



Video and interactive exercises

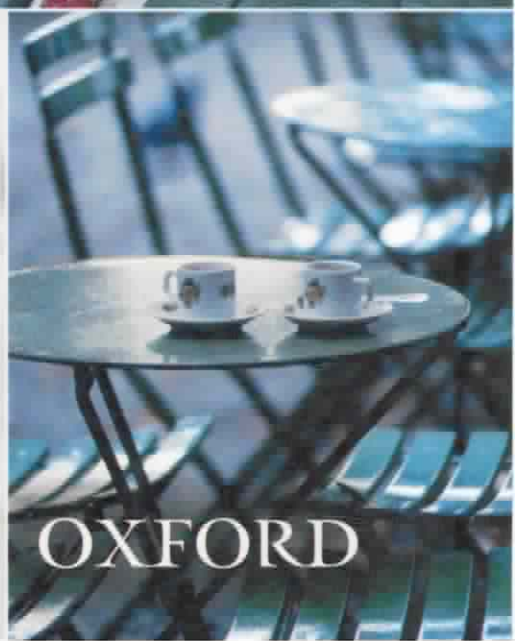
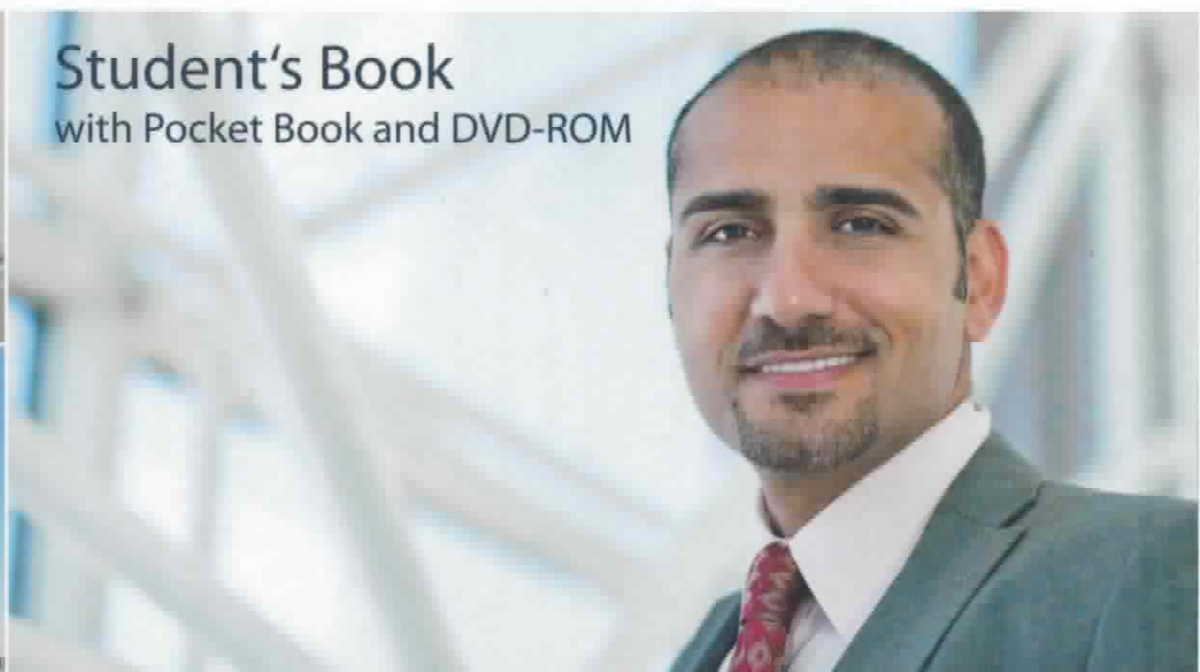
Third Edition

Rachel Appleby and Frances Watkins

INTERNATIONAL EXPRESS

UPPER INTERMEDIATE

Student's Book
with Pocket Book and DVD-ROM



OXFORD

Third Edition

Rachel Appleby and Frances Watkins

INTERNATIONAL EXPRESS

UPPER INTERMEDIATE

Student's Book

with Pocket Book and DVD-ROM

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978 0 19 459761 6

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Rob Hancock pp.87,97; Joanna Kerr pp.102, 104; Peters &
Zabransky (UK) Ltd p.106.

The Publishers would like to thank the following for their kind permission to reproduce
photographs and other copyright material: Alamy Images pp.12 (shaking hands/
Corbis Bridge), 15 (puddings/Carolyn Jenkins), 18 (rose worker/Joerg
Boethling), 24 (smiling man/amana images inc.), 30 (family in woods/Joie
Images), 35 (girl with camera/Andrea Matone), 35 (disposable camera/Jeff
Gynane), 35 (dog/National Geographic Image Collection), 42 (Ticket Inspector/
UK Stock Images Ltd), 43 (receptionist/PhotoAlto), 48 (Unmade bed/Oote
Boe 3), 48 (ATM cash machine out of service/redsnapper), 51 (Spikkarna/
picturesbyrob), 54 (drought/Carmen Sedano), 58 (Yeni Cami, Istanbul/
eye35), 60 (Caribbean/VilaineCrevette), 60 (Snorkeling/Martin Valigursky),
61 (baggage claim/JG Photography), 68 (photographer/Alex Bramwell),
82 (gallery/Iain Masterton), 93 (leaflet/Simply Signs), 93 (F1 car/Richard
Naude), 96 (restaurant/Tibor Bogner), 97 (La Galleria/David Keith Jones),
103 (Zip car/Ulana Switucha), 108 (businesswoman with luggage/Yuri Arcurs),
114 (Apple Newton MessagePad 130/Stefan Solfors), 114 (iPhone/Adrian Lyon),
118 (petition/Richard Levine), 119 (meeting/Datacraft-Sozialiten), 120 (hotel
pool/Hemis), 120 (conference centre/Archimage); BNKR p.36 (Earthscraper);
Bridgeman Art Library Ltd p.78 (In the Rain, 1912 (oil on canvas), Marc
Franz (1880-1916)/Städtische Galerie im Lenbachhaus, Munich, Germany/
Giraudon); Birdsong Gregory, Charlotte, NC p.94 (Bloom scented billboards);
Corbis pp.10 (Dubai/Ocean), 20 (pucker/Zhou Ke/Xinhua Press), 20 (earth
production/Imagenechina), 21 (fishing boat/Hein van den Heuvel), 33 (New
York Construction Workers/Bettmann), 35 (Paul Lobe Haus, Berlin/p.
Streeger), 46 (child with food supplies/Oswaldo Rivas/Reuters), 47 (stressed
businessman/Rick Barrentine), 48 (departure board/John G. Mabanglo/
epa), 68 (woman working/Artiga Photo), 78 (Wolfgang Beltracchi/Federico
Gambarini/epa), 96 (Incognito/Sergione Infuso/Demotix), 120 (hotel room/
Stevens Fremont); Getty Images pp.3 (businesspeople/Kristian Sekulic/
the Agency Collection), 3 (site meeting/Frank De Luyck/Gallo Images),
3 (group working/LWA/Photographer's Choice), 4 (coffee break/PhotoAlto),
4 (greeting/Cultura/Zero Creatives/StockImage), 5 (street food/Alex Hare/
Photolibrary), 5 (businesspeople/Kristian Sekulic/the Agency Collection),
8&5 (street food/Alex Hare/Photolibrary), 9 (businesspeople/Kristian Sekulic/
the Agency Collection), 11 (exhibition/George Doyle/Stockbyte), 12 (shaking
hands/David Lees/Taxi), 12 (greeting/Cultura/Zero Creatives/StockImage),
18 (flower plantation/Marco Longari/AFP), 18 (greenhouses/Michael Poliza/
National Geographic), 21 (Finance Ministers meeting/Tomohiro Ohsumi/
Bloomberg), 21 (Paradise Bay/Wayne Lynch/All Canada Photos), 23 (river
crossing/Michael Fairchild), 24 (office/View Pictures/Universal Images
Group), 30 (mother & daughters/Paul Costello/Stone), 33 (coffee break/
PhotoAlto), 35 (schoolchildren/Alyson Aliano/Taxi), 35 (reflections/Dan
Johnston/All Canada Photos), 44 (woman on plane/Cavan Images/Iconica),
54 (Carnival of Venice/Jodi Cobb/National Geographic), 54 (tropical island/
Sakis Papadopoulos/Robert Harding World Imagery), 64 (development
meeting/Karim Sahib/AFP), 68 (students/Ariel Skelley/Blend Images),
69 (runner/Richard Boll/Photographer's Choice), 70 (site meeting/Frank De
Luyck/Gallo Images), 72 (man at laptop/Bambu Productions/Iconica), 81 (art
auction/Dan Kitwood), 93 (reading newspaper/Randi Berez/Photonica World),
95 (hand on water/Jonathan Knowles/Riser), 95 (coffee/Monica Murphy/
Flickr), 96 (Castello Sforzesco/Dennis Flaherty/The Image Bank), 97 (Milan

Cathedral/Martin Child/The Image Bank), 105 (workers/Diane Cook & Amp
Len Jenschel/National Geographic), 106 (High Line Park/Spencer Platt/),
109 (group working/LWA/Photographer's Choice), 117 (woman shopping/
Don Bayley/The Agency Collection), 120 (bottles of water/Joanna Henderson/
British Tourist Authority/Flackley Ash Hotel); iStockphoto pp.10 (Delete key/
Goldmund Lukic), 85 (Survey/RBFried); Juniper Park p.95 (Lays Potato chips
subway ad); Kobal Collection p.93 (Johnny English Reborn 2011/Future
Films); LAVA p.63, Living Architecture p.39 (The Balancing Barn); L'Oréal
(UK) Ltd p.66; Oxford University Press pp.126 (Shaking hands/Digital Vision),
132 (Oxford panoramic/Vetta), 135; Press Association Images pp.81 (Steve
Wynn/Vincent Yu/AP), 105 (the High Line 1953/James Shaughnessy/Friends
of the High Line/AP), 116 (Borders bookstore/Ian West); PleaseCycle Ltd p.67;
Reuters Pictures p.79 (fine art anti-fraud policeman/Vincenzo Pinto); Rex
Features pp.45 (Karl Rabeder/CEN/Europics), 56 (The Manned Cloud airship/
Solent News & Photo Agency), 56 (Seagala Ocean Dome/Pacific Press Service),
80 (paintings from Hitler's collection/Action Press), 95 (soda can opening/
Dan Barba); Shutterstock pp.127 (Rural landscape/Dereje), 128 (Passengers at
airport check-in/1000 Words), 136 (Aerial view of Barcelona/nito); SuperStock
pp.3 (skiers/Blue Jean Images), 48 (fragile stockers/Corbis), 49 (businessmen/
Blend Images), 57 (skiers/Blue Jean Images), 72 (businesswoman/OJO Images),
83 (business meeting/PhotoAlto), 84 (meeting/Cultura), 95 (deli worker/Blend
Images); The Advertising Archives p.93 (Chanel 2007 advert); The Blindkuh/
Adrian Schaffner pp.90, 91, The Crème Brûlée Cart p.6

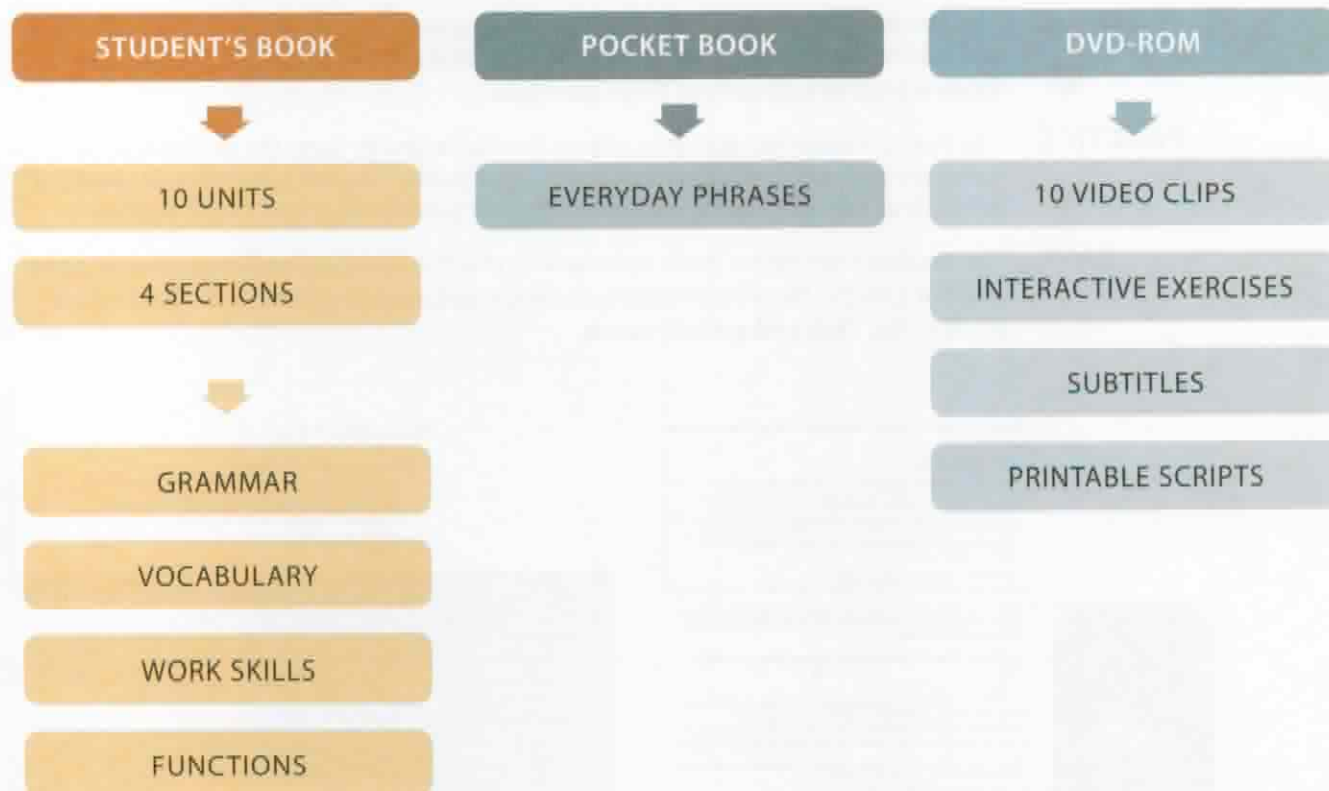
Cover image by: Corbis (smiling woman/Per Winblad), (Ponte Vasco da Gama,
Lisbon/Image Source), (Conference table/Marnie Burkhardt), (Businessman/
Artiga Photos), (Smiling woman/Paul Simcock/Blend Images); Getty Images
(Cafe table and chairs/Ron Chapple/Taxi).

Logos supplied by: p.108a Tripit, b Booking.com, c FlightAware, d Google
Translate, e Wi-Fi Finder

Welcome to *International Express*

Your guide to the Student's Book Pack

Here are the details of what is in the pack and how the various parts of the course work.



The **Student's Book Pack** contains the Student's Book, the Pocket Book, and the DVD-ROM.

The **Student's Book** has 10 units and each unit has four sections: Grammar, Vocabulary, Work skills, and Functions. One unit is eight pages, and is followed by a Review section of four pages. The Review section can be done in class or for self-study.

The **Pocket Book** contains examples of everyday phrases taken from the Student's Book. This can be used at work or for travel to help remember and use key phrases.

The **DVD-ROM** has one video clip for every unit. The topic of the video is linked to the topic of the unit.

There are two sets of exercises which can be done during or after the video. There are optional subtitles and the script can be printed.



How a unit works

The **Grammar** and **Functions** sections have four stages: Introduction, Focus, Practice, and Task.

INTRODUCTION



FOCUS



PRACTICE



TASK

The language is introduced in a recorded text / conversation or in a reading text. There are questions to check understanding of the text.

The Focus highlights the main areas of the language introduced in the previous stage and asks some questions about how we form and use the language. The notes in the **Review** section help answer these questions.

The Practice stage has activities to practise the language from the Introduction, using the answers to the Focus questions as a guide. The aim is to practise speaking as much as possible. There are further written practice exercises in the **Review**.

The section ends with a more open task to practise speaking and communicating in pairs or groups. More information about the tasks may be given at the back of the book in the **Task and activity notes**.

9 Read the following extract from a customer review. Choose the correct verb form.

★★★★★
I have never dining / have never dined? Such great service, well-mannered staff in a really nice restaurant in FY City is the place to go. The Chinese food the service here from here is great! absolutely mouth-watering. I think that's / think / am / meeting? the online (and the) next week, planning to go down my street again in the FYC. Next time I'm (having) / I'm going to (have) the staff (have) about the service. But I think I'm going / I'll go for a bit in the evening! I'll see / I'll see? you there. (1/10)

How this review: 100% 100% 100%

10 What sort of street vendors do you have in your city? What do you think their biggest challenges are? Do you know any that use SMS? Will there be more street vendors in the future?

11 Work in pairs. Discuss the questions about the forms of communication at work.

- How often are you on of the office?
- Which forms of communication do you use to keep in touch with people?
- Has the way you communicate changed over the last few years?
- Which are the most important forms of communication for your business?
- Do you think the way you communicate will change in the next five years?

12 1.1 Listen to two media commentators discussing changes in the way people communicate at work. Answer the questions.

- What does 'old technology' refer to?
- Are these technologies still important? Why?
- Have two more modern technologies used for communication.
- When do people use video and web conferences?
- When do people generally not use email?
- What do people use to keep in touch when they are not at the office?
- When do people most often use social media?
- Why will modern companies need to use social media?

13 1.1 Listen again. Are these statements true or false? Correct the false statements.

- The need for email and desk phones has changed significantly.
- Only 30% of respondents said that emailing was crucial to overall success and productivity at work.
- The use of instant messaging has decreased recently.
- Social media is not so important for productivity.
- Most people spend half their time out of the office.
- Social networking sites will become more significant in the workplace.

TASK 10 Work in pairs. Both of you are business entrepreneurs meeting at a networking event. You want to find out more about your partner's company. Be prepared to ask and answer questions about the following.

the product / business / marketing - methods and choices / plans

Student A, go to page 126. Student B, go to page 128.

Vocabulary Prefixes

1 Work in pairs and discuss these questions.

- How important is speaking a second or third language for your work and your career? Which second language is the most useful?
- How important are languages for your company or business? Which languages are the most important? In what situations are they most useful?

2 Read the article about the impact of language on a business and answer the questions.

Language – bridge or barrier?

Language can be a bridge or a barrier to communication and it can directly affect the success or failure of a business and its staff. For language skills can make or break a business in customer satisfaction due to inaccurate and incomplete information. The inability to communicate directly to the customer's language requirement means that a significant or language is required. Innovative firms in a relatively unstaffed areas which takes time and money. Multilingual employees are unlikely to prosper in today's world. It is an essential language who play greater job mobility and quality career progression. I believe companies that provide language from and be a disadvantage compared with their ethnic and more effective competitors. Cultural and linguistic communication challenges include a multilingual and multilingual company can also mean the development of a company will lead to social opportunities. It is also a source of stress and pressure for already overstressed staff. For companies with employees in expert maintain the lack of language skills may be an expensive liability to maintain.

Successful companies have taken a positive approach to the problem. The success of this is Rakuten, a Japanese online retail company that has expanded rapidly since the last few years. The CEO, Hiroshi Mikawaka, stated that the major approach to the situation was for all Rakuten employees to speak English in the workplace, meet internally, customer, customer staff. The company offers financial support for employees who take language courses, and staff who are underperforming are required to take extra lessons to bring them up to the required standard. This policy has enabled Rakuten to develop their overseas markets. The company has the initiative was successful. Rakuten acquired the French e-commerce site, Promodrive for 620 million and US-based Buy.com for 1.1 billion dollars. The company also announced joint ventures with Baidu in China and with MIB Group in Germany.



1 What are two of the causes of customer dissatisfaction?

2 What are the drawbacks of translating?

3 What are the disadvantages of being multilingual?

4 What can slow down the development of a multinational company?

5 How did the CEO of Rakuten approach the problem?

6 How does Rakuten help employees with their training?

7 What do underperforming staff have to do?

8 Do you think it is important for company staff to speak a second language, possibly English? What are your experiences of speaking a second or third language?

The **Vocabulary** and **Work skills** sections work in a similar way but have a more flexible format which allows for a variety of vocabulary and work skills to be studied and practised. There are further practice activities for both of these sections in the **Review**.

REVIEW

There is a **Review** at the end of each unit. It contains notes on the form and use of the language in the **Grammar** and **Functions** sections, and practice and review exercises for all four sections. There are listening, reading, and writing exercises which can be done as self-study or in class time.

TASK AND ACTIVITY NOTES

This section has notes for the tasks and activities in the unit. For some tasks, there are notes for Student A and Student B on different pages.

SCRIPTS

This section has all the scripts for the conversations and listening practice activities.

ANSWER KEY

The answers for activities and exercises in the units can be found here.

Contents

	Grammar	Vocabulary	Work skills	Functions
				
1	Social media			
p.6	Tense review	Prefixes	Conversational strategies	Making a good impression
2	Resources			
p.18	Perfect tenses	Rules and limits	Report writing	Checking and clarifying
3	Work-life balance			
p.30	Relative clauses	Suffixes and collocations	Dynamic presentations	Hedging, contrasting, and generalizing
4	Providing a service			
p.42	Narrative tenses	Gerunds and infinitives	Being assertive	Handling complaints
5	Looking into the future			
p.54	Future tenses	Future expressions	Describing graphs	Problems and solutions
6	Developing a career			
p.66	Conditionals	Working abroad	SMART objectives	Discussing career paths
7	Art for art's sake			
p.78	Reported speech	Reporting verbs	Effective meetings	Giving feedback
8	Unique selling points			
p.90	Passives	Advertisements	Giving clear signals	Recommending and responding
9	Collaboration			
p.102	Articles; <i>one, ones</i>	Quantity	Clear email messages	Emphasizing and disagreeing
10	Customer choice			
p.114	Modal verbs	Phrasal verbs	Requests and thanks	Negotiating

Task and activity notes p.126

Scripts p.138

Answer key p.157

Grammar Tense review

INTRODUCTION

1 Work in pairs and discuss these questions.

- 1 Which forms of communication do you use at work?
- 2 Which social networking sites (SNS) are popular in your country for personal or company use?
- 3 How might small businesses use SNS to develop their business?

2 Read the article below about the street food seller, Curtis Kimball. How do SNS help his business?

the crème brûlée cart

Curtis Kimball is a food seller in San Francisco who takes his mobile food business around different parts of the city. Until a few years ago he was working in the construction business¹ but nowadays his business is in 'The Crème Brûlée Cart', well known locally for its freshly-made desserts.

These sorts of small businesses are growing in number and proving very popular among 'foodies'.² Kimball uses Twitter to tell customers the time and location³ of his business, and to let them know the flavours of the day.

Tomorrow we're on Sutter Street from 12-3 p.m.
And also Thursday!⁴

You've made it halfway through the week and we're
serving up crème brûlée at Valencia tomorrow from
12-3 p.m.⁵

In addition, Kimball uses it to interact with customers and to develop a rapport with them. His tweets tend to be humorous and light.

It's going to be a beautiful evening at Fort Mason! ⁶
We'll be there from 5-10 p.m.⁷

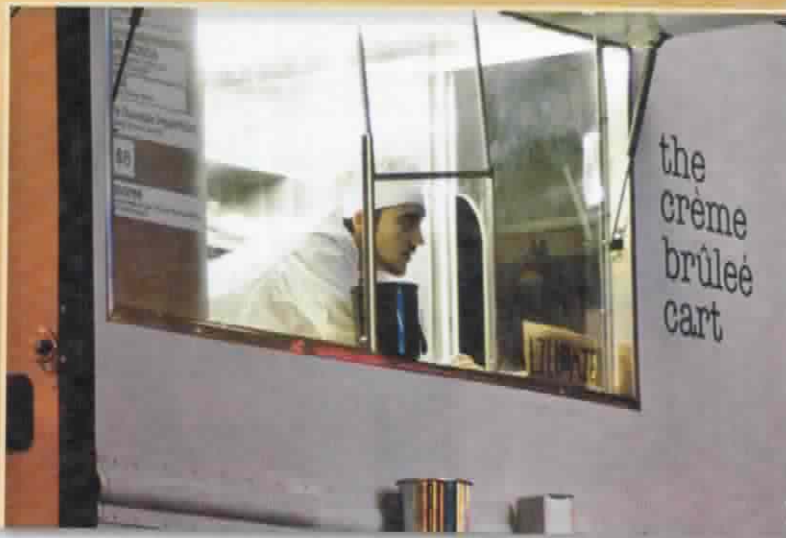
His followers comment on his food on the networking site Yelp and recommend him to other potential customers.

The flavours I've tried in the past were frosted flakes,
coffee, and the lavender. They were all really good.

On a recent food blog, Kimball commented that although some people think mobile food businesses are an easy way to make money, he disagreed. There are few overheads, but one has to factor in kitchen space rental and also poor weather, which affects sales. 'It's a much more level playing field than restaurants imagine', he said.

Larger companies with big advertising budgets have been exploiting SNS for years.⁸ It's only recently that small traders such as Kimball have started exploiting the business benefits of these social media platforms. Even so, the number of small businesses using SNS has already overtaken the larger companies⁹, at least in the USA. It is proving vital for their growth, in businesses ranging from food and crafts to dentistry and massage.

So it is that Kimball has developed his business, despite having no marketing budget: he gained over 12,000 followers last year.¹⁰ However, Kimball is cautious about growing too quickly. When asked how large he would like the company to grow, he responded 'I'm not going to go into debt to grow the business, so I guess as big as is comfortable.'



3 Read the article again and answer the questions.

- 1 Has Curtis always been in the food business?
- 2 What sort of food does he sell?
- 3 What has Curtis been using Twitter for?
- 4 How do Curtis' customers use SNS?
- 5 Does Curtis think mobile food businesses are an easy way to make money?
- 6 Why is the use of SNS by small businesses increasing?
- 7 How does Curtis see the future of his business?

Focus

Match the descriptions of the tenses a–f with the statements 1–6 in the text.

- a a past event or past fact
- b a temporary action, in progress for a limited time in the past
- c a routine
- d a link between the past and present; it is often used to talk about a present result
- e a link between the past and present that emphasizes the duration of the activity
- f something in progress now, or around now; something which is temporary

Name each verb form.

Look at the tweets (a–d) from Kimball to his followers. Underline all the tenses that refer to the future. Circle the best answer to describe why this form is used in sentences a–d.

- 1 In a, the Present Simple is used to: i) talk about a habit or routine; ii) talk about a schedule; iii) talk about a wish.
- 2 In b, the Present Continuous is used to: i) talk about what is happening now; ii) make a prediction; iii) talk about a fixed arrangement.
- 3 In c, 'going to' future is used to: i) make a prediction; ii) talk about a plan; iii) talk about a decision Kimball has just made.
- 4 In d, 'will' is used to: i) talk about a routine; ii) make an offer; iii) talk about a future fact.

▶ For more details and practice, go to the Review section on pages 14 and 15.

PRACTICE 4 Complete the questions. Change the verb forms if necessary.

- 1 How long / you / sell crème brûlées?
For over four years. I got started in 2009 in the Mission area of San Francisco.
- 2 What / do / before / start your own business?
I was working as a carpenter.
- 3 Why / start the business?
It was something to do to take my mind off of my declining industry (construction).
- 4 How / business get its name?
It came from the wooden cart that I began with and the bigger cart that I had permitted a year later. Now we've just stuck with the name for our truck.
- 5 What / be / biggest challenge / run / this type of business?
Logistics are a nightmare. I rent a kitchen and then a separate storage space for my cart, and then a separate storage for my truck, plus an unlimited number of places where selling the crème brûlée takes place make it a challenge.
- 6 What / advantage / your business / have / over traditional restaurant?
The advantage is that you have the opportunity to serve a variety of demographics and a variety of locations.
- 7 What / inspire / create / varied menus?
The menu I've come up with on my own, based on things that I like or just dancing with juxtaposition and an irreverent sense of culinary humour.
- 8 What / be / advice / for anyone / start their own food truck?
There are a ton of obstacles in this industry and a ton of factors that are out of your control, but if you get in it, be ready to work. And keep working. Work harder than everyone else, because that's one of the few things you can control.

5 Read the following extract from a customer review. Choose the correct verb form.



I *was never tasting* / *have never tasted*¹ such good brûlée, well maybe once in a really nice restaurant in NY City, a few years back. The Coconut and the Vanilla Bean *have been* / *were*² absolutely mouth-watering. I loved them! I *meet* / *am meeting*³ the crème brûlée cart next week, presuming he's down my street again in the FIDI. Next time I'm *choosing* / *I'm going to choose*⁴ the Dark Choc! Shame about the calories, but I think I'm *going* / *I'll go*⁵ for a jog in the evening! I'll *see* / *I'm seeing*⁶ you there, Curtis!

Was this review

Useful •

Funny •

Cool •



Watch the video for more practice.

6 What sort of street vendors do you have in your city? What do you think their biggest challenges are? Do you know any that use SNS? Will there be more street vendors in the future?

7 Work in pairs. Discuss the questions about the forms of communication at work.

- 1 How often are you out of the office?
- 2 Which forms of communication do you use to keep in touch with people?
- 3 Has the way you communicate changed over the last five years?
- 4 Which are the most important forms of communication for your business?
- 5 Do you think the way you communicate will change in the next five years?

8 1.1 Listen to two media consultants discussing changes in the way people communicate at work. Answer the questions.

- 1 What does 'old technologies' refer to?
- 2 Are these technologies still important? Why?
- 3 Name two more recent technologies used for communication.
- 4 When do people use video and web conferences?
- 5 When do people generally not use email?
- 6 What do people use to keep in touch when they are out of the office?
- 7 When do people most often use social media?
- 8 Why will modern companies need to use social media?

9 1.1 Listen again. Are these statements true or false? Correct the false statements.

- 1 The need for email and desk phones has changed significantly.
- 2 Only 50% of respondents said that emailing was crucial to overall success and productivity at work.
- 3 The use of instant messaging has decreased recently.
- 4 Social media is not so important for productivity.
- 5 Most people spend half their time out of the office.
- 6 Social networking sites will become more significant in the workplace.

TASK 10 Work in pairs. Both of you are business entrepreneurs meeting at a networking event. You want to find out more about your partner's company. Be prepared to ask and answer questions about the following.

the product / business marketing – methods and choices plans

Student A, go to page 126. Student B, go to page 130.

Vocabulary Prefixes

1 Work in pairs and discuss these questions.

- 1 How important is speaking a second or third language for your work and your career? Which second language is the most useful?
- 2 How important are languages for your company or business? Which languages are the most important? In what situations are they most useful?

2 Read the article about the impact of language on a business and answer the questions.



Language – bridge or barrier?

Language can be a bridge or a barrier to communication and it can directly affect the success or failure of a business and its staff. Poor language skills can lead to a decrease in customer satisfaction due to inaccurate and incomplete information. The inability to communicate directly in the customer's language sometimes means that a translator or interpreter is required. Translation itself is a relatively inefficient process which takes time and money. Monolingual employees are unlikely to progress as quickly as their bi- or multilingual colleagues who enjoy greater job mobility and quicker career progression. Likewise companies that avoid the language issue will be at a disadvantage compared with their nimbler and more effective competitors.

Cultural and linguistic misunderstandings inside a multinational and multilingual company can slow down the development of a company and lead to missed opportunities. It is also a source of stress and pressure for already overworked staff. For companies with ambitions to expand overseas the lack of language skills can be an impossible hurdle to overcome.

Successful companies have taken a positive approach to the problem. One example of this is Rakuten, a Japanese online retail company that has expanded rapidly over the last ten years. The CEO, Hiroshi Mikitani, decided that the logical approach to the situation was for all Rakuten employees to speak English in the workplace, even internally between Japanese staff. The company offers financial support for employees who take language courses, and staff

who are underperforming are required to take extra lessons to bring them up to the required standard. This policy has enabled Rakuten to develop their overseas markets. The same year the initiative was introduced, Rakuten acquired the French e-commerce site Priceminister for €200 million and US-based Buy.com for US\$250 million. The company also announced joint ventures with Baidu in China and with MNC Group in Indonesia.



- 1 What are two of the causes of customer dissatisfaction?
- 2 What are the drawbacks of translating?
- 3 What are the disadvantages of being monolingual?
- 4 What can slow down the development of a multinational company?
- 5 How did the CEO of Rakuten approach the problem?
- 6 How does Rakuten help employees with their training?
- 7 What do underperforming staff have to do?

3 Do you think it is important for company staff to speak a second language, possibly English? What are your experiences of speaking a second or third language?

- 4 Complete the table with words from the article on page 9 which start with the prefixes 1–10.

	Prefix	Article	More examples
1	in	efficient	
2	mono		
3	un		
4	bi		
5	dis		
6	multi		
7	mis		
8	over		
9	im		
10	under		

- 5 Put these pairs of words in the 'more examples' column on the appropriate row in 4.

monthly, annually
connect, honest
convenient, direct


paid, estimate
calculate, use
happy, comfortable

practical, personal
racial, tasking


rail, culture
ambitious, confident

- 6 Complete these sentences using the prefix on the right to make a word from 4. You may need to change the form of the word.

- Some of the _____ staff need more training. under
- It was very hot in the office. I felt really _____ in my suit. un
- It's very _____ when people come into your office when you're trying to work. in
- People who are _____ usually underperform. over
- I _____ the instructions and pushed the wrong button. mis
- Jo's _____. She speaks French, Spanish, and Chinese. multi
- There's a _____ sales conference in April and October. bi
- Living in a _____ is perhaps less interesting than living in a multicultural environment. mono
- People with limited experience working abroad are at a _____. dis
- I find applying for a job online very _____. im

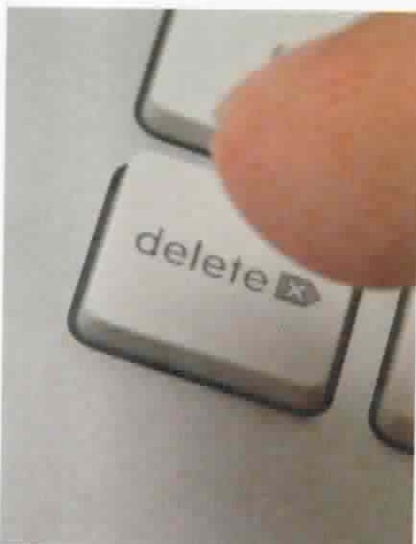
- 7  1.2 Listen to two managers discussing the article and its relevance to their own company. Answer the questions.

- Who agrees with the findings, the man or woman? What reasons do they give?
- What decision do the two managers make?

- 8  1.2 Listen to the discussion again. Which prefix do you hear attached to these words?

- _____ communication
- _____ satisfactory
- _____ states
- _____ estimating
- _____ efficient

- 9 Work in pairs or small groups. What changes would you make to language proficiency in your company?



Work skills Conversational strategies

- 1** Look at the following hints about meeting new people in work contexts and networking. Tick ✓ the three hints you think are the most useful.

- 1 Find something in common, e.g. people or events you both know about. ☐
- 2 Remember to use the person's name during the conversation. ☐
- 3 Ask lots of questions including interesting follow-up questions. ☐
- 4 Approaching a group, make eye contact with the listener who is more likely to include you than the speaker. ☐
- 5 Use humour where possible: it relaxes people and also bonds them together. ☐
- 6 If you get a business card, make notes on the back on where you met and any interesting details. ☐
- 7 Follow up your meeting if it is a useful contact, e.g. by sending an email. ☐

2 Work in pairs. Discuss the following.

- 1 Did you have the same answers to **1**?
- 2 Are any of the hints inappropriate for your culture or another culture that you are familiar with?
- 3 Can you add any other ideas which are useful?

3 **1.3** Listen to the conversation between Elena and Pavel who have just met at a trade fair. Circle the topics they talk about.

work weather family team-building
the venue sport opportunities
people they both know



4 Match each example from the conversation with a conversational strategy. Look at the script on pages 138 and 139 and find more examples of the strategies.

	Speaker	Example
1	Pavel	<i>Really? That's interesting. I don't think it would work in Poland.</i>
2	Pavel	<i>And Jack said 18 years. Is that right?</i>
3	Elena	<i>... life never gets boring when you are managing people.</i>
	Pavel	<i>That's for sure.</i>
	Pavel	<i>I can imagine. It must be hard sometimes though.</i>
4	Elena	<i>Exactly, and of course some people simply wanted to take over and dominate!</i>
	Pavel	<i>Dominate. That sounds a bit scary!</i>
5	Pavel	<i>So you did a team-building task, and then the organizers waited to pick out the more natural leaders to replace them with others.</i>
	Elena	<i>Yes, and it worked well.</i>
6	Elena	<i>What about you, have you been on any of these team-building things?</i>

	Conversational strategy
a	Summarizing briefly
b	Asking follow-up questions
c	Giving short, encouraging responses
d	Transferring questions back
e	Agreeing / sympathizing with the speaker
f	Repeating words or phrases

5 Work in pairs. Discuss these questions.

- 1 Which of these strategies do you use in your first language?
- 2 Which of these strategies do you use in English?

6 Work in pairs. You are at a trade fair and have met a new contact. Look at the topics in **3** and use them to have a conversation. Try to incorporate some of the strategies to keep the conversation going.

Functions Making a good impression

INTRODUCTION

1 Work in pairs. Discuss the situation and questions.

A new client is going to visit your company. You are responsible for looking after them when they arrive.

- What preparation should you do before they come?
- When you introduce the client to your staff what things should you be careful about?

Example Find out some background information about the client. Check them on Facebook to see if you have business contacts in common.

2 1.4 Listen and compare your answers to 1.

3 1.4 Listen again and make notes in these categories.

- Personal information
- Trip details
- Appearance
- Introductions
- Names and titles
- Difficult situations

4 You are visiting an organization for the first time in a country you've never been to.

- What preparation should you do before you arrive?
- What should you be careful about when you meet your hosts?

Example Find out about the basic business culture - how people introduce themselves, when to hand over a business card, ...



5 1.5 Listen to people introducing themselves and other people in eight different situations. Answer the questions.

Situation

- Where do you think the speakers are? What is the relationship between Naomi Scott and Glen Castle?
- How would you describe the status of the three speakers?
- What do you think the relationship is between Harumi and Sara?
- Where are the speakers? What does Sean forget?
- Do Alison and Jonathan know each other?
- Will Eliza and Gunther be working together?
- How does Robert Foster know Peter Kellerman?
- Why does Kim approach Françoise?

Focus

Put these phrases into the correct category in the table.

- | | |
|---|--|
| 1 Your name was given to me by a colleague of mine. | 5 You must be (Naomi). |
| 2 I don't think you know each other, do you? | 6 I'd like to introduce you to (Professor Barnes). |
| 3 I don't think we've met, I'm (Kim Tae-Yong). | 7 How nice to meet you at last. |
| 4 It's (Alison), isn't it? | 8 I'm (Robert Foster). |
| | 9 This is ... |

Situation	Phrases
Introducing yourself to someone you don't know	
Introducing a third person	
Introducing yourself to someone you think you know or have heard of	

When do we use / not use first names and family names?

▶ For more details and practice, go to the Review section on page 17.

PRACTICE 6 1.6 Listen to the examples from the conversations in 5. What do you notice about the intonation and word stress?

- Hello, You must be Naomi Scott.
- Kurt, I'd like to introduce you to Fiona MacKenzie.
- This is ... I'm sorry, could you say your name again?

7 Work in pairs or groups of three. Read the situations and act them out.

Situation 1 (three people)

Dr Jennifer Wilkins (B), a business client, is visiting a company for the first time. Ted Hunter (C), one of the advertising and marketing managers, is going to be handling the account. Dr Wilkins is a keen marathon runner. Ted also enjoys running. The CEO (A), introduces the two people.

Situation 2 (two people)

A and B met briefly a few weeks ago in a workshop. A remembers B and B's name. B recognizes A but can't remember when they met or A's name. They arrive at a meeting at the same time. A starts the conversation.

Situation 3 (two people)

A meets a visitor B in the lobby at the company reception desk. A has not met B before. B is a senior executive from another branch. A is a junior manager who recently joined the company. A greets B.

TASK 8 Read the introduction to 'The Culture of Body Language'. Discuss the questions raised in the introduction, and then do the task.

The Culture of Body Language

When you meet people from other cultures, it is important to be aware of differences in behaviour. For example, a person's body language may be different from your own: the way they stand, make eye contact, or how they use their hands to gesture. So what do we do in these sorts of situations? When someone visits your country, should the visitor follow your lead and behave the same way as you? And should you copy other people's behaviour when you visit another country? Or should there be a general standard of behaviour for professionals everywhere?

Student A, go to page 126. Student B, go to page 130.

Review

Grammar Tense review

Form

Talking about the present

Present Simple	subject + verb <i>he / she / it + 3rd person 's'</i>	Kimball uses Twitter.
Present Continuous	subject + <i>am / is / are + verb -ing</i>	These sorts of businesses are growing in number.

Linking the present and the past

Present Perfect	subject + <i>have / has + past participle</i>	Kimball has developed his business.
Present Perfect Continuous	subject + <i>have / has + been + verb -ing</i>	Large companies have been exploiting SNS for years.

Talking about the past

Past Simple	subject + verb <i>-ed</i>	He gained over 12,000 followers in a year.
Past Continuous	subject + <i>was / were + verb -ing</i>	He was working in the construction business.

Talking about the future

<i>will</i>	subject + <i>will + verb</i>	We'll be there from 5–10 p.m.
<i>going to</i>	subject + <i>going to + verb</i>	I'm not going to go into debt.
Present Simple	subject + verb <i>he / she / it + 3rd person 's'</i>	Tomorrow we're on Sutter Street.
Present Continuous	subject + <i>am / is / are + verb -ing</i>	We're serving up crème brûlée from 12–3 p.m.

Use

We use the Present Simple to talk about facts and habits.

We use the Present Continuous to talk about states and events that are happening at or around the time of speaking.

We use the Present Perfect to link the past with the present, e.g. something that started in the past and continues up till the point of speaking.

We use the Present Perfect Continuous to link the past with the present with the focus mainly on the activity rather than the result.

We use the Past Simple to talk about completed actions and situations in the past.

We use the Past Continuous to talk about a situation in the past that provides the background to an event.

We use *will* to talk about a future action or fact.

We use *going to* to talk about intentions and plans related to future events.

We also use *going to* to make predictions.

We use the Present Simple to talk about a schedule.

We use the Present Continuous to talk about a fixed arrangement.

Gü founder James Averdieck reveals secret of success



James Averdieck, founder of the pudding brand Gü, launched his first venture selling shoes and shirts, while he _____¹ (study) economics at university in the mid-1980s.

It was while he _____² (work) in Belgium that he came up with the idea for Gü. A chocoholic, he _____³ (adore) the high-quality chocolate and pastries available in shops there. In the UK, he felt the appetite for quality convenience food _____⁴ (not be met). As a result, Averdieck _____⁵ (launch) Gü in 2003 with his own funds plus £65,000 backing from North London-based Rensow Patisserie.

Rensow made the puddings at its London factory, while Averdieck focused on product development, sales, and logistics. The secret to

Gü's meteoric success _____⁶ (lie) in marrying European quality with effective supermarket distribution and branding.

'Our message was simple – use high-quality raw materials to deliver uncompromisingly good products,' he explains. 'I _____⁷ (have) no idea Gü would become a global brand but I did make sure we _____⁸ (get) the positioning right from the start – indulgence.'

Gü became the fastest-growing food company in the UK. Sales _____⁹ (reach) £30m in 2010, and at that point 130 staff _____¹⁰ (work) in offices in Paris and London, instead of just three people working in Averdieck's home. They _____¹¹ (sell) the company for £35 million to Noble Foods in 2010; Averdieck is now responsible for international expansion.

2 Read the sentences taken from an interview with Mr Averdieck. Underline the most appropriate option.

- 1 Since the sales meeting last week *I've taken on* / *I took on* responsibility for international growth.
- 2 France is one of our most successful markets, and it *grows* / *is growing* very rapidly.
- 3 We've just launched in Germany. It's early days – *we launched* / *we've launched* last week – but it's exciting times.
- 4 I *worked* / *have worked* hard for 30 years, and I've decided that I'm *going to* / *will* spend less time at work and more time with my family.
- 5 Normally *we're doing* / *we do* two sales conferences a year but due to budget cuts this year *we are just doing* / *just do* one.
- 6 I *am living* / *have been living* in Germany for three years now and I expect I *stay* / *will stay* another two years.

Vocabulary Prefixes

1 Choose the correct prefix for the word on the right.

- | | |
|----------------|------------|
| 1 in / under | paid |
| 2 mis / un | ambitious |
| 3 mono / over | lingual |
| 4 im / over | estimate |
| 5 dis / bi | connect |
| 6 mis / over | understand |
| 7 under / in | convenient |
| 8 in / im | possible |
| 9 mono / bi | annual |
| 10 multi / dis | task |

- 2 Read the first sentence. Using words from 1, complete the second sentence so that it has the same meaning. You may need to change the form of the word.**
- I thought she said she liked my work, but actually she doesn't. /
I _____ what she said.
 - He can write reports, talk on the phone, and eat a sandwich at the same time. /
He can _____.
 - The conference takes place twice a year in Copenhagen. / There's a
_____ conference in Copenhagen.
 - I had taken the computer plug out. / I had _____ the computer.
 - We thought 100 guests would come. Only 50 turned up. / We _____ the
number of guests.
 - My salary is very low for someone with my experience and qualifications. /
I am _____.
 - He doesn't seem to want promotion or change the job he's done for years. /
He's very _____.
 - Not many people in Britain speak a second language. / Most British people are
_____.
 - The office is so far from the station. / The office location is really _____.
 - No one can understand his ideas. / His ideas are _____ to understand.

Work skills Conversational strategies

1 Match the sentence halves to complete the conversations.

- Are you enjoying the conference so far?
- Haven't we met somewhere before. Your face looks familiar.
- I've heard a lot about you. It's great to finally put a name to a face.
- I work in Solutions, and do quite a bit of travelling.
- It's very warm in here, isn't it? I think they need to turn up the air conditioning.
- a Oh, do you? And how do you find that?
- b Possibly. I was at the Paris branch last spring. Were you working there?
- c Absolutely. Either that or provide some iced water.
- d Likewise. It's very good to meet you.
- e Yes, very much. I got a lot from the presentation this morning.
How about you?

2 Complete the conversation using these phrases.

*Really! So you must enjoy it. How about you? So what attracted you to work here?
The photographer. That's great. And you? Absolutely. It must be very satisfying.
Were you working in Sales in your previous company then?*

- Manuel** Hello, my name's Manuel Ferrara. I'm in Sales. _____¹
- Karen** I'm Karen Stephens. Hello. I'm actually the official photographer for the evening.
- Manuel** _____² Do you enjoy your work?
- Karen** Oh yes, I really do. It's very varied.
- Manuel** _____³
- Karen** Most of the time. Have you been working for the company long?
- Manuel** About three months. _____⁴
- Karen** About a year now. _____⁵
- Manuel** Yes, I was there for twelve years.
- Karen** _____⁶
- Manuel** Yes, it's always an interesting challenge.
- Karen** _____⁷
- Manuel** I think it's one of the best companies in the industry.

Functions Making a good impression

We use the following phrases to introduce ourselves and other people.

Situation	Phrases
Introducing yourself to someone you don't know	I don't think we've met, I'm (Kim Tae-Yong). I'm (Robert Foster).
Introducing a third person	This is ... I don't think you know each other, do you? I'd like to introduce you to (Professor Barnes).
Introducing yourself to someone you think you know or have heard of	Your name was given to me by a colleague of mine. You must be (Naomi). How nice to meet you at last. It's (Alison), isn't it?

We use different expressions, names, and titles depending on the situation and relationship between the speakers. For more formal situations we use either full names or a title and family name. We also use more formal expressions such as *I'd like to introduce you to ...* and *How do you do*.

We also need to use the expressions for introducing ourselves in the appropriate situations. For example, we would not use *I don't think we've met, I'm ...* at a trade stand.

We can use phrases like *Nice to meet you, Pleased to meet you, Very good to meet you* in most situations. We usually use *Hi* or *Hello* in less formal situations.

PRACTICE

Complete the conversations with the appropriate phrases.

- 1 Tara Hello. You _____¹ François Lamont.
 François Yes, that's right.
 Tara I'm Tara Fleming. We talked on the phone.
 François Oh, Tara. How _____² at last.
 Tara Very nice to meet you, too. Did you manage _____³?
 François Yes, I did thanks. I got a taxi from the station.
 Tara Great. I'll just get you a security tag and show you to the meeting room.
 François Thank you.
- 2 José Kimiko, let me _____¹ some people.
 Kimiko That would be great.
 José I don't think _____² Helen Gardener, do you?
 Kimiko No, I don't think so.
 José Helen, do you have a moment?
 Helen Of course.
 José Kimiko, I'd _____³ Helen Gardener. Helen is our new Marketing Manager. Helen, _____⁴ Kimiko Watanabe. Kimiko heads our sales team in Tokyo.
 Kimiko _____⁵, Helen. I've heard lots of good things about your work.
 Helen How do you do, Kimiko. Thank you. _____⁶ working with you.

Grammar Perfect tenses

INTRODUCTION 1 Work in pairs and discuss these questions.

- Which do you think are the most important resources, in general and for your country?

Example fresh water, oil, people

- How much foreign ownership of resources or businesses is there in your country?

Example In the UK, Jaguar Land Rover is owned by Tata Motors of India.

2 Read the article about investment in farming projects in Africa and answer the questions.

- What does the figure 50 to 60 million refer to?
- How has the land in places like Ethiopia been used?
- What sort of institutions have been involved in these projects?
- What incentives are there for investors?
- What has the effect on local farmers been?

Out of Africa

What has been happening?

Recently, it has been estimated that around 50 to 60 million hectares of land have been bought or leased in Africa since 2009 in around 20 different countries, including Ethiopia, Kenya, Mozambique, Tanzania, and Ghana. Local land is being used to intensively produce food and flowers for countries in the Middle East, China, and India. The land has been covered with huge greenhouses with in-built ultra-modern irrigation systems. In Ethiopia alone, the government has approved over 800 foreign-financed agricultural projects since 2007. Foreign companies typically lease the land for 99 years, at an annual cost of around 50 cents to one US dollar per hectare. Crops include vegetables, rice, wheat, lentils, flowers, and sugar cane for biofuels.

Who has been investing?

Governments, global agribusinesses, investment banks, hedge funds, as well as other financial institutions and individuals have been investing heavily in these mega-farm projects.

Why has this happened?

The land and labour are very cheap in these parts of Africa so investment costs are low. There has been an increase in demand for cheaper fresh food, and the fresh cut-flower market has seen a boom in recent years. Also, the investments are relatively unregulated and there has been little control.

Who's been affected?

Local farmers like Obang Odiel and Abraham Solomon. They have been farming, hunting, and gathering on the land for centuries and now find themselves facing sudden and dramatic changes to their way of life. There has been a lot of debate about whether the overall effect of this investment and these changes has been positive or negative.

Focus

Match the sentences 1–3 with the tenses a–c.

- 1 They have been farming, hunting, and gathering on the land for centuries ...
 - 2 The land has been covered with huge greenhouses ...
 - 3 ... the government has approved over 800 foreign-financed agricultural projects since 2007.
- a Present Perfect
 - b Present Perfect Continuous
 - c Present Perfect Passive

Find one more example of each verb form in the article in 2.

Complete the rules.

- 1 We use both the Present Perfect and Present Perfect Continuous to talk about actions or situations that started in the _____ and continue up to or are relevant to the _____. For finished actions in the past, we use the Past Simple.
- 2 We generally use the _____ to focus on the present result, effect, or relevance of a previous action.
- 3 We use the _____ to focus on the activity or situation itself.
- 4 We do not generally use the Present Perfect Continuous with _____ verbs, e.g. *see, believe, seem*.
- 5 We use the _____ to place the focus on the object of the action rather than the agent.

► For more details and practice, go to the Review section on pages 26 and 27.

PRACTICE 3 Complete these sentences with the appropriate form of the verbs.

- 1 Work for around 10,000 people _____ (create) by one large foreign company since it started developing its greenhouse business.
- 2 Recently, one foreign investor _____ (provide) electricity to the village nearest their own mega-farm; another has helped improve the fresh water supply.
- 3 Over the last few years, African countries _____ (offer) a range of attractive incentives for investors, including five-year tax breaks.
- 4 Last month, a local newspaper _____ (report) the incident of a government official putting pressure on a local landowner to sell his plot to developers.
- 5 For some time now, critics _____ (highlight) the fact that working conditions for farm employees are below standard.
- 6 In terms of the cut-flower market, Ethiopia _____ (reach) the point where it is now a serious rival producer to Kenya: its annual income from horticultural produce is now around £150 million and is still rising.
- 7 Up till now no one _____ (find) a solution to the problem of providing enough water for both villages and mega-farms.
- 8 The UN Food and Agriculture Organization _____ (announce) several months ago that production needs to increase annually by 1% to feed the world's growing population.
- 9 Some fear that a very precious resource _____ (put) in danger by the Ethiopian government. One mega-farm in Awassa uses as much water as 100,000 Ethiopians every year.
- 10 The process of buying up farmland in Africa _____ (not finish) yet. Critics say that so far too little _____ (do) to stop it.



4 Work in pairs. Student A, go to page 127. Student B, go to page 131.

- 1 Read about Obang Odiel and Abraham Solomon from the article on page 18. Prepare your argument for or against foreign investment in Africa.
- 2 Present your argument using the information about Obang and Abraham.
- 3 Discuss the two questions with your partner.

5 **2.1** Listen to the first part of a talk about another natural resource, rare earths, and answer the questions.



- 1 What are 'rare earths'?
- 2 Why are they in demand?
- 3 Are 'rare earths' actually rare?
- 4 How easy are they to obtain?

6 **2.2** Listen to the second part of the talk and answer the questions.

I How long have we known about rare earths?

S _____

I How many rare earths have been found so far?

S _____

I Where have the biggest deposits been found?

S _____

I Which country is currently the top producer?

S _____

I Has it always been the biggest producer?

S _____

I How much did China produce in 2010?

S _____

I Why did production peak?

S _____

I How has this affected prices?

S _____

I How have other countries reacted?

S _____

I In which parts of the world have new mines been opened?

S _____

7 Work in pairs. Check your answers to **6** by role-playing the talk.

TASK 8 Work in small groups. Think of three more natural resources that you think are important. Describe the changes in trends and issues, and the ways we should protect or limit their exploitation.

Vocabulary Rules and limits

- 1 What rules or regulations can you think of that limit pollution or the exploitation of natural resources?
- 2 Read about three ways resources and the environment are protected and answer the questions.

GLOBAL MEASURES



In order to help protect our environment and natural resources, three important and sometimes controversial sets of rules and limits have been set over the last 60 years.

The most recent of these, the Kyoto Protocol, aims to limit the emission of the six greenhouse gases. So far 191 countries have agreed to reduce the amount of carbon dioxide, methane, and other harmful gases by 5% on average. The cuts are measured against the baseline of 1990. Countries are required to submit an annual report on greenhouse gas emissions and ensure that the agreed limits or 'cap' are not exceeded. International aviation and shipping are not covered by these restrictions which only apply to industrial gases. National limitations range from 8% reductions for the European Union and others, to 7% for the US, 6% for Japan, 0% for Russia, and permitted increases of 8% for Australia and 10% for Iceland.

Antarctica is the only continent that does not have an indigenous population or a government. In order to protect Antarctica's environment

and resources the Antarctic Treaty was signed by 48 countries in 1961 which allowed freedom of scientific investigation but banned any military activity. Nuclear explosions and dumping of radioactive material was also prohibited. The treaty also specified that enforcement of the agreement should be settled peacefully. As the region is entirely neutral any claims by another country to ownership or sovereignty would be forbidden.

The Common Fisheries Policy was created to manage fish stocks for the European Union. The main components of the CFP are the regulation of production, quality, grading, packaging and labelling of fish, setting minimum fish prices and financing buying up of unsold fish, and setting rules for trade with non-EU countries. Fishermen are forced to record all catches and landings, and regulations cover the kind of fishing gear that may be used. In some cases, areas may be closed to fishing to prevent fish stocks falling to dangerous levels.



- 1 Why was the Kyoto Protocol set up?
- 2 What does 'protocol' mean?
- 3 What do countries who have signed up to the Protocol have to do?
- 4 What forms of transport are not covered by the Protocol?
- 5 What is unique about Antarctica?
- 6 What restrictions are there on activities in Antarctica?
- 7 Which countries are covered by the CFP?
- 8 Name three of the ways in which the CFP helps protect fish stock.

3 Work in pairs or small groups and discuss these questions.

- 1 Do you think the KP, AT, and CFP are a good idea? Give your reasons.
- 2 What problems do you think might occur?
- 3 What other organizations or regulations are there to protect the environment or natural resources? Are they effective?

4 Complete the table using examples from the text.

	Verb	Noun
1	restrict	
2		prohibition
3	limit	
4		prevention
5		reduction
6	enforce	
7		ban
8	regulate	
9	cap	
10		requirement
11		protection
12		force
13	cut	
14		management

5 Match the words and phrases with the same or similar meanings.

- | | |
|------------------|-------------------|
| 1 force | a ban / not allow |
| 2 restrict | b control |
| 3 reduce | c must |
| 4 prevent | d make |
| 5 protect | e allow |
| 6 regulate | f cut |
| 7 prohibit | g stop |
| 8 be required to | h keep safe |
| 9 permit | i limit |

6 Change these sentences using the prompt so that they have the same meaning.

- There are restrictions on the number of fish that can be caught. (limit)
- Reducing carbon emissions is a requirement for the whole chemical industry. (require)
- Military exercises on Antarctica are prohibited. (allow)
- Fishermen are required to use certain types of fishing gear. (must)
- All countries that sign up to the Protocol agree to a cap on greenhouse gases. (limit)
- Any form of arms testing is banned in Antarctica. (prohibit)
- Fish must be clearly labelled when they are packed. (require)
- Australia is not allowed to increase production of harmful gases by more than 8%. (prohibit)

7 2.3 Listen to an interview with an environmental expert in the fishing industry. Are these statements true or false?

- Discards are fish that are caught and thrown away on land.
- Fishermen currently throw back about half of what they net.
- The fish are thrown back because they are dead.
- One way to avoid catching so many fish is to make the nets bigger.
- Fish stocks would fall if fishing fleets took fish life cycles into account.
- It is suggested that the public should widen their fish-eating habits.

8 Work in pairs. Imagine you are responsible for improving your local environment. What rules and limits would you recommend?



Watch the video for more practice.

Work skills Report writing

- 1 Jeremy Clark has been to Kenya to make a documentary for a television company about farming. Read his report to the company and answer the questions.

- 1 What went wrong on the trip?
- 2 What were the consequences?
- 3 What recommendation does Jeremy make?

a _____ **Shoot report for ICT Television:
LOCAL FARMERS IN THE KENYAN HIGHLANDS**

b _____

- *This report describes the circumstances surrounding the recent trip to film local farmers in the Kenyan Highlands for the 'Camera on the World' series. Due to a series of unforeseen circumstances we were unable to complete the shoot as planned. The report provides a summary of the main incidents and makes recommendations as to how the project can be completed in time.*

c _____

Firstly, the shoot was timed to coincide with the dry season in Kenya. However, this year Kenya has had an exceptionally wet year and conditions when we arrived were impossible. Many roads were flooded and bridges were down so we were unable to travel to the shoot location.

Secondly, we had been told that the political situation was stable. Despite this, when we arrived we were told to keep to only certain areas to avoid getting caught up in any trouble. This did not include the area that we had planned for two locations for the shoot.

