



3










Big business

Describing trends • Comparing statistics • Adverbs 1 • Word linking

STARTER



- 1 Work with a partner. Look at the logos of some multinational companies. What is the name of each company? What does it produce or sell?

1 	2 	3 
4 	5 	6 
7 	8 	9 

- 2 Discuss these questions.

- Are these brand names well known in your country?
- Have you ever bought or used any of their products?
- Do you buy particular brands of food or clothes? Why/Why not?
- What are brands for?

READING AND SPEAKING

The global economy

- 1 Work with a partner. What do you understand by globalization and consumerism? What are their pros and cons?
- 2 Are these sentences facts (F) or opinions (O)?
 - 1 There are severe environmental changes taking place in the world.
 - 2 Globalization is synonymous with Americanization.
 - 3 Only 20% of the world's population lives in rich countries, but they consume 86% of the world's resources.
 - 4 The more people are in debt, the richer the banks become.
 - 5 The United States is a target for the have-nots of globalization.
 - 6 Debt repayments by developing countries are nine times as much as the aid they receive.
 - 7 The global economy puts no value on morality, only profit.
 - 8 Countries in the industrialized West exploit workers in poorer countries.

What is your reaction to the facts? Do you agree with the opinions? Compare your answers with the class.

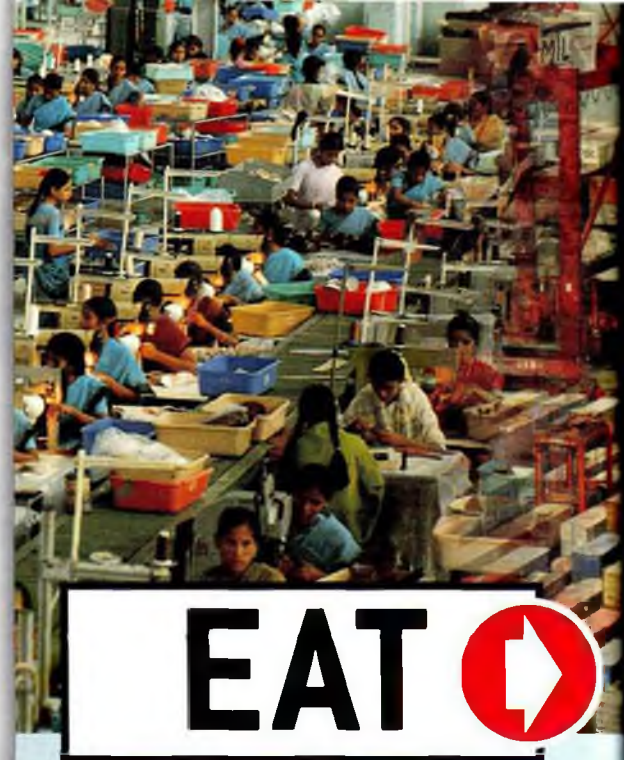
- 3 Look at the title of the article. What do you understand by it? Read the article. Which of the topics in exercise 2 are mentioned?
- 4 According to the article, are these statements true or false?
 - 1 'The economy' is not the same thing as the economy.
 - 2 People feel optimistic because their lives are so prosperous.
 - 3 The more we spend, the better life is.
 - 4 If people stop spending, the economy collapses.
 - 5 Companies respond to the needs of consumers.
 - 6 It's good that we can buy cheap goods from around the world.
 - 7 Many developing countries export food to pay back their debts.
 - 8 We know how to solve some of these problems, but we don't want to do it.
- 5 What do you understand by the words and phrases highlighted in the text?

What do you think?

- 1 What are some of the examples of craziness in the world that Jonathan Rowe mentions? Can you add any more?
- 2 Is it economic colonialization to sell Kentucky Fried Chicken to the world, or is it just giving people what they want?
- 3 What do you think are Jonathan Rowe's attitudes to the following? What are *your* attitudes?
 - multinational corporations
 - anti-globalization protesters
 - economists
 - public transport
 - pollution and the environment
 - supermarkets
 - Western banks
 - companies who use cheap labour in poor countries

The writer holds strong views on these issues. Can you present some counter-arguments?

