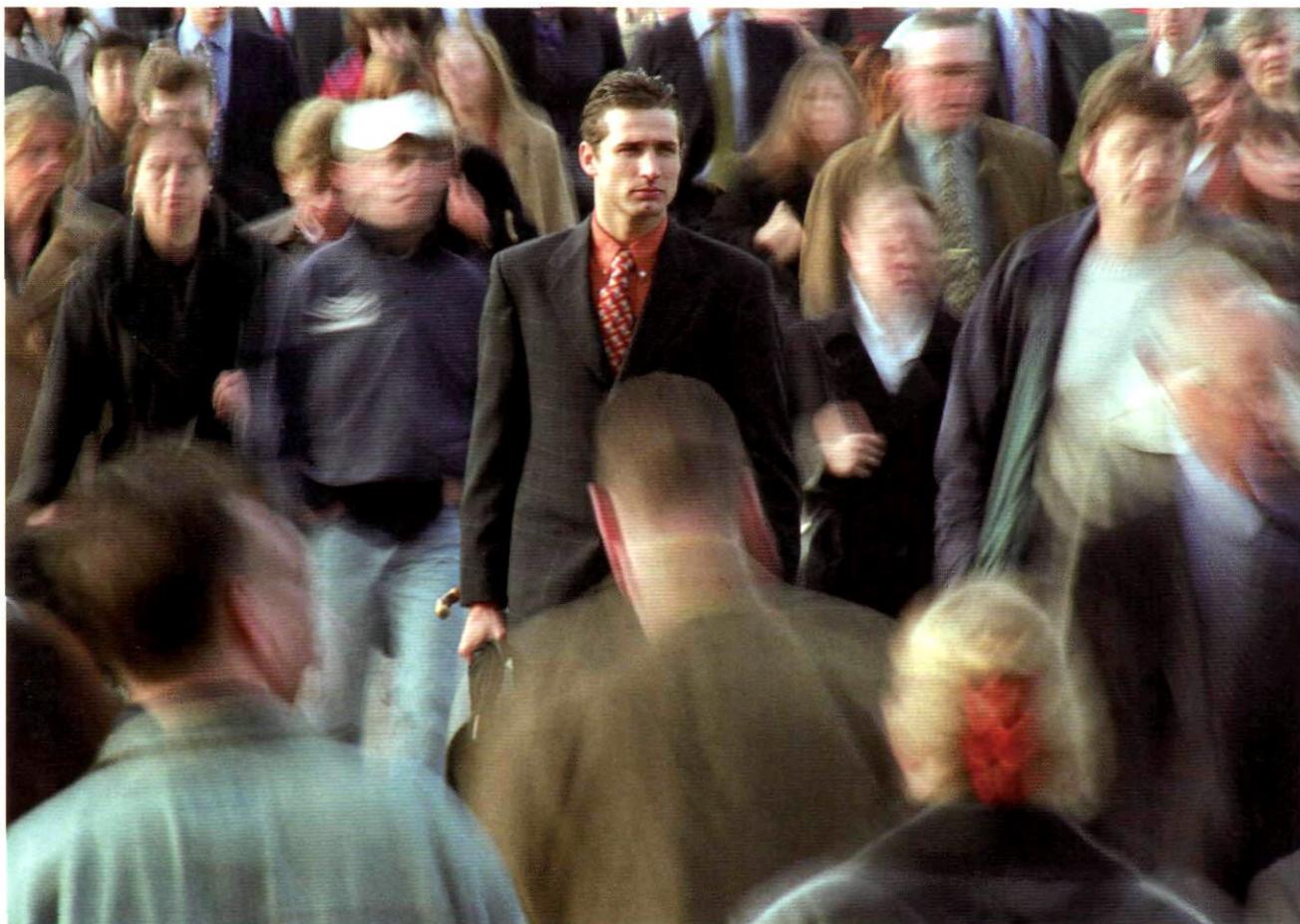
**4** Match each phrase in the box with a counselling skill on the second handout below.

How did you feel? Why not start by *-ing ...*? What's your first priority?  
 You were surprised? What would happen if (+ past tense)? Right.  
 So, to sum up, ... So you're saying that ...? What are the options?

### COUNSELLING SKILLS CHECKLIST

Counselling skill	Description of skill	Useful phrases or body language
1 Asking open questions	Ask <i>who, why, what, where, how</i> , etc. to get them talking about the issues.	
2 Paraphrasing	Clarify your understanding by rephrasing what they said, and feed it back to them.	
3 Paying attention	Use positive body language to show that you are really listening.	look person in the eye, smile, nod head
4 Encouraging	Show you're interested by nodding and saying <i>Uh-huh, Mmm, Yeah, I see</i> , etc.	
5 Echoing	Encourage them to tell you more about a topic by repeating a key phrase or word.	
6 Summarizing	Show you have understood all they said by pulling it all together in two sentences.	
7 Establishing options	Get ideas from them on possible alternatives to resolve the problem.	
8 Asking hypothetical questions	Encourage the problem holder to think through the implications of their suggestions.	
9 Prioritizing	Establish which of the possible options the problem holder chooses to tackle first.	
10 Action-planning	Suggest a clear first step they can take to help them manage their problem.	

**5** Add one more phrase of your own to each counselling skill in the handout in Exercise 4.



### Internet research

Find out more about living and working in either Japan, the UK or the USA.

### eWorkbook

Now watch the video for this unit.

### Glossary PAGE 152

body language  
bounce back  
echo  
headache  
open question  
outlook  
paraphrase  
perspective

### Roleplay

**6** Work in groups of three. Take turns being the problem holder, the counsellor and the observer.

#### Problem holder

Problem holder A: turn to page 114.

Problem holder B: turn to page 118.

Problem holder C: turn to page 120.

Use the information given to respond to the counsellor.

#### Counsellor

Guide the problem holder through the three phases of counselling in Exercise 2. Use the counselling skills in the checklist in Exercise 4 to help the problem holder find solutions to their problems.

#### Observer

Observe the counselling session and take notes. Use the checklist in Exercise 4 to note which counselling skills the counsellor uses and how well they use them. At the end of the session, give the counsellor feedback to help them improve their skills.

### Writing

**7** Work with a partner. You are on a placement in a foreign country.

- Write an email to your partner explaining the problems you are having.
- Exchange emails with your partner. Write a reply, giving your advice. Use some of the expressions in the box to show that you understand your partner's problems and to encourage them to think positively.

I can see exactly what you mean about ... It can't be easy to ... when / if you ...  
You must be feeling very ... I know just how you feel. It's perfectly normal to feel that way.  
You have to keep things in perspective. I'm confident you'll be able to find a solution.  
I'm sure you'll bounce back.

## **Lesson 23: CUSTOMER AND SUPPORT.**

### **10.1. About business: Call centres.**

### **10.2. Vocabulary: Customer service and telephoning.**

**Objectives:** to examine the use of call centres in India by a wide range of companies and the global impact on employment practices.

- To explore a range of vocabulary and expressions for describing problems and dealing with customer service.

**Level:** Intermediate +

**Discussion:** Students should discuss the reasons why someone would or would not want to work in a call centre. Take whole-class feedback and make two lists on the board. Refer back to the lists once students have done exercises 1-7 to see how their views match those presented in the article and the interview.

**Discussion:** Get students to scan the article for references to the trade union viewpoint (paragraphs C, D, and H) and discuss the pros and cons of the trade union argument (i.e. betrayal of workers in the UK; strike action; exploitation of workers, wherever they are located).

**Summarizing:** Read the introduction and the first paragraph aloud with the whole class. Elicit from students: a) the reason Sir Keith Whitson gives for using call centers in India (workers in India are smart, enthusiastic, efficient and well educated)

b) and the reason given by the writer of the article (wages in India are much lower).

**Listening for detail:** With lower-level classes pause the recording after the host's introduction and then after each speaker's turn to allow students more time to write their notes.

**Describing problems:** Students work with a partner to match these ten sentences to the appropriate devices. Check answers.

**Collocations, Antonyms and Phrasal verbs:** bring together a number of useful words and phrases for talking about customer service problems. Students could complete these exercises individually or with a partner. Circulate while they are working and assist where necessary..

**Listening for detail :** Read the words and expressions in the box. Remind students that they have already met some of them in previous exercises in this module.

Extension activity: Students work in groups. They are a team of consultants with the task of improving customer relations in the following businesses:

- a beauty salon • a dry-cleaning service • a coffee shop • a car repair shop.

They should think of ideas for each business that will attract and keep new customers. Give students a time limit and circulate and assist where necessary. When students have finished, get each group to present their ideas, explaining why they think they will work.

**Homework: to learn vocabulary, do exercises and make a presentation belong to the topic.**

# 2 Customer support

- ▶ call centres
- ▶ customer service technology

## 2.1 About business Call centres

### Discussion

**1** From the customer's point of view, does it matter where a call centre is? With a partner, think of reasons why it is, or is not important.

### Scan reading

**2** Read the article opposite about call centres in the Philippines. Decide if statements a–f are *T* (true) or *F* (false).

The Philippines have overtaken India as a business process outsourcing provider because ...

- a) millions of Filipinos emigrate every year.
- b) changes to financial regulations have made setting up call centres more attractive.
- c) call centre operators don't want to put all their eggs in one basket.
- d) American customers understand Filipinos better than Indians.
- e) most Filipinos' mother tongue is Tagalog.
- f) Indian call centres only provide high-level consultancy services.

### Summarizing

**3** Match the headings below with the correct paragraph in the text.

- 1 Margin for improvement
- 2 Culture change
- 3 India's reality check
- 4 Language of success
- 5 Learning from India

### Reading for detail

**4** With a partner, discuss the significance of these words and phrases from the article. Decide whether they represent strengths or weaknesses, threats or opportunities for the Philippines and complete the SWOT chart.

- bars, restaurants and shopping malls
- to bus employees to and from work
- replace up to half their staff
- four million college graduates
- consultancy projects
- national language
- unreliable infrastructure
- experienced managers
- cultural links
- tax breaks
- night shifts

	helpful	harmful
internal factors	Strengths cultural links	Weaknesses
external factors	Opportunities	Threats

### Listening

**5**  1:14 Cloud computing now offers a third alternative to domestic or outsourced call centres. Listen to an interview with the head of customer relations at Groupon®, a 'deal of the day' website company, talking about new technology they use. Answer the questions.

- 1 How does Natterbox deal with calls from important clients?
- 2 How does Natterbox match callers to the best customer service agent?
- 3 What is special about Groupon's call centre staff?
- 4 How does Natterbox avoid customer frustration?
- 5 How could cloud-based computing change call centre staff's lives?

### Roleplay

**6** Work in groups of three. Your company provides an online music-streaming service to customers all over the world. Hold a meeting to decide where to set up your new call centre. Choose one of the three roles and prepare your arguments before you begin.

Role A: low-cost country - turn to page 114.

Role B: your own country - turn to page 118.

Role C: cloud-based approach - turn to page 117.

### Internet research

Search for the keywords *call centre racist abuse* to learn about racism experienced by call centre operators. What can be done to combat this type of abuse?

### Glossary PAGE 152

bus (verb)  
copycat  
tax break  
tax holiday  
twentysomething

# MANILA

# CALLING

**A** Times have changed in the Philippines. In a traditionally poor, deeply religious and conservative country, suddenly twentysomethings are spending freely in bars, restaurants and shopping malls as they start or leave their night shifts. After decades of exporting its labour force to richer countries, Manila is turning the tables in the business process outsourcing market.

**B** In the Philippines, emigration is a long-established tradition. Every year, a million Filipinos leave their islands, hoping for a better life in Asia and the Middle East. As welcome as the \$10b (5% of GDP) they send home to their families may be, a decade ago there were worries that emigration was slowing the country's development. In its search for ways to encourage foreign investment and growth, the government turned to India's call centre industry. Copying the Indian model, Manila introduced tax breaks and incentives for telecoms companies as well as sponsored training schemes to help students fine-tune their language and communication skills.

**C** At the same time, Indian call centres were becoming a less attractive investment for American and European businesses. Not only were their generous tax holidays coming to an end, but irritations like unreliable infrastructure and having to bus employees to and from work were increasing. In addition, the opportunity to spread risk by diversifying into the Philippines came at a time when Indian outsourcing operators were having to replace up to half their staff every year.

**D** The Philippines' copycat strategy has been so successful that American customers are now far more likely to be talking to a Filipino helpline adviser than an Indian. With revenues of nearly \$11 billion, Philippine outsourcing now employs 650,000 people, almost twice as many as India. What's more, operators believe their customers are likely to be more satisfied with the service they receive from well-educated young Filipinos who grew up listening to American pop music and reading American comics. A US colony until independence in 1946, the Philippines has maintained strong cultural links with its former masters: in a country where the national language, Tagalog, is not most people's mother tongue, English is a second, rather than a foreign language.

**E** Not satisfied with outselling the market leader, the Philippine government hopes to double the market to



## Manila is turning the tables in the business process outsourcing market

\$26 billion in the next five years. However, staying on top of the pile may prove harder than getting there: as it grows, the new outsourcing industry is discovering how much more difficult it can be to find experienced managers and competent engineers than to hire young English-speaking helpline advisers. India, on the other hand, with four million college graduates a year, is moving upmarket. Margins for more complex financial and engineering consultancy projects are much higher than for simply handling customer calls. In the longer term, Indian operators may be happy to leave Filipinos to pick up the phone while they pick up the pace on more profitable assignments.

# 2

# Customer support

- ▶ personal qualities
- ▶ describing problems
- ▶ phrasal verbs for phoning



## 2.2 Vocabulary Customer service and telephoning

### Adjectives

**1** With a partner, decide whether these adjectives are most likely to be used to describe customers, helpline operators or both. Write *C* (customers), *H* (helpline operators) or *B* (both) next to each word.

annoyed cheerful difficult frustrated grateful helpful knowledgeable  
 patient persuasive pleasant reassuring satisfied sympathetic upset

### Listening for attitude

**2** 🎧 1:15–1:22 Listen to eight extracts from helpline conversations and choose appropriate adjectives from Exercise 1 to describe the speakers.

### Describing problems

**3** Decide which device each of the sentences can refer to and tick (✓) the appropriate columns.

	car	photocopier	PC	mobile phone
1 When I switch it on, nothing happens.		✓	✓	✓
2 It broke down on the way to work.				
3 It keeps crashing.				
4 There's something stuck inside.				
5 I can't switch it off.				
6 It's not working properly.				
7 It won't start.				
8 It's out of order.				
9 I think it's a complete write-off.				
10 The battery's dead.				

### Collocations

**4** Choose the best verb from the box to complete each collocation. Use each verb once only.

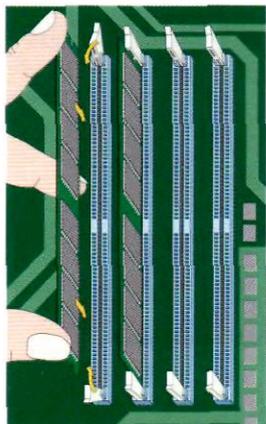
arrange diagnose escalate exchange give identify sort out talk

- 1 \_\_\_\_\_ the symptoms
- 2 \_\_\_\_\_ the fault
- 3 \_\_\_\_\_ a problem
- 4 \_\_\_\_\_ the customer through the process
- 5 \_\_\_\_\_ the problem to a supervisor
- 6 \_\_\_\_\_ a visit from our technician
- 7 \_\_\_\_\_ the product
- 8 \_\_\_\_\_ a full refund

### Antonyms

**5 Match each verb with its opposite.**

- |            |                 |
|------------|-----------------|
| 1 connect  | a) disconnect   |
| 2 insert   | b) fasten       |
| 3 lift out | c) push in (to) |
| 4 release  | d) remove       |
| 5 replace  | e) remove       |
| 6 screw in | f) switch off   |
| 7 turn on  | g) unscrew      |



**6 Complete the instructions for upgrading a PC memory module using 12 of the verbs from Exercise 5.**

First, (1) \_\_\_\_\_ the PC. Do not (2) \_\_\_\_\_ the power cable, so that the PC remains earthed. Then (3) \_\_\_\_\_ and (4) \_\_\_\_\_ the side-panel. Next, (5) \_\_\_\_\_ the retaining clips at each end of the old memory module. (6) \_\_\_\_\_ the old memory module. Carefully (7) \_\_\_\_\_ the new memory module and (8) \_\_\_\_\_ it firmly \_\_\_\_\_ the slot. (9) \_\_\_\_\_ the clips at each end. (10) \_\_\_\_\_ and (11) \_\_\_\_\_ the side panel. Finally, (12) \_\_\_\_\_ the PC and check that the new memory is recognized.

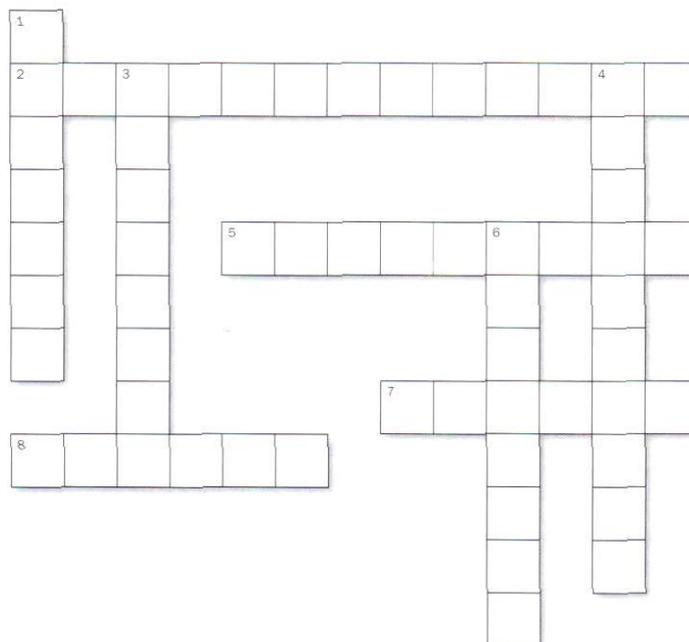
### Phrasal verbs

**7 Match each verb with the correct definition.**

- |               |                     |               |                  |
|---------------|---------------------|---------------|------------------|
| 1 hang up     | a) renew a call     | 5 hold on     | e) make a note   |
| 2 speak up    | b) connect          | 6 get through | f) stay on line  |
| 3 call back   | c) talk louder      | 7 get back to | g) make contact  |
| 4 put through | d) terminate a call | 8 take down   | h) return a call |

**8 Complete the crossword with the phrasal verbs from Exercise 7.**

- I can't hear you very well. Could you \_\_\_\_\_, please?
- I'm going to \_\_\_\_\_ to my supervisor.
- I'll just \_\_\_\_\_ your name and address.
- We tried to contact you yesterday, but we couldn't \_\_\_\_\_.
- We'll \_\_\_\_\_ you as soon as we solve the problem.
- All our lines are currently engaged. Please \_\_\_\_\_ later.
- Could you \_\_\_\_\_ a moment, please?
- It's a terrible line. Could you \_\_\_\_\_, and try again?



### Glossary PAGE 153

- clip
- earth (verb)
- retain
- side-panel
- slot
- upset

### Internet research

Search for the key words *golden rules of customer service*. Compare your findings with your own 'golden rules' from Exercise 9.

### Discussion

**9 In small groups, brainstorm ten 'golden rules' of customer service. Then present your 'golden rules' to another group.**

## **Lesson 24: CUSTOMER AND SUPPORT.**

### **10.3. Grammar: Questions and instructions.**

### **10.4. Speaking: Dealing with problems by telephone.**

**Objectives:** to talk about different ways of asking questions, making requests and giving instructions.

- To deal with appropriate language and intonation for a telephone helpline conversation, and focuses on explaining problems, diagnosing causes, giving instructions, and promising help.

**Level:** Intermediate +

**Internet research:** An Internet search for FAQ learning English reveals that the most frequently asked questions are usually about how to improve the four skills (reading, writing, listening, speaking), grammar and vocabulary. Other questions refer to studying abroad, examinations, learning English for work purposes, and how to study online.

**Test yourself: Asking questions and giving instructions.** Write a few examples on the board and get students to match them to the rules given in the box: Are you listening? (auxiliary verb + subject + main verb) When will he arrive? (question word + auxiliary word + subject + main verb) Who telephoned? (who is the subject so no auxiliary verb is needed)

**Listening:** Play the recording, pause at the beep, and ask students to summarize the features of the product (it's found in every office; it's small enough to put in your pocket; it uses electricity; it is connected with computers, but you don't use it to speak to people. It isn't expensive; it has replaced the floppy disk).

**Listening:** Read the questions and get students to predict the kind of things that might be said, given that this is a telephone conversation on a software helpline. Play the recording and check answers with the whole class. Ask students: Did the helpline operator handle the call well?

Was the customer satisfied?

**Improving a conversation:** Student should read the part of the customer, while you read the part of the helpline operator so that you can exaggerate the negative tone of the operator. Ask the rest of the class: How does the helpline operator sound? (e.g. rude and aggressive)

How would you feel if a helpline operator spoke to you in this way? (e.g. annoyed).

**Role play:** With lower-level classes you may like to construct a conversation using one of the problems as a whole-class activity. To consolidate the language work, get students to write down one or two of the conversations for homework.

**Homework:** The BBC World Service radio programs typically include news, business, science and nature, health, technology, entertainment, sports, etc. so students should be able to find something to interest them. Lower-level students might prefer to choose a short program.

- ▶ Yes/No questions
- ▶ Wh- questions
- ▶ have to, might have to, need to

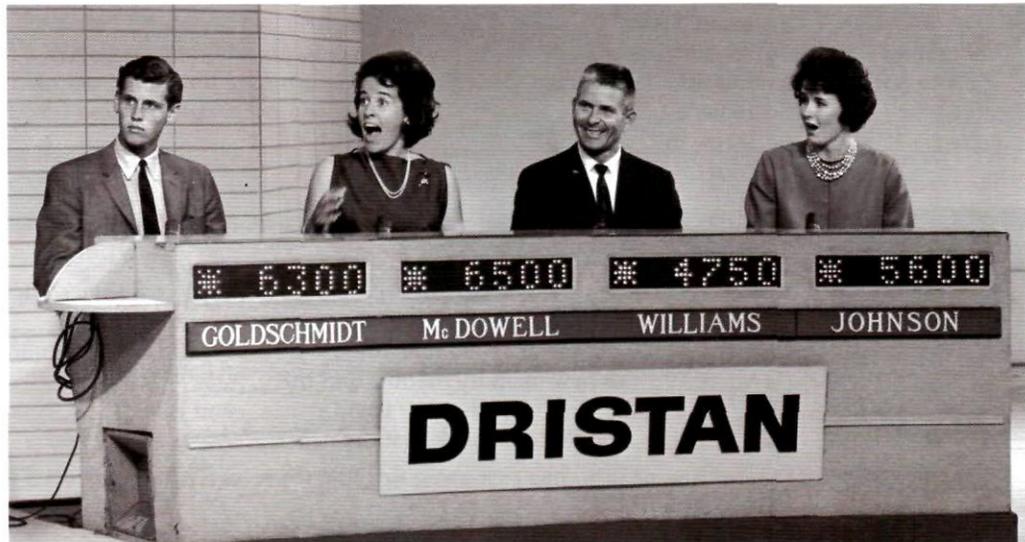
### Refresh your memory

**Yes/No questions**  
auxiliary verb + subject  
+ main verb

**Wh- questions**  
question word +  
auxiliary verb + subject  
+ main verb  
except if *who*, *what* or  
*which* is the subject: no  
auxiliary is needed

▶ Grammar and practice page 124

## 2.3 Grammar Questions and instructions



### Listening

**1** 🎧 1:23 Listen to some people playing *Guess the Product*. Try to guess what the mystery product is along with the contestants. Then continue listening to check your answer.

**2** 🎧 1:23 Listen again and complete the questions.

- |    |                         |                 |
|----|-------------------------|-----------------|
| 1  | _____ on TV?            | No, it isn't.   |
| 2  | _____ for work?         | Yes, you do.    |
| 3  | _____ in every office?  | Yes, you would. |
| 4  | _____ in your pocket?   | Yes, you can.   |
| 5  | _____ twenty years ago? | No, it didn't.  |
| 6  | _____ electricity?      | Yes, it does.   |
| 7  | _____ speak to people?  | No, you don't.  |
| 8  | _____ with computers?   | Yes, there is.  |
| 9  | _____ more than \$30?   | No, it doesn't. |
| 10 | _____ to store data?    | Yes, you can.   |

**3** In small groups, take turns choosing a mystery product and play *Guess the Product*.

### Asking questions

**4** Work in small groups of As or Bs. Write a question for each answer in your list below.

- |   |  |
|---|--|
| <p><b>A</b></p> <ul style="list-style-type: none"> <li>• 365</li> <li>• about €25,000 a year</li> <li>• about 10km</li> <li>• about two years ago</li> <li>• at home</li> <li>• Barack Obama</li> <li>• by offering a discount</li> <li>• Coca-Cola®</li> <li>• coffee</li> <li>• once a quarter</li> <li>• since the 1990s</li> <li>• Steve Jobs</li> <li>• the Olympic Games®</li> <li>• to buy food and drink</li> <li>• 20 minutes or so</li> </ul> | <p><b>B</b></p> <ul style="list-style-type: none"> <li>• about 300m</li> <li>• at least an hour</li> <li>• between €30 and €50 a month</li> <li>• Bill Gates</li> <li>• by advertising the product</li> <li>• 52</li> <li>• for about five years</li> <li>• Formula One™</li> <li>• in a restaurant</li> <li>• last year</li> <li>• mobile phones</li> <li>• Nelson Mandela</li> <li>• once a year</li> <li>• to meet friends</li> <li>• Toyota</li> </ul> |
|---|--|

**5** Work in pairs, A and B. Close your books and ask each other the questions you prepared in Exercise 4, in any order. Score one point for each correct answer.

## Internet research

What's the best way to learn English? How long will it take? Do I have to learn grammar? How can I learn more vocabulary? Search for the keywords *FAQ learning English* to find the most frequently asked questions and some of the answers.

## Making requests

**6** Complete these requests with *fax* or *faxing*. Then put them in order 1–6 from the most direct (1) to the most polite (6).

- Do you think you could possibly \_\_\_\_\_ me the details, please?
- Would you mind \_\_\_\_\_ me the details?
- Can you \_\_\_\_\_ me the details?
- I was wondering if you would have any objection to \_\_\_\_\_ me the details?
- \_\_\_\_\_ me the details, will you?
- Could you \_\_\_\_\_ me the details, please?

**7** Which one of these responses is not appropriate for all the requests in Exercise 6. Why?

- a) I'm afraid my fax is out of order.
- b) I'll do it straight away.
- c) I'm sorry, but I'm not in the office.
- d) I'm a bit short of time, actually.
- e) No, no problem.

## Roleplay

**8** With a partner, take turns beginning these telephone roleplays and responding. Choose suitable forms for your requests, according to the answer expected, and give appropriate answers. Ask your:

- colleague to send you an email to test your new address.
- boss to give you an advance on next month's salary.
- supplier to postpone a delivery by one week.
- supervisor to write a reference for your job application.
- friend to lend you their laptop for the weekend.
- customer to call back later when the sales manager comes back from lunch.
- bank manager to lend you a million dollars.
- supplier to upgrade the office coffee machine, at no charge.

## Giving instructions

**9** Complete Steve's side of the telephone conversation using *don't*, *might have to*, *'ll have to*, *'ll need to*, *don't have to* or *needn't*.

Steve: OK, Pete. First of all, you open the printer. No, wait a minute, (1) \_\_\_\_\_ just open it. Select 'change cartridge' from the menu.

Pete: \_\_\_\_\_

Steve: Er, yes, of course you (2) \_\_\_\_\_ switch it on, otherwise you can't use the menu!

Pete: \_\_\_\_\_

Steve: No, that's all right, you (3) \_\_\_\_\_ switch the PC on, just the printer.

Pete: \_\_\_\_\_

Steve: So now you gently remove the old cartridge. (4) \_\_\_\_\_ force it. If it's difficult, you (5) \_\_\_\_\_ pull it back first, then upwards.

Pete: \_\_\_\_\_

Steve: OK. So now you can install the new cartridge. You (6) \_\_\_\_\_ remove the adhesive tape first, but be careful you (7) \_\_\_\_\_ touch the printed circuits – they're very fragile.

Pete: \_\_\_\_\_

Steve: Right. It'll ask you if you want to align the new cartridge, but you (8) \_\_\_\_\_ bother. Usually it's fine as it is.

Pete: \_\_\_\_\_

Steve: Oh no, (9) \_\_\_\_\_ throw the old cartridge away. You can recycle them.

Pete: \_\_\_\_\_

Steve: No, that's all right, Pete. You (10) \_\_\_\_\_ worry. Just buy me a coffee some time!

**10**  **1:24** Write Pete's side of the conversation. Then listen and compare your version with the recording.

**11** Choose something you don't know how to do from the list below.

- change the oil in your car
- upgrade the processor in your PC
- organize a press conference
- publish your website
- (your own idea)

Find someone who knows how to do it and ask them to explain what to do. Ask questions and/or reformulate their answers to check that you understand.

▶ expressions for giving instructions

▶ handling a technical problem

## 2.4 Speaking Dealing with problems by telephone

### Giving instructions

**1** With a partner, practise giving instructions by describing a symbol so that your partner can draw it. Do not look at each other's pages during the exercise.

Student A: turn to page 114.

Student B: turn to page 119.

### Listening

**2**  1:25 Listen to a software helpline conversation and answer the questions.

1 What is the customer's problem?      2 What help does the operator give?

**3** With a partner, decide which expressions in the telephone language checklist below were in the conversation, a or b. Then listen again and check your answers.

#### Telephone language

- |   |   |
|---|---|
| 1 a) I'm just putting you on hold for a moment. | b) Please hold the line.                        |
| 2 a) Dean speaking.                             | b) This is Dean.                                |
| 3 a) What can I do for you?                     | b) How can I help you?                          |
| 4 a) What exactly seems to be the problem?      | b) Could you explain the problem you're having? |
| 5 a) The line's bad.                            | b) It's not a very good line.                   |
| 6 a) Could you speak up a little?               | b) Can you talk a bit louder?                   |
| 7 a) I'll connect you to ...                    | b) I'll put you through to ...                  |
| 8 a) The number is engaged.                     | b) The number's busy.                           |
| 9 a) Can I get her to call you back?            | b) Could I ask her to get back to you?          |
| 10 a) So you're on ...                          | b) So, your number is ...                       |
| 11 a) Could I have your name, please?           | b) What's your name, please?                    |
| 12 a) You're welcome.                           | b) Not at all.                                  |

### Improving a conversation

**4** With a partner, read this conversation aloud.

Helpline: Superword helpline, wait a minute ... Yeah?  
What's your problem?