Thirdly, our local organizer was taken ill on the second day after we arrived. He had to be taken to hospital and we lost a week while we tried to find a replacement.

d _____

The consequences of these incidents were that we lost time and had to spend a further week finding new locations that were reachable and safe. In the end we only had one week of shooting which meant that we did not cover all the agreed items for the programme.

e _____

- *In order to complete the project, we recommend that you look at the footage that we did manage to take and that you let us know whether this can be edited to form a complete documentary. If not, we suggest that archive material from our filming in Kenya last year could provide a suitable alternative.*

We will do everything we can to ensure that you are satisfied with the end product and that it is delivered in time for broadcast this summer.



- 2 Look at the report again and put the labels 1–5 in the appropriate stages a–e.

- 1 Main points
- 2 Conclusion
- 3 Recommendation
- 4 Title
- 5 Introduction

- 3 You are going to write a report using the organization and language used in the Kenya report. Go to page 135 for details.

Functions Checking and clarifying

INTRODUCTION



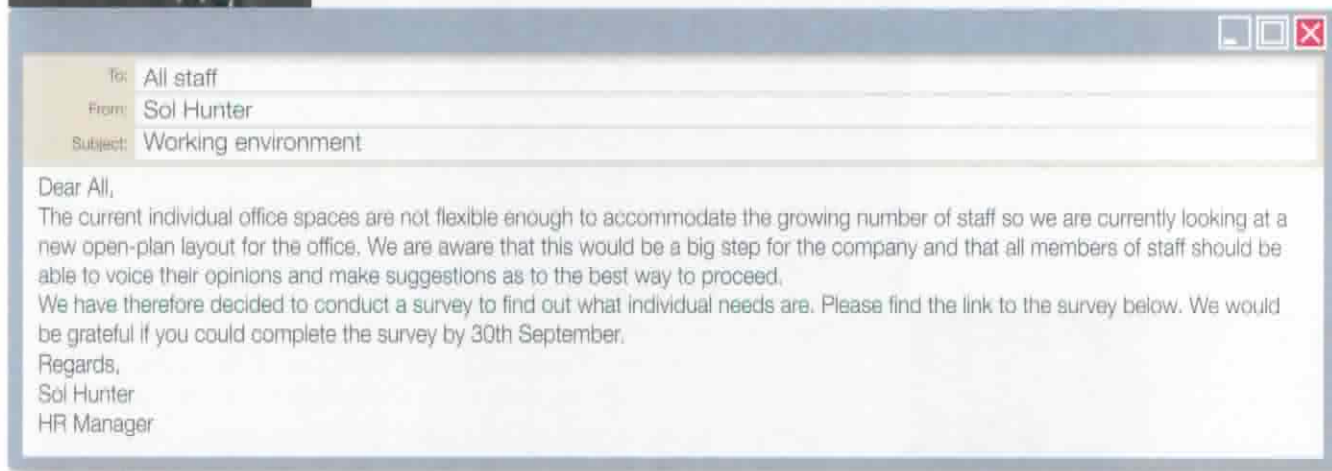
1 Mark the following statements according to how strongly you agree or disagree with them (1=strongly disagree, 5=strongly agree).

- 1 The most valuable resource a company has is its people.
- 2 A positive and efficient working environment is the responsibility of the staff.
- 3 The main aim of a company is to maintain and improve productivity.
- 4 Workers have similar needs in terms of their working environment.

2 Work in pairs. Compare and discuss your answers to 1.

3 Read the message sent by the head of the Human Resources Department to the staff. Answer the questions.

- 1 What is the current situation at the company regarding office space?
- 2 What is the company thinking of doing?
- 3 How can employees pass on their suggestions to management?



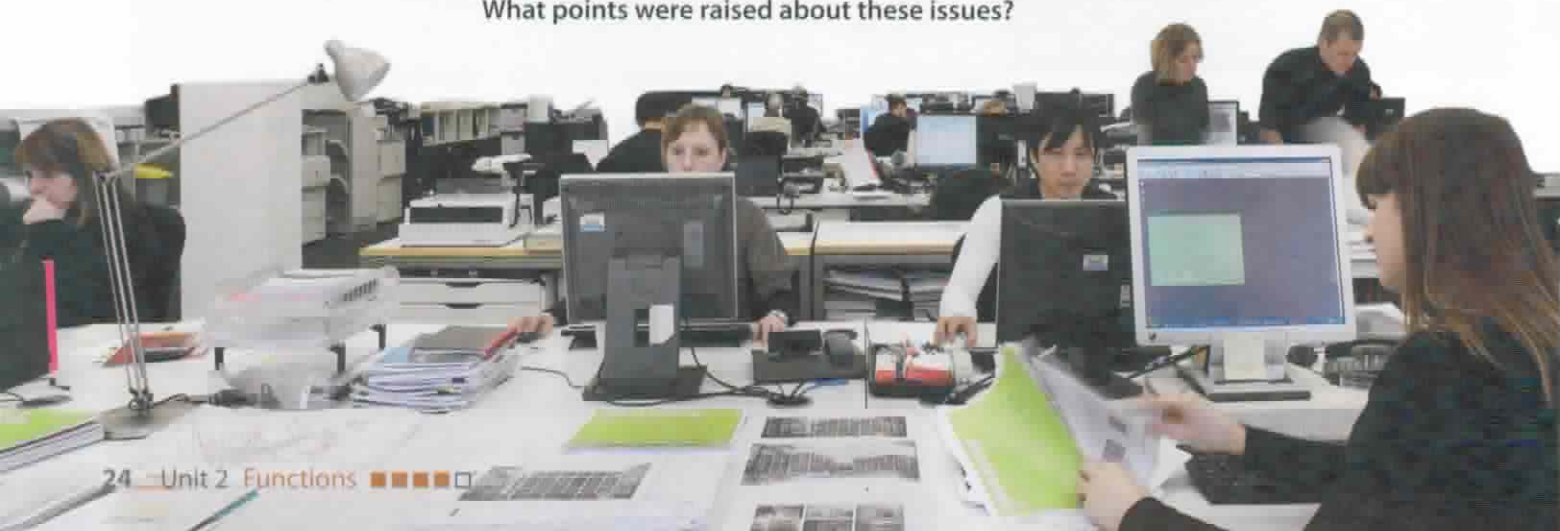
4 Work in pairs. Discuss the various issues that may arise from making an office space open-plan.

5 2.4 Listen to the first part of the meeting organized by the HR Department. Answer the questions.

- 1 Who is taking part in the meeting?
- 2 What is the objective of the meeting?
- 3 What changes are occurring in the company?
- 4 What are the main issues?
- 5 What is the relevance of collaboration, concentration, and consultation?

6 Which issues do you think will be discussed in the second part of the meeting?
cost noise meeting rooms timescale

7 2.5 Listen to the second part of the meeting and check your answer to 6. What points were raised about these issues?



Focus

Match the examples of clarification language 1–4 with functions a–d.

- 1 Is that clear? Are you with me?
 - 2 Do you mean ...? Are you saying ...? ..., is that right?
 - 3 In other words ... What I mean is ...
 - 4 I'm not sure if I follow you. Sorry, I don't think I get what you mean.
- a Saying you don't understand what has been said
 - b Checking that people have understood your message
 - c Asking other people for clarification
 - d Rewording and clarifying your message

► For more details and practice, go to the Review section on page 29.

PRACTICE 8 Work in pairs. Sol has some more ideas. Take it in turns to be Sol and a colleague. Check that you understand exactly what the other person is saying and correct and clarify where necessary.

A Ideas

- 1 People should talk more quietly at work.
- 2 People should communicate in short written messages (IM or email) where possible.
- 3 Colleagues should largely limit social interactions to breaks and lunch.
- 4 Stagger the start and finish times of staff, so there are fewer people in the office at one time.

B Ideas

- 1 Divide the open-plan area into discrete workspaces.
- 2 Have at least one meeting-free day a week.
- 3 Rent out additional quiet rooms in the building (2 days?), where people can opt to work in silence.
- 4 Ban Facebook / social emails / social calls at work.

9 Read the examples of clarifying a–d and answer the questions.

- a Sorry, are you saying that the open-plan office idea is connected to the work environment and productivity?
 - b Do you mean that the work environment and productivity are linked or separate?
 - c In other words, that really wasn't an option despite being an attractive idea.
 - d Sorry, I don't think I get what you mean.
- 1 Which words in each sentence have the main stress?
 - 2 What happens to the intonation at the end of each sentence?

10 🎧 2.6 Listen and check your answers.

11 Work in pairs. Practise saying the phrases.

TASK 12 Work in small groups. Take turns to talk about one of these topics for about two minutes. The listeners should ask for clarification when appropriate.

- 1 Describe something that you do at work, e.g. how you organize your desk or computer desktop.
- 2 Describe something you do on your computer which is non-work related, e.g. editing and sharing your photos.



Review

Grammar Perfect tenses

Form

Present Perfect	Subject + <i>have / has</i> + past participle	The government has approved 800 projects since 2007.
Present Perfect Continuous	Subject + <i>have / has</i> + past participle + verb - <i>ing</i>	They have been farming the land for centuries.
Present Perfect Passive	Subject + <i>has / have been</i> + past participle	The land has been covered with huge greenhouses.

Use

We use the Present Perfect to talk about events or states which continue up to now, and which are relevant or important now. It connects the past and the present.

Example The fresh cut-flower market has seen a boom in recent years.

This connection is shown by adverbs which are commonly used with the Present Perfect, e.g. *just, yet, already, so far, all my life*.

Generally, if a specific point in time is mentioned or suggested when talking about a finished event, action or state, then the Past Simple is used.

Example I sold my own land to foreign investors three months ago.

The Present Perfect Continuous form is used to talk about things happening up to now, which may or may not have finished; the Present Perfect is generally used when there is an idea of completion. It also tends to focus attention on the activity or the process itself.

Example I'm exhausted. I've been working really hard.

We use the Present Perfect Passive to place the focus on the object of the action.

Example So far about 17 different types have been discovered.

PRACTICE 1 Complete the sentences with the correct form of the verb (Present Perfect, Present Perfect Continuous, or Past Simple).

- _____ (you see) my new car? It's the red Mazda over there.
- I'm afraid I _____ (not have) time to do that yet. It's my next task.
- In my last job, I _____ (manage) fewer people, and I had less responsibility.
- I _____ (be) in this department for three years now, and it's time for a change.
- I _____ (speak) to Ralph about the project yesterday morning and everything is going well.
- He _____ (talk) on the phone since nine and it's nearly eleven now.
- We _____ (introduce) a new policy. Do you know about this?
- I _____ (meet) Pablo in Zurich, when we were attending that training event.
- I _____ (study) farming for years now. I've just got one more year to go.
- Not for me, thank you. I _____ (have) four coffees already today!

- 2 Rewrite the sentences using the Present Perfect form of the verb with *for* or *since*. Note that you may need to change the word order, too.**

Example I moved into my current apartment three years ago.
I've been living in my current apartment for three years.

- 1 I started working for Pete nearly seven years ago.

- 2 She joined the company in spring last year.

- 3 We began this project last Thursday.

- 4 I became a Project Manager for ITS in January 2012.

- 5 I started cycling into work because of the train strike.

- 6 I communicate with her regularly, following my US visit last year.

- 7 They began the building work around Christmas time, but they're only half finished.

- 3 Match the sentences halves.**

- | | |
|--|---|
| 1 We're really pleased. Sam appears | a to have been leaked. |
| 2 I'm disappointed not | b to have mislaid the keys somewhere. |
| 3 Well, I'm very glad | c to have been able to work with you at last. |
| 4 I think it was generous of the company | d to have locked up the building securely. |
| 5 I'm afraid to say that the information seems | e to have given so much to charity. |
| 6 It was careless not | f to have settled in well and is doing fine. |
| 7 Could you wait a minute? I seem | g to have completed the project, but it's nearly there. |

Vocabulary Rules and limits

- 1 Correct the mistakes.**

- 1 Everyone should be force to vote in national elections to avoid low turnout.

- 2 A ban in smoking in all enclosed public places should be implemented worldwide.

- 3 Trade in ivory should be permit and the profits given to local people.

- 4 Sales of alcohol in shops and bars should be restriction to those over 21 throughout the EU.

- 5 Relatives should permission to help staff care for the elderly in hospitals.

- 6 As a witness to a crime, you have no oblige to speak to the police.

- 7 French feminists want prohibition on the term *Mademoiselle*.

- 8 Many states in the USA still allow to their residents carry a gun.

2 Complete the text with these verbs in their correct form.

allow ban permit prevent reduce restrict

A recent report published on BetterBusiness.com claims that companies are increasingly trying to _____¹ employees from using work time to browse the internet, stating that 80% of the time it is for private purposes (social networking sites, streaming music, etc.). Their aim, initially, is to _____² internet access to peak office hours (9.00–1.00). They hope this will _____³ the loss of valuable work time.

Technologically savvy workers, however, are easily able to install a remote desktop, providing access to their home computers, and thus avoiding the company network altogether. Angered at being dealt with in this 'Big Brother' style, the majority of employees interviewed refuse to be _____⁴ from using the internet 'within reason' on a day-to-day basis at work.

Most companies _____⁵ minimal internet usage for social purposes, in the same way as one or two private phone calls used to be _____⁶ before the advent of email.

Work skills Report writing

1 Read the report and put these headings at the appropriate points 1–5.

Main points Causes of population decline Recommendations Title Introduction

_____¹ A report on the decline in the butterfly population in north-east Scotland

_____²
This report _____³ the decline in butterfly numbers in north-east Scotland revealed by the Big Butterfly Count survey. The survey _____⁴ 34,000 people who recorded 322,000 butterfly sightings. The report _____⁵ a summary of the key facts and statistics from the survey; explains the main causes in the decline of butterfly numbers, and makes recommendations as to how the butterfly population can be protected and helped to recover.

_____⁶
_____⁷ a 11% drop in the butterfly population in north-east Scotland and some more common species are down 50% on last year. Scotland's northern species such as Large Heath, Mountain Ringlet, Mountain Burnet, and Northern Dart are particularly important in the UK. Unfortunately, there are relatively few people on the ground identifying important colonies and monitoring trends.

_____⁸
The _____⁹ for this decline are, in order of relevance, as follows. Agricultural land in the area is managed intensively and areas of wilderness are being lost. At the same time, there is relatively little financial support for wildlife-friendly farming. Development for housing, energy, recreation, and transport is also destroying key habitats. _____¹⁰, this year the region experienced the coldest and wettest summer on record for 18 years.

_____¹¹
In order to preserve the butterfly population we _____¹² the following action is taken.

Firstly, the Butterfly Conservation Society should open more reserves in north-east Scotland specifically for conserving and increasing natural habitats for the butterfly. _____¹³, the BCS should send a report to all local councils in the region to explain the problem and to recommend that housing developments are limited to areas near town centres.

2 Complete the report with these words and phrases.

describes secondly provides recommend there has been reasons finally involved

Functions Checking and clarifying

We use *Is that clear?* *Are you with me?* to check that people have understood our message.

We use *Do you mean ...?* *Are you saying ...?* *..., is that right?*, to ask other people for clarification.

We use *In other words ...* *What I mean is ...* *I mean ...* to reword and clarify our message.

We use *I'm not sure if I follow you* or *Sorry, I don't think I get what you mean* to say that we don't understand what has been said.

PRACTICE 1 Complete the exchanges with the appropriate phrases.

- 1 A So has the idea of setting up a helpline service been rejected?
B Well, from a staffing point of view it wasn't very feasible.
_____, it really wasn't an option despite being an interesting idea.
- 2 A And any news on the SAK initiative?
B Sorry, what _____ by 'SAK initiative'?
- 3 A Generally, people have different needs in terms of workspace. Some people need to work with other people, have meetings, etc. Others need a quiet space where they can concentrate. _____?
B I'm not sure. Doesn't that suggest that an open-plan office wouldn't work?
- 4 A So, all in all Joan, we're thinking that you are ready to face a new challenge. Right?
B Yes, absolutely. So _____ you're going to give me a new role?
- 5 A I'm sorry to interrupt, but I'm not sure _____ here.
What do you mean by the 'key' contracts?
B I'm referring there to anything to do with Jefferson and Tenco. Okay?
- 6 A What I'd like to do is take this new approach immediately.
_____? Please say now if it's not.
B That's fine. Sounds good.

2 Read the conversation below between a boss (Angela) and one of her employees (Mark). Find and correct the five mistakes in the clarification and checking language.

- Mark The Kempinski project can wait, I think.
- Angela Are you mean you're happy to try and meet the schedule, as long as we can put the work for Kempinski on hold?
- Mark That's right. You see they are dependent, in a way.
- Angela Are they? I'm not clear if I'm following you.
- Mark Well, if we complete the Buena project first, much of the work for Kempinski will be very similar, with a few changes here and there. Are you by me?
- Angela Well, you may have a point, but I think we need to be careful that the two projects look completely different. I'm meaning these companies are paying for a personalized product, and that's what we should give them.
- Mark Of course, Angela. What I say is that I think the second project will be easier, having done the first, that's all.
- Angela That's a fair point. Okay, Mark. Thank you. If you could keep me informed ...

- 1 _____
- 2 _____
- 3 _____

- 4 _____
- 5 _____

Grammar Relative clauses

INTRODUCTION 1 How would you define 'happiness'? What makes people happy? Think about the following areas.

financial security the environment health relationships
employment the political situation family education

2 Work in pairs. Discuss your answers to 1.

3 Read the text below and find the following.

- 1 Five features of life in Costa Rica that make people happy
- 2 Five features of life in Britain that make people happy

Happiness on a global scale

A recent survey has revealed that Costa Ricans are the leaders in happiness, just above the Danish. The Americans ranked 21st and the British came in at 32 out of 149 nations surveyed. The countries which the survey revealed to be least happy were Togo and Tanzania. The researchers define happiness as the 'degree to which an individual judges the overall quality of his or her life as a whole favourably.'

So why are Costa Ricans so happy? One factor could be the people's attitude to their surroundings. Costa Ricans are keen to preserve their country's lush and beautiful environment, and great emphasis has been placed on sustainability – 99% of their electricity comes from renewable sources and they have pledged to be carbon neutral by 2021. In addition, education and health are areas that they have significantly invested in. As a result it has one of the highest literacy rates in the world. This has led to good gender equality in the workforce, a thriving export market in electronic goods, and also relatively strong English language skills. In addition, armed forces were abolished in 1949, which has proved positive and has obviously benefited the economy and arguably the people's general state of mind. In fact, Costa Rica is one of the few countries in this region where people from the USA choose to live. The

Americans, who obviously appreciate the beauty of the country as well as the lower cost of living, come to Costa Rica to enjoy their retirement.

Meanwhile in Britain, according to recent research, six hours sleep a night, a 20-minute commute, and time with family and friends are key factors which contribute to happiness. The study asked 4,000 adults, aged between 18 and 65, to rate their happiness on a scale of one to five. It appears that British people do not want expensive holidays or fast cars, but the simpler, more straightforward things in life, like getting through the front door after work at a decent time and spending time outdoors.

More specifically, the research found that those adults who are happiest in life work little more than seven hours a day, arrive home at approximately 5.42 p.m., and enjoy five cooked meals a week. Regular exercise also features, both in terms of getting fresh air and going to the gym regularly.

Spending time with loved ones, which in the case of the research meant any time with partners, friends or family, also plays an important role. According to the study, those people whose lives are the happiest spend four hours' quality time with their partner every day, and around two hours playing with their children.



4 Read the text again, and answer the questions.

- 1 Do you agree with the definition of 'happiness' in the text?
- 2 What kind of areas did the researchers look at to measure happiness?
- 3 In what ways is your country similar or different to Costa Rica?
- 4 How far does your life match a happy British person's life?

5 Where do you think your own country ranked in the survey? Why?

6 3.1 Listen to an interview with a sociologist discussing social science surveys. Answer the questions.

- 1 According to Dr Fournier, what is the basic problem with these kinds of survey?
- 2 What sort of things influence the way people respond to survey questions?
- 3 How might a person's culture influence their answers?
- 4 Why might someone give a dishonest answer?
- 5 What aspects of people's lives should be taken into account, e.g. friends, job?

7 Do you agree with Dr Fournier? How would you define happiness?

Focus

Look at these sentences from the text.

- 1 The countries which the survey revealed to be least happy were Togo and Tanzania.
- 2 The Americans, who obviously appreciate the beauty ... as well as the lower cost of living, come to Costa Rica to enjoy their retirement.

Match the sentences with these rules.

- a The information in a defining relative clause is necessary for the sentence to make sense.
- b The information in a non-defining relative clause is not necessary for the sentence to make sense.

In which of the sentences can the relative pronoun be omitted?

Read the text again. Find and underline the following.

- 1 Clauses that add extra information and could be omitted from the sentence
- 2 Different types of relative pronouns

How is the extra information in a non-defining clause separated from the rest of the sentence?

► For more details and practice, go to the Review section on pages 38 and 39.

PRACTICE 8 Correct these sentences by adding relative pronouns and commas where necessary.

- 1 A recent survey on happiness was carried out in 149 countries ranked countries in terms of their level of happiness.
- 2 Costa Rica was ranked as the happiest country has placed great emphasis on sustainability.
- 3 Education and health are areas the Costa Ricans have invested in.
- 4 Togo and Tanzania the survey revealed to be the least happy nations both have relatively low GDPs.
- 5 Spending time with relatives is one of the key factors contributes to happiness in Britain, according to the survey.
- 6 The 4,000 adults took part in the survey were asked to rate their happiness on a scale of one to five.
- 7 The research showed that those adults work less than eight hours a day are happiest.
- 8 The people the study identified as the happiest spend about two hours a day playing with their children.

9 Combine the short sentences below using non-defining relative clauses.

- 1 Happiness can be defined in many ways. It relates to a variety of emotional states such as contentment, joy, and satisfaction.
- 2 Spending time with loved ones is a key factor contributing to happiness. This includes time spent with friends.
- 3 Sam gave an excellent presentation last week at Reading University. She was a student there.
- 4 Tim's been offered a new job. He's been waiting for this for a long time. It's in marketing.
- 5 Dr Laurel Edmunds has researched the issue of happiness at work for some time. She has produced a unique definition of happiness.
- 6 Last month we conducted a staff survey. The results of the survey are due out this week.
- 7 Maslow's motivation theory can be represented by a visual aid shaped like a pyramid. It is perhaps the best-known theory of happiness.
- 8 Job satisfaction is a very important aspect of people's working lives. It is frequently measured by companies and organizations.

10 Choose four countries from the 'Income and happiness' chart and describe them using a relative clause.

Examples Puerto Rico, which has a relatively low income per head, is near the top of the happiness index.

The country which came bottom of the happiness index also has a low income.



11 What are your top five tips for a happy life?

TASK 12 Work in pairs. You are going to ask your partner some information about themselves.



Watch the video for more practice.

Student A Read the notes below and decide what questions to ask. Add a relative pronoun where necessary. Start with the phrase:
Can you tell me about ...?

- a person / made you laugh recently
- a sport / you enjoy doing
- a piece of music / make you happy
- a free-time activity or hobby / like to try
- a store / sells your favourite clothes
- a piece of work / you completed today
- a country / you would like to retire [to]

Student B Look at the notes on page 137.

Vocabulary Suffixes and collocations

1 Read the headline. What do you think the health risks of skipping breaks are?

Employees risk health by regularly skipping breaks, report warns



2 ● 3.2 Listen to an occupational health expert talking about the pros and cons of having tea and coffee breaks at work. Answer the questions.

- 1 How many minutes' break does the average British person have per day?
- 2 What is the annual cost per worker of having breaks?
- 3 What are the social and psychological benefits of taking a break?
- 4 What are the possible effects of not taking regular breaks?
- 5 What proportion of workers do not take a break?

3 Work in pairs and discuss these questions.

- 1 Do you agree with the health expert's opinion?
- 2 What happens in your current workplace, or in previous workplaces?

4 ● 3.3 Listen to ten sentences from the talk and complete the table with the appropriate noun or adjective.

	Noun	Adjective
1		productive
2		real
3		responsible
4		employable
5		cooperative
6		satisfying
7		motivating
8	manager	
9	society	
10	stimulation	
11	creativity	
12	enjoyment	
13	necessity	
14	seriousness	

5 ● 3.4 Mark the word stress on each word in 4. Listen and check your answers.

6 Using the examples in 4, tick ✓ the appropriate column and add an example.

Suffix	Nouns	Examples	Adjectives	Examples
1 ity	✓	productivity, reality		
2 ive			✓	productive, cooperative
3 ible				
4 able				
5 tion				
6 ment				
7 ing				
8 al				
9 ous				

7 Add these word beginnings to the appropriate boxes in 6.

entertain- excit- excep- sens-
 favour- / accept- opportun- nerv- / cauti- informat-
 critic- / addition- / inspiration-

8 Complete the sentences using either a noun or an adjective from 4 or 7.

- 1 Having a contented workforce can directly lead to higher *prod*_____.
- 2 Great companies are usually led by an *ins*_____ CEO.
- 3 Breaking the rules is not *acc*_____.
- 4 Having a good work-life balance is *nec*_____ for a happy workforce.
- 5 My job is very *sat*_____. My boss gives me a chance to be creative and recognizes my achievements.
- 6 I've learnt a lot watching this TV programme. It's really *inf*_____.
- 7 Working with exceptionally bright people is very *sti*_____.
- 8 My team is very *co*_____. They'll do anything and work very well together.
- 9 Tom is very *cau*_____. He never takes a risk or does anything in a hurry.
- 10 I always take *res*_____ when something goes wrong. I never blame other people.

9 Match the following words with *work* or *job* to make single words or phrases.

centre load station description shop
 advertisement losses place satisfaction ethos

10 Complete the sentences with words and phrases from 9.

- 1 My _____ this week has been too much. I'm exhausted.
- 2 I get _____ when I get recognition for the work I've done.
- 3 We're all getting new _____ next week. New desks, PCs, and telephones.
- 4 In the UK, unemployed people go to the _____ to look for a job.
- 5 I'm giving a _____ on how to do web research.
- 6 My _____ says I'm responsible for keeping the database up to date but I haven't had any training.
- 7 The company established a _____ that really motivated the staff.
- 8 A good _____ should give details about the position and the salary.
- 9 _____ are usually a result of poor economic or business performance.
- 10 The purpose of the training is to improve communication in a multilingual _____.

Work skills Dynamic presentations

1 Work in pairs and discuss these questions.

- 1 How often do you give presentations?
- 2 What are the biggest challenges of giving a presentation?

2 Read the information on PechaKucha. What do you think the advantages and disadvantages of this type of presentation might be?

PechaKucha is a type of presentation with strict limitations: sometimes called '20x20', it consists of 20 slides, with each slide lasting only 20 seconds (total 6'40"). Conceived as a medium through which young designers could meet, show their work, exchange ideas, and network, the format keeps presentations concise and fast-paced.

3 3.5 Listen to a PechaKucha presenter give some tips. Make notes for each stage.

- | | | | |
|------------------|------------|-----------------|-----------|
| 1 Choose a theme | 3 Prepare | 5 Showtime | 7 Wind up |
| 2 Tell a story | 4 Rehearse | 6 Body language | |

4 Look at the two versions of the script for Slide 1 of Karla's presentation. Which do you think is better? Give reasons.

I started taking photographs when I was five. It was fun but I wasn't very good. It took twenty years to learn how to take photographs.

Hi. I'm Karla. I'm a photographer. This is me aged five. I hadn't quite perfected my technique at this stage but I was keen. I'm going to take you on the journey from taking pictures of my finger to learning what it is to really see something and the people who inspired me along the way.

5 Look at the next slides from the presentation. What do you think Karla will say?



6 3.6 Listen to the presentation and think of a caption for each slide.

7 Here are examples from Karla's script. Match the examples 1-4 with the presentation techniques a-d.

- | | |
|---|---|
| 1 Let's have a look! Here you can see a shot I took in Cesky Krumlov, a small town on the River Vltava. | a getting the audience to do or look at something |
| 2 Do you know what I mean? | b transition point between slides |
| 3 So after my first assignment I had to ask the big question - what could I do next? | c tripling (putting items together in a group of three) |
| 4 I love how the colours merge - the yellow, white, and grey. | d asking the audience a question |

8 Choose one of the topics below and prepare the first three slides (text and pictures) for a presentation.

Someone you admire A recent project you worked on How to keep healthy



Functions Hedging, contrasting, and generalizing

INTRODUCTION 1 Read the proposal for an urban renewal project in Mexico City. What are your first impressions of the idea?

Earthscraper

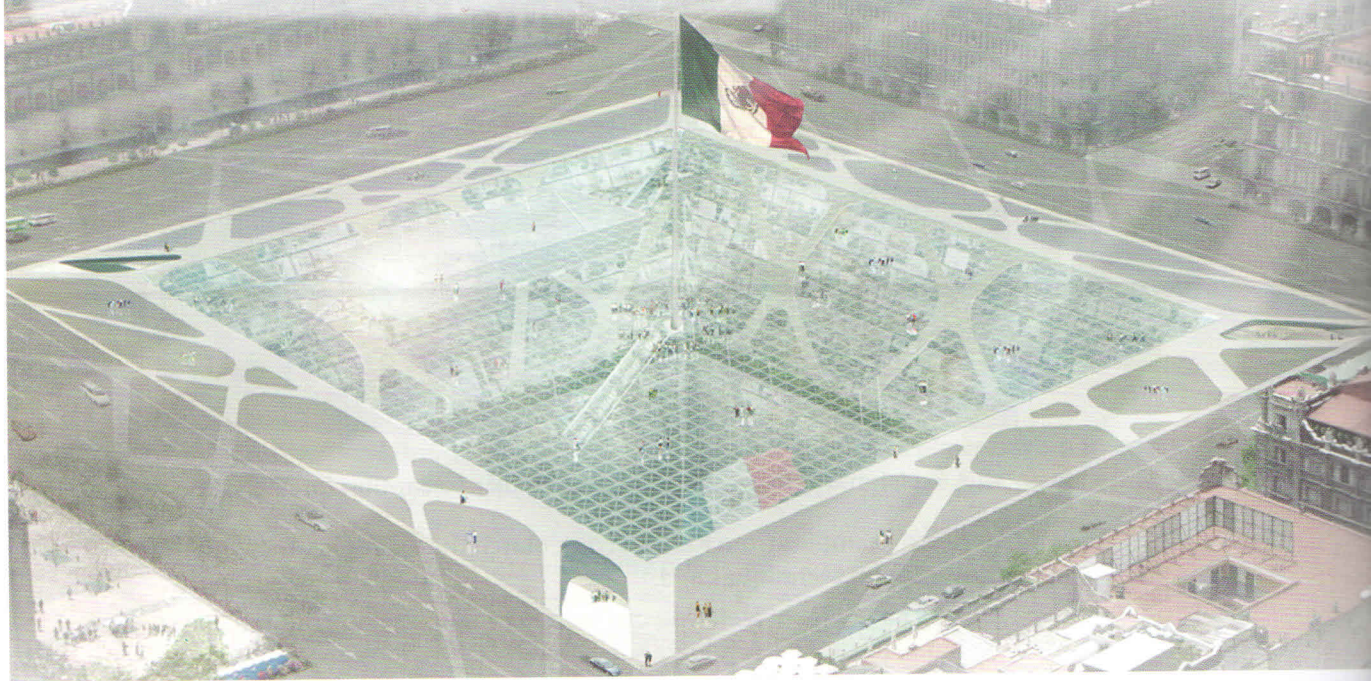
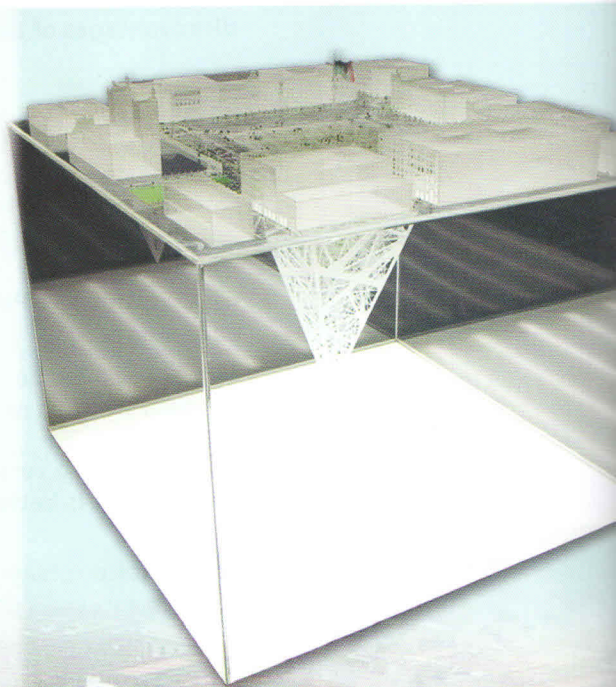
Status	ongoing
Meters	775,000m ²
Location	Mexico City
Floors	35

The historic centre of Mexico City is in desperate need of a systematic makeover. New infrastructure, office, living, and retail space are required but no empty plots are available. Federal and local laws prohibit demolishing historical buildings and height regulations limit new structures to eight stories.

The Earthscraper is an inverted pyramid with a central void to allow all habitable spaces to enjoy natural light and ventilation. It preserves the iconic presence of the city square and the existing hierarchy of the buildings that surround it.

To conserve the numerous activities that take place in the city square year round, the massive hole is covered with a glass roof that allows the life of the Earthscraper to blend in with everything happening on top.

The 35 levels of the Earthscraper will be divided into four sections: a museum, retail space, apartments, and office space.



2 3.7 An independent architectural firm is asked to assess the Earthscraper project. Listen to a meeting with the chief architect and the client and answer the questions.

- 1 What is Stephen Walker's task?
- 2 How does Stephen start his presentation?
- 3 What are the three main problems Stephen identifies?
- 4 Can the problems be solved?
- 5 Is the project likely to be achieved on budget? Give reasons.

Focus

What do we use the phrases in 1, 2, and 3 for?

a contrasting ___ b generalizing ___ c hedging ___

1	I'm not sure	but it could be solved with ...
	it's not clear	but the indications are that ...
	perhaps	it would be a good idea to ...
	it seems (appears) that	getting enough natural light down ...
	apparently	the water cannot be extracted ...
2	having said that	there are potential problems with the idea.
	however	it seems that getting enough natural light ...
	on the other hand	we do need to be aware of an additional issue
	... but	a lot of water still remains underground.
3	on the whole	I think everyone agrees that this is a bold ...
	... generally	it does appear that the conditions ... are not ideal
	broadly speaking	I think there are numerous challenges

► For more details and practice, go to the Review section on page 41.

PRACTICE 3 Complete these sentences using the examples from 1 in the Focus section.

- 1 A Do you think the project will work?
B I haven't read the whole report yet, but _____ the engineer who has been investigating the case thinks the project isn't viable.
- 2 A We don't seem to be making much progress.
B I agree. _____ this is a good time for a break.
- 3 A Did you hear the news this morning?
B No.
A _____ a minister has leaked documents suggesting that the Prime Minister has been having secret talks.
- 4 A Do you think the bridge is safe?
B _____ but I think it might be a bit dangerous. I haven't crossed it, but _____ it wobbles.
- 5 A What's the current situation?
B We have conducted an initial investigation, but _____ yet whether we need to make a further investment or not.
- 6 A _____ the company is going to move to a new location.
B Really? I'd heard that we are going to stay here.

4 Match the sentences in the two columns. Which connecting words and phrases from 2 in the Focus section can we use to link the sentences together?

- | | |
|--|---|
| 1 I've really enjoyed my first week at work. | a It can cause greedy and selfish behaviour. |
| 2 This project has gone over budget. | b She can be quite aggressive in meetings. |
| 3 She's very friendly to the other staff. | c It can be stressful and tiring. |
| 4 Money can make people happy. | d I'm not looking forward to doing the training course next week. |
| 5 Living in the city centre is exciting. | e It has been incredibly successful. |

TASK 5 Work in pairs. Student A, go to page 127. Student B, go to page 130.

Review

Grammar Relative clauses

Form

Relative clauses fall into two main types. We use defining relative clauses to identify or classify a person or a thing. We do not use commas to separate them.

Example The research found that those adults who are happiest in life work little more than seven hours a day.

We use non-defining relative clauses to add extra information about a person or thing we have already identified. We use commas to separate non-defining relative clauses from the rest of the sentence.

Example Costa Rica, which has a low cost of living, is popular with Americans.

Relative pronouns

We use *who* for people, and *which* for things. In defining relative clauses, we can also use *that*.

Example The man who / that is giving the next talk is my boss.

Example The team that / which wins will compete in Austria.

When the relative pronoun is the object in a defining relative clause, we can omit it.

Example Is this the report (that) they sent back yesterday?

We use *whose* to indicate possession for people and things.

Example The sales department, whose staff was cut by 20%, are moving to smaller premises.

We use *where* to refer to places. It means *in which*.

Example The office where we had the meeting was on the top floor.

Note that if *who* follows the preposition (formal English), we use *whom*, e.g. *to whom*.

Use

Relative clauses identify and give extra information about the nouns or clauses which precede them. They are particularly common in (formal) written English and in formal speech, such as presentations or lectures.

PRACTICE 1 Read the sentences and decide if they include a defining (D) or non-defining clause (ND). Insert commas where necessary.

- 1 The company's website which gets a lot of traffic is very slow.
- 2 People who have plenty of time to relax and spend time with friends are generally happy.
- 3 John is the colleague whose daughter goes to the same school as my son.
- 4 I'll talk to my boss who's coming back tomorrow and ask him to call you.
- 5 There is always one person in a presentation that forgets to turn their mobile phone off.
- 6 The staff survey on working hours which I filled in yesterday is actually a waste of time.

2 Look again at the relative clauses in 1. In which clauses can the relative pronoun be left out?

3 Match 1–6 with a–f. Then join the two sentences using a defining relative clause.

- | | |
|---|--|
| 1 Louis works for a firm. | a He mends our photocopier. |
| 2 My manager called us in to tell us about a new government policy. | b My aunt gave it to me. |
| 3 What's the name of the man. | c You can't trust them. |
| 4 I don't like colleagues. | d It is going to affect the workforce. |
| 5 Evan's just bought an app. | e It makes plastics. |
| 6 That's the awful tie. | f It gives you data on products before you buy them. |

4 Combine the sentences, using a non-defining relative clause.

- The London offices were built in 2010. They have won awards for the eco-friendly design.
- The staff work hard and there is a good working atmosphere. The staff are aged mainly between 45 and 60.
- Employees are given a six-monthly appraisal. The appraisal determines if they are meeting performance targets.
- The business was started as a market stall. It now exports to the US and India.
- Two years ago, the Fizz drinks company was taken over by a Dutch firm. The company has factories in several European countries.
- Annie wanted June to give her a lift to the conference tomorrow. June has just bought a new car.

5 Complete the article about the effects of modern architecture on happiness with relative pronouns and commas.

Architecture and happiness



Architecture is something _____¹ might affect people's mood on a conscious and unconscious level. Living and working in an environment _____² has a positive effect on us is extremely important, and this is a topic _____³ Alain de Botton discusses in his book *The Architecture of Happiness*. The author _____⁴ writings also cover areas such as travel and Proust, is a philosopher and academic _____⁵ was born in Switzerland but now lives in London. He examines the significance of architecture in our lives _____⁶ may be something that many of us give little attention to.

De Botton says that architecture is a symbol of human potential and can serve to give us hope _____⁷ is a very positive thing. To live or work in a building _____⁸ has been badly designed or _____⁹ is ugly, is to remove a source of inspiration. The quality of our environment has a huge effect on our moods. This is why our homes, places _____¹⁰ we pass a lot of the time, should be beautiful and appealing for the people who live there. De Botton believes your house could be making you sad or angry, and asks people to reflect more consciously on the buildings _____¹¹ surround them.

Vocabulary Suffixes and collocations

1 Complete the adjective or noun, using the letters in *italics* to help you.

- The workshop was really *en*_____. Everyone was relaxed and worked well together.
- Those ideas he submitted were extremely *cre*_____. I was impressed.
- I'm finding the *add*_____ workload strangely satisfying!
- As a team leader you have a *res*_____ to get the work done on time.
- Can I be a little *cri*_____ of that idea? I'm not sure it's going to work.
- The more qualifications and experience you have, the more *emp*_____ you are.
- Ted is a little *ne*_____ about the interview, but I'm sure he'll be fine.

- 2 Use the **-able / -ible** ending to make adjectives which mean the same as the definition. Add the negative prefix (**-un** or **-in**) where required.

You can answer it. _____

You can't pronounce it. _____

You can't translate it. _____

You can't describe it. _____

You can't wear it. _____

You can believe it. _____

You can forget it (easily). _____

You can use it. _____

You can't imagine it. _____

- 3 Transform the sentences by changing the word in **bold** from adjective to noun or noun to adjective. You may have to change other parts of the sentence, and add words.

Example Happiness is something that everyone tries to achieve.

Being happy is something that everyone tries to achieve.

- 1 What we need is more **cooperation** within the team.
- 2 The head of the **department** has requested we send in suggestions by Friday.
- 3 It's important to let your employees feel **free** to discuss any problems.
- 4 Research suggests that working nights and doing shift work can negatively affect one's health and happiness. It is crucial to maintain a **regular** routine.
- 5 For some, working hard during your working life might mean that you can afford a few **luxuries** on retirement.
- 6 It's not **necessary** for you to dress up for the occasion, but I would advise against wearing jeans and trainers.

Work skills Dynamic presentations

- 1 Complete these sentences about giving a PechaKucha presentation.

- 1 Choose a theme that you want to talk about that your audience _____.
- 2 Your notes should tell you and the audience what _____.
- 3 Do your presentation again and again until you _____.
- 4 Most audiences fall asleep _____.
- 5 If you feel like you're being dragged through the park by a large dog chasing pigeons, _____.

- 2 Are these statements about PechaKucha correct? Correct any wrong information.

- 1 PechaKucha presentations can be anything up to 30 minutes long.
- 2 The presenter must show 20 slides and spend the same amount of time on each slide.
- 3 The audience are free to comment and ask questions during the presentation.
- 4 PechaKucha presentations were originally conceived as a way for designers to share ideas.
- 5 The format slows down the presentation.

- 3 Here are examples from Karla's script. Match the examples 1–4 with the presentation techniques a–d.

- 1 I think we miss a lot, because we're just not looking. ____
 - 2 My career as a photographer seemed to be over before it began. ____
 - 3 I'm going to take you on the journey. ____
 - 4 Do you know what I mean? ____
- a tell a story
 - b ask the audience questions
 - c make your point
 - d make the audience want to know what happened next

Functions Hedging, contrasting, and generalizing

Hedging

I'm not sure,
It's not clear,
Perhaps (perhaps)
It seems (appears) that
Apparently,

Generalizing

On the whole,
Generally (generally)
Broadly speaking

Contrasting

Having said that, (however)
However,
On the other hand,
... but

Hedging

We use hedging expressions when we want to indicate that the information or opinion being communicated is not final, complete, or necessarily correct. This could be because we are simply not sure whether the information is right or that our opinion is based on limited knowledge or experience. It could also be because the information we have comes from someone else.

Contrasting

We use expressions like *however* and *but* to link two opinions or facts in a way that contrasts the differences between them.

Generalizing

We use these expressions when we want to talk about a whole situation or set of points rather than refer to each one individually.

PRACTICE

Complete the sentences with these phrases.

but *I'm not sure* *It's not clear* *however* *On the other hand*
Having said that *On the whole* *It seems that* *generally*

- 1 A Is this new machine going to work?
B _____, but it looks pretty well made.
- 2 This is one of the best models there is. _____ it is a little bit over our budget.
- 3 _____ it seems that most people prefer living in the suburbs.
- 4 I'd love to go, _____ I'm afraid I've got another appointment.
- 5 I haven't spoken to him myself, but _____ the sales director is going to recruit some new salespeople.
- 6 I really think New York is an amazing city. _____ it is expensive and people can be a bit unfriendly.
- 7 The survey shows that _____ urban renewal projects generate more money than they cost. There are some exceptions, _____, like Niagara Falls in New York State.
- 8 All the results aren't in yet so _____ yet whether the Democrats will win.

4

Providing a service

Grammar Narrative tenses

INTRODUCTION

1 Work in pairs. Read the quotes about customers and discuss how true you think they are.

- 1 'An unhappy customer remembers an incident for 23.5 years and talks about it for 18 months.' White House Office of Consumer Affairs
- 2 'If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the internet, they can each tell 6,000 friends.' Jeff Bezos
- 3 'Whoever complains the loudest and longest wins.' Anonymous

2 Think about a customer service experience you have had recently in one of the following situations and answer the questions.

eating out travelling ordering goods online face-to-face retail call centre service

- 1 How would you rate the customer service from 1 to 5? 1 = very poor, 5 = excellent.
- 2 What was good or bad about the service?

Example The person who served me was very polite but she wasn't very efficient. It took ages to get served.

3 Read the introduction to a story about an incident on a train. What do you think the ticket inspector did next?



Money, please

Recently, an elderly passenger was travelling by train from Manchester to London. She had arrived at the station with plenty of time to spare, bought her ticket, and got on the next train down to London. When the ticket inspector came, however, he noticed that she didn't have a valid ticket. She explained that she had bought her ticket specifically for this journey. However, he pointed out to her that her ticket was only valid for a later train.

4 **4.1** Listen to the rest of the story and answer the questions.

- 1 Was your prediction about the story correct?
- 2 What was the reason for the woman being on the wrong train?
- 3 How did a stand-up comedian get involved in the story?
- 4 What happened to the comedian?

5 Work in groups and discuss these questions.

- 1 Who was right?
- 2 What do you think the best customer service approach would have been?

Focus

Match the sentences from the text 1–5 with the appropriate descriptions a–e.

- 1 She had arrived at the station with plenty of time to spare ... and got on the next train to London.
 - 2 While the woman was recovering from her ordeal ...
 - 3 ... Wrigglesworth stood up and started collecting money ...
 - 4 He was outraged.
 - 5 She'd been waiting on the platform when she heard the announcement ...
- a a background event or state
 - b a sequence of events
 - c an event that took place before the main past event
 - d a background event leading up to the main past event
 - e a past emotion with *be* + an adjective

Match the descriptions a–e with the correct narrative tense i–v.

- i Past Simple
- ii Past Perfect
- iii Past Continuous
- iv Past Simple
- v Past Perfect Continuous

Underline other examples of each tense in the script on page 143.

Linking words and phrases

Put the linking phrases from the script in the correct category.

as a result as soon as at this point because consequently when while so

Ordering events	
Expressing cause and effect	

► For more details and practice, go to the Review section on pages 50 and 51.

PRACTICE 6 Choose the correct form of the verbs.

- 1 When I *have been* / *was* on the flight to Madrid, I *met* / *have met* a woman three rows behind me who *was going* / *had gone* to the same high school as me.
- 2 We *had already gone through* / *already went through* to departures when they *announced* / *had announced* that our flight was delayed by five hours.
- 3 While I *drove* / *was driving* into work this morning, my boss *phoned* / *was phoning* me to say there *was* / *had been* a break-in.
- 4 When Alan *was complaining* / *complained* about the meal, the manager *gave* / *had given* him a £15 lunch voucher for his next visit.
- 5 She *had been taking* / *took* the e-reader back to the shop because she *had been having* / *had had* trouble with the screen.
- 6 I *felt* / *was feeling* really good about passing my driving test till I *had crashed* / *crashed* the car.
- 7 The customer *had been getting* / *was getting* more and more frustrated and *had already walked* / *already walked* out by the time the manager arrived.
- 8 I was asked to leave my table before I *had* / *had had* a chance to finish my dessert.



Passenger eats ticket

A passenger _____¹ (hope) to win with a scratch card ever since he _____² (start) buying the cards just a few years earlier. So he was delighted when he boarded the Ryanair flight from Krakow, Poland to East Midlands airport in the UK to discover they _____³ (sell) scratch cards on board, and consequently bought one.

As soon as he _____⁴ (scratch) out the numbers, he realized that he _____⁵ (win) €10,000. He immediately _____⁶ (ask) the crew for his prize money. They _____⁷ (explain) that they couldn't give him the money straightaway, because they _____⁸ (have) to confirm all the winners before they

could hand out cash prizes. They told the man he could collect the money directly from the scratch card company when he _____⁹ (get) home. The man _____¹⁰ (be) furious, so angry, in fact, that he started to eat the card. While he _____¹¹ (chew) it, fellow passengers nearby tried to stop him, but in vain. At this point, out of total frustration, he _____¹² (stand) up, and carried on until he _____¹³ (swallow) the whole card. As a result of his actions, the passenger _____¹⁴ (lose) his chances of claiming the money, which will now be donated to charity. The airline is asking passengers to vote online to decide where the money should go.

8 Work in pairs. Use the headlines to guess what the news story was.

Journalist in plane rage

Police called to on-flight incident with journalist

No exceptions: phones off for take-off



9 4.2 Listen and compare your version of the story in 8.

10 Work in pairs. Choose one of the stories below and one character each. Talk about each character's view of the events and the customer service.

- 1 Train
 - two fellow passengers
 - ticket inspector and transport police on arrival at Euston
 - Tom Wrigglesworth and a colleague
- 2 Scratch card
 - two fellow passengers
 - a crew member and colleague, the next day
 - the charity that got the money and a journalist
- 3 Smartphone
 - two fellow passengers
 - pilot and airport police
 - the arrested journalist and her colleague

11 Tell your side of the story in the situation you chose in 10.

TASK 12 Work in pairs or small groups.

Tell the story of a memorable customer experience you have had, either good or bad. Describe the background to the story, the main characters, and the main events.

Vocabulary Gerunds and infinitives

1 Work in pairs. Read the headlines below and answer the questions.

- 1 What's your view on the way the rich give their time or money for the benefit of people they've never met before?
- 2 If you were wealthy, would you do the same?

American billionaires join Bill Gates to pledge half their fortunes to charity

Mark Zuckerberg, founder of Facebook, pledges half his wealth to philanthropy


Yu Panglin, Chinese hotelier, gives away remaining millions for health and education

2 Work in pairs. Read the texts about people who are giving their money away. Make notes on the topics 1–3.

- 1 How much money was given away
- 2 What the money will be used for
- 3 How the person's life will change as a result

Student A, read the text below. Student B, read the text on page 132.

Giving up the good life



An Austrian businessman from Telfs recently sold his luxury villa with spectacular views of the Alps. Karl Rabeder, 47, also decided to sell his farmhouse in Provence, his six gliders, and an Audi A8. In total, the assets he sold off came to around €3.4 million. Instead of a life of luxury, he plans to move into a small hut in the mountains, or a bedsit in Innsbruck.

Mr Rabeder came from a poor family and was encouraged to work in order to have more possessions. Initially, he appreciated living a life of luxury, and equated wealth with happiness. Later, however, he felt that he was simply working for things he did not want or need. Although he often considered making changes to his life, for years he hesitated to do anything radical. He had

always enjoyed travelling, but felt increasingly guilty spending so much money amidst poverty. Everything changed, however, while he and his wife were on holiday in Hawaii. They spent vast sums of money but did not meet anyone 'real'. He felt that everyone they met was simply playing a role.

Mr Rabeder has felt much happier since making the decision to change his life, and has already started building his new life in the mountains, but he says he would not expect anyone else to do the same. The money from the sales of his assets will go to a charity he has set up which offers loans for building projects in Central and South America, where he used to take holidays. Rabeder says he will continue to travel, but now only locally.

3 Compare the two stories using your notes. Which story impresses you most? Why?

4 4.3 Listen to two people, Jake and Rebecca, discussing the two stories they've read.

- 1 Which story do they discuss first?
- 2 What are their opinions of each man's charitable gesture?



Watch the video for more practice.

5 Read these extracts from the text and listening. Put the verbs in the correct columns in the table below.

- 1 ... he often *considered* making changes to his life ...
- 2 Karl ... *decided* to sell his farmhouse in Provence ...
- 3 Rabeder says he will *continue* to travel, but now only locally.
- 4 Ord says he can *continue* giving away the same amount in the future.

Verb + to + infinitive	Verb + gerund / -ing	Both

6 The following verbs all appear in the reading texts. Add each verb to the table in 5.

choose encourage enjoy expect hope manage miss plan start

7 What is the difference between these pairs of sentences?

- 1 A We stopped to take a break.
B We stopped taking breaks.
- 2 A Can you remember sending the email?
B Can you remember to send the email?
- 3 A I regret to say it doesn't work.
B I regret saying it doesn't work.
- 4 A I won't forget visiting the dentist.
B I won't forget to visit the dentist.

8 Complete the sentences with the verbs in the correct form.

- 1 By the way, did you remember _____ (send) that disaster fund email I asked you to write last week?
- 2 I've decided _____ (give) my 1% tax-free donation to research on malaria.
- 3 I'll never forget _____ (see) the destruction after the floods in Madeira. It was heartbreaking.
- 4 I could never manage _____ (give) away 10%. I enjoy shopping too much!
- 5 I hear you're hoping _____ (save up) for a holiday. Where are you going?
- 6 I'm afraid I can't go with you, because I promised _____ (go) and help out at the farmers' market on Saturday.
- 7 I remember _____ (see) locals living on next to nothing in Central America. But there was support for developing small businesses.
- 8 Don't forget _____ (sign) the petition online. It's about government aid cuts.
- 9 I regret _____ (tell) you that you are still £500 in arrears on your payment.
- 10 I failed _____ (save) anything last month because I had to pay off my credit card bill.

9 Complete the questions using the appropriate verb in gerund or infinitive form.

change donate support give away

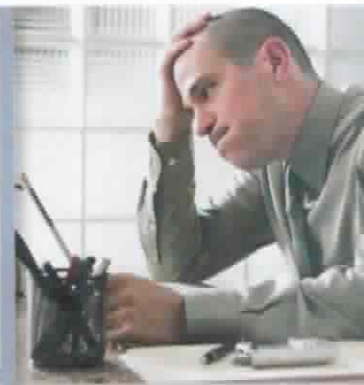
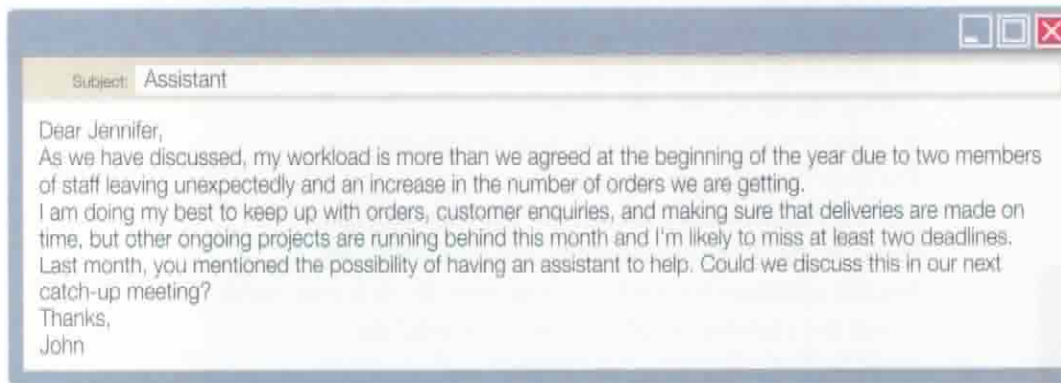
- 1 Would you ever consider _____ a fixed amount each month to charity?
- 2 Could you afford _____ 10% of your earnings?
- 3 Which charity would you opt _____ if you decided to do this?
- 4 Would you expect your lifestyle _____ drastically if you did what Toby did?

10 Work in pairs. Ask and answer the questions in 9.



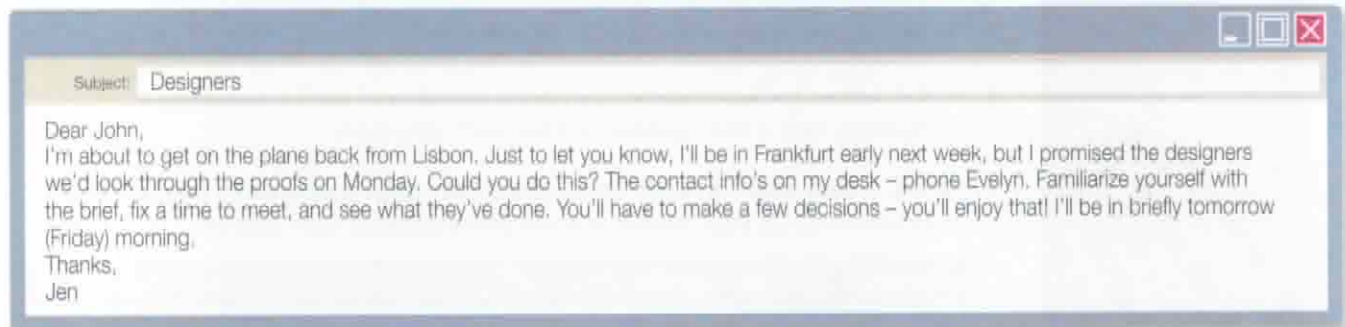
Work skills Being assertive

1 Read the email. Imagine you were Jennifer. How would you respond to this email?



2 Read the scenario and the email. Discuss the questions with a partner.

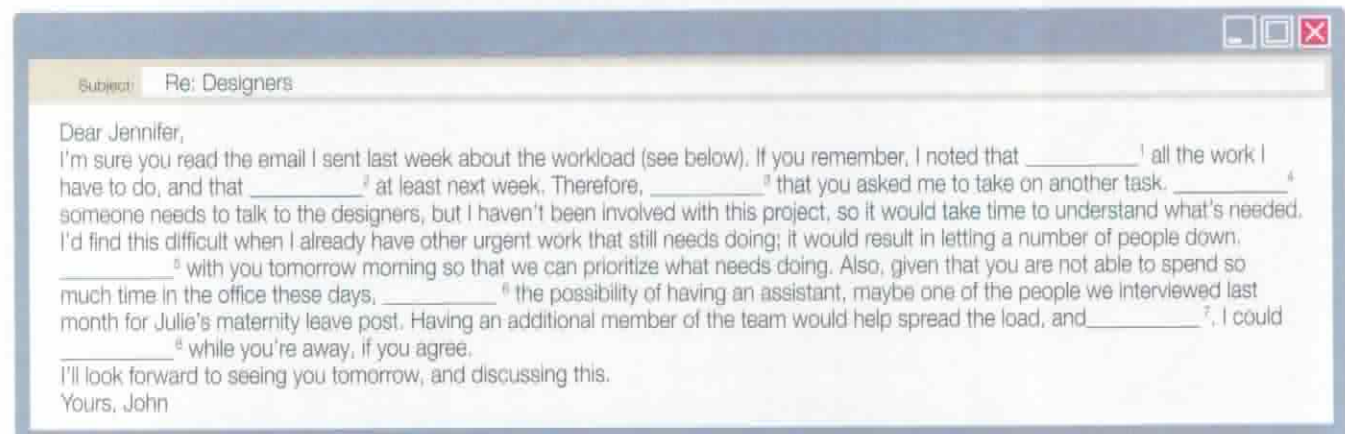
John gets a 'Your message was read' reply from Jennifer later that day, but no other message. Two days later, he receives the following email.



- 1 Do you think Jennifer is taking the situation seriously?
- 2 What would you do if you were John?

3 Use these phrases to complete John's email.

- | | |
|--------------------------------------|---------------------------------|
| a make our department more efficient | e arrange this with HR |
| b I am not able to cope with | f I'd like to talk this through |
| c perhaps we could discuss | g I was surprised |
| d I appreciate that | h I will miss two deadlines |



4 You are going to write an assertive email. Go to page 137 for details.

5 Exchange your emails with a partner.

Functions Handling complaints

INTRODUCTION

1 Work in pairs. Read the strategies for handling customer complaints effectively. Which do you think are the five most important ones?