Multinational corporations keep prices down.



Economic growth is the route to

I want to talk about the economy. Not 'the economy' we hear about endlessly in the news each day and in politicians' speeches. I want to talk about the real economy, the one we live in day by day.

Most people aren't particularly interested in 'the economy'. 'Share prices are flying high, interest rates are soaring. The Dow Jones' index closed sixty-three points down on 8472.35.' We hear this and subconsciously switch off.

Notice that 'the economy' is not the same as the economy. 'The economy' is what men in suits play with to make vast personal wealth. The economy is where the rest of us live on a daily basis, earning our living, paying our taxes, and purchasing the necessities of life.

Something wrong

We are supposed to be benefiting from all the advantages of a prosperous society. So why do we feel drained and stressed? We have no time for anything other than work, which is ironic given the number of labour-saving devices in our lives. The kids are always hassling for the latest electronic gadgets. Our towns become more and more congested, we poison our air and seas, and our food is full of chemicals.



global prosperity. Or is it? Jonathan Rowe examines the price we pay for this growth

There's something wrong here.

If times were truly good, then you'd think we'd all feel optimistic about the future. Yet the majority of us are deeply worried. More than 90 per cent of us think we are too concerned about ourselves and not concerned enough about future generations.

Producing and consuming

The term 'economic expansion' suggests something desirable and benevolent, but expansion simply means spending more money.

More spending doesn't mean that life is getting better. We all know it often means the opposite – greed, deprivation, crime, poverty, pollution. More spending merely feeds our whole economic system, which is based on production and consumption. Unless money keeps circulating, the economy collapses. Airlines go bust, taking plane manufacturers and travel agents with them. If we don't keep consuming, then manufacturers and retailers go out of business. People don't buy houses, clothes, washing machines, cars. The whole system goes into stalemate.

Creating need

As a leading economist put it, consumer societies are 'in need of need'. We don't need the things the economy produces as much as the economy needs our sense of need for these things. Why, in our supermarkets, do we have to choose from sixty different kinds of toilet paper and a hundred different breakfast cereals? Need is the miracle that keeps the engines of expansion turning relentlessly. In economics, there is no concept of enough, just a chronic yearning for more. It is a hunger that cannot be satiated.

There is so much craziness in the world. There is an American company that manufactures a range of food with a high fat content. This causes obesity and high blood pressure. By coincidence, the same company also makes products that help people who are trying to diet. Not only that, it even produces pills for those with high blood pressure.

Nearly all of my mail consists of bills (of course), banks trying to lend me money, catalogues trying to make me spend it, and charity appeals for the losers in this ecstasy of consumption – the homeless, the refugees, the

exploited, the starving. Why is it possible to buy strawberries from Ecuador and green beans from Kenya when these countries can hardly feed their own people? It is because these are cash crops, and the countries need the money to service their debts. Notice that servicing a debt does not mean paying it off. It means just paying the interest. Western banks make vast profits from third world debt.

Making changes

How do we break the cycle? We need to become far more aware of the results of our actions. We buy clothes that are manufactured in sweat shops by virtual slaves in poor parts of the world. We create mountains of waste. We demand cheap food, mindless of the fact that it is totally devoid of taste and is produced using chemicals that poison the land. We insist on our right to drive our own car wherever we want to go.

The evil of the consumption culture is the way it makes us oblivious to the impact of our own behaviour. Our main problem is not that we don't know what to do about it. It is mustering the desire to do it.

