

Tracy Byrne

New ENGLISH

FILE

**Pre-intermediate
Business
Resource Book**

Photocopiable

OXFORD

Tracy Byrne

New ENGLISH

FILE

Pre-intermediate Business Resource Book

OXFORD
UNIVERSITY PRESS

	Activity	Lesson link	Aims
File 1	Reading The dating industry	After 1B	Scanning for specific information, reading for detailed understanding, review of asking for personal information
	Vocabulary At the office	After 1D	Presentation and practice of office-related vocabulary, review of prepositions of place, practice of defining relative clauses
	Communication The right candidate	After 1D	Practice of defining relative clauses, exchanging personal information
File 2	Reading The music industry	After 2C	Scanning for specific information, reading for detailed understanding, common words in the music business
	Vocabulary Travel	After 2A	Presentation and practice of travel-related vocabulary
	Communication The holiday business	After 2A	Practice of past simple questions, exchanging company information
File 3	Reading Going to work abroad	After 3A	Scanning for specific information, reading for detailed understanding, advice on working abroad
	Vocabulary Verbs and prepositions	After 3D	Presentation and practice of common verbs + prepositions for describing jobs
	Communication Arrangements, predictions, and promises	After 3D	Practice of future forms, suggesting solutions to problems
File 4	Reading Youth versus experience	After 4C	Scanning for specific information, reading for detailed understanding, comparing older and younger workers in business
	Vocabulary Opposite adjectives	After 4D	Presentation and practice of adjectives and their opposites (including prefixes), describing attitudes and personality
	Communication Progress meeting	After 4B	Practice of <i>yet / already</i> and the present perfect, taking part in a meeting, agreeing tasks, and organizing work
File 5	Reading Sports sponsorship	After 5D	Reading for detailed understanding, common business words, review and extension of sports vocabulary
	Vocabulary Infinitive and <i>-ing</i>	After 5B	Using the infinitive or <i>-ing</i> form, review of vocabulary describing personalities and preferences
	Communication A new job	After 5C	Review of <i>have to, must, don't have to, mustn't, need to, don't need to</i> , exchanging information on office rules, giving advice
File 6	Reading The art of decision-making	After 6C	Skimming for gist, reading for detailed understanding, making decisions
	Vocabulary Noun formation	After 6C	Presentation and practice of noun forms of verbs, common business nouns and verbs
	Communication Company decisions	After 6D	Discussing different options, making group decisions
File 7	Reading The future of technology	After 7D	Scanning for specific information, reading for detailed understanding, review of words connected with inventions and technology
	Vocabulary Careers	After 7B	Presentation and practice of career-related vocabulary, review of past simple
	Communication A new employee	After 7C	Review of question formation, exchanging information, CV vocabulary
File 8	Reading Organizing your life	After 8C	Scanning for specific information, reading for detailed understanding, guessing meaning from context
	Vocabulary Phrasal verbs	After 8C	Review of phrasal verbs in a work context
	Communication Organizing a training session	After 8B	Review of <i>too, enough, too many, too much, anywhere, anything, anybody</i> , discussing alternatives and reaching a decision
File 9	Reading Out with the old, in with the news	After 9B	Reading for detailed understanding, deducing meaning from context, common news and media vocabulary
	Vocabulary Review	After 9B	Revision and practice of vocabulary
	Communication The lost formula	After 9B	Practice of reported speech

Teacher's Notes

Introduction

- *New English File Pre-intermediate Business Resource Book* provides 27 business-related photocopiable activities.
- It is designed to be used with students who need to practise and develop their language skills in working-world contexts.
- The activities focus on non-specialist business areas – they are accessible and motivating for both in-work and pre-work students. They help students to develop a better grasp of professional language, and focus on general business awareness.
- The activities in this book are closely linked by topic and language coverage to the *New English File Pre-intermediate Student's Book*, but they can also be used to accompany any Pre-intermediate English course which needs an injection of relevant, modern resource material.

Each of the nine Files of *New English File Pre-intermediate* has three business resource activities:

Reading

This develops students' reading skills using texts which are linked by topic to *New English File Pre-intermediate Student's Book*. Each reading text also has a vocabulary exercise which works on language in context.

Vocabulary

This helps students to develop their work-related vocabulary, and includes work on lexical areas and word building.

Communication

This gives oral practice of structures from *New English File Pre-intermediate* in business or work-related contexts.

The Teacher's Notes

These give you the following information for each activity:

- approximately how long they will take
- how the activity relates to *New English File Pre-intermediate Student's Book*
- the main aims of the activity
- materials needed for the activity
- vocabulary you and your students will need
- step-by-step instructions for the activity
- notes for one-to-one classes
- teaching tips for using the activity
- an answer key
- where appropriate, suggestions for follow-up activities such as games, presentations, and roleplays.

File 1 Reading

30–40 mins

Use after lesson 1B

The dating industry**Aims**

- Scanning for specific information
- Reading for detailed understanding
- Review of asking for personal information

Materials

One copy of the worksheet for each student

Vocabulary*compared to, dating, industry, service, single, to spend, website***Procedure**

- 1 should be done as a quiz, individually, in pairs, or small groups. The students are not expected to know the answers but should make an intelligent guess.
- For 2, students read the text quietly and check their answers to 1. Then check answers with the whole class.
- For 3, encourage students to look at the context in the text to check their answers. They can also use a dictionary. Alternatively, conduct whole-class feedback to ensure they have the right answers.
- For 4, students work individually or in pairs, with whole-class feedback.
- 5 can also be done as a whole-class activity.
- 6 should be done individually with feedback in pairs.

One-to-one

To check the student's answers in 3, you could read the text again as extra listening practice.

Tips

- As background information for 6, you could bring some examples of dating services from the students' country to the class.
- With lower level students at the start of the lesson, brainstorm with the whole class the typical information needed by dating services for two fictional people, and ask students if they think the two people are compatible, introducing key vocabulary where possible.

Follow-up

- Students could research a dating service in their own language (e.g. on the Internet), and prepare a short presentation for the rest of the class.
- In small groups, students could prepare a questionnaire that might be used by a dating agency.

1	4	5
1 c	1 False	1 When were you born?
2 b	2 True	2 What do you do?
3 b	3 True	3 Where do you live?
	4 True	4 What are your favourite free time activities?

File 1 Vocabulary

20–30 mins

Use after lesson 1D

At the office**Aims**

- Presentation and practice of office-related vocabulary
- Review of prepositions of place
- Practice of defining relative clauses

Materials

One copy of the worksheet for each student

Procedure

- 1 is a quick 'test' to check the vocabulary students already know and to get them to look at the plan. Students can check their answers with a dictionary. Alternatively, conduct whole-class feedback.
- 2 can be done individually (silently), or with the whole class (read aloud) for extra pronunciation practice.
- 3 should be done individually with either pair or whole-class feedback.
- 4 can be done individually or with the whole class.

One-to-one

In 4, you could describe an office plan to the student, who draws it and then you check its accuracy.

Tip

- In 3, you could divide the students into teams and extend the exercise into a game.

Follow-up

- You could play a game where a student studies the classroom then leaves it for two minutes. The other students must move one object and, when he / she returns, the student has to guess which object has been moved and how.

1	2	4
1 stairs	1 On	1 visitor
2 canteen	2 in	2 photocopier
3 drinks machine	3 on the left	3 filing cabinet
4 desk	4 between	4 briefcase
5 receptionist	5 Behind	5 bin
6 lifts	6 on	
7 post room	7 in front of	
8 lamp		

Use after lesson 1D

The right candidate

Aims

- Further practice of defining relative clauses
- Exchanging personal information

Materials

One copy of the worksheet for each student, one set of cards for each group

Vocabulary

attractive, candidate, curriculum vitae, essential, extrovert, fair, friendly, multinational, positive, Sales Manager, shy, skills, slim, talkative

Procedure

- Divide the students into small groups of three or four.
- Give students a minute to read the instructions in 1.
- Give each group one set of cards, shuffled, and check they understand the instructions.
- Remind students that not every card will give them the information they are looking for to add to the table.
- Conduct feedback on the table with the whole class.
- 2 should also be done in the same small groups, with whole-class feedback, as a discussion.

One-to-one

You should take the role of another student and discuss the cards with the student, giving your own opinion. As extra listening practice, you could read out the cards to the student.

Tip

- During 1, make notes of any repeated errors, and correct with the whole class.

Follow-up

- Students could write a letter of application for the person they have chosen in 2, explaining why they would be good for the job.

Person	Appearance	Personality	Location	Current studies
Maria	attractive	extrovert	Boston	Spanish
Simon	slim	friendly	Naples	Computer skills
Max	fair hair	shy	Sydney	Business administration
Sarah	tall	talkative	Jakarta	Sales techniques

Use after lesson 2C

The music industry

Aims

- Scanning for specific information
- Reading for detailed understanding
- Common words in the music business

Materials

One copy of the worksheet for each student

Vocabulary

available, to buy, to carry, to fall, fewer, file, introduction, to lose, player, record, recording artist, sales, such as, technology, worldwide, to worry

Procedure

- In 1, give students a few minutes to think about the topic. If necessary, give them an example.
- For 2, students read the text quietly and check their answers to 1. Conduct whole-class feedback.
- 3 can be done individually or with the whole class with lower level students. Make sure feedback is with the whole class.
- For 4, encourage students to try to remember the answers. The students can work individually or in pairs.
- 5 can be done in pairs, small groups, or with the whole class as a discussion.

One-to-one

After 4, the student could ask you questions from the text, to test your memory.

Tip

- For 1, you could put examples of changes on the board.

Follow-up

- Students could research either a music company or a particular recording artist, and present the information to the rest of the class.

3

- 1 download
- 2 promoting
- 3 recession
- 4 corporations
- 5 concentrate on
- 6 fines

4 (Suggestion)

- 1 ... there was a recession.
- 2 ... they concentrated on a few successful stars and began promoting their records in a different way.
- 3 ... they bought other music companies from other countries.
- 4 ... they are cheaper to make but sell at a higher price.
- 5 ... recording artists don't need multinational music companies to sell their music.

Use after lesson 2A

Travel

Aim

- Presentation and practice of travel-related vocabulary

Materials

One copy of the worksheet for each student

Procedure

- Set a short time limit for students to complete 1. Conduct whole-class feedback.
- For 2, encourage students to think of as many items as possible. Whole-class feedback.
- For 3, students can work individually or in pairs. Check answers with the whole class.
- 4 could be done individually or in pairs, with whole-class feedback.
- 5 should be done in small groups or with the whole class, to encourage discussion.

One-to-one

The student could prepare a short questionnaire on your travel habits and preferences, using the questions in 5 as examples.

Tips

- To encourage ideas, you could bring examples of travel brochures to the class and get students to think of weather and / or hotel vocabulary associated with the pictures.
- 2 could be set up as a competition between small groups of students.

Follow-up

- To extend the theme, get students to add six of the activities in 3 to the diagram in 1, under the heading *Work*, and encourage them to think of more.

1

Hotels

air-conditioning; (to) book; (to) check in; minibar; reception; room service; staff

Weather

boiling; cool; heatwave; rainy; snow; sunny; windy

3

Holidays

3; 4; 5; 6; 9; 10; 11; 12; 13

Work

1; 2; 3; 7; 8; 9; 10; 11; 12; 14

4 (Suggestion)

- 1 rented a car
- 2 stayed at a hotel
- 3 had meetings
- 4 visited companies
- 5 met important clients
- 6 gave a presentation
- 7 play golf
- 8 went to a restaurant

Use after lesson 2A

The holiday business

Aims

- Practice of past simple questions
- Exchanging company information

Materials

One copy of either worksheet A or worksheet B for each student

Vocabulary

airline, to appear, to enter, flight, to organize, permanently

Procedure

- 1 can be done individually or in pairs, with whole-class feedback to make sure everyone understands the vocabulary, as it is needed for 2.
- 2 should be done individually as the information is different for A and B students.
- For 3, students first prepare their questions individually, then ask them in their pairs.
- 4 continues with the pairwork. The emphasis should be on an oral presentation, not written.
- After the presentations, conduct feedback with the whole class.

One-to-one

You should take the role of the other student for 2, 3 and 4.

Tip

- In 4, encourage the other students to correct any false information in the presentations and / or incorrect English. Students could get points for each incorrect piece of information or structure they point out, and two points if they can correct it.

Follow-up

- Students could research another travel company, perhaps from their own country, and present their findings to the class. They could present the company without saying the name, and the other students have to guess which company it is (either a travel company or any other kind of business, depending on the students' knowledge of the sector).

1

1 b

2 a

3 a

4 b

5 b

Use after lesson 3A

Going to work abroad

Aims

- Scanning for specific information
- Reading for detailed understanding
- Advice on working abroad

Materials

One copy of the worksheet for each student

Vocabulary

application, colleague, cost of living, database, driving licence, employment, to find out, firm (company), globalization, health care, human resources, to move, opportunity, overseas, to prevent, recruitment, translated, trip

Procedure

- 1 can be done with the whole class as a warmer or individually.
- For 2, students read the text quietly. Conduct whole-class feedback to check answers to 1.
- For 3, either let students check vocabulary with a dictionary or conduct whole-class feedback.
- 4 should be done individually or in pairs, with whole-class feedback.
- For 5, students work individually. Do as a whole class with lower levels.
- For 6, students work individually and then compare their answers in pairs.

One-to-one

As far as possible, 6 should be done as an open discussion, comparing your opinions with the student's.

Tips

- 5 can also be done as a class opinion survey, encouraging students to add more questions.
- Students could be encouraged to get the teacher's opinion on working abroad.

Follow-up

- If students are particularly interested in working in certain countries, they could research the points in the text using the Internet.

4

- 1 appropriate
- 2 insulting
- 3 requirements
- 4 overseas branches
- 5 network
- 6 relocation package

5

- 1 Monster.com's Global Gateway; EURES network
- 2 cost of living may be high; pay more tax
- 3 health care; cost of moving; trips home; language courses
- 4 driving licence; degree certificate; curriculum vitae
- 5 may prevent you from losing a business deal or insulting a client or colleague

Use after lesson 3D

Verbs and prepositions

Aim

- Presentation and practice of common verbs + prepositions for describing jobs

Materials

One copy of the worksheet for each student

Procedure

- 1 is a quick 'test' to check that students understand the key vocabulary, and can be done as a whole-class warmer.
- For 2, encourage students to think of example sentences to discover the preposition, as they should already be familiar with most of the items. Conduct whole-class feedback, encouraging students to think of more examples.
- 3 can be done individually or in pairs, with whole-class feedback.
- 4 should be done in pairs.

One-to-one

For 4, take the role of the other student.

Tips

- For higher level students, in 1 the job titles could be written on the board, and the job descriptions only read out, to give students extra listening practice.
- For lower level students, put the table in 2 on the board to make sure all students end the class with a correct record of the verbs and prepositions.

Follow-up

- Students in work should be encouraged to write a description of their own job, using as much of the vocabulary as possible. Pre-work students could write a description of a job they hope to get, or an advertisement for a job.

