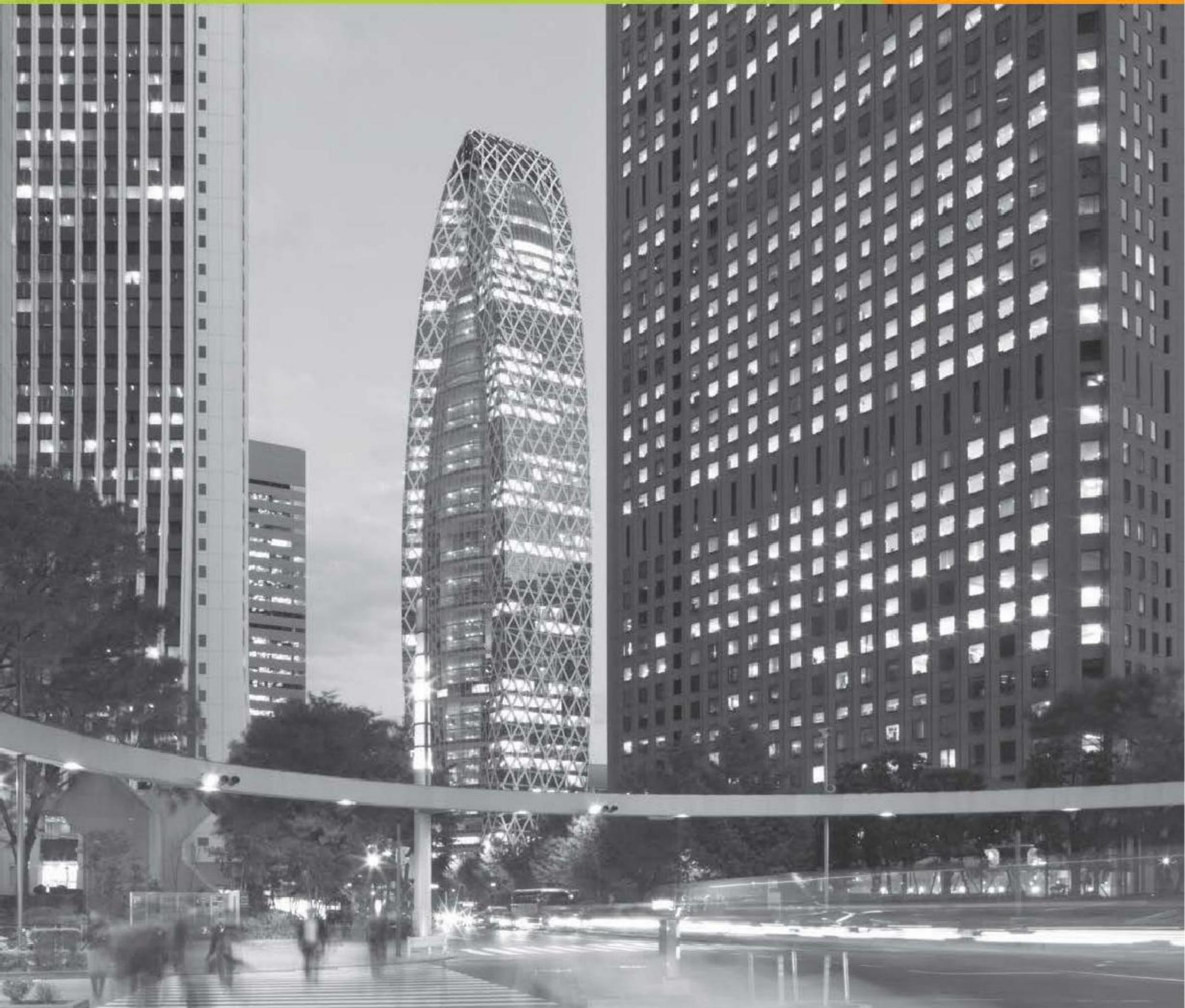


BUSINESS UPDATE

2



Teacher's Book

Hans Mol and Joanne Collie

Garnet
EDUCATION

BUSINESS UPDATE

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Credits

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Book map

Unit	Objectives	Language points	Business skills
1 People at work	<ul style="list-style-type: none"> • Work and leisure • Social English 	<ul style="list-style-type: none"> • Review of tenses • Modals in the present • Modals in the past 	<ul style="list-style-type: none"> • Write an e-mail • Write CVs and covering letters • Read for detail
2 Business abroad	<ul style="list-style-type: none"> • Arrange meetings • Book a flight • Talk about probability and expectation 	<ul style="list-style-type: none"> • <i>should</i> and <i>have to</i> • <i>-ing</i> forms and infinitives • <i>it</i> as a preparatory subject 	<ul style="list-style-type: none"> • Write a short report • Research – advertising locations • Case study – airport expansion • Write a press release
3 The business of sport	<ul style="list-style-type: none"> • Discuss options • Make arrangements • Set up an event • Discuss future plans 	<ul style="list-style-type: none"> • Future forms • <i>wh~</i> questions 	<ul style="list-style-type: none"> • Write an itinerary • Write a letter of enquiry • Read for specific information • Write a proposal
4 Selling fashion	<ul style="list-style-type: none"> • Discuss trends and performance • Discuss marketing strategies • Discuss company image 	<ul style="list-style-type: none"> • Position of adjectives • Adjectives and adverbs • Modals – past ability and obligation 	<ul style="list-style-type: none"> • Write an article • Write a marketing proposal • Case study – creating an image • Write FAQs
Progress check Units 1–4			
5 Business environments	<ul style="list-style-type: none"> • Raise/deal with objections • Describe an office or building • Talk about facilities 	<ul style="list-style-type: none"> • <i>do, make</i> and <i>have</i> • Verb forms – progressive and non-progressive • <i>make</i> and <i>have</i> 	<ul style="list-style-type: none"> • Write a letter of complaint • Write a short report • Read for detail • Research – financial districts
6 Better connections	<ul style="list-style-type: none"> • Describe an IT system • Give instructions • Describe a virus protection process • Discuss advantages and suitability 	<ul style="list-style-type: none"> • Purpose and result • Adverbs – qualifying and intensifying • Indirect questions 	<ul style="list-style-type: none"> • Write a summary • Write a short report • Case study – marketing and the web • Create a website