VOCABULARY AND SPEAKING

Describing trends

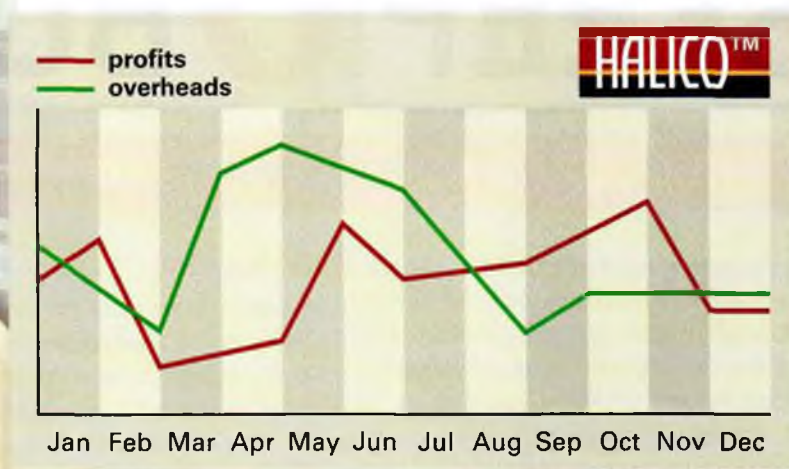
- 1 Look at these newspaper headlines describing trends. Are numbers going up or down?

- 2 Look at the graph about the company, *Halico*. Talk about its profits, using the words in the boxes and in exercise 1.

	Adjective	Noun
a	slight gradual steady sharp dramatic substantial	fall decrease rise increase

Verb	Adverb
fall drop go down decrease rise go up increase	slightly gradually steadily sharply dramatically substantially

Halico enjoyed a steady rise in profits in January. Unfortunately, they fell ...



T 3.1 Listen and compare your answers.

- 3 Talk about *Halico*'s overheads in the same way.

When did overheads peak?
When did they reach their lowest point?
When did they level out?

- 4 **T 3.2** Listen to information about the sales figures of another company, *Becom*, over the year. Complete the graph.



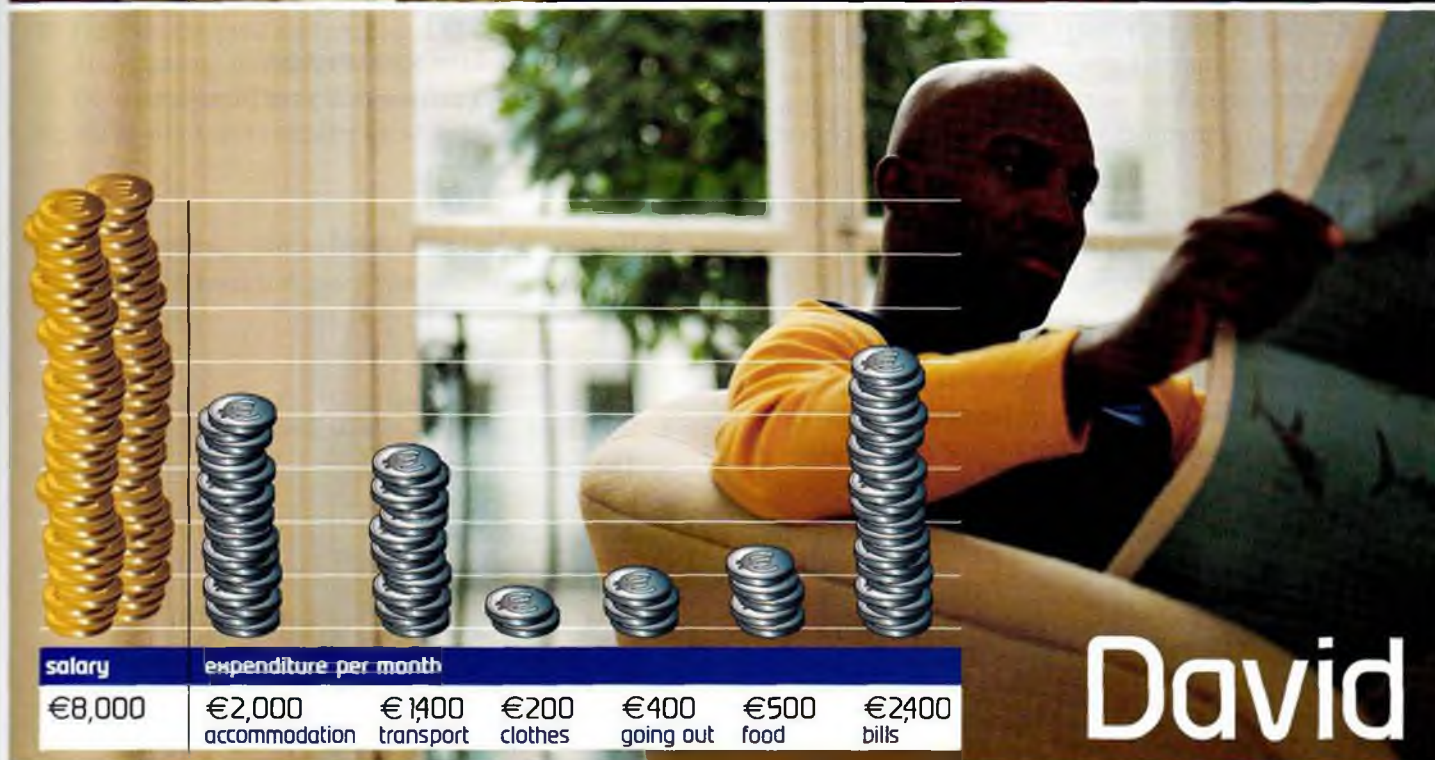
'But on the positive side, money can't buy you happiness – so who cares?'