1

- 1 Department Manager
- 2 Finance Manager
- 3 Customer Services Manager

2

by – communicate
for – pay; responsible; work
from – borrow; receive
of – in charge; take care
to – reply; report
with – deal; get on

3

responsible; charge; report; is in charge / takes care; deals; works; communicates; reply

Arrangements, predictions, and promises

Aims

- Practice of future forms
- Suggesting solutions to problems

Materials

One copy of the board and one set of cards for each group

Vocabulary

boss, crystal ball, free, party, order, tie, truck, urgent

Procedure

- Students should play in groups of three or four, and the cards dealt out equally to everyone in the group.
- Students progress around the board using a coin: on 'heads' they move one square, on 'tails' they move two squares. If the coin has no head on it, tell students which side is 'heads' and which is 'tails'. If they land on the diary, they have to state a plan / arrangement based on one of their cards and using the time (e.g. *At ten o'clock tomorrow morning, I'm giving a presentation.*). If they land on a crystal ball, they have to make a prediction for the timescale indicated, also based on a card (e.g. *I don't think I'll give a presentation in the next three months.*). If they land on !, they have to offer to solve the problem, again based on a card (e.g. *I'll ask John to do the presentation for me.*).
- If the other students feel the sentence is either grammatically incorrect or not very plausible, they can challenge the student, who has one chance to correct or justify what they have just said.
- If the other students agree, then the student can get rid of their card. If not, they keep the card for another turn. The first student to get rid of all their cards wins.

One-to-one

You should play the game as another student.

Tips

- Encourage the students to challenge each other, either about grammatically incorrect sentences or implausible situations.
- Set a time limit for the game: if no-one has got rid of all their cards, the student with the fewest cards wins.

Youth versus experience

Aims

- Scanning for specific information
- Reading for detailed understanding
- Comparing older and younger workers in business

Materials

One copy of the worksheet for each student

Vocabulary

to believe, creative, developed / developing world, to disappear, dynamic, impersonal, influence, middle-aged, revolution, to share, to touch, worker

Procedure

- 1 can be done with the whole class as a quick warmer, to introduce students to the topic and check vocabulary.
- For 2, students read the text quietly and check their answers individually, with whole-class feedback.
- For 3, students can check their answers with a dictionary or via whole-class feedback.
- For 4, encourage students to answer the questions first without looking at the text. This can be done individually or in pairs.
- For 5, students work in pairs with whole-class feedback to encourage discussion.

One-to-one

5 should be done as an open discussion or given for homework, with a discussion in the next class.

If the text has not already been read out (see *Tip* below), 4 could be checked by the teacher reading the text aloud, to give extra listening practice and vary the dynamics of the lesson.

Tip

- The text in 2 can be read out by the teacher as extra listening practice, with students checking their answers to 1.

Follow-up

- Higher level students could prepare a debate on the topic *Younger workers are much more useful than older workers*, with the class divided into those 'for' and 'against'.
- Students could analyze some job advertisements in their own language to discover if there are any age limits and what they are, presenting their findings to the class.

1

- False
- True
- True
- False
- False

4 (Suggestion)

- In the past, older workers had advantages over younger workers.
- There are two reasons why younger workers are now more important.
- Younger workers are often more flexible than older workers.
- The situation is changing gradually in the developing world.
- Older workers will not disappear in the future.

Opposite adjectives

Aims

- Presentation and practice of adjectives and their opposites, including analysis of prefixes
- Describing people's attitudes and personality

Materials

One copy of the worksheet for each student

Procedure

- 1 is a quick 'test' of the students' existing knowledge of adjectives and their opposites using prefixes, and should be done with the whole class, if possible.
- 2 can be done individually or also with the whole class.
- For 3, students work individually or in pairs. Conduct feedback with the whole class on both 3 and 4.
- 5 can be done individually, in pairs, or with the whole class. It can be given for homework if class time is short.
- 6 should be done with the whole class, as part of the feedback to 5.

One-to-one

The adjectives in 1 and 2 could be put on cards to make the class more dynamic, with the student providing the opposites and grouping the adjectives as per the table in 1.

Tip

- With lower level students, exercises 1 and 2 could be combined. Write the adjectives in 1 on the board, and elicit their meaning from the whole class. Then elicit their opposites, also with the whole class, making sure students complete their tables in 1 for future reference.

Follow-up

- Students could choose a job and list the personal qualities required for that job in order of importance, presenting these qualities to the rest of the class, who have to guess the job, e.g. *Doctor – kind, patient, polite, etc.*

1	<i>un</i> – unhappy; unsuitable; untidy; uninterested; unsafe <i>im</i> – impolite; impersonal; impatient
2	<i>dangerous</i> – unsafe <i>messy</i> – untidy <i>rude</i> – impolite <i>sad</i> – unhappy
3	1 polite 2 patient 3 uninterested 4 unhappy 5 untidy
4	<i>complicated</i> – uncomplicated / simple <i>friendly</i> – unfriendly <i>important</i> – unimportant <i>possible</i> – impossible
5	1 personal 2 suitable 3 bored 4 friendly 5 impossible 6 unsafe 7 interested 8 untidy
6	relaxed (The word in the shaded squares is stressed)

Progress meeting

Aims

- Practice of *yet / already* and the present perfect
- Taking part in a meeting
- Agreeing tasks and organizing work

Materials

One worksheet (cut up) for each group of three to four students.

Vocabulary

- *to choose, clients, content, delay, to design, to finalize, to prepare, to print, product*

Procedure

- 1 is a quick 'test' to make sure students are familiar with some of the more difficult vocabulary, and should be done with the whole class.
- 2 is also preparing students for the communication task, but can be done either individually with whole-class feedback, or directly with the whole class.
- Similar to 2, 3 can be done individually or with the whole class, depending on how challenging the activity is. However, make sure that all the students agree which department is responsible for which activities.
- Give students enough time to study their role card in 4 and prepare their information for the meeting. The meeting should be held in groups of a maximum of four students. Set a time limit for the meeting and make sure students realize they have to make decisions in that time. After the meetings, the groups should feed back to the whole class with a discussion of the decisions taken and why. There is no single right answer.

One-to-one

In the roleplay, you should take the role of another student and divide the cards so that you have two each.

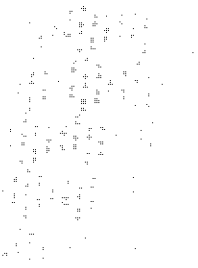
Tips

- You could bring in some real examples of brochures, labels, packaging, etc. for 1, to make the class more dynamic and elicit more key vocabulary.
- If necessary, a meeting could be held with five students, with one acting as 'chair' and controlling the discussion.

Follow-up

- Students could write a summary report of their meeting, in the format of an internal report.

1	2 (Suggestion)
1 c	Distribution – deliver, transport
2 a	Production – manufacture, print
3 f	Promotion – advertise, explain
4 e	Sales – present, sell
5 b	3
6 d	Promotion – 1, 2, 7 Production – 4, 6, 11 Sales – 5, 10, 12 Distribution – 3, 8, 9



Sports sponsorship

Aims

- Reading for detailed understanding
- Common business words
- Review and extension of sports vocabulary

Materials

One copy of the worksheet for each student

Vocabulary

originally, to plan, to sponsor, sponsorship, tournament

Procedure

- Do 1 with the whole class as a quick warmer and introduction to the topic. Make sure you elicit / pre-teach *sponsor, to sponsor*, and *sponsorship*, to check understanding and encourage word building.
- For 2, students read the text quietly and compare their answers, whole class.
- For 3, either let students check vocabulary with a dictionary or conduct whole-class feedback.
- For 4, encourage students to scan the text for the necessary information, rather than spend a long time reading it in depth.
- For 5, students can prepare their answers individually, and then feed back to the whole class, or discuss the questions in pairs.
- With smaller classes, 5 should be done with the whole class as a freer discussion.

One-to-one

The student could spend a few minutes preparing his / her answer to one of the opinions in 5, and present it orally to you, with a discussion afterwards. Then you could swap roles.

Tips

- You could read the text to the students again for 4, to practise listening rather than scanning skills.
- With larger classes, divide them into small groups and give each group an opinion from 5. They prepare their answer and present their opinion to the rest of the class (see *One-to-one* above).

Follow-up

- Students could research the sponsorship for another sport and prepare a presentation for the rest of the class. Alternatively, students could choose a local sportsperson or team and prepare a sponsorship plan for them.

- 1 cycling
- 2 tennis
- 3 skiing
- 4 motor racing
- 5 football

4 (Suggestion)

- 1 Because people don't mind watching sponsorship and there are very large audiences.
- 2 It is complicated to plan.
- 3 IBM is now closely associated with tennis.
- 4 Because it has changed its image to an attractive, modern vehicle.

Infinitive and -ing

Aims

- Using the infinitive or -ing form
- Review of vocabulary describing personalities and preferences

Materials

One copy of the worksheet for each student

Procedure

- For 1, students can work individually or as a whole class, as a quick warmer.
- For 2, students should work individually.
- 3 can be done individually or in pairs, especially with lower level students. Encourage students to think of additional activities / verbs to complete the sentences.
- 4 can be done individually, in pairs, or with the whole class. If with the whole class, carry out a survey to find out how many students are in each personality type.

One-to-one

Take the role of the other student in 4. The student could write a summary of the personality for homework.

Tip

- For 2, with higher levels, students could work in pairs and ask each other questions.

Follow-up

- As a game, one student thinks of an adjective to describe a personality trait (e.g. *lazy*) and the rest of the class have to ask questions to guess the adjective (e.g. *Do you mind working hard?*).

1

- | | |
|--------------|-----------------------------|
| 1 to wear | 3 (Suggestion) |
| 2 motivating | 1 to drive a lot in my job. |
| 3 working | 2 teaching other people. |
| 4 to travel | 3 to improve my English. |
| 5 taking | 4 tidying my house. |
| 6 learning | 5 talking on the phone. |
| 7 to make | |
| 8 to use | |

A new job

Aims

- Review of *have to*, *must*, *don't have to*, *mustn't*, *need to*, *don't need to*
- Exchanging information on office rules
- Giving advice

Materials

One copy of either worksheet A or B for each student

Vocabulary

employee, formal, health check, in advance, in excess, interruption, neat, recommendation, to sign

Procedure

- Divide students into A or B and give out the worksheets accordingly.
- 1 can be done with the whole class as a quick warmer, or by the students individually with whole-class feedback. Try to elicit the key vocabulary for the text in 2.
- In 2, students should read their text quietly and check any doubts they have with the teacher. Make sure they understand the text thoroughly and complete the table.
- For 3, students first prepare their questions individually. Then in A and B pairs, they ask their partners the questions. Remind students to write their answers in the table.

One-to-one

You should take the role of the other student.

Tip

- After 4, the whole class could be encouraged to summarize the company rules, to make sure all the students have understood.

Follow-up

- Students could write an email giving advice to an old school friend who is starting work at Sunrise Products, and wants to know about the company rules.

The art of decision-making

Aims

- Skimming for gist
- Reading for detailed understanding
- Making decisions

Materials

One copy of the worksheet for each student

Vocabulary

ability, regularly, to review, senior manager, strength, weakness

Procedure

- 1 should be done individually with whole-class feedback. Make sure the students have enough time to read the questions, and try to elicit some of the key vocabulary for the text during the feedback.
- For 2, students read the text quietly. Encourage students to skim the text to check their answers to 1 rather than read it in detail.
- For 3, either let students check vocabulary with a dictionary or conduct whole-class feedback.
- For 4, students can work individually or in pairs, with whole-class feedback.
- For 5, students answer the questions individually or in the same pairs as for 4, especially for lower levels. Conduct whole-class feedback.
- For 6, students should read the opinions first, and then discuss their reactions with the whole class or in small groups.

One-to-one

For 2, the text can be read by the teacher for the student to check his / her answers. The student can then read the text for 5, and 4 can be done orally after the reading.

For 6, the student could choose one opinion, and prepare a presentation on his / her reaction. Then you could swap roles.

Tips

- In 2, to encourage students to skim the text and not read in depth, give them a very short time limit.
- In 6, lower level students could select just one opinion and prepare their reaction to it.

Follow-up

- Students could prepare a list of *do's* and *don'ts* for a specific topic, and present it to the class, e.g. *The do's and don'ts of delegating; / attending a meeting; / doing a job interview*, etc.

- | | |
|--|---|
| 4
1 delegate
2 stereotypical
3 skill
4 practice
5 high-level
6 lacked | 5
1 They follow the eight practices in the text.
2 You need to know the answers to these questions: 'What do we need to do?' and 'What is right for the project?'.
3 Because poor decisions can be corrected immediately. It also shows where managers may lack knowledge or experience, and what their strengths or weaknesses are.
4 When you lack the necessary ability in an area.
5 Because decisions are made at every level of the organization. |
|--|---|

Noun formation

Aims

- Presentation and practice of noun forms of verbs
- Common business nouns and verbs

Materials

A copy of the worksheet for each student

Procedure

- For 1, students can work individually or with the whole class for extra support. If individually, make sure feedback is whole-class.
- 2 can be done individually or in pairs with lower level students. Conduct feedback with the whole class.
- For 3, students can work individually or in their same pairs as in 2.

One-to-one

In 1, you could elicit nouns for the table before starting the activity, to check which ones the student already knows.

Tip

- For 3, encourage students to read all the email before they start the exercise.

Follow-up

- As a game, students could draw a noun, and the others have to guess what it is in one minute. The student who is drawing is not allowed to speak or write any words or symbols.
- Students could write an email in reply to the one in 3, with questions about the proposed move.

-ation	-ment	-ance
information	agreement	appearance
investigation	argument	avoidance
motivation	enjoyment	disappearance
recommendation	improvement	insurance

2	3 (Suggestion)
1 choice	1 inform
2 apology	2 investigation
3 complaints	3 recommendations
4 loan	4 avoid
5 meeting	5 improvement
	6 agrees

Company decisions

Aims

- Discussing different options
- Making group decisions

Materials

One set of cards per group

Vocabulary

at least, customer, distribution, to earn, factory, financial, to offer, pet, to save

Procedure

- Divide the class into small groups of a maximum of five students. Give each group one set of cards, in order but face down, except for card number 1, which should be face up.
- Do 1 with the whole class to make sure everyone understands the situation and instructions.
- Students work through the rest of the cards in their small groups. Give them a time limit to make sure you can do a whole-class feedback session at the end.

One-to-one

You should take the role of another student and discuss the situations on the cards with the student.

Tips

- If any group finishes faster than the rest, encourage them to answer the questions on the final card. If they had an unsuccessful outcome (e.g. cards 11, 12, or 13), encourage them to go back and review their decisions.
- While students are discussing their cards, make a note of any important and / or repeated errors and review these with the whole class at the end.

Follow-up

- Students could write a summary of the route they took through the card 'maze', explaining why they made their decisions and the results.
- Students could be given sentences with examples of their errors during the discussion to correct for homework.

The future of technology

Aims

- Scanning for specific information
- Reading for detailed understanding
- Review of words connected with inventions and technology

Materials

One copy of the worksheet for each student

Vocabulary

to allow, to depend on, to be dependent, to develop, developments, ethical, invisible, large-scale, numerous, to order, privacy, search, smart, the right to (something)

Procedure

- Students should do 1 individually then compare in pairs.
- For 2, students read the text quietly to check their answers to 1. Conduct whole-class feedback.
- For 3, students can either check their answers with a dictionary or via whole-class feedback.
- For 4, encourage students to discuss the answers in pairs. Conduct whole-class feedback.
- 5 can be done individually with whole-class feedback, or in small groups as a discussion. If the class size is relatively small, it can also be done directly with the whole class.

One-to-one

To make the reading more dynamic, divide the text up into two parts: paragraph 1 and 2 as one part, and then paragraph 3. After the first part, discuss the content (i.e. recent developments in technology), and try to elicit some ideas concerning the second part (i.e. the pros and cons of these developments).