Customer: I'm having trouble with PDF files. I can't print them.

Helpline: What? I can't hear you.

Customer: I said I can't print PDF files.

Helpline: Oh. I don't do PDFs.

Customer: Well, could you connect me to someone who does?

Helpline: Can't. The PDF expert's gone out for lunch.  
Give me your name and we'll call you later.

Customer: Oh, all right. It's Gearhirt. Jamila Gearhirt.

Helpline: Er, come again?

Customer: That's G-E-A-R-H-I-R-T.

Helpline: OK.

Customer: All right. Well, I'd appreciate it if you could call me as soon as possible. Goodbye.

Helpline: Yeah, right.

1 Decide how the conversation could be improved.

2 Practise your improved version.

3 Now change roles, turn to page 115 and do the same with a similar conversation.

### Handling problems

**5**  1:26 Listen to another helpline conversation, which is based on a true story, and answer the questions.

1 What is the customer's problem?

2 What is the operator's solution?



## Internet research

Go to the BBC World Service Radio Player (<http://www.bbc.co.uk/worldservice/index.shtml>) and find a radio programme about one of your interests. Listen extensively, then tell a partner about the three most interesting points in the programme.

**6**  **1:26** With a partner, find suitable words to complete the expressions in the customer support checklist below. Then listen again and check your answers.

### Useful expressions: Customer support

#### Explaining the problem

I'm having \_\_\_\_\_ with Word.  
 It doesn't \_\_\_\_\_.  
 It \_\_\_\_\_ accept anything when I type.  
 Nothing \_\_\_\_\_.  
 I \_\_\_\_\_ type anything.  
 I'm having difficulty connecting to the Internet.  
 It keeps crashing.

#### Diagnosing the causes

Was it \_\_\_\_\_ properly before that?  
 What does your screen \_\_\_\_\_ like now?  
 Have you \_\_\_\_\_ hitting 'Escape'?  
 Did you \_\_\_\_\_ Word?  
 Can you \_\_\_\_\_ the cursor around?  
 Does your \_\_\_\_\_ have a power indicator?  
 Have you installed any new software?  
 What happens if you press 'Control - Alt - Delete'?

#### Giving instructions

Could you \_\_\_\_\_ on the back of the monitor?  
 Now you just \_\_\_\_\_ to follow the cord to the plug.  
 I \_\_\_\_\_ you to look back there again.  
 I'd like \_\_\_\_\_ to go and get them.  
 Then I \_\_\_\_\_ you to take it back to the store.  
 You'll have to adjust the settings in the control panel.

#### Promising help

I'll \_\_\_\_\_ someone call the electricity company.  
 I'll get our technical expert to help you.  
 We'll get back to you in a couple of hours.  
 I'll have a technician call as soon as possible.

### Roleplay

**7** With a partner, use the chart to roleplay helping a colleague with the technical problems below. Take turns being Student A and Student B.

- You can't print your report.
- Your mobile phone doesn't work.
- The video projector doesn't work.
- There are no lights in your office.
- Your car won't start.
- Your laptop is frozen.
- (your own problem)

#### Student A

Explain the problem.

Answer Student B's questions.

Problem solved?

Yes.

No.

Thank Student B.

#### Student B

Diagnose possible causes.

Give instructions.

Promise help.

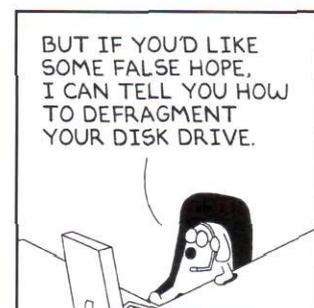
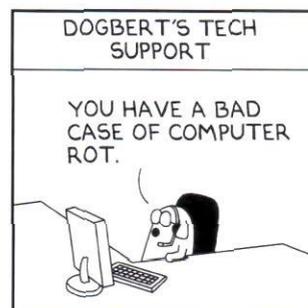
#### eWorkbook

Now watch the video for this unit.

#### Glossary

PAGE 153

Come again?  
 crash  
 freeze



Cartoon from Dilbert.com 28/5/05

## **Lesson 25: CUSTOMER AND SUPPORT.**

### **10.5. Writing: Formal and informal correspondence.**

### **10.6. Case study: Cybertartan Software.**

#### **Review 1-2.**

**Objectives:** - to explore aspects of formal and informal style in different kinds of business correspondence.

- This case study examines the problems faced by a contact center - customer dissatisfaction, staff recruitment and retention, rising costs - and how they might be tackled.

**Level:** Intermediate +

**Discussion:** Students should think about grammar, vocabulary, style, opening, closing, etc. when they are discussing the differences between formal and informal correspondence.

Give pairs a few minutes to discuss and note down their answers, then take feedback from the whole class. Make a list on the board of all the points they raise. Keep this list, and add to it throughout the lesson as other points come up.

**Skim reading:** Question 1: Students should skim read the emails quickly to identify who the emails are from. Question 2: Students can work with a partner to decide which two emails are formal and which two are neutral / informal. Students should give reasons for their answers.

**Reading for detail:** Students should re-read the emails in exercise 2 more closely to complete the grid. With lower-level classes, do the first email as a whole-class activity. When the grid has been completed, elicit from students the differences between the two columns, i.e. in the formal column, the expressions are usually longer and more complex; in the informal column, they are shorter; unimportant words are omitted; vocabulary is less formal/ more colloquial, etc.

**Discussion:** Read the list of customer problems with the whole class and ask them to give you some real-world examples of each one. This could be things they've experienced themselves or things they've heard about.

**Listening for detail:** Play the first two lines of the interview – the interviewer's question and Laurie McAllister's response – and elicit the answer to the question. Ask: What other problem does she mention? How does the problem with salaries affect the contact center? (The salaries haven't kept pace with the cost of living and the company can't attract workers to the area.)

**Homework: Writing presentation slides:** Before students prepare their slides, brainstorm what makes an effective slide (use only short phrases or sentences; use headings and bullet points to make the text easier to read and remember, etc.). Students should pay attention that the slides are just about their recommendations, and each recommendation should have three parts - what it is, why it's a good idea, and what the expected results will be.

# 2

# Customer support

- ▶ levels of formality
- ▶ email expressions
- ▶ writing emails

## 2.5 Writing Formal and informal correspondence

### Discussion

**1** With a partner, discuss what differences you would find in your own language between formal correspondence, e.g. a letter to your bank or your legal advisor and informal messages, e.g. an email to a friend.

### Model

**2** Read the four emails below and answer the questions.

- Which email is from:
  - a customer service department?
  - a junior colleague?
  - a senior colleague?
  - a customer?
- Which two emails are formal? Which two are neutral/informal?

✉ INBOX REPLY ◀ FORWARD ▶

**1** Dear Ms Reckett,  
I am writing with regard to a computer problem. You may remember we met at the office Christmas party, and I believe you mentioned having a similar problem with your laptop. Unfortunately, I have dropped mine and the screen is cracked. I was wondering if you could give me any advice on getting it repaired? I would very much appreciate any help you might be able to give me.  
Yours sincerely,  
James Blair

✉ INBOX REPLY ◀ FORWARD ▶

**2** Dear Sir or Madam,  
I am writing to enquire about having a television repaired. The set is a Goodson 42" LED TV which we bought 18 months ago and therefore is unfortunately no longer under guarantee. Currently we have a picture but no sound.  
I would be very grateful if you could give me the address of an authorized repair centre in the Greater Manchester area. Thank you for your help.  
Yours faithfully,  
J. Roebotham (Miss)

✉ INBOX REPLY ◀ FORWARD ▶

**3** Hi James,  
Thanks for your mail. Bad luck about the laptop. Mine was a write-off – had to get a new one! Why don't you try Harrowson's in Oldham? They're usually good. Hope this helps.  
Cheers,  
Margaret  
P.S. Of course I remember you. Give me a ring next time you're in town and we'll go for a drink!

✉ INBOX REPLY ◀ FORWARD ▶

**4** Dear Miss Roebotham,  
Re your email of 10 September: your TV is in fact covered by a two-year manufacturer's guarantee. Can you just send the set back in its original packing and we will repair or exchange it ASAP. Don't hesitate to get back to me if you need any more information.  
Regards,  
Max Hurst  
P.S. Are you by any chance the Jenny Roebotham I knew at Manchester Business School in 06/07?

## Internet research

The advantages of email are obvious – but what risks must companies consider? Search for the keywords *email risk policy* to find out.

## Glossary PAGE 153

accounts payable  
ASAP  
crack  
duplicate  
inconsistency  
patch  
Trojan (horse)  
write-off

## Language focus

**3** Find expressions in the four emails in Exercise 2 to complete the table.

	Formal	Neutral/Informal
Greeting		
Opening		
Requests		
Closing		
Salutation		

**4** Read the next four emails the people in Exercise 2 sent and answer the questions.

- Which two writers have changed style? Why?
- Find and correct the two inconsistencies of style in each email.

INBOX | REPLY | FORWARD

**5** Dear Mr Hurst,  
Thanks for your email of 12 September. I am afraid you have mistaken me for my cousin, who attended Manchester Business School.  
I am very pleased to learn that the TV set is still under guarantee. Unfortunately, I no longer have the original packaging, so I think it would be preferable if I deliver the TV directly to your repair centre after work. Could you possibly let me know the opening hours?  
Cheers,  
Jane Roebotham

INBOX | REPLY | FORWARD

**7** Dear Miss Roebotham,  
I am writing with reference to the repair of your Goodson TV750. Our Manchester repair centre is open from 9am to 6pm from Monday to Saturday. I've attached a leaflet with the details and a map. Hope this helps.  
Yours sincerely,  
Max Hurst  
P.S. Please accept my apologies for confusing you with your cousin.

INBOX | REPLY | FORWARD

**6** Hi Margaret,  
Thanks for your email. I wasn't sure if you'd remember me – it was quite a party, wasn't it? Funnily enough, I will be in town next Thursday so perhaps we could have that drink? I would be very grateful if you could let me know if you are free around 6.30? Looking forward to seeing you.  
James  
P.S. I would like to express my gratitude for your help with the computer. I'm getting it fixed tomorrow.

INBOX | REPLY | FORWARD

**8** James,  
Re next Thursday. It will be lovely to see you. Actually, my husband will be in Indonesia that week, so I need to be at home to look after the cats. I was wondering if you would mind coming over to our place? I've attached a map – get back to me if it's not clear.  
Yours sincerely,  
Margaret

## Output

**5** Work in groups of three to write and reply to business emails using appropriate styles.

Student A: page 115.

Student B: page 116.

Student C: page 119.

# 2

# Customer support

- ▶ customer feedback
- ▶ job satisfaction
- ▶ presenting recommendations



## 2.6 Case study Cybertartan Software

### Discussion

#### 1 What annoys you most as a customer?

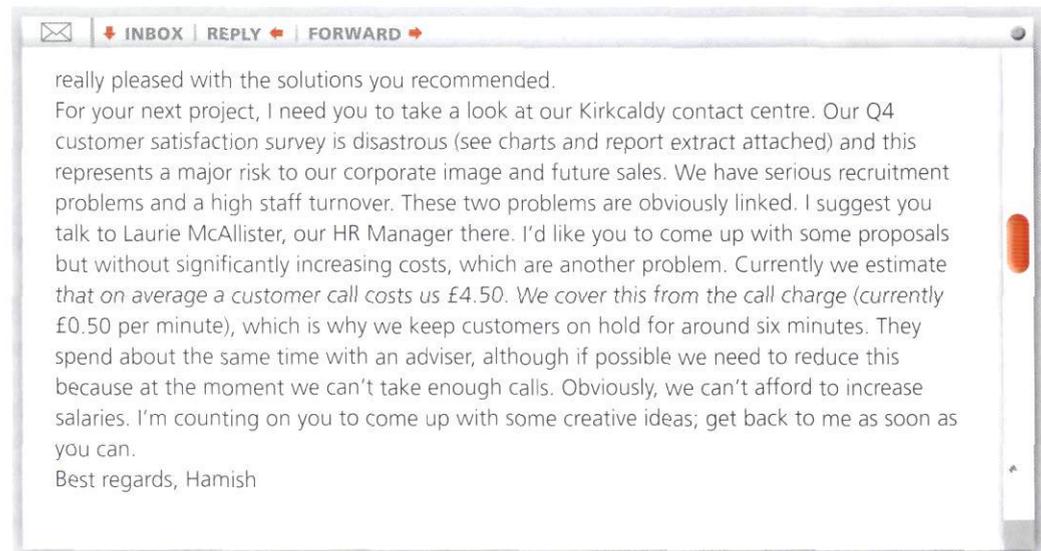
waiting for service   products that don't do what they claim   high prices   hidden costs  
 planned obsolescence   deadlines not respected   incompetent service  
 poorly translated instructions   being put on hold   other?

With a partner, discuss what you as a customer can do about these problems.

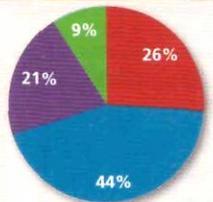
### Scan reading

#### 2 Read the email from Hamish Hamilton, CEO of Cybertartan Software and answer the questions.

- 1 What are his four problems?
- 2 How are the problems linked?



Customer satisfaction Q1

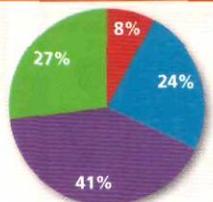


very satisfied 26%  
 satisfied 44%  
 dissatisfied 21%  
 very dissatisfied 9%

### TOP FIVE REASONS FOR CUSTOMER DISSATISFACTION

1 Difficult to get through to customer adviser	76%
2 Time spent on hold	65%
3 Several calls needed to solve problem	53%
4 Cost of calls	49%
5 Can't get help by email	32%

Customer satisfaction Q4



very satisfied 8%  
 satisfied 24%  
 dissatisfied 41%  
 very dissatisfied 27%

### Reading for detail

#### 3 Mark these statements T (true), F (false) or D (it depends).

- 1 Hamish Hamilton is probably writing to an external consulting group.
- 2 The Kirkcaldy contact centre has satisfied employees and dissatisfied customers.
- 3 The contact centre is losing money at the moment.
- 4 If the centre employs more advisers, its income will increase.
- 5 More than two thirds of customers were satisfied or very satisfied in Q1.
- 6 The number of both dissatisfied and very dissatisfied customers tripled in Q4.
- 7 About half of their customers would be prepared to pay for support if their problems were solved quickly.

## Internet research

What is the FLSA? What are employees' rights on meal and rest breaks in the USA? Are they similar to those in your country? Search for the keywords *meal rest breaks* to find out.



### Listening for detail

**4** 🎧 1:27 Listen to part of an interview with Laurie McAllister, HR Manager at the Kirkcaldy contact centre. In her opinion, what is the biggest problem for advisers?

**5** 🎧 1:27 Listen again. What are the effects on the contact centre of the following?

- 1 Employees have poor working conditions and low job satisfaction.
- 2 The workload is heavier than before.
- 3 The bus service is inadequate.
- 4 Desks are shared with colleagues on other shifts.
- 5 Software products have become very complex.
- 6 Advisers don't get enough training.
- 7 The shift system is inflexible.

### Solving problems

**6** Work in small groups. You are the consultants that Hamish Hamilton wrote to in Exercise 2. Hold a meeting to discuss the agenda below.

## Kirkcaldy Contact Centre

### AGENDA FOR CONSULTANTS' MEETING

#### The situation

Isolate the problems and prioritize them as:

- a) important and urgent
- b) important but not urgent
- c) not important.

#### Solutions

Brainstorm solutions to the problems prioritized as a) and b) above.

- Review company policy on customer services?
- Review company policy on working conditions for advisers?

#### Recommendations

Define recommendations for short- and long-term policy.

### Glossary PAGE 153

come up with  
from the horse's mouth  
obsolescence  
shift  
staff turnover  
swap  
triple

### Writing presentation slides

**7** Prepare slides to present to Cybertartan Software summarizing your recommendations. For each problem, make recommendations, give reasons for these and outline the expected results.

### Presentations

**8** In your groups, present your recommendations and take questions from the class.

# Review 1

## Corporate culture

**1** Make expressions about internships by matching each verb with a phrase a–f below.

- 1 Incorporate ...
- 2 Enhance ...
- 3 Relate ...
- 4 Be assessed ...
- 5 Be supervised ...
- 6 Offer ...

- a) ... your academic study to the workplace.
- b) ... work experience into a university degree.
- c) ... by your institution through reports, appraisals, etc.
- d) ... closely by someone from the workplace and a university staff member.
- e) ... your career prospects by doing an internship.
- f) ... permanent employment to a student after graduation.

**2** Match each word in the box with its definition below. Then translate the words into your language.

appraisal commitment deadline etiquette  
insight outcome overview predecessor  
threaten workload

- 1 a date by which you have to do something  
\_\_\_\_\_
- 2 an ability to understand something clearly  
\_\_\_\_\_
- 3 an opinion about how successful someone is  
\_\_\_\_\_
- 4 the amount of work that a person has to do  
\_\_\_\_\_
- 5 enthusiasm, determination and loyalty  
\_\_\_\_\_
- 6 a set of rules for behaving correctly  
\_\_\_\_\_
- 7 a description of the main features of something  
\_\_\_\_\_
- 8 the person who had a job before someone else  
\_\_\_\_\_
- 9 the final result of a process, meeting, etc.  
\_\_\_\_\_
- 10 to tell someone you might cause them harm  
\_\_\_\_\_

**3** Underline the correct preposition in each expression.

- 1 be in charge to / of / from a department or project
- 2 be involved on / in / for doing something
- 3 be responsible to / for / with an area of work
- 4 deal with / on / for an area of work
- 5 have somebody working of / under / on you
- 6 liaise for / to / with someone about an area of the business
- 7 look through / with / after an area of work
- 8 report directly to / for / under somebody
- 9 run the business from / with / on a day-to-day basis
- 10 take care with / of / for an area of work

**4** Complete the sentences with expressions from Exercise 3 so that they have the same meaning.

Maria (1) is \_\_\_\_\_ / (2) is \_\_\_\_\_ the marketing side of the business.

She (3) \_\_\_\_\_ / (4) \_\_\_\_\_ / (5) \_\_\_\_\_ the marketing side of the business.

**5** Mark these statements about work organization **T** (true) or **F** (false).

- 1 A task is bigger than an assignment.
- 2 A line manager has a higher position than a project leader.
- 3 A branch is bigger than a division.
- 4 COO stands for Chief Organization Officer.
- 5 The Public Relations officer will often work in the Marketing Department.
- 6 Personnel is a function of Human Resources.
- 7 R&D stands for Resources and Deployment.
- 8 A parent company owns several smaller companies called *subsidiaries*.
- 9 *Purchasing* is a more formal way of saying *buying*.
- 10 Company structure can be shown visually using an 'organichart'.

**6** In each sentence, put one verb in the past simple (*did*), one in the past continuous (*was/were doing*) and one in the past perfect (*had done*).

- 1 While I \_\_\_\_\_ (work) in my father's business I \_\_\_\_\_ (start) to understand the importance of marketing – I \_\_\_\_\_ (never/think) about it before.
- 2 I \_\_\_\_\_ (already/be) in the job for two months when I first \_\_\_\_\_ (speak) to the big boss, the CEO; I nearly hit his car as I \_\_\_\_\_ (park) mine!

**7** Complete the expressions for giving diplomatic advice (in **bold**) by filling in the missing letters.

- 1 **A** \_\_\_\_\_, **I think** there's a better way to do this.
- 2 **It s** \_\_\_\_\_ **to me that** there has been a misunderstanding.
- 3 **You m** \_\_\_\_\_ **want to** ask Sue for her opinion.
- 4 **You c** \_\_\_\_\_ **maybe** try a different approach.
- 5 **D** \_\_\_\_\_ **' you think that** making personal calls at work creates an unprofessional atmosphere?
- 6 **W** \_\_\_\_\_ **' you agree that** it's important to meet all our deadlines?

**8** Match these words related to report writing with their definitions below.

description observation analysis  
suggestion evaluation

- 1 examining something in order to understand it \_\_\_\_\_
- 2 a statement about what something is like \_\_\_\_\_
- 3 considering something in order to discover how good or bad it is \_\_\_\_\_
- 4 a comment about something you have seen, heard or felt \_\_\_\_\_
- 5 an idea or plan that you offer for someone to consider \_\_\_\_\_

# Review 2

## Customer support

**1** In each set of four below, match an adjective on the left with a noun on the right to make collocations about working conditions.

- |              |                |
|--------------|----------------|
| 1 clean      | customer       |
| 2 satisfied  | environment    |
| 3 high       | meals          |
| 4 subsidized | staff turnover |
| 5 heavy      | rate           |
| 6 hourly     | staff          |
| 7 competent  | job            |
| 8 dead-end   | workload       |

**2** Make adjectives from these nouns.

- |                     |                      |
|---------------------|----------------------|
| 1 annoyance _____   | 6 knowledge _____    |
| 2 competence _____  | 7 persuasion _____   |
| 3 frustration _____ | 8 reassurance _____  |
| 4 gratitude _____   | 9 satisfaction _____ |
| 5 help _____        | 10 rudeness _____    |

**3** The collocations below are useful in customer support. Cross out the one verb that does not collocate with the noun.

- deal with / look into / push in / sort out* a problem
- describe / identify / replace / treat* the symptoms
- diagnose / locate / offer / repair* the fault
- escalate / exchange / launch / replace* the product
- ask for / call / give / offer* a full refund
- escalate / fax / refer / replace* the problem to a supervisor

**4** In this customer support dialogue the verbs in **bold** are all in the wrong places. Put them in the correct places.

Helpline operator: Before I can **locate** the problem, I first need to **escalate** exactly where the fault is.

Customer: OK, no problem, we can do that. But if it's still not working properly, can you **sort out** the product, or at least **replace** me a refund?

Helpline operator: Yes, that's possible, but I'm not authorized to do it. I would first have to **give** the problem to my supervisor.

**5** Complete this useful phrase for after sales service using the letters in brackets.

'I'll \_\_\_\_ into it, \_\_\_\_ it out, and \_\_\_\_ back to you tomorrow.' (gklrstteooo)

**6** Complete the sentences typical of customer support telephone calls 1-10 using the prepositions in the box.

down down in into on on  
through through up up

- We tried to contact you, but we couldn't get \_\_\_\_\_.
- The machine broke \_\_\_\_\_ after only a few days.
- Replace and screw \_\_\_\_\_ the side panel.
- When I switch it \_\_\_\_\_, nothing happens.
- I'm going to put you \_\_\_\_\_ to my supervisor.
- I'll just take \_\_\_\_\_ your details.
- Push the new module \_\_\_\_\_ the slot.

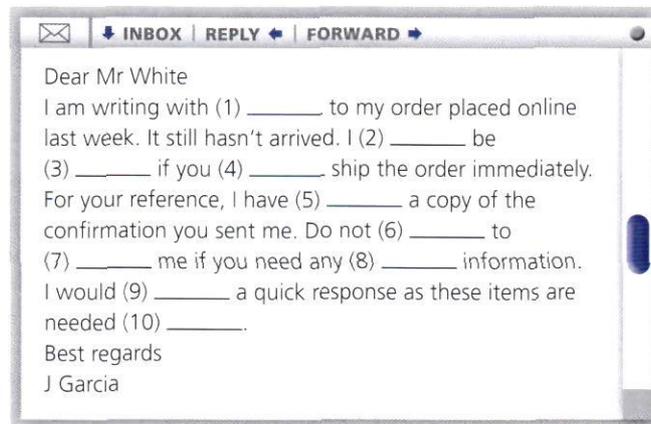
- Please hold \_\_\_\_\_ a moment while I find your records on our database.
- The line is bad. Please hang \_\_\_\_\_ and I'll call you back.
- The line is bad. Could you speak \_\_\_\_\_, please?

**7** Read the definitions and complete the words by filling in the missing letters.

- computer screen m\_\_\_\_\_r
- a row of icons on a computer screen too\_\_\_\_\_r
- something you hope your computer doesn't do c\_\_\_\_\_h
- make a computer more powerful u\_\_\_\_\_de
- something that goes in a printer ca\_\_\_\_\_dge
- connect to the electricity supply p\_\_\_\_\_g in
- send a document with an email a\_\_\_\_\_ch
- someone who a business sells to c\_\_\_\_\_r
- someone who a business buys from s\_\_\_\_\_r
- a written promise that a company will repair something you buy from them g\_\_\_\_\_e

**8** Complete the email using the words in the box.

appreciate attached could further  
get back to grateful hesitate regard  
urgently would



**9** The extracts below come from an email between colleagues at a customer contact centre. Use one word to fill each gap. The clues in brackets will help you.

- I \_\_\_\_\_ you to take a look at our Metz contact centre. (**clue**: not *want*, but a similar single word more often used in a business context)
- Our \_\_\_\_\_ customer satisfaction survey is disastrous. (**clue**: how business people often write *fourth quarter*)
- This represents a major \_\_\_\_\_ to our corporate image. (**clue**: it means *the possibility that something bad may happen!*)
- These two problems are obviously \_\_\_\_\_. (**clue**: not *connected*, although the meaning is the same)
- I \_\_\_\_\_ you talk to Marie Pinon. (**clue**: the meaning is close to *recommend*, although less definite)
- I'm \_\_\_\_\_ on you to come up with some ideas. (**clue**: not *relying*, although the meaning is the same)

## **Lesson 26: PRODUCTS AND PACKAGING.**

### **11.1. About business: Packaging.**

### **11.2. Vocabulary: Specifications and features.**

### **11.3. Grammar: Relative clauses, articles, and noun combination.**

**Objectives:** - to examine the packaging of products from the point of view of manufacturer and consumer.

- To practice describing products and outlining their main features in a product presentation.
- To practice articles, relative clauses and noun combinations in the context of expanding notes and defining words.

**Level:** Intermediate +

**Discussion:** Bring in examples of pre-packaged goods, e.g. items of food and drink, stationery, batteries, a bottle, a carton, etc. Teach any new vocabulary, e.g. cellophane, blister pack, child-proof top, cardboard, container, etc. Students can also look at photographs and identify the types of packaging they see in them.

**Listening for gist:** Read the questions with students and play the whole interview through. Get them to compare their answers with a partner. Then take whole-class feedback.

**Listening for detail:** Read the statements aloud or get students to read them aloud and see if they can respond to any before they listen again. Then play 2 1:28 again. Check answers with the whole class. Get students to correct the false statements.

**Scan reading:** Get students to look at the photo. Ask: What is the man doing? Is he trying to eat this product? Look at his face - how do you think he feels? Read the caption '60,000 people a year are injured in Britain' and ask: How do you think these people are injured?

Read the questions with your students.

**Discussion:** Give students a few minutes to put the stages of product development in the right order. Check answers with the whole class by calling on students to read the sentences aloud.

**Describing products:** Students could put a range of items from their pockets and bags on the desk in front of them to do this activity. Without naming it or pointing to it, each student in turn describes an object while the other students guess which one it is. Circulate and check that students are using the target language correctly.

**Collocations:** Read through the words in the box and the compound adjectives with the class. Draw students' attention to the meanings of some of the adjectives, e.g. eye-catching and attention-grabbing have similar meanings; waterproof (does not let water through) is different from water-resistant (offers only some protection from water damage).

**Homework:** to learn vocabulary and prepare presentation

# 3

# Products and packaging

wrap rage

package design

## Internet research

Search for the keywords *universal design packaging* to find out about Universal Design and its impact on packaging.

## 3.1 About business Packaging



### Discussion

**1** With a partner, think of three examples of products which are packaged well or badly, and say why. Think about protection, identification, transport, storage, display and security.

### Listening for gist

**2**  1:28 Listen to an interview with Charlie Wang, President of New China Packaging, a design consultancy based in Taipei, and answer the questions.

- 1 Why does he think packaging is so important?
- 2 What is special about New China Packaging's approach?

### Listening for detail

**3**  1:28 Listen again and mark these statements *T* (true) or *F* (false).

- 1 Branding is not enough to differentiate almost identical products.
- 2 Business guru Jack Trout thinks that companies overcommunicate their difference.
- 3 Most customers decide which product to buy before going to the store.
- 4 In the past, design teams were not told about financial and manufacturing problems so as not to limit their creativity.
- 5 Creative ideas are often simplified and adapted because focus groups don't like them.
- 6 The task force can't leave their hotel until every member of the team is enthusiastic about the new concept.
- 7 Consumers are not always conscious of what they need.
- 8 New China Packaging's task forces need months or years to deliver a consumer-validated package.

### Discussion

**4** What do you think the advantages and disadvantages of using a cross-functional task force might be for the following situations?

- 1 Interviewing new job candidates
- 2 Briefing software consultants who are designing new systems for the company
- 3 Setting up special deals with important customers
- 4 Creating new in-company training programmes

## Scan reading

**5** Read the article and answer the questions.

- 1 What is wrap rage?
- 2 Who suffers from it?
- 3 What triggers it?
- 4 What are the underlying causes?

## Paraphrasing

**6** Reformulate these phrases from the article in your own words.

- 1 *to reduce theft from shops* (line 10)
- 2 *the most common triggers of wrap rage* (line 22)
- 3 *even fighting to remove price tags ... can raise blood pressure* (line 26)
- 4 *pure provocation to the ecologically-minded* (line 28)
- 5 *there's light at the end of the tunnel* (line 29)
- 6 *The bottom line is that if they don't react, they risk losing sales ...* (line 32)

## Discussion

**7** You have invented a new children's toy – MP-Bunny, an electronic rabbit which dances, talks and plays children's favourite songs. In small groups, discuss how you will package it. Think about the questions below.

- 1 What different materials could you use? What are their advantages and disadvantages?
- 2 What design elements will you incorporate? Think about shape, colour, photos, logos and text.
- 3 How will your packaging make your product look different from other electronic toys?