7 It's all about people	<ul style="list-style-type: none"> • Talk about job skills and responsibilities • Discuss career development and training 	<ul style="list-style-type: none"> • <i>-ing</i> forms • Modals – past, present and future possibilities • Connectors 	<ul style="list-style-type: none"> • Personal development plans • SWOT analysis • Research – development opportunities

Unit	Objectives	Language points	Business skills
8 Entertaining business	<ul style="list-style-type: none"> Negotiate a deal Talk about terms and conditions Persuade others Polite and indirect questions 	<ul style="list-style-type: none"> Relative pronouns Direct and indirect objects Word order – indirect questions 	<ul style="list-style-type: none"> Read for facts and figures Research – cross-cultural comparisons Case study – customized entertainment
Progress check Units 5–8			
9 How is it made?	<ul style="list-style-type: none"> Describe manufacturing processes Justify decisions Make and accept criticism 	<ul style="list-style-type: none"> Passive forms Past perfect 2nd conditional with <i>if</i>, <i>unless</i> 	<ul style="list-style-type: none"> Research – innovations Read for detail Research – distribution
10 Money matters	<ul style="list-style-type: none"> Discuss business banking Discuss future actions Describe trends and developments Present company performance 	<ul style="list-style-type: none"> <i>will</i>, <i>going to</i>, <i>~ing</i> future forms Adverbs and adjectives Future perfect 	<ul style="list-style-type: none"> Write a letter of offer Research – a company report Case study – ethical banking Write a formal report
11 Advertise it!	<ul style="list-style-type: none"> Discuss advertising campaigns Discuss aims, actions and results Make recommendations Sell advertising space 	<ul style="list-style-type: none"> Perfect passive forms 3rd conditional sentences <i>many</i> and <i>much</i> 	<ul style="list-style-type: none"> Write a proposal Write an advertisement Research – company marketing
12 Energize!	<ul style="list-style-type: none"> Take part in a conference Discuss pros and cons Express opinions Report back 	<ul style="list-style-type: none"> <i>some</i>, <i>any</i> and <i>no</i> compounds Reported speech Question forms 	<ul style="list-style-type: none"> Research – renewable energy Write a letter of confirmation Case study – a green school Write a proposal
Progress check Units 9–12			

I | Introduction

Introduction to the course

Who is *Business Update* for?