Comparing statistics

- 5 Look at the charts of two people's monthly expenditure, and compare them.

David spends twice / three times as much on ... as John does.
John doesn't spend anywhere near as much on ... as David does.

John spends 50% more / 20% less on ... than David does.
David spends a quarter / 25% of his salary on ...



- 6 Your teacher will give you some statistics. In groups, prepare to give a presentation to the rest of the class using some of the vocabulary you have practised.

LANGUAGE FOCUS

Adverbs

Adverb collocations

Adverbs often go with certain verbs and adjectives. Look at the examples from the article on pp28–29.

verb + adverb	adverb + adjective
hear about endlessly	deeply worried
turning relentlessly	utterly destroyed

▶▶ Grammar Reference p150

1 Complete the sentences with an adverb from the box.

severely	deeply	sores	interminably
eagerly	desperately	highly	perfectly
virtually	distinctly	fatally	conscientiously

- I _____ need a holiday. I haven't had a break for three years.
- The return of the Shakespearean actor Donald Bennett to the London stage is _____ awaited.
- I work with a _____-motivated sales team. We all work hard.
- It is _____ impossible to get away from mobile phones these days.
- Bad weather has _____ affected the roads this weekend. Driving conditions are treacherous.
- The politician's speech seemed to go on _____, but in fact it was only thirty minutes.
- I hate cold climates. I am _____ tempted to emigrate somewhere warm.
- I _____ remember you telling me not to phone before 2 p.m.
- Having worked _____ for the same firm for forty years, he was awarded a gold watch.
- In her anger she hit him. Later she _____ regretted this.
- Two people escaped unhurt in the accident, but unfortunately the third passenger was _____ injured and died on the way to hospital.
- Alison made her views on the subject of politicians _____ clear. She dislikes all of them.

2 Match the verbs and adverbs. Make sentences using the adverb collocations.

A	B
scream	passionately
gaze	profusely
love	longingly
break something	hysterically
work	conscientiously
apologize	deliberately

Adverbs with two forms

Some adverbs have two forms, one with and one without -ly. Compare these examples.

flying high	highly motivated
doing fine	finely -chopped onions

▶▶ Grammar Reference p150

3 Complete the sentences with the correct form of the adverb. In which examples does the meaning alter significantly?

hard hardly

- We all work extremely _____.
Some countries can _____ feed their own people.

easy easily

- Manchester won the match _____.
Relax! Take it _____!

late lately

- I hate it when people arrive _____.
What have you been doing _____?

sure surely

- 'Can you lend me some money?' '_____.'
_____ you can see that your plan just wouldn't work?

wrong wrongly

- He was _____ accused of being a spy.
At first everything was great, but then it all went _____.

free freely

- He talked _____ about his criminal past.
The prisoner walked _____ after twenty years in jail.

most mostly

- What do you like _____ about me?
She worked wherever she could, _____ in restaurants.

wide widely

- She has travelled _____ in Europe and Asia.
When I got home, the door was _____ open.