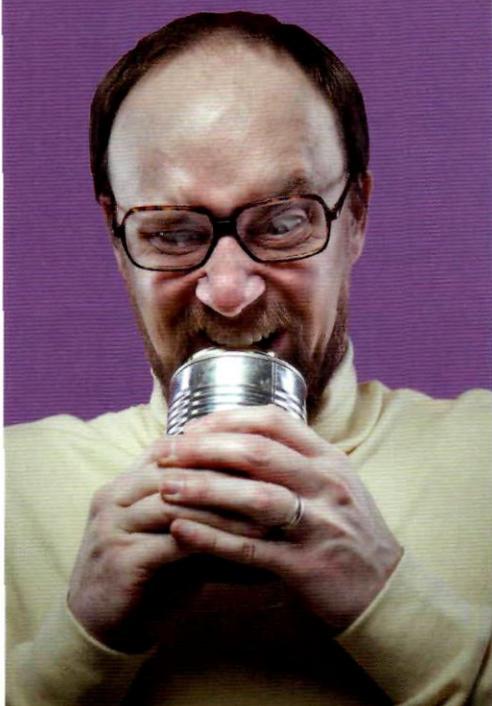
Present your packaging solution to another group.



### Glossary PAGE 153

focus groups  
frustration  
interface with  
provocation  
rage  
resistant  
trigger  
wrap

# WRAP RAGE



SURVEYS show that intense frustration and even injury caused by modern packaging is on the increase, especially amongst seniors. Seventy per cent of over 50s admit to injuring fingers, hands and shoulders as a result of 'wrap rage', a new term used to describe the irritation and loss of self-control experienced when struggling to open wrapping.

In recent years manufacturers have been under increasing pressure to keep food items sterile, to provide child-proof packaging for dangerous or toxic household cleaning products, to protect products during transport and to reduce theft from shops. At the same time, they are forced to keep costs to a minimum. As a result, packaging has become ever more resistant

**'... consumers use all kinds of tools and knives ...'**

to fingers, nails and even teeth. In their frustration with plastic packs, which defeat all attempts to open them, even with scissors, consumers use all kinds of tools and knives. At best, the product inside the packaging is at risk; at worst, it is hardly surprising that 60,000 people a year are injured in Great Britain alone.

Some of the most common triggers of wrap rage are processed cheese packages, tightly wrapped CDs, child-proof tops on medicine bottles, and milk and juice cartons. Ring-pull cans are particularly problematic for older fingers and delicate skin. Even fighting to remove price tags from items bought as gifts can raise blood pressure, and unnecessary overpackaging is pure provocation to the ecologically-minded.

However it seems there's light at the end of the tunnel. Manufacturers are listening to customers' complaints, and some have begun to research and invest in more consumer-friendly packaging. The bottom line is that if they don't react, they risk losing sales if customers simply stop buying products with packaging that offers too much resistance.

# 3

# Products and packaging

- ▶ measurements
- ▶ product description
- ▶ expressions for product presentations

## 3.2 Vocabulary Specifications and features

### Discussion

**1** Put these stages of product development into the most likely chronological order.

- Beta test the product by users in typical situations.
- Conduct market studies to test the concept.
- Launch the product.
- Draw sketches and build mockups.
- Go into production.
- Draw up specifications for the product.
- Generate new ideas in focus groups and brainstorming meetings.
- Screen out unfeasible or unprofitable ideas.

### Reading for detail

**2** Read the information on the FedEx® Box and FedEx® Tube and complete the product specification summaries below.

	<p><b>Inside dimensions</b></p> <p>for <input type="text" value="Large FedEx Box"/> are</p> <p><b>width x length x height</b></p> <p><input type="text" value="31.4"/> x <input type="text" value="45.4"/> x <input type="text" value="7.6"/></p> <p><b>For shipments weighing maximum</b> <input type="text" value="9"/> <b>kg</b></p>
	<p><b>Inside dimensions</b></p> <p>for <input type="text" value="FedEx Tube"/> are</p> <p><input type="text" value="96.5"/> x <input type="text" value="15.2"/> x <input type="text" value="15.2"/></p> <p><b>long wide high</b></p> <p><b>Maximum weight allowed</b> <input type="text" value="9"/> <b>kg</b></p>

- 1 The large FedEx Box is 31.4 cm \_\_\_\_\_ and 45.4 cm \_\_\_\_\_. It is 7.6 cm \_\_\_\_\_. When empty, the box \_\_\_\_\_ 400 g; it can be used to ship small parts or computer printouts up to 9 kg in \_\_\_\_\_.
- 2 The FedEx Tube is 96.5 cm in \_\_\_\_\_ and 15.2 cm in \_\_\_\_\_ and \_\_\_\_\_. With a \_\_\_\_\_ of 450 g when empty, it can be used to ship plans, posters, blueprints, etc. \_\_\_\_\_ up to 9 kg.

### Describing products

**3** Describe the dimensions of objects in your pockets or your bag. Your partner should try to guess what they are.

### Collocations

**4** Match the nouns in the box with the compound adjectives they most often collocate with.

design   devices   materials   packaging   personal stereos   technology		
energy-saving	<i>devices</i>	child-resistant
labour-saving		tamper-resistant
fire-retardant		future-proof
water-resistant		fool-proof
waterproof		eye-catching
shockproof		attention-grabbing

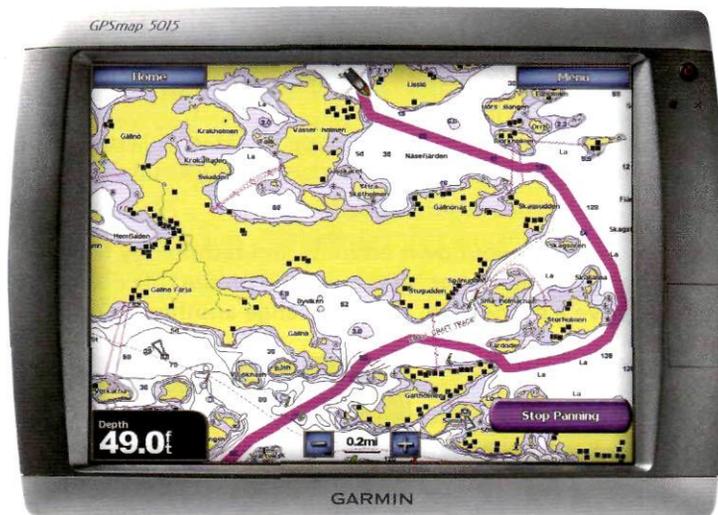
## Internet research

What are the best ways of recording and learning vocabulary? Search for the keywords *recording vocabulary* and make a list of possible techniques. Rank the techniques on your list from the most to the least useful for you personally.

## Listening for gist

**5** 🎧 1:29–1:34 Listen to six conversations. Use collocations from Exercise 4 to describe what is being discussed.

**6** 🎧 1:35 Listen to a presentation of the ChartTech i3. What are its three main features?



## Listening for detail

**7** 🎧 1:35 Listen again and complete these expressions for structuring a product presentation using the correct preposition from the box.

about back by on to up with

- 1 I'm here today to tell you \_\_\_\_\_ (the ChartTech i3 ...).
- 2 Let's start \_\_\_\_\_ (Touch Screen Command).
- 3 Moving \_\_\_\_\_ to (what's below the water ...).
- 4 Can I just turn \_\_\_\_\_ (communications)?
- 5 I'll just sum \_\_\_\_\_ (the ChartTech i3's three main features ...).
- 6 Let's just go \_\_\_\_\_ to (our midnight fishing trip).
- 7 I'd like to finish \_\_\_\_\_ (inviting you to ...).

**8** Match the expressions in Exercise 7 with their function in the presentation a–d.

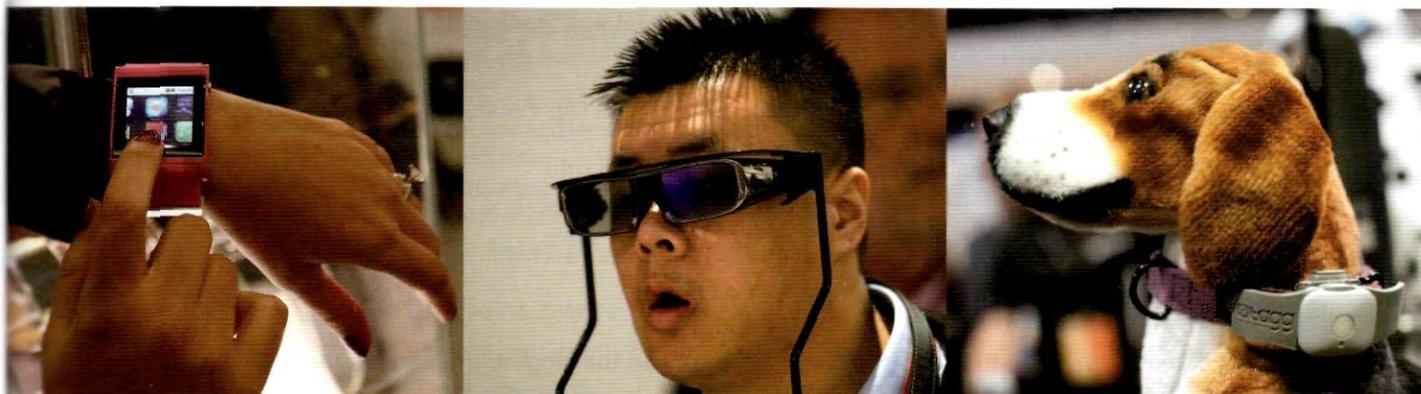
- a) Beginning the presentation
- b) Moving to a new point
- c) Returning to a point made earlier
- d) Ending the presentation

## Presentation

**9** Work in small groups. Use the vocabulary and expressions in the previous exercises to present the specifications and features of an electronic device of your choice.

## Glossary PAGE 153

attention-grabbing  
bird's-eye view  
blueprint  
chart  
fool-proof  
mockup  
overlay  
retardant  
tamper with



- ▶ relative clauses
- ▶ *alan, the* and no article
- ▶ noun combinations

### Refresh your memory

#### Relative clauses

*who*: people  
*which*: things  
*that*: people or things,  
 but not after a comma

▶ Grammar and practice page 126

#### Articles

*a/an*: non-specific or not  
 previously mentioned  
*the*: specific, unique or  
 previously mentioned  
 no article:  
 generalizations

▶ Grammar and practice page 126

#### Noun combinations

The main noun comes  
 at the end. Any others  
 describe it.

▶ Grammar and practice page 127

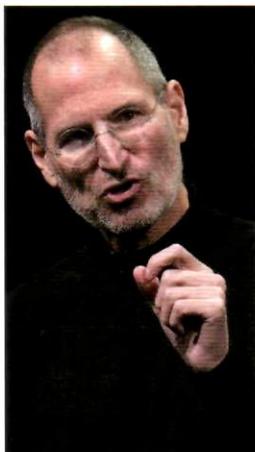
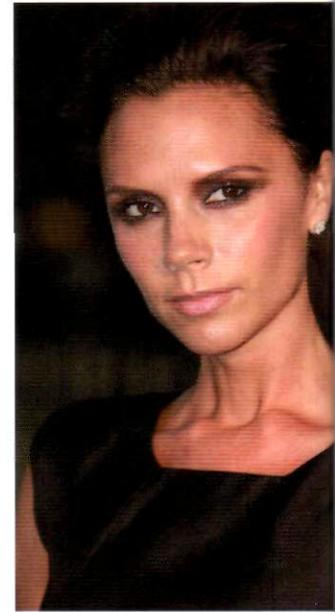
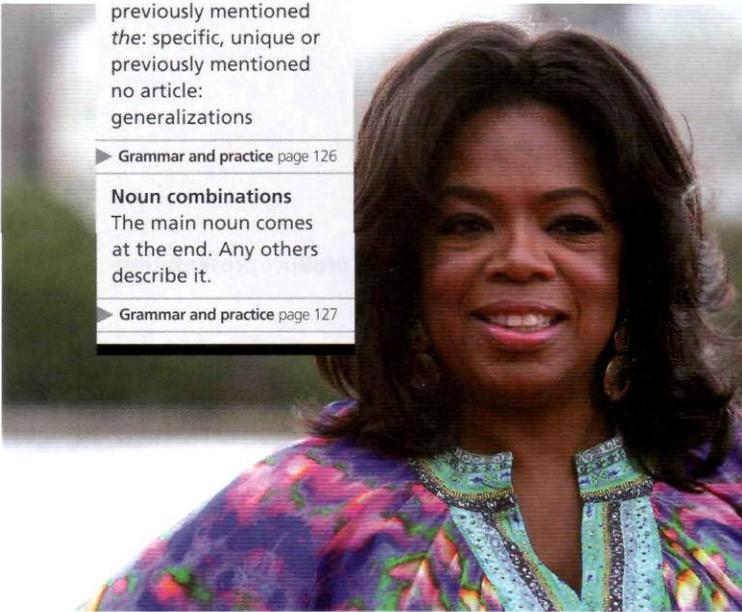
### 3.3 Grammar Relative clauses, articles and noun combinations

#### Defining relative clauses

**1** In small groups, answer these business trivia questions.

- 1 What was the communications device that was invented by John Logie Baird?
- 2 Who was the woman who is famous for her research on radioactivity?
- 3 What was the business process that was introduced by Henry Ford?
- 4 Who was the man who invented radio?
- 5 What was the business model first developed by Martha Matilda Harper in 1891?
- 6 What was the revolutionary pointing device which was invented by Douglas Engelbart in 1963?

**2** In your groups, write your own business and technology trivia quiz using the formulae 'Who was the man/woman ...' or 'What was the product/device/process/model ...'. Use the Internet if you have a connection. Then challenge another group.



#### Non-defining relative clauses

**3** With a partner, take turns making sentences and adding relative clauses about famous people, products and organizations. How much information can you add?

- A: Steve Jobs was the co-founder of Apple®.  
 B: Steve Jobs, who was from California, was the co-founder of Apple.  
 A: Steve Jobs, who was from California, was the co-founder of Apple, which is famous for high-end electronic products like the iPhone.  
 B: Steve Jobs, who was from California, and whose parents adopted him at birth, was the co-founder of Apple, which is famous for high-end electronic products like the iPhone.

- 1 Steve Jobs, Apple (iPhone)
- 2 Oprah Winfrey, The Oprah Winfrey Show (Harpo Studios®)
- 3 Walt Disney, Walt Disney Co. (Mickey Mouse)
- 4 Mark Zuckerberg, Facebook (Facebook)
- 5 Ben Cohen and Jerry Greenfield, Ben & Jerry's (Yes Pecan)
- 6 Jeff Bezos, Amazon (Kindle)
- 7 Sergey Brin and Larry Page, Google (Google Earth)
- 8 Richard Branson, Virgin (Virgin Galactic)
- 9 Muhammed Yunus, Grameen Bank (micro-credit)
- 10 Victoria Beckham, Beckham Brand ('Intimately Beckham' perfumes)

#### Discussion

**4** Which of the people in Exercise 3 have had the biggest influence on the business world? Choose your top three.

## Articles

**5** Complete texts about important products and inventions with *a/an, the* or *-* (no article).

### Some popular products take a long time to get to the marketplace.

- In 1485, Leonardo da Vinci made detailed drawings of \_\_\_ parachutes. He also made sketches of \_\_\_ helicopter and \_\_\_ tank. \_\_\_ first helicopter that could carry \_\_\_ person was flown by Paul Cornu at \_\_\_ beginning of \_\_\_ twentieth century. During \_\_\_ First World War, \_\_\_ tanks were first used in \_\_\_ France in 1917.
- \_\_\_ Bar codes were invented by Silver and Woodland in 1948. They used \_\_\_ light to read \_\_\_ set of concentric circles, but it was two decades before \_\_\_ arrival of \_\_\_ computers and \_\_\_ lasers made \_\_\_ system practical.
- \_\_\_ first computer was built in 1943, more than 100 years after Charles Babbage had designed \_\_\_ first programmable device. In 1998, \_\_\_ Science Museum in London built \_\_\_ working copy of \_\_\_ Babbage machine using his original plans and \_\_\_ materials that would have been available at the time. It worked just as Babbage had intended.

## Expanding notes

**6**  **1:36** When writing notes in English, pronouns, articles and common verbs like *be* and *have* are often omitted. Listen to a product review and write the words you hear which the customer omitted in the notes below.

Easily best phone so far. Perfect phone for basic user. Already bumped and dropped few times but still going strong. Battery life incredible. Overall real workhorse. No frills, but does what cellphone needs to do. Rating 5/5.

**7**  **1:37-1:38** With a partner, expand these notes written by customers into full product reviews. Then listen and compare your versions with the recordings.

**1** Hate the phone. Too small – can't open flip cover with one hand. No screen on outside to see caller identity. Reception – horrible. Drops calls probably 30% of time. Very long key delay, incredibly annoying. Anxiously awaiting day can upgrade and get rid of monstrosity. Rating 0/5.

**2** Had phone about three weeks like size and design. Features good too. Easy enough to use, and survived couple of drops. However, alarm clock won't work anymore. Not too sure about internal antenna. Hate having full signal when making call, only to have dramatic drop when put phone to head. Everybody says telecom company's fault, not phone, or maybe just got bad one. We'll see. Going to try 9200 next. Rating 3/5.

## Defining words

**8** Complete the definitions by matching the noun combinations 1–4 with the appropriate relative clauses a–d.

- |   |   |
|---|---|
| 1 Decision-making tools are tools                             | a) that have many different functions.                |
| 2 Feature-packed spreadsheets are spreadsheets                | b) that companies conduct to identify customer needs. |
| 3 An industry-standard battery package is a pack of batteries | c) that you evaluate choices and options with.        |
| 4 Market studies are investigations                           | d) whose specifications comply with industry norms.   |

## Definitions game

**9** In small groups, divide into As and Bs.

As: turn to page 115. Bs: turn to page 121.

## Internet research

Open an online dictionary by searching for the keywords *online dictionary*. Search for the noun *information*. Is information countable or uncountable? What is its informal form? Which prepositions is it used with? What typical collocations and constructions is it used in? Browse several online dictionaries and find out what other features they offer. Vote to find out which online dictionary the class prefers.

## Glossary PAGE 154

bump  
drop calls  
empowerment  
flip cover  
get rid of  
no frills  
rating  
workhorse

## **Lesson 27: PRODUCTS AND PACKAGING.**

### **11.4. Speaking: Presentations – structure.**

### **11.5. Writing: A product description.**

### **11.6. Case study: Big Jack's Pizza.**

**Objectives:** - to focus on how to organize and deliver an effective product presentation.

- To provide students focus on the features and benefits of consumer products and requires students to write their own production description.
- To draw together the work on product packaging and making an effective presentation by asking students to consider ways that a pizza company could strengthen its brand and improve its packaging.

**Level:** Intermediate +

**Brainstorming:** give students a list of topics to think about, e.g. structure of the lesson, lecture or presentation, content, delivery, teacher / speaker, visuals, pace, timing / length. At this point, students should simply note down key words and phrases. Take whole-class feedback and make a list on the board. Students should expand on their basic points by giving examples to clarify what they mean or anecdotes about real situations they have experienced.

**Listening for gist:** Play the first part of the recording, up to '... enormous potential for this product'\* and ask students: What is wrong with the opening of this presentation?

How does it compare with the points in the checklist in exercise 1 ?

**Pronunciation:** Students could do this exercise on pausing and intonation with a partner. Encourage them to say the words aloud so that they can hear what they sound like. When they have finished, ask a couple of students to read their paragraphs aloud and get the rest of the class to comment. Then play the recording and have students check their answers.

**Discussion:** Check that students understand the difference between a feature (a factual statement about a product) and a benefit (the value or advantage customers get from the product; a positive outcome or result that will make them want to buy it).

**Scan reading:** Get individual students to read each section aloud and then call on other students to select the best section heading from the box.

**Reformulating:** When students have completed the task, focus on the language used to describe benefits and features as this will be useful for the writing task in exercise 5.

**Scan reading :** You could do this as a whole-class activity by reading the first question aloud and giving students a few minutes to find the answer in the texts. They should then raise their hands when they have found the answer. Wait until most of the class have raised their hands and then call on a student to give you the answer.

**Homework:** Get students to write a short report on their recommendations to Big Jack's Pizza.

# 3

# Products and packaging

- ▶ structuring a presentation
- ▶ hooks and objectives
- ▶ presenting a product



## 3.4 Speaking Presentations – structure

### Brainstorming

**1** What are the qualities of a good lesson, lecture or presentation? With a partner, draw up a checklist.

### Listening for gist

**2** 🎧 1:39 Listen to Version 1 of a presentation of the Pingman, a new personal GPS tracking device which can be used to locate children, elderly people, animals or mobile staff. Compare the presentation with your checklist.

**3** With a partner, discuss how the presentation could be improved.

### Listening for detail

**4** 🎧 1:40 Listen to Version 2 of the presentation and answer the questions.

- 1 How does the presenter get the audience's attention and interest?
- 2 What is the objective of the presentation?
- 3 How long will the presentation last, and what is the next step?
- 4 What does the presenter say about questions?
- 5 What subjects will be covered in the three sections of the presentation?
- 6 Which part of the presentation do we not hear?
- 7 What does the presenter do at the beginning of the conclusion?
- 8 What does the presenter ask the audience to do?
- 9 How do the audience know when to applaud?
- 10 What aspects of presentation technique have improved in Version 2?

**5** 🎧 1:40 With a partner, find suitable words to complete the useful expressions in the checklist. Then listen again to Version 2 and check your answers.

### Useful expressions: Structuring a presentation

#### Hook

\_\_\_\_\_ you like to know ...?  
 What would you do if ...?  
 \_\_\_\_\_ would it be worth to ...?  
 Somebody once said ...

#### Objective

I'm here this morning to \_\_\_\_\_ the Pingman, ...  
 My objective today is ...  
 The goal of this meeting is ...

#### Agenda

Feel \_\_\_\_\_ to interrupt me.  
 I've divided my presentation into three \_\_\_\_\_.  
 \_\_\_\_\_ of all, I'm going to ...  
 \_\_\_\_\_ that, I'll be talking about ...  
 \_\_\_\_\_, I'd like to present ...  
 I'll take any questions at the end.

#### Summary

I'd like to \_\_\_\_\_ up the presentation and move on to ...  
 \_\_\_\_\_, I explained why ...  
 \_\_\_\_\_, I presented the different specifications ...  
 Last, but not \_\_\_\_\_, I have given you ...

#### Call for action

These are the \_\_\_\_\_ why I am asking you to ...

#### Close

Thank you very much for your \_\_\_\_\_.  
 Thank you for listening.  
 If you have any questions, I'll do my best to answer them.

## Internet research

Search for the keywords *presentation tips* to find answers to the questions below.

- 1 How long should a good presentation be?
- 2 What should you research before a presentation?
- 3 What are the most important parts of a presentation?
- 4 What are the best ways to practise a presentation?
- 5 Which colours and fonts should you use in your slides?
- 6 How should you deal with hostile questions?
- 7 What's the latest presentation technology available?

## eWorkbook

Now watch the video for this unit.

## Glossary PAGE 154

hook  
lecture  
overwhelmingly  
ping  
tracking  
wrap up

## Pronunciation

**6**  1:41 Decide where the speaker should pause in this extract from the presentation. Before each pause, mark whether the speaker's voice should go up ↗ or down ↘, as in the examples. Then listen and compare your answers.

I've divided my presentation into three sections. ↘ First of all, ↗ I'm going to remind you of the background to this project and the current offer on the market. After that, I'll be talking about - the prototype, and the data we've collected from tests, focus groups and market studies. Finally, I'd like to present a business plan; this will demonstrate why we expect a return on investment that is without precedent for our company. Is everybody happy with that agenda?

**7** **Underline** the key syllables and key words which should be stressed, and draw a line between words which should be linked ( \_ ), as in the example below.

*I've divided my presentation into three sections. First of all, ...*

**8**  1:41 Listen again and compare your answers. Then practise reading the extract with correct intonation, stress and linking.

## Presentation

**9** In small groups, prepare the introduction and conclusion of a presentation of one of these new products to a group of department store buyers.

- a flexible tablet PC that can be rolled up to fit in a pocket
- furniture which changes colour and temperature depending on the light and room temperature
- a T-shirt which displays a text message that can be modified from a mobile phone
- your own product idea

Think about the following questions.

**Hook:** What is the most surprising, exciting or unusual aspect of your product?

**Objective:** Why are you making the presentation and what do you hope to obtain?

**Agenda:** How will you organize your presentation and what will happen after the talk?

**Summary:** What are the highlights of your talk?

**Call for action:** What do you want your audience to do now?

**Close:** How can you avoid an embarrassing silence at the end of your presentation?

**10** In your group, present your introduction and conclusion and answer any questions. (Assume the body of the talk has been presented.) The rest of the class are the buyers. As a class, vote for the best product presentation.



# 3 Products and packaging

- ▶ structure analysis
- ▶ features and benefits
- ▶ writing a product description

## 3.5 Writing A product description

### Discussion

**1** Read the items in the box and identify the four features of this car and the four corresponding benefits to consumers. Then discuss the questions below.

ABS   air-conditioned comfort   alloy wheels   automatic climate control  
head-turning good looks   power on demand   safe braking and cornering  
3.0l V6 engine

- 1 What do you look for in a car – features or benefits? Why?
- 2 When you buy a computer, a mobile phone, or software, are you more interested in its features or benefits? What about other products?

### Model

**2** Read the product description and list the main benefits of using OpenOffice.



## OpenOffice.org.3

### Great software ... Easy to use ... and it's free!

**A** OpenOffice.org 3 is the leading open-source office software suite. It is available in many languages and works on all common computers. It stores all your data in an international open standard format and can also read and write files from other common office software packages. It can be downloaded and used completely free of charge for any purpose.

#### A new approach to office productivity software

**B** OpenOffice.org 3 gives you everything you'd expect in office software. You can create dynamic documents, analyze data, design eye-catching presentations, produce dramatic illustrations and open up your databases. You can publish your work in Portable Document Format (PDF) and release your graphics in Flash (SWF) format – without needing any additional software.

**C** If you're used to using other office suites – such as Microsoft Office® – you'll be completely at home with OpenOffice.org 3. However, as you become used to OpenOffice.org 3, you'll start to appreciate the extras that make your life easier. You can of course continue to use your old Microsoft Office files without any problems – and if you need to exchange files with people still using Microsoft Office, that's no problem either.

#### What's in the suite?

**D** **WRITER** – a powerful tool for creating professional documents. You can easily integrate images and charts in documents, create everything from business letters to complete books and web content.  
**CALC** – a feature-packed spreadsheet. Use advanced spreadsheet functions and decision-making tools to perform sophisticated data analysis. Use built-in charting tools to generate impressive 2D and 3D charts.

**IMPRESS** – the fastest way to create effective multimedia presentations. Your presentations will truly stand out with special effects, animation and high-impact drawing tools.

**DRAW** – produce everything from simple diagrams to dynamic 3D illustrations and special effects.

Find out more – try it today!

Get OpenOffice.org 3 now!

Go to [www.openoffice.org](http://www.openoffice.org) for an introduction in Flash format.

### Analysis

**3** Number the five sections in the box in the order they appear in the OpenOffice.org text above.

background   compatibility   details of features and benefits  
invitation   overview of benefits

## Internet research

Search for the keywords *open source software* to learn about free software, including games. Choose one product, and write a short description; try to 'sell' your software to your classmates.

## Glossary PAGE 154

alloy  
benefit  
feature  
intuitive  
plug-in  
quibble  
stand out

## Language focus

**4** R&D departments often focus on describing features, while marketing departments prefer to describe benefits to consumers. Read the eight features described by R&D and underline their corresponding benefits in the text in Exercise 2.

- Open source code application available to download (Paragraph A)  
*It can be downloaded and used completely free of charge for any purpose.*
- Fully integrated suite of office applications (Paragraph B)
- Supports PDF and SWF publishing without plug-ins (Paragraph B)
- Intuitive user interface (Paragraph C)
- Fully compatible with other document formats (Paragraph C)
- Image integration capability (Paragraph D)
- Built-in 2D and 3D charting tools (Paragraph D)
- Diagram and special effects functions (Paragraph D)

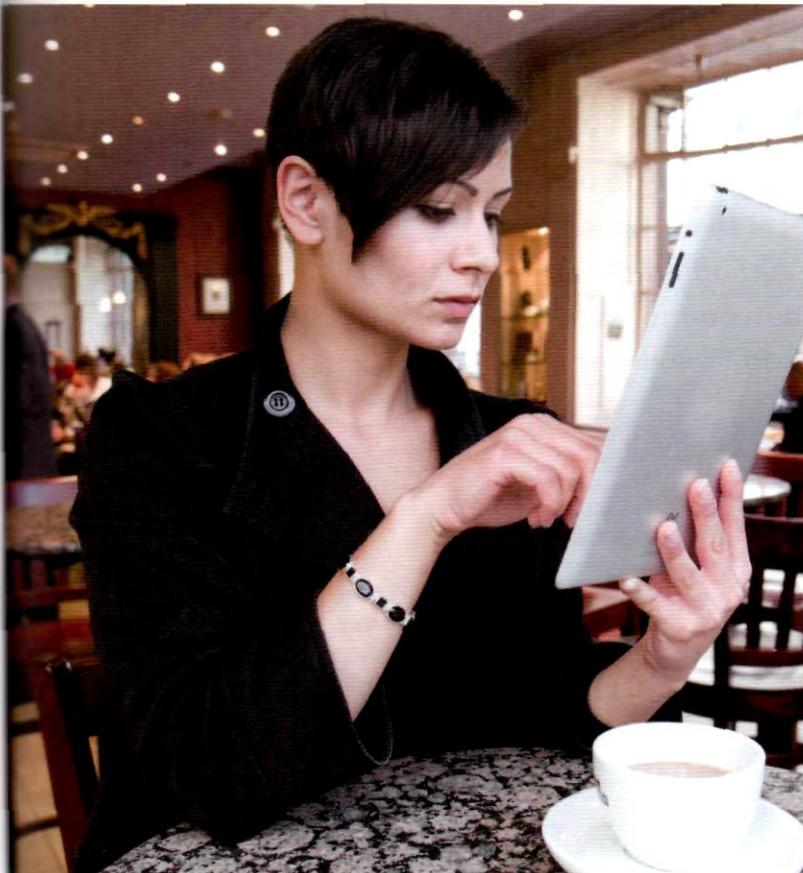
**5** Reformulate the product features of the Creole Audio Manager, pictured on the right, in terms of benefits.