Tips

- With lower level students, 1 can be done with the whole class, to make sure students are thoroughly introduced to the topic and key vocabulary before reading the text.
- As an alternative warmer, you could write up true and fictional developments in technology on the board, and the class have to decide which developments exist at the moment and which don't.

Follow-up

- Students could try to find the strangest new development in technology and present it to the class.
- Students could prepare a class survey on how much people use new technology.

- | | |
|----------------|----------|
| 3 | 4 |
| 1 disturbed | 1 False |
| 2 surveillance | 2 False |
| 3 sensors | 3 True |
| 4 Researchers | 4 True |
| 5 developing | 5 False |

Careers

Aims

- Presentation and practice of career-related vocabulary
- Review of past simple

Materials

One copy of the worksheet for each student

Procedure

- In 1, students should read the text quietly then discuss with the whole class who they think the person is. Encourage students to use the key verbs in their discussion.
- For 2, make sure students can't see the text in 1 and set a time limit.
- 3 can be done individually or in pairs, with whole-class feedback. If necessary, give students an example first and encourage students to add other vocabulary items.
- 4 could be done individually or in the same pairs as 3, with whole-class feedback.
- 5 should be done either in small groups or with the whole class, as a discussion.

One-to-one

2 could be done first, getting the student to guess the probable order of events, and to preteach any relevant vocabulary. The text in 1 could then be read aloud, for extra listening practice, and the student checks his / her answers for 2.

Tips

- For 5, small groups of students could choose one topic and prepare their answer to present to the rest of the class.
- At the end of the lesson, make sure students have added any other relevant vocabulary to their word map, created in 3.

Follow-up

- Students could research a famous person who is dead, and the other students have to ask questions to guess who the person is. Depending on the level of the students, they could ask just *yes/no* questions or any kind of question. You could limit the number of questions to 20. If they haven't guessed who the famous person is after 20 questions, the student wins.

- 1**
Albert Einstein
- 2**
- 1 he was born in Germany
 - 2 he qualified as a teacher
 - 3 he applied for a job at an office
 - 4 he got a doctorate
 - 5 he got promoted at the office
 - 6 he won the Nobel Prize
 - 7 he got a university job in the USA
 - 8 he died in the USA

- 3 (Suggestion)**
Getting a job
accept; apply for; be offered; look for
Types of job
part-time; permanent; temporary; voluntary
Leaving a job
become unemployed; be fired; resign; retire
- 4**
- 1 applied for
 - 2 retire
 - 3 fired
 - 4 resigned
 - 5 offered

A new employee

Aims

- Review of question formation
- Exchanging information
- CV vocabulary

Materials

One copy of either worksheet A or worksheet B for each student

Vocabulary

absence, construction, degree, head (of department), marital status, media, pharmaceutical

Procedure

- Students do 1 individually. Encourage them to think of additional items.
- After the pairwork in 2, do feedback with the whole class to provide students with as many ideas as possible for 3.
- For 3, students work individually in preparation for the pairwork, reading the curriculum vitae and preparing their questions. Set a time limit for the preparation and make sure students write down the information their partner gives them.
- For 4, students discuss the question in their pairs, and then compare their decision with the whole class.

One-to-one

You should take the role of the other student in 2, 3, and 4.

Tip

- In 3, especially for lower level students, they should be encouraged to write down all their questions, so the teacher can check them as they prepare.

Follow-up

- In their pairs, students could write summary sentences about Theresa Baker, using the following prompts: *Theresa used to ...*, *Theresa has ...*, *Theresa was ...*.
- In their pairs, students could write a letter to Theresa Baker, telling her if she has got the job or not, and giving their reasons.

3

Student A

- 1 Vancouver, British Columbia
- 2 1 daughter, aged 3
- 3 1998
- 4 Road Construction
- 5 Director
- 6 eight
- 7 2004
- 8 October 2000
- 9 Packaging
- 10 Russian
- 11 NetMeeting (and) Acrobat
- 12 cinema
- 13 acted
- 14 three

Student B

- 1 76
- 2 married
- 3 Media Studies
- 4 January 2003
- 5 Director of Public Relations
- 6 health
- 7 Website
- 8 Assistant Director of Media and Promotions
- 9 2002
- 10 November 1998
- 11 French
- 12 Word, Excel (and) PowerPoint
- 13 three short films
- 14 two

Organizing your life

Aims

- Scanning for specific information
- Reading for detailed understanding
- Guessing meaning from context

Materials

One copy of the worksheet for each student

Vocabulary

action, bank statement, calendar, paperwork, to prioritize, to process, project, quiz, receipt, to review

Procedure

- For 1, students do the quiz individually, then compare with a partner and discuss. With lower level students, feedback with the whole class before going on to 2.
- For 2, students read the text quietly to check their answers to 1, then compare and discuss them in their pairs.
- For 3, students work in the same pairs as in 1, and check their answers with a dictionary, or via whole-class feedback.
- Students can work individually or continue in their pairs for 4. Set a time limit to encourage students to skim the text. Conduct whole-class feedback.
- For 5, students work individually then in pairs, but not necessarily the same pairs as for previous exercises.

One-to-one

Take the role of the other student in 1 and 5 and compare your answers with the student.

Tips

- With higher levels, 3 can be done before the reading, encouraging students to guess an answer to the definition, and then to scan the text very quickly to confirm the answer.
- With lower levels, 5 can be done with the whole class, eliciting the actions for a specific project and encouraging the students to discuss them.

Follow-up

- After one month, students could compare the lists they made in 5 and present what they have done, what they haven't done, and what they should do.
- Students could keep a diary for one day or one week, listing their activities and the time they dedicated to each one. The other students could advise them on how to become more efficient, based on this information.

3

- 1 in-tray
- 2 update
- 3 folder
- 4 step
- 5 efficient

4

- 1 Only practical things should be on your desk, everything else should be in your in-tray.
- 2 It is not a project because it only has one action.
- 3 So that you can organize your next actions.
- 4 Regularly, once a week.
- 5 A project list.

Use after lesson 8C

Phrasal verbs

Aim

- Review of phrasal verbs in a work context

Materials

One copy of the worksheet for each student

Procedure

- 1 is a quick introduction to the topic. Encourage students to discuss their different tips and work habits for an office.
- Students should do 2 individually, with whole-class feedback.
- For 3, students can work individually or in pairs, with whole-class feedback.
- If 3 is done in pairs, 4 should continue in the same pairs. Feed back with the whole class.
- 5 should be done in the same pairs or individually, with a whole-class discussion at the end.

One-to-one

Instead of 5, encourage the student to discuss the topic generally, introducing the questions as and when relevant.

Tip

- For 5, students could work in small groups and prepare their group opinion on one of the questions, to present to the rest of the class.

Follow-up

- The phrasal verbs could be reviewed by playing 'in the manner of the word'. One student thinks of an adverb or adverbial expression (e.g. *patiently* or *in a relaxed way*) and the others give him or her different actions to mime, but only using a phrasal verb, e.g. *sit down*, *turn off the TV*, etc. The student must mime the actions in the way suggested by the adverb, e.g. the student sits down and turns off the TV 'patiently' or 'in a relaxed way', and the rest of the students must guess the adverb or adverbial expression.

- | | |
|--------------|------------|
| 2 | 3 |
| 1 turn down | 1 sit down |
| 2 throw away | 2 stand up |
| 3 get up | 3 Turn off |
| 4 give up | 4 turn on |
| 5 put away | 5 wake up |
| 6 put on | 6 Fill in |
| 7 write down | |

4 (Suggestion)

put away the papers / turn down the heating / turn on the light near the computer / put on more comfortable clothes / give up trying to do two things at once / stand up from the desk / move the chair up

Use after lesson 8B

Organizing a training session

Aims

- Review of *too*, *enough*, *too many*, *too much*, *anywhere*, *anything*, *anybody*
- Discussing alternatives and reaching a decision

Materials

One copy of the worksheet for each student

Vocabulary

to attend, *crowded*, *equipment*, *graphic material*, *to last*, *participant*, *projector*, *to record*, *screen*, *training course*, *trainer*

Procedure

- In 1, students read the text silently and complete the table individually, then compare with a partner, or the whole class in smaller classes. Set a time limit (approximately five minutes).
- For 2, students work individually or with their partner from 1. Whole-class feedback.
- For 3, encourage students to discuss the two alternatives in detail. Feed back to the whole class.

One-to-one

You should take the role of the other student in 3.

The sentence completion in 2 could be done after discussing the two hotels and their facilities, as a summary exercise.

Tip

- With higher level students in 3, students in pairs could prepare and present their decision formally to the rest of the class.

Follow-up

- Students could gather information on local hotels and present their facilities, deciding if they would be suitable for the training course, to the rest of the class.
- Students could write an email to the head of department of the multinational company recommending the place they have chosen for the training session.

1 (Suggestion)

Seats – 128

Paper – for 120 people

Translators – 4–5 languages, including German

Computers – possibly for presentations

Projector – possibly for presentations

Projection screens – possibly for presentations

Recording equipment – video, all day

2 (Suggestion)

- 1 Imperial
- 2 Imperial
- 3 Interglobal
- 4 Imperial
- 5 Imperial
- 6 Interglobal

Out with the old, in with the news

Aims

- Reading for detailed understanding
- Deducing meaning from context
- Common news and media vocabulary

Materials

One copy of the worksheet for each student

Vocabulary

to access, digital, disc jockey, to distribute, generation, in favour of, print magazines, record store, source, web designer

Procedure

- 1 can be done individually with whole-class feedback, or directly with the whole class, especially if they are a lower level and / or don't have much experience of alternative news sources.
- For 2, students should read the text silently then feedback with the whole class.
- 3 can be done individually, in pairs, or with the whole class, depending on the level of difficulty for the students. If not done with the whole class, set a time limit to encourage students to scan the text.
- 4 should be done individually or in pairs, with whole-class feedback.
- For 5, students work individually or in the same pairs as 4, with whole-class feedback.

One-to-one

Either encourage the student to scan the text in 3 and / or 4, as for the group, or read out the text for the student to practise listening for specific information.

Tip

- The information in 1 can be extended to a class survey (e.g. *How many people use the Internet to get their news? How often? Which websites? etc.*)

Follow-up

- If the class information in 1 is collated as a survey, the students can write a summary description for homework.

3

- a
- b
- a
- b
- a
- a

4

- Its circulation had fallen and it wanted to find out why younger readers were more difficult to attract.
- Your house becomes full of old newspapers.
- Magazines.
- On the Internet.
- Because the people who buy them will gradually die off.

Review

Aim

- Revision and practice of vocabulary

Materials

One copy of the worksheet for each student

Procedure

- The crossword can be done individually, in pairs, or with the whole class, with the crossword on the board.
- Feedback with the whole class

One-to-one

This crossword could be used as a test or for homework. Alternatively, you could cut off the clues and just give your student the blank crossword. He / she has to ask you for the clues for each word.

Tips

- The class could be divided into two groups, one for the 'down' clues and the other for the 'across' clues. Feedback should be whole-class, with the crossword on the board.
- Alternatively, the teacher could put the completed crossword on the board and students have to write clues in small groups or pairs. Conduct whole-class feedback to decide which clues are best.

Across

- up
- with
- turn
- expensive
- desk
- spend
- tidy
- promoted
- unsafe
- boiling
- who
- insurance

Down

- agrees
- presentation
- investigation
- staff
- retire
- apply
- borrow
- in

Use after lesson 9B

The lost formula

Aim

- Practice of reported speech

Materials

One copy of the worksheet, one set of information cards, one set of statement cards and a coin for each group

Vocabulary

accidentally, crime, formula, intimate, to invent, invention, to lock, nervous, robbery, security, stomach-ache, suspect

Procedure

- Divide students into groups of 4–6 and give each group a worksheet, one set of information cards, one set of statement cards, and one coin to toss.
- Make sure all the students understand the situation before they start looking at the cards.
- In each group, each player tosses a coin in turn. If it's 'Heads', then he or she picks an *Information* card. If it's 'tails', he or she picks a *Statement* card. If the coin has no head on it, tell students which side is 'heads' and which is 'tails'. In each case, the player does not show the card to the other players but reports the information that is on the card. After the student has reported the information on the card to the group, the players discuss the new clues and decide if they now know who is guilty of the crime. If they still don't know for sure, the next player tosses the coin and takes another card, with more information. The game continues until all the players are satisfied that they know the solution to the crime, when they can check their theory with the answer. Remember to warn the students that some of the suspects might be telling lies.

One-to-one

The student should play the game as per the instructions for the group, but obviously not wait for another turn. To make it more interesting, set a time limit so that the student must try to reach the finish as quickly as possible.

Tips

- Set a time limit for the discussion of about 15 minutes.
- If one group finishes much earlier than the rest, ask them to summarize their conclusions in writing.
- As students discuss the information, make a note of any significant and / or repeated errors to review with the whole class at the end of the activity.

Bettina Reynolds and Roger Bleary stole the formula. Bettina was annoyed that the company hadn't paid her anything for her invention. Roger is in love with Bettina and helped her, because he had the key. Roger got the idea when Jackie Webster told him she had lost her key, because he thought people would think that either somebody had stolen her key or that she had stolen the formula herself, and was lying. Bettina and Roger met very early in the company car park. Roger took the formula from the filing cabinet and gave it to Bettina. She took it home and then called Intchem Ltd. to say she was ill. Later than morning she met somebody from Global Chemicals plc. and sold them the formula.

The dating industry

1 Before reading the text, guess the answers to these questions about the dating industry in Britain.

- 1 How much do you think people spend per year on dating services?
a £10.9 million b £200 million c £600 million
- 2 How many dating services do you think there are on the Internet?
a more than 1.5 million b Almost 7.5 million c 13.1 million
- 3 What percentage of single adults do you think use a dating service?
a 5% b 20% c 35%

2 Now read the text and check your answers.

The dating game

IN BRITAIN TODAY, 20% of single adults use a dating service at some time, and dating websites have more members than the population of some small countries. DatingDirect.com, for example, has a membership of more than 1.5 million. Judith Meskill, who works for a company that is studying dating services all over the world, has commented on how people were cynical about the industry five years ago, 'but now everyone is taking part,' she says.

Dating is becoming especially popular online. There are 44 million links to dating companies on the Internet today compared to 13.1 million in 2003, and there are almost 7.5 million dating services compared to 2.8 million in 2003.

Of those people who are looking for love on the Internet, 84% visit dating websites five or more times each week and spend almost 50% more than two years ago. People spend £600 million a year on dating services and, as a result, some dating companies are very successful. One of these companies is YooMedia Dating, which has very popular sites such as Dateline and Club Sirius. Experts say that its profits will increase from £7.9 million to £10.9 million in the near future. David Docherty, chief executive of YooMedia, knows all about the money that people can make in this industry, he sees the reason for this as simple, 'people are looking for love on these sites, not just a date'.

3 What do you think the underlined words and phrases mean?

4 Are the following sentences true or false?

- 1 The dating industry was popular five years ago.
- 2 People spend a lot more money on dating services now.
- 3 The company YooMedia Dating has more than one dating website.
- 4 Most people use dating services to find love.

5 Many dating companies use questionnaires to study and compare people's personalities.

Here are some answers from two people, Anna and Marc. Write the questions for the answers.

Question	Anna's answers	Marc's answers
1	6th August, 1980	17th December, 1979
2	Translator	Teacher
3	Bilbao, Spain	Perpignan, France
4	Reading and travelling	Playing music in a band

Do you think Anna and Marc would be good partners? Why / Why not?