- 1 Let the customer explain the problem in detail.
- 2 Acknowledge they are upset.
- 3 Ask for the facts, and take notes.
- 4 If necessary, ask for extra time to deal with the issue.
- 5 Use their name, if you know it.
- 6 Don't tell them what you can't do, but what you can.
- 7 Focus on future positive actions, not past problems.
- 8 Ask the customer for a solution that they think is reasonable.
- 9 Check the customer is satisfied with the solution.
- 10 Avoid jargon: use plain, clear English.

2 When you are making a complaint, what do you want from the service provider – sympathy, advice, a solution?

3 What sort of complaints do people make in the following situations? Have you ever been involved?

In a hotel at a bank with deliveries with airlines

4 4.4 Listen to two situations where a member of staff is handling a complaint. Tick ✓ the context in 3 for each situation.

5 4.4 Listen again. In each case, note down what is offered to help satisfy the customer. Do you think it is a suitable solution? Give reasons.

Situation	Solution offered	Suitable ✓
1		
2		



Focus

Match the customer service strategies 1–5 with phrases a–j.

- | | |
|---|-------|
| 1 Empathize and acknowledge that the person is upset. | _____ |
| 2 Listen; ask questions to check the facts. | _____ |
| 3 Take responsibility / avoid blaming the customer. | _____ |
| 4 Explain what you can do (not what you can't). | _____ |
| 5 Check that the customer is satisfied. | _____ |
| a Yes, of course. I'm terribly sorry. | |
| b Maybe there's a problem with the system. | |
| c So can I just check? | |
| d Well, we could reset the password. | |
| e Would that be OK with you? | |
| f Can I ask what the problem is, madam? | |
| g I'm very sorry about that. | |
| h Well, let me look into it. | |
| i I'm sure we can sort this out. | |
| j Is that all right? | |

► For more details and practice, go to the Review section on page 53.

PRACTICE 6 Put the words and phrases in the correct order.

- a here in the lobby / why don't you / the computer / use / ?
- b you / that / would / suit / ?
- c sorry / yes / understand / I / I'm
- d to the internet / you can't / connect / right / that / is?
- e right now / of the problem / are aware / on it / my staff / and / we are working

7 Match the sentences in **6** with the customer service strategies in the Focus section.

8 4.5 Use the phrases in **6** to complete the conversation. Listen and check.



- Manager Good afternoon, Mr Conti. Can I help you?
Mr Conti Yes, I'm having trouble connecting to the Wi-Fi.
Manager Ah yes.
Mr Conti It was promised in the brochure.
Manager _____¹
Mr Conti And it was one of the reasons we booked this hotel.
Manager OK, so _____²
Mr Conti Yes, that's right.
Manager _____³ I'm very sorry it's causing you difficulties.
Mr Conti And when will it be ready?
Manager It won't take long, but meanwhile, _____⁴ This is especially for our guests.
Mr Conti Yes, but then I have to pay extra.
Manager Usually, yes, Mr Conti, but I can let you use it for now for an hour for free. The Wi-Fi will be working by then. _____⁵
Mr Conti Oh, yes. Thank you. I will go and get my things.
Manager I'll let you know when the Wi-Fi is back on.
Mr Conti Thank you very much.

9 Write suitable responses to the complaints below.

- 1 Employee I called the help desk yesterday and now my hard disk has crashed.
IT staff _____
- 2 Customer There's no hairdryer in my room. This is a four-star hotel!
Reception _____
- 3 Customer I sent you an updated biography and photo weeks ago, and it still isn't up on the company website!
Staff _____

TASK 10 Work in pairs. Role-play two situations which involve problems with customer service. Student A, go to page 128. Student B, go to page 132.

Review

Grammar Narrative tenses

Form

Past Continuous	Past Simple of <i>be</i> + <i>-ing</i> form of the verb	An elderly passenger was travelling by train from Manchester to London.
Past Perfect	<i>had</i> + past participle	She had caught a train thirty minutes earlier than the one she intended to catch.
Past Simple	add <i>-d</i> , or <i>-ed</i> to the bare infinitive of regular verbs *	The inspector fined her an excessive amount.
Past Perfect Continuous	<i>had been</i> + <i>-ing</i> form of the verb	Tom Wrigglesworth had been witnessing the events unfold.

*Note: The spelling of some verbs changes, e.g. *stop* → *stopped*, *regret* → *regretted*, *plan* → *planned*, *hurry* → *hurried*

Use

Narrative tenses

We use the Past Perfect Continuous to describe background events leading up to the main past event. We use the Past Perfect to describe events that took place before the main event / focus.

Example The passenger had been hoping to win with a scratch card ever since he had started buying the cards a few years earlier.

We use the Past Continuous to describe an ongoing or incomplete situation or background event. We do not use *be* in the Past Continuous even though we are describing an ongoing situation. We use the Past Simple instead.

Example During the trip, the weather [~~was being~~] was terrible.

We do use the Past Continuous with the verb *feel* and an emotion or physical sensation word.

Example She was feeling very embarrassed and upset.

We can also use the Past Continuous with the verb *have* and words such as *trouble*, *a problem*, *difficulty*.

Example I was having trouble finding the right road.

We use the Past Simple to describe a single event or a sequence of past events.

Example He asked the crew for his prize money. They explained they couldn't give him the money straightaway.

Linking words and phrases

We use the following words and phrases to order events: *as soon as ...*, *at this point ...*, *when ...*. We use *while ...* to describe two simultaneous events.

We use these words and phrases to express cause and effect, why something happened, or what the result was: *as a result ...*, *because ...*, *so ...*, *consequently ...*.

You've got (delayed) mail

In February 2011, Einar Persson _____¹ (receive) a copy of a postcard from the Swedish postal service. The postman _____² (tell) him that to receive the original card he would have to pay excess postage, and a fee, totalling SEK 16 (€2.50). Persson _____³ (ask) why, noticing that the card _____⁴ (post) on 25 November 1994. His friend _____⁵ (stay) in Sundsvall and _____⁶ (send) the card to Ljusdal (a distance of just over 100km), where Persson _____⁷ (live) at the time. His friend _____⁸ (put) stamps to the value of SEK 2.80 on the card, the correct amount at the time. In the meantime, postage _____⁹ (rise) to SEK 5.50. The Swedish postal service then _____¹⁰ (withdraw) their request, explaining that they _____¹¹ (not notice) the date on the card. The late delivery means that unfortunately Persson could not reply to his friend, as he _____¹² (die) in 1995.



2 Choose the correct linking word to connect the ideas.

- 1 The woman was upset *so / as a result / because* she thought she had bought the right ticket.
- 2 Tom Wrigglesworth was shocked at what he saw, and *so / as soon as / because* he decided to collect money from the other passengers to help the elderly woman.
- 3 The journalist continued to speak on her telephone during take-off. *While / When / At this point*, the stewardess became very angry.
- 4 *As / When / As a result* the postal service realized the card had been posted many years before, they didn't charge the receiver.
- 5 *While / As soon as / At this point* the meeting had finished, John rushed off to the airport.

3 Link the ideas logically, in the order in which they are given, using appropriate tenses, and linkers from below.

as soon as at this point when while as a result because so consequently

Example The presentation wasn't good / Adam didn't have the PowerPoint slides for the conference
The presentation wasn't good *because* Adam didn't have the PowerPoint slides for the conference.

- 1 The delivery didn't arrive on time / Tom phoned the suppliers, Steadfast, to ask where it was / a large Steadfast van pulled up outside his offices / Tom saw it, apologized
- 2 The brochures weren't ready in time for the trade fair / the designer went on holiday two weeks earlier / they had to use the old brochures
- 3 Jorge explained the contract in Spanish / Roger translated the main points into English / everyone agreed on the details / everyone happily signed the papers

Vocabulary Gerunds and infinitives

1 Choose the correct forms to complete the text.

Dear Saver,

These days no one can risk *make / making*¹ any mistakes with their hard-earned cash. Have you considered *open / opening*² a Saving Maximizer account?

Saving Maximizer lets you save, and save again. Simply agree on a regular sum each month. Then, to maximize your savings, and for those who can afford *saving / to save*³ a little more, just add 10% each quarter to your monthly amount, and we'll increase your interest by 1%.

And if your income fluctuates, you can stop *to make / making*⁴ overpayments at any time.

Don't delay *to do / doing*⁵ something about your savings: we expect interest rates *to fall / falling*⁶, and we want you to benefit from our current offer. So if you're planning *to join / joining*⁷ our Maximizer special savers, contact us today.

We hope *to welcome / welcoming*⁸ you to Saving Maximizer very soon.

Kind regards,

Alan Blythe, Senior Accounts Manager

2 Complete the sentences using the correct form of the verbs.

- 1 Last year we stopped _____ (produce) the HR 2050 brand, and developed the 3050 version.
- 2 I regret not _____ (visit) the plant when I was on the east coast.
- 3 Sorry, but I've forgotten _____ (bring) the project file with me. Have I got time to go back?
- 4 Don't you remember _____ (discuss) this at the last meeting?
- 5 I think you should stop _____ (ask) the customer what he thinks first.
- 6 When I go back to the office, I must remember _____ (call) Jeremy.

3 Complete the sentences, using a verb structure in the infinitive or -ing form, so that they are true for you.

- 1 When I go on holiday, I miss _____
- 2 If I had more money, I could afford _____
- 3 I always regret _____
- 4 If I had one wish to change the world, I'd hope _____

Work skills Being assertive

1 Use Sarah's notes to respond to the email she's received from her boss.

Dear Sarah,

As you know, head office have asked us to get involved in a regional marketing project for our summer sportswear line of clothing. I'd really like you to take this on and represent our branch. You'd get to know colleagues from other offices, and also be able to put into practice some of the skills you acquired on last month's training course! Can you let me know by Friday?

Thanks,
Lewis

- last month's course was over three weekends - no free time! already behind with work
- pleased to be asked, but, sorry, No!
- perhaps another time; will meet some colleagues in any case at sales meeting in June
- still settling in to new post; don't want to take on anything extra yet

Functions Handling complaints

There are five strategies to deal with customers. We use them in the following order.

- 1 Listen; ask questions to check the facts.
- 2 Empathize, and acknowledge that the person is upset.
- 3 Take responsibility / avoid blaming the customer.
- 4 Explain what you can do (not what you can't).
- 5 Check that the customer is satisfied.

PRACTICE 1 Identify the phrases for each strategy in this conversation.

Traveller Excuse me, I ordered a vegetarian meal.
Air steward Oh, I'm very sorry.
Traveller Yes, I don't eat meat.
Air steward Did you book it in advance?
Traveller Yes, I booked it online when I booked my ticket.
Air steward I understand. We must have made a mistake somewhere.
Traveller Right.
...
Air steward I'm afraid we don't have any of those left, but I can bring you another meal which doesn't have meat or dairy products. It has mixed vegetables with olives, and some spices. Would that be OK?
Traveller Yes, that sounds fine. Thank you.
...
Air steward How was your meal?
Traveller It was very good, thank you.

2 Complete the conversation with these phrases.

- a I'll get back to you by the end of the week.
- b Could you remind me what we agreed on?
- c How can I help you?
- d I'll check this with Accounts and find out what went wrong.
- e Can you give me the details?

Sue John, hello. It's Sue from Tri-Pak.
John Oh, hello Sue. _____¹
Sue Well, it's about the invoice we've just received for the stand at the trade fair last month.
John OK.
Sue Well, I understood we'd agreed on a round-figure price of €750.00. But I see there are a number of extras we didn't discuss.
John Oh? That's strange. I'm terribly sorry. _____²
Sue Yes, you've included an extra €100 for tables and space, as well as €25 for refreshments.
John Right. _____³
Sue We only asked for three tables, which is what we got, but it says five here.
John Oh dear. _____⁴
Sue Thanks very much.
John No problem. _____⁵
Sue By Friday, great! Thank you. That way we can close the accounts for the month.

5

Looking into the future

Grammar Future tenses

INTRODUCTION 1 Look at the first part of an article on tourism and discuss these questions.

- 1 According to the article, what negative effects will tourism have on popular locations and the environment in general? Can you think of any examples?
- 2 What will happen to tourist destinations in the future? Give some reasons and examples.

Future-proof?

The tourist industry is booming, creating jobs and much-needed income for poorer countries. At the same time, it is having a disastrous effect on some of our favourite destinations. What does the future hold for the destinations and the tourists?

- 1 Overcrowding will force cities to limit tourist numbers.
- 2 Traditional summer holiday destinations will become too hot. Drought will mean severe limits on water supply.
- 3 By 2030, many ecosystems will have degraded or be at risk due to climate change: coral reefs, coastal wetlands, forests, and glaciers.

What can we do to make sure that we can still enjoy travelling without damaging these fragile environments?



2 5.1 Listen to a business analyst talk about the effects and future of tourism and answer the questions.

- 1 What is the prediction for Venice in 2046?
- 2 How can the Venice problem be solved?
- 3 What problem do farmers face in the south of Spain?
- 4 What is the solution to the problem in Spain?
- 5 The Maldives face which two problems?
 - a water and food shortages
 - b food shortages and flooding
 - c too many divers and not enough fish

3 5.2 Listen to the second part of the interview and answer the questions.

- 1 How does air travel affect the environment?
- 2 Is the global tourism industry likely to expand or contract in the next 20 to 30 years?
- 3 What can airline companies do to reduce carbon emissions?

Focus

Match the sentences 1–5 with the tenses a–e.

- 1 Venice will be nothing more than a museum ...
- 2 ... it will have lost all its full-time inhabitants by around 2046.
- 3 ... this problem is going to get worse ...
- 4 ... this would mean a loss of their main source of food ...
- 5 ... we'll be visiting somewhere which is more like a theme park ...

- a *would* + infinitive
- b Future Continuous
- c Future Perfect
- d *will* + infinitive
- e *going to* + infinitive

How are the Future Perfect and Future Continuous formed?

Complete the rules with *would*, *will*, or *going to*.

- 1 We use _____ and _____ to talk about beliefs or predictions about the future.
- 2 We use _____ to talk about hypothetical situations, i.e. ones that are dependent on certain conditions.

Complete the rules with Future Perfect or Future Continuous.

- 1 We use _____ to refer to something which will happen before a certain time in the future.
- 2 We use _____ to refer to an activity in progress in the future.

▶ For more details and practice, go to the Review section on pages 62 and 63.

PRACTICE 4 Choose the most appropriate word or phrase to complete the conversations. More than one answer is possible in some cases.

- 1 A Do you think Peter *will finish* / *will have finished* his conference call yet?
B I'm sure he *will be finishing* / *will have finished* by twelve thirty. He'll *probably be* / *'ll have been* in the canteen after that.
- 2 A So, how do the figures look?
B Well, it looks like we *will meet* / *will have met* our target three months ahead of schedule.
- 3 A How many people do you think *will have* / *will quit* this year?
B I think about half *will have left* / *will leave* by December.
- 4 A What are your plans for tomorrow?
B I *will be interviewing* / *will have interviewed* five candidates till mid-afternoon.
- 5 A Do you think you're *going to* / *will meet* the deadline?
B I hope so. If all goes to plan, I'll *be finishing* / *will have finished* by Thursday evening.
- 6 A When are you going to go on holiday?
B On Saturday. This time next week, we *will sit* / *will be sitting* on the beach.
- 7 A Do you think you'll *finish* / *'ll have finished* soon?
B I don't think so. I think I'll *have been* / *'ll be* here till at least eight o'clock.
- 8 A What do you hope to achieve by the end of the presentation course?
B I hope I'll *have mastered* / *am going to master* the main techniques and expressions.
- 9 A I can help you with your report, if you like.
B That *will* / *would* be great.
- 10 A I think airlines *will* / *would* spend more on research.
B I hope so. It *will* / *would* really help to improve the air pollution problem.

5 Which future forms are appropriate in these sentences?

- 1 Within the next 20 years, temperatures in some areas (increase) by at least three degrees.
- 2 More people (take) 'staycations' as flying becomes more expensive.
- 3 From now on, we (go) to somewhere like Iceland or Greenland for our summer holidays.
- 4 With travel getting more expensive, a local holiday this summer (make) more sense than going abroad.
- 5 It is predicted that giant airship hotels (become) a reality.
- 6 I (give) my first presentation this time tomorrow. It (be) really scary!

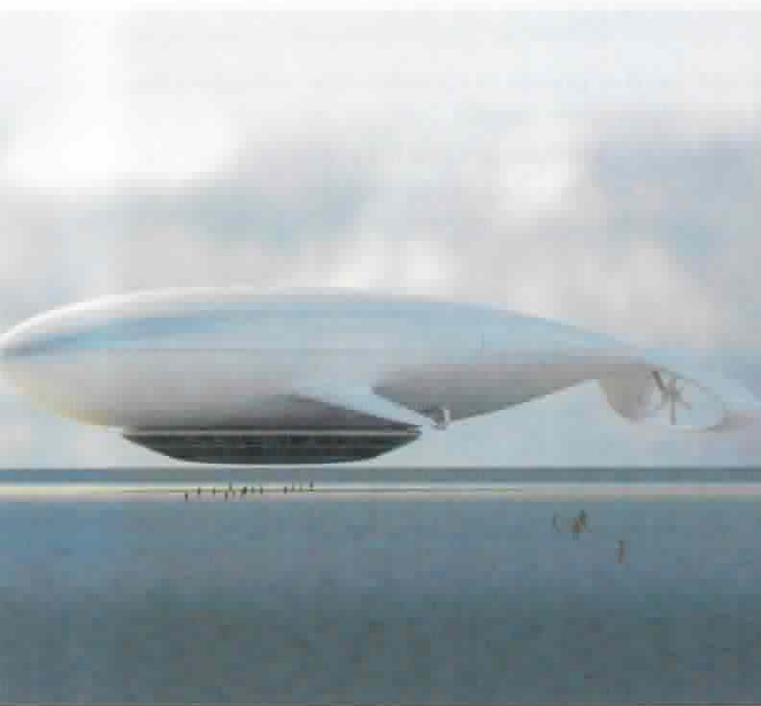
6 Work in pairs. Talk about your ideas for the future.

- 1 This time next week / month / year ...
- 2 By the time I'm 30 / 40 / 50 / 60 ...
- 3 I would like to / wouldn't want to ...

7 5.3 Listen to the final part of the interview with Jake Sherman. Answer the questions.

- 1 What is the trend for tourism in the next 10 to 20 years?
- 2 What sort of holidays will people be taking more of?
- 3 What will the impact of climate change be on winter sports?
- 4 Which are more expensive to construct – traditional or carbon-neutral hotels?
- 5 Other than building materials, how else will hotels try to be more eco-friendly?

8 What sort of holidays do you think you will take in the future? Would you like to try the holidays in the pictures?



TASK 9 Work in pairs. Discuss whether the predictions are accurate. Give reasons for your answers.

- 1 The number of people travelling abroad for holidays in my country will probably increase in the near future.
- 2 There are certain business sectors in my country which will continue to grow in the future.
- 3 The nature of the workforce will have changed dramatically in my country by 2030.
- 4 A rising population worldwide is going to have a huge effect on my country and neighbouring countries.



Watch the video for more practice.

Vocabulary Future expressions

1 Work in pairs and discuss these questions.

- 1 Which do you think are the most popular holiday destinations for tourists from China?
- 2 What types of holidays do Chinese holidaymakers enjoy?

2 5.4 Listen to a talk about Club Med and their plans for China. Note two things the speaker says about the following topics.

- | | |
|-------------------------------------|--------------------------------|
| 1 The company profile | 4 Future plans and predictions |
| 2 When business started in China | 5 The service sector in China |
| 3 Yabuli – the first Chinese resort | |

3 5.4 Listen again. Note down what these numbers refer to.

1950 80 end of 2010 4 5–10% 32,000



4 Complete these sentences from the talk with the appropriate phrases.

- 1 Yabuli is attracting an increasing number of Chinese and foreign visitors, and it _____ that this trend will continue.
- 2 Experts _____ that the skiing industry _____ grow strongly in the next few years.
- 3 Over the next five years, Club Med _____ build four more resorts in China.
- 4 The next village is _____ open in a few months' time.
- 5 Once these resorts are finished, they _____ cater for more than 200,000 tourists.
- 6 Over the next five years, they _____ make China one of their top markets.
- 7 China is _____ become the company's second largest market after France.
- 8 In the next few years, a new store _____ open in a major Chinese city every year.
- 9 As the wealth of the country grows, the service sector _____ grow too.
- 10 Areas such as tourism, health, and insurance are _____ grow exponentially.
- 11 Given the right economic and social conditions, the growth of the Chinese tourist industry _____ continue.
- 12 Yabuli is _____ major success.

5 5.5 Listen and check your answers.

6 Look at the reference table below. Match the descriptions 1–4 with the expressions in the table.

- 1 something which is going to happen very soon
- 2 predictions and probabilities
- 3 personal plans and intentions
- 4 schedules and timetabled events

Description	Expression
	be due + to + verb (infinitive) be scheduled + to + verb (infinitive)
	be about + to + verb (infinitive) be on the verge + of + noun (including gerund)
	be (un)likely + to / that clause be certain + to / that clause bound + to + verb (infinitive) be set + to + verb (infinitive) be expected to / that clause (to) predict that + noun + will
	intend + to + verb (infinitive) hope + to + verb (infinitive) plan + to + verb (infinitive)

7 Read the text about a Turkish tour operator's plans to develop links with China. Choose the most appropriate phrase to complete the text.



We are *about to* / *expected to*¹ launch ourselves into this new potential market in key regions of Turkey. Three executives from different tour companies are *scheduled to* / *certain to*² go out to China and meet counterparts in the tourist industry there. Representatives from China will also be coming here soon after – they are *scheduled to* / *likely to*³ provide further insights into the Chinese market. We feel these two meetings are *bound to* / *set to*⁴ further inform our development of products which will appeal to the new market. We understand that some Chinese tourists currently prefer package tours, though this is *likely to* / *due to*⁵ change over the next few years – some more independent tourists are already choosing not to travel in large groups. We are *about to* / *likely to*⁶ put together a variety of very different products, in the Chinese language, to show to our Chinese counterparts and invite their responses. These are *due to* / *bound to*⁷ be finished at the end of this month, if all goes to plan. The Chinese market is *scheduled to* / *set to*⁸ grow and we are determined to benefit. This industry is *about to* / *likely to*⁹ bring huge financial and employment benefits to Turkey.

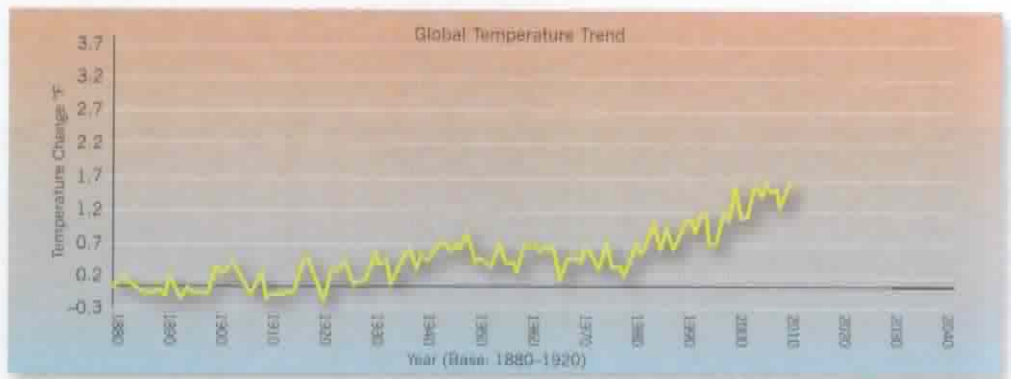
8 Work in pairs or small groups. Think of your own country or a country that you are familiar with and discuss these questions.

- 1 What aspects of the country might appeal to tourists from other countries?
- 2 What could be done to encourage more people to visit the country?

9 Work in groups of six. Three of you are representatives from different travel companies in Turkey (Students A, B, C). Three of you are branch managers from a large travel agency in China (D). Listen to the representatives make their pitch. Decide who you will do business with, and why.
Student A, go to page 128. Student B, go to page 133.
Student C, go to page 135. Student D, go to page 136.

Work skills Describing graphs

1 What does the graph tell us about global warming?



2 Put these words in the appropriate place in the table.

dramatically fluctuate in the 1900s increase steady growth

Past Simple	(dropp)ed	
Present Perfect	has (increas)ed	
Present Continuous	is (decreas)ing	
Changes and trends – verbs	drop, fall, decrease	return
	_____ 1	level off, remain stable
	rise, increase	grow
	peak, reach a peak	
Changes and trends – nouns	drop, fall, decrease	_____ 3
	fluctuation, change	peak
	rise, _____ 2	
Adverbs	slightly, gradually, steadily, significantly, considerably, _____ 4	
Adjectives	considerable, _____ 5	
Time	by, for, between, recently, in the last, _____ 6	

3 Describe the graph in 1 using the expressions and words in the table.

4 Rewrite the following phrases.

Example There has been a gradual fall in unemployment.
Unemployment has fallen gradually.

- There was a sharp drop in the number of people taking more than one overseas vacation a year.
- The number of people going on cruise holidays has risen considerably over the last ten years.
- The number of people visiting Europe from China rose dramatically last year.
- There has been a slight fall in CO₂ emissions since the tax on long-haul flights.
- As a result of tourist developments, scientists say that problems affecting marine ecosystems have grown considerably in the last 15 years.
- The number of people taking staycations is increasing steadily.

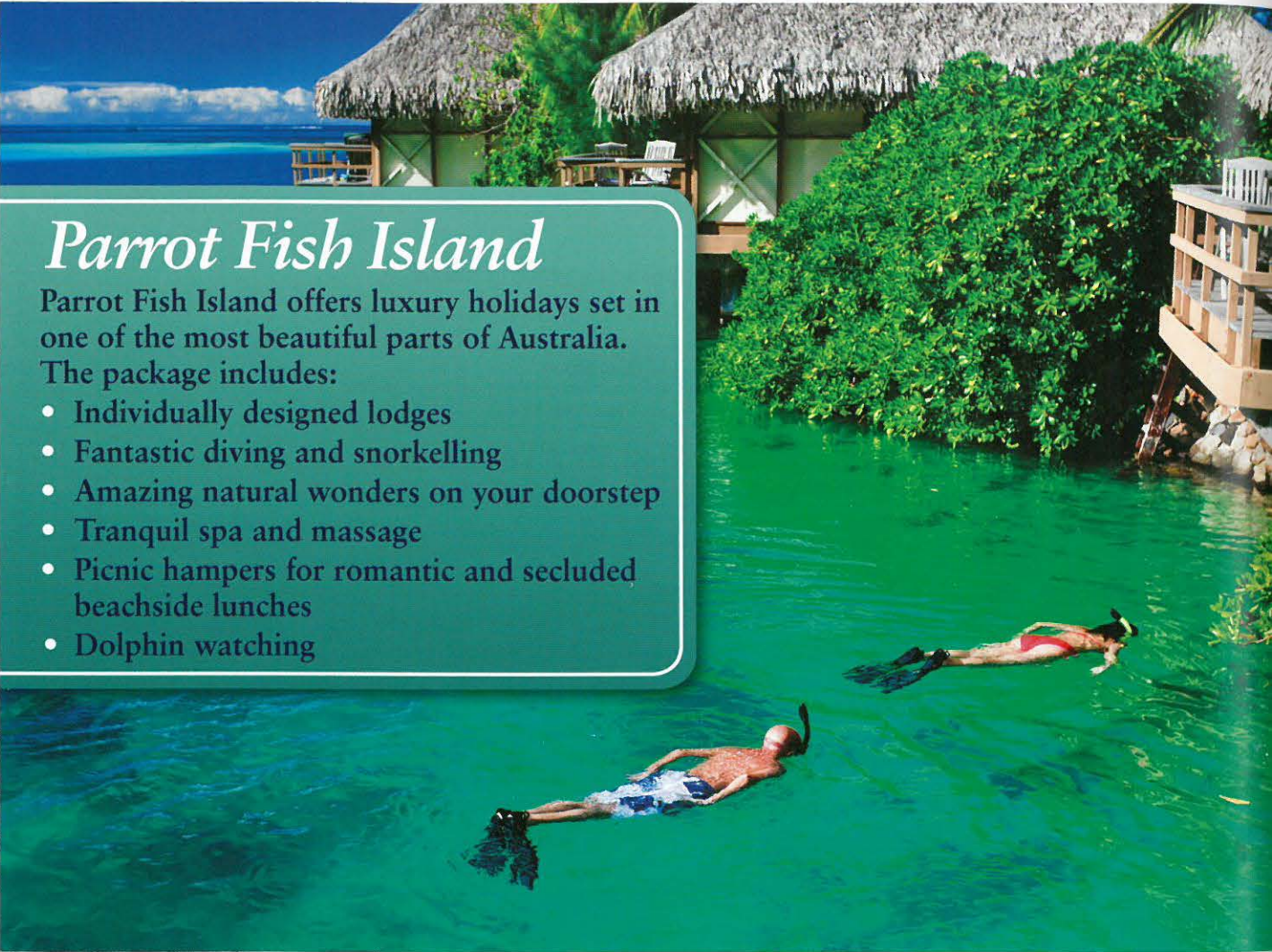
5 What do you think the trends in global temperatures will be up to 2040? Draw your predictions on the graph in 1.

6 5,6 Listen and compare your answers.

Functions Problems and solutions

INTRODUCTION 1 Read the advert below. Answer the questions.

- 1 What sort of people do you think would take a vacation on Parrot Fish Island?
- 2 What challenges are there for the travel company who offers these sorts of vacations?



Parrot Fish Island

Parrot Fish Island offers luxury holidays set in one of the most beautiful parts of Australia. The package includes:

- Individually designed lodges
- Fantastic diving and snorkelling
- Amazing natural wonders on your doorstep
- Tranquil spa and massage
- Picnic hampers for romantic and secluded beachside lunches
- Dolphin watching

2 5.7 Listen to four regional managers discussing recent sales of their holiday packages and answer the questions.

- 1 What was the increase in bookings for the season?
- 2 What is the company's annual growth?
- 3 What was the average decrease in returning customers?
- 4 Why was the Brisbane office the odd-one-out?

3 5.8 Listen to the rest of the meeting. Complete the table below.

Problems	Causes	Solutions
Drop in numbers of existing customers		

4 Can you think of any other possible solutions to the problems discussed in 3?

Focus

Match the examples a–f with the functions 1–5.

- a How about changing the suppliers?
- b We have a problem with the catering at the moment.
- c I'll think about a suitable policy.
- d ... it's partly because new customers booked up early in the season.
This meant there was no ...
- e We're going to contact the suppliers.
- f I'm happy to write up a brief report ...
- 1 identifying the problem
- 2 identifying causes
- 3 suggesting solutions
- 4 talking about plans and intentions
- 5 offering and promising action (2)

► For more details and practice, go to the Review section on page 65.

PRACTICE 5 Complete the sentences with an appropriate phrase. Identify the problem, reason, result, suggestion, and offer of action.

how about meant that 'I'll drive we have a problem with seems that

- A How are the new guests getting on?
 B Well, _____¹ the guests' bags. They didn't arrive last night.
 A Do you know what happened?
 B It _____² they weren't claimed at the airport.
 A Why was that?
 B Well, the bus driver thought the guide would take them.
 A But he didn't.
 B No. This _____³ the bags stayed on the carousel and the bus went without them.
 A So _____⁴ calling the bus driver?
 B I did! His phone is off. I _____⁵ to the airport and pick them up.
 A Thanks. That would be really helpful.

6 Work in pairs. Discuss these problems (P) and causes (C). Think of some solutions (S) and offers (O).

- 1 P The number of customers has gone down.
C A rival company has opened a store near your existing store.
S&O _____
- 2 P You have an unusually high staff turnover and can't recruit new staff.
C Low salaries and unpaid overtime.
S&O _____
- 3 P A lot of deliveries are arriving late.
C Move to a new, cheaper delivery company.
S&O _____
- 4 P Sales of your well-established products are falling.
C The Marketing Department has concentrated on new products.
S&O _____

TASK 7 Work in small groups. One person chairs the meeting. Discuss each problem on the agenda and suggest some solutions and make some offers of action. Go to page 137 for more information.



Review

Grammar Future tenses

Form

<i>will</i>	<i>will + infinitive</i>	Venice will be nothing more than a museum.
<i>going to</i>	<i>going to + infinitive</i>	The drought problem is going to get worse.
<i>would</i>	<i>would + infinitive</i>	Disappearing fish stocks would mean a loss of their main source of food.
Future Perfect	<i>will + have + past participle</i>	Most of our coral reefs will have disappeared by the end of the century.
Future Continuous	<i>will + be + present participle</i>	By 2030 they predict that people will be staying on giant airship hotels.

Use

will, going to

We use *will* and *going to* to talk about beliefs or predictions about the future.

We also use *will* to offer and promise action. See the **Functions** section in this unit.

We also use *going to* to talk about plans and intentions. See the **Functions** section in this unit.

would

We use *would* to talk about hypothetical situations, i.e. ones that are dependent on certain conditions.

Future Perfect

We use the Future Perfect to talk about something that will be completed or finished by a point in the future.

Example They'll have finished decorating the offices by the end of the week.

We often use *by* with the Future Perfect to indicate the future point in time that we are referring to.

Future Continuous

We use the Future Continuous to talk about an event which will be in progress at a particular point in the future.

Example This time next week I'll be sitting on a plane to the Caribbean.

We often use a future time expression such as *next (week)* with the Future Continuous. We use *till* to indicate the point up to which the event occurs.

Example The scientists will be working hard till they find a solution.

PRACTICE 1 Choose the correct verb form to complete the sentences.

- Most of Venice's inhabitants *will be relocating* / *will have relocated* before the end of the decade.
- A What do you think of the proposal to reduce CO₂ emissions?
B I think it *will* / *would* be a very good thing. It *will* / *would* certainly help reduce global warming.
- According to scientists, the droughts in southern Europe *will be getting* / *are going to get* worse.
- It's likely that all hotels made in the future *are going to* / *will be* made of eco-friendly materials.
- A Are you free tomorrow morning?
B Actually, I'll *give* / *be giving* a presentation till 11.30. I'll / 'm *going to be* free after that, though.

2 Complete the email using the best future form of the verbs in brackets.

From: Marie Costa
Subject: Design presentation next week

Hi Nick,
Good to hear from you. Re your query about the design presentation, the team _____¹ (complete) their preparation by the end of the week. They _____² (give) their presentation at next week's conference. I think it _____³ (be) a great success. All the managers _____⁴ (be) there and there _____⁵ (be) a simultaneous video link to all our overseas branches.
I'm hoping you _____⁶ (be) there. I _____⁷ (speak) to Doug later today in our weekly meeting, so I _____⁸ (ask) him if he _____⁹ (come) as well. I think he _____¹⁰ (be) able to make it as he's got a light schedule next week.
I _____¹¹ (see) you all being well next week.
Best wishes,
Marie

Vocabulary Future expressions

1 Complete the text with the missing phrases. Sometimes there is more than one possibility.

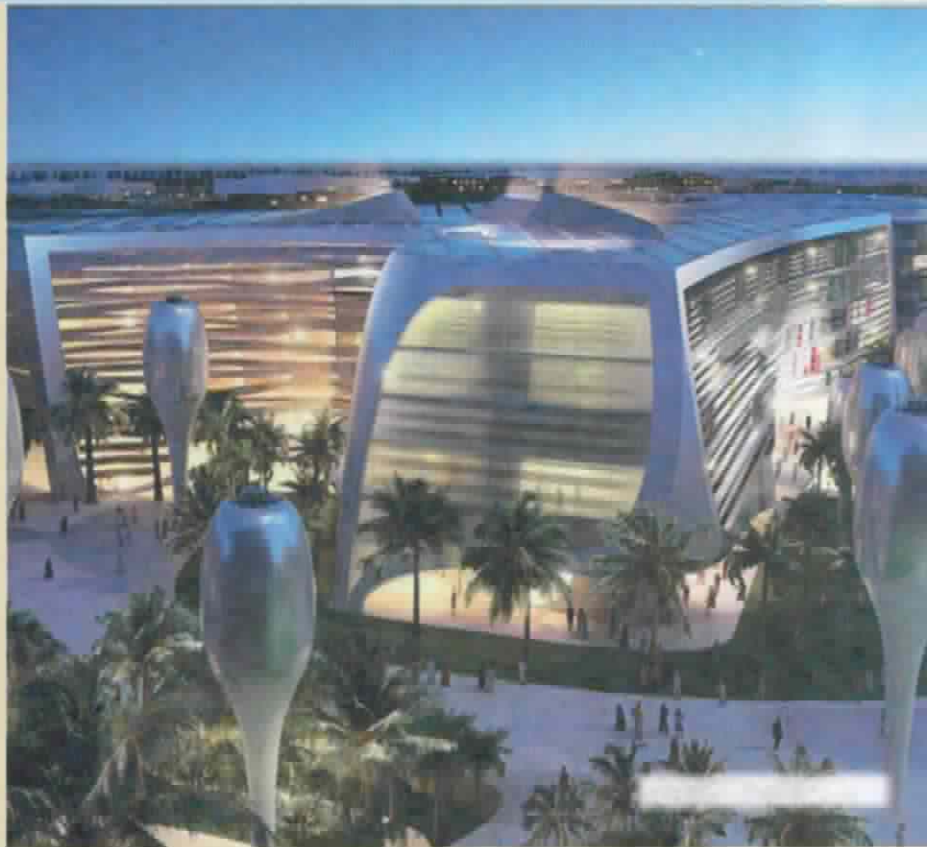
<i>bound to</i>	<i>hope to</i>	<i>intend to</i>	<i>is expected to</i>
<i>is scheduled to</i>	<i>likely to</i>	<i>on the verge of</i>	<i>set to</i>

Sci-fi meets hi-tech in the Arabian desert

Masdar City is currently under construction in Abu Dhabi, in the UAE. From the evidence so far, it is _____¹ become a remarkable place, using high-tech environmental technology and relying on purely renewable energy sources. Construction began in 2006 and _____² be completed between 2020 and 2025.

The city will cover 6km², and developers _____³ house around 40,000 people and 1,500 businesses. Energy use will be monitored at every level. As a result, the city _____⁴ use only a fraction of the energy of an ordinary, similarly-sized city.

Plans are changing as the work continues, but experts claim this is _____⁵ happen, given the size of the project. The architect, Norman Foster, originally wanted the streets to be for pedestrians only but driverless vehicles now seem _____⁶ be used. Designers ultimately _____⁷ use solar energy to desalinate sea water, but for now it is piped in from Abu Dhabi. Nevertheless, one of the first inhabitants explained, 'We're living an amazing experiment. We're guinea pigs in a rather weird, futuristic environment. It feels like we are _____⁸ something technologically groundbreaking, which might also be the future norm.'



2 Use the words in brackets to change the sentences without changing the future meaning.

Example Look, the deadlines for the project are probably going to change over the next few weeks (likely)

The deadlines for the project are likely to change over the next few weeks.

- 1 The evidence so far indicates that the building will be finished in twelve months. (set)
- 2 Don't worry, she'll definitely come. She's always last minute. (bound)
- 3 The meeting's going to start in a few seconds. (about)
- 4 We're meeting two weeks today, according to my diary. (scheduled)
- 5 We've got the contract. Congratulations everyone! Any minute now, we're going to become a major competitor in the market! (verge)
- 6 Heidi is arriving at 15.30 on the flight from Frankfurt. (due)
- 7 They'll like our products – you can be sure of that. (certain)

3 Match the sentence halves.

- | | |
|--|--|
| 1 Interest rates are set | a to do well on the stock market. |
| 2 Carlos is just about | b to get there by 11.15 for the meeting. |
| 3 Bob is scheduled | c to arrive in 25 minutes, so let's get a drink. |
| 4 Their train is due | d to leave, so you'd better be quick if you want to talk to him. |
| 5 According to Tim, the company's expected | e to like him. I'm convinced of it. |
| 6 We can't do that team-building weekend in August. People are bound | f to rise again in the near future, which is bad news for us. |
| 7 I'll introduce you to Bernard later. You're certain | g to be away then. |

Work skills Describing graphs

Complete the sentences with these words.

fell growth steady levelled off huge rise dramatic rose

- 1 It's really shocking. As you can see from the graph, there was a _____ fall in the number of people using the services. Of course, this has affected many businesses.
- 2 We're out of danger now, but we're still far from being safe. There's been a slow but _____ rise in sales since January, so let's hope this continues.
- 3 There has been a considerable _____ in the number of exports, so we're going to have a celebration.
- 4 We've experienced a steady _____ in the industry as a whole, and this can only mean good news for us.
- 5 Unfortunately, after the _____ drop in sales, we had to make nearly 40% of our staff redundant.

- 6 The share price of the company _____ above its competitors' for the first time.
- 7 The number of businesses taking out loans _____ over this period, after a period of rapid increase.
- 8 Inflation was running at 3% for most of last year but finally _____ to 2.5% in December.

Functions Problems and solutions

We use *We have a problem with ...*, *The main problem is ...*, *One thing that needs attention is ...* to identify or announce a problem.

We use *... it's partly because*, *This meant (that) ...* to identify causes.

We use *One solution would be to ...*, *How about ...?* to make a suggestion or suggest a solution.

We use *I'll ...*, *I'm happy to ...*, *Leave that with me ...* to offer and promise action.

We use *I'm / We're going to ...* to talk about plans and intentions.

PRACTICE 1 Match each problem with the appropriate solution.

Problem	Possible solution
1 The problem is that we can't find anyone to fill the post.	a How about investing in some Portuguese lessons for the staff?
2 There is an issue with absenteeism at the moment.	b One solution would be to review the issue at the end of the tax year, when we have all the figures.
3 One thing that needs attention is communication with our increasing number of Brazilian clients.	c How about the rest of the team taking on a bit of extra work for the next few weeks?
4 It seems that there's a problem with the number of expense claims being submitted by staff.	d I think the answer is to speak to the individuals concerned and find out the reasons.
5 Another thing that needs attention is whether we renew our sponsorship of our charities, given the financial situation.	e One approach can be to get staff to seek prior approval.

2 Complete each extract from a management meeting by adding an offer to help.

- 1 A There's still a shortage of parking places. The car-sharing idea hasn't worked and we urgently need to do something about this.
B Well, another approach might be to consider a shuttle-bus service.
C _____
- 2 A There's the issue of hygiene that we need to look into, regarding fridges and microwaves. Staff are still not cleaning up after themselves or emptying the fridges.
B I think the answer is to set up some sort of rota, or get the cleaners to do it.
C _____
- 3 A One thing that still needs attention is Admin support. Basically, staff seem to be giving too much work to the Admin Department.
B I'm wondering if people need to be reminded of what they can or can't ask Admin to do.
C _____

6

Developing a career

Grammar Conditionals

INTRODUCTION

- 1 Work in pairs. Discuss your experiences of applying for a job using the words below.

application form

aptitude tests

covering letter

CV / résumé

interview

making a personal video

online video interview

selection committee

Skype interview

- 1 What was the application procedure?
 - 2 How did you demonstrate your strengths and suitability for the job?
 - 3 Do you think the process was appropriate? Give reasons.
- 2 Read the article about recruitment. Are these statements true or false? Correct any false statements.
- 1 Interviews are no longer part of the recruitment process.
 - 2 Some companies want to know if candidates can use social media sites effectively before offering them a job.
 - 3 Nowadays, having good qualifications is enough to get the job you want.
 - 4 Candidates who are successful at doing real job-like tasks during the recruitment process are more likely to be suitable employees.
 - 5 Online tasks and video performances are suitable for all kinds of people and jobs.

The full picture

Nowadays, if you apply for a job, you probably submit your application electronically. You might also have to do a number of online tasks. Some companies even ask candidates to take part in online games or simulations. Gone are the days when job seekers simply filled in an application form and attached a covering letter.

Recently, Standard Chartered Bank ran a competition for a six-month internship at their Singapore branch. Applicants' entries were evaluated in terms of how successful they were at influencing other people on recognized social media platforms. A spokesperson for the bank said, 'If you want a job these days, you need more than just good academic qualifications. Although our interviewing procedure takes time, the firm really gets a sense of the candidate as an individual. If candidates only applied with a CV and a cover letter, we wouldn't get a full picture.'

A similar approach was taken by French cosmetics company, L'Oréal, who set up an online business game. Each applicant has a set of avatars to represent employees at the company, and they then have to carry out a number of online tasks. 'If applicants demonstrate effectively how they perform in the real world, then they'll thrive in our kind of environment,' explained Isabelle Minneci, Human Resources Director at L'Oréal UK and Ireland. 'Adding realistic challenges to our recruitment process helps us to



engage with candidates. We couldn't have done that, if we'd only had application forms.'

Cass Gilbert from GradRecruit warns that recruitment agencies might be going too far. 'It's not a good idea to humiliate someone; they can feel embarrassed, and don't necessarily like performing in front of a panel of judges. Some people just can't take the pressure. Employers need to consider the posts carefully, and then encourage applications in the most appropriate way; after all, not every post needs someone who can sing and dance. As long as an interview is prepared and set up properly, you can get the best out of the candidate.'

- 3 Read the article again and list the different types of recruitment strategies.
- 4 Work in pairs. Compare your list from 3. Have you been involved in any of the e-recruitment procedures mentioned? Would you like to be? Give reasons.

Focus

Match the sentences 1–4 from the article with the conditionals a–d. Complete the descriptions of the form.

- 1 If applicants demonstrate effectively how they perform in the real world, they'll thrive in our kind of environment.
 - 2 If candidates only applied with a CV and a cover letter, we wouldn't get a full picture.
 - 3 We couldn't have done that, if we'd only had application forms.
 - 4 Nowadays, if you apply for a job, you probably submit your application electronically.
- a Zero Conditional: something that is generally true.
if + Present Simple + _____
 - b 1st Conditional: future situations or events that are likely.
if + Present Simple + _____
 - c 2nd Conditional: imaginary current situations or future situations that are possible but unlikely.
if + Past Simple + _____
 - d 3rd Conditional: an unreal situation in the past with an imaginary result.
if + Past Perfect + _____

Find more examples of conditional sentences in the article.

► For more details and practice, go to the Review section on pages 74 and 75.

PRACTICE 5 Choose the correct verb forms to complete the sentences.

- 1 If I have to take part in a simulation, I *wouldn't / won't* do well.
- 2 If you placed the job advert online, you *will / would* get more applicants.
- 3 If we *had used / used* an agency, we could have saved a lot of time.
- 4 If people *don't / didn't* prepare for an interview, they generally don't perform very well.
- 5 If I get that job with L'Oréal, it *will / would* be amazing.
- 6 We would have learnt more about the candidates, if we *had done / did* a simulation.
- 7 If I *hear / heard* from the agency, I'll let you know.
- 8 Would you work for SCB if they *offer / offered* you the job?
- 9 I could apply for jobs while I'm travelling, if I *had / have* a smartphone.
- 10 Job seekers have a better chance of getting noticed if they *use / used* a social network site.

6 ► 6.1 Listen to a profile of Ry Morgan, a young entrepreneur. Make notes on these areas.

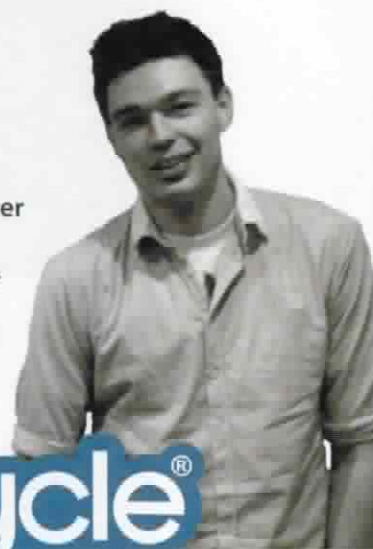
- 1 University of St Andrews
- 2 PleaseCycle
- 3 internship
- 4 video

7 ► 6.2 Listen to the interview with Ry and answer the questions.

- 1 What did Ry think of the application process?
- 2 How would Ry recruit people himself?
- 3 What advice does he give undergraduates?



Watch the video for more practice.



pleasecycle®

8 Complete the sentences from the interview.

- 1 If they'd given me a fixed task to perform, I _____ so lucky.
- 2 If they'd made me fill in an application form in the normal way, I _____ here now!
- 3 If I _____ so ambitious, I wouldn't have taken part in so many extra-curricular activities at university.
- 4 If someone only _____ their CV, or an IQ test score, I wouldn't be able to evaluate their potential.
- 5 If I could work abroad, I _____ to visit North America.

9 Finish these sentences.

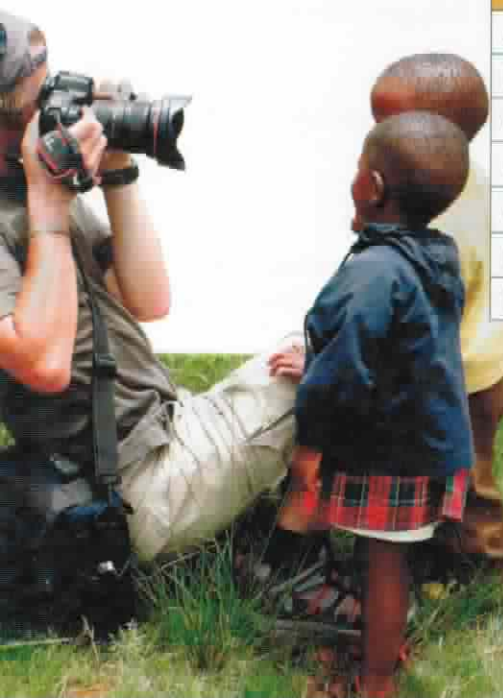
- 1 If I was interviewing someone for my post, ...
- 2 If someone famous joined my company, ...
- 3 University undergraduates would have a better chance of getting a good job if they ...
- 4 If another company offered me a job with a 20% bigger salary, ...
- 5 If the internet became a pay-per-use service, ...
- 6 Companies would find the best kind of people, if they ...
- 7 If I hadn't learnt English, ...
- 8 If I could phone anyone in the world, ...

10 Work in pairs or small groups. Make and ask each other questions using the sentences in 9.

11 Work in pairs. Look at the table and discuss the possible changes both past and future in your careers.

Examples If I hadn't gone to university, I wouldn't have got such a good job.
I'll work from home, if I ever go freelance.

Past	Future
gone / not gone to university	go freelance
learnt / not learnt another language	go part-time
done / not done training course	take a year out
moved / not moved abroad	stop work
worked harder / less hard	change jobs
had a great / terrible boss	move companies
been paid more / less	do a training course



TASK 12 Read the instructions and then work in pairs.

- A You are an experienced executive who is much in demand. Two companies have offered you a job. Go to page 128 and decide your strategy. Try to negotiate the best deal.
- B You are the HR Manager of a multinational company. You want to employ A but there is a limit to what you can offer. Read your conditions on page 133 and try to seal the deal.

PERSONAL DEVELOPMENT EXCITING
OPPORTUNITIES BETTER
 CHALLENGE CLIMATE TRAVEL
LIFESTYLE DIFFERENT
EXPERIENCES EARNING POTENTIAL
 NEW TAX BENEFITS
 QUALITY OF LIFE



Vocabulary Working abroad

1 Work in pairs or small groups and discuss these questions.

- 1 What motivates people to work abroad?
- 2 Have you ever considered working abroad? Give reasons.

2 6.3 Listen to two people talking about their reasons for moving abroad and make notes below.

Reasons for working abroad	
Adam	
Zein	

3 Match 1–10 with a–j to make noun phrases from the listening.

1	earning
2	career
3	education
4	economic
5	first-hand
6	tax
7	quality
8	exciting
9	personal
10	cost

a	benefits
b	challenge
c	climate
d	development
e	potential
f	experience
g	of living
h	move
i	of life
j	system

4 Complete the sentences with the noun phrases from 3.

- 1 Ed was in his mid-30s and wanted an _____. Working in Cambodia offered exactly that.
- 2 I'm not very confident, so doing a course on presentations skills would be good for my _____.
- 3 The _____ is fantastic in Vancouver – great climate, good jobs, excellent schools ...
- 4 In the current _____, everyone has to be careful about how they spend their money.
- 5 For expats, job packages in the Middle East can include attractive _____.
- 6 Most people find that spending two or three years working abroad is a great _____. They almost always get a better job when they return home.
- 7 The only drawback about taking the job in Malaysia is the _____. It's very different from the system here and our daughter needs to take her exams this year.
- 8 Travelling on your own is the best way of getting _____ of a country.
- 9 Our salaries were pretty low so we decided to work somewhere we had better _____.
- 10 We worry about the _____. Things are so much more expensive here.

- 5** What do you think is the most effective way of looking for a job abroad? Choose from the list below.

networking – friends, colleagues
transfer within your company

recruitment consultant
headhunter

online search

- 6** Work in pairs. Compare your ideas from 5.

- 7** Read the extract from a Human Resources magazine and answer the questions.

- 1 What are the most successful ways of finding work abroad?
- 2 Which is the least successful way?
- 3 How would these results be different in your country?

A recent survey asked those already working abroad about how they had secured their position overseas. Many workers initially search online, or ask friends. Some (15%) are directly headhunted by an employer. Workers are also equally likely to move abroad through postings within their own company (15%). However, the most popular and successful means of finding a suitable job (36%) is increasingly through use of a recruitment consultancy. Press advertising is losing popularity with only 4% of those working abroad finding jobs through newspapers or specialist magazines, compared to 16% with online advertising.

It is obvious that aspiring international professionals are likely, first of all, to ask around, and do some general internet research; 14% find work through friends or colleagues. However, clearly, if they're serious about taking up the opportunities that await them overseas, they need to get serious about what they're doing to make it happen, and take a structured and formalized approach.



- 8** Living and working in a different country can be quite a challenge. Match the stages below with their definition.

- | | |
|-----------------|--|
| 1 Euphoria | a Individuals begin to find cultural differences frustrating or disorienting. |
| 2 Culture shock | b At this point, individuals begin to accept, or even adopt the new culture. |
| 3 Adjustment | c The 'honeymoon' period: the visitor is excited and charmed by the new culture. |
| 4 Mastery | d This is a stage of acknowledging the differences of both cultures. |

- 9** 6.4 Listen to Adam and Zein talking about their moves abroad. Make short notes for each stage of their life abroad.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- 10** Read the collocations. Which stage in 8 do you think each one belongs to?

- 1 accept the (local) customs _____
- 2 adapt to the new situation _____
- 3 deal with problems _____
- 4 develop strategies (for coping) _____
- 5 look forward to learning new things _____
- 6 pose a challenge _____
- 7 try one's patience _____
- 8 welcome the opportunity (to meet new people) _____

- 11** Have you lived abroad (for work or family reasons)? Work in pairs. Compare any experiences, giving examples.


Work skills SMART objectives

Specific
Measurable
Attainable
Relevant
Timed

- 1 What does your job involve? What are your current objectives?
- 2 We often use SMART criteria to set objectives. Match each of the five criteria with a question below.
 - 1 Can the target be reached?
 - 2 Do the objectives fit in with the wider goals of the team or project? Are the reasons for setting these objectives clear?
 - 3 Are clear deadlines set so that the individual or team knows when they have to act and achieve their targets?
 - 4 Are details given of what is expected, why it's important, who is responsible, where things take place, and which aspects are important?
 - 5 Can the objectives be quantified, i.e. answer the questions 'How much ...?' and 'How many ...?'?

- 3 Read Alex Clark's objectives below. Do they follow the SMART criteria?

Alex Clark, Marketing Assistant, Children's e-books			
Objectives Jan 1st – Dec 31st		✓	Partly
1	Keep e-readers' website up to date.		
2	Continue to develop children's involvement and activity on the site: a 'book of the month', with quizzes and competitions b start a 'reader of the month' campaign		
3	Website: adding readers' guides		
4	Organize and attend annual primary teachers' meeting in West London, and start a few other smaller teachers' events.		
5	Develop featured authors, with interviews. Two per semester.		
6	Design, print, and distribute e-reader leaflets for bookstores.		

- 4  6.5 Listen to Alex and his line manager discussing his objectives. Indicate which ones he's achieved, partly achieved, or not achieved.
- 5 Compare Alex's note 1 in 3 with the final version below. What's the purpose of the extra information?

1	Keep e-readers' website up to date by adding new books and readers' guides one month before publication date.
---	---

- 6 Match each extra piece of information with a SMART criterion.
 - 1 based on school curriculum set texts
 - 2 within 60 miles of London
 - 3 with five set questions, and five reader questions
 - 4 by adding new books and readers' guides one month before publication date
 - 5 with both primary and secondary school age categories
 - 6 with the aim of four events regionally over the 12-month period
- 7 Use the phrases in 6 to improve Alex's objectives.
- 8 Decide on three work objectives for the next six months for your job. Write them down, ensuring they are SMART.
- 9 Exchange objectives with a partner. Read these and check to see that they are SMART. Discuss how you will achieve your objectives.

Functions Discussing career paths

INTRODUCTION 1 Work in pairs. Read the profiles of two people who would like to work abroad. Match the candidates to the most suitable jobs.

Svetlana Aliyev Russian 33-yr-old wanting international transfer within same area to US / UK. Studied in London; MA in Journalism. Has worked in Communications in Moscow and Sofia. Speaks fluent Russian, French, English, and some Bulgarian. Click for full CV.



Felipe Reis Brazilian 39-yr-old wanting to work in Asia to broaden experience and travel. Studied MBA in the USA. Has worked in both USA and Brazil in marketing (8 years). Speaks fluent Portuguese and English, intermediate German, and is learning Arabic. Keen athlete. Click for full CV.



JobJet.com

Industry

What

Where

SEARCH

Events Manager

International sporting organization is looking for a Manager for its high profile events in Hong Kong and China. Responsibilities include: sourcing venues and events, developing partner relationships, handling budgets ...

PR Specialist

Leading Global Investment Company is looking to hire a PR specialist for its London office. You'll be responsible for all communications – executive, media, community (CSR), and employer communications. Excellent writing skills ...

Marketing Communications Manager

Top tier law firm seeks MCM for dealing with all marketing activities for eight offices in Qatar to develop their marketing strategy, generate new leads, arrange and organize client events, identify advertising, PR, ...

Manager, Corporate Communications

Manage all media relations, and provide marketing communications support to the entire organization in Houston, Texas. Act as chief spokesperson when interfacing with media / press. Develop and implement annual marketing plans, ...

2 6.6 Listen to Svetlana discussing her plans with a friend. Answer the questions.

- 1 Which country would Svetlana like to go to?
- 2 What does she regret not doing?
- 3 Which post is she interested in?
- 4 What advice does Svetlana's friend give her?
- 5 Would she be qualified for the job? Give reasons.

3 6.7 Listen to Felipe talk to Carolyn Fisher, a career advisor, and answer the questions.

- 1 What does Felipe regret?
- 2 What would the advantages and disadvantages of working in China be?
- 3 What advice does Carolyn give Felipe?
- 4 What does Felipe decide to do?

Focus

Match the phrases 1–5 with a function a–d.

- | | |
|--|--|
| 1 It would be a good idea to flag that up. | a Advice (2) |
| 2 I wish I hadn't given up Spanish. | b Regret |
| 3 I think it'd be fantastic to work there. | c Imaginary or possible future situation |
| 4 If I were you, I'd go for it. | d Wish regarding an alternative present |
| 5 I wish I could speak it more fluently. | |

► For more details and practice, go to the Review section on page 77.

PRACTICE 4 Complete the sentences with a phrase from the Focus section.