- Fully integrated multi-format audio and video player  
*Creole gives you everything you'd expect from an audio player; watch and play video and music in all popular formats.*
- Downloadable shareware
- Full PC and Mac compatibility
- Music search, download and organizer features
- Online radio and TV capability
- Built-in CD burning tool
- Intuitive user interface and foolproof operation
- Karaoke function



## Writing

**6** Write a product description of the Torrent tablet PC using the notes below. (Alternatively, use a product of your choice.) Focus on the benefits to consumers, adding any details you feel are appropriate.



Background	New Torrent now available - all features of Apple® iPad at a fraction of the price. Smaller, lighter, stronger.
Overview of benefits	Only 1cm thick, ultra-light, unlimited free cloud storage, access to movies, TV, albums, books, magazines, newspapers, 50,000+ apps.
Details of features and benefits	Attention-grabbing design Shock proof, water-resistant aluminium case and Gorilla Glass screen Intuitive touch-screen interface 18cm x 12cm x 1cm, 345g 64 gigabytes storage 15 hour autonomy WiFi and 3G GPS Screen resolution 1024x768 Front and rear camera, headphone jack, USB port. Android OS and browser Office software Battery life 12hrs 2-year guarantee
Invitation	2-week no quibble money-back guarantee

# 3 Products and packaging

- ▶ product differentiation
- ▶ formulating a development strategy
- ▶ presenting recommendations



## 3.6 Case study Big Jack's Pizza

### Discussion

**1** In one minute, list as many fast-food businesses as you can. How does each of them try to differentiate itself from its competitors?

### Scan reading

**2** Read the documents and answer the questions.

- 1 What sort of company is Big Jack's Pizza?
- 2 Who is Jack Jr?
- 3 What is Big Jack's USP (unique selling point)?
- 4 What proportion of Big Jack's customers eat in the restaurants?
- 5 What is the company's development strategy?
- 6 What is the biggest threat to the company?
- 7 What do customers like and dislike about Big Jack's?
- 8 What four changes is Jack Jr suggesting?



## Big pizzas, big value!

23 stores in Hong Kong, Kowloon and New Territories  
dine-in, parties, takeout or 24/7 home delivery

**Call us now on 2893 6161**  
**Become a Big Jack's franchisee - call 2893 5468**



✉ INBOX | REPLY ✦ | FORWARD ✦

Re: Marketing meeting tomorrow  
Billie, Mick,

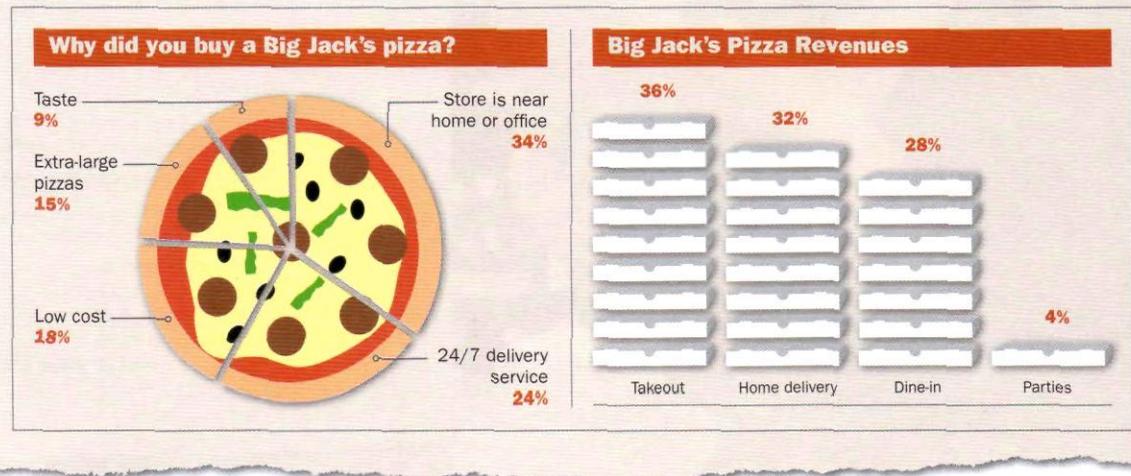
I've attached the latest figures and customer-feedback summary, which seem to confirm what we discussed last time. Restaurant sales are holding up but, as expected, our takeout and delivery revenues are down again this month.

If we want to defend our market share against Pizza Hut and the other international majors, and attract new franchisees, we desperately need to relaunch our product. So, here's the agenda for the meeting:

1 a new, more exciting range of pizzas	3 a new or updated logo and color scheme
2 new promotional ideas	4 a new box for takeout and delivery

Looking forward to hearing your ideas on all these points tomorrow.

Jack Jr  
President & CEO



## Internet research

Search for the keywords *pizza box advertising* to find out how companies are using a new way to get their messages into the home.

## Glossary PAGE 154

BOGOF  
chequered  
dine-in  
franchisee  
fusion cuisine  
gourmet  
slide  
strengthen  
threat  
USP

## Listening for gist

**3** 🎧 1:42 Listen to an extract from the marketing meeting at Big Jack's. What two decisions are made?

## Listening for inference

**4** 🎧 1:42 Listen again and list the ten suggestions made by Billie and Mick. Which ones does Jack like?

**5** Match the diplomatic phrases on the left with their real, more direct, meanings on the right.

- |   |   |
|---|---|
| 1 Of course, but we can come back to that later?                              | a) It's not a wonderful idea, but it's a possibility.                   |
| 2 Can we move on to point two?  | b) It's not a priority right now.                                       |
| 3 Well, Billie, it's been done before, but I guess we could do that. Why not? | c) It's a bad idea.   |
| 4 I'm sorry?  | d) I don't want to waste more time on this.                             |
| 5 I'm not sure that's a direction we really want to go in.                    | e) I know we disagree about this.                                       |
| 6 That's more the kind of thing I had in mind.                                | f) Big Jack's is old-fashioned.   |
| 7 I think you feel strongly about this?                                       | g) What are you talking about?  |
| 8 Things have changed since Big Jack's time.                                  | h) It's not exactly what I wanted, but better than your previous ideas. |
| 9 This is all very interesting, but ...                                       | i) I've decided, whether you like it or not.                            |
| 10 I trust you'll agree.  | j) This isn't relevant.   |

## Brainstorming and presentation

**6** Work in small groups as consultants to Big Jack's Pizza and do the following tasks.

- 1 Read the brief below from Big Jack's Pizza.
- 2 Brainstorm and select the best ideas.
- 3 Prepare a presentation to the company's management.
- 4 Present your recommendations and take questions from the class.

**Big Jack's Pizza wishes to strengthen its brand and improve its packaging. Please provide advice on the following points:**

- a new range of fusion cuisine pizzas: exciting names needed for at least five pizzas
- new promotional ideas
- a new or updated logo, color scheme and slogan
- a new box or box design for takeout and delivery.

**Estimated impact of implementing changes on packaging and advertising costs:**

- change logo + 2%
- three-color printing + 1%
- four-color printing + 2%
- non-standard box shape + 2%
- non-standard box materials + 2%.

**NB Big Jack's will not accept an increase of more than 5%.**

Recurrent negative customer comments:

'The pizzas all taste the same.'

'Big Jack's is old-fashioned – it's time for a change.'

'The pizzas are too big; I can never finish them.'

'The slices slide around in the box and get stuck together.'

'No different from other pizza houses – same pizzas, same colors, same box, same price.'

## **Lesson 28: CAREERS.**

### **12.1. About business: Career choices.**

### **12.2. Vocabulary: Careers, personal skills and qualities.**

**Objectives:** - to explore the ways in which working life has changed in recent years. It considers what motivates individuals in their choice of career and how to make more successful career decisions.

- To practise vocabulary and expressions which enable students to discuss activities and performance in the workplace and the effect it has on career development

**Level:** Intermediate +

**Discussion:** Get students to read each pair of statements aloud. Explain any new vocabulary, e.g.: status (position of somebody or something in relation to others) priorities (things that are regarded as more important than others).

**Predicting and listening:** Discuss the two statements with the whole class, making a list of their predictions on the board. Students should explain the tree / surfboard metaphors used by James Waldron in their own words. Then play the second part of Part 1 and get students to note down the differences between vocation, career and job. Get them to compare their answers with a partner. Then take whole-class feedback.

**Listening for detail:** Read the questions with the students and play the whole of 2:01 again

**Discussion:** First students discuss what they think these statements mean. Then they should decide if they agree or disagree with them. Students might also want to consider other, related questions, e.g. Does everyone make a conscious career choice or does it happen by accident? How easy is it to combine your interests with your choice of career? Take whole-class feedback.

**Scan reading:** Before students start reading the text, explain any of the colloquial expressions which may be new to them, e.g.: light someone's fire (make someone enthusiastic) passion (a thing for which someone has great enthusiasm) pick someone's brains (question someone who knows a lot about something in order to get information) up in the air (uncertain, not yet decided) earth-shattering (having a powerful effect).

**Discussion:** Students could do this activity with a partner or in small groups. Take whole-class feedback. You could also ask students to rank the benefits from the viewpoint of different kinds of people, e.g. a 25-year-old recent employee; an employee in their 40s with three children; a 55-year-old.

**Collocations:** Do this matching task as a whole-class activity. Explain any new vocabulary e.g.: *initiative* (willingness and ability to realize what needs to be done without being told) *negotiating skills* (ability to reach an agreement through discussion).

**Homework:** to learn vocabulary and prepare presentation

▶ careers, jobs and vocations

▶ managing your career

### Internet research

Search for the keywords *personality profile test* and do at least one online test. Compare your results with a classmate and discuss how well they describe your personality.

## 4.1 About business Career choices

### Discussion

**1** Mark your position on the scales below. With a partner, explain and justify your choices.

I have no idea how my career will develop.



I have a clear idea of my career path.

I expect to work for one company all my life.



I expect to work for several different companies in my life.

Money, status and a comfortable lifestyle are my priorities.



Job satisfaction, variety and being useful to society are my priorities.

### Predicting and listening

**2** 1:43 You are going to hear a talk for university students about how to choose a career. In part one, Charlie Schumann, a popular careers coach, talks about two things you *shouldn't* do, and two things you *have* to do. Before you listen, try to predict what those things might be. Then listen and check your predictions.

### Listening for detail

**3** 1:43 Listen to Part 1 again and mark these statements *T* (true) or *F* (false).

- Schumann says you should choose something you love doing and that feels right for you.
- She recommends going to the Himalayas to learn martial arts.
- Myers Briggs (MBT®) and Keirsey are Kung Fu experts.
- You don't need to research a lot of careers, only those that suit your personality profile.
- Facebook and Google+ are a great place to read about potential career choices.

**4** 1:44 Listen to Part 2 of the talk and answer the questions.

- According to Schumann, which of these factors are more likely to make you happy? Money, variety, fame, autonomy, beauty, recognition, team spirit, job security, helping people.
- What are 'flow' activities?

### Discussion

**5** In small groups, discuss your reactions to these statements from the talk.

- 'This is maybe the one time in your life when you need to be totally selfish'.
- 'Tests like Myers Briggs or Keirsey are not a hundred per cent reliable'.
- 'Having more money doesn't actually make you any happier'.
- 'Jobs that let you experience that 'flow' (are) the key to ... your ideal career'.

### Scan reading

**6** Read the article opposite and find which two tips can be summarized as:

- Move towards your long-term goal in small, easy stages.
- Make sure that preconceived ideas about success and failure are not preventing you from reaching your goals.

### Summarizing

**7** Summarize each of the eight remaining tips in one sentence. In small groups, compare your sentences with other people and choose the best summary for each tip.

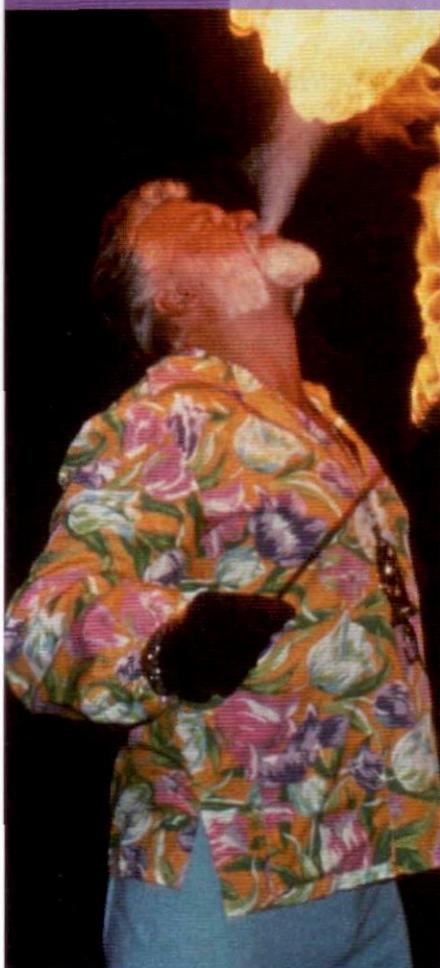
### Glossary

PAGE 154

earth-shattering  
inertia  
jump in at the deep end  
pick someone's brains  
posse  
start the ball rolling  
stay put  
treadmill

## Ten Tips for Creating a Career That LIGHTS YOUR FIRE

Have you ever found yourself so excited about something that the energy it generates just seems to pull you along? Imagine feeling that every day in the work you do. It's possible! Begin exploring your passions and discovering ways, big or small, to incorporate them into your life.



**1 GET TO KNOW YOURSELF** – Before you start off in pursuit of a career that really lights your fire, take some time to do some serious self-exploration. Make a list of all the things in your life that you have really enjoyed. It could be work or play, an event, a period of time in your life, etc. Pick one and start digging into the reasons why. Get beyond what you love doing, and break it down into the underlying characteristics. Think of it as identifying your passion's building blocks.

**2 BRAINSTORM** – Once you have a picture of the things that light your fire, brainstorm ways you could incorporate them into your life. Write them down alone or with friends, in one session or on a small pad of paper you carry with you. Above all, be creative. You never know what crazy idea is going to spark the Big One.

**3 EXPLORE** – Ask, ask, ask! Once you have identified some things you think you might be interested in, identify people who are knowledgeable in those areas and contact them. Explain that you are exploring your options and ask if you can pick their brains. You'll get some fantastic insights if you make this a habit, not to mention making some great contacts along the way.

**4 BABY STEPS** – The fear of jumping in the deep end of the passion pool keeps many people from swimming at all. Remember there's a shallow end too, so you can still enjoy splashing in the water. Look for baby steps you can take that will bring your passion into your life and keep you moving towards your long-term goal.

**5 IDENTIFY YOUR OBSTACLES** – What things are getting in your way? Make a list. Maybe they're real financial obstacles, or perhaps the need for more training. Maybe they are internal. What's stopping you? Fear? Self-doubt? Simple inertia? We all have voices in our heads that are always telling us 'You can't do that', 'You're not good enough', 'What will they think?', etc. Identifying and acknowledging those voices is the first step in taking their power away.

**6 CREATE A PASSION POSSE** – In my interviews with people who have followed their dream, the most commonly mentioned success factor has been the support of the people around them. Friends, family and colleagues can all be a great source of support and inspiration. It can be an informal support network, or a regularly scheduled meeting to exchange ideas and brainstorm solutions to challenges.

**7 RE-EXAMINE YOUR DEFINITIONS OF SUCCESS AND FAILURE** – What is your definition of success? Is it getting in the way? Our culture places a lot of emphasis on material accomplishments, status, etc.

Unfortunately, that gets in the way of real happiness for a lot of people, who choose to stay on the treadmill in pursuit of that version of success. Perhaps you're not at a point where you can or want to change that definition of success. That's OK; don't. Instead, try identifying one or two less common ways of identifying 'success' – ones that come from the heart – and try to move towards them as well.

Our definition of failure, which tends to be all or nothing, also gets in the way. If you try something and it doesn't pan out, how do you see that? Is it a failure? Or is it an opportunity to learn? If you 'fail' in an effort to move toward your passion, it's not really failure. Think of it as a step in the right direction. Taking a longer term view can help with this.

**8 MAKE A PLAN** – Whether it's a high level overview or a step-by-step action plan, it is up to you – you know how you work best. Creating a plan will force you to think things through and add some comfortable structure to something that can seem very up in the air and undefined.

**9 ACT! TODAY!** – The fact is, the time will never be right. Something is always going to be less than optimum. Don't wait! Do something right now that will move you toward your passion. What two things can you do right away that will start the ball rolling? They don't need to be earth-shattering, they just need to happen.

**10 COMMIT TO MAKING IT HAPPEN** – Let it out of your brain and into the open. Say, 'I am going to do this.' Say it out loud to yourself. Say it to a friend. Put it in writing and put it where you can see it. Once it's out in the open it will have room to grow. And that's exactly what you want!

# 4 Careers

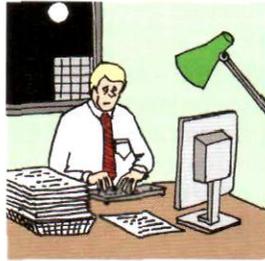
- ▶ job benefits
- ▶ recruitment and employment verbs
- ▶ skills and qualities

## 4.2 Vocabulary Careers, personal skills and qualities

### Discussion

**1** Rank these benefits from the most (9) to the least desirable (1), in your opinion.

Christmas bonus    company car    free accommodation    free medical insurance  
 luncheon vouchers    pension plan    profit-sharing    sports and social facilities  
 stock options



### Careers and employment

**2** Put the events in Josef Gutkind's career in logical order.

#### Part 1

- 1 Before graduating, Josef **applied for** jobs in 20 companies.
- 2 Wilson Brothers **offered** Josef a **position** as a management trainee.
- 3 His first interview was successful and he **was short-listed** for a second interview.
- 4 When Wilson's got into difficulties, Josef was **made redundant**.
- 5 Two years later he **was appointed** Logistics Manager.
- 6 He was invited for an **interview** at Wilson Brothers.

#### Part 2

- 1 In his early fifties he **took a sabbatical** to write a book.
- 2 Josef quickly **found a new job**, but was dismissed after arguing with his boss.
- 3 The book was a best-seller, and Josef **resigned from** the firm.
- 4 While he was **unemployed** Josef studied for a master's degree.
- 5 He **retired** from business and now lives in the south of France.
- 6 Thanks to the masters on his CV, Josef **was hired by** a firm of consultants.

**3** Use appropriate expressions in **bold** from Exercise 2 above to complete these job interview questions. Change the form as necessary.

- 1 Could you tell me exactly why you \_\_\_\_\_ from OQP?
- 2 Were the departments merged before or after you \_\_\_\_\_ Quality Manager?
- 3 After the factory closed, was it difficult to \_\_\_\_\_?
- 4 Have you \_\_\_\_\_ jobs in other companies in the area?
- 5 If you \_\_\_\_\_ for a second interview, would you be able to come to our head office in London?
- 6 How would you feel if we \_\_\_\_\_ you \_\_\_\_\_ as a product manager?

**4** Now correct these sentences from a biography. The words in **bold** have been mixed up. Put them back in the right places.

- 1 Aisha's résumé was impressive; she was **dismissed** without even attending a first interview.
- 2 At the second interview, Aisha did so well that she was **made redundant** on the spot.
- 3 A few years later, she wrote her first novel while she was **unemployed**; it sold only 400 copies.
- 4 Aisha was an unconventional journalist who preferred to work at night; after arriving four hours late for a meeting she was **hired**.
- 5 When the editor in her next job refused to publish a controversial article she had written, Aisha immediately offered to **retire** but the editor refused to let her.
- 6 However, when the newspaper was taken over by a larger competitor, Aisha was **short-listed**.
- 7 After difficult times while she was **on sabbatical**, she was finally able to live in comfort when her sixth novel became a best-seller.
- 8 She was 74 when she finally decided to **resign** from writing novels.

## Internet research

Search for the keyword *mentoring* to find out how a mentor can help employees with their personal development.



## Collocations

**5** In each set of five below, match a verb 1–10 with a noun a–j to make collocations for describing skills and qualities.

- |            |                               |
|------------|-------------------------------|
| 1 take     | a) a commitment to            |
| 2 make     | b) initiative                 |
| 3 be       | c) good working relationships |
| 4 work     | d) a good listener            |
| 5 build    | e) to strict deadlines        |
| 6 work     | f) a busy workload            |
| 7 make     | g) ownership                  |
| 8 manage   | h) closely with               |
| 9 possess  | i) a valuable contribution to |
| 10 take on | j) strong negotiating skills  |

**6** Use eight of the collocations from Exercise 5 to complete the sentences below. Change the verb form if necessary.

- I enjoy taking initiative, and I keep my promises; when I \_\_\_\_\_ to a project, I always deliver.
- I have a lot of experience in \_\_\_\_\_ both product development and sales teams, and can adapt to their different working styles.
- I have excellent organizational skills, and I hate being late – so I have no problem with \_\_\_\_\_.
- I liaise with government officials: fortunately, I \_\_\_\_\_.
- I'm used to \_\_\_\_\_; I'm good at multitasking, and coping with pressure is no problem.
- I often \_\_\_\_\_ of projects with multi-million dollar budgets.
- I believe I can \_\_\_\_\_ any work group.
- I \_\_\_\_\_, so I build good working relationships with colleagues.

**7** Which two answers in Exercise 6 could you give to each of these questions?

- Are you able to take responsibility?
- Are you a good communicator?
- Are you a good time manager?
- Are you a good team worker?

## Listening for gist

**8** 1:45 Listen to an extract from a human resources review meeting. Mark these employees as high-fliers (+) or as concerns (-).

Rachel Ratcliff   Paul Stevens   Michael Diegel   Shane Garney

## Taking notes

**9** 1:45 Listen again. Take notes on the problem, causes and possible solutions for Rachel, Michael and Shane.

	Rachel	Michael	Shane
problem			
causes			
possible solutions			

## Glossary PAGE 155

controversial  
flag (verb)  
headhunter  
liaise with  
multitasking  
on the spot  
unconventional  
wannabe

## Discussion

**10** In small groups, decide what you would do about Rachel, Michael and Shane.

## **Lesson 29: CAREERS.**

### **12.3. Grammar: Present tenses.**

### **12.4. Speaking: Job interviews.**

**Objectives:** - to practise use of the present simple and continuous and on the present perfect simple and continuous. It also practises the past simple.

-To explore language and expressions useful for answering questions at a job interview.

**Level:** Intermediate +

**Internet research:** Students will find numerous websites offering grammar explanations if they search under English grammar practice. Before students do this task, agree with them a list of questions to use when assessing each website, e.g.: Are the grammar explanations clear and easy to understand? Are the exercises useful? Is the site easy to navigate?

**Test yourself: Present tenses:** Start by reading the notes on the present simple and continuous in the Refresh your memory box with students. If they seem unsure of the two tenses, work through exercises 1-5 in Grammar and practice on page 124 in the Student's Book.

**Present perfect and past simple:** Read the instructions with the whole class and give students a few minutes to skim read the table.

**Listening: present perfect simple and continuous:** Play the recording, pausing after each situation to allow students time to write. Students compare their answers with a partner. Students are using the tenses appropriately and forming their sentences correctly.

**Asking questions:** Write sports club and community arts center on the board and ask students to tell you what kinds of jobs might be available in each place (e.g. sports club: receptionist, tennis coach, swimming instructor, yoga teacher, etc; community arts center: receptionist, marketing manager, exhibitions organizer, etc.).

**Discussion:** Students work individually to answer these questions. Are you ambitious? Are you making plans for your future career? How do you deal with conflict / difficult situations? Will you make a good leader / manager? Are you self-aware? Can you identify your own shortcomings? How do you handle stress? Will you be effective under pressure?

**Role play:** Read the instructions and the job ads with the whole class and explain any new vocabulary or allow students to look them up in a dictionary.

Candidates should refer to the Internet research they did on interview tips and advice. If they have not done this, elicit from the whole class a list of topics that they could ask questions about (e.g. details about the job itself; information about the company and department; opportunities for training and developments; benefits, etc.).

**Homework: to learn vocabulary and prepare presentation**

▶ present simple, present continuous

▶ present perfect, present perfect continuous

### Refresh your memory

**Present simple**  
I *work* best late at night.  
permanent or recurrent present actions or situations

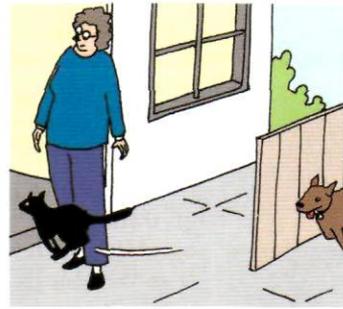
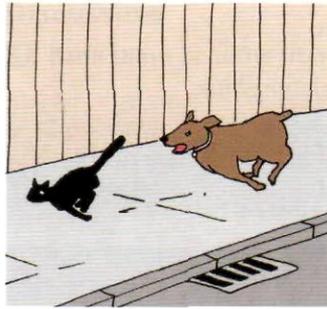
**Present continuous**  
I'm *not working* on anything special at the moment.  
temporary present actions or situations

**Present perfect simple**  
I've *never worked* in sales, but I *have worked* in a café.  
life experience up to now, or present result of a past action

**Present perfect continuous**  
I've *been working* too hard – I'm exhausted!  
action in progress up to now

▶ Grammar and practice page 128

## 4.3 Grammar Present tenses



### The bluffing game

**1** Complete the sentences below with information about yourself that other students don't know. Use the present simple, present continuous, present perfect simple and present perfect continuous. Four of your sentences should be true, the other four should be untrue.

- |                          |   |
|--------------------------|---|
| 1 I often ...            | 5 I've never ...                        |
| 2 I don't usually ...    | 6 I've already ...                      |
| 3 At the moment, I'm ... | 7 Recently, I've been ...               |
| 4 Right now, I'm not ... | 8 For some time now, I haven't been ... |

**2** In groups, take turns reading your sentences out and answering other students' questions. The group has to decide whether you are telling the truth or bluffing. Who is the best bluffer?

### Present perfect and past simple

**3** You and your partner work for an international recruitment agency. Your clients are looking for:

- a Spanish-speaking science graduate
- an undergraduate with marketing experience
- a graduate accountant, to be a future finance director
- a French-speaking graduate in business
- an arts undergraduate with experience in the Far East
- a Portuguese-speaking graduate with experience in sales.

You have each interviewed and tested five candidates. Exchange information with your partner and decide together which candidates are most suitable for each request.

Student A: use the information below.

Student B: turn to page 117.

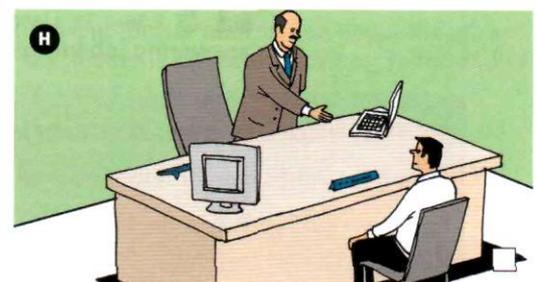
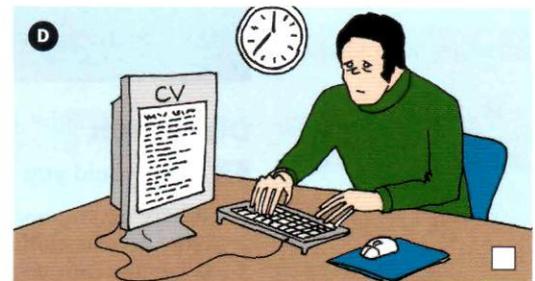
Candidate	Graduation	Work experience	Management potential test
Mr Salmon	next summer, Chemistry	pullover sales in Mexico	
Ms Bianco			A+
Mrs Grey	next June, Marketing	nurse in New York	
Miss Rose			A
Mr Da Silva	last December, MBA	own business in Brazil	
Mr Green			B+
Mr Schwartz	last October, Accountancy	banks in Geneva, Monaco, Portugal	
Miss Plum			B
Ms Violeta	next spring, History	holiday club in Thailand	
Mr Braun			C-

## Internet research

Search for the keywords *English grammar practice* to explore the many websites offering grammar explanations and exercises. In class, hold a vote to find your favourite grammar site.

## Listening: present perfect simple and continuous

4 🎧 1:46–1:55 Listen to situations 1–10 and match them with the pictures A–J.



4.3 Grammar

## Glossary PAGE 155

assault course  
hand  
knock over  
relevant  
undergraduate  
You're kidding

5 🎧 1:46–1:55 Listen again and write down what has happened or has been happening in each situation. Then compare your ideas with a partner.

## Asking questions

6 With a partner, take turns interviewing each other for a job.

Student A: turn to page 115.

Student B: turn to page 118.

- ▶ preparing for interviews
- ▶ answering interview questions
- ▶ roleplaying a job interview

#### 4.4 Speaking Job interviews



### Discussion

#### 1 How would you answer the following interview questions?

- 1 Where do you see yourself in five years' time?
- 2 How do you motivate people to do their best?
- 3 What are your weaknesses?
- 4 Can you give an example of a situation you found stressful, and how you coped with the stress?

### Listening

#### 2 1.56–1.59 Listen to extracts from four job interviews A–D. Which candidate(s):

- 1 give(s) concrete examples from their experience?
- 2 ask(s) questions to make sure they answer the interviewer's question?
- 3 structure(s) the answer in two parts?
- 4 turn(s) a question about a negative point into an opportunity to emphasize a positive quality?

#### 3 1.56–1.59 Listen again and complete the checklist of useful expressions for answering job interview questions.

### Useful expressions: Answering interview questions

#### Asking for clarification or reformulating

I'm sorry, could you expand on what you mean by ...?  
Do you \_\_\_\_\_, ...?

#### Structuring your answer

I'd like to answer that in two ways: firstly, ... secondly, ...  
I think there are two important \_\_\_\_\_ to this question ...

#### Talking about yourself

I \_\_\_\_\_ what I learned.  
I see \_\_\_\_\_ as a top performing employee in a leading company.  
I plan to \_\_\_\_\_ experience and learn new skills.  
I would be ready to \_\_\_\_\_ up to a position with more responsibility.  
I realized that knowing how well you're \_\_\_\_\_ is essential to staying motivated.  
I'm \_\_\_\_\_ that there are areas that I can improve on.  
I don't feel that I have any \_\_\_\_\_ weaknesses.  
I would say that organization is one of my \_\_\_\_\_.  
I \_\_\_\_\_ to finish the project on time.

#### Playing for time

That's a very interesting question. I would say ...  
That's a difficult question to \_\_\_\_\_; let's \_\_\_\_\_ that ...