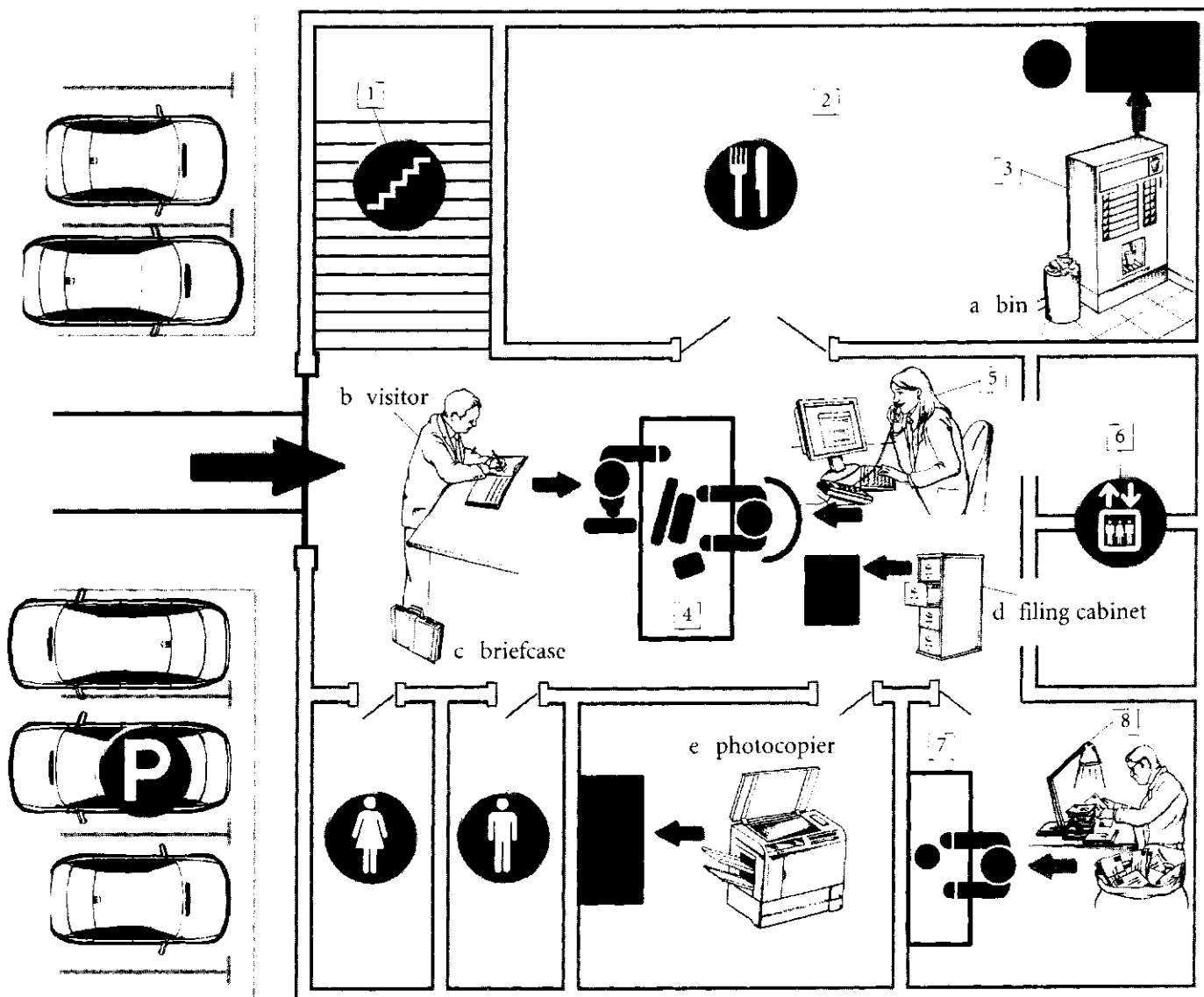
6 Answer the questions. Then compare your answers with a partner.

- 1 Are there many dating services in your country?
- 2 What kind of people do you think use dating services?
- 3 What are the possible advantages and disadvantages of using a dating service?

At the office

1 Look at this picture of an office plan. Match the items (1–8) in the office plan with the words in the list below.

canteen [] desk [] drinks machine [] lamp [] lifts [] stairs [] post room [] receptionist []



2 Look at the office plan in 1 and read the description.

..... 1 the ground floor of Garbinger Ltd, there is a small canteen with a drinks machine 2 the corner. The stairs are 3 of the canteen, and the toilets are opposite the stairs. The photocopier room is 4 the toilets and the post room. 5 the reception desk is a filing cabinet, and 6 the desk is a telephone and computer. 7 the building is the car park.

3 Complete the definitions with the items (a–e) in the office plan.

- 1 A is the person who the receptionist meets first when he / she arrives at a company.
- 2 A is a kind of machine which you use to make copies of documents.
- 3 A is a place where you keep documents, files, etc.
- 4 A is like a bag, but you use it to carry documents, files, etc.
- 5 A is a thing which has paper and other objects you don't want in it.

4 Compare a floor of your building with the office plan in 1.

The right candidate

- 1 There are four candidates for the same job. They all had an interview last week, but the interviewer has mixed up their information. Complete the table in small groups by reading the cards one by one and adding the information to the table.

Person	Appearance	Personality	Location	Current studies
Maria Rossi				
Simon Carter				
Max Draper				
Sarah Lin				

- 2 Read the job description. Which of the candidates in 1 is the best for the job? Why?

Sales Manager, Southeast Asia

An American multinational company, which makes sports products, is looking for a sales manager to open its markets in Southeast Asia. The successful candidate needs to be a positive, friendly person with good organizational skills. Some experience of Southeast Asia is preferred. English is essential but a knowledge of Spanish and / or Malay is also an advantage. If you are interested, please send your curriculum vitae and a covering letter to the following address:

The candidate who's slim doesn't live in Sydney.

The candidate who's studying business administration is shy.

The candidate who's studying sales techniques is Sarah.

The candidate who's tall is also talkative.

The candidate who lives in Boston is studying Spanish.

The candidate who lives in Naples is very friendly.

The course which Max is studying is business administration.

The course which Simon is studying is computer skills.

The course which the candidate from Jakarta is studying is sales techniques.

The place where the talkative candidate lives is Jakarta.

The place where the shy candidate lives is Sydney.

The candidate who's attractive is also extrovert.

The place where Max lives isn't Boston.

Max has fair hair and is shy.

Maria is attractive and she isn't studying computer skills.

Simon is slim and lives in Naples.

The music industry

- 1 Can you think of two big changes in the music industry since 1970?
- 2 Read the article. Were your changes mentioned in the text?
- 3 Match the definitions with the underlined words in the text.
 - 1 When you copy something from the Internet and put it on your computer.
 - 2 Telling people about something in order to sell it and make it popular.
 - 3 A period when the finances of a business or industry of a country are not good.
 - 4 Large business companies.
 - 5 To think a lot about something you are doing.
 - 6 Payments people have to make as punishment for an illegal action they have done.
- 4 Complete the sentences according to the text.
 - 1 A lot of people lost their jobs in the music industry in the early 1980s because ...
 - 2 Music companies continued to sell albums in the 1980s because ...
 - 3 All big music companies are multinational because ...
 - 4 Companies made more money from CD sales than record sales because ...
 - 5 MP3 could be the end of the global music business because ...
- 5 Answer the questions about the music business in your country.
 - Who are the most successful recording artists in your country? What nationality are they and why are they successful?
 - What makes a recording artist successful?
 - Do you download music from the Internet? Why / Why not?

The ups and downs of the music business



THE MUSIC INDUSTRY TODAY is very different from thirty years ago, with large multinational companies selling records to a worldwide market, and new technology changing the way we listen to music.

The late 1970s was a good time for the music industry as it became more global. However, in the early 1980s, there was a recession. Record sales started to fall and a lot of people lost their jobs. Music companies decided that the best way to make money was to concentrate on a few superstars who were very successful, such as Michael Jackson and Madonna. They also began promoting their records in a different way. By making a video of a record, which people could now see on MTV across the world, or by having a record in a Hollywood film, they could increase their sales.

In the 1980s, there were some big changes in the music business worldwide. A lot of big music companies bought or sold other music businesses. For example, PolyGram bought A&M and Island for more than \$300 million each. These big companies then became even larger corporations, which were multinational and very global. Epic Records, an American company, became part of the Japanese company, Sony-CBS.

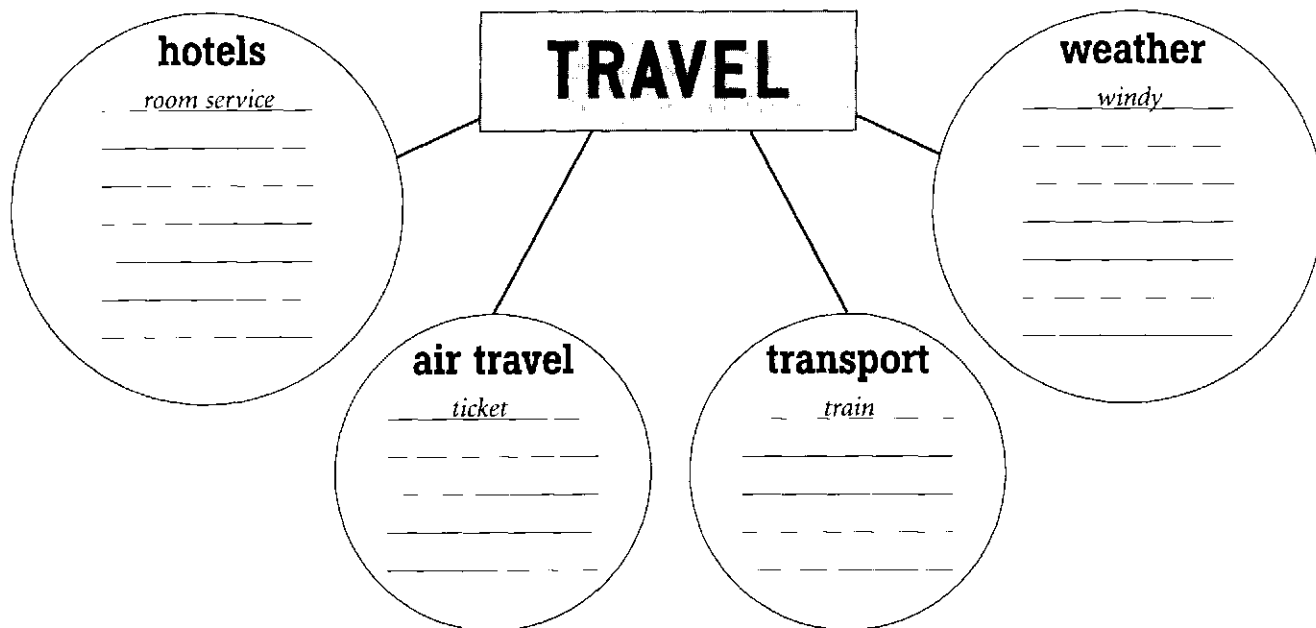
The 1980s also saw the introduction of CDs by Philips and Sony. CDs cost more than normal record albums to buy, but were not as expensive to make. Companies, therefore, could make more money from fewer sales.

Then a new technology arrived in the 1990s – MP3. With MP3, recording artists do not need a multinational music company to help their records sell all over the world. In 1998, people bought 846 million new CDs, but Internet users were downloading at least 17 million MP3 files every day. The music industry was beginning to worry, but now companies in the US and the UK are starting to take legal action, with fines of up to \$10,000 for illegally downloading music. However, many people think it will be impossible to stop this activity altogether.

Travel

1 Put these words and phrases into one of the two vocabulary areas (*hotels* or *weather*) in the diagram.

air-conditioning boiling (to) book (to) check in cool heatwave minibar rainy reception room service snow staff sunny windy



2 Add words and phrases to the other two vocabulary areas (*air travel* and *transport*) in the word map in 1.

3 People travel for holidays and for work. Mark the activities with either *H* for holidays or *W* for work. Sometimes both are possible.

- 1 give a presentation
- 2 go to a conference
- 3 go to a restaurant
- 4 go sailing
- 5 go shopping
- 6 go sightseeing
- 7 have meetings
- 8 meet some important clients
- 9 play golf
- 10 rent a car
- 11 spend a lot of money
- 12 stay at a hotel
- 13 take photographs
- 14 visit companies

4 Complete the text with activities in 3, using the correct form of the verb.

From: Lars Nielson
To: Karen Hüber
Subject: Business trip

On my last trip to the UK, I _____¹ because I needed to travel to different places in the country. As usual, I _____², the Alexander Square Hotel, in Manchester. First, I spent two days at head office and _____³ with the all the managers. Then I _____⁴ which were interested in working with us, for example, the Kingston Clarion Company in Liverpool. On the last day, I _____⁵ at the sales conference and I _____⁶ on our new product. Unfortunately, I didn't have time to _____⁷ with them, although the sport is very popular with business people in the UK. But, in the evening, we _____⁸ and talked a lot about the new product and their ideas for the future during dinner.

5 Answer the questions.

- Do you travel in your job? How much? What for?
- When you travel, where do you prefer to stay – in a hotel, flat, house, etc? Why?
- What kind of weather do you prefer when you travel? Why?
- Do you think travelling for work is a good way to see places? Why / Why not?

The holiday business

A

1 Match the word or phrase with the best definition.

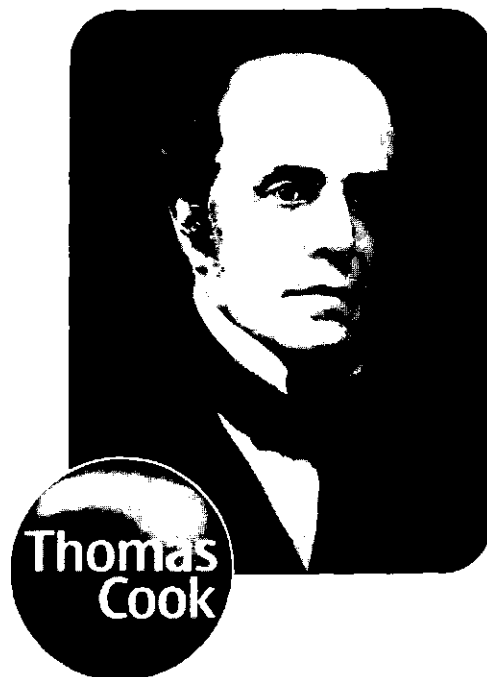
- | | |
|-----------------------|---|
| 1 to take over | a to receive as a gift |
| | b to buy, take control of a company |
| 2 to retire | a to stop work permanently when you are a certain age |
| | b to leave a job because your work is bad |
| 3 to set up | a to start, create |
| | b to organize |
| 4 state-owned company | a a company belonging to the people who work there |
| | b a company belonging to the government |
| 5 package tour | a a cheap holiday |
| | b a holiday with hotel, flight, and meals included |

2 Read the chart about some important events in the history of the British holiday company, Thomas Cook & Son Ltd. Then complete the chart with the missing events in the list below.

- Thomas Cook retired from the company.
- The Thomas Cook website appeared.
- Thomas Cook was born in England.

The history of Thomas Cook & Son Ltd.

	1808
The company organized the first package tour for 500 people, by train.	
Thomas Cook's son, John Mason, entered the company.	1864
Thomas Cook set up the company Cook & Son.	
	1879
Thomas Cook died at the age of 83.	
John Mason's sons took over the company after their father's death.	1899
The company sold the first airline ticket.	
Thomas Cook became a state-owned company.	
	1995



3 Ask your partner questions to complete the dates in the chart.

EXAMPLE

When did Thomas Cook organize the first package tour?