- 4 The adverb *just* is used in many different ways. What does it mean in these sentences? (Sometimes it doesn't mean very much!)
- 1 A new pair of socks for me! That's just what I wanted! Thank you.
 - 2 'Who's that?' 'Don't worry. It's just me.'
 - 3 You're just as beautiful as your sister.
 - 4 I'm just putting the kettle on. Would you like a coffee?
 - 5 I just caught the train with seconds to spare.
 - 6 'I don't know what to do.' 'Why don't you just wait and see what happens?'
 - 7 I wish you'd just listen to me for once!
 - 8 We're just about out of sugar.
 - 9 Just look at the children! Aren't they cute?
 - 10 'What's the matter?' 'I don't know. It's just ... it's just that I find it difficult to talk to you sometimes.'

► Grammar Reference p150

Adverbs are also dealt with in Units 10 and 12.

- 5 Add *just* to these sentences. Match them to the definitions in the Grammar Reference.
- 1 Thanks for your advice. Listening to you makes me feel better.
 - 2 I've read the most amazing book. You must read it.
 - 3 Hang on a sec. I'm going to the loo.
 - 4 The holiday was totally relaxing, which was what I needed.
 - 5 My daughter is as hopeless with money as me.
 - 6 I stood on tiptoe and managed to catch sight of Peter disappearing into the distance.
 - 7 Do what I say. That's all I'm asking you to do.
 - 8 We're about ten minutes or so away from the hotel.



'I would like all of you to think of me as just one of the guys!'

- 6 **T 3.3** Listen to an interview with the Prime Minister. What is the latest crisis to hit the government? The word *just* is used five times. How many different uses can you remember?



- 7 **T 3.3** The lines below are similar but not the same as some in the interview. Listen again and identify the differences.
- 1 We've been hearing at great length in the media about the latest crisis.
 - 2 Polls show very clearly that the vast majority of the population fully support us.
 - 3 My government deserves every penny of their payrise.
 - 4 I have a lot of respect for our public sector workers, they are very hardworking.
 - 5 Time and time again your ministers have urged workers to accept increases in line with inflation.
 - 6 It seems absolutely clear to me.
 - 7 The effectiveness of the nation's MPs is being greatly hindered by lack of funds.
 - 8 Their salaries are ridiculously small compared to those people working in industry.
 - 9 My own salary is being reviewed independently *and* it will be reviewed impartially.
 - 10 I believe categorically in fair and just settlements for all working people.

Read the tapescript on p134 and check your answers. How many more adverbs can you find?

LISTENING

An interview with Anita Roddick

- 1 There are over 1,800 Body Shops worldwide. What do you know about the business? Do you know anything about Anita Roddick, who founded The Body Shop in 1976? What do you think she will be like?



- 2 **T 3.4** Listen to an interview with Anita Roddick. Which of these views does she express?

- 1 Business school teaches sound business practices.
Business school kills creativity.
- 2 Successful business people are ruthless.
They are compassionate.
- 3 Their god is profit.
Money is just a means to an end.
- 4 If the environment is damaged, so what?
It is vital to protect the environment.
- 5 Think globally.
Think locally.
- 6 Amass wealth and count it.
Amass wealth and give it away.

- 3 **T 3.4** Listen again and answer the questions.

Part one

- 1 What can you do at business school?
What can't you do?
- 2 Why do immigrants make good entrepreneurs? What are the characteristics of a successful entrepreneur?
- 3 What, according to Anita Roddick, is the point of money?
- 4 What doesn't she want to be? What does she want to be?

Part two

- 5 What does business control?
- 6 Why are multinational corporations the big enemy?
- 7 What are her suggestions for honourable business practices?

Part three

- 8 What are her children's two reactions to her decision not to leave them any money?
- 9 What does she consider to be a great legacy?
- 10 What, for her, is the advantage of wealth?

Language work

- 4 What do you understand by the following?
- I was saved ... by not doing the traditional route.
 - ... they all dance to a different drum beat.
 - ... we don't give a darn about money.
 - We vomit ideas.
 - ... multinational corporations bow down to nothing ...