#### Giving concrete examples

Let me give you an example of what I mean.  
Take ..., for \_\_\_\_\_.

#### Validating your answer

Is that what you wanted to know?  
Does that \_\_\_\_\_ your question?

## Internet research

Search for the keywords *interview advice tips* to find out how to succeed in job interviews.

**4** The candidates in Exercise 2 used these expressions. Put the words in **bold** in the correct order.

- 1 I applied **what** learned I.
- 2 I'm able **being unpopular with** to cope.
- 3 I see myself **performing as top** a a employee company in leading.
- 4 I plan **experience to gain new and skills** learn.
- 5 I would be ready **more a move to position up with** to responsibility.
- 6 I realized that knowing **well you're how motivated essential doing is** to staying.
- 7 I'm aware **there that on that areas are can I** improve.
- 8 I don't feel **weaknesses I any have that** significant.
- 9 I would say **my organization is that one of** strengths.
- 10 I managed **on finish to the time** project.

**5** Read the quotation and mark the interview questions a–h as type 1 or type 2 questions.

The good news is that there are only two interview questions. That is, regardless of what you're asked, the employer really only wants to know:

- 1 What value can you add to my enterprise as an employee (and can you prove it)?
- 2 Why do you want this job?

- a) What are your strengths and weaknesses?
- b) Why do you want to work for us?
- c) What is your greatest achievement?
- d) How do you make sure things get done?
- e) Why do you want to leave your present job?
- f) Tell me about a time when you successfully handled a difficult situation.
- g) What sort of environment would you prefer not to work in?
- h) What are the most difficult kinds of decisions for you to make?

With a partner, ask and answer the questions using expressions from Exercises 3 and 4, inventing any details as necessary.

## Roleplay

**6** With a partner, roleplay an interview for one of the jobs below.

### Interviewer

Interview the candidate for the job they have chosen. Invent further information about the job as necessary. For each of your questions, note whether the answer is satisfactory or not. At the end of the interview, give the candidate feedback on how well they performed.

### Candidate

Let the interviewer lead the conversation initially, but try to develop an exchange by asking questions about the job and the organization.

## Glossary PAGE 155

achievement  
cope with  
rapport  
regardless of  
strengths  
weaknesses

## eWorkbook

Now watch the video for this unit.

## Multinational oil company

seeks **future managers** to lead development teams for alternative energies in Norway, Indonesia and South America.

Strong leadership and communication skills essential.

Motivating compensation package.

For details visit [www.nuenergeez.com](http://www.nuenergeez.com)

## Leading consultancy requires business graduates to train as **auditors** and **consultants**

Vacancies in London, Paris, New York, Tokyo  
Candidates should be analytical, independent and able to develop a rapport with clients in all sectors  
Competitive salary and benefits  
Send CV to Jane O'Hara – [johara@acc.jobs.org](mailto:johara@acc.jobs.org)

**Music major** seeks dynamic **tour managers** to organize and manage promotional tours for top pop, rock, and R&B acts

80% of time on tour  
Successful candidates will have strong intercultural, negotiation, people- and crisis-management skills  
Salary and performance-related bonus

Contact Sue – [sue.rhodes@mjmc.biz](mailto:sue.rhodes@mjmc.biz)

## **Lesson 30: CAREERS.**

### **12.5. Writing: A CV.**

### **12.6. Case study: Gap years and career breaks.**

#### **Review 3-4.**

**Objectives:** - to explore on the content, organization and style of CVs.

- To practice reasons for and experience of taking time off from your career to do something different.

**Level:** Intermediate +

**Discussion:** Start by reminding students that CV stands for ‘curriculum vitae’, a Latin term meaning ‘course of life’. Resume has a similar meaning; it is more commonly used in American English. Students discuss the questions in small groups. As the answer to most of these questions is likely to be ‘it depends’, encourage students to give reasons for their answers.

**Skim reading:** Give students a few minutes to put these categories in order individually or with a partner.

**Reading for detail:** This exercise highlights the degree of formality usually found in CVs. Get individual students to read each of the sentences aloud, while the rest of the class finds the matching sentence in the CV. Focus on the useful verbs and verb phrases, e.g. liaise, coordinate, run, represent, play an integral part in, students can use in exercises 4 and 5.

**Ordering and reformulating:** Students could do this task with a partner. Circulate while they are working and assist where necessary. Then get students to exchange their CV with another pair, who check the organization and choice of language.

**Brainstorming:** Explain that gap year usually refers to the time taken off at the beginning of a career, while career break refers to the time taken off at a later stage of life. If students have difficulty getting started, give them the brief outline of a story to comment on, e.g.: A friend of mine had been working for 7 years in a big company. He enjoyed the work, but the job was stressful and he wanted a break from the pressure and the routine. So he left his job and decided to take some time off and do something different...

**Scan reading:** Read the title of the article with the whole class and get them to explain what they understand by the two expressions change the world (make a difference to other people’s lives) and want a change (do something different, for yourself).

**Listening:** 2:19-2:24 Play the recording. Pause after each speaker to allow students time to answer the questions. Then get students to comment - which of these gap year options would they have chosen to do themselves and why?

**Homework: Writing and role play:** This activity could take place over two lessons -completing the application form in one lesson, and conducting the interviews in another lesson.

- ▶ CV structure
- ▶ appropriate language
- ▶ writing a CV

## 4.5 Writing A CV

### Discussion

**1** Discuss why you agree or disagree with the following statements about writing CVs or résumés.

- 1 You should never use more than one page.
- 2 You should describe your experience first, then your qualifications.
- 3 You should list five or six people who can be contacted for a reference.
- 4 You should always include a photograph.

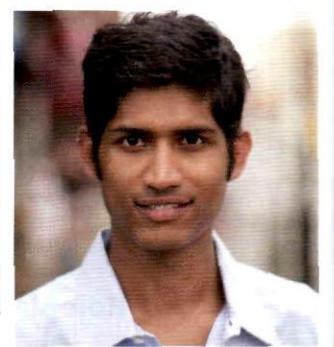
### Model

**2** Decide in what order you expect the following categories to occur in a CV. Then read the CV below to check.

general additional skills   personal details   positions of responsibility  
 qualifications   references   voluntary roles   work experience

### Robert Khan

Date of birth      29 April 1991  
 Nationality        British  
 Current address    27 Keats Road, London SE4 3KL (until 30 June)  
 Tel:                 020 8088 8965  
 Permanent address 247 Newmarket Road, Norwich NR4 1ET  
 Tel:                 01603 443143



#### EDUCATION

2010–2013      BA in Business Studies at Chelsea School of Business  
 (Exam results to date 2:2; Expected final grade 2:1)  
 2007–2010      Norwich School: 3 'A' levels: Economics (A), Maths (B), History (C)  
 2003–2007      Norwich School: 10 GCSEs, including Maths and English

#### WORK HISTORY

Jan–June 2012    *Work placement, Atherton Consultants*  
 I played an integral part in a team of consultants working on IS projects. This position required familiarity with networking solutions and Web design and involved liaising with a client's parent company in Germany.  
 July–Sept 2011   *Vacation Trainee, Jardine, White & Partners*  
 I coordinated an office reorganization project.  
 2010–2011        *Sales Assistant, Kaufhaus des Westens, Berlin*  
 I was responsible for managing the outdoor exhibition of camping equipment. I ran a language training programme for members of the department.

#### POSITIONS OF RESPONSIBILITY

2011–2012        *President of CSB Students' Union*  
 I represented over 400 members in faculty meetings and organized and chaired conferences with visiting speakers.  
 2011 to present   *Captain of CSB Squash Team*  
 I run training sessions and am responsible for organizing matches and motivating the team.

#### OTHER

Fluent German  
 Advanced computer literacy: Office software, networking and Web design  
 3rd trombone in the London Students' Jazz Orchestra  
 Clean driving licence

#### REFERENCES

See next page

## Internet research

Search for the keywords *résumé style* to find out about different *résumé* styles to consider, including *functional*, *skills* and *chronological* styles.



## Analysis

**3** Underline all the verbs in Robert's CV in Exercise 2. What do you notice?

## Language focus

**4** Read the CV again. How has Robert formulated the following information in more appropriate language?

- 1 I sometimes phoned people in Germany.
- 2 I'm good with computers.
- 3 I was the contact for the removal company for the transfer to new offices.
- 4 I gave some colleagues some English lessons.
- 5 I spoke on behalf of 400 students in meetings with teachers.
- 6 I was the general assistant to the computer consultants.
- 7 I sold tents.
- 8 I had to learn how to set up a LAN.
- 9 I'm the only member of the team who believes we can win.
- 10 My job was to introduce the speakers and thank them at the end.

## Output

**5** Read the facts about Justine Collier and organize the information under the five headings used in Robert Khan's CV. Then write Justine's CV using relevant language and expressions from Exercise 4.

- Voluntary work since 2008 - OUTLOOK, charity for disabled children - parties, visits, etc.
- Play violin in string quartet
- University basketball team - my job to bring drinks
- 2005-2007 Northern High School 'A' level Maths (A), Economics (B), French (B)
- Secretary, Newcastle Junior Chamber of Commerce in 2009 - minutes of meetings, monthly newsletter, etc. Sometimes phoned VIP to invite to receptions, etc.
- June-Sept 2004 Holiday job, Newcastle Social Security; entered personnel data into new HR management software. Confidential, very boring. Visitor from Spanish government, three days.
- References - tutor, Mr. Bowers, Newcastle University, Mrs Broadbent, Principal, Northern High School
- Typing speed 90 wpm
- Justine Dominga Collier
- 14 Green Street, Newcastle NE13 8BH Tel: 01879 122 7789
- Oct-Mar 2005 Internship Arbol Oil: finance department, small jobs, learned accounts software, email from S America
- Bilingual Spanish
- 4/11/89, Auckland NZ
- 2007-2010 BA Economics, Newcastle University (maybe 2:1 if I'm lucky)

**6** Write (or update) your own CV.

- ▶ taking a gap year
- ▶ applying for a placement
- ▶ placement interviews

### Internet research

Search for the keywords *gap year* to read about some of the ways students (and other age groups) are using their gap years.

## 4.6 Case study Gap years and career breaks

### Brainstorming

**1** Brainstorm the advantages and disadvantages of taking a year off before or after university or in mid-career. How many different ways of spending a gap year can you think of?

### Listening

**2**  2.01–2.06 Listen to six interviews with people who took a gap year and answer the questions.

- 1 When and where did they take their year out?
- 2 Were their experiences positive, negative or mixed? Why?

### Scan reading

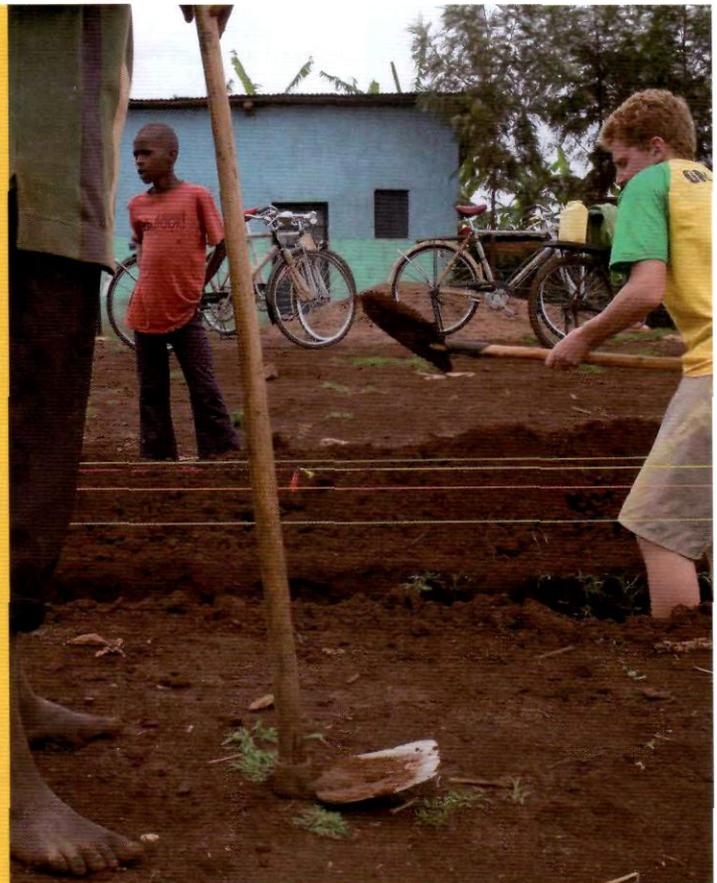
**3** Read the advertisement and answer the questions.

- 1 Who can apply for a gap-year placement, and when?
- 2 What are the four benefits of a gap-year placement mentioned in the advertisement?
- 3 What kind of work is available?
- 4 Do you get paid/have to pay?
- 5 How do you apply?

# Want to change the world, or just want a change?

Whether you are still a student or already in work, a gap-year placement is a unique opportunity to broaden your horizons, enhance your CV and step back from your studies or career to decide what you want to do with your life. Perhaps more importantly, a gap-year placement is the chance to do something concrete and tangible to help people in need in underprivileged areas of the world.

Placements are designed for people over 17 years of age, and run for six or nine months throughout the world. All placements begin with an intensive orientation course to help you find your feet; for some countries, an optional ten-day intensive language course is recommended. Participants work as volunteers in sectors such as education, conservation, medical support and care work. Food and accommodation are provided, but participants pay their own travel costs.



To apply, choose your destination and complete and send in the application form (downloadable from our website [www.gapyearplacement.org](http://www.gapyearplacement.org)) together with your CV.

Please note that, due to an increasing number of applications, places cannot be guaranteed. Shortlisted candidates will be invited to attend a selection interview in their country of residence.

## Reading and discussion

**4** Read the four descriptions of gap-year placements. With a partner, explain which one(s) you'd prefer to go on, and why. Why wouldn't you like to go on the others?

## Writing and roleplay

**5** You are going to take turns interviewing and being interviewed for [www.gapyearplacement.org](http://www.gapyearplacement.org). First complete the application form, then follow the steps below.

# application form

[www.gapyearplacement.org](http://www.gapyearplacement.org)

Name: \_\_\_\_\_

Current occupation: \_\_\_\_\_

**A** Describe your previous participation in any organization, your experiences in other countries and your contact with persons of other nationalities, races and cultures.

\_\_\_\_\_

**B** What are your main reasons for spending a year abroad and why have you applied for a gap-year placement?

\_\_\_\_\_

**C** What is your preferred destination and type of voluntary work?

\_\_\_\_\_

- 1 Divide into A Groups and B Groups of four students each.
- 2 Three students from Group A interview one student from Group B. At the same time, three students from Group B interview one student from Group A. Use the completed application forms above (and CVs, if available) for the interviews.
- 3 When the first interview is finished, a different person from each group goes to the other group to be interviewed. The interview panel will, therefore, be slightly different each time.
- 4 When all the interviews are finished, decide in your groups which candidates have been successful.
- 5 Group A and Group B join together and give the candidates feedback on why their applications have or have not been successful.

### Glossary PAGE 155

eco-  
find your feet  
step back  
tangible  
underprivileged

## Care Work in South Africa

**Population:** 45 million  
**Official Language:** 11 official languages, including English and Afrikaans  
**Placement:** Schools for 4 to 18 year olds with special needs

**Job:** Classroom assistant in a special needs school, providing classroom support and working on an individual basis with children with mental and physical disabilities.  
**Working week:** 45 hours, some evening duties.



## Conservation in Malaysia

**Population:** 24 million  
**Official Language:** Bahasa Melayu  
**Main Religion:** Islam  
**Placement:** Conservation work

**Job:** Various conservation projects: construction and maintenance of trails, identification of species, eco-tourism projects, organic farms, animal sanctuaries, turtle-conservation projects. Work is physically demanding.



## Care Work in Costa Rica

**Population:** 4 million  
**Official Language:** Spanish (Indian languages and Patois also spoken)  
**Main Religion:** Roman Catholic  
**Placement:** Care work

**Job:** Care-work placements in homes for children with disabilities or orphanages: assisting individual children, organizing activities, helping with lessons or assisting at meal times. Intensive Spanish language course recommended.



## Teaching in Tanzania

**Population:** 37 million – over 129 tribes  
**Official Language:** Swahili and English  
**Main Religion:** Christianity and Islam

**Placement:** Teaching in primary or secondary schools  
**Job:** Teaching five days a week: all subjects, including sport and drama. Participants must have excellent English. Four weeks' school holidays per year.



# Review 3

## Products and packaging

### 1 Fill in the missing vowels in these adjectives.

- Today's marketplace is highly c\_\_mp\_\_t\_\_t\_\_v\_\_.
- Packaging has to be \_\_ttr\_\_ct\_\_v\_\_, \_\_ff\_\_ct\_\_v\_\_ and d\_\_st\_\_nct\_\_v\_\_.
- Packaging is cr\_\_t\_\_c\_\_l to make sure there is \_\_ff\_\_c\_\_nt use of l\_\_m\_\_t\_\_d shelf space.
- An \_\_r\_\_g\_\_n\_\_l idea can turn out to be \_\_mpr\_\_ct\_\_c\_\_l for reasons of t\_\_chn\_\_c\_\_l limitations.

### 2 Complete the sentences using words from the box.

chance communication field issues  
needs process sale solution view

- Packaging is the manufacturer's last \_\_\_\_\_ to seduce the customer.
- Many products are identical from the consumer's point of \_\_\_\_\_.
- Most purchasing decisions are made at the point of \_\_\_\_\_.
- The principal problem is a lack of \_\_\_\_\_ between the people involved in the design and development \_\_\_\_\_.
- There are different groups of experts, all working in their own specialized \_\_\_\_\_.
- Production people know nothing about consumer \_\_\_\_\_.
- The manufacturing people deal with the technical \_\_\_\_\_ as and when they arise.
- Our task forces can deliver an optimal \_\_\_\_\_ in one week, sometimes less.

### 3 In each set of four below, match a verb on the left with a phrase on the right to make collocations about product development.

- |              |   |
|--------------|---|
| 1 generate   | the product onto the market                   |
| 2 screen out | new ideas in focus groups                     |
| 3 launch     | specifications for the product                |
| 4 draw up    | unfeasible or unprofitable ideas              |
| 5 conduct    | production on a large scale after tests       |
| 6 draw       | market studies                                |
| 7 go into    | sketches and build mockups                    |
| 8 test       | the product by using it in typical situations |

### 4 Fill in the missing letters to complete these nouns about dimensions.

- It's 45 cm **long**. = Its l\_\_\_\_\_ is 45 cm.
- It's 31 cm **wide**. = Its w\_\_\_\_\_ is 31 cm.
- It's 8 cm **high**. = Its h\_\_\_\_\_ is 8 cm.
- It **weighs** 9 kg. = Its w\_\_\_\_\_ is 9 kg.

### 5 Match each word in the box with its definition 1-5. Then translate the words into your language.

benefit feature function specification  
USP (unique selling point)

- the thing that makes a product special or different from others \_\_\_\_\_

- an important, interesting or typical part of something \_\_\_\_\_
- a detailed instruction about how something should be made \_\_\_\_\_
- an advantage that you get from something \_\_\_\_\_
- the job that something is designed to do \_\_\_\_\_

### 6 Join the sentences using *who* (for people), *that* (for things) or *whose*.

- Here's the email. I got it this morning.  
*Here's the email that I got this morning.*
- Here's the email. It arrived this morning.  
\_\_\_\_\_
- The team leader is an interesting man. He comes from Spain.  
\_\_\_\_\_
- The team leader is an interesting man. I met him yesterday.  
\_\_\_\_\_
- The team leader is an interesting man. His background is in IT.  
\_\_\_\_\_

### 7 Put brackets around any examples of *who* or *that* that are not necessary in Exercise 6.

### 8 Make noun phrases from the following definitions.

- A cycle for developing a product is a product development cycle.
- A document that shows you have insurance for travel is a \_\_\_\_\_.
- A concept for the design of packaging is a \_\_\_\_\_.
- A product used for cleaning households is a \_\_\_\_\_.

### 9 Choose the correct word(s) to make phrases for a product presentation.

- After that, I'll *go / go on* to present ...
- And now, if you have any questions, I'll do my best to *answer / respond* them.
- My *reason / objective* today is ...
- Final / Finally*, I'm going to ...
- First of all, I / I'll talk about ...
- Thank you for *listening / your listening*.
- I've divided my presentation *by / into* three sections.
- Please *make / feel* free to interrupt me.
- So, in summary, these are the *reasons / motives* why I am asking you to ...

### 10 Put phrases 1-9 from Exercise 9 into the order that you would probably hear them.

### 11 Rearrange the words to make diplomatic phrases used in a meeting.

- can / to / that / later / come / back / we?  
\_\_\_\_\_
- we / want / to / go / in / that's / a / direction / I'm / not / sure.  
\_\_\_\_\_
- that's / the / more / mind / of / thing / I / had / in / kind.  
\_\_\_\_\_

# Review 4

## Careers

**1** Finish each phrase about careers with the best collocation from a-h.

- |                                |                 |
|--------------------------------|-----------------|
| 1 make a career                | a) application  |
| 2 reach your long-term         | b) bonus        |
| 3 prefer money rather than job | c) choice       |
| 4 learn new                    | d) experience   |
| 5 gain                         | e) goal         |
| 6 get a performance-related    | f) placement    |
| 7 send off a job               | g) satisfaction |
| 8 apply for a gap-year         | h) skills       |

**2** Fill in the missing letters in these words which all have a meaning similar to *goal*.

- clear / annual / production / sales t \_\_\_\_\_ s
- limited / clear / specific / business o \_\_\_\_\_ s
- the overall / main / sole / underlying \_\_\_\_\_ m

**3** Match each word in the box with its definition below. Then translate the words into your language.

aptitude    background    experience  
know-how    knowledge    skill

- knowledge that you need to be able to do something \_\_\_\_\_
- information that someone knows \_\_\_\_\_
- an ability to do something well, especially because you have practised it \_\_\_\_\_
- knowledge or skill you get from being in different situations \_\_\_\_\_
- the type of education, experience and family that you have \_\_\_\_\_
- a natural ability to do something well or to learn it quickly \_\_\_\_\_

**4** The expressions in the box refer to losing your job.

be dismissed    be fired    be laid off  
be made redundant    be sacked

- Which three suggest it was your fault? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Which of these three is more formal? \_\_\_\_\_
- Which two expressions suggest it was not your fault? \_\_\_\_\_, \_\_\_\_\_
- Which of these two is British English? \_\_\_\_\_

**5** Fill in the missing letters in these words about careers.

- be sh \_\_\_\_\_ -li \_\_\_\_\_ d for a second interview
- re \_\_\_\_\_ n from a job because you have a better offer in another company
- a \_\_\_\_\_ d an interview on Friday morning
- be p \_\_\_\_\_ d to a more senior position after some time in the company
- be h \_\_\_\_\_ ed by a company after a successful interview
- a \_\_\_\_\_ y for a job in a company

**6** Put each verb into the correct form: present simple (*do / does*), present continuous (*am / are / is doing*), present perfect (*have / has done*) or past simple (*did*). Each form is used twice.

'I'm really busy this morning - I (1) \_\_\_\_\_ (interview) three candidates for that sales job - the second one is outside now. Yesterday was even worse. I (2) \_\_\_\_\_ (interview) five candidates in two hours, and none of them were any good. Let me see, over the last ten days I think I (3) \_\_\_\_\_ (interview) 16 candidates. Just imagine! And every time I (4) \_\_\_\_\_ (interview) someone there's a CV to read, questions to prepare, records to keep. It just never ends. Right now, I (5) \_\_\_\_\_ (need) a break. (6) \_\_\_\_\_ (anyone/see) that travel brochure about holidays in the Seychelles? I know I (7) \_\_\_\_\_ (put) it somewhere. Wait a minute. There's no-one here. I (8) \_\_\_\_\_ (talk) to myself.'

**7** Put each verb into the correct form: present perfect (*have / has done*) or present perfect continuous (*have / has been doing*).

- I \_\_\_\_\_ (write) my CV all morning, and finally I \_\_\_\_\_ (finish) it.
- I \_\_\_\_\_ (write) four job applications this week. One day I must get lucky - I \_\_\_\_\_ (try) to find a job for ages.

**8** Make nouns from the adjectives and verbs below.

- strong (adj) \_\_\_\_\_
- weak (adj) \_\_\_\_\_
- responsible (adj) \_\_\_\_\_
- perform (v) \_\_\_\_\_
- commit (v) \_\_\_\_\_
- achieve (v) \_\_\_\_\_

**9** Use each noun from Exercise 8 to complete these questions from a job interview. Some have a plural form.

- What are your main functions and duties in your present job? What are your \_\_\_\_\_?
- How does the company know you are doing a good job? How do they measure your \_\_\_\_\_?
- What are the positive things you can bring to the team? What are your \_\_\_\_\_?
- And what would you say are your \_\_\_\_\_? Come on, be honest now.
- What is the one thing you are most proud of in your present job? What is your greatest \_\_\_\_\_?
- If we offer you this job, what kind of \_\_\_\_\_ will you have to the company? Will you be looking for another job after a year or two?

## **Lesson 31: MAKING DEALS.**

### **13.1. About business: Relating.**

### **13.2. Vocabulary: Negotiating and relating.**

### **13.3. Grammar: Conditionals and recommendations.**

**Objectives:** to practise ways in which companies are trying to increase online sales through specific marketing techniques.

- To practise key expressions for negotiating and describing the process of an e-tail transaction.
- To explore the uses of the first, second and zero conditionals and on verb patterns with recommend, suggest and advise.

**Level:** Intermediate +

**Discussion:** Question 1: Give students a few minutes to discuss this question. Then take whole-class feedback and make a list of the pros and cons of website and store shopping on the board.

Question 2: Ask students to think about why less than 5% of people visiting a website turn into paying customers.

**Scan reading:** Students read the article and look for examples of what are doing to encourage visitors to websites to buy products. Add these ideas to the list you made on the board in exercise 1. Get students to comment on how effective they think these ideas would be. If they have any personal experience of live web chats with sales reps or animated characters, get them to comment on their reaction to them. **Reading for detail:** Students do this sequencing exercise alone, and then compare answers with a partner

**Role play:** Give students a few minutes to read the instructions for the role play and re-read the article quickly, if necessary, remind of the main points that they will need for the role play.

**Discussion:** Do this as a whole-class activity. Get students to brainstorm ideas and write them on the board. Encourage students to think of positive and negative aspects to shopping in an e-store and shopping in a high-street store.

**Collocations:** Students could complete these exercises individually or with a partner. Allow them to use dictionaries, if they wish. Circulate while they are working and assist where necessary. Check answers with the whole class. Then ask students to pick out any collocations that are new to them or that they are unsure of, and review their meaning and use.

**Listening for detail:** Give students time to read the minutes silently, or read them aloud with the whole class. Higher-level classes could try to predict what similar words or phrases they might hear in the recording.

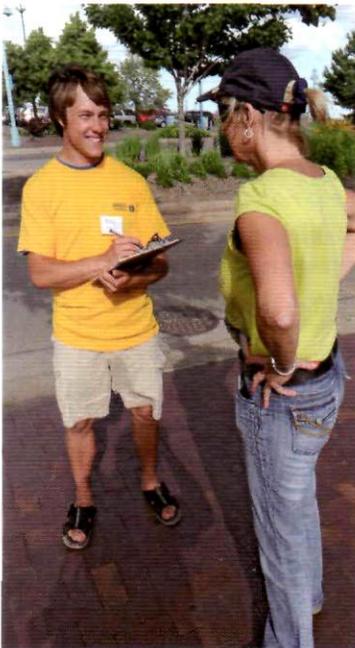
**Homework:** write about a situation at work, agreement with a family member or friend, in a holiday job, or during a work placement

▶ online and offline retailers

▶ social networking in retail

### Internet research

Visit two or three of these sites: Foursquare.com, Booyah.com, Shopkick.com, Stickybits.com, Gowalla.com, Loopt.com, Brightkite.com, Facebook Places. Which service appeals to you most? Why?



### Glossary PAGE 155

bricks-and-mortar  
claws  
hit

## 5.1 About business Retailing

### Discussion

**1** In small groups, discuss these questions.

- 1 Do you prefer shopping in a bricks-and-mortar store or online? Why?
- 2 Do you do research online before buying in a store, or look at products in store before ordering online? Does it depend on what you're buying?
- 3 Have you used services like Facebook Places and Foursquare?
- 4 How do you see the future of retailing? Is there room for both bricks-and-mortar and e-commerce?

### Scan reading

**2** Read the article opposite quickly and choose the best summary.

Retailers are using Internet services

- a) to attract social networking users to their websites.
- b) to improve their conversion rates by having customers scan bar codes.
- c) to acquire data about customers and their lifestyles.
- d) to increase foot traffic and make personalized offers.

### Reading for detail

**3** Read the article again and decide whether these statements are *T* (true) or *F* (false).

- 1 The advantage offline retailers have over online stores is that they can easily know who their customers are and adapt to their needs.
- 2 Visitors to an e-commerce site are more likely to make a purchase than people who walk into a store.
- 3 Smartphone apps allow users to tell their friends where they are in return for exchanging information with retailers.
- 4 Manufacturers could increase sales by persuading shoppers to handle their products.
- 5 Big brands are unconvinced about the efficiency of using social media apps.
- 6 Competing to collect virtual titles can become an obsession for some shoppers.

### Discussion

**4** Explain the significance of the following phrases:

*e-commerce doesn't let go easily* (line 4)

*app-mania came flying to bricks-and-mortar's rescue* (line 11)

*all-important foot traffic* (line 19)

*if that seems somehow less than essential* (line 27)

*powerfully addictive experiences* (line 58)

*to hook users into a self-perpetuating race to ... their individual identity* (line 60)

### Listening

**5** 2:07 Listen to a shopper answering questions in a survey on social media and shopping. Complete the questionnaire.

**How interested are you in services like Facebook Places and Foursquare?**

Please give each option a rating between 0 (no interest) and 5 (very interested).

- 1 checking in to shopping venues so your friends know where you are
- 2 winning gift certificates or prizes after a certain number of check-ins
- 3 receiving information on special deals from stores
- 4 checking in to a product by scanning a bar code
- 5 becoming the mayor of your favourite coffee-shop or the queen of lipstick

### Discussion

**6** Interview a partner. Ask questions to complete the questionnaire in Exercise 5. Compare and discuss your answers.

# Retail finds its new best friend in social media marketing

EVERY ONLINE SHOPPER knows that a single internet purchase will be followed by an uninterrupted stream of offers tailored to their profile and tastes. Once it's got its claws into your digital ID, e-commerce doesn't let go easily.