- 1 A The company is opening up a new branch in Rome.
B You've always wanted to go to Rome, haven't you? If _____, I'd apply for a job there.
- 2 A What do you think about working in the Emirates?
B It _____ a great opportunity for me.
- 3 A Why didn't you find out more about the job?
B I don't know. I _____ done more research before the interview.
- 4 A I haven't done any training for this job.
B It _____ to ask your HR manager to put you on a one-day intensive course.
- 5 A There are lots of jobs going in Brazil.
B I know. I _____ Portuguese.

5 Work in pairs. Read the situations and take it in turns to give each other advice.

- 1 I've lost my job.
- 2 My probation period ends next month.
- 3 I really want to work in China.
- 4 My boss hasn't given me any objectives for this year.
- 5 I've just moved offices and no one is speaking to me in the new office.

6 What would you do in the following situations?

- 1 Your manager tells you that you will be transferred to a small overseas branch for a year.
- 2 You're on a business trip. Your colleague calls and says your job's been advertised on the internal jobs board.
- 3 You're at a client's office. A recruitment agency calls you on your mobile and asks you to attend an interview.
- 4 You see a document someone left on the printer saying your department is to close.
- 5 You need more money but you don't want to change jobs.

7 Work in pairs or small groups. Discuss three things you would like to be different about your present situation at or outside work.

TASK 8 Work in pairs. Go to page 137 for details of the activity.

Review

Grammar Conditionals

Form

Zero Conditional	<i>if</i> + Present Simple (or Continuous) + Present Simple	If he calls me, I tell him the latest news.
1st Conditional	<i>if</i> + Present Simple + <i>will</i> / <i>'ll</i> + infinitive*	If he calls me, I'll tell him the latest news.
2nd Conditional	<i>if</i> + Past Simple + <i>would</i> / <i>'d</i> + infinitive**	If he called me, I'd tell him the latest news.
3rd Conditional	<i>if</i> + Past Perfect + <i>would</i> / <i>'d</i> + <i>have</i> + past participle	If he'd called me, I would have told him the latest news.

Conditional sentences are usually two-part sentences. We use a comma after the *if* clause.

* We can use *might*, *can*, or *may* to replace *will*.

** We can use *could* / *might* instead of *would*.

Use

We use the Zero Conditional to talk about facts or things that are generally true given a certain condition.

We use the 1st Conditional to talk about a possible future situation and the result.

We use the 2nd Conditional for imaginary situations now or in the future, when the result of the situation is possible but unlikely.

We use the 3rd Conditional when we imagine a situation that didn't actually happen.

PRACTICE 1 Complete the sentence with the correct form.

- If we look at ten applications each, we _____ (finish) them all by 6 p.m.
- If I'd known she was applying for the post, I _____ (mention) it to Kevin.
- More candidates will know about the post if we _____ (advertise) online.
- Would you have offered her the job if she _____ (have) more experience?
- If we wanted to see how they performed on the job, this _____ (be) an ideal task.
- What task _____ (you ask) applicants to do if they had had to do your job?
- If we _____ (recruit) a graduate trainee, we can probably pay them less.
- If they ask me to make a video about myself, I _____ (be) so embarrassed.

2 Choose the correct option to complete the sentences.

- A Where would you like to work if you had the chance?
B I *would like* / *would have liked* to work in Japan.
- A If the recruiting agency *doesn't* / *didn't* call, what *would* / *will* you do?
B I'll try another agency.
- A What *do* / *did* people do if the economic situation *gets* / *got* worse?
B They usually stay with their company till the situation improves.
- A If you hadn't been offered a job abroad, would you have stayed in your old job?
B No, I think I *would look* / *would have looked* for a job with another company.
- A If your company raised your salary, would you still move?
B Yes, it *wouldn't* / *won't* make any difference.

3 Complete the text with the correct form of these verbs.

be able have have to know managed sign up want

New smartphone app for employers

The smartphone market is already flooded with apps for job seekers, but now a new iPhone application has arrived, CareerBuilder for Employers. If an employer _____¹ the app, they can sync directly to their existing accounts, and access information about applicants, as well as _____² to receive notifications about new candidates.

'This app provides a new level of efficiency to recruitment,' said Brent Rasmussen, of CareerBuilder North America. 'Employers will now be able to connect more competitively with the fast-growing population of mobile job seekers.'

David Evans, HR Manager of a large supermarket chain, has just acquired the app. 'This is going to make all the difference. If we don't keep up with how job seekers search for jobs, we _____³ to recruit the best candidates. Of course, if we _____⁴ about the app earlier, we would already have been ahead in the market. We had a huge recruitment project recently, and we _____⁵ it far quicker with this. However, if our competitors are also involved, then we _____⁶ be very fast!'

Ceri Davies, from Cardiff, is less enthusiastic. 'We're a small firm. If we _____⁷ younger candidates, we could try it, but our staff tend to be older!'

Vocabulary Working abroad

1 Match the word groups 1–9 with the nouns a–i to form collocations.

1 personal, day-to-day, cultural, business	___	a benefits
2 compulsory, primary, full-time, private	___	b challenge
3 strategic, unexpected, wise, brave	___	c climate
4 intellectual, tough, technological, new	___	d development
5 considerable, mutual, long-term, social	___	e education
6 harsh, favourable, business, changing	___	f experience
7 rapid, sustainable, commercial, suburban	___	g life
8 full, considerable, limitless, growth	___	h move
9 extensive, hands-on, (in-)valuable, relevant	___	i potential

2 Correct the mistakes.

- Sabina's CV shows extended experience in dealing with foreign clients.
- When I was 18, I quit all-time education and got a job as a trainee engineer.
- The cultural living in Berlin is difficult to beat – there's so much going on!
- The grow potential in the technology industry is considerable.
- There is a lot of commercial developing going on in the city.
- I guess there would be long-time benefits in staying, but we will probably move on next year.
- Jim clearly made a strategic movement when he decided to take the post in Kazakhstan.
- I wasn't good at languages at school, so studying Russian was quite a rough challenge!

3 Match these nouns to the verbs.

appointment	arrangements	career break	chance
excuse	progress	responsibility	time

make _____
have _____
take _____

4 Complete the sentences using a phrase from 3. You may need to add other words.

- 1 When we were living in Mali, John took the chance to play some of the local musical instruments.
- 2 You can't _____ for not learning German! You lived there for seven years!
- 3 If you want to work abroad, _____ well in advance, especially if you're going somewhere that needs a visa.
- 4 Three years ago I _____ and went on a study trip to Thailand.
- 5 You don't need to decide now. _____, and discuss it with your colleagues.
- 6 Hannah is _____, but still needs help with her IT skills.
- 7 I _____ with Doug on Tuesday. We could discuss it then.
- 8 Stefan, could you _____ for contacting the offices in Eastern Europe?

Work skills SMART objectives

1 Match the SMART objectives with the questions.

- | | |
|-----|--|
| 1 S | Are deadlines and time frames given? |
| 2 M | Are the objectives relevant to the project? |
| 3 A | How much ...?, How many ...? |
| 4 R | Are details about the various aspects of the objectives given? |
| 5 T | Can the target be reached? |

2 Match the underlined phrases on this job plan with the appropriate SMART objective. Some phrases can be used with more than one objective.

Training Officer

- 1 Notify trainees two weeks in advance of courses starting.
- 2 Target a wide range of potential candidates, in particular both private and public sector, for future courses.
- 3 Advertise courses online and in print editions, including train4life.com and trade magazines.
- 4 Collate post-course feedback, summarize results and post to website by end of each month.
- 5 Contact trainees with more than three negative comments in person, on email, with help from Training Assistant.

Functions Discussing career paths

Function	Example
Advice	If I were you, I'd make a video. It would be a good idea to think about other options.
Imaginary or possible future situation	Working in the USA would be fantastic.
Regret	I wish I had prepared better.
Wish	I wish I could speak another language.

PRACTICE

Two friends are discussing their job situation. Complete the conversation with these sentences.

- a I'd love to work in Asia!
- b At least the deadline hasn't passed!
- c Go home now, and do the application.
- d Have you thought about talking to your boss about it?
- e I should have checked the application deadline before.
- f If you continue chatting, you'll miss a lot more jobs!
- g It'd be a good idea to mention the training course you did.
- h There's no point in applying if you don't have the right skills!
- i Well, if I were you, I'd update my CV so that I was ready.
- j Why don't you check the job ads online?

Hans I don't know what to do. They're making people redundant, and I'm sure I'm going to be next.

Kirsten _____ 1

Hans Good idea. My last version was from three years ago.

Kirsten _____ 2

Hans No. He can't do anything. Head office are making the decisions.

Kirsten Oh. But you always said you wanted to work somewhere else. Here's your chance. _____ 3

Hans Actually, I was having a look yesterday. There's a job in Laos. _____ 4

Kirsten Right! And do you have the skills? _____ 5

Hans Well, they want someone with five years' experience, and I only have three. Oh, look. Here it is.

Kirsten Well, _____ 6
... Oh, wait a minute. It says apply by ...

Hans Oh. I can't apply within two days. _____ 7

What a shame.

Kirsten But _____ 8
You've got time. _____ 9

Hans Really?

Kirsten Yes! _____ 10

Grammar Reported speech

- INTRODUCTION**
- 1 Work in pairs. Discuss the following topics. Can you think of any examples?
 - 1 identity theft
 - 2 fakes
 - 3 forgeries
 - 4 online fraud, phishing
 - 2 Read the article about art forgery and answer the questions.
 - 1 What was forged?
 - 2 How big was the scandal?
 - 3 Who might lose money because of the forgeries?
 - 4 Who was involved in producing the forgeries?
 - 5 What was Beltracchi's strategy?
 - 6 Do you think Beltracchi got away with the crime?

A brush with the law

A plot involving the forgery of 60 Expressionist paintings originally worth tens of millions of pounds has been uncovered by police in Germany. A police spokesperson said it was the biggest art forgery scandal in Germany since the 1950s.

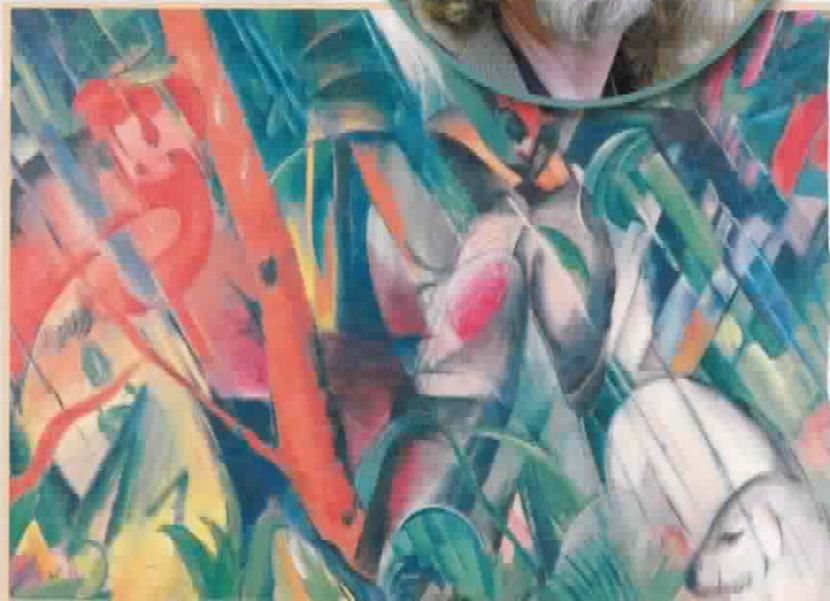
A German lawyer representing one of the art dealers said that the art world was shocked and that he would be requesting details of the case. One auctioneer told the press that the paintings were very convincing and that he couldn't believe that so many pieces were thought to be forgeries. Collectors in particular were totally shaken by the news, now doubting the art hanging on their own walls. One collector said that he was considering selling off part of his collection, fearing his investments may be discovered to be worthless. Many collectors have been asking how the forgers got away with it.

All the forgeries were painted by one person, Wolfgang Beltracchi, who was assisted by his wife, his sister, and a friend, Otto Schulte-Kellinghaus. Beltracchi's strategy was to copy paintings which were missing, as well as paint works in the style of famous artists. He claimed that his wife had inherited the works of art from her grandfather, a keen collector. Enough people believed Beltracchi's story for him to make an estimated €16 million. People have asked if the gang produced other forgeries which haven't been discovered yet.

A leading German art historian, Werner Spies, had originally stated that he thought the pictures were

authentic. But further scientific analysis of paintings revealed that they were very convincing forgeries. One of the artist's close friends said that he was not surprised so many people were fooled by the forgeries because Beltracchi is an extremely talented painter.

Christie's, which is one of the world's leading auction houses and handled some of the forgeries, declared that they take any doubt regarding authenticity extremely seriously and that they were investigating the matter fully.



Focus

Reporting statements

Match the original quotes with the reported statements in the article.

Answer the questions below.

- a 'It is the biggest art forgery scandal here since the 1950s.'
 - b 'The art world is shocked and I will be requesting details of the case.'
 - c 'I might sell off part of my collection. I'm afraid my investments might be discovered to be worthless.'
 - d 'I think the pictures are authentic.'
 - e 'Beltracchi is an extremely talented painter.'
 - f 'We are investigating the matter fully.'
- 1 What happens to the tense when speech is reported?
 - 2 Which other words change?
 - 3 When does the tense not change?

Reporting questions

Match the original questions with the reported questions in the article.

- 1 'How did the forgers get away with it?'
- 2 'Have the gang produced other forgeries which haven't been discovered yet?'

How do we form reported *Wh-* / *How ...?* questions?

How do we form reported *Yes / No* questions?

➤ For more details and practice, go to the Review section on pages 86 and 87.

PRACTICE 3 Work in pairs. Change these reported statements into the spoken form.

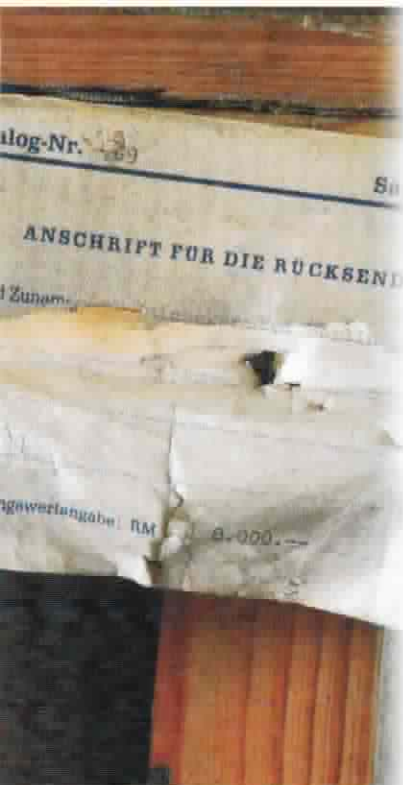
Example The police asked the painter if he'd sold any forgeries. The painter said he hadn't.

A Have you sold any forgeries?

B No, I haven't.

- 1 She asked me if I liked her Picasso sketch. I said I did.
- 2 The police asked me whether more forgeries were likely to be found. I said they might be.
- 3 Collectors asked me the best way to identify authentic paintings. I said I wasn't sure.
- 4 The judge asked the lawyer whether any new evidence had come in the week before. The lawyer said he hadn't seen any.
- 5 Collectors asked their lawyers what they were going to do. The lawyers said they were going to look into other cases involving forged paintings.
- 6 I asked my agent what would happen next. She said she would let me know if there was a problem.
- 7 One collector told his wife that their painting was worthless. She said it was his fault for wasting their money.
- 8 Wolfgang said he had finished another painting the previous week. His wife said that it was a masterpiece.





4 Write these exchanges as reported questions and statements.

- 1 **Helen** Do you want me to help you with your report now?
Me OK.
- 2 **Lawyer** Are you sure these are original paintings?
Me I'm not sure.
- 3 **Police** When did you last see your husband?
Me I saw him last week.
- 4 **Friend** Do you have any other paintings by Rembrandt?
Me No, I don't.
- 5 **Artist** How much did you pay for the painting he sold you last week?
Me \$1,000,000.
- 6 **James** Is there anything here that we can use as evidence?
Me I don't think so.

5 7.1 Listen to an art expert talk about how forgeries are identified. Make notes as you listen.

- 1 the painting
- 2 the frame
- 3 the paints
- 4 provenance – labels and certificates

6 Use your notes from 5 to report what the art expert said.

Example He said that both the front and back of the painting are important.

7 Read the quotes from the news reports on fraud. Complete the reports using the quotes and the appropriate form.

Laptop crime

'We checked the teenager's laptop two days ago.'

'We estimate that losses amount to £16.2m (€18.45m).'

'We discovered details of 100,000 stolen credit cards and a trail back to the website.'

Police _____¹ that losses from the thousands of credit card details traded over the website Gh0stMarket.net, which was run by adolescents, amounted to £16.2m. The web forum, which had 8,000 members worldwide, has been linked to hundreds of

thousands of pounds of registered losses on 65,000 bank accounts. Police reported that _____² the teenager's laptop _____³. _____⁴ details of 100,000 stolen credit cards, and a trail back to the website.

Online fraud

'I'm embarrassed that I've been cheated.'

'People need to know about this kind of thing.'

'What can be done to stop this happening in the future?'

Shortly after emailing a friend about buying an expensive camera, Tom received an advert at his Gmail address about the same camera at half the price. After encouraging and successful email exchanges with the company, he bought

the cheaper camera, but never received it. He said that _____⁵ embarrassed _____⁶, but that people _____⁷ kind of thing. He asked _____⁸ in the future.

8 Work in pairs and ask each other these questions.

- 1 What's the best way to keep your identity and personal details safe?
- 2 What would you do if someone accessed your home computer?

TASK 9 Work in small groups. Report what someone said then add your own question or statement. Keep the sequence going as long as you can.

Example A Someone's hacked my laptop.
B Leo said someone had hacked his laptop.
C Have you called your bank?
D Ken asked Leo if he'd called his bank ...

Vocabulary Reporting verbs

1 Work in pairs and discuss the questions.

- 1 Why do people buy art?
- 2 What are the risks involved in buying a work of art?



2 7.2 Listen to an extract from a radio programme about art. Answer the questions.

- 1 Steve Wynn is interested mainly in the financial side of the art world. T / F
- 2 Ronald Lauder doesn't allow other people to see his art collection. T / F
- 3 What is Stephen Cohen mainly interested in?
- 4 According to Kath Woolley, what three things should people interested in buying art do?
- 5 Why is art unlike a car or item of clothing?
- 6 Why does Kath recommend not buying art online?

3 Complete the sentences with the appropriate phrase.

- 1 Kath advised listeners *finding / to find* out where art is on sale.
- 2 The presenter agreed *to / that* art will give you a lifetime of enjoyment.
- 3 Kath said *to / that* Steve Wynn's interest was related to money rather than art.
- 4 She suggested *to find / finding* out who the best art students are.
- 5 She explained *to buy / that buying* for investment is not a good idea.
- 6 The presenter asked Kath *talk / Kath to talk* about the kind of people who buy art.
- 7 Kath warned people *not to buy / not buying* art online.
- 8 Steve Wynn decided *that / to buy* Picasso's *Le Rêve*.
- 9 Kath *told that the listeners / told the listeners that* art collecting isn't just for the super wealthy.
- 10 The presenter *reminded / reminded to* the listeners to tune in the following week.

4 Tick the appropriate boxes in the table using the examples from 3.

	-ing	that + clause	(not) to + infinitive	object + that	object + (not) to + infinitive
advise			✓		
agree					
say					
suggest					
explain					
ask					
warn					
decide					
tell					
remind					

- 5 Read the words used in two stories about accidents with pieces of art. Predict what each one is about.

Story 1 \$139 million dollars / accident / elbow / \$85 million dollars

Story 2 Picasso / art student / 15 cm tear / apology / insurance

- 6 7.3 Listen and compare your stories to the real events.



- 7 Match these verbs with the sentences.

remind	apologize (for -ing)	refuse (to)	warn	promise (to)
advise	agree (about)	invite (to)	explain	admit (-ing)

- 1 Art dealer: I'm sorry I didn't notice the van Gogh was a forgery.
- 2 Ed: I'll definitely get the report to you by five o'clock.
- 3 Manager: I see your point entirely about the need for better security.
- 4 Collector: I'm sorry, but I'm not going to wait another month.
- 5 Gallery owner: Would you like to visit my gallery sometime?
- 6 Police: Everyone stand back! It's dangerous.
- 7 Kay: Don't forget to call your boss.
- 8 Expert: This painting is by one of the German expressionists.
- 9 Student: Yes, it's true. It was me. I tore the painting.
- 10 Friend: I wouldn't buy that da Vinci if I were you.

- 8 Rewrite the sentences in 7 as reported speech.

Example The art dealer apologized for not noticing the van Gogh was a forgery.



Watch the video for more practice.

- 1 Ed _____
- 2 The manager _____
- 3 The collector _____
- 4 The gallery owner _____
- 5 The police _____
- 6 Kay _____
- 7 The expert _____
- 8 The student _____
- 9 A friend _____

- 9 Work in pairs. Ask and answer questions about the statements in 8.

Example A What did the art dealer apologize for?
B He apologized for not noticing the van Gogh was a forgery.

Work skills Effective meetings

1 Work in pairs and discuss these questions.

- 1 How effective are the meetings you attend?
- 2 How could they be more effective?
- 3 What should the chair or person running the meeting do?

2 Put these stages of a meeting in the order they might happen. Can you add any more stages?

- | | |
|---|----------|
| a Keep people to the agenda and the time limit. | — |
| b Check people can follow. | — |
| c Check / confirm the agenda. | — |
| d Note any action points. | — |
| e Make sure everyone has a chance to speak. | — |
| f Ask someone to introduce the first item on the agenda. | — |
| g Greet people. | <u>1</u> |
| h Ask someone to take the minutes (notes for the meeting). | — |
| i Confirm how long the meeting will be / when it will finish. | — |
| j Check everyone is present and note absences or late arrivals. | — |

3 7.4 Listen to the employees at an art gallery holding a meeting. Complete these notes of the main action points.

Action points	Who	Deadline
Email summary of visitor numbers and feedback		
Fix date for Hockney media event		
Contact artists re picture hanging		
Organize security for Hockney exhibition		

4 7.4 Listen again. Check the order of the stages in 2.

5 Match the phrases below with the stages in 2.

- 1 Good morning. Good to see you ...
- 2 Maggie, are you OK taking minutes?
- 3 Have you seen the agenda? Is there anything to add?
- 4 Do you know if Will is coming?
- 5 So Maggie, could you start us off with the first item?
- 6 Could we possibly discuss that afterwards?
- 7 Could you email that to everyone? Is this afternoon OK?
- 8 ... for Alan's benefit, can you give us some details, ...?
- 9 We should be finished in half an hour.
- 10 Do you have any thoughts on this, Will?



6 Work in small groups. Choose one of the topics below, and then have the meeting. Take turns to be the chair during the course of the meeting.


- 1 Review a recent project: discuss success / lessons learnt / what to do next time.
- 2 Organize a staff event: where / when / food / etc.

Functions Giving feedback

INTRODUCTION

1 Work in pairs. Read the three situations below. Decide what you would say to the employee in each situation if you were the boss.


- 1 You have a new member on your team. He seems well liked but his desk is extremely untidy and gives a bad impression.
- 2 One of your team leaves at the end of the working day, even if the work is not finished. Other members stay to complete the task as necessary.
- 3 One of your team seems unmotivated and is starting to complain a lot. This is having a negative effect on other members of the team.

2  **7.5** Listen to a line manager giving feedback to one of his young team leaders. Answer the questions.

- 1 How long has the employee been a team leader?
- 2 How many people were in the team?
- 3 What positives does the employee mention about his team?
- 4 What negatives does the employee mention about his team?

3  **7.6** Listen to the second part of the meeting and answer the questions.

- 1 Which problems regarding the employee's performance does the line manager refer to?
- 2 How serious are the problems raised?
- 3 Was the feedback clear and appropriate?

4  **7.6** Decide on the most appropriate words to complete the sentences. Listen to the second part of the meeting again and check.

a little rather just a bit slightly

- 1 I do, however, _____ want to look at one or two areas.
- 2 You need to do _____ more work on your management style.
- 3 If you could be _____ more careful about how you talk to your younger team members.
- 4 Well sometimes in meetings you can be _____ too direct and it can make it _____ difficult for people to talk openly.



Focus

What stages does Rafael use to give his feedback? Fill in the gaps using these words.

negative positive positive negative

- 1 _____ feedback 1
- 2 Introduction to _____ feedback
- 3 _____ feedback
- 4 _____ feedback 2

Match the sentences with the stages above.

- a I do, however, just want to look at one or two areas.
- b I am very pleased with many aspects of the project.
- c So overall you did some good work.
- d You need to do a bit more work on your management style.

This technique is called a 'feedback sandwich'. Why do we use this technique?

Why might we use these words when we give negative feedback?

a little rather just a bit slightly

 For more details and practice, go to the Review section on page 89.

PRACTICE 5 Match each feedback approach with a description.

Approach	Description
1 Be clear	a Make sure you have the full picture, and that you have spoken to all the people concerned.
2 Be objective	b Give the other person a chance to talk about any problems before you tell them what you think.
3 Be concise	c Keep the meeting and the message short and don't be sidetracked by dealing with other, smaller issues.
4 Be well informed	d Allow the employee the opportunity to give his / her side of the argument, where appropriate.
5 Be fair	e The person receiving the feedback knows exactly what the problem is and how serious it is.
6 Ask then tell	f Make sure your personal opinions are avoided.

Did Rafael take the right approach?

6 Order the feedback to create a 'feedback sandwich.' Add some softening words in the appropriate place.

- Great. Otherwise, you've achieved your targets and you've worked well with the team. So, well done.
- One client complained about your attitude. You were rude.
- So what do you think went wrong?
- OK, Peter. Your project has gone OK so far.
- However, there are a couple of things we need to talk about.
- I think that's a positive reaction. You need to be more careful.

7 Work in pairs. Complete the conversation in 6 with the other speaker's lines.

8 Work in pairs. Give feedback sandwiches using the notes below. Add extra details to make the feedback sound convincing.

Positive

- Project v high quality / all v satisfied
- Extremely pleased - management of team
- Good job - meeting targets this year
- Positive, motivating presence in team
- Work very hard, v committed

Negative

- Weeks behind schedule
- Liaising with boss needs work / not informed
- Report inadequate
- Punctuality poor
- Need to delegate more (to avoid burn out!)

TASK 9 Work in pairs. You are going to practise giving feedback. Take turns being the boss and employee.

Student A, read the information on page 129. Student B, read the information on page 133.

Review

Grammar Reported speech

Form

Statements

When we report what someone says, we need to make a number of changes. These affect the tense, pronouns, and adverbs of place and time. For example:

Direct speech	Reported speech	Changes
I want to look for a new job.	She said that she wanted to look for a new job. *	Present Simple to Past Simple; pronoun
He was working as a consultant.	He said that he had been working as a consultant.	Past Continuous to Past Perfect Continuous
I'll finish this report in the afternoon.	She said she'd finish the report in the afternoon. **	<i>will</i> to <i>would</i> ; pronoun
We might go and visit them on Friday.	They said they might go and visit them on Friday.	Some modals, e.g. <i>could</i> , <i>may</i> , <i>might</i> don't usually change.
I'll give it to you tomorrow.	She said she'd give it to me the next day. ***	Pronouns; time adverbial
I've lived here for three years.	She said she'd lived there for three years.	Pronoun; adverb of place

* Note that we do not necessarily change the tense if what we are reporting is still true, e.g. 'She said that she *wants* to look for a new job.'

** Note that when reporting, *this* often changes to *it* or *the*, not *that*.

*** Note that we do not always change the time adverbial, e.g. we say 'She said she'd give it to me tomorrow.' (reported on the same day).

Questions

Wh- questions

We put the question word at the beginning of the reported clause.

Example 'When does the meeting start?'
He asked me when the meeting started.

This is also true with object questions.

Example 'What sort of films do you like most?'
She asked me what sort of films I liked most.

Yes / No questions

We use an *if* clause with *Yes / No* questions. We can also use *whether*.

Example 'Were you at the conference last week?'
She asked *if* I had been at the conference last week.

Say / tell

Say and *tell* have a similar meaning. We do not use an object pronoun with *say*.

Example She said the meeting had been cancelled.

We use an object pronoun with *tell*.

Example She told us the meeting had been cancelled.

Use

We use reported speech to express other peoples' ideas, comments, and opinions. We often use reported speech to distance the speaker from the opinion that is given.

PRACTICE 1 Write the actual words the speaker used for each sentence.

- 1 Investigators asked how many items had been sold the previous month.

- 2 He wanted to know if she'd checked those invoices already.

- 3 Julienne asked me if I could find the new catalogue for her.

- 4 John asked if she was going to Malaysia the following week.

- 5 She asked me if I liked modern art.



- 6 The judge asked whether she had ever studied art formally.

- 7 She asked her husband if he would bring the car to collect the goods later.

2 Write these questions and statements in reported speech.

- 1 Why did you decide to work for your current company?
She asked me _____.
- 2 Where did you work before?
She asked me _____.
- 3 The delivery date will have to be put back.
She said _____.
- 4 Where do you think you might be in five years' time?
She asked me _____.
- 5 I'll meet you in half an hour.
She said _____.
- 6 Would you ever consider taking a year off?
She asked me _____.
- 7 I think you've done a really good job.
She told me _____.
- 8 You've got a very promising career ahead of you.
She said _____.
- 9 Could you work anywhere in the world?
She asked me _____.
- 10 How long have you been doing this job?
She asked me _____.

Vocabulary Reporting verbs

1 Choose the correct phrase to complete the sentences.

- 1 He admitted *to leave / leaving* the files open on his computer.
- 2 Jason refused *to stay / staying* late again.
- 3 She suggested *looking / to look* in the newspaper for local art fairs.
- 4 The lawyer asked *to his client / his client* to check the painting.
- 5 The police decided *to stop / stopping* the investigation.
- 6 She *told us / said us* the report would be ready by the end of the week.
- 7 The judge explained *to solve / that solving* the case would be difficult.
- 8 Jon advised Tanya *taking / to take* a week off work.
- 9 Yesterday, Tamás *said that / told* he had the plans for the new gallery.
- 10 Gina promised *to get / getting* the computer fixed.
- 11 He agreed *that / to* the painting was overpriced.
- 12 They said *that / to* everything was safe.
- 13 She warned *us not to / us to not* offer him any more money.
- 14 Could you remind *to him / him* to call me back?

2 Rewrite these sentences using reported speech. Use different reporting verbs.

- 1 I'm sorry I'm late.
He apologized for being late.
- 2 I will give you back the money I borrowed last week.
- 3 I think you are right about refusing their offer.
- 4 I definitely won't sign this agreement.
- 5 Would you like to visit our offices next month?
- 6 Don't tell your boss. He'll be furious.
- 7 Don't forget to pay that bill.
- 8 So the best way to win the game is to buy as many houses as possible.
- 9 I'm afraid it was me that spilt the coffee.
- 10 The best thing to do in this case is to tell the police.

3 Complete the story using these phrases.

refuse advise tell suggest promise
ask warn inform tell

The real thing?

Steve _____¹ his agent that he wanted to buy a painting and _____² him to look for something in the region of \$1,000,000 by a famous painter. The agent _____³ him that there were a lot of fakes on the market and _____⁴ that Steve employ an expert to help him. Steve _____⁵ to pay anyone to help, saying that it was a waste of money. So the agent _____⁶ to do what he could and contacted some auction houses in London. One company _____⁷ him that a Picasso was due to be sold that week. So Steve _____⁸ the agent to go to London and make a bid for the painting. When he got to the auction an art expert _____⁹ him not buy the painting. So the agent didn't make a bid and the art expert bought it at a bargain price.

Work skills Effective meetings

Complete the sentences with the words below and put them in the appropriate order.

Ask (2) Note Keep Greet Check (2) Go through Confirm Make sure

- 1 _____ people to the agenda and the time limit.
- 2 _____ people can follow.
- 3 _____ the agenda.
- 4 _____ any action points.
- 5 _____ everyone has a chance to speak.
- 6 _____ someone to introduce the first item on the agenda.
- 7 _____ people.
- 8 _____ someone to take the minutes (notes for the meeting).
- 9 _____ how long the meeting will be / when it will finish.
- 10 _____ everyone is present and note absences or late arrivals.

Functions Giving feedback

When giving positive feedback use *You (successfully) did X; I'm very pleased with how / the way you; You are very [positive adjective]*.

Example I'm very pleased with the way you dealt with our new client account.

When introducing negative feedback use *We need to look at one aspect of; I'd like to raise one or two points; I think now is a good time to focus on ...*

Example We need to look at one aspect of your performance.

Include facts, supported by evidence, when giving negative feedback.

Example I've noticed in meetings that some people are afraid to speak up.
You need to create a more positive atmosphere.

When giving positive feedback to round off a discussion, use phrases like *You have a lot of strengths; You've done a great job otherwise.*

PRACTICE

Identify which part of the feedback sandwich the statements come from.

- a Positive feedback 1
 - b Introduction to negative feedback
 - c Negative feedback
 - d Positive feedback 2
- 1 I think you need to look carefully at your style of management.
 - 2 It's essential that you set a good example, considering your role.
 - 3 As I said, overall we are very pleased with the way you have worked.
 - 4 One thing that I would like to focus on, however, is your attitude.
 - 5 If you're going to stay on the project, then it's important that you work on this issue.
 - 6 On the whole, we've been impressed by your creativity.
 - 7 Whilst we are very happy with your achievements, I'd like to raise the issue of reliability, which has come to my attention.
 - 8 Of course, this is not to detract from all the hard work that you have put in.

8

Unique selling points

Grammar Passives

INTRODUCTION

1 Work in pairs. Discuss the questions.

- 1 How often do you eat out?
- 2 What's your favourite restaurant? What's special about it?

2 Read the article about a unique restaurant. Answer the questions.

- 1 What do most hotel and catering businesses need to have to be successful?
- 2 What is the Blind Cow's unique selling point (USP)?

A unique restaurant

The hotel and catering industry is a highly competitive and challenging business. In the restaurant trade, it is estimated that at least one in four eateries fail within their first year in the United States; this failure rate increases over the first three years. Similarly, it is estimated that around 30 pubs close per week in the UK in times of economic difficulty. Banks are often reluctant to lend money to such high-risk investments, charging extremely high interest rates.

Despite this, it seems there is never a shortage of optimistic and eager restaurateurs. At the start-up stage, one essential strategy is to develop a clear concept, to differentiate oneself from competitors.

Inspiration can come from a range of sources, such as nature, art, travel, literature, or experience. It was the latter – personal experience – which inspired the Blind Cow restaurant.

The Blind Cow opened in an old church building in Zurich several years ago. It is named after the children's game in German, blindekuh or 'blind man's bluff'. What makes it unique is that it is staffed by blind or partially-sighted people and operates in total darkness.

The guests queue up in single file, placing one hand on the shoulder of the person in front and are then led to their table.

One of the founders, Jürg Spielmann, said: 'The sighted guests commented that being blindfolded made them give more emphasis to the food and listen more intently to the conversation around them.' Spielmann, along with three other blind people, established the Blind-Liecht foundation which raised money from local businessmen and the city council to set up the Blind Cow, aiming to provide jobs for blind people and to offer sighted people an opportunity to experience a world without vision. The Manager, Adrian Schaffner said: 'We are booked solid for months ahead for evenings, and most lunchtimes are packed to our capacity of 70, too. People crave the new experience.'

The idea proved so popular that a second restaurant was opened in 2005 in Basel, Switzerland. Meanwhile, another chain of restaurants called 'Dans le noir' ('In the dark' in English), and based on the same concept as the Blind Cow, was founded in 2004 with the help of the Paul Guinot Foundation for Blind People. It already has branches in cities such as Moscow, New York, London, and Barcelona.



3 Which aspects of the restaurant are mentioned?

- | | |
|---------------------------|---------------------------------|
| 1 when it was established | 6 the atmosphere |
| 2 why it was established | 7 how many courses |
| 3 the prices | 8 how the food is eaten |
| 4 the quality of the food | 9 the success of the restaurant |
| 5 details of the layout | 10 the popularity of the idea |

4 8.1 Listen to a guest talk about their experience in the restaurant and answer the questions.

- 1 What is the first thing customers see when they arrive?
- 2 Which three changes to the church were mentioned?
- 3 What was important about the internal design of the restaurant?
- 4 Is there any form of lighting inside the restaurant?

Focus

Match the examples from the text and listening with the descriptions.

- 1 (It) *is staffed* by blind or partially-sighted people ...
 - 2 Customers *must be guided* to the washrooms by the staff ...
 - 3 The idea proved so popular that a second restaurant *was opened* in 2005 in Basel ...
 - 4 Throughout the dining area is the unusual sound of the bells *worn* on the shoes of the waiting staff.
 - 5 ... *it is estimated* that at least one in four eateries fail within their first year ...
 - 6 The Blind-Liecht foundation *had* the inside of an old church *converted* into the restaurant.
- | | |
|---|--|
| a Passive – Modal | d Passive with <i>have</i> or <i>get</i> |
| b Passive with <i>it</i> + reporting verb + <i>that</i> | e Passive – reduced |
| c Passive – Present Simple | f Passive – Past Simple |

Choose the appropriate words to complete the rules.

We form the Passive with *be* / *have* and the past / present participle.

We use the Passive when the agent / object is the focus of the sentence.

► For more details and practice, go to the Review section on pages 98 and 99.

PRACTICE 5 Complete the sentences, using the correct form of the verbs below.

book collect explain change claim establish heighten leave lead

- 1 Coats and bags _____ when you first go in.
- 2 The rules of the restaurant _____ to the customers by the staff.
- 3 Customers _____ into the dining room by a waitress with bells attached to her toes.
- 4 The experience of eating _____ by being in the dark.
- 5 The menu _____ every week because the restaurant uses fresh, seasonal produce.
- 6 Tips for the waiting staff should _____ on the table at the end.
- 7 All the tables _____ for the entire month.
- 8 The restaurant _____ by the Blind-Liecht foundation in 1999.
- 9 It _____ that the Blind Cow is the world's first 'dark' restaurant.



6 Work in pairs or small groups. Describe a restaurant that you know. Talk about:

<i>coats and bags</i>	<i>customers</i>	<i>the menu</i>	<i>the food</i>
<i>tips</i>	<i>decoration</i>	<i>booking</i>	<i>restaurant origin</i>

7 Rewrite the sentences using the *it* + Passive + *that* structure and the verb in brackets.

- 1 People spend between 5–30% of their gross income on food, depending on the country. (estimate)
- 2 Most people keep going to restaurants in difficult times, but they tend to be low cost ones. (suggest)
- 3 In 2010, fast-food operators prospered, particularly in emerging markets such as Turkey and India. (claim)
- 4 Over the next five years, 50% of growth in food-service chains will be in Western Europe and North America. (predict)
- 5 Ingredient costs and labour costs, which together make up two thirds of restaurant expenses, rose by 8% and 4% respectively last year. (say)
- 6 For some franchises, for example home-based ones, the initial fees to the franchisor may only be around 15,000 euros. (calculate)

8 Complete the statements using *have* / *get* and the appropriate form of the verb.

- 1 A The dining room walls are looking rather dingy.
B I know. We're (going / them / decorate).
- 2 A I'm having trouble reading this writing.
B You (should / eyes / check).
- 3 A Where's your car?
B It's at the garage. I'm (tyres / fit).
- 4 A What's that machine in the corner?
B Our new potato peeler. We (it / put in) last week.
- 5 A The photocopier's broken.
B Not again! How many times (we / it / mend) this year?
- 6 A You'll be pleased to know that (we / new anti-virus software / install)
B I am relieved.

9 Think of a unique business, building, or person. In what way are they unique? What is their connection with you?

TASK 10 Work in pairs. Look at the headlines and discuss what you think the stories are.

1 Trespasser paid compensation

2 Unreliable cleaners wanted

3 Apostrophes banned from road signs

4 Farmers advised to wear earmuffs

Student A, go to page 129. Student B, go to page 134. Compare your ideas with the actual stories.



Vocabulary Advertisements

1 Discuss these questions with a partner.

- 1 What's your favourite TV commercial?
- 2 What product or service does it advertise?
- 3 Why do you like it?
- 4 Do you think it's effective?

2 Match the pictures with five of the types of advertising in the table. Then match the types of advertising with the descriptions.



Type of advertising	Description	Examples
1 sport advertising	a A form of outdoor advertising usually featuring a large illustration, typically found near busy roads.	
2 product placement	b Using events such as football matches or the Olympics to promote brands and products.	
3 online advertising: pop-ups	c A well-known person appears in an advertisement. They may appear on-screen or as a voiceover.	
4 in-store advertising	d One of the cheapest forms of paper advertisement. They are handed out on the street or delivered by hand through letter boxes.	
5 celebrity branding or endorsement	e Branded products are placed in non-advertising media such as movies, music videos, or television shows.	
6 flyers	f Windows appear on the screen advertising something when you are looking at a website. You have the option to close the window.	
7 magazine and newspaper adverts	g One of the original and most common forms of advertising in the printed media. Now challenged by online advertising.	
8 billboards	h Common in department stores and supermarkets. They include promotional display shelves, commercials on-screen, and trolley ads.	

3 Work in pairs. Think of some examples for the various types of advertising in the table. Can you think of any other forms of advertising?

4 What type of advertising would be effective for the following products?

- 1 a new tennis racket
- 2 a new sports car
- 3 a new cleaning product
- 4 a local music festival
- 5 a new laptop

- 5 Work in pairs. Compare two articles about unusual forms of advertising. Student A, read the article about multisensory advertising below. Student B, read the article on page 134.

Make notes on the following.

- 1 What is special about the form of advertising described?
- 2 How does it work?
- 3 Why have they chosen this form of advertising?
- 4 Do you think they are effective?

Multisensory advertising

There is a billboard on Highway 150 in North Carolina, USA which looks like a giant piece of steak on a fork. However, this is not the only thing that is unusual about the billboard. A fan underneath the billboard blows the smell of barbecued steak in the direction of motorists passing by. The idea is to appeal to not just one sense but two. A billboard usually just appeals to people's visual sense, but in the case of the 'steak' billboard it also appeals to their sense of smell.

The company that makes the billboard, ScentAir, also makes scents for hotel lobbies, casinos, and shops. Their idea is to appeal to customers in a way that makes the product or service stand out from the competition using a variety of senses. This 'multisensory approach' which can include taste, smell, and sound improves brand recognition and in doing so increases customer demand. One of the other advantages of this kind of approach is that the experience for the customer is more memorable and they are more likely to tell their friends and in this way help to promote the brand. The multisensory approach to advertising is now being researched by people like Professor Charles Spence at Oxford University to find other ways in which the idea can be applied.



- 6 Match the nouns on the left with the appropriate group on the right.

- | | |
|---------------|------------------------------------|
| 1 mass | a slogan / campaign / strategy |
| 2 niche | b demand / behaviour / confidence |
| 3 advertising | c share / leader / research |
| 4 marketing | d production / media / marketing |
| 5 product | e loyalty / awareness / management |
| 6 market | f launch / base / life cycle |
| 7 brand | g concept / budget / strategy |
| 8 television | h market / marketing / product |
| 9 consumer | i advert / commercial / rating |

- 7 Work in pairs. Think of a product that was launched recently and discuss the questions.

- 1 What sort of product was it?
- 2 Was it part of an established brand?
- 3 Was there a launch event?
- 4 What sort of advertising was used?
- 5 Was the product launched successfully?

- 8 Work in pairs. Think of a product and how it is advertised. Create a short presentation using the ideas you've learnt in this section.



Watch the video for more practice.

Work skills Giving clear signals

- 1 What do you think a presentation on Multisensory Branding and Marketing would include? Look at the pictures to help you.



- 2 8.5 Listen to the presentation and answer the questions.

- 1 What is the main point of the presentation?
- 2 Which areas does the presenter focus on?
- 3 How do advertisers use visual images in advertising?
- 4 What role does smell play in a product's branding?
- 5 How important is sound to certain products?

- 3 Match the phrases to the types of signposting and transitions.

Phrases	Signposting and transitions
1 This shows that ... as this slide suggests.	a example, detail
2 As I mentioned in my opening ... To go back to my earlier point ...	b contrast
3 So, to summarize ... In conclusion then, ...	c question
4 What I'd like you to do / take away from this is ...	d supporting argument
5 Let's look at an example. To illustrate what I mean ... Let's look at this in more detail ...	e stages and ordering
6 First of all, let's look at ... In this first slide ... Next I'd like to ...	f referring back
7 What do these figures tell us about ...? How is this significant?	g call for action
8 On the other hand ... Looking at X another way ...	h summary

- 4 Write notes for five slides about an advert or commercial you think works well. Use the transition phrases in 3 to signal the stages of the presentation.

Functions Recommending and responding

INTRODUCTION

1 Work in pairs. Answer the questions.

- 1 Do you ever travel abroad on business?
- 2 Where do you travel?
- 3 How much time off do you have every year?
- 4 What do most people do when they have free time on a business trip?

2 8.3 Leandro Villar is a Brazilian businessman on a business trip to Milan, Italy. Listen to him asking for recommendations about things to do. What recommendations do his colleagues make about the following?

- | | |
|----------------------|---------------------------|
| 1 Duomo | 4 Ristorante Galleria |
| 2 Castello Sforzesco | 5 Galleria V. Emanuele II |
| 3 Blue Note | 6 Café Noir |



Focus

Asking for recommendations

- Could you recommend ...?
- Have you got any suggestions / ideas for ...?

Recommending

- | | |
|--------------------------|--|
| I (highly) recommend ... | (I've heard) ... is good / popular / fun. |
| I'd recommend ... | ... is (definitely) worth visiting / seeing. |
| Have you tried ...? | You should try ... |
| Why not try ...? | Why don't you ... |

Asking about interests and likes

- What sort of things do you like doing?
- Are you interested in ...?
- Would you like to ...?

Responding

- | | |
|---|-----------------------------|
| That's sounds interesting / just right / great. | Actually, I don't think ... |
| Thanks. I'll (try that if I have time). | I'm not sure if ... |

Which phrases above can be followed by: a noun, infinitive, -ing?

- ▶ For more details and practice, go to the Review section on page 101.

PRACTICE 3 Read the following situations and make recommendations.

- 1 A colleague is coming to your country on business and isn't sure which airline to use.
- 2 Someone wants to work for your company.
- 3 A British friend working in your country wants to buy a car.
- 4 A French colleague hasn't been to the cinema for ages. She loves rom-coms.
- 5 A friend tells you they've just lost their wallet on the train.
- 6 Your boss is looking for someone to join your project.
- 7 A friend is having trouble sleeping. They want some calm music to help them.
- 8 A colleague needs a new laptop.

4 Work in pairs. Have conversations based on the situations in 3.

Example A I'm coming to Italy next week. Could you recommend a good airline?

B I've heard Alitalia is pretty good.



5 You are with a host on a business trip overseas. Respond to these recommendations in a negative but polite way.

- 1 Why don't you try the raw sea snail?
- 2 Have you tried our traditional dance festival?
- 3 There's a very good five-star restaurant in the Hyatt Hotel.
- 4 A New Year custom is to swim in the freezing sea.
- 5 The opera house is amazing. You must see 'Das Rheingold'.

TASK 6 List five things to see or do in your town / area and think of how you would recommend them.

7 You are working in a new city on business and have 24 hours free. Before you start, think about the following.

- 1 What kinds of restaurants do you like?
- 2 What kinds of cultural activities do you like?
- 3 Where do you like to relax in a city?
- 4 What do you like to see?
- 5 What else do you like to do?
- 6 What kind of nightlife are you interested in?

8 Work in pairs. Ask for and give suggestions on how to fill up your free day. Use your ideas in 6 and 7.

Example So, is there anything that's particularly worth seeing or doing while I'm here?

Review

Grammar Passives

Form

We form the Passive with *be* and the past participle. We use *by* with the agent or person who does the action.

Example The restaurant is staffed by blind or partially-sighted people.

We can only use the Passive with transitive verbs (verbs with objects), but we can use the Passive with all the tenses and with modals.

Example The idea proved so popular that a second restaurant was opened in 2005 in Basel.

Customers must be guided to the washrooms by the staff.

We can use the Passive with *it* + reporting verb + *that*. Reporting verbs include *expect*, *believe*, *say*, and *think*.

Example It is estimated that at least one in four eateries fail within their first year ...

Use

We use the Passive when we want to focus on the object or the process rather than the agent. We may not know the agent or the agent is not important. In business situations we may wish to avoid reference to particular people in order to save face. It is also used for more formal communication.

We use the Passive with *have* or *get* to talk about activities done by someone for or to the speaker. The object comes between *have* and the past participle. We use *got* instead of *have* for informal situations.

Example The Blind-Liecht Foundation had the inside of an old church converted into the restaurant.

His bike got stolen by some kids.

The past participle is used on its own in a noun phrase.

Example Throughout the room is the unusual sound of the bells worn on the shoes of the waiting staff.

PRACTICE 1 Which sentences can we change using the Passive?

- 1 The price of sandwiches at *Underground* increased by 10%.
- 2 The management were undecided about the price of sandwiches.
- 3 Several of the customers disappeared in the darkness.
- 4 One of the waiters told a customer that they couldn't use their phone.
- 5 What happened to the fast-food restaurant last week?
- 6 *Good Food* magazine gave the French restaurant a very good review.

Write the sentences using the Passive.

- 2 Read the email sent by the Managing Director of a restaurant chain. Complete the text using the correct form of the verbs.

Dear Staff,

I'm just writing to update you on one or two matters that have recently come to my attention.

As you know, the presentation of the restaurant and staff is vital for our image, and a key part of maintaining the brand. Please can staff _____¹ (remind) that uniforms must _____² (wear) at all times, as outlined in the company agreement. In addition, waiting staff should _____³ (jacket / clean) on a regular basis to ensure a smart appearance, and ensure that their hair _____⁴ (tie back), where appropriate.

On another staff-related issue, please can all owners follow procedures when recruiting new members? It _____⁵ (bring to my attention) that two new employees _____⁶ (take on) without referring to the necessary recruitment process.

I _____⁷ (inform) that our Liverpool branch _____⁸ (break into) last night and although nothing _____⁹ (take), a serious amount of damage _____¹⁰ (cause). It appears that a window _____¹¹ (not lock), so please be careful when closing up for the night.

With best wishes,
Dan Bowskill

- 3 Change the following sentences to avoid personal reference.

- 1 My administrator photocopied the wrong papers.
- 2 People manufacture cars at the Toyota factory in Japan.
- 3 Someone in the government announced that the Prime Minister would be resigning.
- 4 People say that our new chef is one of the best in the country.
- 5 Scientists invented the microwave oven in the 1960s.

Vocabulary Advertisements

- 1 Choose the best word to make an appropriate compound noun.

- 1 After the failure of the product launch, they decided that the marketing (*director / concept / base*) needed to be re-examined.
- 2 We spent a lot on advertising to create good brand (*marketing / behaviour / loyalty*).
- 3 The company conducted a great deal of market (*leader / media / research*).
- 4 They ran a series of television (*commercials / ratings / research*) to advertise the product.
- 5 The advertising (*slogan / campaign / strategy*) read 'Eat fine food, help my mood'.
- 6 Investment in product (*launch / marketing / development*) is essential for future growth.
- 7 Consumer (*awareness / confidence / behaviour*) is low and needs to be restored after the scandal.

- 2 Match the phrases to the definitions. There are two phrases you do not need to use.**

market share *niche market* *mass media* *advertising slogan*
product base *marketing concept* *television ratings* *brand awareness*

- 1 _____ All the sources of information that are able to reach large numbers of the public, such as TV, radio, newspapers.
 - 2 _____ A market in which there is little or no competition for a particular type of product or service for which there is limited demand.
 - 3 _____ The range of goods produced or services provided by a company.
 - 4 _____ The amount of sales of a particular type of product that a company has, compared with the total sales.
 - 5 _____ An idea for a product, and the way it should be sold and presented to the public.
 - 6 _____ To what extent people know about and recognize a particular product.
- 3 Match the two verbs which collocate most closely with each compound noun on the right.**

Verbs

- 1 launch / run
- 2 raise / increase
- 3 cope with / deal with
- 4 carve out / find
- 5 restore / damage
- 6 run / place
- 7 conduct / do

Compound nouns

- a (high) consumer demand
- b an advertising campaign
- c market research
- d confidence
- e a market niche
- f a TV commercial
- g brand awareness

Work skills Giving clear signals

- 1 Match the sentences with the appropriate type of signposting and transition.**

- 1 This shows that ...
- 2 In the next slide ...
- 3 In conclusion then, ...
- 4 What I'd like you to *do* is ...
- 5 Let's look at this in more detail ...
- 6 How is this significant?
- 7 Looking at this another way ...
- 8 To go back to my earlier point ...

Signposting and transitions	Sentence
a stages and ordering	
b contrast	
c question	
d supporting argument	
e referring back	
f call for action	
g summary	
h example, detail	

- 2 In her presentation, Junko Tanaka explained about sight, sound, and smell. What do you think she said about taste and touch? Write notes for two slides using the signposting and transition phrases.**

Functions Recommending and responding

We often ask people for recommendations when we are visiting another country, and in places that offer services such as a restaurant, a department store, or a bookshop.

Examples Could you recommend a good book for reading on the beach?
Have you got any suggestions for a good bicycle tour?

We can recommend things or activities using a variety of expressions.

Examples I highly recommend the ferry across Sydney Harbour.
Have you tried Greenwich Village? It's got some great restaurants.

We often ask visitors or customers what sort of things they like or are interested in first.

Examples What sort of things do you like doing in the evening?
Are you interested in music?

We respond to recommendations as positively as possible. If we respond negatively, we try to be as indirect as possible.

Examples That's sounds really interesting.
Actually, I'm not sure if opera is really my thing.

PRACTICE 1 Match these situations with the conversations 1–6.

restaurant	museum	tourist information office
department store	estate agent	doctor

1 A I'm looking for a leather sofa. Could you recommend anything?
B _____

2 A Have you been doing any exercise?
B Not much.
A _____

3 A We'd like to visit some interesting buildings and maybe a gallery.
B _____

4 A What's today's special?
B _____

5 A Hello, could you help me? My kids are really interested in mummies.
B _____

6 A We're looking for a detached house not too far from the city centre.
B _____

2 Put these sentences into the appropriate conversations in 1.

- Right, well the 2nd floor is definitely worth visiting. There's an Egyptian section at the top of the stairs.
- I'd recommend this reclining model.
- I see. Are you interested in buying or letting?
- We have some line-caught salmon which I'd highly recommend.
- In that case, you could try the Guggenheim Museum by Central Park.
- Well, why not try to do more regular exercise, maybe at lunchtimes?

9

Collaboration

Grammar Articles; one, ones

INTRODUCTION

1 Work in pairs. Discuss the questions.

- 1 Have you ever bought or sold anything on eBay or a similar website?
- 2 What do you do with clothes and other items that you no longer use?
- 3 Do you ever share, swap, lend, or rent things?

2 Read the text below. Answer the questions.

- 1 What does 'collaborative consumption' mean?
- 2 How is collaborative consumption different from traditional ways of doing business?
- 3 Is collaborative consumption a European, American, or global phenomenon?
- 4 What are the benefits of collaborative consumption?

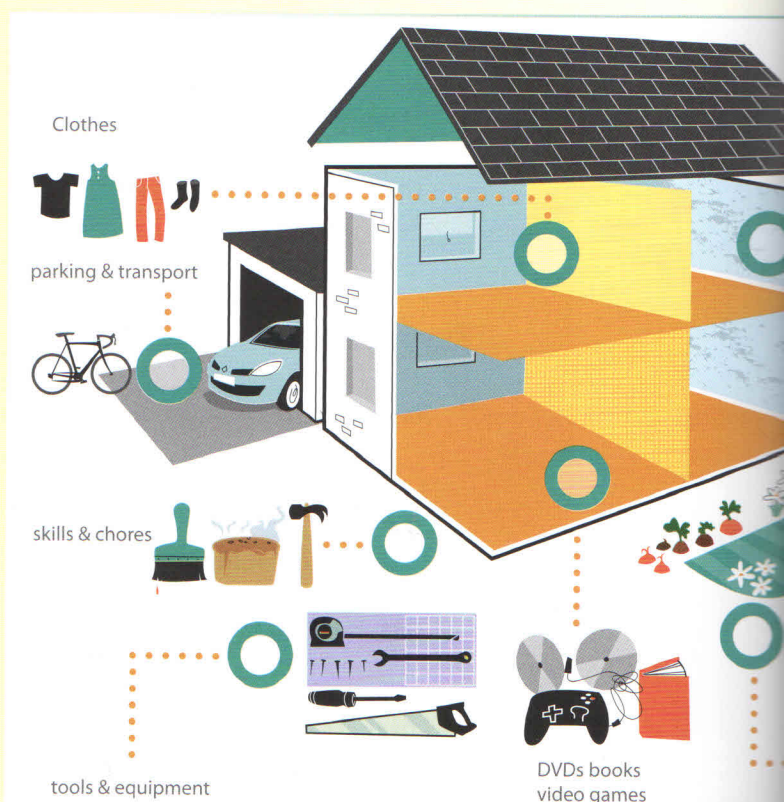
Collaborative consumption

Collaborative consumption describes the explosion in traditional sharing, bartering, lending, trading, renting, gifting, and swapping reinvented through network technologies on a scale and in ways never possible before.

From enormous marketplaces such as eBay, to emerging sectors such as social lending, peer-to-peer travel, and car sharing, collaborative consumption is disrupting outdated modes of business and reinventing not just what we consume but how we consume.

New marketplaces such as TaskRabbit and Zipcar are enabling 'peer-to-peer' to become the default way people exchange – whether it's unused space, goods, skills, money, or services – and sites like these are appearing every day, all over the world.

The advantages are that there is less waste, lower costs, and more people engaged in the community. Cars are not left unused in the garage, books and DVDs aren't left on the shelf, and some who might otherwise be unemployed are able to offer their skills and services in exchange for payment or a service that they require.



3 Work in small groups and discuss the questions.

- 1 In what way(s) do you already participate in collaborative consumption?
- 2 In what ways could you become more involved?
- 3 Would you be happy to share more, or does it suit you better to own what you need?

4 9.1 Listen to two people talk about what to do with things in their home. Decide whether each issue relates to Tom (T) or Ellen (E).

- 1 Who wants more free space, and less stuff around their home?
- 2 Who wants to get rid of half the DVDs?
- 3 Who is concerned about trust and security issues?
- 4 Who feels that the attic is full of rubbish?
- 5 Who has an idea about how to clear the attic?

Focus

Match the example sentences with the rules in the table.

- Half of it belongs to *the kids*.
- New *marketplaces* such as *TaskRabbit* and *Zipcar* are enabling 'peer-to-peer' to become the default way people exchange ...
- There's *a site* called Swap.com.
- That's the one where you just post *an advert* and they show up to collect the things, right?
- No, but we've got *space* for it ...
- You mean on *the internet*?

We use *a, an, the*, and no article in the following ways.

<i>a, an</i>	<i>the</i>	no article
to introduce a single thing or person	to refer to single or countable things or people both speaker and listener know about	to refer to plural things in a general way
to refer to something that is not unique or specific	to refer to single or countable things that are unique	to refer to an uncountable thing in a general way
		to refer to companies

Choose the correct word to complete the rule.

We use *one* or *ones* to avoid repeating countable / uncountable nouns.

► For more details and practice, go to the Review section on pages 110 and 111.

PRACTICE 5 Read the FAQs about a car-sharing scheme. Add *a, an, or the* to the questions where appropriate.

- What types of _____ cars does _____ Zipcar have?
- How do you reserve or find _____ car?
- Will _____ car always be available when I want one?
- Where are _____ cars located?
- Does Zipcar have _____ roadside assistance?
- Do any of _____ cars have _____ baby seats?