This course is for young adults who are working or going to work in business and who need English. They may be in part-time or full-time work, education or vocational training. They may need to pass an internationally recognized business exam, such as the Cambridge English: Business Certificates (BEC), or the London Chamber of Commerce and Industry (LCCI), or they may simply need English for their work now and in the future.

What is the level?

Students will already have a reasonable knowledge of the English language, with probably a minimum of three years in a school environment (ALTE Level 2, CEF Level B1). At this intermediate level, different students in the same class often have a wide variety of language levels, and this is taken into account in the teaching methodology of the course.

What are the aims of the course?

Business Update aims to:

- revise and introduce the general language skills needed in the workplace;
- revise and introduce the skills needed for the BEC Preliminary and Vantage and other business exams;
- ease the student into the world of work by giving a young person's uninformed impressions of the workplace a more professional focus;
- introduce aspects of vocational work needed in the workplace and for many of the exams the student may take. Sometimes the scope of the units may be beyond the students' current professional knowledge and experience, but this only occurs when such knowledge is an essential part of an exam. In these cases, the explanations of the concepts are built into each lesson.

How does *Business Update* fit in with exams?

Students who have completed Level 1 of the course should be ready to do the BEC Preliminary exam, though they may need some extra, specific exam practice. Most students who complete Level 2 will have done good preparation for the BEC Vantage exam, though they will need additional exam preparation. (See chart of ALTE levels and exam levels on p103 of this book.)

The Course Book

How is the Course Book organized?

The Course Book consists of 12 units of four spreads each, plus three Progress check spreads – one every four units. The accompanying Workbook offers extensive grammar practice, vocabulary and pronunciation work, self-evaluation quizzes, and further reading, writing, listening and speaking skills work.

In Lessons A–C of each unit, the grammar and functional or procedural language input of the book is presented. These sections have a 'how to' approach, training the students for interaction in the workplace. They have task-based input and practice activities, and dialogues which are used as the main support.

In Lesson D of each unit, skills work is developed. Each spread contains a reading text related to the world of work, or relevant issues of a more general nature. This serves as a basis for discussion, vocabulary and written work. These lessons also contain project and research topics.

The components of the language lessons and how to use them

Objectives

The linguistic objectives of the language lessons are listed at the beginning of each unit, introduced separately but woven together and integrated throughout the unit. These objectives are both functional and linguistic; drawing students' attention to them can provide a strong and useful sense of progress and direction.

Say what you know/do/think

This section provides a warm-up activity which aims to focus the students' minds on the content of the lesson.

It also encourages them to use appropriate language functions or vocabulary which they may already know. It is generally intended to be a quick activity (about five minutes maximum), however, some teachers with more active, autonomous and fluent classes may want to spend longer on it. Ideally, the teacher will do this activity in two phases. First, the students will ask and answer the questions in pairs or small groups as appropriate in the class, and then the teacher will conduct a brief feedback session with the whole class.

However, in more traditional classes it is also possible to conduct this section as a whole-class activity, with either the teacher asking the class the questions or individual students asking each other.

Listening

The listening activities have a dual function. First, they provide full contexts for the input of new language and carefully graded dialogues which reproduce authentic situations. They will also help students improve their listening skills, as the dialogues have been recorded to reproduce authentic speech as closely as possible.

To help the students develop listening skills, there is usually a sequence of at least two activities. The first of these is generally a listening for gist, and students should be encouraged to relax and not worry if they do not understand everything. Completing a relatively simple task is generally all that is required. The following tasks are more complex and require a deeper understanding. The wording of the tasks on the page gives support for vocabulary and content, and students should spend a few moments studying them before listening. According to the level of your class, you may need to play the dialogues more than is specified in the book.