5 Make a cash purchase in a mall on the other hand, and you leave the retailer none the wiser about who you are, what kind of products you prefer or whether you'll ever set foot in their store again.

Until very recently, offline stores were at a distinct disadvantage when it came to knowing their customers. But just when the retail battle seemed almost lost, app-mania came flying to bricks-and-mortar's rescue. The consumer's love-affair with smartphone apps has not only saved physical retail's bacon, it may even be turning the tables in its favour.

15 Because in-store conversion rates are far higher than the very small percentage of e-commerce hits that actually make a sale, if apps get shoppers through the door, high street stores know they're winning.

So just how is app-mania boosting that all-important foot traffic? Old friends like Facebook and new services like Shopkick and Foursquare provide offline stores with online data on their visitors by encouraging users to check in via their apps as they move around town. Stores and service outlets can track consumer behaviour, recognize returning customers and send them personalized offers. In return, app users can let their friends know exactly where they are and what they're buying. If that seems somehow less than essential, they can also collect points, and win vouchers and prizes.

30 Other new services are taking advantage of smartphone technology and real-world store visits to push individual brands and products. Services like Barcode Hero® and Stickybits™ invite users to compare prices, post product

reviews and win prizes by scanning bar codes in stores.

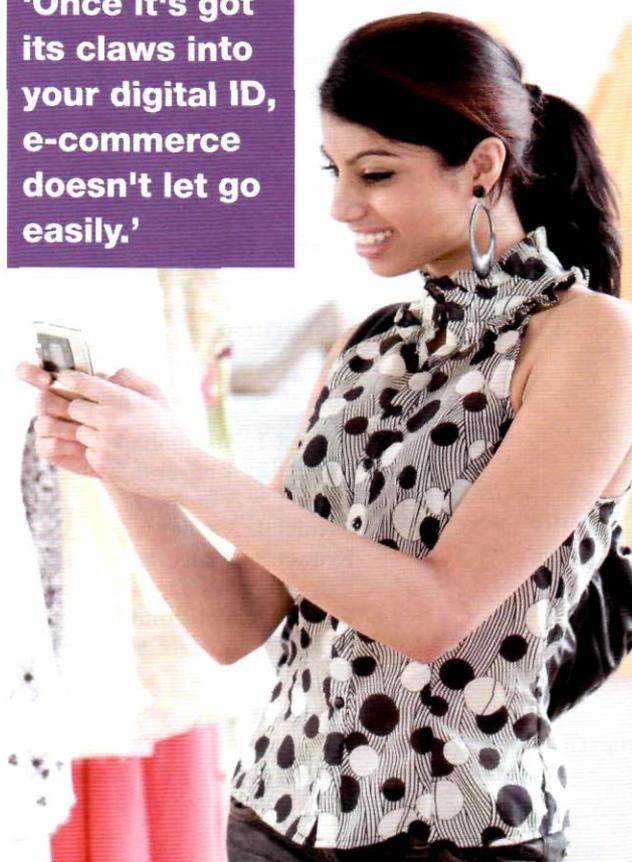
35 'When we get a pack or a can off the shelf and into the consumer's hands, there's a very strong chance they'll actually purchase that product, enjoy it, and become a regular customer' says a brand manager for a household name in food products.

40 After an initial period of scepticism, the majors have been persuaded to get involved by serious user numbers (Foursquare has over three million). High street retailers like Walgreens, Starbucks™ and Gap® and service providers like American Express® are running app-based campaigns, while major brands like Pepsi, Lipton and Campbells® are also investing in social media. With a potential one billion Facebook users checking in to local businesses through 'Facebook Places', physical retailers can finally compete with e-commerce on equal terms. Savvy shoppers however

50 have already seen loyalty cards, coupons, stamps and air miles come and go: will they be willing to keep checking in to venues and scanning bar codes? The results of new marketing concepts borrowed from digital gaming suggest they will.

55 One of the strongest motivators in social media is status and identity: collecting points to obtain virtual titles like 'duchess of books' or 'queen of lipstick' combines the powerfully addictive experiences of social media, interactive competition and shopping, allowing high street names and big brands to hook users into a self-perpetuating race to connect to others and affirm their individual identity. Like it or not, virtual browsing and real world shopping are converging; in social media marketing, retail has found its new best friend.

**'Once it's got its claws into your digital ID, e-commerce doesn't let go easily.'**



# 5

# Making deals

► collocations for negotiating

► e-tail transactions

### Internet research

Search for the key words *principled negotiation* to find out about a popular approach to negotiation.

## 5.2 Vocabulary Negotiating and retailing

### Discussion

**1** 'You can do everything in an e-store that you can do in a high-street store, except touch the product.' Do you agree? What can you do in an e-store that you can't do in a high-street store?

### Collocations

**2** Complete the collocations for negotiating by choosing the correct noun from the boxes for each group of three verbs.

a discount    an order    a price    a proposal    the benefits    the details

place		bring down		offer	
take	1 _____	quote	2 _____	ask for	3 _____
fill		state		grant	
see		sort out		make	
sell	4 _____	discuss	5 _____	firm up	6 _____
explain		go over		reject	

a compromise    a deadline    a deposit    costs    fee    negotiation

subject to		pay		a monthly	
open to	7 _____	require	8 _____	an annual	9 _____
under		put down		an entrance	
hidden		meet		seek	
extra	10 _____	miss	11 _____	offer	12 _____
fixed		extend		find	

### Listening

**3**  **2.08-2:15** Listen to eight extracts from negotiations. What's happening in each case? Complete the descriptions with an appropriate verb or expression from Exercise 2.

Extract 1: A supplier is \_\_\_\_\_ an order.

Extract 2: A buyer is trying to \_\_\_\_\_ the price.

Extract 3: A buyer is \_\_\_\_\_ a bigger discount.

Extract 4: A seller is \_\_\_\_\_ a proposal.

Extract 5: A negotiator is saying that availability is open to/subject to \_\_\_\_\_.

Extract 6: A seller is asking the buyer to \_\_\_\_\_ deposit.

Extract 7: A customer is complaining that a supplier has \_\_\_\_\_ deadline.

Extract 8: A negotiator is \_\_\_\_\_ a compromise.

Write two similar extracts illustrating two more of the collocations. Read them to a partner, who should try to identify the collocations you are referring to.



### Pronunciation

**4**  2:16–2:20 Listen to these phrases you heard in Exercise 3. Each contains examples of /ə/(schwa), the neutral sound used for unimportant, unstressed sounds, for example the first and last sounds in the word *another*. Underline the /ə/ sounds in each phrase.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1 five hundred at 12 euros a box | 4 five or six weeks a year    |
| 2 two and a half thousand        | 5 We usually ask for 20% now. |
| 3 an extra 2%                    |                               |

Now practise saying the phrases with the correct pronunciation.

**5** Put these steps in an e-tail transaction into the correct chronological order.

- The product is shipped to the customer's address by mail or express carrier.
- The seller exchanges the product or gives a refund.
- The customer goes to the check-out and pays by credit card.
- The website records the transaction and generates an invoice.
- The customer selects the product and places it in a cart.
- The customer sends the faulty product back under guarantee.
- The customer's credit card account is debited.
- The customer clicks on the link to the seller's site.
- The customer browses the site and identifies the product which interests him.
- The website sends an instruction to the warehouse to ship the product.

**6** In each email, correct the words in **bold** which a computer virus has mixed up.

**1**

✉ INBOX REPLY ◀ FORWARD ▶

Dear Sir or Madam,  
I am writing to complain about the service from your lowlowprice.biz website. Last month I ordered a DVD; you then took three weeks to ship the (a) **site**. While I was waiting for delivery, I browsed another (b) **product**, which advertised the same DVD for only half the price. I have also priced the (c) **credit** on several other sites, all cheaper than yours. Finally, when I checked my bank statement, I noticed that you have debited my (d) **product** card twice! Please correct this error as soon as possible.  
Mary Brotherton

**2**

✉ INBOX REPLY ◀ FORWARD ▶

Dear Ms Brotherton,  
Please accept our apologies for the errors you have experienced. Unfortunately, our computer recorded your (a) **link** twice, and therefore generated two (b) **refunds**. Usually our prices are the lowest on the Web; when this is not the case, we are happy to give full (c) **product**. Please send the (d) **transaction** back and we will credit your account for the full amount. (Click on the (e) **invoices** below for the return address.)  
Customer Service Department  
www.lowlowprice.biz

### Discussion

**7** Tell a partner about a time when you had difficulty reaching an agreement in a negotiation with someone. Talk about the different stages in the discussion, and if and what you eventually agreed. Use the words and the expressions in the box to help you.

be prepared to   clarify   consider   discuss   point out   propose   reach an agreement

▶ *If + present simple + will*

▶ *If + past simple + would*

▶ *recommend, advise, suggest*

### Refresh your memory

**First conditional**  
*if + present simple, (then) + will + do*  
likely future events

▶ Grammar and practice page 130

**Second conditional**  
*if + past simple, (then) + would + do*  
unlikely future events

▶ Grammar and practice page 131

**recommend/suggest/advise**  
recommend/suggest something  
recommend/suggest something to someone  
recommend/suggest (not) doing something  
recommend/suggest (that) someone do something  
advise someone (not) to do something  
advise (not) doing something

▶ Grammar and practice page 131

## 5.3 Grammar Conditionals and recommendations

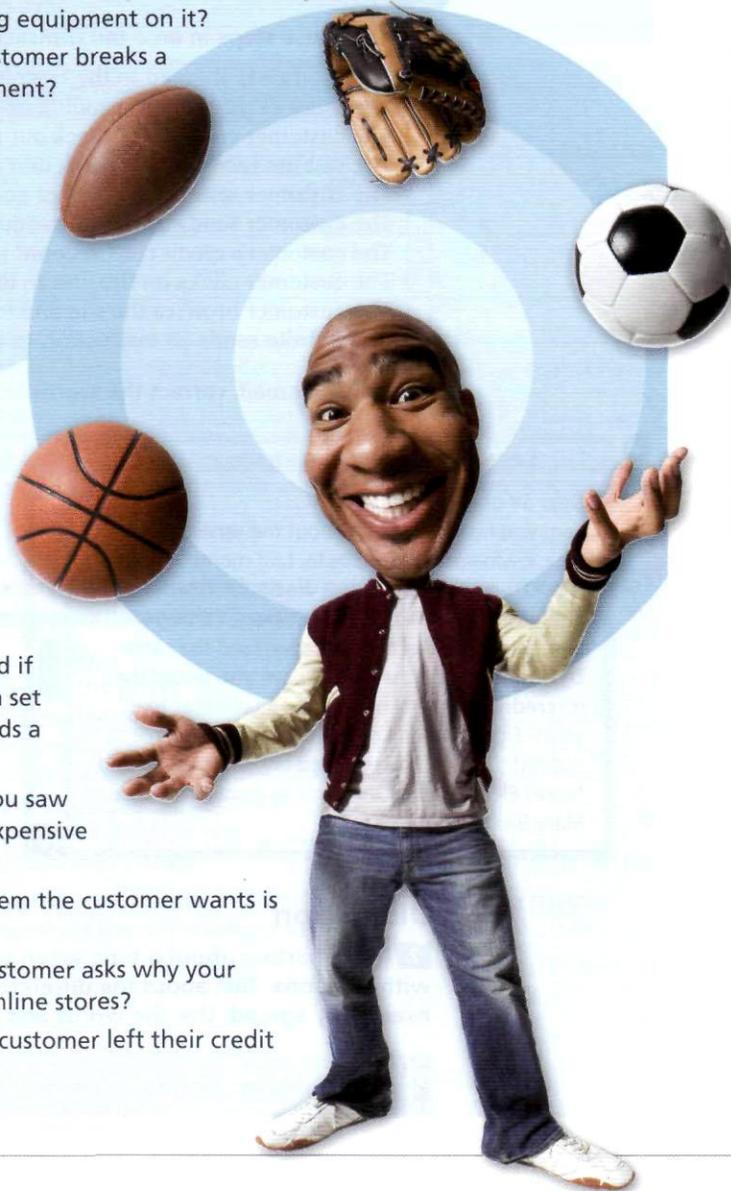
### Discussion

**1** Read the questionnaire and think about your answer to each question; be careful to use the correct grammar structures. Then, with a partner, compare your answers; tell your partner if you think their answer is right or not.

# Customer care questionnaire

## You've just started a new job selling sportswear and equipment.

- 1** What do you advise when a customer can't decide between a cheap and an expensive product?
- 2** What do you say if a customer asks for a discount?
- 3** What do you recommend doing if a customer is angry?
- 4** What would you do if a customer injured her foot by dropping weight training equipment on it?
- 5** What will you do if a customer breaks a valuable piece of equipment?
- 6** What would you say if a customer said you knew nothing about sport?
- 7** What do you suggest doing if a customer asks you for your personal phone number?
- 8** What would you do if a customer complained about your attitude?
- 9** What will you do if you accidentally short-change a customer?
- 10** What would you do if a customer made racist or sexist remarks?
- 11** What do you recommend if a customer brings back a set of golf clubs and demands a refund?
- 12** What would you do if you saw a customer steal some expensive running shoes?
- 13** What do you do if the item the customer wants is out of stock?
- 14** What will you say if a customer asks why your prices are higher than online stores?
- 15** What would you do if a customer left their credit card in the store?



## Internet research

Search for the keywords *negotiation quotes* to find quotations about negotiating by experts and famous historical figures.

## Reformulating

**2** Reformulate these sentences using the words in bold.

- 1 We can only deliver by 1 July if we receive a 30% deposit within ten days. (**unable, unless**)  
*We are unable to deliver by 1 July unless we receive a 30% deposit within ten days.*
- 2 Our production manager will agree to make the changes, as long as you supply a prototype. (**willing, providing**)
- 3 We might consider a larger discount, on one condition: that you pay in advance. (**reluctant, unless**)
- 4 We would not wish to sponsor the exhibition unless we had a large stand in the entrance hall. (**prepared, but only if**)
- 5 Providing we can get the sub-components in time, we will be able to meet the deadline. (**unless, impossible**)
- 6 If, and only if, several other top CEOs were present, our president would agree to attend. (**as long as, available**)

## Discussion

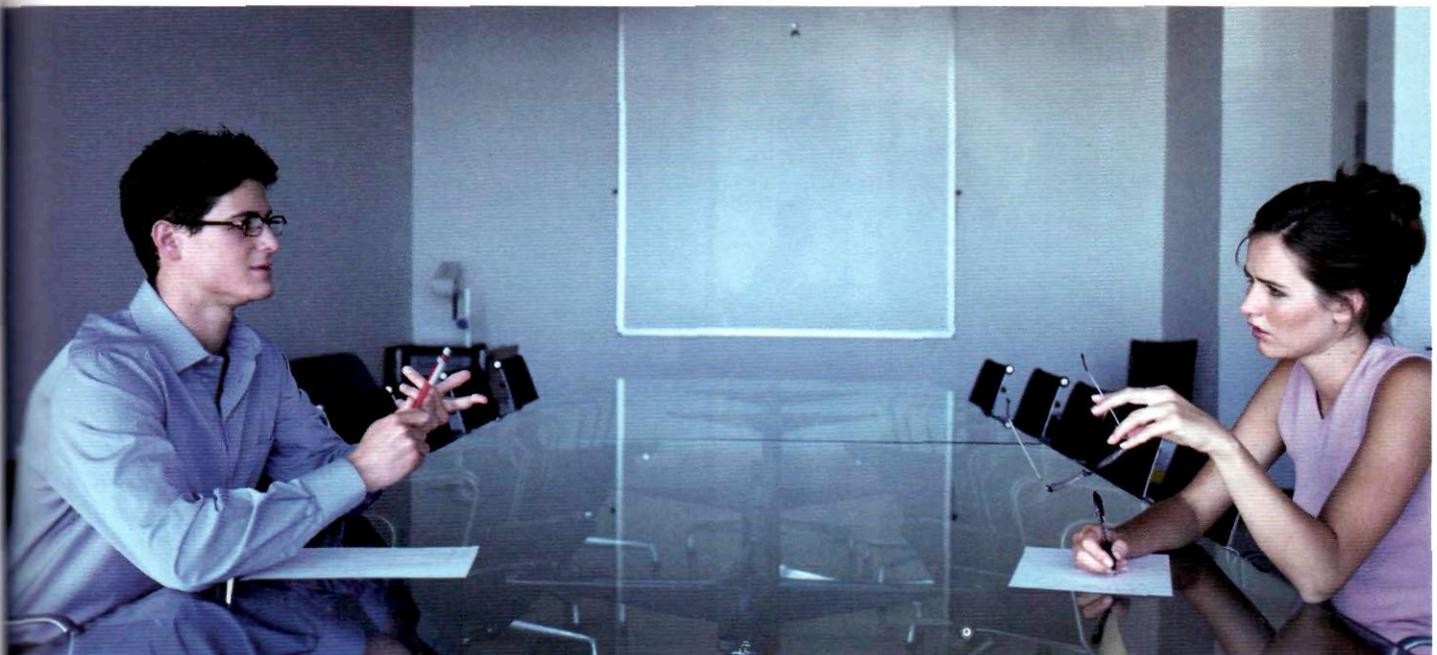
**3** With a partner, ask and answer these questions, following the example.

- 1 Would you recommend working abroad for a few years and, if so, where?  
*I would certainly recommend it, providing it was a good career move and, personally, I would suggest going to an English-speaking country. What do you think?*
- 2 Would you advise working for non-profit organizations and, if so, which ones?
- 3 Would you recommend that people work part-time?
- 4 How would you advise a manager who wants to be popular?
- 5 What do you suggest young people do to become millionaires?

## Listening

**4**  2:21 Two colleagues in a sales department, Jan and Petra, are negotiating a list of responsibilities they have to share. Listen and write *J* (Jan) or *P* (Petra) next to the points they agree on.

- |  |  |
|--|--|
| <input type="checkbox"/> tennis tournament with customer       | <input type="checkbox"/> take holiday in January         |
| <input type="checkbox"/> run exhibition stand in Kazakhstan    | <input type="checkbox"/> open office at 6am              |
| <input type="checkbox"/> conference in Madagascar              | <input type="checkbox"/> close office at 10pm            |
| <input type="checkbox"/> team-building course in Siberia       | <input type="checkbox"/> supervise intern for six months |
| <input type="checkbox"/> relocate call centre manager to India | <input type="checkbox"/> share office with PR Manager    |
| <input type="checkbox"/> take holiday in August                |  |



## Negotiating

**5** With a partner, try to negotiate an agreement on the remaining points in the list above.

## **Lesson 32: MAKING DEALS.**

### **13.4. Speaking: Negotiations – bargains.**

### **13.5. Writing: A Proposal.**

### **13.6. Case study: St.John's Beach Club.**

**Objectives:** to raise students awareness language and skills needed for successful negotiating.

- To explore the structure and content of a business proposal and requires students to write their own proposal.
- To explore students negotiate a deal between a company and a buyer to get the best price for a company incentive trip.

**Level:** Intermediate +

**Discussion:** Students should first decide what their 'bottom line' is, i.e. what they want to achieve, what they want to get out of the sale, e.g. a minimum price they will accept or a concession that they are prepared to make, such as having the bicycle serviced before selling it or delivering the item to the buyer's house.

**Listening:** 2 2:41 Read the questions with students and play the conversation through. Explain any new vocabulary, e.g. logistics (the organization of supplies and services for an operation). Play the recording. Pause the recording if necessary to allow students to note down their answers. Get students to compare their answers with a partner and then take whole-class feedback.

**Negotiating:** With lower-level classes, read the instructions with the whole class and elicit from them the kinds of things they might say at each stage of the negotiation. Remind them of the value of trying to reach a win-win conclusion. While students are speaking, circulate and assist where necessary. Check that they are using the conditional tenses correctly and stressing the key words appropriately.

**Scan reading:** Read each question aloud and get students to scan the letter for the answer. When they have found the answer, they should raise their hands. When most of the class has raised their hands, ask one student to give you the answer, and then ask two or three other students if they agree or would like to add anything. Repeat this procedure with the rest of the questions.

**Writing:** Get students to read the sentences quickly and identify the tenses used to express the options and contingencies (conditionals).

**Discussion:** Do this as a whole-class activity, getting students to brainstorm ideas. Write a list of advantages and disadvantages on the board.

**Listening for detail:** Read the statements aloud before you play the recording. Pause at appropriate places to allow students time to note down the reasons for their answers.

# 5

# Making deals

- ▶ negotiating technique
- ▶ expressions for bargaining and offers
- ▶ roleplaying a negotiation

## 5.4 Speaking Negotiations – bargaining

### Discussion

- 1** In one minute, negotiate the sale of your bicycle/computer/musical instrument/other item to a partner.  
Did you win or lose the negotiation? Why? Is there always a winner and a loser?

### Listening

- 2**  **2:22** Listen to Part 1 of a negotiation and answer the questions.
- 1 What does Harry Petersen's company do?
  - 2 What services are included in the package Ingrid's company offers?
  - 3 How does Harry intend to deliver products?
  - 4 How will Holman Multimedia charge for their services?
  - 5 What are the advantages for Harry of working with Holman Multimedia?
  - 6 What is the next step?
- 3**  **2:23** Listen to Part 2, Version 1. What important mistake does Harry make?
- 4**  **2:24** Listen to Part 2, Version 2 and answer the questions.
- 1 How has Harry improved on Version 1?
  - 2 What conditions does Ingrid ask for to:
    - bring down the monthly fee?
    - guarantee a maximum down time of 24 hours per month?
    - have the site up and running by next month?
  - 3 What terms do Harry and Ingrid agree?
- 5**  **2:24** With a partner, find suitable words to complete the useful expressions for bargaining in the checklist. Then listen again and check your answers.



### Useful expressions: Bargaining

#### Tentative offers

I might \_\_\_\_\_ be able to bring it down a little, but \_\_\_\_\_ if we had a three-year contract.  
I might consider reducing the price if you increased your order.

#### Compromising

Would you agree to a compromise?  
Is that an acceptable compromise?  
... let's \_\_\_\_\_ the difference.

#### Firm offers

I am ready to sign a contract today if you can guarantee the price for two years.  
... so we're happy to guarantee less than 24 hours per month, as \_\_\_\_\_ as you choose our platinum service level.  
I can pay six months in advance, on \_\_\_\_\_ that you have the site online in two months.

#### Counter-offers

I'd be \_\_\_\_\_ to agree to a three-year contract, \_\_\_\_\_ you could guarantee a maximum down time of 24 hours per month.  
I suppose we \_\_\_\_\_ do it, providing you \_\_\_\_\_ a year's fees in advance.  
It would be difficult for me to increase my order unless you guaranteed the price for two years.

Which tenses are used in the condition (*if/unless*) clauses of the tentative offers, counter-offers and firm offers above, and why?

## Internet research

Search for the keywords *cross cultural negotiation* to find out how cultural differences affect international negotiations.

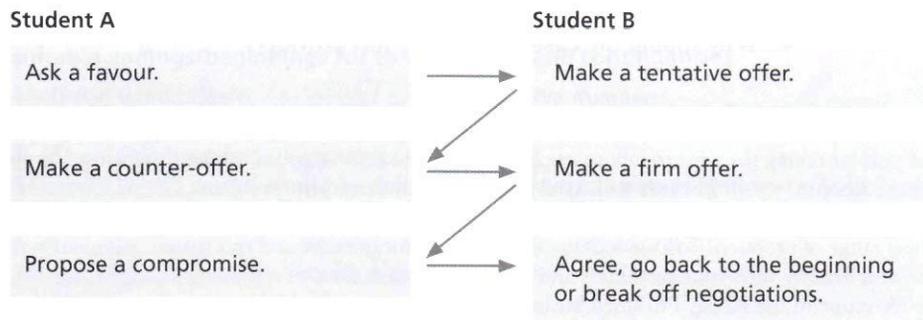


## Bargaining

**6** Work with a partner to negotiate the following situations. Change roles for the second negotiation.

- Student A: You have to give a presentation to the sales team tomorrow morning, but you booked an important client meeting at the same time. Ask B to give the presentation for you.  
Student B: This is the second time this has happened in two months. You think A should be more organized, so if you agree, negotiate something valuable in return.
- Student A: You have to work with an auditor on Friday afternoon, but your boss has booked you on an all-day training course. Ask B to look after the auditor for you.  
Student B: You were planning to take Friday afternoon off as you are going away for the weekend, so if you agree, negotiate something valuable in return.

Use the following format to structure your negotiations:



## Pronunciation

**7** Stressing keywords is important in making clear that your first offers are tentative and hypothetical. Underline the two keywords that are stressed in each of these examples.

- I might possibly be able to bring it down a little, but only if we had a three-year contract.
- I might consider reducing the price, if you increased your order.
- I'd be reluctant to agree to a three-year contract, unless you could guarantee a maximum down time of 24 hours per month.

**8** 2:25-2:27 Listen and check your answers in Exercise 7. Then practise saying each sentence.

## Negotiating

**9** With a partner, practise negotiating an e-tailing package.

Student A: look at the instructions below.

Student B: turn to page 121.

Student A

Harry Petersen's Application Service Provider, Holman Multimedia, has gone out of business, taking with it Harry's site which was turning over a thousand dollars per day.

Harry needs to hire a new provider. This time he is determined to negotiate a contract which will protect his business if there are problems. Harry has asked you to negotiate with another supplier, Easytail. He has given you a list of points to negotiate below. Try to obtain more 'Ideals' than 'Unacceptables'.

	Ideal	Acceptable	Unacceptable
Set-up time	< 3 weeks	3 weeks	> 3 weeks
Cost	less than Holman	same as Holman	more than Holman
Payment terms	> 30 days	30 days	< 30 days
Contract	6-12 months	12-18 months	> 18 months
Penalties if site is offline	> 50% of average turnover	50% of average turnover	< 50% of average turnover
Penalties if contract is broken	50% of turnover for 2 months	50% of turnover for 1 month	< 50% of turnover for 1 month

## Glossary PAGE 155

down time  
lead time  
package  
reluctant  
tentative

# 5

# Making deals

- ▶ proposal structure
- ▶ options and contingencies
- ▶ writing a proposal

## 5.5 Writing A proposal

### Discussion

**1** Discuss your views on mailshots and spam. Mark your position on the scale.

They make good business sense.



They're a waste of money.

### Model

**2** Read the proposal below and answer the questions.

- 1 What service does the proposal offer?
- 2 Which four benefits does it offer?
- 3 How much does the service cost?
- 4 Why should the customer choose this provider?

Dear Mr Bellows,

Thank you for taking the time to talk to me by telephone today. As agreed, please find below a proposal for our PZpay merchant account, which I believe will resolve all your online payment problems.

Your website currently generates five to ten orders per day. You expect this to increase steadily with the introduction of a new range of products. You are looking for a flexible, inexpensive and transparent payment system which will allow you to deal directly with your customers and control your cash flow.

We recommend the PZpay Pro small business merchant account, which can process up to 75 orders per day. If your sales volume were to expand more quickly than anticipated, you would be able to upgrade to PZpay Corporate with no additional set-up fee.

PZpay Pro will gain prestige and respect for your e-business, since customers will make their credit card payments directly on your website. PZpay is totally transparent, giving you total control of your sales, cash-flow and administration fees. In the unlikely event of a dispute with a customer, you alone would decide whether to refund your customer's payment. Our charges are amongst the lowest on the market, meaning that your business will be more profitable from day one.

We provide everything you need to set up PZpay on your website within 48 hours. Should you however encounter any difficulties, our helpline is available 24 hours a day, seven days a week to assist you.

With more than 1,800 satisfied members in 26 countries, PZpay is the fastest-growing merchant account provider on the Web. I will be happy to put you in touch with other PZpay users in your region.

The monthly fee for PZpay Pro is just \$12, with minimum transaction fees of only \$10. You will find full details of our terms and conditions in the attached quotation.

We look forward to having you as a member: to apply, simply fill out the application form at <http://pzpay.com>. If you have further questions, please feel free to call or email me.

Sincerely yours,  
Clemmie A Buckton



## Internet research

Search for the keywords *how to write direct mail* to find out more about writing to sell.

## Glossary PAGE 156

cash flow  
contingency plan  
mail order  
merchant account  
set-up fee

## Analysis

**3** Read the proposal again and number these sections in the order they appear in the proposal.

- Solution: State the options you recommend, and any contingency plans.
- Benefits: Sell your solution by pointing out its advantages for the customer.
- 1 Introduction: Refer to previous contact with your customer, state the purpose and contents of the document and summarize the objective of the proposal.
- Conclusion: Encourage the customer to take the next step.
- Qualifications and references: Justify your ability to do the job.
- Process and schedule: Explain procedures, lead time and after-sales service.
- Needs/Background: Review the reasons for the proposal and the customer's needs.
- Costs: Give a breakdown of the investment, or refer to a separate quotation.

## Language focus

**4** Your small business designs and builds multimedia websites. In small groups, supply suitable endings/beginnings for these options and contingencies.

- 1 If you would like to see similar projects we have managed, \_\_\_\_\_.
- 2 In the unlikely event that you were less than 100% satisfied with the result, \_\_\_\_\_.
- 3 Should you require on-site support, \_\_\_\_\_.
- 4 \_\_\_\_\_, I would be delighted to organize a demonstration on your premises.
- 5 \_\_\_\_\_, we would provide a replacement while your server was repaired.
- 6 \_\_\_\_\_, our engineers can reform an upgrade on-site.
- 7 \_\_\_\_\_, we require a deposit of 25%.

## Output

**5** Read the notes from a sales meeting with a prospect, and write a proposal to supply a new website. Invent any details as necessary.

### Prospect

Ms Nash-Williams

### Company

'Poster Passion' - they sell posters of pop stars, rock bands, sports, etc. by mail order and via the Internet. Customers are mostly teenagers.

### Needs

Current website was designed by a friend five years ago - very static and boring. No movement, no sound. Basically just a catalogue and price list.

Sales are dropping - competitors have more interactive sites. Wants something more exciting with music, guided tour, etc.

Perhaps games to attract visitors?  
Give details of how we work, references, prices, etc.

Very concerned about after-sales - explain how we support them if anything goes wrong.

FIND OUT WHAT'S POSSIBLE IF YOU NEVER GIVE UP.