6 Add *a, an, or the* to the answers where appropriate. Match the answers to the appropriate question in 5.

- All over your city, in _____ reserved and off-street parking spaces.
- Almost always. We monitor _____ usage very closely, and add more cars as needed.
- No, I'm afraid not. We suggest that you bring _____ seat with you.
- Once your Zipcard is activated, simply go to _____ website, or contact us via _____ mobile phone.
- Yes, _____ membership includes cover 24/7 and 365 days a year.
- You have _____ choice of over 30 models, from _____ Mini to _____ Prius Hybrid.

7 Complete the sentences by adding one / ones and any other appropriate words.

one the one ones the ones

Karen I'm going to the charity shop tomorrow. Have you got anything I can take?

Mark Do you want any shoes? I've never worn _____¹ I got from Berlin.

Karen _____²?

Mark _____ blue _____³. Here you are.

Karen OK, thanks.

Mark How about a coat? There's _____⁴ in the cupboard I haven't worn for years.

Karen _____⁵ with the big collar?

Mark Yes. Any good?

Karen Yes, great. What about these books?




Mark Oh, those. You can take all those except _____⁶ by Murakami. I haven't read that yet.

Karen Don't you want _____⁷ you got for your birthday?

Mark I've read them, thanks.

8 9.2 Listen and check your answers to 7.

9 Read the three problems related to unused or wasted resources. In pairs, discuss some possible solutions.

		The problem	The solution
Product service systems		Half of all US households own power drills, but most of them are used for only 6 to 13 minutes during their lifetime.	
Redistribution markets		Americans discard 7 million tons of cardboard annually.	
Collaborative lifestyles		Millions of houses and spare rooms around the world are sitting empty and have 'idling capacity'.	

10 9.3 Listen and compare your answers to 9.

TASK 11 Work in groups of three.

Student A, go to page 129. Student B, go to page 134. Student C, go to page 136.

Read the information about your online business. Ask the other people in your group about their websites using these questions.

- 1 What does your business offer?
- 2 How does the service work?
- 3 How much does the service cost?
- 4 What advantages or disadvantages are there?
- 5 What other information is 'good to know'?
- 6 Are users 'checked'? How?

Which website do you think is best? Give reasons.

Vocabulary Quantity

- 1 Read the first paragraph of the text about an old railway line in New York. What would be a good use for it?
- 2 Read the rest of the text. Are these sentences true or false?
 - 1 The owners of businesses under the High Line were keen to have the line reopened.
 - 2 A group was formed to protect the High Line as a community resource.
 - 3 Several celebrities were against the idea of saving the High Line.
 - 4 The redevelopment of the High Line was privately funded.
 - 5 A lot of different plants were found growing on the abandoned line.
 - 6 A variety of cultural events are held on the High Line.

Manhattan High Line

New York City used to be home to a railway known as the 'High Line', a line on a strip of land some ten metres above street level, running along the west side of the city. It was built in the 1930s and was used to avoid street traffic; goods such as meat and poultry were transported to factories and warehouses. But in 1980 it was closed as more efficient means of transport emerged.

During the mid '80s and early '90s, various suggestions were proposed: a group of property owners wanted to demolish the line to develop their own businesses, as their premises were immediately beneath the line; others wanted to re-establish the railway line. Then in 1999 two New Yorkers, Joshua David and Robert Hammond, set up 'Friends of the High Line' in a bid to transform it into a green park space for public use. Thanks to support from most of the local people, which included celebrity residents Edward Norton and Glenn Close, the demolition plans were halted. The New York City government donated \$50 million dollars towards the redevelopment project and the line was saved. It opened to the public in 2009 and is now a unique public space.

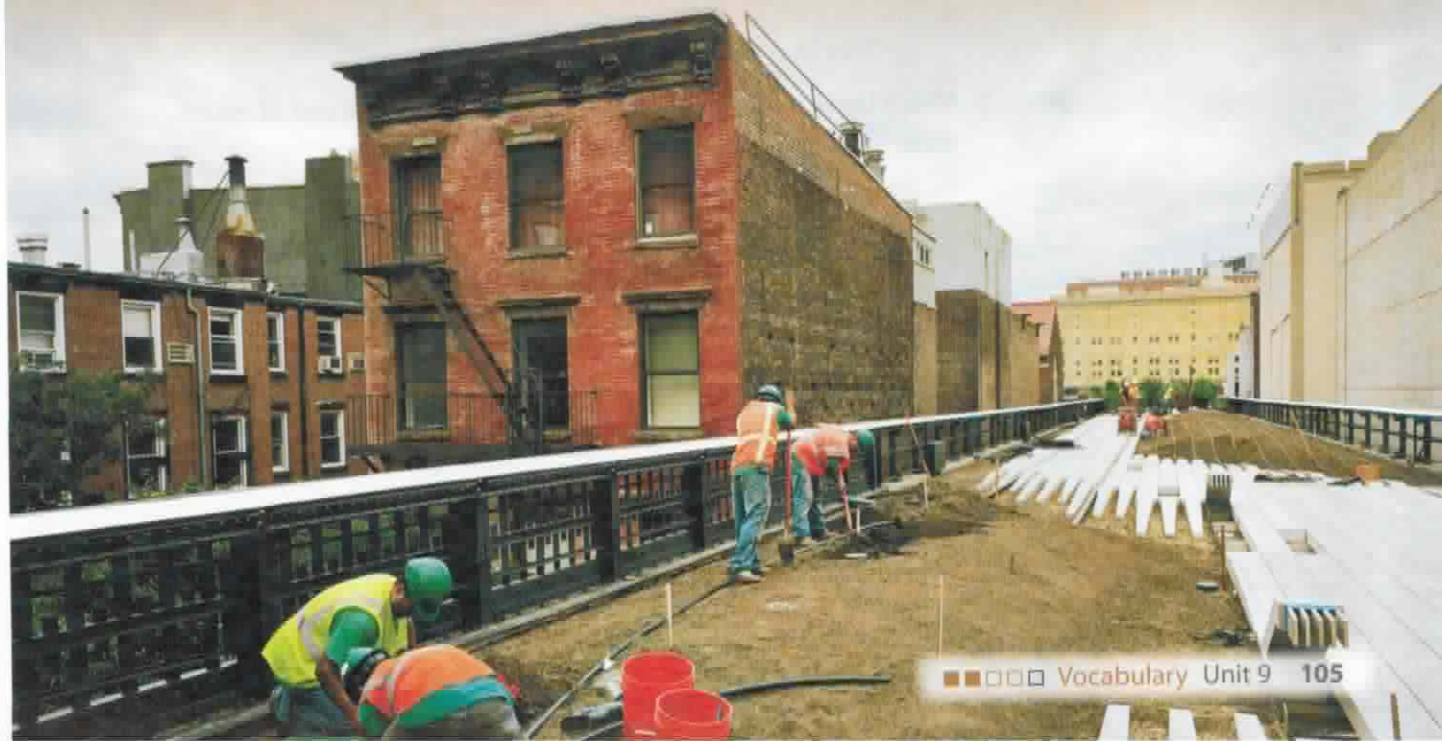
In the 20 years since it had been abandoned, the High Line had become Manhattan's urban jungle. A wide variety of different plant and flower species were identified and are now one of the central features of the park. Teams of volunteers helped clear



huge piles of rubbish and weeds that covered the line. The line itself is between six and ten metres above ground level, and a maximum of 20 metres wide. It is made up of a number of pathways meandering between and across the tracks.

The south section of the park, the first section to be open to the public, includes several flights of stairs, as well as lifts at 14th Street and 16th Street. Between 14th and 15th streets, the walkway becomes a two-level sun deck with stunning views from the higher level over the Hudson River and New York skyline.

At weekends and in good weather, the park attracts a stream of visitors, who come to walk, eat lunch, or simply relax and there is a wide selection of cultural events in the summer.



3 Look at the map of part of the High Line. Complete the sentences using these words. You may need to add other words in some cases.

both either neither one other all

- There are two entry points. _____ is on 20th Street, and the _____ is on 23rd Street.
- _____ of the entry points has a lift.
- _____ of the entry points have public conveniences.
- _____ A or B is a good point to access the picnic area.
- _____ entry points have a flight of stairs.



4 Use the information in 2 to complete the sentences using the phrases below.

*a couple of a great deal of a large amount of a variety of the rest of
a selection of a large number of the majority of the whole of*

- _____ local people are in favour of the project. Only a few business owners were opposed.
- _____ the celebrities living in the area supported the project.
- The government provided money for most of the project. _____ the project has been funded by companies and individuals.
- _____ rubbish and vegetation had to be cleared from the High Line.
- The organizers hope that in the end _____ the High Line will be redeveloped.
- To transform the railway into a public area, the organizers needed _____ support.
- Visitors can choose from _____ seating areas or picnic spots.
- There are _____ ways to get from street level to the park area.
- The park is especially popular at weekends, when _____ people go there to relax.

5 Match these quantity phrases with the appropriate pair of nouns.

packet flight piece sheet drop stream bunch team group pile

- | | |
|-----------------------|-----------------------|
| 1 information, advice | 6 flowers, grapes |
| 2 water, rain | 7 experts, scientists |
| 3 stones, rubbish | 8 children, people |
| 4 glass, metal | 9 stairs, geese |
| 5 biscuits, rice | 10 cars, tourists |



Watch the video for more practice.

6 Work in groups. Propose and discuss ideas for areas you know that could be redeveloped. Use these questions to guide the discussion.

- How would you redevelop it?
- How would you fund it?
- What would the benefits of redevelopment be, e.g. economic, social, environmental?

Work skills Clear email messages

1 Read the following situations. What's the best way to handle them?

- 1 A colleague asks your advice about an email to their boss about taking a long period of time off. It contains dates and is clear, but you think the email is too employee-focused, and that it should explain how the work will be covered.
- 2 A colleague has sent you a draft presentation for a talk he's giving next week. The slides are full of energy and colour, but you feel they detract from the key messages. There is a lot of informative text on each slide, and some of the animation is annoying at times.

2 What considerations are there when designing a brochure? Add to the list below.

font type / size / colour page colour content of text photo position

3 Read the email from Greg's boss. Check what he mentions with your list in 2.

Dear Greg,

Thank you for sending through the draft design for the leisure brochure. I agree that it's very colourful and that guests will find it attractive, but can I remind you that, apart from photos, all brochures must be in line with the style guide. Specifically, this means that red font for headings is not appropriate, although the wording is good. I'd suggest you consult the manual for the choice of possible colours.

Don't forget also, that the company logo must be on a white background; this way we keep all corporate stationery standardized. How about using a light green background for page 1, and white on page 2?

With regard to the illustrations, you've made a good choice with the bike photo, but the sea view one is purely decorative. Remember that guests will need guidance, and I think it's important that illustrations support the text.

I'd also like to point out that guests will need to know where they're going, so perhaps it'd be a good idea to include a map indicating cycle routes from the hotel to the various places.

It's good that you have included a selection of destinations, along with practical information. I think it's going to look good!

Alan

4 How do you think Greg will react when he receives the email?

5 Put the highlighted phrases from the email in the appropriate boxes below.

Acknowledge positive aspects	Remind	Draw attention	Suggest
I agree that			

6 Complete the sentences with the following words.

agree choice forget idea point specifically suggest

- 1 You've made a good _____ with the subject matter.
- 2 I think it'd be a good _____ to include one or two examples.
- 3 _____, this means adding details about other regions.
- 4 I'd like to _____ out how long this would take.
- 5 I _____ that the layout looks good.
- 6 I'd _____ shortening the first paragraph.
- 7 Don't _____ to include a short summary at the end.

7 Choose one of the situations from 1, and write a short email. Add any extra information you need. Remember to do the following.

- 1 Acknowledge what has been done well.
- 2 Highlight the important points.
- 3 Make practical suggestions.

Functions Emphasizing and disagreeing

- INTRODUCTION**
- 1 When you are travelling for business or pleasure what information do you need most? Which mobile phone apps help you get this?
 - 2 Which of these apps do you use or would you like to use? Give your reasons. Can you recommend any others?



TripIt

Link to your email account and pick up every confirmation number that comes into your inbox. Any flight, hotel, or dinner reservation that contains a confirmation number will be put into an organized itinerary. Flight delays and last-minute changes sent to your email will be updated automatically.



Booking.com

Search for hotels near your location or in any destination. Instant sorting and filtering. Switch between list and map view. 2-step booking process with personal details remembered. Use your phone to show your booking confirmation at the hotel's reception – no print-outs needed!



FlightAware

Track all airline flights, flight status, gate / terminal information and changes, connections, delays, and cancellations.



Google Translate

Translate words and phrases into more than 60 different languages using voice recognition software. Type the phrase and the translation will appear on the screen. For most languages, you can also speak your phrases and hear the corresponding translation.



Wi-Fi Finder

Find Wi-Fi internet connections. With almost 500,000 free and paid Wi-Fi hotspots in over 144 countries, the Wi-Fi Finder App provides you with a comprehensive tool for finding free or paid public Wi-Fi hotspots, online or offline.



- 3** • 9.4 Listen to staff from a start-up company discuss their idea for an app and answer the questions.

- 1 What sort of app are they going to develop?
- 2 How are they going to get the information they need?
- 3 Does the team generally agree with one another?
- 4 Did all the people in the meeting agree on the main issues?

- 4** • 9.4 Listen again and tick the phrases you hear.

- 1 Are you sure ... ?
- 2 I see your point, but ...
- 3 I don't agree with ...
- 4 OK, but how ... ?
- 5 Is that a good idea? ...

- 5** Complete the sentences from the meeting.

- 1 _____ next is look at the best way to put all this information together.
- 2 _____ is limit the number of people we work with.
- 3 _____ that we get things moving as quickly as possible.
- 4 _____ we keep costs down.
- 5 _____ we should put customer needs first and *then* think about costs.

- 6** • 9.5 Listen and check your answers to 5.

Focus

Emphasizing

What we *need to do* / *have to do* / *should do* is + verb
 The *point* / *problem* / *question* / *thing* is + *that* + clause
 It is *essential* / *important* / *vital* + *that* + clause

How do we use these words with the above expressions?

main, key, big
 really
 absolutely, very

Questioning and disagreeing politely

Are you sure ...? Is that ...? Wouldn't that ...?
 I see your point / OK / Sure, but ...

▶ For more details and practice, go to the Review section on page 113.

PRACTICE 7 Rewrite these sentences using the prompt word.

- What's very important at this stage is that we keep costs down.
It's _____.
- It's absolutely vital that this idea doesn't get into the wrong hands.
The _____.
- It's really interesting that most people only use about ten apps.
The _____.
- The most important thing is that no one gets a similar app out before us.
It's _____.
- The main thing is that the app works smoothly and doesn't crash.
What _____.

8 Rewrite the sentences using an appropriate emphasis phrase.

- We need to have a strong business model.
- The budget cannot go above £500,000.
- The app needs to be simple to use.
- Customers don't want to spend more than £1.50. This is a big problem for us.
- Some of our competitors are offering a free app.
- We must have an app for iPhones and Android phones.
- The first phase of this project should be completed by the end of the month.
- There are over half a million apps on the Apple Store.



TASK 9 Work in pairs. Take it in turns to make a point and disagree or question where appropriate.

A	B
1 We should produce a low-cost app. It would generate more downloads.	We should produce a free app.
2 We should aim for the general market.	We should aim for the business market. Business people really need quick, up-to-date information.
3 We should produce an app for Europe first. It would be quicker and cheaper.	We should aim for the global market.
4 We should have a budget for advertising.	We should spend all the money on development. We can spend money on advertising after we've sold enough apps.

Review

Grammar Articles; *one, ones*

Articles

Form

We use *a*, *an*, and *the* before a noun. We use *a* and *an* with *there* to introduce something new to a conversation.

Example There's a taxi waiting outside.

We use *the* before a consonant or a vowel sound.

We use *a* before a consonant and *an* before a vowel sound, silent 'h'.

Example a university course
an honest person

Use

We use articles or no articles in the following ways.

a, an	to refer to a single thing or person for the first time	... there's <i>a</i> site called Swap.com.
	to refer to something that is not unique	That's the one where you just post <i>an</i> advert and they show up to collect the things, right?
the	to refer to single or countable things or people both speaker and listener know about	Half of it belongs to <i>the</i> kids.
	to refer to single or countable things that are unique	You mean on <i>the</i> internet?
no article	to refer to plural things in a general way	<i>New marketplaces</i> such as <i>TaskRabbit</i> and <i>Zipcar</i> are enabling 'peer-to-peer' to become the default way people exchange ...
	to refer to an uncountable thing in a general way	No, but we've got <i>space</i> for it.
	to refer to most companies, countries, and cities	From enormous marketplaces such as <i>eBay</i> ...

One / ones; the one / the ones

We use *one* to avoid repeating a countable noun about something that is not unique.

A Have you got *a* calculator?

B Yes, I've got *one* in my bag.

This is in contrast to talking about a specific thing.

A Have you got *your* smartphone?

B Yes, *it's* in my bag.

We also use *one* with *the*. We can also use *one* with an adjective.

A Which office are you in?

B *The one* next to reception. / *The small one*.

We use *ones* with *the* in a similar way for plural nouns.

A Which shoes are you going to wear?

B *The ones* I bought last week. / *The new ones*.

PRACTICE 1 Complete the conversation using the correct articles.

- Dan So have you made ___¹ decision about updating ___² office computers yet?
- Philip What, ___³ software update?
- Dan Yes. It's been available for three weeks now. I've installed it at home. It's great!
- Philip No, but you know, sometimes it's ___⁴ good idea to let ___⁵ new products settle for a few months. Then ___⁶ early problems get sorted out by ___⁷ others.
- Dan So you want to wait ___⁸ week or two?
- Philip Yes, actually, at least.
- Dan Oh. Well as long as our competitors don't get the edge over us. We'll be missing out!
- Philip No, don't you worry!
- Dan Have you talked to Pete about it?
- Philip ___⁹ person you play squash with?
- Dan Yeah. He's ___¹⁰ most experienced computer guy in ___¹¹ world. I'm sure he can give you ___¹² feedback on it too.
- Philip No, not yet, I haven't. But perhaps next week.
- Dan You'll love it. It's so much easier to use than the old package.
- Philip Honestly, Dan. You're obsessed! Can you imagine life before ___¹³ computer was invented?!

2 Complete the text using the correct articles or no article.

www.swapz.co.uk is ___¹ new website where you can swap anything – not just ___² books or clothes, but ___³ skills too! At the moment there's ___⁴ DJ who will work for you if you repair his van, and ___⁵ girl who'll babysit in exchange for ___⁶ DVDs!

In another initiative, www.staffshare.co.uk, ___⁷ underworked employee can gain valuable and fresh experience in ___⁸ new environment: with ___⁹ staff share initiative, ___¹⁰ companies trade ___¹¹ employees' skills, so that if your skills are currently underused, then you can work for ___¹² organization where those skills are in demand. What's more, this saves ___¹³ costs to both ___¹⁴ companies. In short, it's one of ___¹⁵ most exciting ways to avoid ___¹⁶ redundancies, and seems to be doing more than ___¹⁷ government can to reduce ___¹⁸ skill wastage!



Vocabulary Quantity

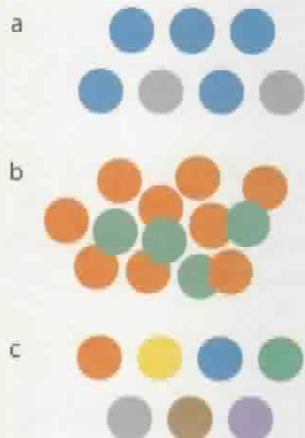
1 Look at the diagram and complete the sentences with these words.

both either neither one other all

- _____ boxes have a small circle in the middle.
- The blue and red boxes have _____ got a small yellow circle in the middle. The _____ box has got a green circle in the middle.
- _____ the blue nor the black box has got a circle on top.
- The blue and red boxes are the same size. The black _____ is bigger than _____ the blue or red box.

2 Match the phrases with a similar meaning.

- | | |
|---------------------|-------------------|
| 1 two of | a the majority of |
| 2 a variety of | b the rest of |
| 3 most of | c a great deal of |
| 4 the remaining | d lots of |
| 5 a large amount of | e a couple of |
| 6 a large number of | f a selection of |



3 Make six sentences about the groups of balls using phrases from 2.

Example The majority of balls in b are orange.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Complete the sentences with the appropriate nouns.

pile packet team piece sheet drop group flights stream bunch

- 1 He ate a whole _____ of crisps in one minute.
- 2 She gave me a _____ of advice about presenting. 'Keep it simple.'
- 3 Could I have a _____ of paper, please. I need to write some notes.
- 4 We haven't had a _____ of rain all summer. The grass is turning brown.
- 5 There was a steady _____ of visitors to the new exhibition.
- 6 We gave Karen a _____ of flowers for her farewell present.
- 7 A _____ of computer experts are going to look into the virus problem.
- 8 Another _____ of football supporters got into trouble after an international match.
- 9 There's a big _____ of clothes in my bedroom. I must put them in the washing machine.
- 10 In Japan there are temples with _____ of steps over 100 metres long.

Work skills Clear email messages

1 Petra is applying for an internal position in another country. She asks her colleague Marek to check her draft CV. Read Marek's notes, and decide what you think the function of each comment is.

- Re: past jobs - reverse chronological order is usually used in CVs.
- Perhaps cut back on irrelevant stuff, e.g. summer camp work in USA?
- !! What about the 2-year gap between jobs? Mention the freelance / part-time work you did at Al's office!
- Good to include reference info from previous employer.
- CVs usually include 2 references, e.g. another from studies / university.
- Fonts and clarity, etc. look great!

2 Now write Marek's email to Petra, advising her on how to improve her CV. Remember to order the information so Petra feels encouraged, and think of a suitable ending.

Use appropriate phrases from the table.

Acknowledge positive aspects	Remind
It's good that you have ... You made a good decision to ...	Don't forget to ... I'd like to remind you that ...
Draw attention	Suggest
In particular, it's important to ... I'd like to point out ...	I think it'd be a good idea ... What about ...

Functions Emphasizing and disagreeing

Emphasizing

We emphasize our message by bringing important information to the beginning of the sentence.

We use *What ...*, *The (point, thing, question, problem) is ...*, and *It is ...* followed by the clause containing the main point.

We use *really* between the subject and the verb

Example What we really need to do is ...

or before the adjective

Example It's really important that we ...

We use *main*, *key*, and *big* with nouns such as *problem*.

Example The main problem is that ...

We use *absolutely* before the adjectives *essential* and *vital*, and *very* before *important*.

Questioning and disagreeing politely

We use questions like *Are you sure ...?* *Is that ...?* *Wouldn't that ...?* to show that we might disagree or have reservations about what someone is saying. We use phrases like *I see your point / OK / Sure, but ...* to show that we understand the speaker's point of view but would like to raise possible issues.

PRACTICE 1 Rewrite these sentences starting with the prompt word.

- 1 This company really needs to develop its overseas markets this year.

What _____.

- 2 We must keep our costs down.

It _____.

- 3 The Marketing Department has to create more social networking opportunities.

What _____.

- 4 We can't afford to lose any more customers to the competition.

It _____.

- 5 We have a problem with the server being too slow.

The _____.

2 Add these emphasizing words in as many ways as possible to the sentences you made in 1.

main key big really absolutely very

3 Question and disagree politely with the statements in 1.

Example Are you sure that this company needs to develop its overseas markets?
I see your point but I think we need to be careful about these markets.

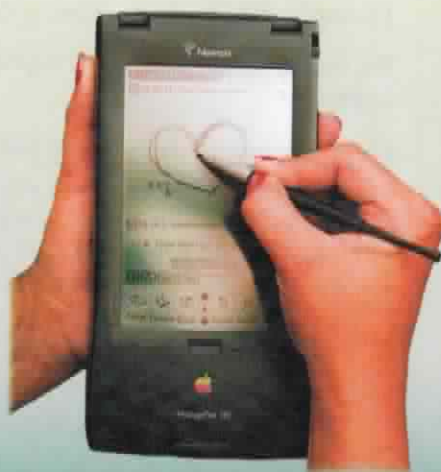
10

Customer choice

Grammar Modal verbs

INTRODUCTION

- 1 What are your favourite brands? What is it about them that you like? What is your favourite new product? Why is it better than older products?
- 2 What do you know about Coca-Cola, New Coke, the Newton Message Pad, and the iPhone?
- 3 Read the article and check your answers to 2.



The right choice?

What makes a product a success? It seems that no one is ever sure and even big companies like Coca-Cola and Apple get it wrong sometimes.

In 1985, the Coca-Cola Company brought out a new beverage called New Coke, a similar beverage to Coca-Cola but with a different formula. Coca-Cola had done extensive research on the new beverage and the results were generally positive, but some focus group tastings did produce some negative reactions to the new, sweeter taste. The management had considered simply adding New Coke to their product list but finally decided to replace the original Coke with New Coke. The product was launched with a huge marketing campaign, but New Coke was not a success and the company returned to the original formula after just three months.

In 1993 Apple launched the Newton Message Pad. It was one of the first PDAs or Personal Digital Assistants and featured software to help personal data organization and

management such as Notes, Names, and Dates, as well as a variety of productivity tools such as a calculator, time-zone maps, and handwriting recognition. Despite being an innovative product, and costing approximately US\$100 million to develop, the Newton didn't sell well and was withdrawn from the market. In 1996, Nokia introduced the first mobile phone with full PDA functionality, which became a best-seller.

That wasn't the end of the story, however. Steve Jobs took over at Apple and worked with a new British designer, Jonathan Ive. In 2007 they launched the iPhone which has become one of the most popular electronic products of all time – over 18 million iPhones were sold in 2012. The iPhone included many ideas and features and ideas that no one had thought of before and combined a mobile phone with a camera, internet browsing, and a wide range of apps. Maybe Steve Jobs was right when he said, 'It's really hard to design products by focus groups. A lot of times, people don't know what they want until you show it to them.'

- 4 10.1 Listen to two brand managers talk about what went wrong with the products in 3 and answer the questions.

- 1 What mistakes did the companies make?
- 2 What should they have done differently?
- 3 What did Apple do right?

Focus

Complete the table with the appropriate form of each modal in the Past tense. Use the examples in the script on page 155.

Modal	Category	Modal: Past	Category
<i>should</i>	give positive advice or recommend		criticize or express regret
<i>must</i>	talk about necessity		deduction
<i>can</i>	talk about permission		talk about past permission
<i>can</i>	talk about ability and possibility		talk about general past ability
			talk about past possibility
Other verbs			
<i>have to</i>	talk about necessity		talk about past necessity
<i>be able to</i>	talk about ability		talk about specific past ability
<i>manage to</i>	talk about ability		talk about specific past ability

What is the difference between the negative present form of *must* and *have to*?

What is the difference in meaning between the past forms *must have* and *had to*?

► For more details and practice, go to the Review section on pages 122 and 123.

PRACTICE 5 Complete the sentences using these verbs in the appropriate form.

must have *could* *should have* *managed to*
didn't have to *shouldn't have* *couldn't* *had to*

- The design meeting was cancelled so he _____ do his new product presentation.
- I finished my preparation an hour early so I _____ go home early.
- The project was taking longer than I thought so I _____ work overtime.
- We were going to be late for the party. We _____ left home earlier.
- John's missed the bus. He _____ overslept.
- Sarah was really upset this afternoon. I _____ been so critical about her work in this morning's meeting.
- I was so tired I _____ concentrate and I made lots of mistakes.
- The house was really expensive, but we just _____ save up enough money to buy it.

6 Complete the conversations using a modal verb with the appropriate form of the main verb in brackets.

- A Where's your wallet?
B I don't know. I think I (drop) it somewhere.
- A Have you been in touch with Jean in Paris?
B No, I (get through) this morning. I'll try again this afternoon.
- A How's the new design?
B It's OK, but they (made) it a bit lighter. It's *really* heavy.
- A Happy Birthday!
B Oh, thank you! You really (get) me a card.
- A I tried his extension number but he didn't answer.
B He (go) out for lunch.
- A How's your new smartphone?
B I don't know. I tried it yesterday but (work out) how to turn it on.

- 7 An employee has a catch-up meeting with their boss. Look at the notes and have the conversation.

Catch-up, Monday 12th

- Late to work three times
- Failed to get an important contract
- Raised your voice in a meeting
- Didn't finish report

- A You were late to work three times last month.
 B I know. I should have got here on time / got up earlier / taken the earlier train.
 A You must get to work on time from now on. And ...

- 8 ● 10.2 Listen and compare your answers to 7.

- 9 Read the text about the US bookstore chain, Borders and answer the questions.

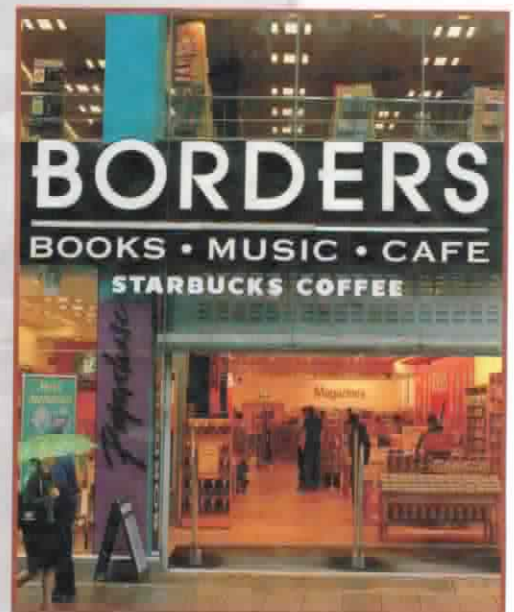
- 1 What advantages did Borders have originally?
- 2 What risk did Borders take?
- 3 Who was Borders' main competitor?
- 4 What did the competitor do differently?
- 5 How did the change in the way people bought books affect Borders?

Borders go south

Borders Group Inc. was one of the biggest bookstore chains in the world. The American company employed around 19,500 staff and had over 500 stores around the world. The store was originally popular because it offered a huge variety of books in one store compared with most of their competitors. They were also one of the first chains to include a coffee store and browsing space for customers. Their other advantage was an advanced inventory system that kept stocks of books at the optimum level and also predicted which books would be in demand in the future.

But in the mid-2000s, things started to go wrong. One problem was that the company diversified at the wrong time. It started to offer CDs and DVDs in their stores at around the time that sales were moving online. For example, iTunes Store opened in 2003 and by 2008 it was the biggest music vendor in the USA. At the same time, Amazon was offering a huge variety of music and film products to buy online, and online film rental companies such as LoveFilm in the UK were rapidly expanding. Its main competitor, Barnes & Noble, was concentrating on expanding its online sales offering and moved on to produce its own e-reader. All this time, Borders was investing mainly on its retail outlets rather than on online offerings. This turned out to be a risky strategy.

As one researcher observed, the main problem was that Borders failed to notice that customers loved to visit the store and browse, but very rarely made a purchase there. They went home and ordered it more cheaply online. As a result, in 2011, the company filed for bankruptcy and was eventually bought by their old rivals Barnes & Noble.



- 10 Make sentences including a modal about Borders.

- 1 They (stock) so many books.
- 2 They (invest) in online sales.
- 3 They (spend) so much on CD music and DVD sales.
- 4 They (follow) the trends of their competitors.
- 5 They (realize) that customers bought books online rather than in shops.
- 6 They (avoid) bankruptcy if they had reduced their costs and investments.



Watch the video for more practice.

- TASK 11** Work in pairs. Think of a company or brand that was not successful. What mistakes did the company make? What should they / shouldn't they have done? Could they have done anything differently? Did they manage to recover?

Vocabulary Phrasal verbs

1 When you go shopping, how do you choose what to buy?

- 1 It depends on the price or discounts and offers.
- 2 I always choose the same brand.
- 3 I like to try out different products and brands.
- 4 My choice is random.

2 According to the article are the following statements true or false?

- 1 Having a wide choice of products is always a good thing.
- 2 Consumers usually feel satisfied having made a purchase.
- 3 Some companies are reducing the range of products they offer.
- 4 The current trend is for things to be less complex.

Choice overload?

A typical city supermarket displays an incredible range of goods with shelf upon shelf of varieties of a single product. Nowadays, it can be almost too much to take in, with some customers suffering from the 'too-much-choice' effect.

The average American supermarket holds around 50,000 products, an increase of more than five times since the mid-1970s. Larger supermarkets typically have around 100 types of toothpaste. However, the phenomenon of choice goes beyond crisps and breakfast cereal and enters every aspect of our lives from paint to pension plans. Furthermore, the internet has opened up new realms of choice, leaving the buyer to find out about all the various options independently, and to weigh them up using facilities such as reviews and comparison websites.

Freedom of choice is often considered a symbol of modern, developed societies. However, is so much choice actually a positive thing? In recent years, scientists have come up with evidence to suggest that it may not be. According to research carried out on American shoppers, consumers cannot cope with a very wide range of products to choose from.

From a psychological point of view, it turns out that more choice also raises expectations: as a result, people feel anxious and disappointed when they go through the process of making a decision. The after-effect is known as 'decreased post-choice satisfaction'.

Faced with so much choice, it is hardly surprising that buying branded goods is attractive. After all, seeking out your favourite brand is one way to help the decision-making process. Some companies have also taken steps to simplify choices in order to win back customers. For example, some use colours or other visible coding systems on packaging to reduce information overload. Big businesses such as Ford, Nestlé, Unilever, and some of the large supermarket chains, have cut back the range of some of their products in recent years. In some cases, sales have gone up as a result.

These changes are taking place at a time when, in many parts of the world, there is a desire for simplicity over complexity; the idea that 'less is more'. However, in most contexts, it remains true that choice is here to stay – whether or not it puts some people off.

3 Read the article again and make questions for the following answers.

- 1 50,000.
- 2 Around 100.
- 3 Freedom of choice.
- 4 'Decreased post-choice satisfaction'.
- 5 Branded goods.

4 Read the article and underline the phrasal verbs.

- 5 Decide which particle goes with the following verbs, as they are used in the text.

Verbs	Particles
1 open, weigh, go	in
2 find, seek, carry, turn	with
3 take	through
4 cope	off
5 go	back
6 put	out
7 win, cut	up

- 6 Choose an appropriate phrasal verb from 5 to complete the sentences.

- I've just _____ all your documents, and I can't find the missing one anywhere.
- It _____ that the man we've just hired is the Managing Director's nephew!
- Jim doesn't feel he can _____ the extra workload – it's simply too much.
- I think our aggressive marketing campaign seems to have _____ consumers. Sales have gone down!
- I'm sorry. Could you repeat that please? It's too complicated to _____ all that information.
- The report referred to some research which had been _____ recently.
- Profits have significantly _____ since this time last summer. I think that's thanks to our new manager.
- We've _____ the pros and cons and have decided to go ahead with the project. Let's shake hands on it!

- 7 Work in pairs.

- Which examples in 6 are transitive (take an object)?
- Which are intransitive (do not take an object)?
- In which of the transitive examples can the object be moved, i.e. placed between the verb and the particle?

Example They *carried out* the survey.
They *carried* the survey *out*.

- 8 Make these sentences sound less formal by using a phrasal verb with a similar meaning. Use a dictionary to check any unfamiliar words.

turn out find out weigh up take in win back cut back put off

- The man had difficulty in absorbing the information at the time.
- Starting a business in some countries can present bureaucratic problems. These can deter many entrepreneurs.
- Before choosing his career, he had to consider all the options.
- Retrieving lost customers is a top priority for many companies.
- According to the research cited in the article, it transpires that too much choice might have the opposite effect: it drives people away.
- When the new managers started, it was necessary for them to establish where the main problems actually lay.
- In an effort to streamline their products, the company has reduced the number of products on offer, from eighteen to twelve.



Work skills Requests and thanks

- 1 Hans Bauer has just returned from visiting the Ishii Print Company in Osaka, Japan. Read his email to Masato Ishii and decide on the main reasons he is writing.

1 _____

2 _____

3 _____



Dear Masato,

I just wanted to say thank you very much for making my visit so worthwhile. I thoroughly enjoyed the trip and particularly the personalized night-time tour! Thank you once again for your gifts too. Could you pass on my best wishes to Takashi and Noriko? They gave me a lot of useful information for my forthcoming project.

When you have time, would you mind sending me the outline you mentioned for the Mark 3 Project, which we discussed on Thursday evening? No doubt that too will be very informative.

The journey back was trouble-free. Kansai airport is very impressive indeed. Unfortunately, I realized as I was checking in that my smartphone was missing. I must have accidentally left it at the hotel. I really don't want to bother you, but I'd be very grateful if you could possibly contact the hotel for me? It's rather urgent because it has all my contacts on it.

Thank you once again for all your help.

Kind regards,
Hans

- 2 What is the difference between the three requests Hans makes? How does the type of request affect the language we use?

- 1 Could you pass on my best wishes to Takashi and Noriko.
- 2 When you have time, would you mind sending me the outline that you mentioned for the Mark 3 Project?
- 3 I really don't want to bother you, but I'd be very grateful if you could possibly contact the hotel for me.

- 3 10.3 Listen to Masato calling Hans after he receives the email. What was the outcome of the three requests?

1 _____

2 _____

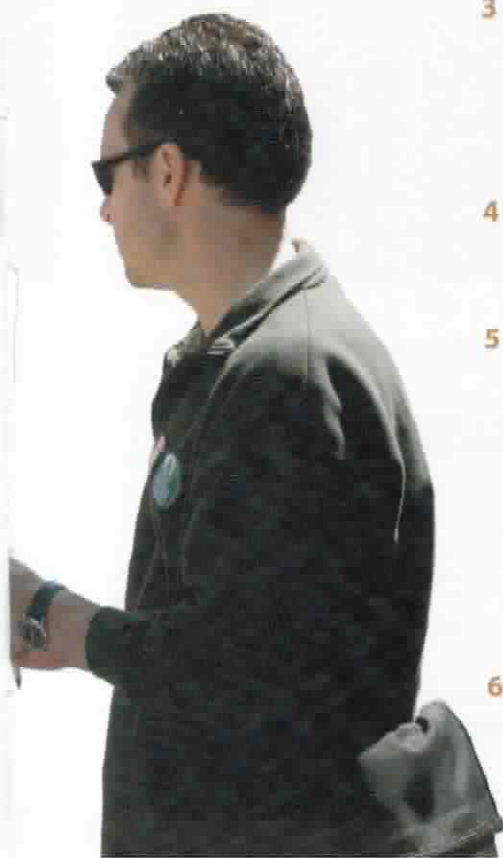
3 _____

- 4 When making negative responses to requests we use a softening phrase, e.g. 'I'm sorry to say,' before giving a reason or explanation. Find two more examples in the script on page 155.

- 5 Read the situation and write short emails based on each request.

Situation	Request
Your car is at the garage being repaired and you can't get home.	You ask a colleague who lives near you to give you a lift home. They usually leave work around the same time as you.
	You ask a colleague who doesn't live near you to give you a lift home. They usually leave work later than you.
	You ask your boss who's just come back from a long business trip to give you a lift home. He lives in the opposite direction from where you live.

- 6 Work in pairs. Exchange requests and respond to them.



Functions Negotiating

- INTRODUCTION** 1 Work in pairs, Student A and Student B. Read the email from your boss and your information below. Then discuss the situation and negotiate an agreement about who will do what.

Hi Guys,
There is a trade fair at the weekend. Jess has got a bad cold and has had to pull out. I need someone to cover the two days. Can you sort it out between you?
Much appreciated,
Craig

- Student A** You're planning to go away for the weekend - it's your wedding anniversary - and you've already booked a hotel for two days.
Student B You've covered trade fairs for the last two weekends on your own. You're exhausted and you really need the weekend off.

- 2 Read the tips on negotiating strategies. Which do you agree with? What strategies did you use in 1?

- 1 Never bargain. You're just giving in to the other side.
- 2 You shouldn't make your best offer at the first stage of a negotiation.
- 3 A long-term relationship is more important than a short-term result.

- 3 10.4 Listen to a conference organizer and a hotel manager negotiate an agreement for a conference at a hotel in Abu Dhabi. Which of the following items are discussed?

- | | |
|---------------------------|--------------------------|
| 1 the cost of a room | 5 gym and swimming pool |
| 2 the number of delegates | 6 drinks service |
| 3 car parking | 7 bus service to airport |
| 4 business facilities | 8 the cost of a meal |



- 4 10.4 Read the conditions for each offer the hotel manager makes. Listen again and complete the details.

	Condition	Final offer
1	100 guests	free _____ facilities 10% _____ \$ _____ per head for meals and _____
2	130 guests	free use of _____, _____, and _____
3	150 guests	_____ upgrade for up to _____ representatives

- 5 What do you think of Stuart and Mohamed's negotiating style? Could either of them have got a better result? What could they have said or done differently?

Focus

Match the phrases 1–8 to their functions a–e.

- 1 If you had 100 guests, we'd be happy to offer you a discount on the rooms ...
 - 2 Can I get back to you on that?
 - 3 Well, \$90 is rather more than we were hoping for.
 - 4 How does 10% off the standard price sound?
 - 5 We were thinking of a figure closer to \$70.
 - 6 Providing there were 150 guests, we'd be able to offer you a VIP upgrade ...
 - 7 Well, in that case, we would be able to offer your delegates something extra.
 - 8 How about \$80 per head and for that price we could offer a coffee service ...?
- a Making an offer / proposal (2) d Making a conditional offer / proposal (3)
 b Partly rejecting an offer e Putting off / Delaying a decision
 c Making a counter offer / proposal

► For more details and practice, go to the Review section on page 125.

PRACTICE 6 Make sentences about the conditional offers the hotel manager made in 4.

Example If you had 100 guests, we could offer a 10% discount on the rooms.
 Providing there were 100 guests, we could offer a 10% discount on the rooms.

7 A company is negotiating a contract for an office rental. Complete the conversation with these phrases.

how does in that case Can I get we were hoping for providing what if

- A OK. So, could you give me some details?
 B Sure. The monthly rent is \$2,000 including full office services.
 A Well, that's more than _____.¹ We were thinking of something nearer \$1,500.
 B _____² \$1,750 with a basic telephone and internet package sound?
 A That might work. What is the deposit?
 B We will need six months up front.
 A And _____³ we decide on two years?
 B _____⁴ you sign for the whole period, we could offer you a reduction on the deposit.
 A OK. We might want to rent more offices the following year.
 B _____⁵, we could offer you a discount on the monthly rent.
 A Great. And is office furniture included?
 B No, but we can offer you a good deal for 20 staff or more.
 A I'm not sure exactly how many people will be moving in yet. _____⁶
 back to you on that?
 B Sure, no problem.

8 10.5 Listen to a negotiation expert talk about long-term negotiating. Make notes on these areas and then discuss them in small groups.

- 1 a win-win approach 3 building a good relationship
 2 a flexible approach

TASK 9 Work in pairs. You both want to organize a colleague's birthday party. Negotiate the main points.

Student A, read the information on page 129. Student B, read the information on page 135.

10 Work in small groups. Discuss your performance in 9.

- 1 How successful were you negotiating the situation?
- 2 Did one of you 'win', and the other 'lose', or was it a win-win situation?

Review

Grammar Modal verbs

Form

Modals only have the basic dictionary form and do not have a third person -s, or -ing or -ed endings.

Modals are followed by the infinitive without *to*: subject + modal + verb

Example We must leave now or we'll be late.

We use other verbs such as *have to*, *be able to*, and *manage to* with the infinitive form of the verb.

Example I have to go now, I'm afraid.

Use

Modals	Category	Past modal	Category
<i>should</i>	give positive advice or recommend	<i>should have</i>	criticize or express regret
<i>must</i>	talk about necessity	<i>must have</i>	deduction
<i>can</i>	talk about permission	<i>could</i>	talk about past permission
<i>can</i>	talk about ability and possibility	<i>could</i>	talk about general past ability
		<i>could have</i>	talk about past possibility
Other verbs			
<i>have to</i>	talk about necessity	<i>had to</i>	talk about past necessity
<i>be able to</i>	talk about ability	<i>was / were able to</i>	talk about specific past ability
<i>manage to</i>	talk about ability	<i>managed to</i>	talk about specific past ability

We use *should* in the past to criticize someone or to express regret about something we've done.

Example You should have told me earlier. It's too late now.
I'm running late. I should have got the earlier train.

The negative form of *must* is used to talk about things that are prohibited or wrong.

Example You mustn't tell anyone the password.

This is different from the negative of *have to* which we use to talk about the lack of necessity.

Example You don't have to register. I've already registered you online.

There is no form of *must* to talk about past necessity. However, we use *must have* to talk about something we guess or deduce happened in the past.

Example I can't find my laptop in the office. I must have left it at home.

We use *could* to talk about past ability and permission.

Example When I lived in Italy I could eat pizza every day.
I could wear casual clothes when I was a teacher. Now I have to wear a suit.

We use *could have* to talk about past possibility.

Example We've found a virus. The computer system could have been hacked.

PRACTICE 1 A boss is talking to a new employee. Complete the sentences.

- 1 Well, as I'm sure you are aware, you _____ be punctual from the start.
- 2 You _____ wear a suit here. However, you _____ dress smartly.
- 3 Obviously, you _____ smoke on the premises as there's a no-smoking policy. However, there are areas where you _____ smoke if you need to.
- 4 You _____ speak to our competitors under any circumstances. You'll see our very strict rules in the contract, which you _____ read through carefully.
- 5 We do allow staff to use the internet, but you _____ keep to a limit of 30 minutes a day.
- 6 If you have a problem and want to talk to someone about your work, you _____ come to me first.

2 The employee in 1 changes jobs and talks about his old job to a colleague. Complete the sentences.

- 1 I *had to* _____ be punctual.
- 2 I _____ wear a suit.
- 3 I _____ smoke on the premises.
- 4 I _____ speak to our competitors.
- 5 We _____ use the internet for 30 minutes.
- 6 If I wanted to talk to someone, I _____ talk to my boss.

3 Change the sentences so that they have the same meaning, but use a modal. Some are past and some are present.

Example It's necessary for the website to be redesigned.
The website **has** to be redesigned.

- 1 You're forbidden to enter that part of the building, unless you have a pass.

- 2 There's a possibility that we'll meet our targets two months early.

- 3 It's possible that it was a mistake.

- 4 It's not necessary for Jed to attend today's meeting.

- 5 I think it's a good idea to accept the offer.

- 6 It's absolutely impossible that Zara has become a partner in the firm.

- 7 You're allowed to come with me if you want.

- 8 I didn't study hard when I was younger, but I wish I had.

- 9 The meeting is likely to have finished by now – it was due to finish 20 minutes ago.

Vocabulary Phrasal verbs

1 Choose the correct particles to complete the sentences.

in with through off back out up

- I'm finding the changes quite difficult to cope _____.
- It turned _____ that he had a criminal record.
- I think the strange design might put some people _____.
- The information was interesting but too much to take _____ for most listeners.
- She weighed _____ the pros and cons and finally made a decision.
- When we moved offices, we went _____ all the files and got rid of many of them.
- Having lost many loyal customers, the company tried to win them _____ by giving discounts.

2 Write a response to the following questions, using a phrasal verb made from the verb in brackets + **up** / **off**.

- It was lovely meeting your son the other day. How old is he?
He's 13 now. He's _____ (grow).
- Surely you haven't really lost all that work you did?
I'm afraid I have. I stupidly forgot to _____ (back).
- Have you heard? The meeting's been cancelled.
No! That's the third time they've _____ (call).
- Would you like some chocolate?
No thanks. I'm on a diet! I've _____ (give).
- Can you hear the music?
Not really. Can you _____ (turn).

3 Read the advert and fill in the missing phrasal verbs.

fill in give back find out throw away come up with carried out

Here at Andersson we've _____¹ a dream shampoo: Shine. We're so confident in our new product that if you're disappointed, we'll _____² your money. We've created it after years of research _____³ without any animal testing. It's time to _____⁴ your other shampoos and try Shine, whatever your hair type. _____⁵ the coupon below for a free trial and _____⁶ how good it really is!

Work skills Requests and thanks

1 Match the written email requests with their negative responses.

Request	Response
1 Could you help me this afternoon to get all the information together?	a I'm sorry I can't help, but unfortunately it's already completely full.
2 Would it be possible to go to the meeting together, rather than using two cars?	b I wish I could, but unfortunately I have to go over to Production.
3 I'd really appreciate it if you looked over my presentation for me, before the event tomorrow.	c I'm afraid that's out of the question, as Hugh is expecting you at the meeting.
4 Do you think you might be able to lend me your laptop over the weekend?	d I'd really like to help, but I'm afraid I don't think I'll have time. I've got back-to-back meetings right up to the conference.
5 I wondered if it might be at all possible for me to attend the training course.	e I'm afraid I have to leave earlier as I have a meeting with Jan beforehand so unfortunately ...
6 Can I leave early tomorrow please (around 3 p.m.), as I have a dentist appointment?	f I'd like to help, but I'm afraid I'll be using it - I'm working on the campaign problem.

- 2 Rewrite the email to make it sound more polite. Both Henri and Jeff are managers, but hardly know each other.

Dear Henri,
I hope all is well. I'm writing to ask you something. Can you do me a favour? I'm getting in to Paris late on Thursday evening, as planned. I was going to stay with a friend but they are ill, so can you arrange for a hotel? Somewhere central if you can – ideally within walking distance.
I'd like to have a table at Le Jardin restaurant, for the group of us on Tuesday evening, if you can sort that out. Finally, tell Cyril and Veronique that I'm coming, if they're not already aware. I'd like to see them briefly during my visit.
I can't bring the brochures, as you requested – they're not yet finished.
It'll be good to meet you.
Bye for now,
Jeff

Functions Negotiating

When we negotiate we can make a direct offer:

Example How about \$80 per head and for that price we could offer a coffee service in the morning?

or a conditional offer:

Examples If you had 100 guests, we'd be happy to offer you a discount on the rooms ...

Providing there were 150 guests, we'd be able to offer you a VIP upgrade.

Well, in that case, we would be able to offer your delegates something extra.

We make a conditional offer as a way of bargaining. The other side has to offer something that we want, to get what they want.

The other side can accept, partly refuse, or refuse the offer. When we are negotiating, we usually only partly accept or reject at first. At the same time, we do not make our best offer immediately. This provides the opportunity to make a better offer later.

Offer A How does 10% off the standard price sound?

Partly accept / reject B Well, \$90 is rather more than we were hoping for.

We delay making a final decision if we are not sure about something or want another opportunity to bargain.

PRACTICE

Complete the sentences using appropriate phrases.

- 1 A We can guarantee sales of 10,000 units.
B _____ we can offer you a 5% discount.
- 2 A The price of a standard unit is \$30.
B Well, \$30 _____ than we were hoping for.
- 3 A How does that sound?
B I'm not sure of the figures at the moment. Can _____?
- 4 A _____ guarantee more than 1,000 guests, we could offer you free airport transfers.
B That would be much appreciated.
- 5 A We hope to repeat the order again next year.
B _____, we could lower the price to €10 per item.
- 6 A We can _____ \$30 for same-day delivery.
B We were _____ closer to \$20.
A How about \$25 and _____ we could guarantee next-day delivery?

Task and activity notes

1 Grammar p.8

Student A

You are a business entrepreneur at a networking event.

Look at your company profile below, and be prepared to answer questions.

Job

Cameraman for MZ Productions

Since

October 2007

Product / Specializations

Outdoor work including gardening and nature programmes

Team

Work with a sound engineer and lighting engineer

Social media used

YouTube – promotion videos showing range of genres

Facebook – profile including recent filming projects and links to other professionals in the film business

Plans

To do more wildlife photography

1 Functions p.13

Student A

- 1 Here are some notes on the ideal British behaviour. Exchange notes with Student B.
- 2 Discuss with Student B the ways in which your own cultures are different from British culture.

Handshakes

Handshakes should be firm and short. Hands should be clean and dry. Don't squeeze too hard, but don't be a 'floppy fish' either!

Smiling

Eye contact

You should establish eye contact when you greet someone. Avoid looking down or behind the person while you're speaking. At the same time, don't stare or maintain eye contact for too long.

Physical distance

Physical contact

It is generally advisable to keep physical contact to a minimum. However, do be aware that in certain cultures physical contact is more common.

Hand gestures

Standing and sitting

You should always stand when you are being introduced to new colleagues, business associates, or clients. Do not stay behind a desk – walk to the front of the desk to greet visitors.



Student A

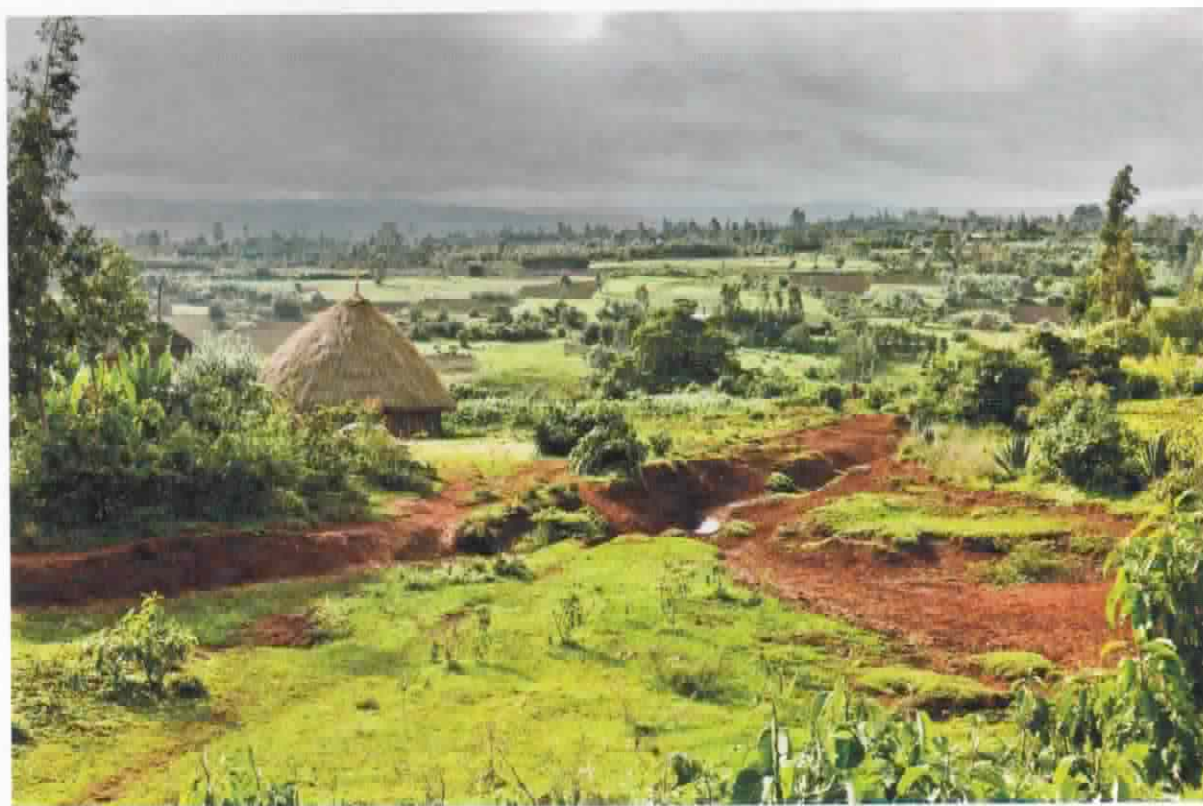
A report on the negative effects of intensive farming on local farmers

Obang Odiel is a small-scale Anuak farmer in the region of Gambela in the south-western part of Ethiopia. He is worried about the following issues:

- He may be forced to sell his farm. People have been forced to sell their best land at a very low price, leaving them with only the poorest land. Eventually he will become homeless.
- Irrigation schemes have been diverting water from local farms.
- The diversion of water, destruction of feeding grounds, and blocking of migration routes has adversely affected wildlife.
- The use of chemicals has damaged the soil.
- In the long-term this trend could lead to civil unrest.

Discuss these questions with Student B.

- 1 Should foreign businesses be allowed or encouraged to buy or lease African land?
- 2 If you were a foreign business investing in land in Africa, would you want to ensure that the deal was fair? How would you do this?



3 Functions p.37

Student A

Your company is losing money and your boss has told you to look into moving to offices in a cheaper location. He/She is very keen on the idea. Here are your research findings.

- 1 Very few of the staff want to move. Moving is very expensive and a longer commute is an unpopular option.
- 2 A member of your team has looked into relocation costs which they think are very high. You weren't given any specific figures.
- 3 You heard from an estate agent that the cost of rent in other areas is higher than your present location.
- 4 You think sub-letting part of the present site would be a better alternative and would create income for the company.

Situation 1**Student A** Check-in assistant

Customer arrives at the check-in desk. The name on their passport doesn't exactly match what's on the printed-out boarding card (the first name is different). This is strictly not allowed. Explain why it is important (for security, identification, etc.). If necessary, point out on the customer's passport what name to include. Check they understand. Tell the traveller that, nevertheless, they have to pay a £10 charge.

**Situation 2****Student A** Traveller

You have an 18kg suitcase, which you have paid to go in the hold as baggage. You had the option to check in online and choose a seat, but when you had a look, you realized it would cost extra to pay for a seat. As you are travelling alone, you don't mind where you sit. Additionally, as you have baggage to check in, checking in online wouldn't save you any time. As you haven't checked in online, you are asked to pay a £10 charge.

Student A Agency Representative from Sunshine Holidays**Plans**

To increase the number of Chinese visitors each year for the next five years by at least 15%. One of the main overall strategies is to provide Chinese speakers at multiple stages, to make guests feel comfortable.

Main strategies

Employ full-time bilingual Mandarin speaker for website (already hired).

Part of this person's role is to respond to enquiries from individuals.

Provide opportunities for shopping near resorts (permission pending).

Provide Mandarin-speaking guides and representatives.

Put guests in Chinese-staffed hotels, with the option of Chinese food.

Local trips will be planned – maximum 25 km from the hotel.

Student A

Your current salary is \$100,000. You want at least 20% more.

Your current bonus is 15% of your total salary, given that you achieve your targets.

You want 20% in your next job.

You get a company car and business class travel. You want the same in the new job.

7 Functions p.85

Student A

Prepare what you are going to say in the meeting. Be sensitive but clear! The boss should start, e.g. *First, I want to talk about the last few months. It seems ...*

Boss	Employee
Context: a very experienced employee (Sales Director), but only with this company for six months. Both positive and negative aspects. Will give a second chance.	Context: you are young and this is your second job as a Personal Assistant. This company is larger and not as friendly as the last. You feel you cannot admit that you need help. Sometimes you have made mistakes; you feel out of your depth.
+ popular, encouraging, thorough, very fair with team members – (a serious issue) Targets not met, partly due to financial situation, partly because needed to work more strategically, earlier on. Problems not identified early enough.	

8 Grammar p.92

Student A

Complete the texts with the appropriate form of the verbs in brackets. Then explain the story to your partner.

- 1 A city council in central England _____ (announce) that all apostrophes _____ (ban) from street signs, so Queen's Road will now be Queens Road. One councillor even went so far to say he did not 'see the point' of the possessive apostrophe in place names.
- 2 A woman whose hip _____ (damage) whilst trespassing at Carlisle Castle _____ (award) £15,000, even though she had illegally entered the grounds of the castle, which _____ (lock up) for the night: the incident _____ (happen) at 2 a.m.

9 Grammar p.104

Student A

zopa.com

An online 'open' bank. For lending and borrowing money from each other, and sidestepping traditional banks.

- It costs nothing to apply for a loan.
- Successful borrowers are charged a £130 fee (to zopa). No other fees.
- Sample rates: £1,000 over 36mths = 6.5% fixed, = £34.53 pcm all inclusive.
- Borrowers can pay less interest by making overpayments or repaying their loan early.
- When you lend, your money is spread across several borrowers (making it safer).
- All borrowers are credit-checked and risk-assessed.