4 With your partner, prepare a short description of the history of Thomas Cook & Son Ltd. Remember to use the past tense of the verbs.

The holiday business

B

1 Match the word or phrase with the best definition.

- | | |
|-----------------------|---|
| 1 to take over | a to receive as a gift |
| | b to buy, take control of a company |
| 2 to retire | a to stop work permanently when you are a certain age |
| | b to leave a job because your work is bad |
| 3 to set up | a to start, create |
| | b to organize |
| 4 state-owned company | a a company belonging to people who work at the company |
| | b a company belonging to the government |
| 5 package tour | a a cheap holiday |
| | b a holiday with hotel, flight, and meals included |

2 Read the chart about some important events in the history of the British holiday company, Thomas Cook & Son Ltd. Then complete the chart with the missing events in the list below.

- Thomas Cook died at the age of 83.
- The company sold the first airline ticket.
- Thomas Cook set up the company, Thomas Cook & Son.

The history of

Thomas Cook & Son Ltd.

Thomas Cook was born in England.

The company organized the first package tour for 500 people, by train. 1841

Thomas Cook's son, John Mason, entered the company.

1871

Thomas Cook retired from the company.

1892

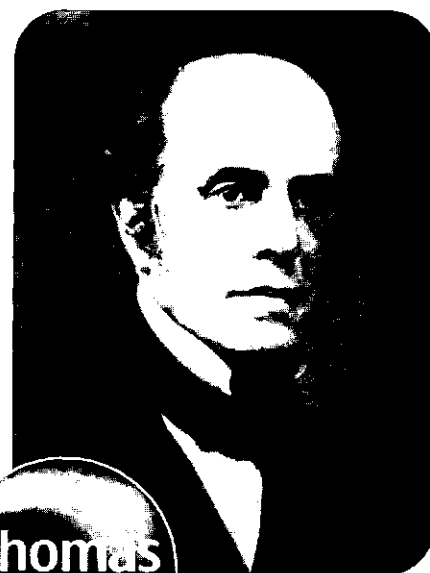
John Mason's sons took over the company after their father's death.

1919

Thomas Cook became a state-owned company.

1948

The Thomas Cook website appeared.



3 Ask your partner questions to complete the dates in the chart.

EXAMPLE

When did John Mason enter the company?

4 With your partner, prepare a short description of the history of Thomas Cook & Son Ltd. Remember to use the past tense of the verbs.


Going to work abroad

- 1 What advice would you give someone who is going to work abroad? Make a list of the important things to do before you start working in a foreign country.

EXAMPLE

*Learn the language of the country.
Buy a guidebook.*

- 2 Now read the text. Can you find any of the points from your list in 1?



Working abroad

WITH GLOBALIZATION, working abroad has never been easier, and many firms are now asking people to work in their overseas branches. It gives you a fantastic opportunity to live in lovely places, but what are the important things you need to think about before you move to another country for work?

First of all, the cost of living may be high in the country you are going to, and you may have to pay more tax. So, before accepting the job, find out from the human resources department about the relocation package. Will the company pay for your health care; the cost of moving to the country; as well as moving back home at the end of your stay? What about trips home to visit your family? And will they pay for language courses?

Once you accept the job, find out what the latest requirements are to allow you into the country, such as visas. It's also a good idea to take translated copies of important documents, such as your driving licence, degree certificate, and your curriculum vitae. Different countries have their own ways of writing letters of application and CVs, so always write in the appropriate language.

Finally, knowing the language of the country you are going to work in is important, and will help you both professionally and personally, but before you go, learn as much as possible about the country, the people that live there, and their customs. It may prevent you from losing a business deal or insulting a client or colleague.

And for those of you who don't have the opportunity to work abroad with your company, you could try Monster.com's Global Gateway, which is a good place for information, or the EURES database online, which is a network of employment services that advertises jobs in Europe. You could also contact companies directly via their human resources department, write to a recruitment agency, or look at the job advertisements in the local newspapers of the country.

- 3 What do the underlined words or phrases mean?
- 4 Use six of the underlined words or phrases in the text to complete these sentences.
- 1 In social occasions in the UK, it is not _____ to ask someone how much they earn.
 - 2 I think it is _____ when someone interrupts me when I am talking.
 - 3 There are several _____ to work in this company. For example, you must have a driving licence and you must be able to speak French.
 - 4 The multinational company has _____ in the USA, Europe, and Asia.
 - 5 Our company has a _____ of agents, located in different countries, who communicate with us by email.
 - 6 I get a very good _____. The company pay for the cost of moving to Boston and for all my health care when I'm there.
- 5 Answer these questions.
- 1 Where can you get information on getting a job abroad on the Internet?
 - 2 What are the disadvantages of working abroad?
 - 3 What can you get in a relocation package?
 - 4 What translated documents should you take with you?
 - 5 Why should you know about the customs of the country you are going to work in?
- 6 Answer these questions.
- Would you like to work in a foreign country? Why / why not?
 - Which country or region do you think is the best place to work? Why?
 - Which do you think is the best job to do in a foreign country? Why?
 - Do you think more people are working abroad now? Why / why not?

Verbs and prepositions

1 Match each job title in the list with a job description.

Customer Services Manager Department Manager Finance Manager

<p>1</p> <p>I work for a large department store and I am in charge of the sales assistants in my department. It's important to get on well with people in my job. My boss is the store manager and I report to her every week.</p> <p>_____</p>	<p>2</p> <p>I am responsible for making and receiving all company payments, and I also deal with the banks, especially when we need to borrow some money from them. Computers are very important in my job.</p> <p>_____</p>	<p>3</p> <p>I take care of all our clients when they have a problem or a complaint, and I reply to all the letters we receive from them. I normally communicate by email with them. I sometimes take important clients to a restaurant and the company pays for the meal.</p> <p>_____</p>
---	--	--

2 Find these words in the job descriptions in 1 and underline them. Then add them to the table below, according to the prepositions that follow them.

borrow communicate deal get on in charge pay receive reply report responsible take care work

by	for	from	of	to	with
		borrow			

Can you think of any more verbs that combine with these prepositions?

3 Complete the extract below from a company presentation, using the organization chart and the vocabulary in 2. Who is giving the presentation?

Paul Mosneau Sales Director North Africa	Hans Bocker Sales Director Europe	Sara García Sales Director South America
	Mary Chang Sales Director North Europe	James Thorton Sales Director South Europe

... As you can see, I am _____¹ for sales in southern Europe and Mary Chang is in _____² of northern Europe. We both _____³ to Hans Bocker, who _____⁴ of the whole of Europe. Hans Bocker works with Sara García, who _____⁵ with sales in South America. Now that we are starting to sell in North Africa, Paul Mosneau _____⁶ for our company as an independent distributor in this region. Because of time differences in the different regions, the sales team always _____⁷ by company intranet, although we obviously _____⁸ to any urgent messages as soon as possible.

4 Think of a job and describe it to a partner in three sentences. If your partner can't guess the job, he / she can ask a maximum of five questions, but you can only answer *yes* or *no*. Then try to guess your partner's job.

Arrangements, predictions, and promises

START 	 10:00	 in the next three months	 Our client is waiting for an urgent order!
 I can't go to the meeting in the USA!	 this weekend	 I have too much work!	 18:30
 before the end of the year	 5:45	 Our office is too small!	 this year
 14:15	 My computer doesn't work!	 8:30	 tonight
 It's my boss's birthday next week!	 in the next two weeks	 22:00	FINISH

Situation Cards

presentation	conference	telephone	plane
skiing	boss	class	email
restaurant	meeting	money	colleague
bed	tie	computer	yoga
dictionary	taxi	office	home

Youth versus experience

1 What do you think? Are these statements about older and younger workers true or false?

- 1 Young workers have always been important for companies.
- 2 Older workers learn new things more slowly.
- 3 Everything changes faster now in the business world.
- 4 Young workers are more expensive than older workers.
- 5 Most of the world's young people live in the developed world.

2 Now read the text and check your answers.

The young revolution

For most of history, middle-aged people have been the bosses. With age came knowledge, experience, and influence. But now companies in the West want to attract a younger workforce. But why?

One reason is technology. The Internet revolution means that young people have become much more important for companies. They created Netscape, Yahoo, and Napster, the music-sharing technology that has changed the music industry. But another reason young people are more successful today is because of changes in the business world in general. In the past, companies grew slowly and stayed on top. Now a company can go from success to failure in just three months. Things change much more quickly, and young people learn faster and adapt more quickly to these changes than older people. The salaries of young workers are also lower than older workers and, because many of them aren't married or don't have families, they are more flexible and can work longer hours.



But is the situation the same in the rest of the world? Japan has seen some changes, but they still believe that age and experience are very important in business. Some business people in southern Europe think that a good personal relationship is more important than fast, impersonal results. And, of course, most of the world's young people live in the developing world, and will possibly never touch a computer in their lives. But their children probably will.

Young people are very creative, have more energy, and are more dynamic than older workers. However, older workers will not disappear, but they will have to learn to share their power with the young.

3 What do the underlined words and phrases mean.

4 All these sentences are incorrect according to the text. Correct them by making the necessary changes.

- 1 In the past, older workers didn't have any advantages over younger workers.
- 2 There is only one reason why younger workers are now more important.
- 3 Younger workers are not as flexible as older workers.
- 4 The situation is changing quickly in the developing world.
- 5 There won't be any older workers in the future.

5 What do you think? Discuss these statements:

- Older workers have experience and are a good influence over the rest of the workers.
- It's often difficult to retrain older workers.
- Older people only think about their personal life and retirement.
- You train young workers and then they leave the company. Older workers stay much longer.

Opposite adjectives

- 1 The opposite of these adjectives is formed by adding either *im-* or *un-* to the beginning of the word. Tick the column with the prefix that makes the opposite of each adjective, as in the example.

Adjective	im-	un-
happy		✓
suitable		
polite		
tidy		
interested		
personal		
safe		
patient		

- 2 Some of the opposite adjectives in 1 have another opposite. Match the adjectives below with the opposite adjectives in 1.

EXAMPLE

bored = uninterested

bored dangerous messy rude sad

- 3 Read the extract below from a company training manual and complete the gaps with an adjective from 1. Sometimes more than one answer is possible.

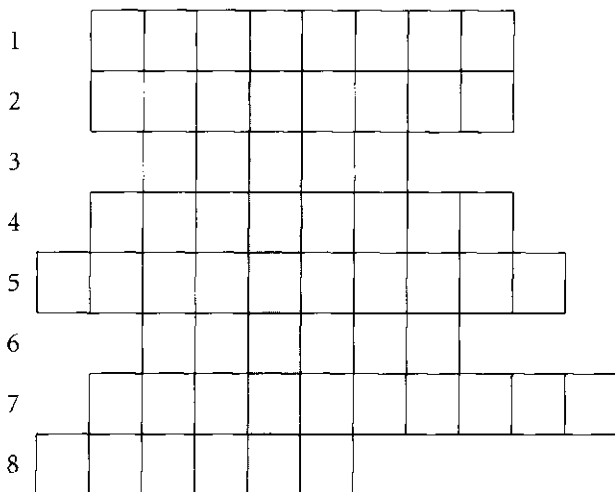
The customer is always right



At Jason Barthes & Co. the customer is always right. That means you should respect the customer and always be _____.¹ Because some of our services are quite complicated, you should also be _____² and spend as much time as necessary to explain them to the customers. Remember our customers are real people, so don't look _____³ when they are asking about a product – be enthusiastic and try to help them. Make sure you are friendly and always remember to smile – an _____⁴ worker is bad for business! The image of your workplace is also important and it shouldn't be _____⁵. In fact, it should be possible to find any document you need immediately.

- 4 What is the opposite of the underlined adjectives in 3?

- 5 Complete the crossword using the clues. All the answers are in 1 to 4.



- 6 What's the opposite of the word in the shaded squares?

- Some directors have a PA or _____ assistant who helps them to organize their time.
- Wear _____ clothes, such as a dark suit and tie for the interview.
- I'm _____. I want a more interesting job.
- My new colleagues are very _____ and invited me out to lunch on my first day.
- I need more time. It's _____ for me to finish all the work today.
- He didn't know the machine was _____ and had a serious accident.
- I am very _____ in working abroad – are there any positions free at the moment?
- An _____ desk can suggest you're not organized at work.

Progress meeting

1 Match the words and phrases with their definitions.

- | | |
|----------------------------|--|
| 1 brochure | a a piece of paper you fix to something that has information on it, e.g. a price, an address, etc. |
| 2 labels | b detailed information about how something should be made |
| 3 packaging | c a small book with information about something, usually with pictures |
| 4 poster | d the way you get from one place to another |
| 5 technical specifications | e a large picture or notice used to advertise something |
| 6 route | f boxes, bags, paper, etc. used to cover or protect goods before they are sold |

2 Write the actions in the list under the four company departments. Sometimes more than one department does the same action.
 advertise deliver explain manufacture
 present print sell transport

Distribution

Production

Promotion

Sales

3 You work for a company that has invented a new product. The date to start selling the new product is the 1st of next month. Read the list of things that are necessary to do before your company can start selling this product. Decide which department is responsible for each task: *promotion, production, sales, or distribution*. There are three tasks for each department.

Task	Department responsible
1 Choose the most important clients to receive information on the new product	
2 Create a new website page explaining the new product	
3 Design the special packaging for transport	
4 Finish the technical specifications	
5 Make sure the sales team has all the information they need on the new product	
6 Make 100,000 new products	
7 Order the advertising posters	
8 Organize the transport routes	
9 Organize the extra transport for 100,000 products	
10 Prepare a sales presentation for the new product	
11 Print 100,000 new labels, designed for the new product	
12 Write brochures on the new product for the sales team	

4 Take one role card and study it. Then have a meeting and discuss the following questions:

- | | |
|--|---|
| ■ Which jobs have already been done? | ■ What is the order for completing the jobs still to be done? |
| ■ Which jobs have not been done yet and why? | ■ What is the final date for completing all the jobs? |

Promotion department

Jobs already done

Order advertising posters.

Jobs not done yet

Write new product brochures, create website content on new product.

Reasons for delay

Waiting for the production department to finish the technical specifications needed for the product information in the brochures.

Production department

Jobs already done

Make 100,000 new products.

Jobs not done yet

Finish technical specifications, print new labels.

Reasons for delay

Waiting for the distribution department to design special packaging, which is included in specifications.

Sales department

Jobs already done

Give sales teams all information on new product.

Jobs not done yet

Choose most important clients to inform them of new product, prepare product presentation.

Reasons for delay

Waiting for the promotion department to write the new product brochures.

Distribution department

Jobs already done

Order extra transport for 100,000 products.

Jobs not done yet

Organize transport routes, design special packaging

Reasons for delay

Waiting for the sales department to choose the most important clients in order to finalize routes and packaging.

Sports sponsorship

1 Match the logos with the sports in the box. Who sponsors these sports in your country?

- football
- cycling
- motor racing
- tennis
- skiing



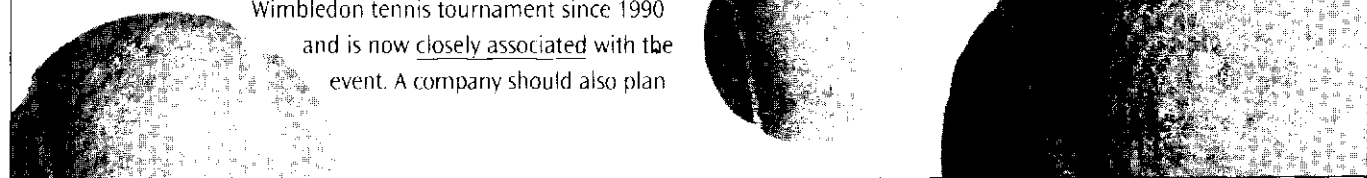
2 Now read the text and compare your answers.