JUSTIN BIEBER  
NEVER SAY NEVER

In RECL D 3D Digital 3D and 2D IN THEATRES FEBRUARY 11

# 5 Making deals

- ▶ planning an incentive trip
- ▶ negotiating a package

## 5.6 Case study St John's Beach Club

### Discussion

**1** Some companies reward their best sales staff with gifts, trips or additional pay, hoping that such benefits will serve as an incentive to improve sales. What do you think are the advantages of such sales incentive programs? Are there any disadvantages?

### Reading

**2** Read the memo and answer the questions.

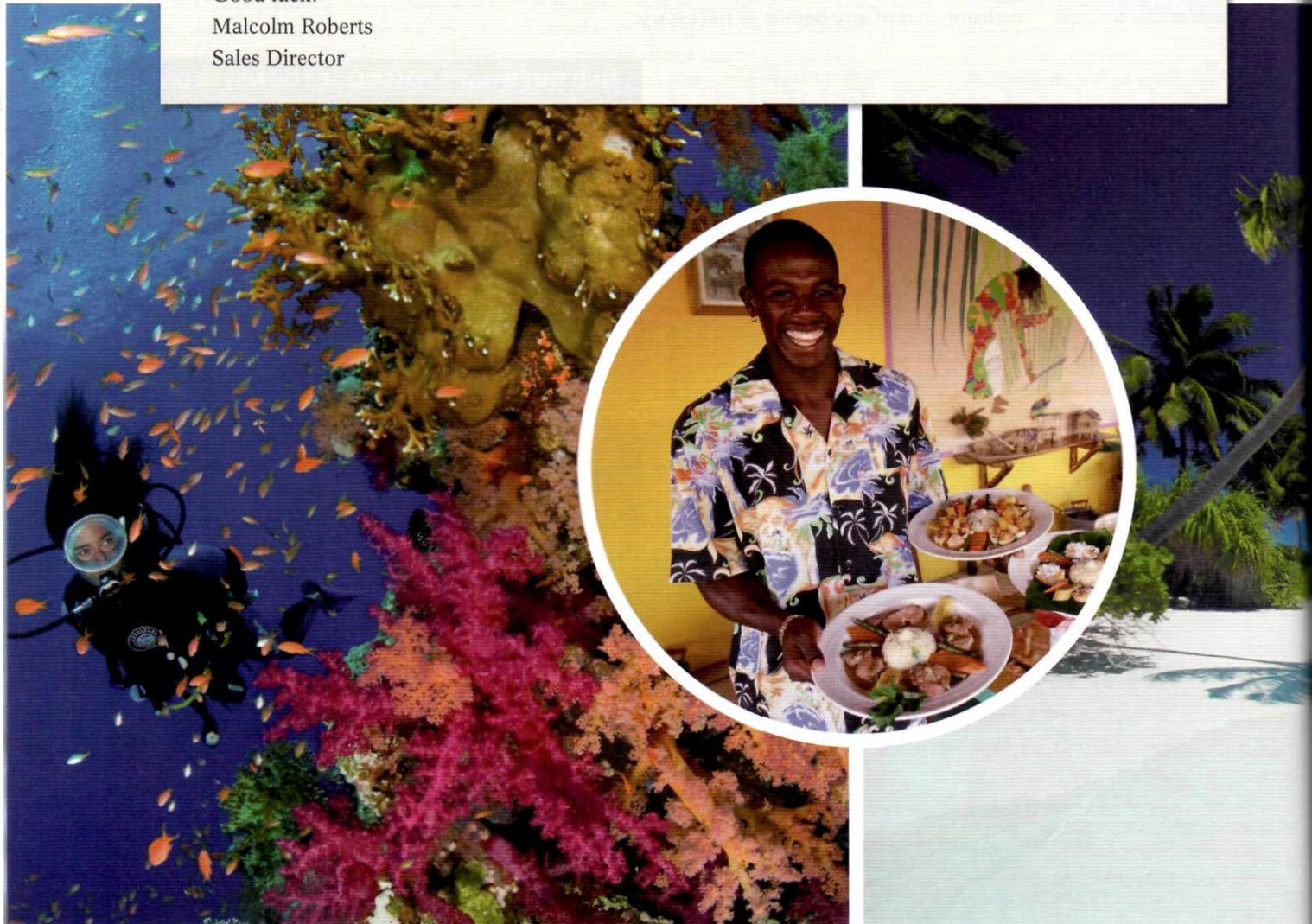
- 1 Who can go on the incentive trip?
- 2 Is this the first time the company has organized such a trip?
- 3 When and why was the memo sent?
- 4 What sort of customers does the St John's Beach Club aim to attract?

## Ashton Pharmaceuticals – Memo

To: All sales reps  
Re: Incentive trip

Just a quick reminder that our top ten performers will win an all-expenses paid holiday for two in the sun. As usual, our destination is the Caribbean, and this year we have chosen the St John's Beach Club in Antigua (see attached brochure). So if you haven't yet made it into the top ten, and you want to be on the beach this December, there's still time to record really excellent figures in Q4!

Good luck!  
Malcolm Roberts  
Sales Director



## Internet research

Search for the keywords *employee incentive programmes* to find out more about motivating employees. Hold a vote to see which incentives the class find most motivating.

## eWorkbook

Now watch the video for this unit.

### Listening for detail

**3**  **2:28** Listen to a conversation between Malcolm Roberts and Loretta Harding, CEO of Ashton Pharmaceuticals. Mark these statements *T* (true) or *F* (false), and say why.

- 1 The conversation takes place in Malcolm's office.
- 2 Malcolm and Loretta are going on the trip.
- 3 Charles is probably the CFO.
- 4 Last year's budget was about \$26,500.
- 5 Malcolm is going to negotiate with the St John's Beach Club.
- 6 There will be between 22 and 26 participants.
- 7 Malcolm hopes to stay in Antigua for ten nights.

**4**  **2:28** Listen again and complete these sentences.

- 1 Loretta would get to know the sales team better if \_\_\_\_\_.
- 2 If they only talked to one travel agent, \_\_\_\_\_.
- 3 Loretta thinks the agents may give a free upgrade if \_\_\_\_\_.
- 4 If they can negotiate a really good package, Malcolm \_\_\_\_\_.
- 5 They'll stay longer than a week if \_\_\_\_\_.

### Negotiating

**5** Divide into travel agents (A) and buyers (B). Each buyer negotiates with two different travel agents to get the best possible deal for Ashton Pharmaceuticals' incentive trip to the St John's Beach Club. When you have finished negotiations, compare your scores to see who got the best deal.

Student A: turn to page 115.

Student B: turn to page 119.

# Antigua

- ▶ Population: 67,000
- ▶ Language: English
- ▶ Climate: Tropical
- ▶ 14 miles long, 11 miles wide
- ▶ 365 beaches, pure white sand, turquoise water
- ▶ Several international casinos

## St John's Beach Club

- ▶ Four-star luxury accommodation on the beach
- ▶ Gourmet food in our three restaurants
- ▶ Three pools, beach bar, night club
- ▶ Sailing, scuba-diving, squash and tennis included
- ▶ Team-building events and competitions
- ▶ Group benefits for bookings of ten rooms or more

## Lesson 33: COMPANY AND COMMUNITY.

### 14.1. About business: Corporate social responsibility.

### 14.2. Vocabulary: Meetings, ethical behaviour and social performance

**Objectives:** to practise the issues around corporate social responsibility and examines the approach taken by one multinational in particular.

- To presents and practices vocabulary in three areas and develops the themes of corporate social responsibility.

**Level:** Intermediate +

**Discussion:** 1 Brainstorm a list of groups of people a company has a responsibility towards. What conflicts of interest are there between the different groups? Scan reading 2 Read the credo below and identify the four groups of people that Johnson & Johnson prioritize. The words in grey are explained in the Wordlist.

**Reading and discussion** 3 Read Johnson & Johnson's credo again and discuss who should decide what is meant by: 1 maintaining reasonable prices (line 5) 4 just and ethical actions 2 making a fair profit (line 8) 5 our fair share of taxes (line 26) 3 fair and adequate compensation (line 14) 6 a fair return (line 40).

**Discuss the questions** relating to Johnson & Johnson's credo opposite.

- 1 Which 'good works and charities' (line 25) should multinational companies support?
- 2 What kind of 'civic improvements' (line 27) should the company encourage?
- 3 How should the company protect 'the environment and natural resources' (line 30)?
- 4 Are there any points in the credo you disagree with or items you would like to add?
- 5 Does a credo really change the way a company operates or is it just good PR?
- 6 Do small businesses have the same responsibilities as multinationals?

**Listening for gist:** You are going to hear an interview on NPR , a US news provider, with author Marc Gunther, who believes corporate America is changing for the better.

**Meetings:** 1 Match up the phrases you might use in a meeting.

- |  |                           |
|--|---------------------------|
| 1 I have received two                        | a) a copy of the agenda?  |
| 2 Has everybody received                     | b) the meeting.           |
| 3 If we can't agree, I think we should take  | c) apologies for absence. |
| 4 It's getting late, so I propose we close   | d) the agenda.            |
| 5 I think this would be a good time to break | e) a vote.                |
| 6 We have lots to discuss, so let's stick to | f) for lunch.             |
| 7 It's five past nine, so I'd better open    | g) side-tracked.          |
| 8 Can we start by approving                  | h) any other business.    |
| 9 We seem to have reached                    | i) handout.               |

**Homework:** Read the business pages of an online newspaper to find interesting comments and quotes from people and companies in the news. Tell a partner what was said.

► ethical corporations

► CSR policies and programmes

## 6.1 About business Corporate social responsibility

### Discussion

**1** Brainstorm a list of groups of people a company has a responsibility towards. What conflicts of interest are there between the different groups?

### Scan reading

**2** Read the credo below and identify the four groups of people that Johnson & Johnson prioritize.

The Johnson & Johnson group manufactures health care products in over 200 companies in 57 countries. Their Credo, first written in 1943, has been a model for corporate social responsibility (CSR) policies for over 60 years.

#### Our Credo

We believe our first responsibility is to the doctors, nurses and patients, to mothers and fathers and all others who use our products and services.

In meeting their needs everything we do must be of high quality.

5 We must constantly strive to reduce our costs in order to maintain reasonable prices.

Customers' orders must be serviced promptly and accurately.

Our suppliers and distributors must have an opportunity to make a fair profit.

10 We are responsible to our employees, the men and women who work with us throughout the world.

Everyone must be considered as an individual.

We must respect their dignity and recognize their merit.

They must have a sense of security in their jobs.

15 Compensation must be fair and adequate, and working conditions clean, orderly and safe.

We must be mindful of ways to help our employees fulfil their family responsibilities.

Employees must feel free to make suggestions and complaints.

20 There must be equal opportunity for employment, development and advancement for those qualified.

We must provide competent management, and their actions must be just and ethical.

We are responsible to the communities in which we live and work and to the world community as well.

25 We must be good citizens – support good works and charities and bear our fair share of taxes.

We must encourage civic improvements and better health and education.

30 We must maintain in good order the property we are privileged to use, protecting the environment and natural resources.

Our final responsibility is to our stockholders.

Business must make a sound profit.

We must experiment with new ideas.

35 Research must be carried on, innovative programs developed and mistakes paid for.

New equipment must be purchased, new facilities provided and new products launched.

Reserves must be created to provide for adverse times.

40 When we operate according to these principles, the stockholders should realize a fair return.

## Internet research

Search for the keywords Starbucks™ bean stock and Starbucks standards business conduct or CSR to find out more about the social performance of other companies.

## Reading and discussion

**3** Read Johnson & Johnson's credo again and discuss what is meant by:

- |   |   |
|---|---|
| 1 <i>maintaining reasonable prices</i> (line 5)   | 4 <i>just and ethical actions</i> (line 22) |
| 2 <i>making a fair profit</i> (line 8)            | 5 <i>our fair share of taxes</i> (line 26)  |
| 3 <i>fair and adequate compensation</i> (line 14) | 6 <i>a fair return</i> (line 40)            |

**4** Discuss the questions relating to Johnson & Johnson's credo opposite.

- Which 'good works and charities' (line 25) should multinational companies support?
- What kind of 'civic improvements' (line 27) should the company encourage?
- How should the company protect 'the environment and natural resources' (line 30)?
- Are there any points in the credo you disagree with or items you would like to add?
- Does a credo really change the way a company operates or is it just good PR?
- Do small businesses have the same responsibilities as multinationals?

## Listening

**5**  2:29–2:30 Listen to an interview with Estela Maldonado, an Argentinian entrepreneur who has built a successful chain of ethical beach cafés.

### Part 1

Listen to Part 1 and decide if the following statements are *T* (true) or *F* (false).

- Beach Hut's cafés are well-known for their fair trade coffee.
- Estela believes socially responsible businesses cannot pay shareholders a lot of money.
- Beach Hut's founders wanted to demonstrate that big corporations have their priorities wrong.
- Estela believes that happy customers make happy employees.

### Part 2

Listen to Part 2 and delete one incorrect item in *italics* from each statement.

- Beach Hut reduces its carbon footprint by using *solar panels* / *biodegradable packaging* / *hybrid vehicles*.
- Working with local businesses means Beach Hut can *reduce transport costs* / *keep prices low* / *source quality foods*.
- Beach Hut's altruistic values are directly connected to its *low taxes* / *good image* / *healthy margins*.
- The company's green image helps them find new *customers* / *shareholders* / *employees*.

Listen again and complete the summary.

Beach Hut helps to protect Argentina's (1) \_\_\_\_\_ by giving staff time off work to run educational programmes for (2) \_\_\_\_\_. The company's image has been boosted by winning several (3) \_\_\_\_\_ for environmentally friendly businesses; using these green logos on its (4) \_\_\_\_\_ and (5) \_\_\_\_\_ reinforces the message. In this way, Beach Hut has built a (6) \_\_\_\_\_ customer-base despite a very (7) \_\_\_\_\_ business environment. Customers value the fact that Beach Hut has a (8) \_\_\_\_\_ strategy of building (9) \_\_\_\_\_ businesses, not just looking for quick profits from a (10) \_\_\_\_\_ model.

## Discussion

**6** With a partner, discuss your reactions to these quotes from the interview: take turns playing opposing roles as 'the capitalist' and 'the altruist'.

'Are profit and social responsibility really compatible?' 'Absolutely.'

'We've always felt that our employees should come first.'

'We work with local businesses as much as possible ... it makes good business sense.'

'Taking care of the environment and the local community is very good PR.'

'Our customers are very loyal because they know we share the same values.'

'The short-term model just doesn't work – not for business, and not for society.'

### Glossary PAGE 156

altruism  
biodegradable  
credo  
hybrid  
sustainable  
virtuous circle





"We could advertise it as 100% salt free."

### Collocations

4 Finish these extracts from a guide to corporate social responsibility by completing each one with verbs from the box that collocate with the words in **bold**.

contribute identify with think supporting

#### PRO-ACTIVE SOCIAL PERFORMANCE

For most companies, rather than (1) \_\_\_\_\_ a different **charity** each year on an ad hoc basis, it is preferable to (2) \_\_\_\_\_ **long-term**. It can be very valuable for a company to (3) \_\_\_\_\_ **an issue** which is related to its business, and to (4) \_\_\_\_\_ **funds** regularly.

obey recognizing respecting uphold

#### ON-GOING SOCIAL PERFORMANCE

Obviously a fundamental of HR management is that companies should always (5) \_\_\_\_\_ **the law**. But above and beyond that requirement, they have a moral duty to (6) \_\_\_\_\_ **standards** of common decency. This means for example (7) \_\_\_\_\_ **human dignity** when there are problems, and (8) \_\_\_\_\_ **merit** when staff perform especially well.

acknowledge compensate limit negotiate

#### DAMAGE LIMITATION

The company's first duty in the case of an accident is to (9) \_\_\_\_\_ the **impact** of the problem on its staff and on the community. It is then essential to (10) \_\_\_\_\_ **the problem**: nothing less than total transparency will do. After the crisis has passed, management should allow sufficient time to (11) \_\_\_\_\_ a **settlement** which will satisfy all parties and (12) \_\_\_\_\_ **the victims** properly.

### Discussion

5 Work in pairs or small groups. If a company wants to be ethical and demonstrate corporate social responsibility, what specific practices and policies do you suggest this could involve in the following departments and areas of the business?

- R&D
- Production and Quality
- Marketing and Sales
- HR
- Purchasing
- Finance

Draw up a list of guidelines and present them to the class.

### Internet research

Search for the keywords *ethical and unethical business practices* to find out about the kind of ethical issues many businesses face and the different ways of dealing with them. List the most important ones.

### Glossary PAGE 156

damage limitation  
extravagant  
misleading  
settlement

## Lesson 34: COMPANY AND COMMUNITY.

### 14.3. Grammar: The passive and reported speech.

### 14.4. Speaking: Meetings – teamwork.

**Objectives:** to explore the meaning and use of the passive and reported speech within contexts related to corporate social responsibility.

- To explore appropriate language and behavior at meetings and provide contexts for students to discuss issues of ethical behaviour.

**Level:** Intermediate +

**Test yourself: The passive:** 1 Change these active sentences to the passive to avoid mentioning the agent. 1 Your company sometimes releases illegal levels of nitrates into the river.

2 Your department is making too many mistakes at the moment.

3. Unfortunately, you made a poor decision in hiring unqualified staff.

**Reported speech 2:** Complete the extracts from a report of a public meeting about a pollution problem. 1 ‘Nitrate levels in the local water supply are slightly higher than normal.’

CEO Ben Straw announced that \_\_\_\_\_

2 ‘It is possible that the factory is responsible.’ Mr Straw admitted \_\_\_\_\_

3 ‘There was a small chemical leak last Friday.’ Plant Manager Jane Lee explained \_\_\_\_\_

Read the four extracts from newspaper reports. Then say who made the twelve statements below and explain how you know this. What phrases helped you?

**Listening and reporting:** A manufacturing plant in Kassra, a small town in Algeria, has just made 100 people redundant. Listen to six extracts from a conversation between Geoffrey Bullard, the Plant Manager, and Leila Belabed, a member of the mayor’s staff. For each extract, decide how Leila reported to the mayor, using appropriate verbs, as in the example.

1 I complained that 100 people had been made redundant and I reminded Mr. Bullard that he had promised to create jobs for the town.

**Role-play:** With a partner, role-play a conversation between a dissatisfied customer and a salesperson. First decide what the customer bought, and make a list of promises the salesperson made. Use reporting verbs from the boxes, as in the example. Point onwards.

**Discussion:** 1 Discuss how acceptable you find the following gifts from a seller to a corporate buyer. a corporate pen, lunch in a good restaurant, a free sample of the product a case of champagne, a free weekend ‘seminar’ on a yacht, cash, employing a relative

**Work in small groups.** Hold a management meeting to decide what to do in the following cases of employee misbehavior in your company. For each case, discuss:

**Homework:** What are the essentials of a successful meeting? Search for the keywords “golden rules of meetings” to find out.

- ▶ passive structures
- ▶ reported speech

### Refresh your memory

#### The passive

be + past participle  
*it does* → *it is done*  
*it is doing* → *it is being done*  
*it did* → *it was done, etc.*

used when the person who does the action is obvious or unknown

▶ Grammar and practice page 132

#### Reported speech

*I've finished!*  
*He said he had finished.*

direct → reported  
 present → past  
 past → past / past perfect

present perfect → past perfect  
 will → would

when you report what someone said, move the original tense back in time

▶ Grammar and practice page 133

## 6.3 Grammar The passive and reported speech



### The passive

**1** In small groups, role-play a meeting between angry stakeholders and a company spokesperson. Take turns to be the spokesperson.

**Stakeholders:** using the notes provided, remind the spokesperson of all the allegations about the company's lack of social responsibility. Use active verbs to specify who is responsible and give your accusations more impact.

- 1 Town's water-supply deliberately polluted.  
*Your factory deliberately pollutes our town's water-supply!*
- 2 Toxic products manufactured, risk to workers' health.
- 3 Salary increases promised, but still not paid.
- 4 Redundancies anticipated, plans for compensation?
- 5 Local suppliers paid very late, sometimes never paid.
- 6 Enormous salaries paid to managers, but no investment in local community.
- 7 Child labour used by suppliers.
- 8 Local company taxes not paid.
- 9 Pension fund used to buy Chinese competitor, nothing left to pay future retirees.
- 10 Factory could be relocated to Eastern Europe to cut costs.

**Spokesperson:** using the notes provided, acknowledge what is true in the allegations, but avoid taking responsibility. Use the passive to avoid saying who is responsible.

- 1 The factory's activity does affect the water-supply, but R&D is developing solutions.  
*Unfortunately it's true that the water-supply is sometimes affected, but solutions are now being developed.*
- 2 We do manufacture some restricted products, but we respect all government safety procedures.
- 3 The HR manager did discuss salary increases, but the CEO has not confirmed them yet.
- 4 We will have to make some redundancies, but we will compensate workers who lose their jobs.
- 5 We have occasionally delayed payments, but we have always paid our suppliers.
- 6 We have to offer top salaries to keep the best managers, they invest a lot of money in the local economy.
- 7 Our suppliers employ young adults, but they have not employed children since 2010.
- 8 We paid most of last year's tax bill, and the mayor has agreed to postpone payment of the rest.
- 9 We did buy a Chinese company last year, but the Board plan to sell it again soon at a profit.
- 10 We are discussing a possible relocation, but we won't take a decision until next year.

### Reported speech

**2** With your books closed, try to remember as much as possible of what the spokesperson said.

*He/She said that the water-supply was sometimes affected, but that solutions were being developed.*

## Internet research

Read the business pages of an online newspaper to find interesting comments and quotes from people and companies in the news. Tell a partner what was said.

**3** Read the three extracts from newspaper reports. Then say who made the 12 statements below and explain how you know this. What phrases helped you?

CEO KLAAS ROOS announced an end to manufacturing in Europe, informing shareholders that labour costs could not be justified, and explaining that Asian textile imports could no longer be matched for price.

Speaking to our reporter on the spot, Ms Gronko explained that all villagers forced to leave their homes by the new road would be compensated. Asked to what level, she replied that she was unable to give a figure, but added that discussions were being held with local representatives.

Journalists are reported to have been refused entry to Plazachem's Tashkent plant after leakages of toxic chemicals were described by workers. Employees claimed that health and safety regulations had not been applied for the last five years, and that several fatal accidents had occurred. Plazachem management declined to comment. Asked how the company intended to compensate the victims of the accident, Mr Sanchez answered that no decision had yet been reached. Emphasizing the complexity of the legal situation, he suggested negotiations may be protracted.

- 1 'It's just too expensive.'
- 2 'It's dangerous: people have died.'
- 3 'We're still talking.'
- 4 'It could take years.'
- 5 'I don't know.'
- 6 'It's really not simple.'
- 7 'It's too early to say.'
- 8 'They will be paid.'
- 9 'We are closing down.'
- 10 'Your request has been denied.'
- 11 'We can't compete.'
- 12 'I'm afraid he's unavailable.'

## Listening and reporting

**4**  2:31-2:36 A manufacturing plant in Kassra, a small city in Libya, has just made 500 people redundant. Listen to six extracts from a conversation between Geoffrey Bullard, the Plant Manager, and Leila Belabed, a member of the mayor's staff. For each extract, decide how Leila reported to the mayor, using appropriate verbs, as in the example.

- 1 *I complained that 500 people had been made redundant and I reminded Mr Bullard that he had promised to create jobs for our city.*

**5** Explain these formal announcements to a foreign visitor in informal language.

- 1 Protective glasses must be worn beyond this point.  
*You have to wear special protective glasses from this point onwards.*
- 2 Visitors are requested to use the stairs while the lift is under repair.
- 3 Customers are advised that no refunds will be made without a receipt.
- 4 Deposits will only be refunded after the return of all equipment to reception.
- 5 All meetings are transferred to the training centre during redecoration of the conference room.
- 6 Only expenses which have been approved by a manager will be reimbursed.



## Glossary PAGE 156

leakage  
protracted  
stakeholder

# 6

# Company and community

- ▶ expressions for meetings
- ▶ disagreeing tactfully
- ▶ roleplaying meetings

## 6.4 Speaking Meetings – teamwork

### Discussion



**1** Discuss how acceptable you find the following gifts from a seller to a corporate buyer.

a case of champagne   a corporate pen   a free sample of the product  
 a free weekend 'seminar' on a yacht   cash   employing a relative  
 lunch in a good restaurant

### Listening

**2** 2:37 Listen to an extract from a management meeting about an ethical problem and answer the questions.

- 1 What did Mr Vieri do wrong?
- 2 What is the purpose of the discussion?
- 3 What do Stan and Jon disagree about?
- 4 What does Anna decide?

**3** 2:37 With a partner, find suitable words to complete the useful expressions for meetings in the checklist. Then listen again and check your answers.

### Useful expressions: Managing meetings

#### Asking for opinions

What's your \_\_\_\_\_?  
 Would you \_\_\_\_\_?  
 Do you have any \_\_\_\_\_ on ...?

#### Giving an opinion

I \_\_\_\_\_ to think that...  
 In my \_\_\_\_\_, ...  
 It \_\_\_\_\_ to me that ...  
 I \_\_\_\_\_ strongly that ...

#### Disagreeing tactfully

I see your \_\_\_\_\_, but ...  
 I agree up to a \_\_\_\_\_, but ...  
 I'm \_\_\_\_\_ I can't agree.

#### Interrupting

Sorry to \_\_\_\_\_, but ...  
 Could I just \_\_\_\_\_ in here?

#### Asking for clarification

Sorry, I don't see what you \_\_\_\_\_.  
 So are you \_\_\_\_\_ that ...?  
 When you say \_\_\_\_\_, do you \_\_\_\_\_ ...?

#### Persuading

Don't you \_\_\_\_\_ that ...?  
 Wouldn't you \_\_\_\_\_ that ...?

#### Managing the discussion

Do we all \_\_\_\_\_ on that, then?  
 The next \_\_\_\_\_ on the agenda is ...  
 Can we \_\_\_\_\_ to the agenda?  
 Perhaps we should \_\_\_\_\_ for coffee.  
 Could we \_\_\_\_\_ back to this later?

## Internet research

What are the essentials of a successful meeting? Search for the keywords *golden rules of meetings* to find out.

## eWorkbook

Now watch the video for this unit.

## Glossary PAGE 156

civil servant  
disabled  
ethnic minority  
misconduct

**4** With a partner, hold short meetings on the four issues below. Follow the structure provided. Take turns being A and B.

- 1 A vodka manufacturer offers to sponsor your end-of-year party. Do you accept?
- 2 One of your suppliers uses child labour in Vietnam. What should you do?
- 3 Advertisements for your product show only slim, beautiful people. Is that OK?
- 4 Ethnic minorities and the disabled are under-represented in your firm. What can you do?

Student A

Give an opinion.

Ask B's opinion.

Interrupt.

Persuade.

Student B

Disagree.

Ask for clarification.

Manage the discussion.

**5** Work in small groups. Hold a management meeting to decide what to do in the following cases of employee misconduct in your company. For each case, discuss the following.

- what action to take
- what corporate policy to adopt (if any)
- how you will implement your decisions

## Case 1

**Mike Ho**, a buyer in your purchasing department, accepted cash from suppliers. In return, he ordered extra stock at higher than average prices.



## Case 2

**Marieta Myska**, a sales manager, obtained confidential information about government contracts by having a relationship with a civil servant.



## Case 3

**Joseph Fisher**, a project manager, used company resources and equipment to run a club for disabled children at weekends.



## Lesson 35: COMPANY AND COMMUNITY.

### 14.5. Writing: Reports and minutes.

### 14.6. Case study: Phoneix.

**Objectives:** to provides practice in using the appropriate grammar and vocabulary for writing reports and minutes of a meeting.

- To practice students together the themes and language practised in the unit requiring students to roleplay interest groups at a public meeting about the site of a new vehicle recycling centre.

**Level:** Intermediate +

**Discussion:** 1 Why should companies invest time and money in community projects?

**Brainstorming:** 2 How many different alternatives can you think of for the words in the box?

but and so say tell think
---------------------------

**Skim reading:** Migrate Industries, a subsidiary of a multinational manufacturer of compressors for refrigerators and air-conditioning units, has a plant in the small Polish town of Bychawa. Read the report which Mirratec sent to Head Office, and the minutes of a management committee meeting at Head Office, and answer the questions.

- 1 What are the arguments for and against involvement in the community center project?
- 2 What did a) Head Office and b) Mirratec decide?

**Reading for detail:** Read the quote below and identify five more impersonal structures used in the report in 3 to express the views of Mirratec's management. '... it was thought that the benefits to the company's image justified more active and extensive support ...'

**Listening and writing:** Listen to a discussion of the second point on the agenda of the meeting in 3. Take notes. Then, with a partner, write a short summary of the discussion and decisions.

**Discussion:** 1 Would you like to have a recycling center near your home? Why (not)?

**Reading:** 2 Read the Internet page about Phoenix and answer the questions.

- 1 What kind of corporate image does the company try to project?
- 2 What do you imagine working at Phoenix is like

**Listening:** Listen to part of a meeting at Phoenix's head office in Sydney and answer the questions. 1 Why is Port Katherine a good choice for Phoenix's new site? Give four reasons.

2 What are the pros and cons of sites A, B and C from your group's point of view?

3 What do you think 'Operation Charm and Diplomacy' is?

**Reading and discussion:** 4 In your groups, prepare for the public meeting by reading a message and answering some questions.

**Role play:** 6 Role play the public meeting using the agenda above.

**Homework:** to learn vocabulary, do exercises and skim the text.

- ▶ the structure of reports and minutes
- ▶ linking words and expressions
- ▶ writing minutes

## 6.5 Writing Reports and minutes

### Discussion

- 1 Why should companies invest time and money in community projects?

### Model

2 Mirratec Industries, a subsidiary of a multinational manufacturer of compressors for refrigerators and air-conditioning units, has a plant in the small Polish town of Bychawa. Read the report which Mirratec sent to Head Office, and the minutes of a management committee meeting at Head Office, and answer the questions.

- 1 What are the arguments for and against involvement in the community centre project?
- 2 What did a) Head Office and b) Mirratec decide?

## Bychawa Community Centre project

Earlier this year Mirratec was asked to invest in a project to build a Community Centre in Bychawa. As a rule, group policy is to give encouragement but only limited financial support to such community projects. However, in this case it was thought that the benefits to the company's image justified more active and extensive support, in particular after the recent difficult negotiations with the local authorities over the access road to the new workshop. Moreover, it was felt that employee involvement in the project would bring substantial benefits in terms of motivation and job satisfaction. It is therefore recommended that the company should contribute 50% of the funding; in addition, selected employees should manage key areas of the project during work time, such as design, fund-raising and construction.