10 Functions p.121

Student A

Negotiate the following points.

You want everyone to contribute to buying some flowers (£10), a card (£3), and take the colleague to an Italian restaurant (everyone pays for themselves). You think five people from the office is enough. You don't want to invite your boss. You are rather short of money at the moment.

1 Grammar p.8

Student B

You are a business entrepreneur at a networking event.

Look at your company profile below, and be prepared to answer questions.

Job

T-shirt producer for Titanic T-shirts.com

Since

Beginning 2010

Product

Unusual, eye-catching T-shirts, primarily for 16–35 year olds / Organic cotton from sustainable sources

Outlet

Online store + sell direct at events, e.g. summer fairs and pop concerts

Team

14 people (in design and production, marketing and sales), here + in India

Social media used

Twitter – advertise events and new products, + discounts and competitions

Facebook – shows tour of our fair-trade plantation and factory in Gujarat, India; links to educational videos on cotton production and statistics, post reviews, etc. Also advertises products. We use a ‘conversation strategy’, e.g. ask interesting questions to fans, e.g. *Where did you wear your new T-shirt?*

Plans

Developing a kids’ range + a bag range.

3 Functions p.37

Student B

You are A’s boss. You are under a lot of pressure to cut costs and think that moving to a cheaper location is the best solution. Ask A to tell you about their research findings and get as many details about the options as possible.

1 Functions p.13

Student B

- 1 Here are some notes on how a British professional should act. Exchange notes with Student A.
- 2 Discuss with Student A the ways in which your own cultures are different from British culture.

Handshakes

Smiling

Try to give a positive impression by smiling. Be careful not to try too hard or look insincere.

Eye contact

Physical distance

British people are comfortable with a bit of distance between themselves and other speakers. If someone moves too close, they generally step back which can feel a bit awkward.

Physical contact

Hand gestures

This really varies according to the person. Some people are very expressive with their hands and others hold their hands in front or behind them. Folding your arms in front of you could be read as showing a lack of interest.

Standing and sitting

Student B

A report on the positive effects of farming investment

Abraham Solomon comes from a family of subsistence farmers, but he now works for the new mega-farm which covers the Ethiopian land he once knew as a young boy. His task is to tend the multiple vegetable crops grown for export.

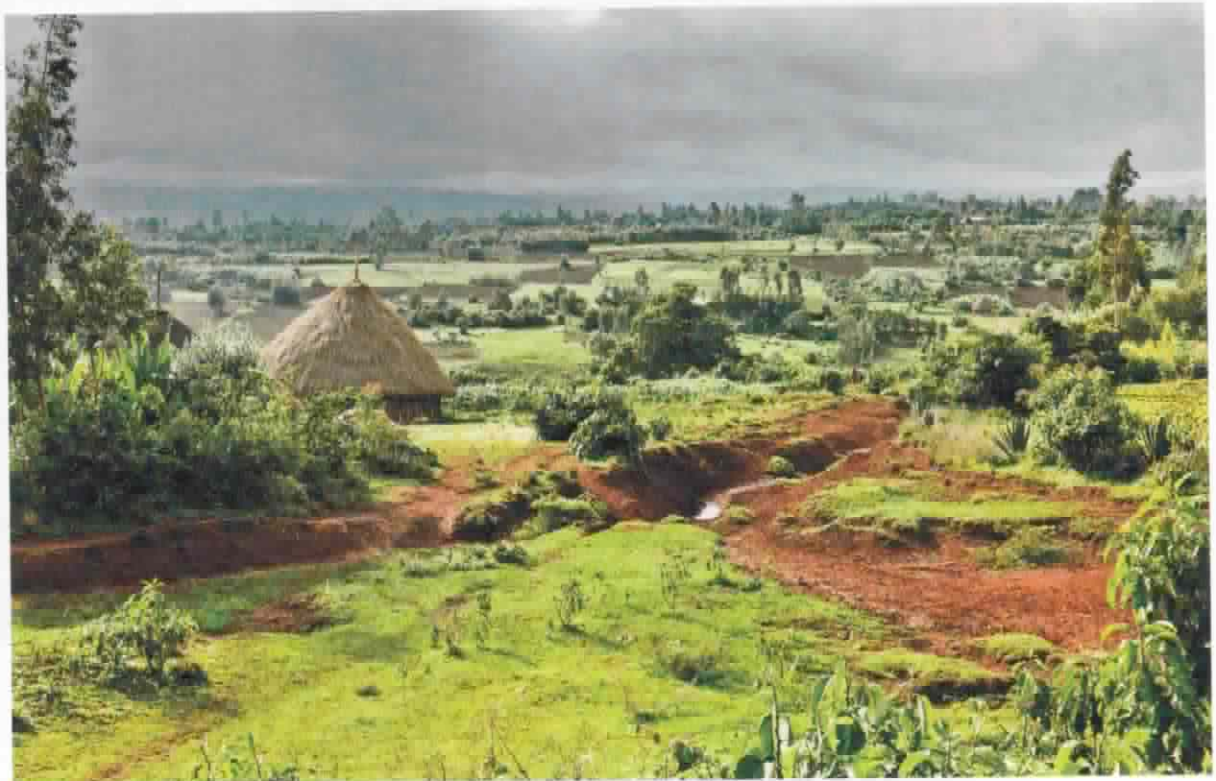
Abraham has been working for 15 months. He says, 'The job is secure and I can feed my young family, as well as keep a little in reserve, for the first time in my life. My wage is around 40% greater than a standard wage around here. For young people like me, this farm has been a blessing.'

The farm has employed 350 local people. According to government officials, the land sold and leased in this region was previously not used agriculturally by local people, being difficult to plough or diseased. With new technologies, equipment and pesticides, this farm and others like it are able to exploit the land and produce yields which are 2–3 times higher.

Ethiopia has agreed to offer a very small percentage of its land, around 3–4%, to foreign investors.

Discuss these questions with Student A.

- 1 Should foreign businesses be allowed or encouraged to buy or lease African land?
- 2 If you were a foreign business investing in land in Africa, would you want to ensure that the deal was fair? How would you do this?



Giving up the good life

Many rich and famous people have pledged to give away some of their wealth, but it is not something that the average person in the street often chooses to do. One academic at Oxford University, however, has decided to donate a minimum of 10% of his earnings to charities in some of the world's poorest countries.

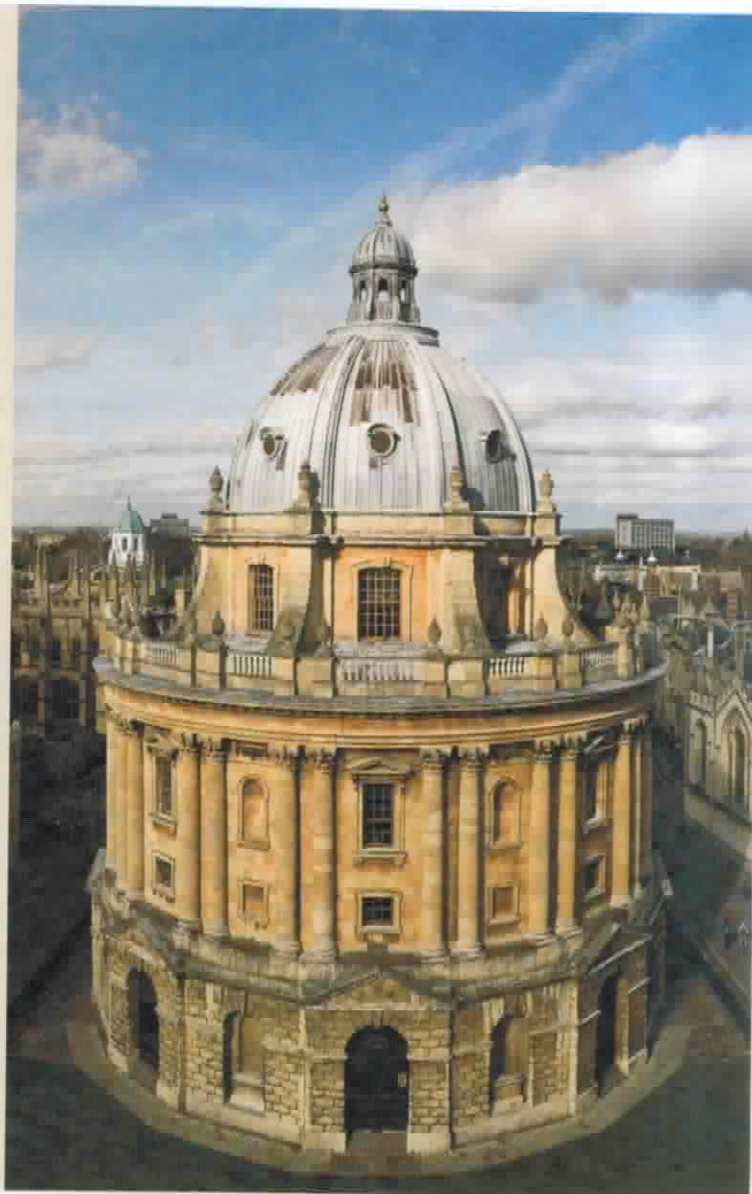
Having worked out how much he needs to live on each month, Toby Ord says he can continue giving away the same amount in the future. Over his lifetime, Ord and his wife, who is an NHS doctor, hope to give away £1m to charities which develop treatments for tropical diseases in developing countries.

Ord explains that their rented flat is relatively simple. They have both kept their computers, which are essential for their work, but otherwise they have few gadgets. They go out for dinner every two weeks or so, but they now have simpler pleasures than before, and enjoy listening to music, reading, and chatting with friends. Ord claims that they do not miss going out much. He also denies having to make any big sacrifices, and still claims he's in the top five per cent of the richest people in the world.

In fact, Ord gives away much more than a tenth of his income. Initially, he promised to give away everything he earned above £20,000, while his wife gives away everything over £25,000. A year later, however, Ord lowered his amount to £18,000, as he realized he could live quite easily on less.

Surprisingly, they have even managed to save money; over two years they have saved £5,000 a year each, and hope to put this towards a deposit on a house.

Ord has now started to recruit friends and colleagues to join his campaign, Giving What We Can, an organization dedicated to fighting extreme poverty in the developing world.



Situation 1

Student B Traveller

You arrive at the check-in desk. The airline staff member tells you that you have to pay a £10 charge because the name on your passport isn't the same as the one on the ticket. You booked your ticket using your everyday name (second given name and family name), but your passport includes your first given name. You fly regularly, and have always done this. It has never been a problem before.

Situation 2

Student B Check-in assistant

The traveller has a bag to check in, but hasn't checked in online. Explain that although this isn't obligatory, once the customer has started the online check-in process, they must complete it, or pay a charge. This traveller started the process, but didn't finish it. Clarify that the customer knows what to do next time. The charge is £10.

5 Vocabulary p.58

Student B Agency Representative from Real Vacations Agency

Plans

To increase the number of Chinese visitors each year for the next five years by at least 12%, using a mixture of special strategies.

Main strategies

Employ someone who is able to facilitate visa applications and respond to queries.
Advertise in Chinese on the internet.

Place resorts next to major cities, with shopping facilities and ease of access, etc.

Give 15% discounts for repeat visits within five years.

Offer very competitive prices on hotels. Accommodation is clean but basic.

6 Grammar p.68

Student B

You can offer a salary between \$100,000 and \$110,000.

You can offer a bonus of 10% and share options worth \$20,000.

Your company covers commuting costs (standard class). For business trips over 1,000 miles business class is acceptable.

You also offer a 20% discount on private health and help with relocation.

7 Functions p.85

Student B

Prepare what you are going to say in the meeting. Be sensitive but clear. The boss should start, e.g. *First I want to talk about the last few months. It seems ...*

Employee

Context: you joined the company six months ago in a new role, as Sales Director. Targets not met, largely due to outside circumstances, e.g. delays in getting information and parts. You did a good job, and worked very hard. You were aware of the problems.

Boss

Context: a new, young employee, but came with some excellent references and qualifications and one previous job – the same post (Personal Assistant to small company). Both positive and negative aspects, but largely negative. Will give a second chance – review in one month.

+ friendly, 'yes' person, willing to try new things, very punctual

– Work sometimes poorly done and with mistakes. Unreliable. Needs to know limitations, to ask for help; to check work and clarify the task at hand.

Student B

Complete the texts with the appropriate form of the verbs in brackets. Then explain the story to your partner.

- 3 Farmers in a UK village _____ (advise) by Health and Safety to wear earmuffs when feeding hungry pigs, to protect their ears. The noise made by pigs during mealtimes can reach more than 100 decibels, louder than a chainsaw or power drill.
- 4 A hospital _____ (instruct) to change their job advert for a 'reliable cleaner' because this _____ (see) as unfair to 'unreliable' people. Thankfully, the decision _____ (overturn) later.

Text B

BMW uses web-based advertising, TV commercials, and billboards to advertise the MINI brand. They have also used 'talking billboards' which are located in various cities across the US.

The digital billboards identify Mini drivers as they approach, via a chip in the driver's key fob. On receiving a signal, they flash up a personalized, playful message, containing information provided by the customers themselves via an online survey. Several hundred Mini owners have signed up for it. Comments can relate to the individual driver's job, for example, if a Mini driver called Kevin is a builder, it might read something along the lines of: 'Build high to the sky today, Kevin!' For a teacher it could read: 'Be gentle with them today, Anna!' Their advertising agency, Butler, Shine, Stern & Partners, wanted a fun campaign for a fun car.

The messages are not just job-related; they can also wish someone a happy birthday, talk about their favourite things or their aspirations, and so on. They may even address the car by its name (apparently, many Mini Cooper owners name their cars). Critics are concerned about the possible distractions such boards can cause on busy roads. They also question the right to privacy, although Mini maintains the information is given by the owners themselves.

Student B

swap.com

An online marketplace for trading things you no longer need for things you want.

- Currently only available in the US.
- You can swap across media types, e.g. a DVD for a book.
- You can accept / reject swaps based on user ratings.
- There is a fee for each swap, ranging from \$0.50–\$1.00, based on the item.
- All payments are made through safe systems like PayPal.
- You pay to ship the item to your swap partner, c. \$3.20.
- Pre-paid postage labels are provided.
- You are not allowed to trade copied items.

10 Functions p.121

Student B

Negotiate the following points.

You want everyone to contribute to buying some chocolates (£20), a card (£6), and take them to an Italian restaurant (everyone pays for the colleague). You want to invite ten other people from the office, including your boss.

5 Vocabulary p.58

Student C Agency Representative from Perfect Packages

Plans

To increase the number of Chinese visitors each year for the next five years by at least 10%; main strategy is to appeal to Chinese tourists who prefer not to travel in large groups (max 15 people), offering a wide range of package tours.

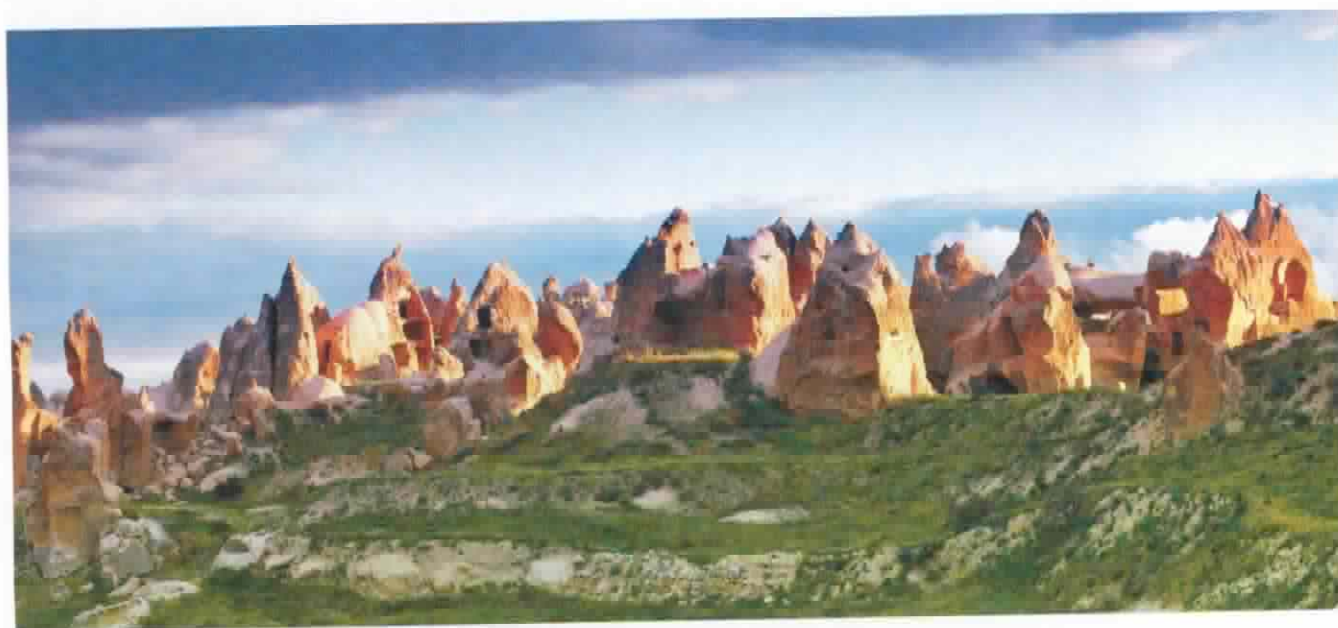
Main strategies

Offer a selection of package tours – cultural / cultural + shopping / cultural + shopping + leisure, etc.

Offer these tours in different parts of Turkey, e.g. city / coastal / country / remote.

Offer bespoke tours for those interested, e.g. archaeological, language, cooking, crafts, etc.

Use the medium of English, as many tourists seem to like this, unless requested in advance.



2 Work skills p.23

You work for a charity that provides aid for local farming communities. You have just come back from a two-week research project in Ethiopia. Your objective was to gather data about the number of people in need, what help they needed, and detail the logistics of getting aid to these communities. Your project ran into problems and you were unable to fulfil these objectives. Here is what happened:

- there was political unrest during the stay
- your transportation broke down
- you got food poisoning on the third day
- your translator failed to turn up

Write a report to your boss explaining what happened and make recommendations about how best to achieve your objectives.

Scripts

1

1.1 ●

A=Alan Prentiss, B=Brian Lewis

- A What are the current trends in the way people communicate at work?
- B Well, a study recently looked at the various ways people communicate depending on the reason they're communicating.
- A What sort of people did the study cover?
- B Business professionals in the USA and other countries such as India and China.
- A So what are the main ways professionals communicate at work?
- B Perhaps surprisingly, the old technologies such as desk phones and email still have a very important role in the workplace. According to the survey, 83% of respondents said that emailing was crucial to overall success and productivity at work and 81% said the same thing about telephoning. However, these are integrated with a wide range of newer communication technologies.
- A What other ways were mentioned?
- B Well, nearly two thirds, 64% of those surveyed, said their use of instant messaging had increased over the previous five years and 61% said the same about social media. Despite these increases in use, only 33% said instant messaging and 19% social media were actually crucial to success and productivity at work.
- A What do these figures suggest?
- B The study concluded that users select different media according to their place, purpose, and personality. For example, video and web conferences are selected for brainstorming and planning; instant messaging for simple questions and responses, whilst social media is used mainly for networking and news updates. Despite the popularity of email, only a tiny number, 3%, said they used it for complicated decision-making, preferring the phone or face-to-face interaction.
- A Were there any other factors?
- B Yes, the study showed that professionals spend a significant amount of time outside the office. So 27% said that they spend a quarter to a half of their time outside the office. These people are dependent on their smartphones to keep in touch with what's going on back in the office. At the same time they value face-to-face communication with their customers and suppliers. Digital communication plays its part but is by no means the whole story.
- A What were the conclusions for social media?
- B Generally speaking, there is currently a large gap between work and personal or leisure use: 66% frequently used social

media sites *outside* work, in comparison with only 43% *in* work. However, given that social networking sites are visited by three quarters of global consumers who go online, this is likely to change: social networking sites are certain to become more prominent *within* the workplace too.

- A And are there any differences in the age groups of people using these media?
- B Absolutely. Modern-day businesses will increasingly need a social media presence to attract and engage with the younger generation for whom social networking is an essential part of their lives.

1.2 ●

A=Andrew, B=Belinda

- A The details of this article don't really surprise me. It's logical that if you can't communicate effectively, then you miss business opportunities. It's simple – miscommunication can ruin opportunities and relationships in business. This is what we've found ourselves. I mean, think of that potential deal in Indonesia last year.
- B Don't remind me! But I don't think that was *just* a language thing.
- A It was *mainly*. It leads to unsatisfactory business relations. As the report says, if information is inaccurate or incomplete, it's going to cause problems. Customer dissatisfaction is just the start.
- B Still, I think the report probably overstates the possible damage. I mean, most people are pretty understanding these days when dealing with people talking in a second language. We live in a multicultural world after all.
- A I think you're underestimating the importance of it all, myself, and the impact it can have on business. It can really put a company at a disadvantage. I don't think the report overstates the damage at all. I mean, why do you think we spend so much of our budget on interpreters and on translation?
- B But is interpreting so inefficient? What else can you do if there's a meeting with three or four people all of whom don't speak a common language?
- A Well, if everyone was bilingual, it wouldn't be a problem. It's mainly us British who don't make the effort. I think we need to look at this Rakuten project and get a project of our own going.
- B Have we got the budget for it?
- A We can wait till the next financial year before we actually start setting up courses. I'm sure we can get it through if we play up the cost-cutting idea of relying less on translators and improving efficiency.
- B Right.

A For now though, I think we should do a bit of behind-the-scenes research and put some ideas together.

B OK. And maybe we need to talk to HR about attracting more people who are at least bilingual.

A Good idea.

1.3 ●

J=Jack, E=Elena, P=Pavel

- J Elena, this is Pavel from the Accounts Department, in Krakow. I don't think you know each other.
- E No, no, we haven't ...
- J So, Pavel, this is Elena, from Retail. She's a very keen football player and is on the women's team here! She's also one of our most experienced colleagues, and has been with the company for the past 18 years.
- E Jack! You're making me sound ancient! Hello, Pavel. Pleased to meet you.
- P Hello. I didn't know you had a women-only football team here!
- E Oh, yes. It started about 15 months ago and it's doing quite well.
- P Really? That's interesting. I don't think it would work in Poland.
- E No? Why's that?
- P There simply aren't enough women in the company – you know we're a relatively small unit.
- E Oh, OK. Actually, we're not professional standard, but it's lots of fun.
- P Yes, I can imagine ... And Jack said 18 years. Is that right?
- E Indeed. 18 years. I've enjoyed every minute of it.
- P That's good. I've just been with the company a couple of years now, but I'm enjoying it very much.
- E Me too, on the whole. Although it's been a long time, I haven't stayed in just one position. So that's kept me ... umm ... pretty motivated.
- P That's really vital, isn't it? To face new challenges.
- E Yeah, it definitely is. I'm now team leader and life never gets boring when you are managing people.
- P I can imagine. It must be hard sometimes, though. Do you work with Stuart?
- E Stuart Westray? Yes, I do.
- P I met him earlier. He was telling me about your recent team-building event. It sounded like a lot of fun.
- E It was. I'm usually not so keen on these events. I mean, they always feel a bit gimmicky and unnatural. But this time we all felt it was really useful.
- P In what way?
- E Well, we just did lots of unusual problem-solving activities which forced us to work really closely as a team. For example, we had to erect a wooden building together within a limited time.

P Oh, that sounds interesting. It really brings out the leadership qualities, doesn't it.

E Exactly. And of course some people simply wanted to take over and dominate!

P Dominate. That sounds a bit scary!

E Well, in this case, they simply had to listen as the organizers changed the noisiest members, the self-appointed team leaders, half an hour into the task!

P Great. That's a good way to get the quieter people to come forward.

E Precisely. And that really let other people shine, so to speak.

P How clever. That's a good approach. So you did a team-building task, and then the organizers waited to pick out the more natural leaders, to replace them with others.

E Yes, and it worked well. What about you? Have you been on any of these team-building things?

P Just one, last year, and it was good fun. I'm not sure we learnt that much from it but we certainly got to know each other better, which was a positive thing. At one point we had to work in two teams and do the Haka!

E The what? Sorry?

P The Haka, you know the New Zea ...

E Oh, the New Zealand rugby war dance! Amazing.

P It was, believe me.

E Right, well, Pavel, it's been very nice to meet you. I'd like to catch you later to ask you about Krakow. If you'd excuse me, I just need to talk to Simone over there.

P Okay. Nice to meet you.

E Yes, likewise. Here's my card, just in case you need it.

P Thank you. I'm afraid I've run out of mine, but you can find me on the intranet.

E Great. Bye for now.

P Bye.

1.4 ●

First meetings are really important. It's an opportunity to create a really good impression of yourself, your colleagues, and your company. So here are some suggestions.

First of all, do some research about your clients. You can do this by calling contacts who might know them, or through Facebook or LinkedIn, which should have details about their interests and their job. See if there's anything that you have in common or that you can ask about in an informed way.

Get in touch with the administrator and make sure all the details of the trip have been finalized so that there are no last-minute changes. This includes the schedule – when they arrive, who's picking them up, where they're staying, and when they're visiting the company. In many cultures, this would normally be done at least three weeks in advance of the actual visit. Make sure the colleagues that are

going to meet them are fully informed of the details.

When the visitor arrives, you and your team should look professional – well-dressed and properly groomed. Make sure you have your business cards with you, that they are up to date, and that you have enough of them. You don't want to run out in the middle of greeting a group of visitors.

Generally, first meetings demand a formal approach, especially if the person you are meeting is a client or someone of high status within your own organization. Introductions to build business relationships between people of similar or equal status are usually more relaxed.

In the case of a formal introduction, titles should be appropriately used. Always introduce people by saying their title and full name first, and then follow with a brief but interesting or relevant piece of information about the person you're introducing.

To take one example, if you're introducing a client Ms A to a colleague B, start with 'Ms A, this is B' (not the other way round). The same is true for introducing older people to younger people, senior ranking professionals to junior ranking professionals, and hosts to their guests. If you're not sure of a person's title, use their first and family name. It's up to the guest to decide whether they would prefer to use first names from then on or stick with titles and family names. You should follow their lead.

If you're introducing someone you might work or partner with, or someone who's of equal social or professional standing, you can use their first name, for example, 'It's a pleasure to meet you, Paula.'

Make sure you brief your junior colleagues. When they're introduced, their response should be genuine, short, and simple. They should also repeat the person's name at the end of the greeting. Repeating the name of the person you were just introduced to serves two purposes: it shows respect and it helps to remember the person's name.

It's easy to forget names and titles and job descriptions, so keep everything written down if possible. If you do forget someone's name, just apologize and ask them to remind you. Don't try to guess.

1.5 ●

1 G=Glen Castle, N=Naomi Scott

G Hello. You must be Naomi Scott.

N Yes, that's right.

G I'm Glen Castle. We talked on the phone.

N Oh, Glen. How nice to meet you at last.

G Very nice to meet you too. Did you manage to find us OK?

N Yes, I did thanks. I got a taxi from the station.

G Great. I'll just get you a security tag and show you to the meeting room.

N Thank you.

2 P=Paul, K=Kurt Larsson, F=Fiona MacKenzie

P OK. Kurt, let me introduce you to some people.

K That would be great.

P Fiona?

F Oh, hi Paul.

P I don't think you know each other, do you?

K No, I don't think so.

P Kurt, I'd like to introduce you to Fiona MacKenzie. Fiona is the director of our international division. Fiona, this is Kurt Larsson. Kurt heads the board at Jetcom.

K How do you do, Fiona? I've heard lots of good things about your work.

F How do you do, Kurt? Thank you. I'm looking forward to working with you.

3 S=Sara, H=Harumi, R=Roger

S So, Harumi, let's meet some of the team.

H OK.

S Let's see. There's Roger. Roger, have you got a moment?

R Sure.

S This is Harumi. She's just joined us.

R Great. Hi, Harumi. Nice to meet you.

H Nice to meet you too, Roger.

4 S=Sean, P=Patricia Chung

S Hello.

P Hi.

S I hope you're enjoying the trade fair. Can I help at all?

P Actually, I was just looking for the new compact camera I'd seen on your website.

S I see. Do you remember the name of the model?

P I think it was Coolshot ZX.

S OK. Can I pass you over to David Barnes, our product manager? I'm sorry, could I have your name?

P Yes, it's Patricia Chung.

S Hi, Patricia. I'm Sean. Here's my card.

P Thank you.

S David. This is ... I'm sorry, could you say your name again?

P Chung, Patricia Chung.

S Patricia. I'm sorry.

5 J=Jonathan Tyrell, A=Alison

J Hello. It's Alison, isn't it?

A Yes, that's right.

J I thought it was you! Do you remember, we worked together last autumn briefly? The 'Broadening horizons' project?

A Umm. Your face does look familiar but I've got a terrible memory.

J Jonathan, Jonathan Tyrell.

A Jonathan. Oh, yes, I'm sorry. You were the presenter on the last day.

J That's right.

6 E=Eliza Freeman, G=Gunther Dietrich

E Going up?

G Yes, five please.

E That bag looks heavy.

G It is quite heavy. It's good exercise!

E So, floor five. Do you work in R & D?

G That's right. I'm one of the new research team.

E Oh really? Have you just joined us?
 G Yes, it's only my second day. I'm just finding my feet.
 E I'm on the floor below, in Marketing.
 G Oh, OK.
 E I'm Eliza, by the way, Eliza Freeman.
 G I'm Gunther, Gunther Dietrich.
 Hello. It's a pleasure to meet you, Eliza.
 E Hello. Yes, pleased to meet you too.
 Well, good luck with it all ... I'm sure we'll bump into each other again.
 G Yes, thank you. Goodbye.
 E Bye.

7 P=Peter Kellerman, R=Robert Foster
 P Hello.
 R Hello. Is that Peter Kellerman?
 P Yes, it is.
 R My name's Robert Foster. I'm calling from Pyramid Enterprises. Your name was given to me by a colleague of mine called Harry Patel.
 P Oh yes, I know Harry well. How can I help?
 R Well, actually, I gather that you now do business in central and eastern Europe?
 P That's right.
 R Well, we're also looking at those markets and I was wondering whether you might be interested in looking at working together on some promotional campaigns.
 P Umm. OK. Well, I'm always open to suggestions.

8 K=Kim Tae-Yong, F= Françoise Picard
 K I don't think we've met, I'm Kim Tae-Yong.
 F Hello. Françoise Picard.
 K One of your salespeople suggested I say hello. Leo Liu?
 F Oh, Leo. Yes, that's right. He mentioned your name.
 K I believe you're looking for a new agent to handle your outsourcing.
 F That's right.

1.6 ●

1 Hello. You must be Naomi Scott.
 2 Kurt, I'd like to introduce you to Fiona MacKenzie.
 3 This is ... I'm sorry, could you say your name again?

2

2.1 ●

Part 1

I=Interviewer, S=Sean Harrison

I Recently there's been a lot of news surrounding our scarce resources, and the impact that this will have on our lives. One such group of resources are called rare earths. Can you tell us a little bit about these, Sean?
 S Well, they are basically naturally occurring elements found in the earth. There are 17 of them. Rare earths are in high demand. They have unique thermal, electrical, magnetic, and optical properties and are used in a wide variety of products: car windscreens,

X-rays, flat-screen TVs, wind turbines, computer tablets, weapons, lasers, mobile phones, electric car batteries, and so on.

I So they're amazingly useful.

S Indeed.

I And how rare are they?

S Despite being called 'rare', many of the minerals are actually quite common. The most common of them, cerium, is actually as common as lead. However, they are difficult to find and to mine in large quantities.

2.2 ●

Part 2

I=Interviewer, S=Sean Harrison

I So, Sean, could you give some more details about rare earths, possibly something about the history?
 S Of course. Rare earths were first discovered in the late 1700s. So far about 17 different types have been discovered. The biggest discoveries have been made mainly in China, Australia, the USA, former Soviet countries, and Africa. China is the biggest producer at the moment. However, a recent study has shown that the USA also has huge deposits. It should be noted that China hasn't always been the biggest producer. The trends in global production have changed dramatically since the 1950s. Most of the rare earths in the 1950s came from India and Brazil.

I So there have been a lot of changes.

S Indeed. Just to go back to China, in terms of overall production the amount has been steadily increasing since the 1980s and production peaked at 35,000 tons in 2010. Recently there have been concerns about pollution and damage to the environment which has led to a drop off in the amount produced.

I In what ways do rare earths damage the environment?

S Rare earths can be highly toxic, even radioactive, and the extraction process has caused considerable damage to the environment.

I So has the price gone down?

S No, the fall in production has had the opposite effect and prices have actually risen. At the same time, other countries have been working on opening or reopening their own rare earth mines. So far, some rare earths have been found in the Pacific Ocean, and geologists have also started searching more intensively in Australia, Canada, and Africa.

2.3 ●

I=Interviewer, K=Kate Jordan

I We're reading headlines about falling fish stocks, and EU legislation to address the issue. One area that is raising interest is 'discards'. To explain more is Dr Kate Jordan from the Institute of Oceanography. Dr Jordan, welcome. Can you tell us first, what is meant exactly by 'discards'?

K Yes, of course. 'Discards' are the fish that are initially caught, but then thrown back into the sea.

I And why is that?

K Well, they are usually not very marketable fish, and they're pretty small. No one wants to buy or eat them. So they're not much use.

I And I read that they're talking about reducing this waste, or loss of fish life.

K Certainly. But in fact, not simply cutting back. The idea is that fish discards should be banned altogether. If discarding continues as it is, stocks of fish are going to run out.

I What sorts of numbers and quantities are we talking about?

K Well, at the moment discards are not monitored, so it is difficult to know exactly how many fish are being thrown away, but they estimate that in the North Sea, discards are between 40% and 60% of the total catch.

I So you mean, they're throwing back give-or-take half of what they catch?

K Yes! Around half of the fish caught by fishermen in the North Sea are unnecessarily thrown back into the ocean dead. You see, the problem is that, in a mixed fishery where many different fish live together, the fishermen can't control what they catch. Fishing for one species often means catching another, and they have these huge nets, and if people don't want the other fish, or if fishermen aren't allowed to land them, then the only option they have is to throw them overboard. And the vast majority of these discarded fish will die.

I Yes. Right. So what sort of fish are we talking about?

K Well, as I said, mostly it's fish that have been caught but are too small or too uncommercial to be landed.

I Why can't the fisherman land them, you know, bring them into port?

K Well, there are restrictions in place as to how much they can bring, so they're not allowed to land more than the quota.

I I see. So overall, what can we do to solve the problem?

K Well, in some parts of the world, there's a lot of talk about equipment and technology. So for example, increasing the mesh size of nets would let smaller fish escape. It's also important not to fish in spawning or 'nursery' ground where fish are born. Understanding the life cycle of the fish can make a big difference.

I Indeed.

K Another solution would be for people to eat a wider variety of fish. The problem now is that people eat a few 'popular' fish that are quickly disappearing. There are lots of types of fish which are equally tasty but not trendy. So restaurants and shops need to encourage people to try more types of fish.

I Indeed. I'll remember that next time I go out for a meal. Well, thank you very much for your ideas, Kate. I hope that they become reality in the near future.

K Thank you.

2.4 ●

Part 1

S=Sol, M=Max, A=Antal, P=Paula

S Thanks for coming everyone, I know it's a busy time and it was relatively short notice.

All That's OK.

S I've asked everyone from the various departments to meet today to discuss the proposed open-plan office and to look at the results of our staff survey.

All OK.

S What I suggest is that we start off with the company policy regarding the work environment. We are committed to providing a suitable environment for the workforce and at the same time achieving the aim of increasing productivity.

A Sorry, are you saying that the open-plan office idea is connected to the work environment and productivity?

S Well, what I mean is that in order to make a decision about the open-plan idea, we first of all need to be clear about our wider aims.

A OK.

S Over the last year we have increased the number of employees by over 15% which has meant enormous pressure on the current site. We originally considered moving sites. We did some calculations and the numbers just didn't add up.

P So the idea of moving sites has been rejected, is that right?

S From a financial point of view it wasn't feasible. In other words, that really wasn't an option despite being an attractive idea.

P I see.

S So to go back to the main point, I think we should first discuss what our priorities are, namely, a suitable work environment and productivity. Is that clear?

M I'm not sure if I follow you. Do you mean that the work environment and productivity are linked or separate?

S A very good question. Does anyone have any thoughts on that?

A I'd say they are linked very closely. If people are happy in their own space, they are most likely going to be more productive.

S Sorry, what do you mean by 'own space'?

A Everyone has their own space at work, their desk, their workstation, or whatever.

M Are you sure about that? These days don't a lot of people just work wherever there's space? All they need is a laptop and a mobile.

A That's true, but do we want to be that sort of company?

S It might help if we look at some of the survey results. Generally, people have a variety of things they need from their work space. These basically fall into three categories: collaboration,

concentration, and consultation.

A Sorry, I don't think I get what you mean.

S Well, to put it another way, some people need to work with other people, have meetings, brainstorm, problem solve, and so on. So they need to collaborate. Other people, software developers, copy writers, usually the creative type of person, they have different needs. Basically, they need a quiet space where they can concentrate for long periods at a time. And then there are the people who need to consult, managers basically, who need to discuss things confidentially, give appraisals, and deal with any staff problems there are in private. Are you with me?

M I'm not sure. Doesn't that suggest that an open-plan office wouldn't work?

S Not necessarily.

2.5 ●

Part 2

S=Sol, M=Max, A=Antal

S One idea is to combine open-plan with smaller meeting rooms which would allow people to collaborate, brainstorm, or whatever without disturbing the people who need to concentrate.

A Do you mean that people who are in the open space can't have meetings or talk to each other?

S The idea would be to keep the noise in the main area to a minimum.

M What about people who need to contact customers or suppliers on the phone?

S They would need to keep their calls to a minimum or to speak as quietly as possible.

A Surely that would be impossible in a room full of salespeople.

S I wouldn't say it's impossible. It just takes a bit more patience and consideration.

A To go back to your point about productivity, isn't all this going to slow people down and actually reduce productivity?

S I think once people get used to it, people will work just as effectively. Unfortunately, in terms of cost we really don't have much option.

M So what are we actually discussing here?

S Well, maybe what we should be looking at are the details of what this open-plan will look like.

2.6 ●

a Sorry, are you saying that the open-plan office idea is connected to the work environment and productivity?

b Do you mean that the work environment and productivity are linked or separate?

c In other words, that really wasn't an option despite being an attractive idea.

d Sorry, I don't think I get what you mean.

3

3.1 ●

P=Presenter, R= Raymond Fournier

P This morning we're talking to Canadian sociologist Raymond Fournier. So, Dr Fournier, what do you make of this recent trend for surveys on well-being which try to define who is the happiest, and where we can go to find happiness?

R Well, these surveys are all very interesting and can give useful insights. However, the data is often flawed. The research is frequently carried out by university academics under pressure to publish, working within a tight budget. The problem is that they rarely get to the bottom of what a truly complex thing like happiness actually is.

P Well, yes it is clearly a very complicated issue.

R As a result of these pressures, most researchers resort to relatively short face-to-face interviews or self-report questionnaires. In these questionnaires, people have to fill in questions such as 'How happy are you today on a scale of 1-10?', 'What about over the last five weeks?', 'Do you ever feel depressed?'. There are lots of problems here. The questions are all very subjective, for a start.

P Yes, that's true.

R You might be a pessimistic person, or you may simply have a bad memory or be having a bad day! There are also individual and cultural differences which affect how people answer such questions. It may depend on how you view the interviewer or the interview situation, or on how you think you should be answering the questions.

P Mmm. Can you give us an example here?

R Well, in Western societies we're more individualistic than some Asian societies. Even a simple question like 'How content are you with your life?' might seem strange to someone who sees life from a group-oriented perspective, that is, through the eyes of family and neighbourhood.

P Oh, I see.

R In addition, in some cultures, people may feel the need to be more upbeat and so give positive responses. In other cultures, this might be considered boastful or smug. In contrast, in other societies such as in central or northern Europe for example, it's more acceptable to be openly negative.

P Right, so you're saying that they are written from a biased perspective. Are these the main problems then?

R Well, the other problem is that some of the questions are quite personal. Interviewees may not want to admit the truth to either the interviewer or themselves. A question as simple as 'Are you happy with the area you live in?' may not be answered completely honestly - this would be admitting that

you feel insecure in or around your own home.

P Uh-huh. I see. I understand exactly what you're saying. Do you think we should even bother attempting to define such a complicated thing? Is it just a waste of time and resources?

R Well, I wouldn't say that exactly. However, the truth is that concepts such as happiness are very difficult to measure. Better data can be gained by more careful and thorough questions, but this needs time and money.

P So what would you suggest?

R Hmm ... A more reliable way to establish a person's or a group's level of happiness is to measure it holistically and indirectly.

P Can you explain how that would work?

R Well, for example, if I wanted to find out how genuinely happy you were, I would find out if you have a wide circle of friends who you trust, a job that motivates you, what sort of social life you have, and so on. I'd find these things out not just by questioning but by looking at evidence, through observation and objective tests. For example, physical signs might be how much exercise you do and how healthy you are; social signs could be how much time you spend with friends, how much volunteering you do, and so on.

P That's fascinating. So it's much more multi-layered and would clearly be more time-consuming.

R Yes, but it would provide more balanced and reliable data. It is crucial to be able to measure happiness in a proper way, given its importance.

3.2 ●

British people enjoy 235 million cups of tea and coffee per day. A recent piece of research suggests that 24 minutes is lost every day to your average British worker through tea breaks – fetching, carrying, and drinking. When you consider that over your working life this equates to nearly 200 days of lost productivity, that's around £400 a year for every worker, one wonders how long this luxury and freedom will last.

The reality is, however, that workers need regular breaks, especially nowadays, when one can sit in an office without interacting with anyone for hours at a time. Workers need to take responsibility for their own work-life balance and make sure that they do not work long hours without having a break from their desk, taking some exercise or simply talking to someone else. Interacting with other people helps employees bond together and promotes cooperation. This in turn makes for a better work ethos and greater job satisfaction and motivation. Ultimately of course, this results in higher productivity too. So managerial responsibilities include actively encouraging opportunities for social interaction.

Besides the stimulating effect of caffeine in these drinks, there are additional

advantages. Mentally, tea breaks aid concentration by allowing a change from beta waves in the brain to alpha or theta brain waves. Alpha and theta waves help people be creative. Children who are typically less stressed and more creative than adults usually have far more alpha and theta brain activity. So breaks can also be a time of inspiration, when ideas unexpectedly pop into your head. That's why we use the word 'a brainwave'!

Breaks are not only enjoyable, but also a necessary part of coping with a desk-based job, and an opportunity for so-called 'incidental exercise' in a working day too. Many studies have demonstrated the serious physical risks of sitting too long at your desk, and the potential damage to hands and wrists, to spine and shoulders, as well as long-term health problems like infertility, depression, and heart disease. Such health issues are ultimately very costly for employers. Despite this, a recent study on nearly 3,000 adults showed that one in four didn't even stop for lunch. These are worrying statistics. It's worth remembering that time spent away from work, is actually time well spent.

3.3 ●

- 1 This equates to nearly 200 days of lost productivity.
- 2 The reality is, however, that workers need regular breaks.
- 3 Workers need to take responsibility for their own work-life balance.
- 4 Interacting with other people helps employees bond together and promotes cooperation.
- 5 This in turn makes for a better work ethos and greater job satisfaction and motivation.
- 6 So managerial responsibilities include actively encouraging opportunities for social interaction.
- 7 Besides the stimulating effect of caffeine in these drinks, there are additional advantages.
- 8 Alpha and theta waves help people be creative.
- 9 Breaks are not only enjoyable, but also a necessary part of coping with a desk-based job.
- 10 Many studies have demonstrated the serious physical risks of sitting too long at your desk.

3.4 ●

- | | |
|------------------|-------------|
| 1 productivity | productive |
| 2 reality | real |
| 3 responsibility | responsible |
| 4 employee | employable |
| 5 cooperation | cooperative |
| 6 satisfaction | satisfying |
| 7 motivation | motivating |
| 8 manager | managerial |
| 9 society | social |
| 10 stimulation | stimulating |
| 11 creativity | creative |
| 12 enjoyment | enjoyable |
| 13 necessity | necessary |
| 14 seriousness | serious |

3.5 ●

There are two sides in a presentation – you and your audience. It's your job to choose a theme that you want to talk about and that your audience will want to share.

Whatever theme you choose, there should be a narrative or story linking everything together. Don't just describe what's on your slide. Make your audience want to see what's coming up on the next slide. Make them curious. Make them want to know the end of the story.

All of this takes time to put together – finding out who your audience is, what they're interested in, putting a story together, putting slides together that help you tell the story and visually engage your audience. You need notes. These should tell you and the audience what the point of each slide is. Why am I showing you this? Because you're going to hear and see something that you've never seen before that will make you see the world differently.

Once you've got all this together, it's time to try it out. Don't do this on your own. Don't just read the notes on the bus. Deliver your presentation to someone. Do it standing up with the slides. Timing is everything. If you get out of synch, it can get really messy. Do it again and again until you don't have to think about it.

Keep the pace going. Most audiences fall asleep about three quarters of the way through. Make sure two of your best slides are 15 and 16 but leave the best to last. This is the punchline. The climax of the story.

Don't forget to breathe. Pause. Take a breath. If you feel like you're rushing, just slow down.

Keep your head up. Make eye contact with the audience. Make them look at and listen to you. And smile at everyone in the room.

At the end, don't just get off the stage. Thank the audience. Say what they can do next. How can they contact you? Where will you be? If it goes well, crowd surfing is always an option. Otherwise, just give people a chance to come up to you and say *Hello*, and make a connection.

3.6 ●

Slide 2

Well – I have to blame my uncle, Uncle William. He's the sweetest man, and when I was small, and he came to stay, I was always wanting to use his camera. So he bought me one of those ... erm ... throwaway cameras. I was over the moon! But, as you know, they only take 24 pictures, and that's it. No more. But I refused to throw it away, even when there were no photos left. My career as a photographer seemed to be over before it began.

Slide 3

Fortunately, I was given a real camera, for my eighth birthday, I think, and I started taking photos of everyone and everything. My favourite subjects were my bedroom, Sandy (our dog), and food. My mum had to severely limit how many films I used, because of course we didn't have digital

then, and it cost the earth. A fortune!
All my pocket money went on films and processing.

Slide 4

But it didn't last long because it couldn't do anything. It didn't even have a zoom. So I saved up for a more exciting camera. I spent all the time experimenting with it, taking pictures at different angles and distances, and on different settings, and I made collages of the pictures. I even got to take portrait shots of all my classmates for the school wall. I felt as if I had been published!

Slide 5

So after my first assignment I had to ask the big question – what could I do next? When I was 16, I went on a photography course. We were given projects, such as 'Large and small', or 'Reflections', or 'Colour harmony'. It was fantastic! It developed my interest in really 'looking at things'. Do you know what I mean? Like when you paint something. You really have to study it. In detail.

Slide 6

And it was this that got me interested in water and glass. You see, I think we miss a lot, because we're just not looking. We're too busy! I see lots of photos online of the Taj Mahal, or Hawaii, you know, amazing places – and they're great photos, but if we just open our eyes, there's more than enough to look at, photograph, and enjoy. Right here!

3.7 ●

E=Emilio Rodriguez, S=Stephen Walker

- E Thank you for coming, everyone. I'd like to introduce Stephen Walker who we have invited to do some background research into the Earthscraper project for Mexico City. We are very excited about this project and are looking forward very much to what he has to say. Over to you, Stephen.
- S Thank you, Emilio. I know Emilio has invested a lot of time in this project and I would like to thank you for the opportunity to work with you. I hope that we can provide you with some useful insights into the Earthscraper project. I will start off with a brief summary of the project and then look at some of the more important features of the project in more detail. Please feel free to ask questions as we go along. As you know the plan is to create a 35-floor hole in the centre of Mexico City in the Zocalo Square. The spaces will be made up of a museum, shops, living space, and office space. On the whole, I think everyone agrees that this is a bold and imaginative plan. It uses one of the few remaining open spaces in the city and provides much needed retail, living, and business opportunities. It has the potential to improve the standard of living for residents in the city by reducing the need for commuting. The planned ten

floors for residential space will provide living accommodation for a significant number of people. The glass roof which will cover the hole, or rather the Earthscraper, will be strong enough to allow the various cultural events and festivals to be held as they are now in the square.

Having said that, there are potential problems with the idea. It's not clear at this stage, but the indications are that there are significant challenges which may require the project to be reconsidered, at least in some aspects.

- E Could you give us some examples?
- S Certainly. As I just mentioned, the top of the Earthscraper is covered with a glass roof which should let light in. However, it seems that getting enough natural light down to the lower floors will be problematic. There has been a suggestion that a system of fibre optics could deliver sunlight from the surface. At the moment, it is not clear what the cost implication would be for this, so it might be a good idea to look at it in more detail including the additional costs involved.
- The glass roof has obvious attractions and would be a major feature for pedestrians at ground level. On the other hand, we do need to be aware of an additional issue which is that the glass roof would create a greenhouse effect. The air inside the structure would become very humid which would make conditions inside the structure very uncomfortable for the residents, shoppers, office workers, etc.
- E Can this be solved?
- S I'm not sure, but one possibility is an air-conditioning system that pumps air up and through ventilation holes on the surface. According to another report, however, this would be very expensive and not as ecologically sound as originally hoped.
- E Are there any other problems you have identified, apart from air and light?
- S Well, we haven't completed our investigations yet, but generally it does appear that the conditions for constructing this sort of space are not ideal. One problem is that the ground around the site is extremely wet. This is because the city was built on an ancient lake which was drained, but a lot of water still remains underground.
- E Can this water be extracted?
- S Apparently, the water cannot be extracted without a significant technological investment. You would need to pump water from the whole site which is nearly 780,000 square metres. This would be a huge undertaking.
- E I see. The odds against this project seem to be stacking up.
- S Broadly speaking, I think there are numerous challenges to be faced. Perhaps it would be a good idea to look at the technical options in more detail

and see if it is possible to minimize the additional costs.

E Indeed.

4

4.1 ●

Well, the inspector fined her an excessive amount, which was in fact ten times more than the price she had originally paid for the journey. The lady was very shocked, and started crying. She didn't have enough money to pay the fine and was helpless, and she was clearly feeling very embarrassed and upset. Yet this had no effect on the ticket inspector, who wasn't going to back down.

It turned out she had caught a train 30 minutes earlier than the one she intended to catch, simply because she had arrived at the station early. She'd been waiting on the platform when she heard the announcement for a train to London, so got on, without a second thought.

As it happens, a stand-up comedian, Tom Wigglesworth, was one of the people in the same compartment who had been witnessing the events with horror. He was outraged. While the woman was recovering from her ordeal, Wigglesworth stood up and started collecting money from other sympathetic passengers. As soon as he had the required £115, Wigglesworth handed over the money to the ticket inspector. At this point, the train staff contacted British Transport Police, and asked them to meet the train on arrival. The police consequently turned up at Euston Station in London, and arrested Wigglesworth for begging!

Wigglesworth used the story a few months later in his show at the Edinburgh Fringe Festival, a one-month arts festival in Scotland's capital. As a result of the negative publicity, the company changed its policy concerning on-board fares.

4.2 ●

A famous journalist recently caused an uproar when she refused to turn off her smartphone during a flight from Washington DC to New York. A nearby passenger was concerned about the ongoing phone calls, so stood up to complain, but without success. The crew heard what was going on, and consequently went up to the journalist, and politely asked her to turn off the phone. However, she simply continued with her call. At this point, the steward obviously became very angry because the customer was breaking well-known airline rules. Apparently, she had even been using her phone to make calls while the plane was taking off. When she finally ended her call, she began to argue fiercely with the steward, and, as a result, staff contacted airport police. As soon as the flight landed, local airport police escorted her off the plane, explaining that she had caused a risk to the safety of fellow passengers and crew.

4.3 ●

J=Jake, R=Rebecca

- J You know, I think he's really going to regret doing this.
- R You really think so?
- J I mean, he didn't have much to start with, did he?
- R But I think it's amazing. It totally neglects to mention that in fact it's a relatively much more generous act than the rich giving away a million pounds!
- J OK, but even so, promising to give away 10% could be tricky for the middle classes, especially here in the United States, you know, with the expenses of health and education. You've got to keep something for a rainy day, after all.
- R Well, sure, but actually I manage to give away about 10%, I think, but I'm not very good at keeping track of my accounts. I just wish it could be more; I find giving so rewarding, but it takes time to adjust. You should try to give to charity sometimes, Jake, perhaps give your time, if you haven't got any spare cash!
- J Well, I'll never forget trying to save money. It was a while ago now, and I wanted to give a monthly sum to an orphan in the Sudan, so I tried going out less, and not buying so many CDs so that I could save a bit. But I got so worried about not spending money that I missed my brother's birthday, and he was furious with me!
- R Whoops! You need to be a bit more organized than that!
- J Anyhow, this other guy in the article, I really admire people like this. It's good to know they exist!
- R Yeah, but if you work that hard, don't you think you can justify having a lot of money and enjoy spending it?
- J Yes, but he's tasted wealth, and obviously enjoyed it to some extent, but then felt guilty.
- R True, but he still remembers growing up with a strong work ethic. His family had nothing. Having so much less now will involve being much more careful. It's going to be really tough for him.
- J But I'm sure he'll carry on enjoying his life, knowing that his money is being used well in South America. He obviously missed having friends around him in Hawaii. Maybe now he'll opt to go on cheaper holidays with real friends.
- R Maybe, but you know in the current climate, if everyone starts spending less, the economy will collapse! At least that's what they tell us all the time. That's my excuse when I spend lots of money!
- J Hang on a minute, Rebecca, I regret to say it, but I don't think 'everyone' is involved in this, for better or for worse.
- R No, OK, OK. Fair enough!
- J Anyhow, I'd better go.
- R OK. Oh, by the way, don't forget to buy some flowers on your way home. It's Mother's Day tomorrow!

- J Oh, right. Thanks! And you remember to update your accounts so you know how much you're spending, and giving away!

4.4 ●

Situation 1

S=Staff, C=Customer

- S Yes, good afternoon.
- C Yes, hello. The internet isn't working again.
- S I'm sorry?
- C Well, you know, the internet banking. The online access. My password doesn't work.
- S Right ... OK. Could you give me your bank card, please? And then I can check your details.
- C Well, I'm not pleased. I had to make the journey into town especially, and I have other things to do usually on Thursdays.
- S Yes, of course. I'm terribly sorry, I'm just looking at the screen ... er ... because maybe there's a problem with the system. Right. Mr ... er, Samuels, isn't it?
- C Er, yes, William Samuels. Well, it's very frustrating. I've spent hours trying to get it sorted.
- S I see. Yes. So can I just check? Do you usually use online banking?
- C Yes, and it's the password. It doesn't work.
- S OK. And what is it you want to do online, Mr Samuels?
- C Well, I need to transfer some money. It's quite urgent actually.
- S Right, well I'm sure we can arrange that. Could you type in your password here? Let's see what's happening.
- C Yes, of course. But this is just what I did at home.
- S Right ... let's see. Well, it isn't accepting the password. Er ... Could you check? Perhaps some of the letters are upper case.
- C Er, no ... I don't use upper case in any passwords.
- S Right. Well, we could reset the password.
- C Oh, really?
- S Yes, of course. Would that be OK with you?
- C Oh, well that would be fine!
- S However, for that I'll need some more identification. Do you have your driving licence or other ID on you?

Situation 2

N=Nathan, J=Jackie Bryant

- N EDS. You're through to Nathan. How can I help you?
- J Oh, yes. Hello. I'm phoning about a delivery.
- N Yes, madam. Do you already have the package?
- J Yes, it was delivered last month. I'm phoning about a payment issue.
- N OK. Could you give me the tracking number?
- J The tracking number ... Is that the long number beginning DX ...?
- N Yes, that's the one.

- J OK. It's DX-517-765, T for Tommy, P for Peter, 751.

N Thank you. Just hold on a moment ...

J Yes, of course ...

N Sorry to keep you.

J That's OK.

N Right. OK. A package from Liverpool to Budapest, is that right?

J Yes, that's the one.

N And can I ask what the problem is, madam?

J Well, the delivery – a package from my cousin's in Liverpool – was ordered online from Budapest, and paid for there and then. However, my cousin has received a letter from you saying that it hasn't been paid for.

N Oh. I'm very sorry about that. Right. Do you have that letter too? Er ... can you give me the invoice number?

J Yes, just a minute. It's ANX51539.

N Thank you, OK. And you say this was paid for in advance?

J Yes, that's right. It was £73.17. I paid on a card, and I got a text message from my bank to tell me the money had gone out, you know, one of these automatic texts.

N Yes, I understand. Well, let me look into it, and discuss it with Accounts. If you give me your email address, I'll get someone to contact you. Is that all right?

J Yes, OK. But I just don't want my cousin getting more letters about not having paid, that's all.

N Don't worry about that. I'll put a stop on those. I'm sure we can sort this out.

J Good. OK. Oh, right. My email address. It's Jackie Bryant all one word.

4.5 ●

M=Manager, C=Mr Conti

- M Good afternoon, Mr Conti. Can I help you?
- C Yes, I'm having trouble connecting to the Wi-Fi.
- M Ah yes.
- C It was promised in the brochure.
- M Yes, I'm sorry. I understand.
- C And it was one of the reasons we booked this hotel.
- M OK, so you can't connect to the internet. Is that right?
- C Yes, that's right.
- M My staff are aware of the problem and we are working on it right now. I'm very sorry it's causing you difficulties.
- C And when will it be ready?
- M It won't take long, but meanwhile, why don't you use the computer here in the lobby? This is especially for our guests.
- C Yes, but then I have to pay extra.
- M Usually, yes, Mr Conti. But I can let you use it for now for an hour for free. The Wi-Fi will be working by then. Would that suit you?
- C Oh, yes. Thank you. I'll go and get my things.
- M I'll let you know when the Wi-Fi is back on.
- C Thank you very much.

5.1 ●

I=Interviewer, J=Jake Sherman

- I Welcome, Jake. Thanks for taking the time to talk to us about tourism and its future. For those who don't know Jake, he's a business analyst and has recently been doing some research into tourism, its effects, and its future. So, Jake, what did you discover?
- J Well, as I'm sure you're aware, tourism has an impact on popular destinations, their local cultures, the local infrastructure, and, of course, on the environment.
- I Indeed. Could you give us some examples?
- J OK. Well, let's take three examples: Venice, Spain, and the Maldives.
- I OK.
- J Venice is a good example of how the location and the local culture have been affected. Around 60,000 tourists visit Venice every day. This is about the same number of residents who still live permanently in Venice. There used to be over 120,000. So the number of locals has dropped by about half. According to one source, it will have lost all its full-time inhabitants by around 2046. To take the first statistic. The effect of 60,000 tourists on Venice is obvious. In the high season the city is permanently overcrowded. This puts pressure on transport links, facilities, the environment, and the local people. The second statistic, the drop in the number of local residents, has a less obvious but no less serious effect. The original local communities have almost disappeared along with the culture and what was the genuine Venice.
- I So in the future we'll be visiting somewhere which is more like a theme park than a real city.
- J That's right. Without people, Venice will be nothing more than a museum or a kind of Disneyland. What Venice needs is a strict limit on the number of visitors and an initiative to encourage local residents to move back into the city.
- I And how about infrastructure? What sort of effect does tourism have on local facilities? You mentioned Spain.
- J Yes. Well, one problem that faces a lot of countries is the shortage of water. Recently, with droughts becoming more common due to global warming, places like the south of Spain are facing serious water shortages in the summer. Local farmers have to compete against large hotels with swimming pools and hundreds of residents who use up vital local water supplies. With annual temperatures likely to rise, this problem is going to get worse unless drastic measures are taken to limit water usage by tourist related activities.
- I And lastly, and possibly most importantly, the environment. You've already touched on global warming.