What do you think?

- Do you agree that creative business people 'are terribly, terribly bad at managing'?
- What does Anita Roddick see her strengths as?
- Why do you think she has chosen not to leave her great wealth to her children?

SPEAKING

An advertising campaign

1 Work in groups of six. Your teacher will give you roles.

Students A, B, C, and D work for a company called *StayWell*.

Student E works for a market research company.

Student F works for an advertising agency.

StayWell

FEELING GREAT SINCE 1989

StayWell is having financial difficulties. Its most profitable product is a health drink called *Sogood*. Sales of this vitamin drink have been declining steadily for several years. You need to develop a strategy for the relaunch of the drink.

First look at the chart. It shows how you could structure your answer. It just shows *some* of the reasons for *one* potential strategy. It is not necessarily the right one.

	Who will you target?	What package?	What method of distribution?	Price of drink
	Over 65s	New bottle	Stay with pharmacies	Increase
Reason 1	They already like <i>Sogood</i> so it will be easier to get them to like it.	It will be noticed more easily on the shelf.	It is proven that <i>Sogood</i> sells in pharmacies.	Research has shown they will pay.
Reason 2	The advertising needed to reach them is cheaper.	It will show that it is a new formula.	We have existing relationships with pharmacies.	The new formula justifies the increase.
Reason 3	It is less risky.		It shows that it is a true health drink, not a gimmick.	

Look at your role cards. Discuss what you know, and use your own ideas to plan a campaign.

2 Present your proposals to the rest of the class.

What do you think?

- What is the role of advertising in our lives? Does it inform us of what is available, or does it try to make us buy things we don't need?
- Does the enormous cost of advertising make goods more expensive?
- Think of an advertisement that you like or don't like. Tell the others about it. Why does/doesn't it achieve its aim?



THE LAST WORD

Word linking and intrusive sounds

- 1 When a word begins with a vowel sound, it links with the sound before.

English is an international language.

Mark the links in these sentences. Practise saying them.

- We're in class learning English.
- It's eight o'clock and time for a break.
- I'm dying for a cup of coffee.
- We've been in here for over an hour.
- As a matter of fact, I think our teacher's asleep.
- She doesn't understand that her English students are about to creep out.



T 3.5 Listen and check.

- 2 **T 3.6** When we link two vowel sounds, we add /w/ or /j/ when we speak. These sounds occur naturally.

blue eyes two oranges go away

/w/ /w/ /w/

my office the economy three apples

/j/ /j/ /j/

Can you work out the rule? When do we add /w/ and when do we add /j/?

Sometimes we add /r/. Some people consider this to be bad pronunciation.

law and order Carla and Mike

/r/ /r/



- 3 **T 3.7** When we spell words out loud, for example our name, there is a lot of linking and intrusive sounds. Why is this?

J O H N S P E A R S
/dʒeɪ əʊ eɪtʃ en es pi: i: eɪ ɑ: es/
/j/ /w/ /j/ /j/ /j/ /r/

M A N U E L G O N Z A L E S
/em ei en ju: i: el dʒi: əʊ en zed eɪ el i: es
/j/ /w/ /j/ /j/ /w/ /j/ /j/

Practise spelling your name with speed and rhythm.

- 4 When we spell names on the telephone, it is easy to confuse various sounds.

S sounds like F.

D sounds like T.

B sounds like P.

M sounds like N.

We can say things like **F** for Freddie, **S** for sugar, **L** for London, **V** for Victor. You can make them up as long as they're clear! You can also use the international alphabet.

A for Alpha

J for Juliet

S for Sierra

B for Bravo

K for Kilo

T for Tango

C for Charlie

L for Lima

U for Uniform

D for Delta

M for Mike

V for Victor

E for Echo

N for November

W for Whisky

F for Foxtrot

O for Oscar

X for X-ray

G for Golf

P for Papa

Y for Yankee

H for Hotel

Q for Quebec

Z for Zulu

I for India

R for Romeo

T 3.8 Listen and write down the names you hear.

- 5 Your teacher will give you a new identity and a new job. Ask other students what their name and company is.