Naturally, the project will require a high level of commitment from our staff in order to complete all stages on time, and it is hoped that department managers will be able to reduce staff workloads for the duration of the project.

In conclusion, it is believed that the community and the company will derive numerous benefits from the project and that overall, the company's image within the community will be greatly improved. It is expected that an ongoing close relationship with the community will have a positive effect on two strategic areas of our development, namely expansion of our manufacturing facilities and recruitment of our workforce locally.

### *Minutes of the Management Committee meeting, 15 April*

Attendees: Jan Navratil, MD; Ines Caba, Production; Christopher Taberley, Finance

1. Bychawa Community Centre. JN reported that the plan had been favourably received at head office. Even so, there were concerns about the size of the investment and the project's impact on productivity. But he stressed that group management were aware of the need for good relations with local communities, and would support Mirratec's decision. Consequently, JN felt that they should go ahead. IC agreed that it was important to improve public relations, but emphasised the risks involved for production, for example, absenteeism and quality issues. She claimed that the project could become an excuse to take time off work, especially during the construction phase in the summer. CT reminded the meeting that only a small number of employees would be concerned. Obviously department managers would organize cover for any absences. In other words, production should not be affected. Furthermore, managers of other departments were very happy with the project on the whole. In brief, he suggested that the benefits in developing team spirit were clearly far greater than any potential risk to productivity. Finally, it was agreed that the project should be approved.

## Internet research

Search for the keywords *email ethics* and make notes about ethical practice in electronic communication. Write a short report on your findings, using some of the linking words you studied in this module.



## Analysis

**3** Read the quotes below and answer the questions:

- 1 'It was thought that the benefits to the company's image justified more active and extensive support.' Identify five more impersonal reporting structures in the report in Exercise 2.
- 2 'JN reported that the plan had been favourably received at Head Office.' Identify seven more reporting verbs in the minutes in Exercise 2.
- 3 Why are impersonal reporting structures used in the report, whereas active reporting verbs are preferred in the minutes?

## Language focus

**4** Read the report and the minutes again. Underline the linking words and complete the table.

Function	Linking words
Addition	besides, mo_____, in ad_____, fur_____
Conclusion	lastly, in c_____, f_____
Consequence	so, therefore, c_____
Contrast	but, h_____, e_____ s_____
Equivalence	that is to say, n_____, in o_____ w_____
Example	for instance, s_____ as, f_____ e_____
Generalization	in most cases, as a_____, on the w_____
Highlighting	mainly, chiefly, in p_____, es_____
Stating the obvious	of course, n_____, ob_____, cl_____
Summary	to sum up, o_____, in b_____

**5** Replace the inappropriate linking words in **bold** with a better choice from Exercise 4.

Josiah Wedgwood was a pioneer in social responsibility, building a village for his workforce in 1769. **For instance**, his products combined technology with classical culture. More than a century later, George Cadbury developed social housing for his chocolate factory workers. **As a rule**, Cadbury's® became one of Britain's most respected companies. Both men were pioneers of corporate social responsibility.

**Overall**, they were also accused of paternalism.

Today, sustainable development policies aim to manage the effects of business on employees, the community, and, **on the whole**, on the environment. Multinationals like Shell are focusing on the idea of being good neighbours, **naturally**, by consulting local stakeholders before beginning new projects which may affect them.



## Glossary PAGE 156

derive  
greenfield site  
paternalism  
positive discrimination

## Output

**6**  2.38 Listen to a later extract from the Mirratec Management Committee meeting as they move on to discuss the issue of diversity in Mirratec's workforce. Take notes. Then, with a partner, write a short summary of the discussion and decisions made. Use the minutes format on the opposite page.

- ▶ discussing corporate image
- ▶ roleplaying a decision-making meeting
- ▶ writing a report on a meeting

### 6.6 Case study Phoenix

#### Discussion

- 1 Would you like to have a recycling centre near your home? Why (not)?

#### Reading

- 2 Read the Internet page about Phoenix and answer the questions.

- 1 What kind of corporate image does the company try to project?
- 2 What do you imagine working at Phoenix is like?

INTERNET

PHOENIX



Australia's leading independent vehicle recycling specialist

- Home
- Spare parts
- Recycling
- Jobs with Phoenix
- About us
- Contact

Every year almost a million of Australia's ten million cars reach the end of their useful lives. Phoenix provides a valuable community service by recycling over 75% of each vehicle.

Phoenix's mission is to protect and preserve Australia's unique ecology. We take special care to ensure that hazardous materials and toxic substances are processed safely and securely with minimum risk to the environment or the population.

At all our recycling centres across Australia, we believe in being good neighbours. We believe it is our duty to treat customers, employees and suppliers fairly, to respect the local environment and to be involved in community causes.

#### Internet research

Search for the keywords *automobile recycling contamination* to find out more about the risks and perspectives in this industry.

#### Roleplay preparation

Divide into three groups: Port Katherine Planning Department, Port Katherine Residents' Association, and Phoenix. Use the Exercises opposite (3, 4 and 5) to gather information for your group, in preparation for a public meeting (Exercise 6) to discuss the choice of site for a new recycling centre in Port Katherine. You will need to make a presentation at the meeting summarizing your views, stating which site you prefer and why, and explaining why the other sites are not appropriate. You should also be prepared to ask the other groups questions, and argue against their proposals if they conflict with your interests.



## Listening

**3**  **2:39** Listen to part of a meeting at Phoenix's head office in Sydney and answer the questions.

- 1 Why is Port Katherine a good choice for Phoenix's new site? Give four reasons.
- 2 What are the pros and cons of sites A, B and C from your group's point of view?
- 3 What do you think 'Operation Charm and Diplomacy' is?

## Reading and discussion

**4** In your groups, prepare for the public meeting by reading a message and answering some questions.

Group A – Port Katherine Planning Department: turn to page 116.

Group B – Port Katherine Residents' Association: turn to page 118.

Group C – Phoenix: turn to page 121.

**5** Read the agenda. Then, in your groups, prepare your presentation and strategy for the public meeting.

## Roleplay

**6** Roleplay the public meeting using the agenda above.

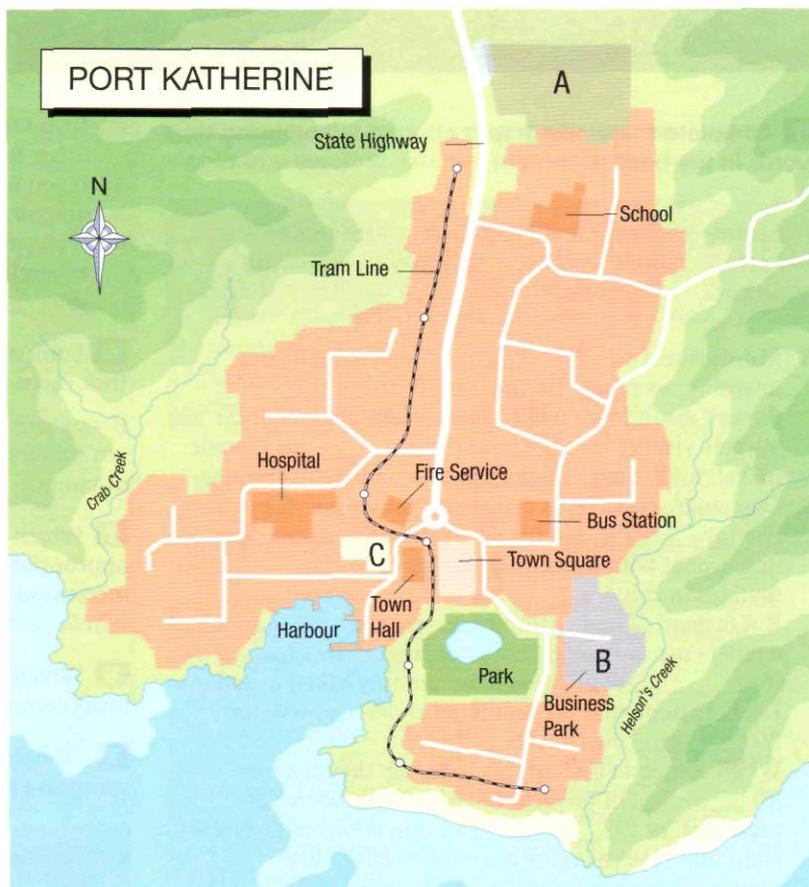
## Writing

**7** Write a short report on the meeting.

Port Katherine Planning Department: write to Duncan Gillespie at the Lord Mayor's Office.

Port Katherine Residents' Association: write to your members.

Phoenix: write to your head office in Sydney.

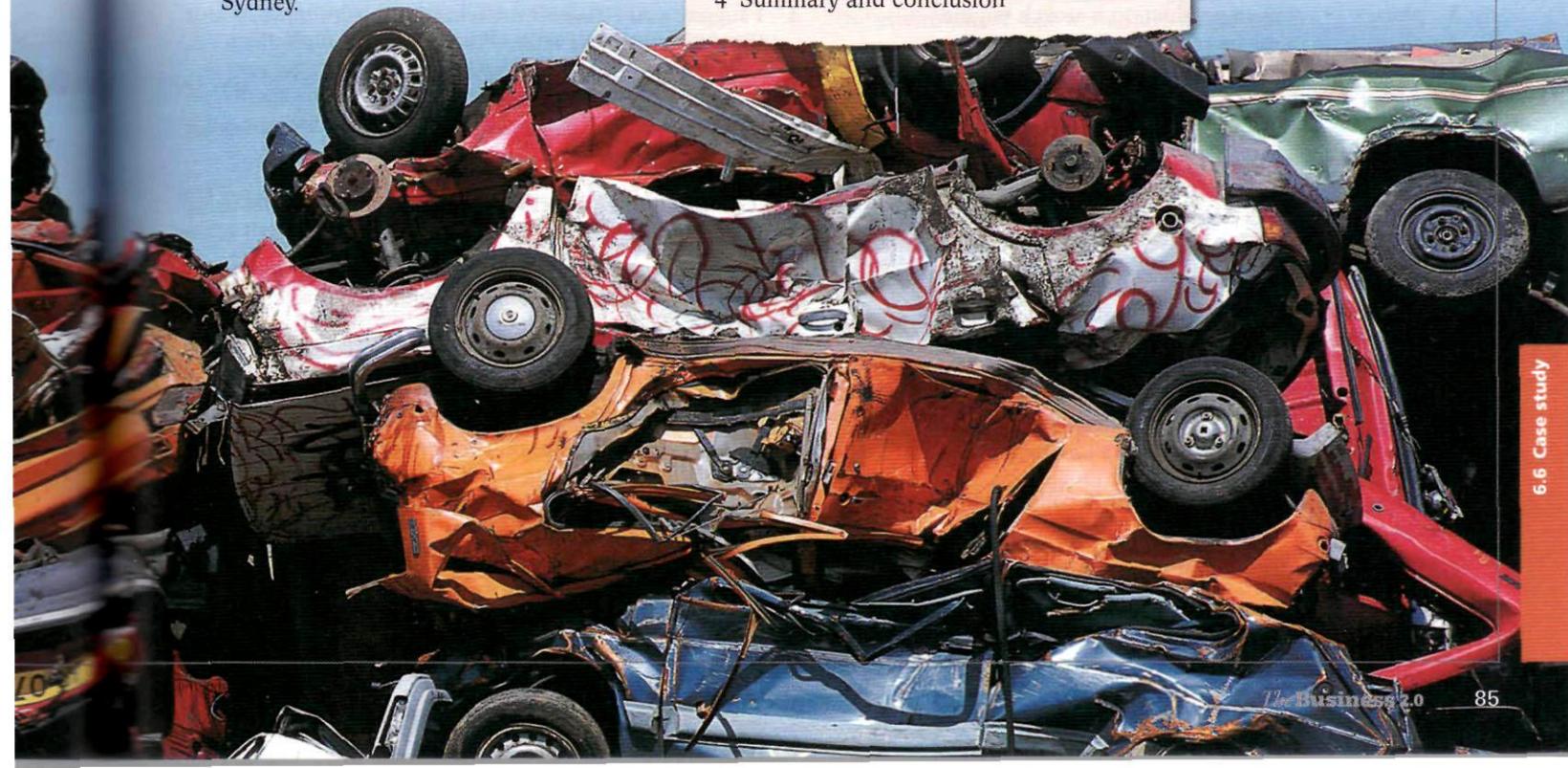


## Agenda

- 1 Welcome and introductions
- 2 Opening presentations
  - Phoenix
  - Port Katherine Planning Department
  - Port Katherine Residents' Association
- 3 Questions and discussion of the three possible sites
- 4 Summary and conclusion

## Glossary PAGE 156

hazardous  
resident  
resistance



# Review 5

## Making deals

**1** Complete these paragraphs about e-tailing using the words in the box.

approach browsers databank expectation  
eyeballs merchandising purchase search ads  
website web chats

- A Most visitors to a (1) \_\_\_\_\_ don't actually buy anything, so simply having lots of (2) '\_\_\_\_\_', doesn't mean there will be lots of sales. In fact, if the site attracts visitors through paid (3) \_\_\_\_\_ on Google or Yahoo!®, then bringing them actually costs money.
- B Customer service reps answer customer questions via live (4) \_\_\_\_\_ on the site. When a customer engages in live chat with a sales rep, the average (5) \_\_\_\_\_ doubles in value.
- C But instead of real customer service reps, many smaller e-tailers use animated characters that draw on a (6) \_\_\_\_\_ of answers to commonly asked questions. E-tailers hope that the animated characters will turn (7) \_\_\_\_\_ into buyers.
- D When someone is shopping at home, they have an (8) \_\_\_\_\_ of privacy. Ted Martin, senior vice-president for (9) \_\_\_\_\_ and operations at Overstock.com, said: 'We're taking the conservative (10) \_\_\_\_\_ right now, we don't want to be intrusive.'

**2** Complete this sentence about e-tailing using these words: *consent, privacy, tracking, violation*.

Research shows that most online shoppers consider (1) \_\_\_\_\_ their navigation of a site without their (2) \_\_\_\_\_ to be a (3) \_\_\_\_\_ of their (4) \_\_\_\_\_.

**3** In each set of four below, match a verb on the left with a noun on the right to make collocations about an e-tail transaction.

- |             |  |
|-------------|--|
| 1 look up   | a) on a link to get to the seller's site     |
| 2 pay       | b) the product you want in a cart            |
| 3 place     | c) a product on a search engine              |
| 4 click     | d) by credit card                            |
| 5 browse    | e) the customer's credit card                |
| 6 debit     | f) the product from the warehouse            |
| 7 send back | g) the site to find any interesting products |
| 8 ship      | h) a faulty product under guarantee          |

**4** The collocations below are useful in negotiating. Cross out the one verb in each group that does *not* collocate with the noun.

- fill / offer / place / take an order
- ask for / be entitled to / find / offer a discount
- discuss / go over / put on / sort out the details
- make / put forward / put back / reject a proposal
- extend / meet / miss / take a deadline
- look for / meet / seek / reach a compromise

**5** Complete each sentence with a collocation from Exercise 4.

- If you fail to do something by the agreed time, you \_\_\_\_\_ the \_\_\_\_\_.

- If you tell a retailer you want to buy something from them, you \_\_\_\_\_ an \_\_\_\_\_.
- If you finally get agreement after both sides had different starting points, you \_\_\_\_\_ a \_\_\_\_\_.
- If you automatically have the right to a lower price, for example because of the quantity you are ordering, then you \_\_\_\_\_ a \_\_\_\_\_.

**6** Look at the seven options below. Cross out the three that can never be used.

If we *increase / increased / will increase / would increase* our order, do you *give / will you give / would you give* us a discount?

**7** Which version of the sentence in Exercise 6 is appropriate if you want to show you are unsure about increasing your order (it's just a possibility)? Write the whole sentence.

**8** Which version of the sentence in Exercise 6 is the most common – you are just asking a simple question?

**9** Complete the bargaining phrases in this dialogue using the pairs of words in the box.

providing + agree if + increased unless + guaranteed

- Supplier: I might consider reducing the price (1) \_\_\_\_\_ you \_\_\_\_\_ your order.
- Customer: It would be difficult for me to increase my order, (2) \_\_\_\_\_ you \_\_\_\_\_ the price for two years.
- Supplier: I might be able to guarantee the price, (3) \_\_\_\_\_ you \_\_\_\_\_ to a five-year contract.

**10** Choose the correct option.

- What do you *recommend to me / recommend me*?
- What do you *advise to do / advise me to do*?
- I *suggest you / suggest* ordering 500 pieces initially, and then perhaps more later.
- I *advise that you / advise you to* order 500 pieces initially.
- I *suggested him / suggested to him* that he should order 500 pieces initially.

**11** Complete the extracts from a business proposal using the words in the box.

agreed available below charges lowest  
replacement require should unlikely wish

- As \_\_\_\_\_, please find \_\_\_\_\_ a proposal to install a series of photocopiers.
- \_\_\_\_\_ you require on-site support, our engineers are \_\_\_\_\_ seven days a week.
- In the \_\_\_\_\_ event of a breakdown, we would provide a \_\_\_\_\_.
- Our \_\_\_\_\_ are amongst the \_\_\_\_\_ on the market.
- If you \_\_\_\_\_ to place an order, we \_\_\_\_\_ a deposit of 25%.

# Review 6

## Company and community

### The company should ...

- enhance shareholder value.
- recognize employees' merit.
- give fair and adequate compensation.
- provide clean and safe working conditions.
- provide new equipment and new facilities.
- carry on research and develop innovation.
- encourage civic improvements.
- support good works and charities.
- protect the environment and natural resources.
- avoid exploiting developing countries.
- build a sustainable business.

### And employees need to ...

- have a sense of security in their job.
- have equal opportunity for jobs and development.
- feel free to make suggestions and complaints.
- feel they can align themselves with the company's goals.

**1** Read the corporate social responsibility declaration above. Complete the definitions 1–10 with words from the declaration.

- 1 the profit that a company makes for its investors \_\_\_\_\_
- 2 money paid because someone is injured or has lost their job \_\_\_\_\_
- 3 rooms and equipment that are provided for a particular purpose \_\_\_\_\_
- 4 organizations that give help to people who need it \_\_\_\_\_
- 5 the land, water and air that people live in \_\_\_\_\_
- 6 treating someone unfairly in order to get a benefit for yourself \_\_\_\_\_
- 7 capable of continuing for a long time \_\_\_\_\_
- 8 a situation in which people have the same chances as everyone else \_\_\_\_\_
- 9 things you say or write when you are not happy \_\_\_\_\_
- 10 agree with and support publicly (\_\_\_\_\_ yourself with): \_\_\_\_\_

**2** Complete the sentences about ethical behaviour using the phrases a–h.

The company should ...

- 1 acknowledge any problem \_\_\_\_.
  - 2 act with integrity \_\_\_\_.
  - 3 compensate victims \_\_\_\_.
  - 4 limit the impact of \_\_\_\_.
  - 5 negotiate settlements \_\_\_\_.
  - 6 obey the law or \_\_\_\_.
  - 7 recognize merit when \_\_\_\_.
  - 8 uphold standards of \_\_\_\_.
- a) common decency                      e) for any damage caused  
 b) any problem                            f) staff perform well  
 c) that exists                                g) towards employees  
 d) which satisfy everyone              h) face a lawsuit or fine

**3** Complete the remarks of a chairperson at various stages of a meeting. Use the phrases in the box.

- |                          |                     |
|--------------------------|---------------------|
| any other business       | apology for absence |
| approving the minutes    | break for coffee    |
| close the meeting        | come back to this   |
| getting side-tracked     | have any views      |
| introduce the first item | see your point      |
| stick to the agenda      | take a vote         |
| unanimous decision       | wouldn't you agree  |

#### Beginning

Good morning, ladies and gentlemen. Is everyone here? I have received just one (1) \_\_\_\_\_ from Celia. OK, I think we can begin. Let's start by (2) \_\_\_\_\_ of the last meeting. Any comments? They're quite straightforward, I think. Good. Now, there is a lot to discuss today, so let's try to (3) \_\_\_\_\_. OK, who is going to (4) \_\_\_\_\_?

#### Middle

That's interesting, but I think we're (5) \_\_\_\_\_. Could we (6) \_\_\_\_\_ later? OK. Now, Antonio, we haven't heard from you. Do you (7) \_\_\_\_\_ on this issue? ... Thank you, Antonio. I (8) \_\_\_\_\_, but you have to consider the impact on our budget. (9) \_\_\_\_\_ that there will be substantial costs if we do as you suggest? ... OK, there seems to be a consensus, so we don't need to (10) \_\_\_\_\_. This would be a good time to (11) \_\_\_\_\_.

#### End

Good, I think we've reached a (12) \_\_\_\_\_ on this. Before we finish we need to deal with (13) \_\_\_\_\_. Does anyone have any other issue that we haven't discussed? OK, I think we can (14) \_\_\_\_\_.

**4** Put each verb in brackets into the correct form, active or passive. The first two are present simple and the last four are past simple.

'The company (1) \_\_\_\_\_ (try) to limit its impact on the environment, but sometimes mistakes (2) \_\_\_\_\_ (make). It is true that some radioactive waste (3) \_\_\_\_\_ (lose) in transit last week. However, I am pleased to report that we (4) \_\_\_\_\_ (take) action immediately. The driver of the truck (5) \_\_\_\_\_ (find), and we (6) \_\_\_\_\_ (dismiss) him after completing our enquiries. Press reports that he had been drinking are completely exaggerated.'

**5** Find pairs of linking words/phrases with the same meaning.

- |               |                |               |            |
|---------------|----------------|---------------|------------|
| as a rule     | clearly        | consequently  | especially |
| finally       | in addition    | in particular | in brief   |
| in conclusion | in other words | moreover      | obviously  |
| on the whole  | that is to say | therefore     | to sum up  |

**6** Which two words/phrases from Exercise 5 would you use to:

- 1 add a second point to support your argument? \_\_\_\_\_
- 2 highlight one fact or point? \_\_\_\_\_
- 3 make a generalization? \_\_\_\_\_

## REVISION.

**Objectives:** - to raise students general knowledge of classroom language

- become aware of classroom language for future teaching
- become aware of role of the course for professional development
- a practical understanding of the importance of social, personal and organizational issues of classroom language
- developed a range of teaching skills including questioning, eliciting, giving instructions, etc., to promote communication in the classroom
- developed an ability to critically analyze different samples of classroom language

**Level:** Intermediate +

### Activity 1 CLASSROOM LANGUAGE

Give information to the students overall aim of the course

**Aim:** To provide students with guidance and assistance in using English effectively as a medium of communication in the classroom

**Objectives:** By the end of the course students will

- get practice in the language skills specific to language teachers
- be able to use English as a means of instruction, elicitation, and class organization to promote a meaningful language practice
- have a basis for deciding on the use of the target language and the mother tongue in class
- practice the appropriate use of body language and voice projection

**Reviews:** These units can be used in three ways: to consolidate language covered in the units, to catch up quickly on any lessons missed, and to revise before tests or exams.

**Additional material:** This section contains all the extra materials students need to do pair or group work activities.

**Grammar and practice:** The section gives a very useful summary of grammar rules with clear examples, but also provides further practice of the essential grammar points in this level of the course.

**Recordings:** Full scripts of all the audio recordings are given for reference, allowing students to check or study the audio dialogues in detail. However, encourage students not to rely on reading them to understand the listening.

**Wordlist:** In the modules, words which intermediate level students may not know are in grey. Definitions of grey words are given in the wordlist, often with examples. Words in red are high-frequency items, which you should encourage students to learn and use.

Distribute handout 1 to each participant. Ask them to fill out the shield on the handout.

Next, put participants in 4 groups and invite them to share. When they have finished, ask them to put their names on their A4 sheets and stick them on the all.

**Homework:** to learn vocabulary, do exercises and skim the text.

## Speaking: Qualities of a good manager

**Type of activity:** Ranking activity followed by a presentation activity. Students have to substantiate why they think certain managerial qualities are more important than others.

**Preparation:** Make one photocopy of the Unit 1 cut-outs for each group of two or three students. Cut each sheet into 14 strips.

- 1 Ask students to write down at least four key attributes of a good manager.
- 2 Students then take it in turns (working in pairs or in groups of three) to say *one* necessary attribute each, without repeating what anyone else has said. For example:  
Student A: *A good manager can be trusted.*  
Student B: *A good manager is always fair.*  
They should continue until they can't think of any more to add.
- 3 Give out the ranking exercise, cut up into strips. In pairs or threes, students select the top five most important attributes and order / prioritize these, justifying their choices to each other. Tell students they can make short notes about what is decided, but that they should not write down the sentences word-for-word.
- 4 A representative from each group then reports back to the whole class, giving clear justifications for their top three choices. Encourage students to give two justifications for each choice, for example:  
*A good manager needs to have a good sense of humour, as humour can be used to calm down awkward situations. It also creates a positive working environment, which in turn can make the company more effective.*
- 5 Ask students which managerial attributes they think they possess at present, i.e. would they make good managers?

## Reading: New bosses, new rules

**Type of activity:** Information exchange. Half the class reads one text and the other half reads another. Students then exchange information with a partner who did not read the same text as them.

**Preparation:** Make enough photocopies for half of the class. Cut the photocopies in half.

- 1 Elicit ways in which inequalities manifest themselves at work (pay differences, holidays, treatment by boss in terms of work allocation, etc). Also elicit possible reasons for inequalities (gender, age, etc.). Pre-teach a few words such as: *undermine(d)*, *suspicious*, *anxious*, *unjust*, *outraged*, *deteriorate*.
- 2 Give half of the class the text about Catherine (Text A) and the other half, the text about Vincent (Text B). They will both need to make notes in a grid format. Write this up on the board or make it into a hand-out without the answers in grey.
- 3 Ask students to read their texts alone or with another student who is reading the same text and complete their part of the grid. Circulate and assist where necessary.
- 4 Then ask students to work with a partner who read the other text and to exchange information orally and complete the rest of the grid. Make sure that the initial texts are covered, and that they only use their grids and memory.

	Details of employee (age, name, job)	Problems met at work and why (the unwritten rules)	The employee's personal reaction	Steps taken by them	Consequences
Text A	Catherine Albery, 29, assistant manager in a large printing company	New boss gave more interesting work to her colleagues; she didn't see eye to eye with him; didn't get any recognition; felt it was because of being a woman; very competitive work culture.	She felt undermined and lost interest in her work.	She resigned.	She now has a job in a smaller company where company culture suits her better.
Text B	Vincent Prior, 49, office manager	Colleagues who'd joined the company many years after him were receiving much better benefits. Created a culture of suspicion and he felt the company culture favoured younger employees.	Very angry. Felt it was unjust.	He resigned even though risky at his age.	He found a less well-paid job in a smaller company where a culture of trust is encouraged.

- 5 Ask students to tell you / each other what they would have done if they were Catherine or Vincent.
- 6 For homework, get students to read their partners' texts. They should make a record of new words and phrases.



**A good manager is able to listen effectively.**

**A good manager is able to keep calm under pressure.**

**A good manager is able to motivate employees.**

**A good manager is able to see the whole picture, not just the detail.**

**A good manager has good ideas and vision for the company.**

**A good manager prioritizes equality and transparency between staff.**

**A good manager has a good sense of humour.**

**A good manager has a wealth of experience and expertise.**

**A good manager has good qualifications.**

**A good manager commands respect.**

**A good manager is relatively young.**

**A good manager is able to prioritize and focus effectively.**

**A good manager is able to identify talents in each of his/her employees, and exploit them appropriately.**

**A good manager delegates effectively.**



## Text A

Catherine Albery, 29, was working in a well-paid position as an assistant manager in a large printing company, when she started to feel that things were going wrong. Although she had been reasonably happy at her place of work for over six years, a new boss meant great changes. 'I realized that I was working at least as hard as my male equivalents, and certainly wasn't getting the same recognition.' Her new boss then started to assign the more interesting and innovative work to her colleagues. Catherine began to feel undermined and her commitment to the job started to wane. After discussing the issue with her line manager, she talked to her boss directly and things improved slightly for a few months. However, soon after, the situation deteriorated further.

'I just knew that I was never going to see eye to eye with my boss. He just didn't like me for some reason. I am sure it was because I am a woman – he questioned my loyalty. I simply didn't have the energy to fight.' Feeling completely disillusioned, Catherine resigned from her post last spring, and was unemployed for six months. She was eventually offered a position as manager in a small graphics company and has not looked back since. Working for a smaller company, being in the position of decision-maker, has turned out to be a very positive move for her. She works shorter hours, and does not feel the need to prove herself all the time, or compete with colleagues.

Catherine looks back positively at the events of the last year. 'As a manager, I have made a self-pledge to listen to my employees; to treat them with equality and fairness; to create a very positive culture in the workplace. I feel this experience has made me into a better manager, and arguably a better person!'

## Text B

Ironically, it was at his firm's Christmas party that Vincent Prior, 49, discovered that he was being treated unfairly, after being employed by the company for 17 years. He was the office manager in a leading car rental company, and found out in casual conversation that his younger colleagues of a similar position were all receiving far greater benefits. These ranged from a slightly larger Christmas bonus to longer holidays. In one case, a colleague had been given a very substantial pension plan, considerably larger than the average. These had all been introduced since the arrival of a new boss, 12 months earlier.

'I was absolutely outraged,' he said. 'One sits in the same open-plan office with these people, works the same long hours and to similar deadlines. These managerial decisions seem totally unjust and encourage suspicion between colleagues.' Vincent was convinced that the cause was due to age differences. The next working day, Vincent went to speak directly with his manager. He was informed that his colleagues were new to the company, and that the various benefits had been part of their initial packages. In recognition of Vincent's good work, his manager promised to reappraise some of Vincent's own benefits.

'At that point, something just snapped inside me,' said Vincent. 'I decided I couldn't work in a culture like that any more.' After considering the issue very carefully, he decided not to take his case further, but simply to resign. Realizing that this was a very risky decision at his age, he was understandably anxious. However, immediately after resigning, he was fortunate enough to meet an old friend who was able to offer him a similar post in his own small company, a company which hires out heavy-duty gardening machinery. Although his new job is slightly less well-paid, he is now working in an environment of trust. 'All in all, I feel very positive about what happened. These events have made me re-assess what is important in my working life.'