Sports and business

SPORT is now big business and many companies give a lot of money to different sports. For example, Red Bull sponsors the NBA basketball league in China for approximately €2.5 to €5 million. But some companies aren't happy with the results of their sponsorship. One reason is that the cost of sports sponsorship has increased a lot, and the people watching a sports event are often not the company's target. However, sports sponsorship continues to be a very important area in marketing. This is because people don't mind seeing sponsorship, but are bored watching a lot of advertising during sports events, and also because sports events have very large audiences. For example, Formula 1 car racing has a worldwide TV audience of 53 billion people. It is difficult to plan the perfect sponsorship, but marketing experts say that there are six important points to follow. Firstly, the sponsorship shouldn't be just for one event, but for a longer period of time. IBM has sponsored the Wimbledon tennis tournament since 1990 and is now closely associated with the event. A company should also plan

its sponsorship carefully and decide clear goals. The sports event should also be appropriate to the type of company that is sponsoring it. The company shouldn't spend more money than originally planned and, finally, the sponsorship should be creative. For example, AOL and the US football league, sponsors of the Superbowl in 2004, have decided to create a special website for fans, free for AOL members.

If a company remembers to follow these six points, sponsorship can change a company or product's image very quickly. In the 1990s, people thought Renault cars were only for families, and the company had a middle-aged, unexciting image. However, now that it sponsors Formula 1, Renault's image has changed to an attractive, modern vehicle. In other words, good sports sponsorship is a real winner.



3 What do you think the underlined words and phrases mean?

4 Answer the questions.

- 1 Why is it useful for companies to sponsor sports events?
- 2 What are the possible disadvantages of sports sponsorship?
- 3 What is the result of IBM's sponsorship of Wimbledon?
- 4 Why is Formula 1 a good event to sponsor for Renault?

5 Do you agree with these opinions? Why / Why not?

- Local sports events need to have local sponsors who can support the local community.
- There is too much advertising on TV nowadays and it's not effective.
- It's confusing when big sports events, like the FIFA World Cup, decide to have a lot of different sponsors.
- Nike sponsors a lot of sports events and people, and is very good at marketing its products.

Infinitive and -ing

1 Choose the correct ending for the verb phrases.

- 1 I wouldn't like *wearing* / *to wear* a uniform.
- 2 I'm good at *motivating* / *to motivate* other people.
- 3 I don't mind *working* / *to work* long hours.
- 4 I don't want *travelling* / *to travel* a lot for work.
- 5 I can't stand *being* / *to be* part of a team.
- 6 I'm thinking of *learning* / *to learn* another language.
- 7 I think it's important *making* / *to make* a good impression.
- 8 It's easy for me *using* / *to use* a computer.

2 Do you agree with the statements in 1?

3 Write sentences about your job by completing 1–5 with a verb in the list in the correct form.

EXAMPLE

I need to drive a lot in my job.

drive go improve spend teach talk tidy try

- 1 I need _ _ _ _ _.
- 2 I enjoy _ _ _ _ _.
- 3 I'd like _ _ _ _ _.
- 4 I'm (not) interested in _ _ _ _ _.
- 5 I spend a lot of time _ _ _ _ _.

4 Read the three personality outlines. Underline the sentences that describe you best, then compare with a partner.

You're good at motivating people and enjoy talking to them, but you aren't very interested in being part of a team. You are quite bad at keeping your desk tidy. You're thinking of learning a new language, but although you have tried to study alone, it's difficult for you, so you'd like go to language classes.



You think it's important to make a good impression at work. It's easy for you to learn new languages, and you spend a lot of time using computers and other new technology. You don't want to change your career and you'd like to continue working in the same company, but you don't want to work long hours.



You don't mind taking part in a team, but you prefer working on your own. It's difficult for you to use computers and other new technology, but you love talking and spending time with people. You can't stand travelling for work and you'd like to become a teacher, but you need to do a course first.



A new job


A

- 1 Imagine you are going to start working in a new company. Which of these things do you think are the most important for you? Rank them in order of importance.

- working hours (per day)
- health and safety
- clothes (e.g. suit and tie or uniform)
- what other workers are like

Can you think of any other things?

- 2 You have just started working for Sunrise Products Ltd. Read the extract from their handbook for new workers and add the information to the table.



Sunrise Products Ltd – Employees handbook

Appearance
It is important to look neat and tidy in the office, but because we don't work directly with our clients, employees don't have to wear formal clothes such as a suit.

Health and safety
This is a very important area for everyone. All new employees must see the company doctor on the first day of work for a health check. You mustn't smoke in any of the offices, and you mustn't eat at your computer for health and safety reasons. There is a café on each floor where employees can buy and eat food. All employees must leave the building when they hear the fire alarm, and must not waste time collecting their things before they leave.

Necessary ✓	Not permitted ✗	Not necessary
neat and tidy		

- 3 Your partner has some other information from the handbook about working for Sunrise Products Ltd. Prepare questions to ask him / her about this information, and answer his / her questions. Add your partner's information to the table.

EXAMPLE

What time do I have to arrive at the office?

- 1 What time / arrive and leave?
- 2 Work / eight hours / every day?
- 3 Have / lunch break?
- 4 Use Internet or telephone / personal use?
- 5 Use / mobile phone?

A new job


B

1 Imagine you are going to start working in a new company. Which of these things do you think are the most important for you? Rank them in order of importance.

- working hours (per day) ■ health and safety
- clothes (e.g. suit and tie or uniform) ■ what other workers are like

Can you think of any other things?

2 You have just started working for Sunrise Products Ltd. Read the extract from their handbook for new workers and add the information to the table.



Sunrise Products Ltd – Employees handbook

Working hours
All employees must be in the office between the hours of 9 a.m. and 5 p.m. (with a minimum of half an hour for lunch and maximum of two hours). There must always be at least one person in the office between these times. Employees don't have to work eight hours every day, but they must work a total forty hours a week.

Personal versus company time
Please remember not to use the telephone or Internet for personal use. The email is available for personal use but not in excess. All mobile phones have to be turned off when in the office to prevent interruptions.

Necessary ✓	Not permitted ✗	Not necessary
In the office between 9 a.m. and 5 p.m.		

3 Your partner has some other information from the handbook about working for Sunrise Products Ltd. Prepare questions to ask him / her about this information, and answer his / her questions. Add your partner's information to the table.

EXAMPLE

Do I have to wear a suit?

- 1 Wear / suit or tie?
- 2 Smoke / office?
- 3 Where / have lunch in the office?
- 4 See / company doctor?
- 5 What / when I hear the fire alarm?

The art of decision-making

- 1 You are going to read an article about making decisions. Before you read, answer these questions.
 - 1 What do you think about most when you make a decision?
 - 2 For a decision to be successful, do you think it is important for the whole organization to feel responsible?
 - 3 Is it equally important to check the success of a decision as it is to make the right decision?
 - 4 Do you think the best managers can make decisions in all areas of business?
 - 5 Do you think decisions made by senior managers are more important than those made by people in a junior position?
- 2 Read the text written by a management consultant. Does he agree with you?



Making decisions

A good manager does not need to be a leader. Some of the most successful managers I've worked with were not stereotypical leaders. They were all very different in terms of their personalities, the way they think, their strengths and weaknesses. What made them all successful was that they followed these eight practices.

- Ask: *What do we need to do?*
- Ask: *What is right for the project?*
- Make action plans
- Take responsibility for decisions
- Take responsibility for communicating
- Focus on opportunities, not problems
- Have useful meetings
- Think and say 'we', not 'I'

The first two practices give you the knowledge you need to make a decision. The next four help you to turn this knowledge into action. The last two make sure that the whole organization feels responsible.

But it is just as important to review decisions regularly as it is to make decisions in the first place. That way, a poor decision can be corrected quickly. It also shows managers what their strengths are and where they lack knowledge or information. It also shows them what their weaknesses are, especially the areas in which they lack ability. In these areas, the best managers don't make decisions, they delegate.

Finally, it is a mistake to think that only senior managers make decisions or that only high-level decisions are important. Decisions are made at every level of the organization, and making good decisions is therefore an essential skill at every level.

- 3 What do you think the underlined words and phrases mean?
- 4 Use the underlined words or phrases in the text to complete these sentences. Sometimes you need to change the form of the words.
 - 1 Good managers often — — — — to their staff and give them responsibility.
 - 2 She's a — — — — sales person: she's got lots of energy and she makes decisions quickly.
 - 3 In most jobs nowadays, an important — — — — you need is good computer knowledge.
 - 4 It is our company's — — — — to pay bills at the end of the month.
 - 5 He was invited to a — — — — meeting with all the directors of the company.
 - 6 Unfortunately, I — — — — the experience for the job. They need someone who has worked as a team leader.
- 5 According to the text:
 - 1 What makes a good manager?
 - 2 What knowledge do you need to make a decision?
 - 3 Why is it important to check the success of a decision?
 - 4 When is it important to delegate a decision?
 - 5 Why does everyone in an organization need the skill to make good decisions?
- 6 Discuss with a partner.
 - To have a strong company you must make decisions on your own. You can't have a strong company if you have to consult a lot of people all the time.
 - You can only make a real decision if you've taken some new action. If you haven't taken any new action, you haven't made a decision.
 - When you don't know what to do, you should do nothing.

Noun formation

- 1 Form the noun from the verbs in the list using *-ation*, *-ment*, or *-ance* at the end of the verb.
 You may need to make a spelling change.

agree appear argue avoid disappear enjoy improve
 inform insure investigate motivate recommend

-ation	-ment	-ance

- 2 Complete the sentences with a noun form of the verbs in brackets.

- He doesn't really have a _____ (choose): he either moves or loses his job.
- Please accept my _____ (apologize) for the late delivery of the computers.
- There have been a lot of _____ (complain) about our products.
- The company will need to ask the bank for a _____ (lend) to build the new factory.
- The next production _____ (meet) will be on Tuesday. Please bring your latest figures with you.

- 3 Complete the email report with a verb or noun from 1. Sometimes the form of the verb or noun may change.

<p>From: Human Resources</p> <p>To: All FastAction Service Staff</p> <p>I'd like to _____¹ all FastAction service staff of the decision taken at the last directors' meeting held on 23rd May. As you know, the directors have just completed an _____² into the reasons why our clients complain so much about our new FastAction delivery service and what _____³ the company can make to _____⁴ late deliveries in the future. Several people involved in the FastAction service have said that the company chose the wrong location for the office, and that the office should be nearer to the city centre if we are to see any _____⁵ in the delivery time of the service. The Board _____⁶ with their suggestion to move the office and have asked the human resources department to organize the move. If you have any questions about this, please contact Ana Maria at ammoreno@speedco.com.</p>
--

Company decisions

- | | | |
|--|---|--|
| <p>1 You work for a company that makes products for pets. Recently, a lot of other pet product companies have entered the market. You need to decide what your company should do. Discuss the three options and decide which option you should take. Then go on to the card indicated. Do not read the other cards.</p> <p>a We shouldn't do anything. The other companies are new and aren't a problem. Go on to card 2.</p> <p>b We should design a new product to get more customers. Go on to card 3.</p> <p>c We should sell our products at a lower price to get more customers. Go on to card 4.</p> | <p>3 The new product will cost one million euros to design, make and sell. What should you do?</p> <p>a Continue with the new product – it is very important. Go on to card 8.</p> <p>b Continue with the existing products – the new product is too expensive. Go on to card 2.</p> <p>c Stop production of another product and use the money for the new product. Go on to card 7.</p> | <p>4 The company now sells fewer products at a lower price. It is losing more money. The company needs to do something.</p> <p>a We should design a new product to get more customers. Go on to card 3.</p> <p>b We should concentrate our business on just three or four popular products. Go on to card 5.</p> <p>c We should ask the bank for more money. Go on to card 6.</p> |
| <p>2 It is six months later. You are selling 20% fewer products. The company needs to do something.</p> <p>a We should design a new product to get more customers. Go on to card 3.</p> <p>b We should concentrate our business on just three or four popular products. Go on to card 5.</p> <p>c We should sell our products at a lower price to get more customers. Go on to card 4.</p> | <p>6 The bank says it will give you more money if you also close one of your factories to be in a better financial position. What should you do?</p> <p>a Not accept the bank's offer. Stop production of another product and use the money for the new product. Go on to card 7.</p> <p>b Not accept the bank's offer. We should concentrate our business on just three or four popular products. Go on to card 5.</p> <p>c Close one factory. You can save money and get the money from the bank to help the company. Go on to card 13.</p> | <p>7 The new product is very popular and is selling well. What should be your next decision?</p> <p>a We should increase the price of the product by 5% to earn more money. Go on to card 9.</p> <p>b We should spend more money on distribution and put our new product in all the shops in the country. Go on to card 10.</p> <p>c We should design a new website so that our customers can buy our new product on the Internet. Go on to card 11.</p> |
| <p>5 The company now sells just four products and they are very popular. What should be your next decision?</p> <p>a We should increase the price of the products by 5% to earn more money. Go on to card 9.</p> <p>b We should spend more money on distribution and put our four products in all the shops in the country. Go on to card 10.</p> <p>c We should design a new website so that our customers can buy our products on the Internet. Go on to card 11.</p> | <p>9 The company earns 5% more but sells 5% less because of the higher price. What should you do?</p> <p>a We should ask the bank for more money to improve the products. Go on to card 6.</p> <p>b We should continue with the same price because we might sell more in the future. Go on to card 12.</p> <p>c We should design a new website so that our customers can buy our products on the Internet. Go on to card 11.</p> | <p>10 The company now sells 35% more products and, although it has spent a lot of money on distribution, it is also earning more money and winning new customers. Do you think you made the right decisions? Would you change any decisions you have made?</p> |
| <p>8 The new product is selling well, but the company has spent a lot of money and is in a very bad financial situation. What should you do?</p> <p>a We should increase the price of the products by 5% to earn more money. Go on to card 9.</p> <p>b We should concentrate our business on just three or four popular products. Go on to card 5.</p> <p>c We should ask the bank for more money. Go on to card 6.</p> | <p>12 After six months, the company is in the same position as before. It hasn't lost money but it hasn't made money. Do you think you made the right decisions? Would you change any decisions you have made?</p> | <p>13 The company is now in a much better financial position, but you have lost 350 factory workers. You continue to sell fewer products at a low price and you must pay interest to the bank. Do you think you made the right decisions? Would you change any decisions you have made?</p> |
| <p>11 The company now sells 15% more, although it was very expensive to design and start the new website. The company will need at least one year to pay back the cost of the website. Do you think you made the right decisions? Would you change any decisions you have made?</p> | | |

The future of technology

- 1 What do you think will be the developments in computer technology in the future, and how will your life change because of them? Make a list and then compare your list with a partner.

EXAMPLE

Computers will be much smaller, so you will have more space in your house.

- 2 Now read the text. Which of your ideas in 1 are mentioned?

S M A R T

O B J E C T S

Computer technology is developing fast and computers themselves are getting smaller and smaller. Researchers in Switzerland have been looking at the possibility of making them invisible by putting tiny microelectronic processors and sensors into everyday objects, such as watches, pens, and furniture, in order to make them 'smart' or intelligent, and this could result in the disappearance of the traditional computer.