Can you say a bit more about this?

- J Yes, the Maldives, one of the most beautiful and relatively unspoilt places to visit, are unfortunately victims of two results of global warming. One of the biggest problems relates to coral reefs which are being killed by the warming of the sea. The rising temperature stresses and ultimately kills the coral. It's predicted that most of our coral reefs, which are a key part of the marine food chain and a key source of food for millions of people, will have disappeared by the end of the century.
- I That is a shocking scenario.
- J Indeed. For the Maldives, this would mean a loss of their main source of food and the diving business and a big chunk of the tourism business with it. And in addition to this, low-lying islands like the Maldives are under threat from rising sea levels and, according to some predictions, may have disappeared altogether by the middle of this century.

5.2 ●

I=Interviewer, J=Jake Sherman

- I What is causing the rise in the sea level?
- J Basically, the world is getting warmer and the ice at the North and South Poles is melting. There are a lot of contributing factors, but one cause is the CO₂ gases produced by aircraft. In the EU, greenhouse gas emissions from aviation increased by 87% between 1990 and 2006 and continue to rise.
- I That's a huge increase.
- J It is. And in the United States, the airline industry is responsible for about 11% of greenhouse gases emitted by the US transportation sector. So it is a significant part of the problem.
- I So tourism is actually damaging the destinations tourists want to visit.
- J Yes. It's a very ironic situation.
- I So what do you think will happen?
- J Well, the aviation industry itself predicts that the number of global passengers is expected to triple by 2050. Tourism in China, for example, is expanding rapidly. The number of Chinese visitors travelling abroad will have reached 100 million by 2020. India is also likely to see a big increase in the number of aircraft in operation. So the problem is likely to continue if not actually get worse.
- I What can the industry do?
- J One of the things the airline companies can do is to look at ways of cutting their carbon emissions and finding cheaper fuel alternatives. Kerosene is currently the only available fuel, and as we've discussed, clearly has a negative effect on the environment. So it's hoped we would see significant technological developments in this area. Already companies are trying to develop alternatives, for example, biofuels. It may well be that future planes will be capable of taking different fuels, produced locally, second-generation biofuels of different kinds. So a plane

could land in one country and fill up with a plant-based fuel such as jatropha then fly elsewhere, to fill up on ethanol from sugar cane, then fill up somewhere else with an algae-based fuel.

- I So a hybrid plane.
- J Absolutely. Another alternative is developing lighter materials for the plane body, materials like carbon fibre which is much lighter than the aluminium currently used. The reduced weight of the aircraft would mean reduced fuel consumption.
- I Right. That's a very interesting insight.

5.3 ●

I=Interviewer, J=Jake Sherman

- I Could you tell us something about the trends in tourism?
- J Well, there isn't going to be one single trend, but some features will be more common. Within the next 10 to 20 years, travelling to see as many of the top tourist spots as possible will have become far less popular.
- I OK. Clearly that will depend on where you live and the society you are in though?
- J To some extent, but I'm generally talking about global changes in attitude. I think by the end of this decade more and more people will be taking staycations, having a holiday locally in their own country, enjoying local attractions, going to the local park, enjoying nearby cultural events, and so on. This is a more sustainable form of vacation which does much less damage to the environment and helps local businesses.
- I OK, so local and responsible tourism.
- J Exactly. Also, we won't be able to ignore the effects of climate change any longer. A growing number of people will be travelling north for holidays during the summer time to escape rising temperatures in more southern areas. In terms of winter sports, the ski season is becoming shorter in many countries and there's been a shortage of snow even in the higher regions of the Alps in Europe. People may have to take their winter holidays in more northerly countries like Norway or even Iceland and Greenland.
- I And what about tourist accommodation? How do you think that will change?
- J I think that by 2025 hotels will have to be carbon neutral.
- I And how will this be done?
- J All hotels will be made of eco-friendly materials, so not concrete, for example, which carries a huge carbon footprint. The hotels will use recycled water, solar panels, and natural sewage systems. Carbon-neutral, or possibly negative, hotels currently cost slightly more to build, but costs are soon offset by savings on energy, waste, water and sewage after construction. And building costs will start to fall as they become more common.

I Of course.

J In the future, it's likely that guests will be charged for the energy and water they use during their stay. People who use less than the average could be offered discounts. I think that hotels will also use much more locally-sourced food, services, and materials.

I And do you think this is going to happen all over the world?

J Ultimately, yes. There's no other way. Going green and going local.

I And how about predictions for further into the future?

J Well, a trend forecaster called *The Future Laboratory* recently referred to a new idea related to transport and accommodation. By 2030 they predict that people will be staying on giant airship hotels. These will float above popular holiday destinations, taking energy from the surrounding natural elements. They'll then float up and take the guests or travellers on to another resort.

I It certainly sounds like we'll be seeing some amazing changes over the next few years and decades.

J Indeed.

I Well, thank you very much, Jake Sherman. It's been fascinating.

J Thank you.

5.4 ●

So, just to give you a bit of background, Club Med is a well-established French company founded in 1950, and was a key player behind the whole concept of a 'resort' holiday. Every year they cater for 1.2 million tourists, and two thirds of their clients are families. They have around 80 resorts in 40 different countries and an annual income of more than 13 million euros.

They opened their first offices in China in 2003. Their first actual resort within China opened at the end of 2010 and is the upmarket Yabuli ski village in the north-eastern mountains of China. It is the largest resort of its kind in China and reached 60% full occupancy in the opening month. Yabuli is attracting an increasing number of Chinese and foreign visitors, and it is expected that this trend will continue.

Considering the skiing industry is a relatively new phenomenon in China, the signs look positive. With five million skiers in a country of over a billion, the potential is obvious. Experts predict that the skiing industry will grow strongly in the next few years. What's more, the Yabuli resort has plenty of other facilities to attract non-skiers and to appeal to families: spas, luxury restaurants, amenities for children, and so on.

Over the next five years, Club Med plan to build four more resorts in China, in the Hainan and Yunnan provinces. The next village is due to open in a few months' time. They will be targeting 5–10% of the higher-end market within China. Once these resorts are finished they hope to cater for more than 200,000 tourists.

What they're attempting to do within China is to cultivate their brand name and associated loyalty. Even before Yabuli, their brand image in the country was strong: at their holiday resort in the Maldives in summer 2010, over half the customers were Chinese.

They're confident that if Chinese holidaymakers enjoy their Club Med all-inclusive holidays within the country, they will also choose them when travelling abroad, either to their ski or beach resorts.

The market holds huge potential. In 2010, when the recession meant losses for the company and many others, in China their sales increased by over 40%: 32,000 Chinese tourists holidayed at their resorts.

Before setting up operations in China, they studied the market carefully. They have also greatly benefited from their Chinese partners, Fosun, and their support has offered valuable insights into the different market and culture. Over the next five years, they intend to make China one of their top markets. In fact, China is set to become the company's second largest market after France. Their stores are crucial for advertising and selling their products. In the next few years, a new store is scheduled to open in a major Chinese city every year. They already have several, for example in Beijing and Shanghai.

As the wealth of the country grows, the service sector is certain to grow too. Areas such as tourism, health, and insurance are likely to grow exponentially. This is not the old China, producer and exporter of factory-made goods. This new China seeks high-end luxury goods and new experiences within an ever-growing service industry. The Chinese want to travel, try new destinations, and discover new sports and activities, as the project in Yabuli clearly demonstrates. Given the right economic and social conditions, the growth of the Chinese tourist industry is bound to continue. Yabuli is on the verge of major success.

5.5 ●

- 1 Yabuli is attracting an increasing number of Chinese and foreign visitors, and it is expected that this trend will continue.
- 2 Experts predict that the skiing industry will grow strongly in the next few years.
- 3 Over the next five years, Club Med plan to build four more resorts in China.
- 4 The next village is due to open in a few months' time.
- 5 Once these resorts are finished, they hope to cater for more than 200,000 tourists.
- 6 Over the next five years, they intend to make China one of their top markets.
- 7 China is set to become the company's second largest market after France.
- 8 In the next few years, a new store is scheduled to open in a major Chinese city every year.
- 9 As the wealth of the country grows, the service sector is certain to grow too.
- 10 Areas such as tourism, health,

and insurance are likely to grow exponentially.

- 11 Given the right economic and social conditions, the growth of the Chinese tourist industry is bound to continue.
- 12 Yabuli is on the verge of major success.

5.6 ●

According to a recent survey, global temperatures are predicted to rise by about two degrees in the 2020s. The temperature in some areas such as New Zealand will rise more slowly than say the United Kingdom because New Zealand is surrounded by water which takes longer to warm.

Temperatures are expected to continue to rise into the 2030s and 40s with some countries seeing an overall rise in temperature of four degrees. There is unlikely to be a fall in temperature unless there are much stricter controls on pollution and CO₂ emissions.

5.7 ●

J=Joe, P=Pete, A=Anna, C=Carla

J Well, everyone's here now, so let's get started. First of all, apologies for the delay. Have you all received and read the agenda? Any AOBs?

All No, don't think so / Not from me / No, it's fine.

J I'm conscious of the time, so ... erm, most of the points to discuss today are troubleshooting or problem-solving. So, any good ideas are welcome.

P OK.

J The first thing is the stats from the end of the season, which are very good indeed, bookings up 14% and continuing our overall upward trend of between 8 and 15% annual growth. Well done, everyone!

All Thanks / Great.

A Great figures all around.

J Absolutely. Now, having seen all your reports, we have a problem with our existing clients. Last year we had an overall average 18% drop in the numbers of existing clients. What's strange is that this was the case for all, except one, of our sites, Brisbane.

C Well, Brisbane's the newest site so we don't really have a solid customer base yet.

5.8 ●

J=Joe, P=Pete, A=Anna, C=Carla

A I think in the case of my three sites, I can say that it's partly because new customers booked up early in the season. This meant there was no availability when longstanding customers tried to book later.

P Same in Melbourne. It really felt bad having to turn loyal customers away.

J True, we had a similar experience in New South Wales. It seems that some of our older customers left it too late to book. But an 18% drop is quite a large number and I think that there were additional reasons. I've been thinking that one solution would be to keep our old customers informed not only on our site but also directly by email.

C Do you mean we inform our existing customers when they need to book by, and so on?

P Yeah, warn them and give a deadline, so they get first refusal. We could even reserve places for existing customers until a certain date.

A Right.

J Yes, I think ... Sorry, Anna, you go first.

A Er, I just wanted to say that we wouldn't want to turn away new customers.

J No, of course. I'll think about a suitable policy. We clearly need to show our existing customers that we value them.

All Absolutely. OK. That's true.

J Leave that with me then. Moving on, could we have the local reports? Anna, would you like to start?

A Well, the main thing I have to report is that we have a problem with the catering at the moment. The reason for this is that the head chef walked out yesterday after a problem with deliveries. He said that everything was arriving late and that there wasn't enough time to prepare.

J Any ideas?

P How about changing the suppliers?

A That's a good idea. Unfortunately, there aren't many alternatives. But I'll do some asking around.

C Have you tried talking to the chef?

A He's not answering his calls, but I'll keep trying.

J OK. Well, listen. I hired him and it's up to me to see what went wrong. So leave that with me.

A OK.

J Right, next, Pete. How are things with you?

P Well, in brief, things are going well except for the weather. The main problem is the dry weather has caused some serious damage, affecting the fabric and structure of both the beach lodges. The wood has been affected, and the fabric has started to split in places.

C Really? That shouldn't happen.

P Exactly. It's very frustrating.

J What's the solution for that?

P We're going to contact the suppliers. They've advised us in the past about how to protect the wood, essentially through more regular oiling, but basically it hasn't worked. We're also going to look at replacing the wooden frames later in the year.

J OK.

P I'm happy to write up a brief report for all the site managers, highlighting the first signs of damage and then the preventative steps.

A I'm wondering if it would be worth making one person at each site responsible for checking the structures. We all do this at the end and start of every season, but perhaps need to do it more regularly.

P Absolutely. I was thinking along similar lines.

J Great. Anna, if you could add that as a recommendation at the end of your report.

A No problem.

6

6.1

Ry Morgan is a graduate from the University of St Andrews in Scotland. He's also CEO and founder of PleaseCycle, a group of entrepreneurs who promote cycling to companies and their employees.

After graduating, Ry applied for an internship to work at an advertising agency. One of his tasks was to put together a four-minute video presentation on one of his passions. Being a keen basketball player, Ry knew he would have to do something different in order to stand out so he chose to synchronize his PowerPoint presentation so that it looked as if he was flicking up the images as he moved the ball with his hands. Ry got the job.

6.2

I=Interviewer, R=Ry Morgan

I Ry, hello. Thanks for taking the time to talk to us.

R You're welcome.

I You got the job?

R Yes, I did.

I Congratulations. That's fantastic.

R Thank you.

I What was it, do you think, that persuaded the company to take you?

R I think it's because I was able to choose what to do. If they'd given me a fixed task to perform, I might not have been so lucky. I'm a communicator and was able to show off my strengths. I couldn't have done that in a regular interview, and let's face it, if they'd made me fill in an application form in the normal way, I wouldn't be here now!

I Did you enjoy the internship?

R Yes, enormously!

I And did you get to put into practice what you'd demonstrated during the recruitment exercise?

R Well, no, not exactly. The role I was going for, junior account executive, didn't need you to make flashy presentations, but it certainly helped my initial application. But you know, in this way they were really able to let loose the creativity of the applicants, and for me, that was part of the attraction. They couldn't have done that if they'd used traditional methods.

I And did everyone else rise to that challenge too?

R Well, apparently not. I think if you don't like standing up in front of an audience, or you aren't technologically confident, then it's not for you.

I Still, this was advertising. If it had been for an admin or desk job, it'd have been totally different.

R Yes, absolutely, and marketing is all about selling and personality, so yes, in that respect, I think I was able to

put some of myself across. It was good that way.

I But I also get the impression you're very ambitious.

R Yes, I always have been! If I hadn't been so ambitious, I wouldn't have taken part in so many extra-curricular activities at university. But they all seemed too good to turn down.

I But that's great! And you now have your own business, called PleaseCycle.

R Yeah, that's right. It's about getting companies to become healthier and more socially responsible, by simply getting their employees to cycle more.

I But isn't that already happening?

R Well, yes, but the idea at PleaseCycle is that we take care of everything, not just the bikes, but also the training, the maintenance, cycle routes, the whole lot.

I So, if you provide a complete package, it makes it easier, right?

R Yes, of course. And believe me, it has required creativity and innovation to get it off the ground. If I hadn't had those opportunities before, I wouldn't know what to do here. It's a lot of work, but we're launching the website any day now.

I Oh, I'll keep my eyes open if you give me the web address!

R Sure! At the moment it's just the two of us, but we're going to need more help very soon.

I Oh right. And do you think an e-recruitment approach would be good?

R Well, if ever I need to employ anyone, I'll definitely use a wide approach. I mean, if someone only sent their CV, or an IQ test score, I wouldn't be able to evaluate their potential. But, you know, we need people who are both socially and technologically aware, who've got their finger on the pulse. If they can demonstrate that, then they're on the right track. And in the context of advertising in particular, online e-recruitment methods potentially offer a much more colourful picture than just a black and white CV.

I So what advice would you offer students at university today?

R Well, I think joining societies is always good, and I sometimes wish I'd networked even more back then. I was very social and made plenty of friends, but there are so many interesting societies that it might have been good if I'd attended a few more events and made an extra few contacts. But as for internships, if graduates want to have the best opportunities, then they shouldn't worry too much about working for a big corporation. In my experience, it's often the smaller, more creative companies who offer the most insightful experiences.

I And you? Do you have any other plans?

R Well, if I could work abroad, I'd love to visit North America, perhaps studying an MBA out there at some point.

I So, another qualification in a new

environment! Sounds good – best of luck!

R Thanks!

6.3 ●

Adam Barnes

Well, for me, the driving force was simply the desire to travel and work overseas, and do something different. I'm a senior quantity surveyor you see, and we moved out here to Qatar, my wife and I, 16 months ago. I'd been working in the north of England in Harrogate. I knew there were lots of exciting opportunities in the Middle East – high profile infrastructure projects – and I just wanted to be involved, and get first-hand experience, because, you know, this sort of experience is a tremendous career move. When I applied, I hadn't really thought about anything else, but my wife knew that we'd have a better quality of life. We have a villa with a roof terrace and shared pool. Actually, although the earning potential is great, and of course the tax benefits are a real advantage, we tend to make the most of the opportunities here. Everything's so expensive that we don't save very much! But that wasn't why we came. We have some good expat friends, and obviously we have a common bond. It's a totally different lifestyle but that's part and parcel of an overseas move, and one of the key reasons we wanted to do it.

Zein Abdalla

Me, well, I've always travelled, I was brought up in Indonesia but moved to Europe, briefly to Norway, and then to the UK, Scotland in fact, just four years ago, with my wife and three children. You know, travelling provides such an exciting challenge for a family, and for me work-wise, great personal development. And they all speak English, so it wasn't too difficult for them. But then I was told that my position was to be relocated to Houston, Texas, and we really wanted to stay in Europe. I was offered jobs in a number of countries, but eventually, I took this post back in Norway. We figured it would be less difficult for us all to acclimatize, and we'd enjoyed being there before! We also needed to think about schooling, you know, the children's education, and although they'd been quite small when we were there before, at least it was a European system, although we didn't know much about it! A lot of people asked us whether we were doing the right thing, you know, in this economic climate, but we just felt that we had nothing to lose. It's true, the cost of living in Norway is higher – higher than in the UK. Who knows which country's economy is going to go under next?! I'm lucky in that I'm a reservoir engineer. It's quite a niche market, so although there aren't many posts, the ones that exist are pretty well paid.

6.4 ●

I=Interviewer, A=Adam Barnes

I So, Adam, how easy was it to move out to Qatar?

A Actually, the company I work for here did most of the paperwork, so it was surprisingly easy. As you can imagine, there is quite a lot of red tape, but they arranged our flights and got our belongings shipped out, so that helped enormously. They also provided us with a flat on arrival. We had that for a month, and then had to find a place of our own. It was very exciting, and we were really looking forward to learning new things. I wanted to try my hand at four-wheel driving in the desert, and Janine is very sociable, so she welcomed the opportunity to meet new people.

I Really. It sounds quite straightforward! And have things changed much since then?

A Oh, yes. A lot! We had to find a permanent place to live, and that posed quite a challenge. We only had one car, which I was using for work, so my wife had to go everywhere by taxi. That can take forever. She also found the air con very strong, and didn't like the huge contrast with the heat.

I Mm. How about getting to know people?

A I think initially she also felt a bit isolated, you know, without the support network of close friends and family.

I Uh-huh. And for you? Your work?

A Well, I was able to settle in fairly quickly. However, it's a six-day working week here. My wife still complains about that. And of course the pace of life is very different. Getting things done isn't easy, and that really tried my patience on occasion. So we began having second thoughts about it all at one point.

I But have you got used to it now?

A Yeah, sure. You know, you develop strategies for coping with these things, and you learn to take the rough with the smooth. You know, you have to have an open mind. Fortunately Janine makes friends very easily, so she meets up with the other ex-pat wives regularly, and I think we're learning to deal with problems by taking things more slowly and logically. You know, you can't change the situation, so you have to accept the customs, and work round them. It takes time, but on the whole, things have really improved. We've begun to establish a bit of a routine with friends, and always do something together on Friday evenings. What's good is that there's no evening work, never. No one stays late. So that way we can make plans and go out with friends.

I And you, Zein. How did you find moving back to Norway?

Z Somewhat more difficult than we'd expected, actually! I thought we'd easily slot back into the life we'd had before, but ...

I I'm sorry to hear that.

Z Well, things are much better now. Some of the paperwork initially caused a few problems. Fortunately the consultants sorted out most things, so for me it was just a case of signing papers.

I You're lucky then!

Z Yes, very! We had enough to worry about. At first, what was surprising was how much more everything cost since we'd lived here before. The cost of living had rocketed. And the other thing that was a worry at the start was sorting out my children's schooling. My older daughter had to drop back a year, having started school in Scotland, and she found that very boring. She'd also forgotten a lot of the Norwegian from before, so it was a bit frustrating for her, but she's getting used to it. The two little ones are at nursery, so I think they'll find it much easier.

I I think that's true, you know, the younger you are. It can be so much more difficult for adults to learn a language!

Z Yes, you're right. My wife is now taking a language course, and can now express a few basic ideas. Overall she's making a real effort, and it's really paying off. We're also meeting people through our children's friends' parents, so we're beginning to build up a bit of a social life, and generally adapt to the situation. The children seem relatively settled too, which is comforting.

I And do you plan to do any travelling?

Z Oh, yes! I think that's going to be one of the best things about being here. There's so much to do, and we really want to make the most of being here. It gives us so many new opportunities. We love the long summer evenings, and we're planning to take the children up to the fjords next month, to Sognefjord, to do some hiking and kayaking.

I Oh, that sounds lovely!

Z Yes, and one family has invited us to stay with them just north of Bergen when we're there. I think we'll be very happy here, and ultimately, I don't think we'll have any regrets about the move at all!

6.5 ●

A=Alex, B=Becky

B So, Alex. Let's take a look. You've had quite a good year, haven't you?

A Well I have, actually, and I think I've done OK. The website's looking great, and is fully up to date.

B Right, so you have all the information about new books up there?

A Yes, one month before they're published.

B Good. I'm pleased to hear that. And how are the children responding?

A Well, the book-of-the-month idea worked well and obviously really promoted those titles. It's still rather teacher-led, which is a shame, but we did manage to run a competition every other month, with e-books as prizes, and that's encouraged new readers.

B They include quizzes, don't they?

A Yes, those are quite popular too!

B Excellent. That's great news. And the reader-of-the-month. How's that?

A Well, that's had a really slow start. We only had one, a secondary school pupil. We had nothing in the under-11 age group category. So I need to work on that.

B Yes, we talked about this for both primary and secondary groups. OK. Then let's make a note to look into that, and how we can attract readers. Right. Moving on ...

A Yes, the next one: Readers' guides. These are getting plenty of hits, so they're popular. I'm pleased about that. It was a lot of work, but now we're concentrating on the schools' set texts, it's much easier, because of course the books are easier for us to access too. They are very useful for the teachers.

B Good!

A They include discussion activities, and quite a lot of teachers use them in class. Some have even started sending comments and new questions in!

B Excellent! OK. Right. The teachers' meeting. How was that? It was in the spring, wasn't it?

A Yes, early March. It was great, actually. The teachers were well informed, and very engaging with the kids. Many came with class groups on the Saturday for the open event. The hourly prize draw, you know, for those who filled in a questionnaire, that went down a treat. We obviously had e-books as prizes. On the Saturday afternoon, we had two invited authors reading extracts from their books, with the pages projected up onto on a huge screen, and all the children sitting on floor cushions. It was really enjoyable!

B Good, good. This is once a year, isn't it?

A Yes. It's two days, and it's a huge amount of work.

B And the smaller events in other cities?

A Um, well we did the first lunchtime event in Norwich, and there are others pencilled in.

B OK. But do you have a timescale on this?

A Yes. I plan to arrange four over the year up and down the country.

B Good. I know they take a lot of time and effort. Keep me posted on those. And finally, the authors' list, and the interviews. How are you getting on with that?

A Well, the list of authors is getting longer and longer. They are very happy to answer questions on the website.

B How does it work exactly?

A Well, we have an initial list of five set questions, and then additional, random questions from children. They love seeing their questions up there on the web. So it develops into a really nice interview.

B Good.

A And it's been so successful, that we've been doing one a month, usually.

B Oh, right! That's great news. With this variety of interaction, we're accessing different learning styles, as well as catering to those schools with good equipment and facilities, and those which have less money. Great.

A Uh-huh.

B Oh, and what about the paper-readers, by the way? We haven't talked about those yet. This was to encourage paper-readers to experiment with e-readers, wasn't it?

A Ah, yes well, er. That idea didn't really come off, what with one thing and another.

B You were going to get flyers printed, to put inside bestseller hard copies, right?

A Yes. Well. Sorry.

B OK. Well perhaps you can focus on that next in the near future?

A Yes, sure. I'll try to get that off the ground within the next month or two.

B Good. I think again that would reach out to children who aren't lucky enough to be in good reading groups at school. Let's not overdo it, though. Perhaps we could keep this to within a 60-mile radius of London for now. I think that would be manageable, wouldn't it?

A Yeah, sure. That way we could include Brighton, couldn't we?

B Yes, and Oxford, and Cambridge.

A OK.

B But overall, Alex, I think you've done well. Can I leave you with your list to update? I think we need to just smarten up those objectives a bit.

A Yes of course.

B By Monday?

A Yes. OK. Thanks!

6.6 ●●
Svetlana
S=Svetlana, L=Laura
L So what have you found?
S Well, there are quite a few posts. Look ...
L Uh-huh. And where are you looking at?
S Well, given the choice, I'd go to the USA. I think it'd be fantastic to work there. I feel as if I've 'done' the UK, if you know what I mean, when I studied there, and I need a new challenge.
L Well, that sounds like a really good idea!
S The thing is, I wish I hadn't given up Spanish. It wasn't that difficult after learning French, but I just didn't need it.
L Yes, too bad. It would have been good to have kept that up. But it wouldn't take you long to pick up, you know. And at least you speak French fluently! Not many people can do that! I mean, what about Quebec in Canada? You could use your French there.
S That's a thought. But to be honest, I really like the sound of this job in Houston. It's so close to Mexico! I've got lots of friends there and the weather's great.
L Uh-huh. Well, the job doesn't mention languages. But on the other hand, your journalism would be useful, obviously, and your communication skills. And you'd enjoy working with the media.

S That's true.

L Right. So, if I were you, I'd go for it.

S The Corporate Communications post? You would?

L You've nothing to lose! Except I'd hate you to be so far away! Thank goodness for online phone calls!

S Wait a minute. I haven't even applied yet, let alone got the job! But it does sound good.

L No, but seriously ...

S You're right. I'll give it a go.

6.7 ●●
Felipe
F=Felipe, C=Carolyn
F I really appreciate your time, Carolyn.
C That's fine! Now let's see. You told me that you're looking to move to China?
F Or Qatar.
C Yes, and you have an MBA from North America, right?
F Yeah. That's right. From the University of Michigan. I wish I'd thought about moving a bit sooner, when I was a few years younger, but I just didn't feel ready.
C OK. Let's focus on the future.
F And I'm afraid I don't speak Mandarin, but I'm learning Arabic at the moment. I wish I could speak it more fluently.
C Well, that's certainly an advantage, and in some cases a necessity. Have you thought about studying Arabic more intensively in the near future?
F I hadn't, actually.
C Well, I think it would be a big advantage if you want a senior post. It could really give you the edge over other applicants.
F That's a good point. It would be great if I could get my Arabic to the level where I don't need a translator.
C Exactly. You want to be independent. And in that case, I'd focus your sights on Qatar for now, unless there's something specific in China you're interested in?
F Well, I would like my job to have some sports connection. China would be a chance to do that. On the other hand, China would not be ideal from the language point of view. And it would mean a lot more travelling.
C Yes. That's true. I'm just looking through your experience here. Your area is marketing. Can you be more specific?
F Well, yes. I worked for a few years for one of the big hotel chains in Brazil, in São Luís.
C Oh, very nice!
F Yes, and er, we were very successful with precision marketing. That's something which deals more with individual clients' personal preferences.
C Uh-huh. That's an important point. It's good you told me about this. Competition is obviously on the increase everywhere, and it would be a good idea to flag that up. Precision marketing is about maintaining customers, isn't it?
F Yes. Exactly.
C Then I suggest you fine-tune your online profile on the jobs board. You

need to be specific about your own area of expertise: thousands of people have 'marketing experience', but I'm presuming you have some niche skills here.

F Yes, actually. Fortunately I have over six years' experience in this area. Do you think I should forget China?

C It might be best to focus and put all your energy onto one goal. So, yes, I'd go for the marketing communications job.

F OK. I'm happy with that.

7

7.1 ●

I=Interviewer, A=Art expert

I How can experts tell whether a painting is a forgery or not?

A Well, obviously the painting itself - the style of painting, the brushstrokes, the colours, and so on. Less obviously, the back of the painting is useful.

I In what way?

A Usually there'll be a label with a name or a number to show the company that did the framing or the gallery where it was hung. Another even trickier clue is the type of paint used.

I Can you give us an example?

A Yes. In the case of Beltracchi, he used a sort of white paint that did not exist in 1914. That's the year when the original painting was supposed to have been painted. So it could not be genuine.

I Were you involved in the Beltracchi picture certification?

A No! Though I'd like to have been.

I What other clues help authenticate a work of art?

A Another example would be checking the size of the painting against the catalogue information. It's also a good idea to look at the painting in natural light as it sometimes looks very different, making it easier to spot a fake.

I You mentioned the type of paint used. Do you also need to check other materials, the frame perhaps?

A Yes! Cheap frames are a giveaway. Especially the wooden frame or stretcher, when they try to make it look old.

I How do they do that?

A Sometimes they use truffle oil. It gives the wood an aged appearance.

I And how do you know where the painting came from?

A Well, a genuine painting should have a history and documents to prove when it was bought and sold, and so on. We call this the provenance of the painting. If there are no documents or certificates or whatever it is likely that the painting is not an original.

7.2 ●

P=Presenter, K=Kath Woolley

P Continuing our series on viewing and buying art, we have today in our studio Kath Woolley, curator at the Quayside Galleries. Kath, welcome!

K Thank you!

P So let's get straight into the topic. Can you tell us, these days, what kind of people are buying art?

K Well, there are two types of buyers - the billionaires, and everyone else.

P OK - so it's open to everyone!

K Take, for example, Steve Wynn, an American entrepreneur. He's had a lot to do with Las Vegas developments in recent years, for example, the Treasure Island Hotel and Casino.

P Right. So we're talking about a lot of money here!

K Yes! And I'd say that his interest is mainly financial, for buying, selling, and trading. His collection is actually now around the resort in Las Vegas, but he's been involved in a lot of art deals. He owns Picasso's *Le Rêve*, and other works by Turner, van Gogh, Andy Warhol, and so on.

P Uh-huh. So you think, then, that he's not interested in the works as beautiful paintings?

K No, I'm not saying that, but I think the financial interest is the priority.

P OK.

K And then there's Ronald Lauder, the cosmetics heir. He was interested in Gustav Klimt and Egon Schiele from a young age. His main interests are still the Expressionists, and in 2001 he co-founded the Neue Galerie in New York, which houses early 20th century German and Austrian collections.

P Right, so he's quite focused in his interests?

K Yes. He enjoys art, and is generous enough to make it available for public viewing. And then the third group here, collectors. Steven Cohen, for example. He's an extremely successful hedge fund manager, founder of SAC Capital.

P So he knows a thing or two about money, then?

K Yes, without a doubt! He began collecting in 2000, and is a prolific buyer, of mostly contemporary works. He specializes in trophy art, famous works by famous artists. Recently, he spent eight million dollars on Damien Hirst's 13ft embalmed shark.

P Oh, the one in a huge fish tank?

K Yes, that's the one. Cohen seems to buy to own, but not specifically to make money from it, as far as I'm aware.

P OK, so lucky for some! But what about you and I?

K Well, owning art isn't just the privilege of the super wealthy.

P Mm. So where do you start?

K Well, the first thing you need to do is to find out where art is on sale. It's a good idea to check in the local paper for what's coming up near you. There are affordable art fairs everywhere, and anyone should be able to enjoy buying and owning unique works of art, works from upwards of £100. What's more, you can usually pay in instalments.

P That makes it easier.

K It's also a good idea to find out who the

best art students are at the moment. Visit some of their exhibitions too. You might even get to meet them, or some of the dealers. It's worth building up a relationship with them over time if you can.

P Yes, that makes sense. So do you know some of the artists whose paintings you own?

K Oh yes, some of them quite well, and I must say, if I like the person, I tend to like their art! Anyhow, I'd say that auctions are also a good place to go, but make sure you've set your upper limit before you go in, or you might get carried away and spend a lot more than you planned!

P Yes. Good point!

K You could also try the weekly antique markets, and the chance to barter is fun. You might not end up with a piece to cash in for your retirement, but you'll still own a unique work of art. And art doesn't go out of fashion like a car or item of clothing. It'll give you a lifetime of enjoyment.

P True. So you're saying that it's more important to like the art, than worry about whether it's going to make money.

K Oh absolutely! You must love the art you buy. Don't buy for an investment. Believe me, if the artist and work is good, then the investment will look after itself! But don't forget to take your time to look around, visit galleries, and ask questions. Don't rush! You have to put in a lot of effort to become a collector! And finally, I really must emphasize, however easy and tempting it may be, I would never buy online if I were you. You really need to see the picture, and preferably in natural light, too.

P Yes, that's good advice, Kath. Thank you.

K You're welcome!

P And don't forget, listeners, to tune in next week for more on the arts and culture ...

7.3 ●

A Well, the story goes that Steve Wynn had already agreed to sell Picasso's *Le Rêve* to Steven Cohen, at a price of 139 million dollars, which at the time in 2006, would have been the highest price ever for a work of art. Just before selling it, but after the deal had been confirmed, Wynn was showing the picture to some guests, who included a number of celebrities, and he accidentally put his elbow through the canvas.

B So what happened?

A Well, obviously Cohen then refused to buy the painting.

B So what happened?

A Well, Wynn promised him he'd get it repaired, which he did. But Cohen still wasn't interested, not surprisingly. They say it cost 90,000 dollars to repair, but the painting is still estimated to be worth 85 million dollars.

B But that's dreadful!

A And, what's more, Wynn then threatened to take his insurance

company to court if they didn't pay the difference in price in the picture's value, which was by then 54 million dollars.

B And did they pay?

A Well they accused him of not taking enough care. And sure, it was careless, but mistakes do happen. Finally, there was an out-of-court settlement.

B Yes. Well, it's one thing if you own it I suppose, but did you hear about the student who ripped another Picasso?

A No, when was that?

B It was at the Metropolitan Museum of Art in New York early in 2010. An art class was being held at the museum, and one of the participants lost her balance, and she fell into the canvas.

A Oh, no! What was the painting?

B It was *The Actor*, which is about 2 metres high, and she created a 15 cm tear in the corner.

A Did she have to pay for it?

B No, but she must have felt terrible. I mean she apologized for causing the damage of course – what can you do? But galleries and museums insure against this sort of thing. It took three months to restore the work, but it's now back on display, behind glass this time!

A I should think so!

7.4 ●●

B=Brian, M=Maggie, A=Alan, W=Will

B Good morning. Good to see you, Maggie, Alan. Do you know if Will is coming?

M Yes, Will's on his way. He'll be here in a few minutes.

B OK. Good. Have you seen the agenda?

M, A Yes.

B Good. Just to check. The first item is a review of the Impressionists' exhibition which has just finished. Then we're going to look at plans for the next exhibition. And finally Will is going to talk about hanging, as well as insurance on that. Is there anything to add?

M Yes, I'd like to update everyone on the artists and their works, for both exhibitions.

B Uh-huh. How long do you need for that? About ten minutes?

M Yes, perhaps ten on the next exhibition. Thanks.

A Yes, and I'd just like to add something at the end about catalogue and shop sales for the Impressionists' exhibition.

B Right, OK. I'll put that in too. Would ten minutes be OK?

A Um, five actually. Thanks.

B Right, so we should be finished in half an hour. I have to be at another meeting at twelve. So could we try to keep it brief?

M, A OK.

B Great. And Maggie, are you OK taking minutes?

M Fine.

B Thanks. So, Maggie, could you start us off with the first item? How do you think the Impressionists' exhibition went?

M Well, from my point of view, it went

very smoothly. Cooperation with artists and other galleries was good. We still have a few pictures left waiting to be collected. Actually, Brian, I wanted to ask you. The Cleveland Gallery, you know, in ...

B Sorry, Maggie, is this about returning loans?

M Yes. It is ...

B Could we possibly discuss that afterwards? We're a bit short of time.

M Sure. I think Alan has got some details of the attendance.

A Yes. In terms of visitor numbers, they were up at least 15–20%. I'll email round a summary.

B Do we have any specific feedback?

A Yes. I've summarized that, too.

M Could you email that to everyone? Is this afternoon OK?

A Yes, fine.

B In brief, though, can you give us the headline figures?

A Oh, OK. Yes. For example the Thursday late evening openings. They were particularly well attended, especially with the guided tours. As for the Saturday afternoon workshops, I think we can do more to push those. You see, I think ...

W Hi. Sorry I'm late. [Hi, Will.]

A I think flagging those more would be worthwhile –

B Yes, just a minute. Before we move on. You mentioned the Thursday evenings, Alan. Do you have visitor numbers for those?

A Er, yes. Overall, attendance on Thursdays was on average 20% higher than on other days. Of those who came in the evenings, 65% signed up for a guided tour.

B Great. Very good figures. Thanks. Moving on. Sales, Alan, you wanted to say something on this?

A Oh yes. Well it's about ticket sales, catalogues, and also gift shop items ...

B ... So could we now look at the next exhibition, the one for the autumn?

A The 'Artists of the North'?

B Yes, that's it. David Hockney and associates! I'm just trying to fix up a media event for that.

M Oh, good! Any idea of when it might be?

B Yes, sometime early May. I'll get back to you at the end of the month.

M OK, well, I've been in touch with a few of the local artists, and most of them are very keen.

B Sorry, for Alan's benefit, can you give us some details, Maggie?

M Well so far we have six local artists confirmed, besides the Hockney works, of course. I've emailed the list to you too, Will. And I've requested between eight and ten works from each artist, so that we have a choice.

B Good, and about where the paintings will go. Do you have any thoughts on this, Will?

W Well, we have agreed that the Hockney

works will be spread over the gallery. I still need to check how the other artists want their pictures hung.

B Could you contact them, Maggie? This afternoon, if possible, so we can get things moving on that.

M Sure.

B And, Will, you're looking after the security for the Hockney works, aren't you?

W Yes, I am. We'll have extra security in place during those 10 weeks of course. The company is due to get back to me by the end of next week.

B Good. Thank you, everyone.

7.5 ●●

R=Rafael, K=Kirk

R Morning, Kirk. Have a seat.

K Thank you

R OK, as you know, we're reviewing your performance today over the last three months, when you've been team leader to seven people in all, well, six by the end.

K Yep, that's right. I feel it's been a good few weeks for me and the team. They've all worked really hard and I think I've motivated them well overall.

R Right. I'm glad.

K I mean some of the team are not easy to work with. I think I assigned appropriate roles, to get the most out of them.

R OK. Well, that's good that you feel positive.

K And of course, we met our objectives, which is always a good thing.

7.6 ●●

R=Rafael, K=Kirk

R That is true, Kirk. I am very pleased with many aspects of the project. You met the objectives, within the specified time. The work that the team produced was good quality.

K Good.

R That aspect of the project was very sound. You focused effectively throughout.

K Well, thank you very much, Rafael. And thank you for giving me the opportunity. It was my first time as team leader, and I think I rose to the challenge!

R In many respects you did, yes. I do, however, just want to look at one or two areas.

K OK.

R Whilst you were focused and efficient, you need to do a bit more work on your management style.

K OK.

R You remember when we assigned these roles I said I was confident that you could meet the objectives.

K Uh-huh.

R And that the challenge for you would be in how you did it, your management style?

K Yes.

R Well, in the first stage of the project you handled your team well. You were firm,

but clear and open to discussion. What did you think about the second stage? Did anything change at all?

- K It did get pretty stressful for everyone.
R And how did you handle that?
K I tried to support everyone, but I guess I did put pressure on a couple of the team.
R And how did that affect those two?
K I guess they started to feel pretty negative about the project.
R That's right. So what would you do differently next time?
K Make sure that I treat everyone equally and be as supportive as I can.
R I think that would make a big difference and really improve the team spirit.
K OK.
R Good. So overall you did some good work. Two people in the team also clearly appreciated your management style. They said you had allowed them to be creative, and generally found you to be very encouraging.
K Oh good.
R You definitely have potential. As a result, we are going to give you some management training in the next few weeks, before we consider you for another team-leader assignment. Hopefully, this will help you to be more self-aware. If that goes well, then ...
K Thank you. I look forward to it. OK.
R There's just one more thing I'd like to discuss.
K Oh right.
R I know you are very enthusiastic about your work, and about this role.
K I am.
R If you could be a little more careful about how you talk to your younger team members.
K OK. In what way?
R Well, sometimes in meetings you can be slightly too direct and it can make it rather difficult for people to talk openly.
K Right.
R Otherwise, you have a lot of strengths and I'm sure you can really develop these in the next phase of the project.
K Absolutely. Thank you.
R Right ... I'll let you know about the management training course when things are firmed up.

8

8.1 ●

The Blind-Liecht foundation had the inside of an old church converted into the restaurant. So on the outside the Blind Cow is decorated with stained glass windows. Inside, the reception is dimly lit with a spotlight over the heavy doors. Black curtains make the sitting area pitch dark and there are no lights. There is enough space for 70 customers or 'covers'. The foundation had part of the original building converted into a fully-functioning kitchen. Everything had to be designed carefully so that partially-sighted or blind serving staff can navigate easily

from the kitchen through the restaurant. Throughout the dining area is the unusual sound of the bells worn on the shoes of the waiting staff. Amazingly there are very few accidents. Customers must be guided to the washrooms by the staff but the owners did make a concession to sighted people and had lights fitted in the toilets. Most people are fine, though occasionally people can feel disorientated. No form of lighting is allowed in the restaurant, cell phones are banned, even luminous watches. As all the communication is verbal it can get quite noisy. One other attraction is the stage the owners had built so that two or three times a month customers could enjoy musical, theatrical, literary, and comedy events while they eat.

8.2 ●

Good morning. My name's Junko Tanaka. I'm a Marketing and Branding Consultant. I'm going to explain why you need to think about multisensory branding and marketing if you're going to make your marketing strategy work.

Slide 1

In this first slide we can see that 83% of all commercial communication appeals only to one sense – our eyes. At the same time 75% of our day-to-day emotions are influenced by what we smell. What does this tell us about where the marketing business should be heading?

Slide 2

Companies are recognizing that successful marketing should include a multisensory approach, one which goes beyond merely seeing. A multisensory approach involves a combination of the five senses – sight, smell, sound, touch, and taste. I'm going to look at the first three, the 's's' – sight, smell, and sound. First of all, let's look at sight.

Slide 3

The aim for advertisers is to produce an image that catches people's attention and stays in the memory. Something unusual. It also needs to work in its location. So, for example, car drivers on a highway will only notice something big and simple like a billboard. People in a subway walk past an advert in a couple of seconds so the visual element needs to be really strong. Let's look at an example that shows us how 'the unusual' works.

Slide 4

What's the first thing we notice? The image is on the ceiling and the wall. People walking down the subway have enough time to notice the strange thing above them and probably want to know what it is. The poster on the wall beside them gives them the answer.

Slide 5

As I mentioned in my opening, smell is very much part of human life, tightly bound up with associations, memory and therefore with forming an emotional connection with a product. My slide here shows three products which evoke

strong associations of smell. The warming, comforting smells of freshly-baked bread in a bakery invite passers-by in. An expensive handbag or a luxury car that smell of leather and newness. Smell is a key part of the package. But how does sound fit in?

Slide 6

Marketing experts have long recognized and patented sound too, as this slide suggests. For example, the crispy crunch of a brand of crisps or the fizz of a carbonated drink being opened, the sound of a car door closing. Companies spend time and money creating the right sounds to create the right associations – freshness, taste, strength, and quality. These form a key part of some adverts that we are familiar with. Indeed they often become part of the brand itself.

8.3 ●

N=Nina, L=Leandro, E=Eduardo

- N So, Leandro, you deserve a break after all your hard work. You must be tired out.
L Well, I can't deny that I'm really looking forward to having a day off tomorrow.
N You bet. Have you got any plans?
L Not really. I haven't even had a chance to open my guidebook!
E Well, what sort of things do you like doing?
L I enjoy sightseeing, experiencing a bit of the local culture.
N Have you tried the Duomo?
L The Duomo? What's that?
N It's an amazing building. Very beautiful, made of white stone. It's in the centre of town.
L Sounds great.
N Would you like to visit any galleries?
L Actually, I'm not that interested in paintings. I prefer music to be honest.
E Ah! In that case, why don't you go to the Castello Sforzesco? It's a kind of complex in an old castle, with different museums and galleries, including a Museum of Musical Instruments. I went there in spring with visitors and they loved it. If you're interested in music, then you'll like that. It's definitely worth spending a few hours there.
L That sounds good. My kind of thing.
N Great. Are you interested in live music?
L Yes, I am, especially jazz.
N OK. I've heard the Blue Note is very popular. Do you know it?
L Yes, it's one of the best. There's one in New York.
E And there's one here in Milan, too.
L Really? That's great to know.
E OK. And what else could you do? Erm ... Have you tried the local cuisine?
L I've been to a few restaurants but they have all been a bit touristy.
E In that case, you should try Ristorante Galleria, which makes the best pizza and pasta.
L Fantastic. Sounds just what I've been looking for.
N And while you're there, you could do a bit of shopping in the famous Galleria

Vittorio Emanuele.

- L Now, if my wife and daughters were here, they'd love it, but I'm not sure if shopping is my thing. I prefer to sit in a café with a nice cappuccino.
- E OK. I'm with you.
- L Could you recommend a good café?
- E The Café Noir. And they do amazing croissants.
- L My favourite.
- N Meanwhile, this evening do you fancy going out with a group of us?
- L That would be great! Thank you for taking such good care of me.

9

9.1 ●

T=Tom, E=Ellen

- T You know, after reading about this collaborative consumption business, I've been thinking ...
- E Yes?
- T Well, we don't need all this stuff around us.
- E No, but we've got space for it, and we like having it around, don't we?
- T Sure, but I mean, take the DVDs for example. Are you going to watch any of them again?
- E Why? Are you suggesting we should get rid of them all?
- T No, we don't need to throw out all of them, but perhaps the ones we've watched once and probably won't watch again. And if we swap them, you can write a list of all the movies you still want to see!
- E Which ones were you thinking of? What about *Star Wars*?
- T No! You know that's one of my favourites!
- E Oh, OK.
- T Anyway, perhaps we could exchange half?
- E Maybe ... You mean on the internet?
- T Yeah. There's a site called Swap.com.
- E How does that work?
- T You swap or buy things online.
- E OK. And how about the money side of things?
- T It's through PayPal, so it's perfectly safe.
- E Oh, OK. Well, that's easy. But, you know, how can you trust that if you send stuff to someone, someone you've never met, that they'll send stuff too?
- T You don't have to worry about that, because you can check out all of their ratings, buyers and sellers, to see how reliable they are. Anyhow, another thing I was thinking about is all that stuff up in the attic? Most of it's just garbage really.
- E Half of it belongs to the kids: their old toys, the ones they had when they were little are still up there. You know, perhaps we could organize a local garage sale – where the kids sell their stuff. I read about a country-wide one they ran in Australia recently.
- T Yeah, I'd like to get Ed and Jess involved.

9.2 ●

K=Karen, M=Mark

- K I'm going to the charity shop tomorrow. Have you got anything I can take?
- M Do you want any shoes? I've never worn the ones I got from Berlin.
- K Which ones?
- M The blue ones. Here you are.
- K OK, thanks.
- M How about a coat? There's one in the cupboard I haven't worn for years.
- K The one with the big collar?
- M Yes. Any good?
- K Yes, great. What about these books?
- M Oh, those. You can take all those except the one by Murakami. I haven't read that yet.
- K Don't you want the ones you got for your birthday?
- M I've read them, thanks.

9.3 ●

- 1 A So there are hundreds of things like drills and other tools that are almost never used.
- B Right. So why don't people lend tools to each other? Like if your neighbour wants to fix his car, you could lend him your toolbox, right? Or if you want to do some DIY, you can ask your family to lend you some stuff.
- A That's true, but how about if you don't know your neighbours or they don't have stuff like that?
- B OK. That's possible.
- A So you're going to have to buy something and then put it away and maybe never use it again.
- B Right, and it's going to cost a lot if it's something like a drill or whatever.
- A Right.
- B Exactly, so why not set up a website where people can rent the things they need at like a minimum cost for a day or a week or whatever? Then the person who owns the tool gets a bit of income and the person renting it doesn't waste loads of money.
- A Sounds good to me.
- 2 A Do you know what happens to cardboard boxes?
- B Sorry?
- A You know, supermarkets have hundreds of cardboard boxes in the back of the store.
- B I guess they must do.
- A And people have boxes at home in the garage or the loft or wherever.
- B Yeah.
- A Well in the US there are about 7 million boxes that don't get used or get thrown away. And then people who move house have to buy new ones.
- B That's a real waste.
- A Exactly, so, there's a website which picks up cardboard boxes that people or businesses don't need any more and then sell them on.
- B But isn't that the same?
- A No, because they're really cheap compared to the new ones people usually buy.

B Cool.

- 3 A This article says that millions of places, apartments, houses, buildings, and so on are empty a lot of the time.
- B Yeah. My place was empty for six months last year when I was in Los Angeles.
- A Exactly. So what if you'd been able to rent it out?
- B But there's all sorts of fees and contracts and stuff.
- A That's if you go through an agency. There's this new way which is peer-to-peer rather than customer to company.
- B Peer-to-peer? You mean like person-to-person.
- A Exactly. So you put the details of your place on the website and then someone can look up places round where you live and then rent your place when you're not there.
- B So I get some money and the person gets a cheap place to stay.
- A There are some really nice places in New York you'd just never get to stay in usually.
- B Sign me up!
- 9.4 ●
- P=Pete, S=Stuart, L=Lynn
- P OK. We're going to meet the developers next week so we need to make some decisions about the kind of app we are aiming to produce. Thanks for all your ideas. The one that came out on top was from Stuart. Stuart, would you like to take us through it?
- S Sure. The main question for me is 'What does someone arriving at an airport for the first time need to know?' We've all been there. How do I get into town? How do I avoid getting ripped off by taxi drivers? Do I need cash? How do I get it? and so on. So my app is basically a guide to the moment you get off the plane to the moment you get to your hotel.
- P Sounds good.
- L So I guess what we should do next is look at the best way to put all this information together.
- S Right. We can get a lot of information from airport websites. Then I've put some ideas together for a sort of cloud-based system so that we get people sharing their suggestions online.
- P Are you sure that's going to work? Won't we run into problems with people wanting to be paid or whatever?
- S I see your point, but I think we can make it clear what the information is being used for and maybe offer a fee for contributors.
- L The problem is tracking all the different contributors.
- P That's true. What we really need to do is limit the number of people we work with. Perhaps we could target people we know who have the sort of information we're looking for?

- S Wouldn't that limit the scope of the project?
- P Possibly. We could see how many names we can come up with first and then if we need more contributors open it up to anyone.
- S OK, but how do we get the names together?
- P We've got a database of people we could contact on LinkedIn. The main thing is that we get things moving as quickly as possible. And we need to look at how all the information is going to be organized. Could you take us through your ideas for that?
- S Uh, sure. I think we need to keep it simple so we would organize everything by city then airport, so if you are flying to, say, Paris, you go to Paris first then Charles de Gaulle airport, possibly Orly. Then you go to the part you want to check, so for instance, how long it takes from the arrival gate to baggage claim. Then we'd want to be able to update any information on delays or long queues and so on.
- P OK. But it's absolutely vital that we keep costs down.
- S Sure. Absolutely. Has a decision been made about the pricing yet?
- L The apps going to be free, isn't it?
- P Is that a good idea? Our development costs are going to be quite substantial.
- S We'll try and keep our costs to a minimum, but it's really important at this stage to develop something that people really want.
- L Exactly. The point is that we should put customer needs first and then think about costs.

9.5 ☺

- 1 So I guess what we should do next is look at the best way to put all this information together.
- 2 What we really need to do is limit the number of people we work with.
- 3 The main thing is that we get things moving as quickly as possible.
- 4 But it's absolutely vital that we keep costs down.
- 5 The point is that we should put customer needs first and then think about costs.

10

10.1 ☺

I=Ian, E=Enrique

- I What was the story behind Coca-Cola?
- E Well, Coca-Cola were the leading soft drink producer till the early 1980s. They'd been producing Coke for around a hundred years and Coke was an iconic brand. Then Pepsi-Cola, by narrowing its focus, was able to reposition itself as a youth brand, and started to outsell them. Coca-Cola had to do something to win back the market so they came up with New Coke. However, they made some pretty big mistakes along the way.

- I What were those?
- E They did a lot of research and focus groups to ask people what they thought of the new drink. What they should have done as well is ask their existing customers what they thought about the original Coca-Cola.
- I And what about replacing the original Coke rather than simply adding the new product? Surely they didn't have to take such a risk?
- E I think you're right. They shouldn't have taken such an enormous gamble with such an iconic product. On the other hand, though, they had produced Diet Coke and other beverages recently so they probably felt that they had to limit the number of products they were offering.
- I And what about the focus groups? There was a suggestion that the company should have paid more attention to some of the more negative comments.
- E Indeed. Some customers couldn't accept the idea of their favourite drink being changed and were very critical in the focus group meetings, claiming that Coca-Cola couldn't just change the formula of the original drink. But because they were in the minority, the company chose to ignore them. This proved to be a costly mistake, because it was those angry customers that managed to force the company to reverse their decision and return to the original Coca-Cola.
- I And how about Apple? Was that a similar story?
- E It was similar in that Apple had to come up with a popular new product after the relatively unsuccessful Apple Macintosh Portable, a very large and heavy laptop they brought out in 1989. The difference was that whereas Coca-Cola got the research wrong, Apple got the design wrong.
- I The Newton Message Pad design?
- E Yes. It was ahead of its time, but there were several problems they could've avoided. First of all, they claimed that it could fit inside your pocket which was almost true. You just needed a very big pocket. But the big problem was the handwriting recognition. Apple claimed that the Newton could recognize people's handwriting using a special pen that was accurate and reliable and basically like writing on paper.
- I And it didn't work?
- E Not exactly. It just wasn't smart enough and often misread what someone was trying to write, which must have been very frustrating for the user.
- I So they shouldn't have claimed that using the pad was as easy as writing with pen and paper.
- E That's right. And it was also just too early to take advantage of mobile technology which came a few years later.
- I Having said that, the Newton was the basis for a lot of the PDAs that were produced after it, and ultimately led to

the iPhone and the iPad.

- E That's true. By the time Steve Jobs and Jonathan Ive had joined Apple, mobile phones were becoming much more common and much smaller. Their aim was to produce a mobile phone that could do a whole range of things including everything the Newton could do. But this time, they dropped the handwriting recognition idea and used a touchscreen keyboard which did work perfectly.

10.2 ☺

B=Boss, E=Employee

- B You were late to work three times last month.
- E I know. I should have taken the earlier train.
- B You must get to work on time from now on. And you raised your voice in a meeting this morning.
- E I'm very sorry. I shouldn't have got so angry.
- B You really need to control your temper better.
- E I'll really try.
- B And you didn't manage to get that contract with our biggest client.
- E I know. I should have made them a better offer.
- B Next time you have to do everything you can to get the deal.
- E OK.
- B And you didn't finish your report.
- E My report. You said I didn't have to get that done till next week.
- B Really?

10.3 ☺

H=Hans, M=Masato

- H Hello, Hans Bergmann speaking.
- M Hello, Hans. It's Masato, from Osaka.
- H Oh, hi. How are you?
- M I'm fine thank you. So, you had a safe journey back?
- H Yes, everything was absolutely fine. I was really impressed with Kansai Airport. It's really amazing, especially for a plane fanatic.
- M Yes, it is. Listen, I've just received your email and have passed on your best wishes to Takashi and Noriko.
- H Thank you. You really took good care of me out there. I've just been telling the team here.
- M I'm glad you felt it was worth the trip. Now, about your smartphone ...
- H Oh yes.
- M Well, I wanted to call to let you know immediately about this. We called the hotel but I'm sorry to say they haven't found it, at least not yet.
- H Oh well. Never mind. I should have been more careful.
- M It's easily done.
- H Thank you for trying.
- M No problem whatsoever. I'll let you know if it turns up.
- H Thank you. And thank you in advance for the outline too.
- M Oh, I'm afraid there's going to be a delay. There's a glitch with our

computer system at the moment, so I won't be able to send it until that's sorted out. I'll send it to you as soon as I can, which should be in the next few hours. I'm sorry I can't be of any help sooner but IT are really struggling.

H That's OK, a few hours isn't a problem.

M When it gets through, please let me know if anything needs clarifying.

H OK, Masato. Thank you for phoning.

M No problem. Speak to you soon.

H OK. Bye for now.

M Bye.

10.4 ●●

H=Hotel manager, Mohamed Alabbar;

C=Conference organizer, Stuart Palin

H Stuart, hello. Welcome to the Crown Palace! It's very good to meet you.

C Good morning. Very good to meet you too, Mohamed.

H You must be thirsty after your journey. Would you like a drink - tea, coffee, water?

C Tea, please.

H Certainly. If you'd like to come this way.

C Your hotel is looking splendid.

H Thank you very much. We've been open for just a year now.

C And how is business?

H So far we are very pleased.

C That's great. Well, thank you very much for the details you sent regarding the conference.

H My pleasure.

C First of all, maybe we could just look at the dates and numbers.

H Fine.

C Regarding dates, we are looking at two days at the beginning of November.

H In about three months' time.

C That's right.

H So you're not exactly sure yet how many people would be attending.

C No. We are expecting in the region of 100 to 150 delegates.

H OK. Well, we can offer conference facilities for up to 150 delegates. The standard rate is \$100 per person for the two days. If you had 100 guests, we'd be happy to offer you a discount on the rooms and free use of our business facilities - internet access, photocopying, and so on.

C What sort of discount do you have in mind?

H How does 10% off the standard price sound?

C That might work. Would your offer include both the meeting rooms and business facilities?

H Yes, it would.

C Great, so we're agreed on a 10% discount, and meeting rooms and business facilities would be included.

H That's right.

C Does the room rate include any meals or drinks?

H This is just for the room. All meals and drinks are extra.

C So we'd be looking at an additional charge for these?

H That's correct. We usually charge \$90

per head for lunch and dinner.

C Does that include drinks?

H Coffee, tea, mineral water, and a variety of juices are included. All alcoholic beverages are extra.

C Well, \$90 is rather more than we were hoping for. We were thinking of a figure closer to \$70.

H How about \$80 per head and for that price we could offer a coffee service in the morning? Guests would pay for anything extra.

C OK. Can I get back to you on that?

H Certainly.

C OK. And how about if we were to guarantee, let's say, 130 guests?

H Well, in that case, we would be able to offer your delegates something extra. We could offer free access to the gym, swimming pool, and other guest facilities.

C Excellent. I'll keep you updated on the number of guests as the applications come in.

H That would be appreciated.

C There's an outside chance that we could get close to 150 guests. Would you be able to offer any incentives for that sort of figure?

H I'm sure we could. Providing there were 150 guests, we'd be able to offer you a VIP upgrade for your most important guests.

C Well, we might have a dozen or so rather important people coming.

H In that case, we could treat them to some of the suites on the top floor.

C That's a very nice thought. I'm sure they would appreciate that.

H So, just to recap. We are agreed on a 10% discount on the room rate with free use of the meeting rooms and business facilities. There is an \$80 charge per head for meals, depending on your decision regarding the drinks. For 130 guests, the guest facilities will be free. And for 150 guests, we'll give you a special upgrade for up to 12 representatives. If you can let us know in advance who they are, then you could leave the rest to us.

C That sounds fine. Thank you. I'll get back to you on the numbers as soon as I can.