In the future, we could be using these tiny computerized objects in our everyday life at home and at work. They will become smart and will be able to communicate with people by knowing which other things are near them and what has happened to them in the past. This has many advantages. For example, it will be almost impossible to lose things, such as keys, because these objects will always know where they are, and they will be able to transmit this information to their owner's mobile

phone, if necessary. Your fridge will tell you what food to buy, because it will know what food there is in the fridge, what food you haven't got and what you like to eat. And it could even order the food online for you.

However, there are some very important social and ethical questions to think about. How should we use these objects in our daily life? When should they be turned on and off? What should they be allowed to see, feel, or hear? And who should they tell about it? Today, we still decide for ourselves on the use of new computer technology, such as turning off your mobile phone when you don't want to be disturbed. But in a largely computerized future, we may become too dependent on computers. And with all the new surveillance cameras and search technology, will we lose our right to privacy?

- 3 Match an underlined word from the article with these definitions.

- 1 be interrupted or annoyed
- 2 the close watching of someone who may have done something wrong
- 3 instruments that react to certain physical conditions and provide information
- 4 people who do a detailed and careful study about something to find out new information about it
- 5 changing

- 4 Read the article again and decide if these statements are true or false according to the text.

- 1 There won't be any computers in the future.
- 2 In the future, computers will be able to have conversations with people.
- 3 Your computer will order your weekly shopping for you.
- 4 Today, we have total control over computers.
- 5 In the future, we will have total control over computers.

- 5 Do you agree with the following opinions?

- Thanks to new technology, people will have a lot more leisure time.
- As the level of technology increases, people will become dangerously dependent on machines.
- Before people had more privacy; now someone always knows where you are and what you are doing.
- Communication has become truly global with new technology. Now everyone can be connected.

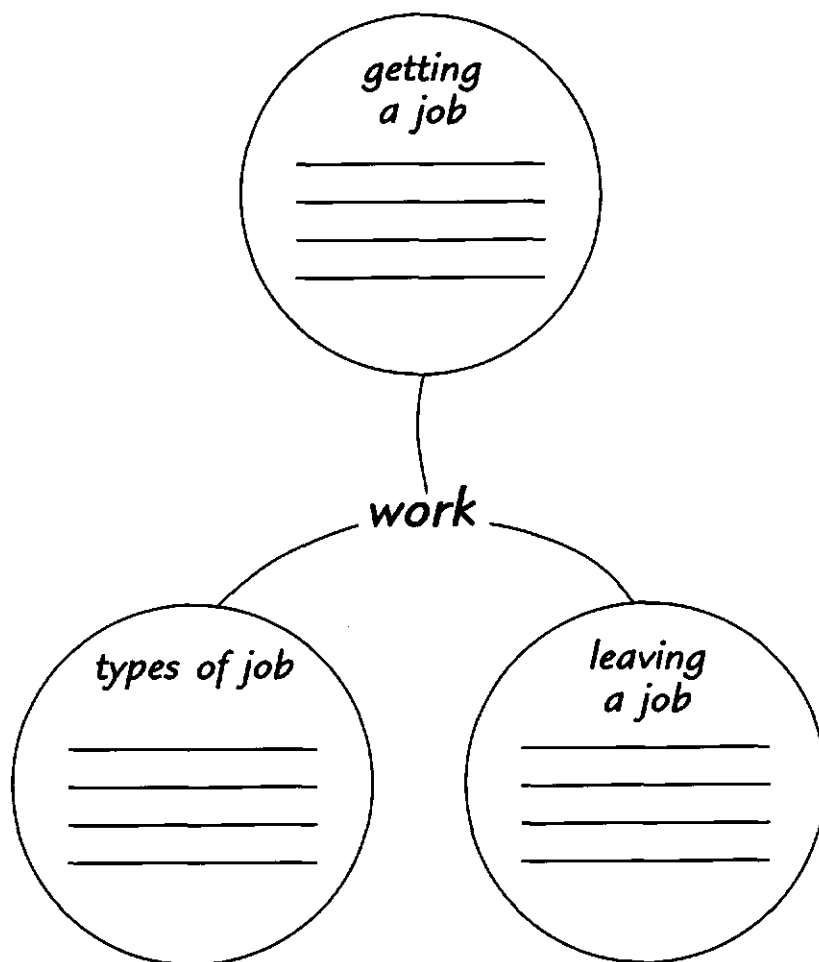
Careers

- 1 Read the biography of a famous person. Who do you think it is?

HE WAS BORN in 1879 in Germany, and died in 1955 in the USA. In 1900, he qualified as a teacher of mathematics and physics, and he got a job. However, he was also unemployed for quite a long time. In 1902, at the same time as working as a lecturer at the University of Bern, he applied for a job in an office and was accepted. In 1905, he got a doctorate from the University of Zurich, and in 1906, he was promoted at the office. In 1910, he resigned from his office job and became a full-time professor at the University of Zurich. Later, he took up a new job in the University of Berlin. In 1921, he won the Nobel Prize. In 1932, he was offered a job as a lecturer in an American university. He accepted and, as the Nazis came to power in Germany the following year, he never returned to his home country.

- 3 Organize these words into the three different groups.

accept apply for become unemployed be fired be offered look for
part-time permanent resign retire temporary voluntary



- 2 Cover the text and put the events in the life of the person in 1 in the correct order (1–8) in which they happened.

- he got a university job in the USA
- he died in the USA
- he applied for a job at an office
- he got a doctorate
- he got promoted at the office
- he qualified as a teacher
- he was born in Germany
- he won the Nobel Prize

Now look at the text and check your answers.

- 4 Complete the sentences with a verb from 3 in the correct form. Then compare your sentences with a partner.

- 1 He _____ for the job last week and has got an interview on Monday.
- 2 She's hoping to _____ early, when she is only 55 years old.
- 3 She was _____ from the company because she never arrived on time.
- 4 He has _____ from his job because he wants to spend more time with his family.
- 5 She was _____ the job of Personal Assistant, but didn't accept it.

- 5 What do you think?

- Which do you think are more important to get a job: qualifications or experience?
- What do you think is the best way to find a new job?
- Do you like having job interviews? Why / Why not?
- Would you like to stay in the same company all your professional career? Why / Why not?

A new employee

A

- 1 You work in the human resources department of a pharmaceutical company, and you have to find a new head of public relations. Look at the list of possible qualifications, skills, and experience required for the job. Put them in order of importance (1–8), and add any others you think are also important.

- computer skills
- driving licence
- experience in PR
- foreign languages
- knowledge of pharmaceuticals
- knowledge of the media
- typing
- university degree

- 2 Compare your list and order in 1 with B. Do you agree? Discuss your differences and decide on a final list together.

- 3 You have received an application for this job by fax, but some of the information on the CV is missing. Your partner has the information. Ask B questions to complete the CV and answer his / her questions.

- 4 Decide with your partner if Theresa Baker should have the job of Head of Public Relations at your company. Why / Why not?

Curriculum Vitae

Personal Details

Name: Theresa Baker

Nationality: Canadian

Date of Birth: 23/05/76

Marital Status: married

Address: 1584 Torpedo Avenue

Telephone: +16 057658932

Email: tbaker2@telelingo.ca

Children: _____²



Qualifications

Higher Diploma in Media Studies, University of British Columbia, Canada, in _____³.

Work Experience

January 2003 – Present

Bell & Associates Ltd., _____⁴ company. Assistant to Director of Public Relations, temporarily promoted to _____⁵ for _____⁶ months in _____⁷, during his absence for health reasons.

_____⁸ – December 2002

M.B.I Communications, plc. Website company. Media and Promotions Assistant, promoted to Assistant Director of Media and Promotions in 2002.

November 1998 – September 2000

Interpacker Inc., _____⁹ company. Media Assistant

Other Information

Languages: I have studied French for the last ten years and I have now started studying _____¹⁰.

Computer skills: I have done courses in Word, Excel and PowerPoint. I have also used _____¹¹ and _____¹¹.

Other skills: I am very interested in _____¹², and have made three short films. I have also written two films, which have not been made yet, and I have _____¹³ in _____¹⁴ other short films.

A new employee

B

- 1 You work in the human resources department of a pharmaceutical company, and you have to find a new head of public relations. Look at the list of possible qualifications, skills, and experience required for the job. Put them in order of importance (1–8), and add any others you think are also important.

- computer skills
- driving licence
- experience in PR
- foreign languages
- knowledge of pharmaceuticals
- knowledge of the media
- typing
- university degree

- 2 Compare your list and order in 1 with A. Do you agree? Discuss your differences and decide on a final list together.

- 3 You have received an application for this job by fax, but some of the information on the CV is missing. Your partner has the information. Ask A questions to complete the CV and answer his / her questions.

- 4 Decide with your partner if Theresa Baker should have the job of Head of Public Relations at your company. Why / Why not?

Curriculum Vitae

Personal Details

Name: Theresa Baker

Nationality: Canadian

Date of Birth: 23/05/ ____¹

Marital Status: ____²

Address: 1584 Torpedo Avenue,
Vancouver, British Columbia

Telephone: +16 057658932

Email: tbaker2@telelingo.ca

Children: 1 daughter, aged 3



Qualifications

Higher Diploma in ____³, University of British Columbia, Canada, in 1998.

Work Experience

____⁴ – **Present**

Bell & Associates Ltd. Road construction company. Assistant to ____⁵, temporarily promoted to Director for eight months in 2004, during his absence for ____⁶ reasons.

October 2000 – December 2002

M.B.I Communications, plc. ____⁷ company. Media and Promotions Assistant, promoted to ____⁸ in ____⁹.

____¹⁰ – September 2000

Interpacker Inc. Packaging company. Media Assistant.

Other Information

Languages: I have studied ____¹¹ for the last ten years and I have now started studying Russian.

Computer skills: I have done courses in ____¹² and ____¹³. I have also used NetMeeting and Acrobat.

Other skills: I am very interested in cinema, and have made ____¹⁴. I have also written ____¹⁵ films, which have not been made yet, and I have acted in three other short films.

Organizing your life

- 1 How organized are you? Answer the quiz and decide if you do these things regularly, sometimes, or never. Then compare your answers with a partner.

Do you ...

**regularly,
sometimes,
or never**

- a) make a list of things you have to do? _____
- b) prioritize your activities and do the most important ones first? _____
- c) know where everything is? _____
- d) check your paperwork, e.g. receipts, bank statements, messages, etc? _____

- 2 Read the text by the management consultant David Allen. Then look back at your quiz answers in 1. According to the text, which areas could you improve on to be more efficient and how?

- 3 Match each definition with an underlined word or phrase in the text.

- 1 a container where you put all the letters, documents, etc. that you need to reply to or take action on
- 2 to make something more modern or more recent
- 3 a cardboard or plastic cover where you can put all written information, letters, etc. on a particular subject together
- 4 an action or stage in a process
- 5 to work well without wasting time

- 4 Answer the questions.

- 1 Why shouldn't invoices, letters, etc. be on your desk? Where should they be?
- 2 Is 'call mother' a project? Why / Why not?
- 3 Why do you need to make a list of 'things to do'?
- 4 How long should you spend reviewing your projects every week?
- 5 What is the most important thing to have if you want to be more efficient?

- 5 Make a list of projects and their actions for the next two months, following the recommendations in the text. Compare your list with another student.

David Allen's five efficient ways to help you to move forward in your life

To become more efficient, you need to do five main things: collect, process, organize, review, and do.

First, collect everything together and make a list of projects. Start with your desk. Only practical things you need regularly should be there, for example, pens, reference material, etc. Put anything else in your in-tray. Then do the same for your head. Collect together everything in your head that you need to do, either personal or professional. Write each thing on separate pieces of paper or make a list. Most people have about 65 'projects' at any one time – a project is anything that takes more than one step, but less than one year.

Stage two is processing your projects one at a time. Decide if each item is something you must deal with now. If not, you should save it to look at again later. If you have to deal with something now, ask yourself what the necessary actions are, especially the next action. Then decide if you need to do it now, delegate it, or make a note to do it later, for example on a calendar. Your project list could include anything from taking a holiday to buying a company. Once you have decided what all your actions are, you should organize everything on your list of things to do. For example, some people keep a folder of 'calls I have to make'.

After organizing your projects and actions, you need to review them regularly. Once a week, sit down for one or two hours, look at each of the projects you've got and update each one. The project list is the thing you need most to help you to get organized. It is also the thing that most people don't have. The final thing is to do the things on your list. And remember, anything you can do in two minutes you should do immediately.

Phrasal verbs

1 Do you have good work habits? What 'tips' or advice would you give to somebody working in an office?

2 Complete the sentences below with the phrasal verbs.

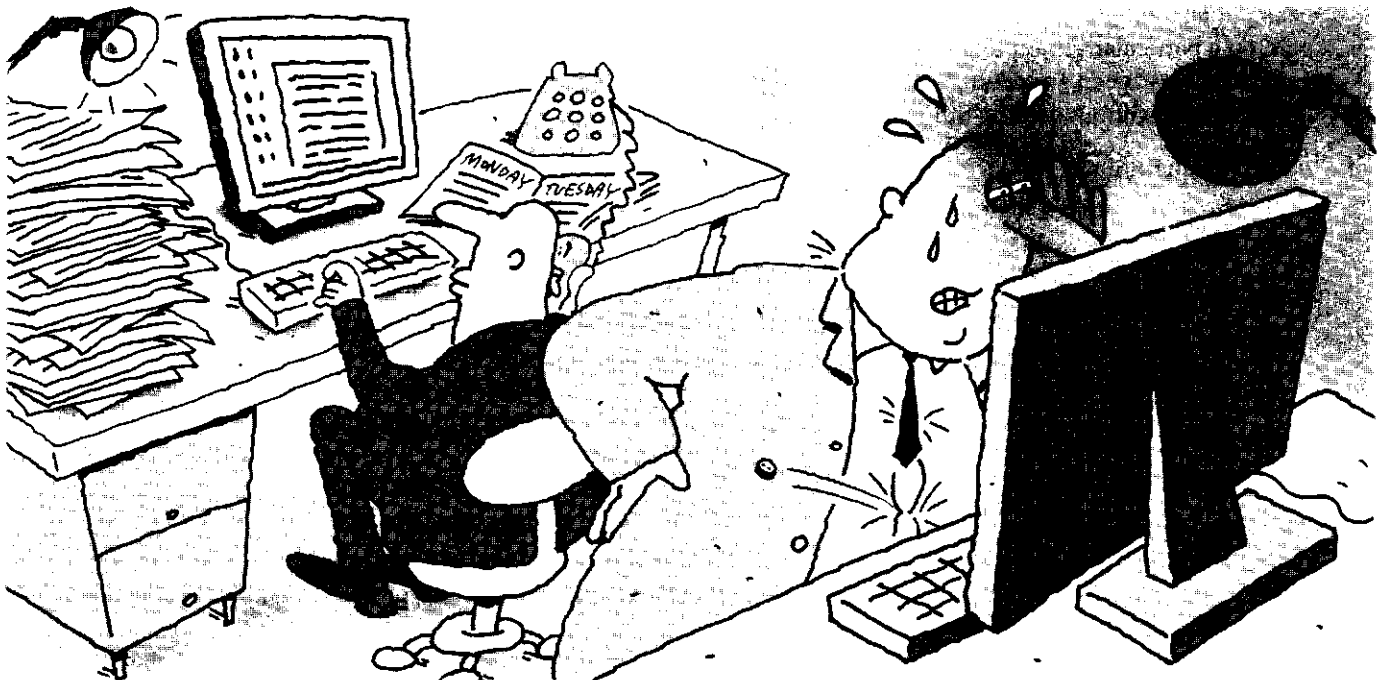
get up give up put away put on throw away turn down write down

- 1 the air conditioning to minimum.
- 2 all your old pieces of paper.
- 3 from your desk from time to time.
- 4 trying to do two things at the same time.
- 5 anything you don't need regularly or immediately.
- 6 gloves when you change the photocopier ink.
- 7 phone messages as soon as you get them.