H Excellent. Perhaps we should just take a break here. Would you like to join me for lunch in our Blue Seas Restaurant? We have international cuisine with a special local Middle Eastern flavour.

C Well, thank you. That sounds wonderful. Breakfast was a long time ago! Maybe you can update me on the Sadiyat Island development ...

H Yes! The new cultural capital! Of course. And you can tell me something about the British team competing in the Emirates Sailing Challenge next week.

C Yes of course.

10.5 ●●

I=Isobel Campbell, J=John McPherson

I Hello, and welcome back to Moneymatters, with me Isobel Campbell. This afternoon we're speaking to John McPherson, John is a renowned contractual negotiator who has moved from brokering deals to training others. Good afternoon, John. Thanks for joining us.

J It's good to be here!

I So, you've delivered training to many of the multinationals in your time.

J Indeed, and - without being selfish - it's always about getting the best deal for them, but also for me! You see, I like to think collaboratively.

I Right! So a win-win situation! But isn't that a weak approach? Aren't you likely to gain more by being aggressive?

J No, not at all. Aggression simply encourages aggression. Collaboration is about working together. I strongly believe that we are much more successful taking this approach, and it means our negotiating partners are going to come back for more business: they felt good after the last deal, and no one 'lost' as it were.

I That makes sense! So what's the best place to start?

J Well, of course, the more you know about the people you're negotiating with, the better. You see, it's about finding out how you can give them what they want, so of course if you know them, you're going to be able to do that more easily.

I Yes, sure!

J The other thing I try to focus on is using opportunities. You see, rather than simply say 'no' to something, it might be possible to offer something else instead, something which isn't going to cost you much, but could be very valuable to your partners. Maybe, perhaps, delivering goods at a significant discount for a one-off event, when your drivers are going to be in that district in any case. It's these little things that can make or break a successful deal.

I So you're saying it's important to be creative.

J Indeed. But that might mean changing your plans.

I That's surely not a good idea, is it?

J Well it depends! If you want three vehicles delivered by Monday, for example, then that's your main aim, but you might be willing to accept blue cars, if they haven't got your first choice of black.

I Oh, OK. I see. So being flexible on peripheral matters.

J Yes. Exactly. But when you know your negotiating partners better, you'll both be more honest and open, and start collaborating. Don't be afraid to move beyond your position at a later stage.

I And the people you're negotiating with. Sometimes they can be really tough negotiators.

- J Yes, and there's nothing wrong with that. But focus on the issues themselves, and don't get angry with the person delivering the information. Deal with the problem, and keep it impersonal.
- I OK.
- J And, most importantly, listen! You'll get on much better by listening to your partners, and learning more about them.
- I Yes, but you're talking about long-term negotiations. Is this also the case for one-off deals? I'd have thought that ...
- J No, no, fair point. For long-term agreements, it's crucial to build up a good relationship. A lot can be done at the beginning of a meeting, you know, with small talk and so on. And actually, I think that's important for all meetings.
- I Yes, but in all cultures?
- J In most. Obviously it's important that you're aware of the culture you're negotiating with. Other issues such as punctuality, and the location of the meeting will be significant here. Yes. But overall I think natural, human interaction wins the day.
- I And for a one-off deal?
- J Well, I see no reason for not being amicable, and you know, word of mouth spreads news fast, good and bad. However, I think short-term negotiating requires a more focused approach. At times it can be a little more competitive. I mean, if the only thing that matters to you is price, then obviously you're going to be less concerned about relationships.
- I OK, so do you find you have a standard approach to how you're going to communicate?
- J No, not at all. In fact I try to use my partner's style. That way they'll respond much more effectively, and my arguments are then usually much more persuasive.
- I It sounds like a bit of an act, in fact!
- J Yes and no. It's about understanding each other!
- I Of course! And finally – what happens at the end?
- J Well, to me, it's important to know what a 'win' is. Negotiating requires a good deal of advance preparation, and as part of this, you need to know what your best case scenario is, and your worst case. If these are fixed, then in fact anything in between is a settlement, and that's a win. That's the point at which to stop, and summarize the discussion. Going on and on won't please your partners one bit!
- I Fair enough. Well, thank you John. This has given us a good insight.

Answer key

1

Grammar pp.6–8

- 2 They help him to publicize his business and to interact with his customers.
- 3 1 No, he worked in the construction industry until a few years ago.
2 freshly-made desserts
3 to tell customers the time and location of his business and let them know the flavours of the day; to interact with customers and develop a rapport with them
4 They comment on Curtis' food and recommend him to potential customers.
5 no
6 It's proving vital for their growth.
7 He only wants to grow the business a bit as is comfortable – he doesn't want to go into debt.

Focus

a 6 b 1 c 3 d 5 e 4 f 2

- a Past Simple d Present Perfect
b Past Continuous e Present Perfect Continuous
c Present Simple f Present Continuous

tweet a: we're; tweet b: we're serving up; tweet c: It's going to be;

tweet d: We'll be

a ii b iii c i d iii

- 4 1 How long have you been selling crème brûlées?
2 What were you doing before you started your own business?
3 Why did you start the business?
4 How did the business get its name?
5 What is the biggest challenge of running this type of business?
6 What advantage does your business have over a traditional restaurant?
7 What inspires you to create varied menus?
8 What is your advice for anyone starting their own food truck?
- 5 1 have never tasted 3 am meeting 5 I'll go
2 were 4 I'm going to 6 I'll see
- 8 1 desk phones and email
2 Yes, because they are crucial to overall success and productivity.
3 Instant messaging and social media
4 for brainstorming and planning
5 for complicated decision-making
6 smartphones
7 outside work
8 to attract and engage with the younger generation for whom social media is an essential part of their lives

9 1 F 2 T 3 F 4 T 5 F 6 T

Vocabulary pp.9–10

- 2 1 inaccurate and incomplete information
2 It's inefficient and takes time and money.
3 Monolingual employees are unlikely to progress as quickly thus having less job mobility and career progression.
4 cultural and linguistic misunderstandings
5 All employees have to speak English in the workplace.
6 It offers financial support.
7 take extra lessons

4/5	Prefix	Article	Examples
1	in	accurate, efficient, complete	convenient, direct
2	mono	lingual	rail, culture
3	un	likely	happy, comfortable
4	bi	lingual	monthly, annually
5	dis	advantage	connect, honest
6	multi	lingual, national	racial, tasking
7	mis	understandings	calculate, use
8	over	worked	ambitious, confident
9	im	possible	practical, personal
10	under	performing	paid, estimate

- 6 1 underperforming 5 misunderstood 8 monoculture
2 uncomfortable 6 multilingual 9 disadvantage
3 inconvenient 7 biannual 10 impersonal
4 overworked
- 7 1 the man; miscommunication can ruin opportunities and relationships in business
2 do research and put ideas together for a similar project; talk to HR about attracting more bilingual people
1 mis 2 un 3 over 4 under 5 in

Work skills p.11

3 work, team-building, sport, people they both know

4 a 5 b 6 c 1 d 2 e 3 f 4

Functions pp.12–13

- 3 1 do some research (via contacts, Facebook, LinkedIn)
2 check trip details are finalized and inform colleagues of the details
3 look professional (well dressed and properly groomed)
4 formal approach for client or someone of high status; more relaxed between people of similar/equal status
5 introduce people by saying their title and full name (first and family name if you don't know their title); use first name for someone of equal status
6 keep everything written down if possible; if you forget a name, apologize and ask person to remind you
- 5 1 company reception area; work colleagues from different companies who've just met for the first time
2 director level
3 team leader and team member
4 at a trade fair; Patricia's name
5 yes
6 no
7 Peter's name was given to Robert by a colleague
8 one of Françoise's salespeople suggested it

Focus

Situation	Phrases
Introducing yourself to someone you don't know	1, 3, 8
Introducing a third person	2, 6, 9
Introducing yourself to someone you think you know or have heard of	4, 5, 7

Review

Grammar pp.14–15

- 1 1 was studying 5 launched 9 reached
2 was working 6 lay 10 were working
3 adored 7 had 11 sold
4 wasn't being met 8 got
- 2 1 I've taken on 4 have worked, 'm going to
2 is growing 5 we do, are just doing
3 we launched 6 have been living, will stay

Vocabulary pp.15–16

- 1 1 under 4 over 7 in 9 bi
2 un 5 dis 8 im 10 multi
3 mono 6 mis
- 2 1 misunderstood 5 overestimated 8 monolingual
2 multitask 6 underpaid 9 inconvenient
3 biannual 7 unambitious 10 impossible
4 disconnected

Work skills p.16

- 1 1 e 2 b 3 d 4 a 5 c
- 2 1 How about you? 5 Were you working in Sales in your previous company then?
2 The photographer. That's great. 6 Really! So you must enjoy it.
3 Absolutely. It must be very satisfying. 7 So what attracted you to work here?
4 And you?

Functions p.17

- 1 1 must be 2 nice to meet you 3 to find us OK
 2 1 introduce you to 4 this is
 2 you know 5 Nice to meet you
 3 like to introduce you to 6 I'll look forward to

2

Grammar pp.18–20

- 2 1 hectares of land bought or leased in Africa
 2 to intensively produce food and flowers for countries in the Middle East, China, and India
 3 governments, global agribusinesses, investment banks, hedge funds, and other financial institutions
 4 low investment costs, increased demand for fresh food, boom in fresh cut-flower market, investments are relatively unregulated with little control
 5 sudden and dramatic changes to their way of life

Focus

- 1 b 2 c 3 a
 1 past, present 4 stative
 2 Present Perfect 5 Present Perfect Passive
 3 Present Perfect Continuous
 3 1 has been created 6 has reached
 2 has provided 7 has found
 3 have been offering 8 announced
 4 reported 9 has been put
 5 have been highlighting 10 hasn't finished, has been done
 6 1 naturally occurring elements found in the earth
 2 They have unique thermal, electrical, magnetic, and optical properties and are used in a wide variety of products.
 3 no – many are common
 4 They're difficult to find and to mine in large quantities.
 6 We've known about rare earths since the late 1700s.
 Seventeen rare earths have been found so far.
 China is currently the top producer.
 No, most of the rare earths in the 1950s came from India and Brazil.
 The biggest deposits have been found in China, Australia, the USA, former Soviet countries, and Africa.
 China produced 35,000 tons in 2010.
 Recently there's been concerns about pollution and damage to the environment which has led to a drop off in the amount produced.
 Prices have risen.
 They've been working on opening or reopening their own rare earth mines.
 New mines have been opened in Australia, Canada, and Africa.

Vocabulary pp.21–22

- 3 1 to eliminate the emission of the six greenhouse gases
 2 a written agreement between countries
 3 submit an annual report on greenhouse gas emissions and ensure the agreed limits or 'cap' are not exceeded
 4 international aviation and shipping
 5 It's the only continent without an indigenous population or a government.
 6 no military activity; nuclear explosions and dumping of radioactive material prohibited
 7 countries in the European Union
 8 regulation of production, quality, grading, packaging and labelling of fish; setting minimum fish prices; financing buying up of unsold fish; setting rules for trade with non-EU countries
 4 1 restriction 5 reduce 9 cap 12 force
 2 prohibit 6 enforcement 10 require 13 cut
 3 limit 7 ban 11 protect 14 manage
 4 prevent 8 regulation
 5 1 d 2 i 3 f 4 g 5 h 6 b 7 a 8 c 9 e
 6 1 There is a limit on ... / The number of fish that can be caught is limited.
 2 The whole chemical industry is required to reduce carbon emissions.
 3 Military exercises on Antarctica are not allowed.
 4 Fishermen must use ...
 5 All countries that sign up to the Protocol agree to limit ... / agree to a limit on ...
 6 Any form of arms testing is prohibited in Antarctica.
 7 Fish are required to be ...

- 8 Increased production of harmful gases by more than 8% is prohibited in Australia.

- 7 1 F 2 T 3 F 4 F 5 T 6 T

Work skills p.23

- 1 1 Floods prevented them from travelling to the shoot location; they had to keep away from two of the planned shoot locations to avoid getting caught up in any trouble; the local organizer was taken ill and it took a week to find a replacement.
 2 They lost time and had to spend a further week finding new reachable and safe locations, so they didn't cover all the agreed items for the programme.
 3 To look at the footage they did take and let them know if it can be edited to form a complete documentary, or use archive material from filming in Kenya last year as an alternative.
 2 a 4 b 5 c 1 d 2 e 3

Functions pp.24–25

- 3 1 The current individual office spaces are not flexible to accommodate the growing number of staff.
 2 changing to an open-plan office layout
 3 complete the staff survey
 5 1 representatives from the various departments in the company
 2 to discuss the proposed open-plan office and look at the results of the staff survey
 3 The number of employees has increased by 15% which has meant enormous pressure on the current site.
 4 providing a suitable work environment and achieving the aim of increasing productivity
 5 These are the things people need from their work space.
 7 meeting rooms – would allow people to collaborate without disturbing people who need to concentrate
 noise – keep to a minimum in the main area; keep calls to a minimum or speak quietly
 cost – they don't have much option apart from open-plan

Focus

- 1 b 2 c 3 d 4 a
 9 1 a Sorry, are you saying that the open-plan office idea is connected to the work environment and productivity?
 b Do you mean that the work environment and productivity are linked or separate?
 c In other words, that really wasn't an option despite being an attractive idea.
 d Sorry, I don't think I get what you mean.
 2 The intonation goes up in a, and down at the end of the b, c and d.

Review

Grammar pp.26–27

- 1 1 Have you seen 5 spoke 8 met
 2 haven't had 6 's been talking 9 've been studying
 3 managed 7 've introduced 10 've had
 4 've been
 2 Example answers
 1 I've been working for Pete for nearly seven years.
 2 She's been with the company since spring last year / for ... months.
 3 We've been working on this project since last Thursday / for ... days.
 4 I've been a Project Manager for ITS since January 2012 / for ... months/years.
 5 I've been cycling into work since the train strike.
 6 I've been communicating with her regularly since my US visit last year.
 7 They've been doing the building work since around Christmas time / for ... months, but they're only half finished.
 3 1 f 2 g 3 c 4 e 5 a 6 d 7 b

Vocabulary pp.27–28

- 1 1 Everyone should be forced ...
 2 A ban on smoking ...
 3 Trade in ivory should be permitted ...
 4 ... should be restricted to ...
 5 Relatives should be permitted to ...
 6 ... you have no obligation to ...
 7 ... want the term *Mademoiselle* to be prohibited ...

8 ... still allow **their residents to carry** ...

- 2 1 ban / prevent 3 reduce 5 allow / permit
2 restrict 4 prevented / banned 6 allowed / permitted

Work skills p.28

- 1 1 Title 4 Causes of population decline
2 Introduction 5 Recommendations
3 Main points
2 a describes c provides e reasons g recommend
b involved d There has been f Finally h Secondly

Functions p.29

- 1 Example answers
1 In other words 3 Are you with me? 5 if I follow you
2 do you mean 4 what you mean is 6 Is that clear
2 1 Are you ~~mean~~ saying 4 I'm ~~meaning~~ I mean
2 I'm not ~~clear~~ sure 5 What I ~~say~~ mean
3 Are you ~~by~~ with me

3

Grammar pp.30–32

- 3 1 the preservation of their beautiful environment, significant investment in health and education, good gender equality in the workforce, a thriving export market, no armed forces
2 six hours sleep a night, a 20-minute commute, time with family and friends, working little more than seven hours a day, arriving home by 5.42 p.m., five cooked meals a week, regular exercise
4 2 environment, education, health, gender equality, the economy
6 1 The data is often flawed.
2 personality; bad memory; having a bad day; how you view the interviewer or interview situation; how you think you should be answering the questions
3 whether their culture is individual- or group-orientated; whether people feel they need to be positive or if it's acceptable to be negative
4 because a question is quite personal and they don't want to admit the truth
5 friends, job, social life, health

Focus

a 1 b 2

The relative pronoun can be omitted from sentence 1.

- 1 which has proved positive ..., who obviously appreciate the beauty ..., which commissioned the research ..., which in the case of the research ...
2 who, which, that, where, whose
8 1 A recent survey on happiness, which was carried out in 149 countries, ...
2 Costa Rica, which was ranked as the happiest country, has placed ...
3 Education and health are areas which the Costa Ricans have invested in.
4 Togo and Tanzania, which the survey revealed to be the least happy nations, both have ...
5 Spending time with relatives is one of the key factors which/that contributes to happiness ...
6 The 4,000 adults who took part in the survey were asked ...
7 The research showed that those adults who work less than eight hours a day ...
8 The people (who) the study identified as the happiest spend ...
9 1 Happiness, which can be defined in many ways, relates to a variety of ...
2 Spending time with loved ones, which includes time spent with friends, is a key factor ...
3 Sam gave an excellent presentation last week at Reading University, where she was a student.
4 Tim's been offered a new job in marketing, which he's been waiting for for a long time.
5 Dr Laurel Edmunds, who has produced a unique definition of happiness, has researched the issue ...
6 Last month we conducted a staff survey whose results are due out this week.
7 Maslow's motivation theory, which is perhaps the best-known theory of happiness, can be represented by ...
8 Job satisfaction, which is frequently measured by companies and organizations, is a very important ...

Vocabulary p.33–34

- 2 1 24 minutes 2 £400
3 bonding and cooperation, better work ethos, greater job satisfaction and motivation, improved concentration and creativity
4 potential damage to hands, wrists, spine, and shoulders; serious long-term health problems like fertility, depression, and heart disease
5 one in four
4 1 productivity 6 satisfaction 11 creative
2 reality 7 motivation 12 enjoyable
3 responsibility 8 managerial 13 necessary
4 employee 9 social 14 serious
5 cooperation 10 stimulating
5 1 productive productivité
2 reality réel
3 responsibility responsable
4 employée employable
5 coopération coopérative
6 satisfaction satisfaisant
7 motivation motivant
8 manager managérial
9 société social
10 stimulation stimulant
11 creativity créative
12 enjoyment enjoyable
13 necessity nécessaire
14 seriousness sérieux

6/7	Suffix	Noun	Examples	Adjective	Examples
1	ity	✓	responsibility, creativity, necessity, opportunity		
2	ive			✓	creative
3	ible			✓	responsible, sensible
4	able			✓	employable, enjoyable, favourable, acceptable
5	tion	✓	cooperation, satisfaction, motivation, information, exception		
6	ment	✓	enjoyment, entertainment		
7	ing			✓	satisfying, motivating, stimulating, exciting
8	al			✓	real, managerial, social, critical, additional, inspirational
9	ous			✓	serious, nervous, cautious

- 8 1 productivity 5 satisfying 8 cooperative
2 inspirational 6 informative 9 cautious
3 acceptable 7 stimulating 10 responsibility
4 necessary
9 job centre workload workstation job description
workshop job advertisement job losses workplace
job satisfaction work ethos
10 1 workload 5 workshop 8 job advertisement
2 job satisfaction 6 job description 9 Job losses
3 workstations 7 work ethos 10 workplace
4 job centre

Work skills p.35

- 3** 1 one that you want to talk about that your audience will want to share
 2 narrative or story links everything together; make audience want to see what's coming next – make them curious / want to know end of story
 3 find out who audience is and what they're interested in; put story together using slides to engage audience; prepare notes about the point of each slide
 4 deliver presentation to someone, standing up with slides; practise timing; do presentation again and again so you don't have to think about it
 5 keep the pace going; leave the best slides to last
 6 keep head up; make eye contact with audience; smile
 7 thank audience; say what they can do next; give your contact details; give chance for people to say hello and make a connection
- 7** 1 a 2 d 3 b 4 c

Functions pp.36–37

- 2** 1 to do background research into the Earthscraper project for Mexico City
 2 by thanking the project for the opportunity to work with them
 3 getting enough natural light down to the lower floors; the glass roof would create a greenhouse effect; the ground around the site is extremely wet, which isn't ideal
 4 possibly
 5 no – the solutions for the three main problems would involve significant additional costs

Focus

- a 2 b 3 c 1
- 3** 1 apparently 4 I'm not sure; apparently
 2 Perhaps 5 it's not clear
 3 It seems (appears) 6 It seems (appears) that / Apparently that / Apparently
- 4** 1 d 2 e 3 b 4 a 5 c
 having said that / however / on the other hand / but

Review

Grammar pp.38–39

- 1** 1 ND The company's website, which gets a lot of traffic, is ...
 2 D
 3 D
 4 ND I'll talk to my boss, who's coming back tomorrow, and ask ...
 5 D
 6 ND The staff survey ..., which I filled in yesterday, is
- 2** The relative pronoun can be left out in 6.
- 3** 1 e Louis works for a firm which / that makes plastics.
 2 d ... new government policy which / that is going to affect the workforce.
 3 a What's the name of the man who / that mends our photocopier?
 4 c I don't like colleagues who / that you can't trust.
 5 f Evan's just bought an app which / that gives you data on products ...
 6 b That's the awful tie which / that my aunt gave to me.
- 4** 1 The London offices, which were built in 2010, have won awards ...
 2 The staff, who are aged mainly between 45 and 60, work hard and ...
 3 Employees are given a six-monthly appraisal, which determines ...
 4 The business, which was started as a market stall, now exports ...
 5 Two years ago, the Fizz drinks company, which has factories in several European countries, was taken over ...
 6 Annie wanted June, who has just bought a new car, to give her a lift ...
- 5** 1 which / that 6 ... lives, which may be ...
 2 which / that 7 ... hope, which is ...
 3 (which / that) 8 which / that
 4 The author, whose ... 9 (which / that)
 5 ... and academic, 10 where
 who was born ... 11 which / that

Vocabulary pp.39–40

- 1** 1 enjoyable 3 additional 5 critical 7 nervous
 2 creative 4 responsibility 6 employable
- 2** answerable unpronounceable
 untranslatable indescribable
 unwearable believable / credible
 unmemorable usable
 unimaginable
- 3** Example answers
 1 Team members need to be more cooperative with each other.
 2 The departmental head has requested ...
 3 It's important to give your employees the freedom to ...
 4 Maintaining regularity of routine is crucial.
 5 ... you can afford a few luxurious things on retirement.
 6 Dressing up for the occasion isn't a necessity, but ...

Work skills p.40

- 1** 1 will want to share
 2 the point of each slide is
 3 you don't have to think about it
 4 about three quarters of the way through
 5 just slow down
- 2** 1 incorrect – up to 6 minutes 40 seconds 2 correct
 3 incorrect – allow questions at the end 4 correct
 5 incorrect – keeps the presentation fast-paced
- 3** 1 c 2 d 3 a 4 b

Functions p.41

- 1 I'm not sure 4 but 7 generally; however
 2 Having said that 5 it seems that 8 it's not clear
 3 On the whole 6 On the other hand

4

Grammar pp.42–44

- 4** 2 She had arrived at the station early and when she heard the announcement for a train to London, she got on.
 3 He was outraged so collected money from other passengers to pay for the woman's ticket.
 4 He was arrested for begging.

Focus

- 1 c 2 a 3 b 4 e 5 d
 i e ii c iii a iv b v d

Ordering events	as soon as, at this point, when, while
Expressing cause and effect	as a result, because, consequently, so

- 6** 1 was, met, had gone 5 took, had been having
 2 had already gone 6 was feeling, crashed
 through, announced 7 had been getting, had
 3 was driving, phoned, had been already walked
 4 complained, gave 8 had had
- 7** 1 had been hoping 6 asked 11 was chewing
 2 had started 7 explained 12 stood
 3 were selling 8 had 13 had swallowed
 4 had scratched 9 got 14 lost
 5 had won 10 was

Vocabulary pp.45–46

- 4** 1 Toby Ord
 2 Karl Rabeder: Jake – admires him; thinks he felt guilty about his wealth; he'll carry on enjoying life knowing his money is being used well; Rebecca – he's worked hard so can justify having a lot of money; having so much less is going to be tough for him
 Toby Ord: Jake – he's going to regret doing it because he didn't have much to start with and in the US expenses like health and education are expensive; Rebecca – it's amazing and it's a much more generous act than the rich giving away a million pounds

5/6

Verb + <i>to</i> + infinitive	Verb + gerund / -ing	Both
decide	consider	continue
choose	enjoy	start
encourage	miss	
expect		
hope		
manage		
plan		

- 7 1 A = We stopped what we were doing so we could take a break.
B = We were no longer taking breaks.
2 A = Do you have an image in your mind of sending the email?
B = Don't forget to send the email.
3 A = I'm sorry to say it doesn't work.
B = I'm sorry I said it doesn't work.
4 A = I will remember the time when I visited the dentist.
B = I will remember to visit the dentist.
- 8 1 to send 4 to give 7 seeing 9 to tell
2 to give 5 to save up 8 to sign 10 to save
3 seeing 6 to go
- 9 1 donating 2 to give away 3 to support 4 to change

Work skills p.47

- 3 1 b 2 h 3 g 4 d 5 f 6 c 7 a 8 e

Functions pp.48–49

- 4 1 at a bank 2 with deliveries
5 1 reset the password
2 look into it and discuss with Accounts; put a stop on letters about not having paid

Focus

- 1 a, g 2 c, f 3 h, b 4 d, i 5 e, j
6 a Why don't you use the computer here in the lobby?
b Would that suit you?
c Yes, I'm sorry. I understand.
d You can't connect to the internet. Is that right?
e My staff are aware of the problem and we are working on it right now.
- 7 a 4 b 5 c 1 d 2 e 3
8 1 c 2 d 3 e 4 a 5 b

Review

Grammar pp.50–51

- 1 1 received 5 had been staying 9 had risen
2 told 6 had sent 10 withdrew
3 asked 7 had been living 11 hadn't noticed
4 had been posted 8 had put 12 had died
- 2 1 because 3 At this point 5 As soon as
2 so 4 When
- 3 Example answers
1 The delivery hadn't arrived on time so Tom phoned the suppliers, Steadfast, to ask where it was. At this point, a large Steadfast van pulled up outside his offices. As soon as Tom saw it, he apologized.
2 The brochures weren't ready in time for the trade fair because the designer had gone on holiday two weeks earlier. Consequently, they had to use the old brochures.
3 While Jorge was explaining the contract in Spanish, Roger translated the main points into English. When everyone had agreed on the details, everyone happily signed the papers.

Vocabulary p.52

- 1 1 making 3 to save 5 doing 7 to join
2 opening 4 making 6 to fall 8 to welcome
- 2 1 producing 3 to bring 5 to ask
2 visiting 4 discussing 6 to call

Functions p.53

- 1 1 Did you book it in advance?
2 Oh, I'm very sorry. / I understand.
3 We must have made a mistake somewhere.

- 4 I'm afraid we don't have any of those left, but I can bring you ...
5 Would that be OK? / How was your meal?

- 2 1 c 2 e 3 b 4 d 5 a

5

Grammar pp.54–56

- 1 1 Overcrowding will make cities limit tourist numbers; summer holiday destinations will become too hot and drought will limit water supplies; many ecosystems will have degraded or be at risk due to climate change, e.g. coral reefs, coastal wetlands, forests, and glaciers.
2 1 It will have lost all its full-time inhabitants.
2 a strict limit on the number of visitors and an initiative to encourage local residents to move back into the city
3 water shortages in the summer
4 measures to limit water usage by tourist-related activities
5 b
- 3 1 Aircraft produce greenhouse gases.
2 expand
3 find cheaper fuel alternatives, e.g. biofuels; build hybrid planes that can use different biofuels; develop light materials for the plane body – reduced weight means less fuel consumption

Focus

- 1 d 2 c 3 e 4 a 5 b

Future Perfect = *will + have + past participle*

Future Continuous = *will + be + present participle*

- 1 will, going to 2 would
1 Future Perfect 2 Future Continuous
- 4 1 will have finished; will have finished, 'I'll probably be finished, 'I'll have finished; 'I'll be
2 will meet / will have met 8 'I'll have mastered
3 will quit; will have left / will leave 9 would
4 will be interviewing 10 will; would
5 're going to / will; will have finished
- 5 1 *will + infinitive*, Future Perfect, *going to + infinitive*
2 *will + infinitive*
3 *going to + infinitive*, Future Continuous
4 *will + infinitive*
5 *will + infinitive*, *going to + infinitive*
6 Future Continuous; *will + infinitive*, *going to + infinitive*
- 7 1 Travelling to see as many of the top tourist spots as possible will have become far less popular; growing numbers of people will be travelling north for holidays during the summer to escape rising temperatures in more southern areas.
2 staycations
3 The ski season is becoming shorter and there has been a shortage of snow – people may have to take winter holidays in more northerly countries like Norway.
4 carbon-neutral hotels
5 Hotels will use more locally-sourced food, services, and materials.

Vocabulary pp.57–58

- 2 1 well-established French company founded in 1950; key player behind the concept of a 'resort' holiday; cater for 1.2 million tourists every year; two thirds of their clients are families; have around 80 resorts in 40 different countries; annual income of more than 13 million euros
2 opened their first offices in China in 2003; their first actual resort within China opened at the end of 2010
3 up-market ski village in the north-eastern mountains of China; largest resort of its kind in China; reached 60% full occupancy in the opening month; attracting an increasing number of Chinese and foreign visitors; has plenty of other facilities to attract non-skiers and to appeal to families: spas, luxury restaurants, amenities for children
4 plans: build four more resorts in China, in the Hainan and Yunnan provinces; cultivate their brand name and associated loyalty; make China one of their top markets; open Fosun stores in a major Chinese city every year
predictions: skiing industry will grow strongly in the next few years; if Chinese holidaymakers enjoy Club Med all-inclusive holidays within the country, they will also choose them when travelling abroad

5 service sector is certain to grow; areas such as tourism, health, and insurance are likely to grow exponentially; new China seeks high-end luxury goods and new experiences within an ever-growing service industry

- 3 1950 – the date Club Med was founded
80 – the number of resorts Club Med has
end of 2010 – the first resort within China opened
4 – the number of additional resorts in China Club Med plan to build
5–10% – the percentage of the higher-end market within China targeted by Club Med
32,000 – the number of Chinese tourists holidaying in Club Med resorts in 2010

- 4 1 is expected 5 hope to 9 is certain to
2 predict, will 6 intend to 10 likely to
3 plan to 7 set to 11 is bound to
4 due to 8 is scheduled to 12 on the verge of

6 Description
4 schedules and timetabled events
1 something which is going to happen very soon
2 predictions and probabilities
3 personal plans and intentions

- 7 1 about to 4 bound to 6 about to 8 set to
2 scheduled to 5 likely to 7 due to 9 likely to
3 likely to

Work skills p.59

- 2 1 fluctuate 3 growth 5 steady
2 increase 4 dramatically 6 in the 1900s
- 4 1 The number of people taking ... dropped sharply.
2 There has been a considerable rise over the last ten years in the number of people ...
3 There was a dramatic rise last year in the number of people ...
4 CO₂ emissions have fallen slightly since ...
5 ... there has been a considerable growth in the last 15 years in the problems ...
6 There is a steady increase in the number of people ...

Functions pp.60–61

- 2 1 14% 2 8–15% 3 18%
4 It's the newest site so doesn't really have a solid customer base yet.

3 Problems	Causes	Solutions
Drop in number of existing customers	New customers booked up early in season so no availability later for existing customers	Inform existing customers when they need to book by and give them first refusal; reserve places for existing customers until a certain date
Catering	Head chef walked out after problem with deliveries	Change suppliers; try to talk to chef
Damage to both the wooden beach lodges	Dry weather has affected the fabric and structure	Contact supplier for advice; replace wooden frames later in the year; one person at each site to regularly check the structures

Focus

- 1 b 2 d 3 a 4 e 5 c, f
- 1 It seems that ..., The main problem is ...
2 The reason for this is that ...
3 I've been thinking that one solution would be to ..., We could even ..., Have you tried ...?, I'm wondering if it would be worth ...
4 We're also going to look at ...
5 I'll do some asking around, I'll keep trying, ... leave that with me
- 5 1 we have a 2 seems that 4 how about
problem with 3 meant (that) 5 'll drive

Review

Grammar pp.62–63

- 1 1 will have relocated 3 are going to get 5 be giving, 'll
2 would, would 4 will
- 2 1 will have completed 7 'm going to speak / will
2 are going to give / will be speaking
be giving 8 'll ask
3 will be / 's going to be 9 'll come / 'll be coming
4 will be / are going to be 10 'll be
5 will be / 's going to be 11 'll see
6 will be

Vocabulary p.63–64

- 1 1 set to 4 is expected to 7 hope to
2 is scheduled 5 bound to 8 on the verge of
3 intend to 6 likely to
- 2 1 The building is set to be finished in twelve months.
2 She's bound to come.
3 The meeting's about to start.
4 We've / We're scheduled to meet two weeks today.
5 We're on the verge of becoming a major competitor in the market.
6 Heidi's due to arrive on the 15.30 flight from Frankfurt.
7 They're certain to like our products.
- 3 1 f 2 d 3 g 4 c 5 a 6 g 7 e

Work skills pp.64–65

- 1 dramatic 3 rise 5 huge 7 levelled off
2 steady 4 growth 6 rose 8 fell

Functions p.65

- 1 1 c 2 d 3 a 4 e 5 b

6

Grammar pp.66–68

- 2 1 F Interviews are still part of the recruitment process.
2 F Some companies want to know if candidates can influence people on social media sites.
3 F You need more than just good qualifications to get the job you want.
4 T
5 F Some people can feel embarrassed and don't like performing in front of a panel of judges; not every post needs someone 'who can sing and dance'.
- 3 electronic application; online tasks, e.g. using social media sites; online games or simulations; traditional interview

Focus

- 1 b 2 c 3 d 4 a
- a Present Simple c would + infinitive
b will + infinitive d would + have + infinitive
- 5 1 won't 6 had done
2 would 7 hear
3 had used 8 offered
4 don't 9 had
5 will 10 use
- 6 1 graduated from University of St Andrews in Scotland
2 CEO and founder of PleaseCycle, a group of entrepreneurs who promote cycling to companies and their employees
3 applied for internship to work at an advertising company
4 had to put together a video for the interview on one of his passions – synchronized his PowerPoint presentation so it looked as if he was flicking up the images as he moved the ball with his hands
- 7 1 The application process helped him get the job because he was able to choose what to do and show off his strengths.
2 He'd use a wide approach and make use of online e-recruitment methods.
3 join societies and network; don't worry about working for a big corporation – smaller, more creative companies often offer the best opportunities
- 8 1 I might not have been 3 hadn't been 5 'd love
2 wouldn't be 4 sent

Vocabulary pp.69–70

- 2 Adam: the desire to travel and work overseas, and do something different; exciting opportunities; good career move; better quality of life; earning potential and tax benefits; different lifestyle
Zein: always travelled; travelling provides exciting challenge for the family; great personal development work-wise
- 3 1 e 2 h 3 j 4 c 5 f 6 a 7 i
8 b 9 d 10 g
- 4 1 exciting challenge 6 career move
2 personal development 7 education system
3 quality of life 8 first-hand experience
4 economic climate 9 earning potential
5 tax benefits 10 cost of living
- 7 1 use of a recruitment consultancy, online advertising, headhunting, posting within own company, through friends or colleagues
2 press advertising
- 8 1 c 2 a 3 d 4 b
- 9 1 Adam: straightforward and exciting
Zein: they thought they'd slot back into the life they had before, but it was difficult
2 Adam: hard to find permanent place to live; only had one car; air con very strong and huge contrast to heat; wife felt isolated without friends and family; six-day working week; different pace of life – getting things done not easy
Zein: paperwork caused problems; everything cost much more; oldest child had to drop back a year at school and struggled with the language at first
3 Adam: develop strategies for coping; have an open mind
Zein: wife taking a language course
4 Adam: accept customs and work around them; wife meets up with ex-pats' wives; they have a routine with friends and always do something on Friday evening
Zein: beginning to meet people and build up a social life, and generally adapt
- 10 1 4 2 4 3 3 4 3 5 1 6 2 7 2 8 1

Work skills p.71

- 2 1 Attainable 3 Timed 5 Measurable
2 Relevant 4 Specific
- 3 Yes

1	✓			4	✓		
2		Partly		5	✓		
3	✓			6			X

- 5 to provide specific details about how the objective will be achieved
- 6 possible answers: 1 Specific 3 Measurable 5 Relevant
2 Specific 4 Timed 6 Measurable
- 7 1 Keep e-Readers' website up to date by adding new books and readers' guides one month before publication date.
2 Continue to develop ... b start a reader of the month campaign with both primary and secondary school age categories
3 Website: adding readers' guides based on school curriculum set texts
4 Organize and attend ... with the aim of four events regionally over the 12-month period
5 Develop featured authors, with interviews, with five set questions and five reader questions
6 Design, print, ... bookstores within 60 miles of London

Functions pp.72–73

- 2 1 the USA
2 keeping up Spanish
3 the Houston job
4 go for the Corporate Communications post in Texas
5 Yes, she has a qualification in journalism and has experience of working in Communications.
- 3 1 not moving when he was a few years younger
2 advantage: the job would be sports-related; disadvantages: he doesn't speak Mandarin; the job would mean a lot of travelling
3 study Arabic more intensively; fine-tune his online profile and be specific about his own area of expertise; focus and put all his energy into one goal
4 go for the Marketing Communications job in Qatar

Focus

- 1 a 2 b 3 c 4 a 5 d
- 4 1 I were you 3 wish I'd 5 wish I could speak
2 would be 4 would be a good idea

Review

Grammar pp.74–75

- 1 1 'll finish 5 would be
2 would have mentioned 6 would you have asked
3 advertise 7 recruit
4 had had 8 'll be
- 2 1 would like 3 do, gets 5 wouldn't
2 doesn't, will 4 would have looked
- 3 1 has 4 'd known 6 'll have to
2 sign up 5 would have managed 7 wanted
3 won't be able

Vocabulary pp.75–76

- 1 1 g 2 e 3 h 4 b 5 a 6 c 7 d 8 i 9 f
- 2 1 extensive experience 5 commercial development
2 full-time education 6 long-term benefits
3 cultural life 7 strategic move
4 growth potential 8 tough challenge
- 3 make: appointment, arrangements, excuse, progress, time
have: appointment, arrangements, career break, chance, excuse, responsibility, time
take: career break, chance, responsibility, time
- 4 2 make an excuse 6 making progress
3 make arrangements 7 have an appointment
4 had a career break 8 take responsibility
5 Take time

Work skills p.76

- 1 1 Are details about ...? 3 Can the target ...?
2 How much ...? 4 Are the objectives ...?
How many ...? 5 Are deadlines ... given?
- 2 1 T 2 S 3 R 4 T 5 M, S

Functions p.77

- 1 i 2 d 3 j 4 a 5 h 6 g 7 e 8 b 9 c 10 f

7

Grammar pp.78–80

- 2 1 60 Expressionist paintings
2 the biggest art forgery scandal in Germany since the 1950s
3 art collectors
4 Wolfgang Beltracchi assisted by his wife, his sister, and a friend, Otto Schulte-Kellinghaus
5 to copy paintings that were missing and paint works in the style of famous artists

Focus

- a A police spokesperson said it was the biggest art forgery scandal in Germany since the 1950s.
b A German lawyer ... said that the art world was shocked and that he would be requesting details of the case.
c One collector said that he was considering selling off part of his collection, fearing his investments may be discovered to be worthless.
d A leading German art historian ... had originally stated that he thought the pictures were authentic.
e One of the artist's close friends said that ... Beltracchi was an extremely talented painter.
f Christie's ... declared ... that they were investigating the matter fully.
- 1 Many collectors have been asking how the forgers got away with it.
2 People have asked if the gang produced other forgeries which haven't been discovered yet.
We put the question word at the beginning of the reported clause.
We use an *if* / *whether* clause.
- 3 1 A Do you like my Picasso sketch.
B Yes, I do.
2 A Are more forgeries likely to be found?
B They may be.

- 3 A Which is the best way to identify authentic paintings?
B I'm not sure.
- 4 A Has any new evidence come in this week?
B I haven't seen any.
- 5 A What are you going to do?
B We're going to look into other cases involving forged paintings.
- 6 A What will happen next?
B I'll let you know if there's a problem.
- 7 A Our painting is worthless.
B It's your fault for wasting our money.
- 8 A I finished another painting last week.
B It's a masterpiece.
- 4 1 Helen asked if I wanted her to help me with my report then. I said OK.
2 The lawyer asked if I was sure those were original paintings. I said I wasn't sure.
3 The police asked me when I had last seen my husband. I said that I'd seen him the previous week.
4 My friend asked if I had any other paintings by Rembrandt. I said that I didn't.
5 The artist asked me how much I'd paid for the painting he'd sold me the previous week. I said I'd paid \$1,000,000.
6 James asked if there was anything there that we could use as evidence. I said I didn't think so.
- 5 1 the style of painting, the brushstrokes, the colours, etc.; checking the size of the painting against the catalogue; look at painting in natural light
2 cheap frames are a giveaway; truffle oil used on the wooden frame or stretcher to make it look old
3 the type of paint used, e.g. paints that didn't exist when a painting was supposedly painted
4 there's usually a name / number on the label on the back of the painting to show the company that did the framing or the gallery where it was hung; a genuine painting will have a provenance, i.e. a history and documents to prove when it was bought and sold
- 7 1 estimated 5 he was
2 they had checked 6 that he'd been cheated
3 two days previously 7 needed to know about that
4 They had discovered 8 what could be done

Vocabulary pp.81–82

- 2 1 T 2 F
3 contemporary works, and specializes in trophy art – famous works by famous artists
4 find out where art is on sale; find out who the best art students are at the moment and visit some of their exhibitions; build up a relationship with the artist
5 It doesn't go out of fashion.
6 You really need to see the picture, preferably in natural light.
- 3 1 to find 5 that buying 9 told the
2 that 6 Kath to talk listeners that
3 that 7 not to buy 10 reminded
4 finding 8 to

	-ing	that + clause	(not) to + infinitive	object + that	object + (not) to + infinitive
agree		✓			
say		✓			
suggest	✓				
explain		✓			
ask					✓
warn					✓
decide			✓		
tell				✓	
remind					✓

- 7 1 apologize 4 refuse 7 remind 9 admit
2 promise 5 invite 8 explain 10 advise
3 agree 6 warn
- 8 2 Ed promised to get the report to me by five o'clock.
3 The manager agreed that there was a need for better security.
4 The collector refused to wait another month.
5 The gallery owner invited me to visit his gallery sometime.
6 The police warned everyone to stand back.

- 7 Kay reminded me to call my boss.
8 The expert explained that the painting was by one of the German expressionists.
9 The student admitted tearing the painting.
10 My friend advised me not to buy that da Vinci.

Work skills p.83

- 2 a 10 b 8 c 5 d 9 e 7 f 6 g 1
h 4 i 3 j 2

Action points	Who	Deadline
Email summary of visitor numbers and feedback	Alan	this afternoon
Fix date for Hockney media event	Brian	at the end of the month
Contact artists re picture hanging	Maggie	this afternoon
Organize security for Hockney exhibition	Will	by the end of next week

- 5 1 g 2 j 3 c 4 i 5 h 6 f 7 a
8 d 9 b 10 e

Functions pp.84–85

- 2 1 three months
2 seven
3 It's been a good few weeks; they've all worked really hard; he's motivated the team well; he's assigned appropriate roles to get the most out of them; they've met their objectives.
4 Some of the team are not easy to work with.
- 3 1 management style and effect on team spirit; being too direct in meetings when talking to younger team members so it's difficult for them to talk openly
2 fairly serious – the manager wants him to have some management training before taking on another team leader role
3 Yes, it pointed out the positives, and highlighted the negatives with clear indications of how to improve.
- 4 1 just 2 a bit 3 a little 4 slightly, rather

Focus

- 1 positive 2 negative 3 negative 4 positive
1 b 2 a 3 d 4 c
We use a feedback sandwich to soften the negative feedback.
We use the words to soften negative points.

- 5 1 e 2 f 3 c 4 a 5 d 6 b
Yes, Rafael took the right approach.
- 6 4 OK, Peter. Your project has gone OK so far.
5 However, there are **just** a couple of things we need to talk about.
2 One client complained about your attitude. You were **rather** rude.
3 So what do you think went wrong?
6 I think that's a positive reaction. You need to be **a little** more careful.
1 Great. Otherwise, you've achieved your targets and you've worked well with the team. So, well done.

Review

Grammar pp.86–87

- 1 1 How many items were sold last month?
2 Has she already checked those invoices?
3 Can you find the new catalogue for me?
4 Is she going to Malaysia next week?
5 Do you like modern art?
6 Has she ever studied art formally?
7 Will you bring the car to collect the goods later?
- 2 1 why I / I'd decided to work for my current company
2 where I'd worked before
3 the delivery date will / would have to be put back
4 where I thought I might be in five years' time
5 she'd meet me in half an hour
6 if / whether I'd ever consider taking a year off
7 she thought I'd done a really good job
8 I'd got a very promising career ahead of me
9 if / whether I could work anywhere in the world
10 how long I'd been doing this job

Vocabulary p.88

- 1 1 leaving 5 to stop 9 said that 12 that
2 to stay 6 told us 10 to get 13 us not to
3 looking 7 that solving 11 that 14 him
4 his client 8 to take

2 Example answers

- 2 He / She promised to give me back the money he / she had borrowed the previous week.
3 He / She agreed that I was right about refusing their offer.
4 He / She refused to sign the agreement.
5 He / She invited me to visit his / her offices the following month.
6 He / She warned me not to tell my boss because he'd be furious.
7 He / She reminded me to pay that bill.
8 He / She explained that the best way to win the game was to buy as many houses as possible.
9 He / She admitted that he / she had spilt the coffee.
10 He / She advised me to tell the police.

- 3 1 told 4 suggested 6 promised 8 told
2 asked 5 refused 7 informed 9 advised
3 warned

Work skills p.89

- 1 Keep 4 Note 7 Greet 9 Confirm
2 Check 5 Make sure 8 Ask 10 Check
3 Go through 6 Ask
Suggested order: 7, 10, 9, 8, 3, 6, 1, 5, 2, 4

Functions p.89

- 1 c 2 c 3 d 4 b 5 c 6 a 7 b 8 d

8

Grammar pp.90–92

- 2 1 a clear concept
2 It's staffed by blind or partially-sighted people and operates in total darkness.
3 1, 2, 9, 10
4 1 stained glass windows
2 window, kitchen, stage
3 Everything had to be designed carefully so that partially-sighted or blind serving staff could navigate easily from the kitchen through the restaurant.
4 Lights are fitted in the toilets.

Focus

1 c 2 a 3 f 4 e 5 b 6 d
We form the Passive with *be* and the past participle.
We use the Passive when the object is the focus of the sentence.

- 5 1 are collected 4 is heightened 7 have been booked
2 are explained 5 is changed 8 was established
3 are lead 6 be left 9 is claimed
7 1 It is estimated that people spend ...
2 It has been suggested that most people keep going ...
3 In 2010, it was claimed that fast-food operators prospered ...
4 It is predicted that over the next five years, 50% of growth will be ...
5 It was said that ingredient costs ... rose ... last year.
6 It has been calculated that for some franchises ... may only be ...
8 1 We're going to have / get them decorated.
2 You should have / get your eyes checked.
3 I'm having / getting tyres fitted.
4 We got / had it put in last week.
5 How many times have we got / had it mended this year?
6 ... we've got / had new anti-virus software installed.

Vocabulary pp.93–94

- 2 a 2 b 5 c 7 d 6 e 1
1 b 2 e 3 f 4 h 5 c 6 d 7 g 8 a
6 1 d 2 h 3 a 4 g 5 f 6 c 7 e 8 i 9 b

Work skills p.95

- 2 1 successful marketing should include a multisensory approach
2 sight, smell, sound
3 to catch people's attention so the image stays in their memory
4 forming an emotional connection with a product
5 It's a key part of adverts aiming to create associations of freshness, taste, strength, and quality.

- 3 1 d 2 f 3 h 4 g 5 a 6 e 7 c 8 b

Functions pp.96–97

- 2 1 amazing building; very beautiful – white stone; in the centre of town
2 different museums and galleries; Museum of Musical instruments for those interested in music, worth spending a few hours there
3 very popular; one of the best for live jazz music
4 makes the best pizza and pasta
5 famous for shopping
6 do amazing croissants

Focus

noun	infinitive	-ing
Could you recommend ...?	Why don't you ...?	Could you recommend ...?
I (highly) recommend ...	Would you like to ...?	Have you got any suggestions / ideas for ...?
Have you tried ...?		I (highly) recommend ...
Why not try...? (I've heard) ... is good / popular / fun.		Why not try...?
... is (definitely) worth visiting / seeing.		You could try ...
You could try ...		Are you interested in ...?
Are you interested in ...?		

Review

Grammar pp.98–99

- 1 1 The price of sandwiches at *Underground* was increased by 10%.
4 A customer was told by one of the waiters that they couldn't use their phone.
6 The French restaurant was given a very good review by *GoodFood* magazine.
2 1 be reminded 6 have been taken on
2 be worn 7 have been informed
3 have / get their jacket cleaned 8 was broken into
4 is tied back 9 was taken
5 has been brought 11 wasn't / hadn't been
3 1 The wrong papers were photocopied.
2 Cars are manufactured at the Toyota plant in Japan.
3 It was announced that the Prime Minister would be resigning.
4 It is said that our chef is one of the best in the country.
5 The microwave oven was invented in the 1960s.

Vocabulary pp.99–100

- 1 1 concept 4 commercials 6 development
2 loyalty 5 slogan 7 confidence
3 research
2 1 mass media 3 product base 5 marketing concept
2 niche market 4 market share 6 brand awareness
3 1 b 2 g 3 a 4 e 5 d 6 f 7 c

Work skills p.100

- 1 1 d 2 a 3 g 4 f 5 h 6 c 7 b 8 e

Functions p.101

- 1 1 department store 3 tourist information office 5 museum
2 doctor 4 restaurant 6 estate agent
2 1 b 2 f 3 e 4 d 5 a 6 c

9

Grammar pp.102–104

- 2 1 sharing, bartering, lending, trading, renting, gifting, and swapping through network technologies
2 people exchange unused space, goods, skills money, or services 'peer-to-peer'
3 global
4 less waste, lower costs, more people engaged in the community
4 1 T 2 T 3 E 4 T 5 E

Focus

a, an	the	no article
3	1	2
4	6	5
		2

- 5 1 no article, no article 2 a 4 the 6 the, no article
3 a 5 no article
- 6 a no article c a e no article
b no article d the, no article f a, a, a
1 f 2 d 3 b 4 a 5 e 6 c
- 7 1 the ones 3 The ... ones 5 The one 7 the ones
2 Which ones 4 one 6 the one

Vocabulary pp.105–106

- 2 1 F 2 T 3 F 4 F 5 T 6 T
- 3 1 One, other 3 Neither 5 Both
2 One 4 Either
- 4 1 The majority of 4 A large amount of 7 a selection of
2 A couple of 5 the whole of 8 a variety of
3 The rest of 6 a great deal of 9 a large number of
- 5 1 piece 3 pile 5 packet 7 team 9 flight
2 drop 4 sheet 6 bunch 8 group 10 stream

Work skills p.107

5 Acknowledge positive aspects	Remind	Draw attention	Suggest
you've made a good choice it's good that	can I remind you Don't forget also Remember that	Specifically I think it's important I'd also like to point out	I'd suggest How about It'd be a good idea

- 6 1 choice 3 Specifically 5 agree 7 forget
2 idea 4 point 6 suggest

Functions pp.108–109

- 3 1 a guide to the moment you get off the plane at an airport to the moment you get to your hotel
2 airport websites, people who have the sort of information they're looking for
3 no
4 yes
- 4 1, 2, 4, 5
- 5 1 So I guess what we should do 4 But it's absolutely vital that
2 What we really need to do 5 The point is that
3 The main thing is

Focus

main, key, big + noun
really + verb / adjective
absolutely, very + adjective

- 7 Example answers
1 It's very important / essential at this stage that we keep costs down.
2 The key thing is that this idea doesn't get into the wrong hands.
3 The interesting thing is that most people only use about ten apps.
4 It's vital that no one gets a similar app out before us.
5 What we need to do is make sure the app works smoothly and doesn't crash.
- 8 Example answers
1 It's essential that we have a strong business model.
2 It's absolutely vital that the budget doesn't go above £500,000.
3 The main thing is that the app is simple to use.
4 The big problem is that customers don't want to spend more than £1.50.
5 The point is that some of our competitors are offering a free app.
6 It's vital that we have an app for iPhones and Android phones.
7 What we need to do is complete the first phase of this project by the end of the month.
8 The main problem is that there are over half a million apps on the Apple Store.

Review

Grammar pp.110–111

- 1 1 a 5 no article 8 a 11 the
2 the 6 the 9 The 12 no article
3 a 7 no article 10 the 13 the
4 a
- 2 1 a 6 no article 11 no article 15 the
2 no article 7 an 12 an 16 no article
3 no article 8 a 13 no article 17 the
4 a 9 a 14 no article 18 no article
5 a 10 no article

Vocabulary pp.111–112

- 1 1 All 2 both; other 3 Neither 4 one; either
- 2 1 e 2 f 3 a 4 b 5 c 6 d
- 3 Example answers
1 A couple of the balls in a are grey.
2 The rest of the balls in a are blue.
3 A large number of the balls in b are orange.
4 The remaining balls in b are green.
5 The balls in c are a variety of colours.
6 There is a selection of different-coloured balls in c.
- 4 1 packet 4 drop 7 team 9 pile
2 piece 5 stream 8 group 10 flights
3 sheet 6 bunch

Work skills p.112

- 1 Draw attention
Suggest
Remind
Acknowledge positive aspects
Draw attention
Acknowledge positive aspects

Functions p.113

- 1/2 1 What we **really** need to do this year is ...
2 It's **absolutely** / **really** essential that we keep ...
3 What we **really** have to do is ...
4 It's **absolutely** / **really** vital that we don't lose ...
5 The **main** / **key** / **big** problem is that the server is too slow.

10

Grammar pp.114–116

- 4 1 Coca-Cola: did a lot of research and focus groups to ask people what they thought of the new drink; replaced the original Coke
Apple: got the design wrong – size and handwriting recognition; too early to take advantage of mobile technology
2 Coca-Cola: asked their existing customers what they thought about the original Coca-Cola; added the new product rather than replacing the original one; paid more attention to some of the more negative comments
Apple: not claimed that using the PDA was as easy as writing with pen and paper
3 dropped the handwriting recognition idea and used a touchscreen keyboard

Focus

Modal	Modal: Past
should	should have
must	must have
can	could
can	could
	could have
Other verbs	
have to	had to
be able to	was able to
manage to	managed to

mustn't = it is prohibited; don't have to = it isn't necessary
must have = deduction about the past; had to = it was necessary

- 5** 1 didn't have to 5 must have
2 could 6 shouldn't have
3 had to 7 couldn't
4 should have 8 managed to
- 6** 1 must have dropped 4 didn't have to
2 couldn't get through 5 must have gone
3 should have made 6 couldn't work out
- 9** 1 They offered a huge variety of books and had a superior inventory system.
2 They invested in CD and DVD sales in their stores.
3 Barnes and Noble.
4 It concentrated on expanding its online sales.
5 They went bankrupt in 2011.
- 10** 1 They shouldn't have stocked ...
2 They should have invested in ...
3 They shouldn't have spent ...
4 They should have followed ...
5 They should have realized ...
6 They could have avoided ...

Vocabulary pp.117–118

- 2** 1 F 2 F 3 T 4 T
- 3** 1 How many products does the average supermarket hold?
2 How many types of toothpaste do larger supermarkets typically have?
3 What is often considered a symbol of modern, developed societies?
4 What is the after-effect of the process of making a decision?
5 What types of goods are attractive when faced with so much choice?
- 4** take in, opened up, find out, weigh ... up, come up with, carried out, cope with, turns out, go through, seeking out, win back, cut back, gone up, puts ... off
- 5** 1 up 3 in 5 through 7 back
2 out 4 with 6 off
- 6** 1 gone through 4 put off 7 gone up
2 turns out 5 take in 8 weighed up
3 cope with 6 carried out
- 7** 1 go through, cope with, put off, take in, carry out, weigh up
2 go up, turn out
3 put off, take in, weigh up
- 8** 1 taking in 3 weigh up 5 turns out 7 cut back
2 put off 4 Winning back 6 find out

Work skills p.119

- 1** 1 say thank you after his recent visit
2 ask for the outline for the Mark 3 Project
3 ask for help finding his smartphone
- 2** Request 1 is a quick, easy request and is direct; requests 2 and 3 are requests to do something extra so are less direct and use softening phrases.
- 3** 1 He's passed on best wishes to Takashi and Noriko.
2 He hasn't been able to send the outline due to a glitch in the computer system.

- 3 The hotel hasn't haven't found the smartphone yet.
4 I'm afraid ..., I'm sorry I can't be of any help sooner ...

Functions pp.120–121

- 3** 1, 2, 4, 5, 6
- 4** 1 use of; discount; 80; coffee service
2 gym; swimming pool; other guest facilities
3 VIP; 12

Focus

- 1** d 2 e 3 b 4 a 5 c 6 d 7 d 8 a
- 7** 1 we were hoping for 4 Providing
2 How does 5 In that case
3 what if 6 Can I get
- 8** 1 think collaboratively and work together; negotiating partners will come back for more business; no one loses
2 use opportunities; offer something else instead of saying 'no'; be willing to change plans and be flexible on peripheral matters
3 listen to your partners and learn more about them; it's crucial to build up a good relationship for long-term agreements

Review

Grammar pp.122–123

- 1** 1 must / should 3 can't / mustn't; can 5 have to
2 don't have to; should 4 mustn't; should 6 should
- 2** 2 didn't have to 4 couldn't 6 could
3 couldn't 5 could
- 3** 1 You can't / mustn't enter ...
2 We could meet ...
3 It could have been a mistake.
4 Jed doesn't have to attend ...
5 We should accept the offer.
6 Zara can't have become ...
7 You can come with me if you want.
8 I should have studied harder when I was younger.
9 The meeting must have finished by now.

Vocabulary p.124

- 1** 1 with 3 off 5 up 7 back
2 out 4 in 6 through
- 2** 1 grown up 3 call it off 5 turn it up
2 back it up 4 given it up
- 3** 1 come up with 3 carried out 5 Fill in
2 give back 4 throw away 6 find out

Work skills pp.124–125

- 1** 1 d 2 e 3 b 4 f 5 a 6 c

Functions p.125

- 1** Example answers
1 In that case 4 Providing you
2 is more 5 In that case
3 I get back to you 6 offer; hoping for; for that price

INTERNATIONAL EXPRESS

UPPER INTERMEDIATE

Linking life and work



General English in a professional context

This completely revised *International Express* meets all the practical language needs of adult professional learners. The series retains the popular student-centred approach and contemporary international topics, while adding new features:

New features

- All-in-one Student's Book combines material for classroom study and workbook type exercises for self-study or classroom use
- DVD-ROM with video clips and interactive exercises for every unit
- 100% new material from Elementary to Upper Intermediate for all components including video
- Fully updated syllabus covers all the key language students need to communicate confidently and effectively in general and work situations
- New *Work skills* section helps learners develop the key skills they need in the workplace, including speaking on the phone, writing emails, and giving and checking information



Resources for teachers

Teacher's Resource Book with DVD

The Teacher's Resource Book includes teaching notes for every unit, additional suggestions for follow-up activities, and photocopiable activities for every section.

The DVD contains all the video clips from the Student's Book DVD-ROM and classroom worksheets for each clip.

Class Audio

The Class Audio is available on a separate Audio CD and on the DVD-ROM as MP3 files.



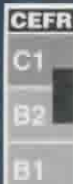
OXFORD
UNIVERSITY PRESS

www.oup.com/elt



for all your
testing needs
online go to

oxfordenglishtesting.com



ISBN 978-0-19-459787-6