3 Here are some more tips. Choose the correct phrasal verb in each case.

- 1 Don't *stand up* / *sit down* at your computer all day.
- 2 Make sure you *stand up* / *sit down* every two hours.
- 3 *Turn off* / *Turn on* strong fluorescent lights in your office.
- 4 And *turn off* / *turn on* a smaller lamp, preferably to one side of your computer.
- 5 If possible, paint your office in bright colours to *wake up* / *calm down* the staff.
- 6 *Fill in* / *Fill up* a timesheet so that you know how much time you spend on everything.

4 Look at the picture. What tips would you give these people?



5 What do you think?

- Do you think offices are healthy places to work? Why / Why not?
- Would you prefer to work in an office or at home? Why?
- Should companies help their staff to have good work habits? If so, how?

Organizing a training session

1 You work for the training department of a multinational company.


Read the email from the head of your department. Complete the list of things you will need for the training course.

	Quantity/Comments
Seats	
Paper	
Translators	
Computers + PowerPoint	
Projector	
Projection screens	
Recording equipment	

From: Lisa Martini To: Jeff Saunders Subject: Training course
<p>We need to organize an international training course next month for one day. About 120 sales people will attend, plus three trainers. Some of the trainers will give presentations using graphic material. The course lasts all day, so the participants might want to eat at the hotel, as well as have the usual coffee breaks. And we might need some translators. This will be for four or five languages, including German. We also need somebody to record a video of the whole day.</p> <p>Let me know as soon as you find a suitable location.</p>

2 Read about the two hotels and complete the sentences.

- The _____ Hotel doesn't have enough presentation equipment.
- There is too much noise at The _____ Hotel.
- There are too many people at The _____ Hotel.
- The _____ Hotel doesn't have anywhere large enough for lunch.
- The _____ Hotel doesn't have anything to record the sessions.
- The _____ Hotel doesn't have anybody to translate German.

 The Imperial Hotel	
	Comments
Location	Very near airport – too noisy?
Capacity	250
Translation service	4 translators – English to French, German & Spanish
Computing equipment	None
Presentation equipment	1 projector + screen
Recording equipment	None
Restaurant	Yes, but quite small (80 people maximum)
Other comments	Very popular for one-day seminars. A lot of different companies on the same day

 The Interglobal Hotel	
	Comments
Location	City centre
Capacity	180
Translation service	1 translator – English to French
Computing equipment	Yes, with PowerPoint
Presentation equipment	For computer only
Recording equipment	Yes, video, operated by hotel employee
Restaurant	Yes, but it gets very crowded at lunchtime
Other comments	A lot of people use this hotel for meetings, lunch, etc. Too busy?

3 With a partner, choose which hotel is best for the training session, and give your reasons.

Out with the old, in with the news

- 1 Where do you get your news and information?
Order the following sources of news according to how often you use them.

■ Internet	■ newspapers
■ magazines	■ radio
■ mobile phone	■ TV
- 2 Now read the text. Compare your answers with the results of the study from the *Washington Post*.
- 3 Read the text again and use the context to decide which the correct definition is of these words.
 - 1 daily circulation
 - a the number of copies of a newspaper or magazine that are sold each day
 - b the number of copies of a newspaper or magazine that are printed every day
 - 2 subscription
 - a a piece of paper to say that you've bought something
 - b money you pay, once a year, for a product or service
 - 3 to mirror
 - a to copy something
 - b to come after something
 - 4 to log on to
 - a to pay for something
 - b to get into something
 - 5 to flick through
 - a to read very quickly
 - b to read in great detail
 - 6 to die off
 - a to stop existing
 - b to kill something
- 4 According to the text:
 - 1 Why did the *Washington Post* decide to organize a study?
 - 2 What is a possible problem of subscribing to a newspaper?
 - 3 Which are less popular: books, newspapers, or magazines?
 - 4 How do young people in the USA get their news and information?
 - 5 Why will newspapers die off in thirty years' time?
- 5 Discuss with a partner.
 - Do you think printed newspapers will die off in the future?
 - Are there any advantages to printed newspapers or magazines, compared with digital versions?
 - What are the advantages of digital news sources compared to printed versions?



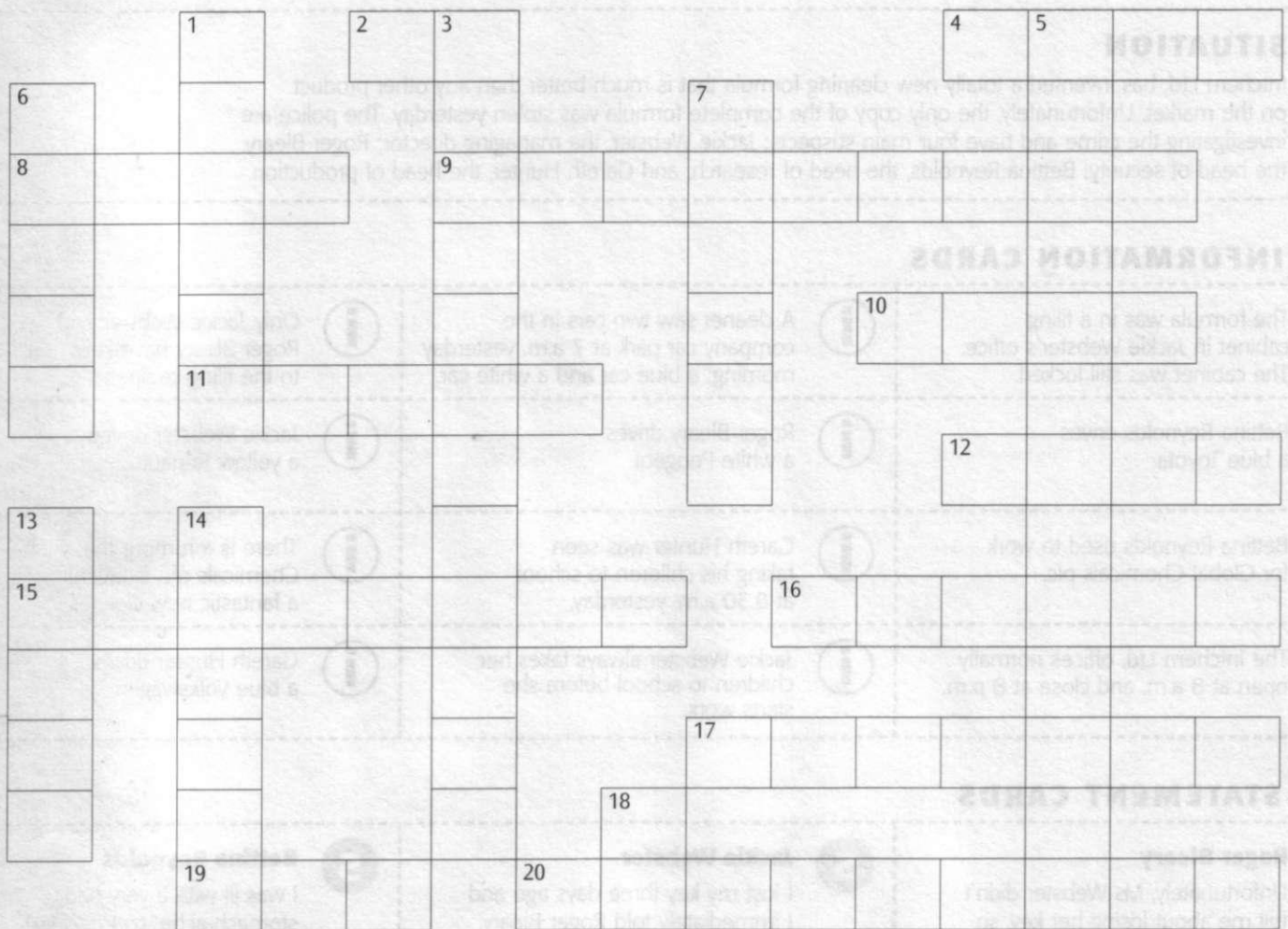
OLD NEWS

In the USA, the *Washington Post* organized a study to discover why it was so difficult to get younger readers to buy the newspaper, after its daily circulation had fallen more than 6% in the last few years. Most of the people said that if they were offered a free subscription for the *Washington Post*, they wouldn't take it. Young people just aren't interested in reading newspapers and print magazines. The main reason was that they didn't like the idea of a lot of old newspapers in their houses.

The *Washington Post* experience mirrors the results of a study by the Online Publishers Association, which found that 18-34 year-olds in the USA prefer to log on to or access the Internet (46%), than watch TV (35%), read a book (7%), turn on a radio (3%), look at a newspaper (also 3%), or quickly flick through a magazine (less than 1%).

For example, Patrick Reed, a 27-year-old disc jockey and record store manager in New York, accesses CNN.com and Google News 'probably five to ten times a day,' he said. Reed enjoys getting 'different views and opinions from around the world'. John Athayde, also 27, a web designer who works in Washington, D.C., buys a newspaper once every 'two to three months', usually 'because somebody I know has their picture in it'. Instead, he sees news as 'packets of distributed information,' and uses NetNewsWire to access about seventy different news sources. Waldo Jaquith, also in his twenties and also from the USA, is almost never without Internet access. He predicts that print media, which he says his generation has rejected in favour of digital news, will die off within thirty years, as the older generation of print readers die off. No-one knows what this world will look like in thirty years, but it probably won't include many printed newspapers.

Review



Across

- 2 I find it easy to wake 5 in the morning.
 4 My secretary will deal any problems while I'm away.
 8 Could you down your music, please? It's too loud.
 9 The opposite of cheap.
 10 A type of table you work at in the office.
 11 To pay money for something.
 12 To put everything in the right place and order.
 15 I was last month. Now I have more responsibility and earn a higher salary.
 16 Similar to dangerous.
 17 Very hot.
 19 He's the person gave the training course last week.
 20 You'll need this for your house, car, and travel if you have an accident.

Down

- 1 When someone has the same opinion about something as you, he / she does this.
 3 A formal talk when you explain, show, or sell something.
 5 You have this when something goes wrong and you try to find out why.
 6 The group of people who work for a particular company.
 7 When you stop work because of your age, usually around 60–65.
 13 You do this when you write to a company and ask them for a job.
 14 To take something from someone which you intend to give back.
 18 Can you fill this form and return it to me when it's complete?

The lost formula

SITUATION

Intchem Ltd. has invented a totally new cleaning formula that is much better than any other product on the market. Unfortunately, the only copy of the complete formula was stolen yesterday. The police are investigating the crime and have four main suspects: Jackie Webster, the managing director; Roger Bleary, the head of security; Bettina Reynolds, the head of research; and Gareth Hunter, the head of production.

INFORMATION CARDS

i The formula was in a filing cabinet in Jackie Webster's office. The cabinet was still locked.	i A cleaner saw two cars in the company car park at 7 a.m. yesterday morning: a blue car and a white car.	i Only Jackie Webster and Roger Bleary have keys to the filing cabinet.
i Bettina Reynolds drives a blue Toyota.	i Roger Bleary drives a white Peugeot.	i Jackie Webster drives a yellow Renault.
i Bettina Reynolds used to work for Global Chemicals plc.	i Gareth Hunter was seen taking his children to school at 8.30 a.m. yesterday.	i There is a rumour that Global Chemicals plc. is inventing a fantastic new cleaner.
i The Intchem Ltd. offices normally open at 8 a.m. and close at 8 p.m.	i Jackie Webster always takes her children to school before she starts work.	i Gareth Hunter drives a blue Volkswagen.

STATEMENT CARDS

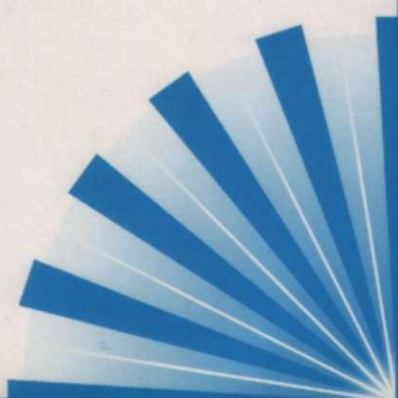
S Roger Bleary Unfortunately, Ms Webster didn't tell me about losing her key, so I didn't change the lock on the filing cabinet.	S Jackie Webster I lost my key three days ago and I immediately told Roger Bleary.	S Bettina Reynolds I was ill with a very bad stomach-ache, so I decided not to go to work yesterday. I stayed in bed all day.
S Gareth Hunter Last week, I accidentally heard Bettina having an argument with somebody about the new formula. She said it was her invention, but the company didn't want to pay her any more money.	S Bettina Reynolds' neighbour I heard Bettina leave very early yesterday, around 6.30 a.m., although her car was parked outside her house when I went to work later, at 7.30 a.m.	S Gareth Hunter I don't think Bettina was really ill yesterday. In fact, I saw her the night before in a restaurant, with Roger Bleary. They looked quite intimate.
S Bettina Reynolds I had a meeting with Jackie last week. She was nervous and worried about something, and wasn't listening to what I was saying.	S Roger Bleary I started work as normal yesterday, just before 8 a.m., and was surprised to see a blue car already in the car park when I arrived. I think it was Gareth's.	S Jackie Webster I know Bettina is thinking of changing companies because I heard her talking to Global Chemicals plc. on her mobile phone. They were discussing money.
S Bettina Reynolds Gareth has been very worried all month because he knows the company wants to produce the new formula abroad and close the factory here.	S Gareth Hunter I started work a little later than usual yesterday because my wife was ill and I took the children to school.	S Roger Bleary's wife Roger worked very late the night before the robbery, and left earlier than usual the next morning. He really works too much for that company.

Are you good at making
decisions? **p36**

Would you like to
work abroad? **p26**

What will happen next in
the music industry? **p22**

Are we losing our
right to privacy? **p39**



English File Business Resource Books

Designed to help you if you teach working or pre-work students in group or individual classes.

- They provide photocopiable activities to help your students develop their language skills in working-world contexts.
- They can be used to supplement *English File* or any General or Business English course.

In this book there are 27 activities, three for each File of New English File Pre-intermediate:

Reading

Up-to-date texts to develop reading skills, build vocabulary, and stimulate discussion.

Vocabulary

Presentation and practice of working-world vocabulary.

Communication

Interactive practice of key language in real-world contexts.

The Teacher's Notes give you all the support you need – clear instructions, answers, and extra suggestions and ideas.

New English File Pre-intermediate

- Student's Book
- MultiROM
- Workbook
- Teacher's Book
- Video
- Class audio
- Websites

Student's Site

www.oup.com/elt/englishfile

Teacher's Site

www.oup.com/elt/teacher/englishfile

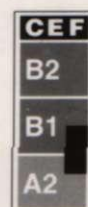
OXFORD
UNIVERSITY PRESS

www.oup.com/elt

New English File provides fun, motivating lessons that work, with the perfect balance of grammar, pronunciation, and skills to get students speaking English with confidence.

New English File offers the complete package for teachers and students. The Teacher's Book gives you all the support you need, and all the components work together for more effective learning.

Common European Framework A2–B1.



OXFORD ENGLISH
ISBN 978-0-19-438771-2



9 780194 387712