Speaking

In the speaking activities, students practise the target language of the lesson using the Files for pairwork, which are to be found at the end of the Course Book (pp110–125). Before they do these activities, they will generally need to study both the *Key language* and the *Language box* (see opposite). The amount of time they spend on these and the amount of help you give will depend on the level of the class. In stronger classes, these sections will be reminders or props for the speaking activities. With lower-level classes, you may well need to turn to the relevant place in the Grammar section (pp141–155) to make sure students have understood and can use the grammar point in question. The students will need a few moments to study their own file before they start the activity. Most of the activities are based on the information gap principle, so it is vital that students do not show each other their respective files.

Wherever possible, an additional pairwork or small-group activity is included in which students transfer the target language to their own personal situations. Further ideas for doing this are included in the Teacher's Book, where it has not been possible to include these in the Course Book, or where the ideas may not be appropriate to all types of student.

Key language

In the *Key language* for each lesson, students will find the essential language which they have heard in the dialogues and will need to carry out the speaking tasks. The type of language varies, but takes them through a whole procedure or task as much as possible. They should spend a few moments studying it before they begin the Files for pairwork task.

Language box

The *Language box* focuses on a particular grammar point that is heard in the dialogues and needed for the speaking tasks. It is not intended to take up a large part of the lesson, but students should feel they are gradually building up a picture of the English grammar they need for speaking, writing and exam purposes. How thoroughly you go through these sections will depend on the level of the class. With weaker classes, you may well need to study the relevant Grammar section and do the corresponding Workbook activities, before the students complete the speaking tasks. With stronger classes, it may act as a quick reminder of an essential point which they need to carry out the speaking task efficiently.

The professionals

In *The professionals*, students will find useful information and tips about the world of work which are not always found in textbooks and which may help to build a bridge between the classroom and the workplace. They are not necessarily intended to be exploited in the classroom, but, when appropriate, useful follow-up activities are suggested in the teaching notes.

Pronunciation

In each Course Book unit, there is a signpost to a pronunciation activity in the Workbook that deals with an aspect of pronunciation that occurs in the listening or speaking activities. Each pronunciation activity may involve individual sounds, or word and sentence stress and intonation.

It is probably wise to vary your approach to pronunciation – sometimes you can get all the students to do the pronunciation activity before the Course Book activities; at other times, it may be more appropriate to do remedial work after the activity that focuses on students' actual errors.

I | Introduction

Skills work

Reading

The reading activities involve reading for gist and for detail, and aim to develop students' ability to deal with the different types of text they will encounter in authentic work situations and in their exams.

The vocabulary work includes activities on different lexical fields, as well as vocabulary-building activities.

The reading activities are followed by discussion work, which is of a more general nature than the speaking activities in the language input spreads, and should help students prepare for the interview part of an exam.

Writing

The writing tasks are of the various kinds to be found in work settings and exams such as the BEC Vantage. They may be simple forms, letters or e-mails. They may also be more extensive letters, short reports, etc., or personal in nature e-mails and letters to friends. The writing activities will also help to consolidate the language work done in class.

Project work

The project work and research topics should encourage students to use resources – usually the Internet. They may need help and guidance with this as the infinite nature of the Internet as a source of information means that one often finds too much information, and not necessarily what one wants. See notes for these activities in the individual units.

Progress checks

There are review sections after Units 4, 8 and 12.

These sections offer classroom activities on the key points of the preceding units, and complement the activities in the Workbook.

Answer keys

Answer keys to the Course Book and Workbook activities are provided in this Teacher's Book. The answer key to the self-assessment quizzes (*Quiz – what do I know?*) in the Workbook are at the back of the Workbook (pp142–145) and are cross-referenced to each quiz.

Files for pairwork

The Files for pairwork can be found at the back of the Course Book. The files for Student A are on pp110–117, and the files for Student B are on pp117–125.

Transcripts

The transcripts for the Course Book and Workbook audio are on pp83–102 of this book.

Grammar reference section

On pp141–155 of the Course Book is a Grammar reference section which is cross-referenced to the relevant *Language box* within each lesson. It contains essential grammar related to the points dealt with in the units, but students would do well to consult their own, more complete grammar books for a more thorough treatment of problems they are not familiar with, and for which there is not enough room here. The section also includes a list of common irregular verbs (Section 20.0, pp154–155).

Word list

The Word list is a unit-by-unit (first occurrence of the word only) glossary of all essential vocabulary. It can be found at the back of the Course Book on pp156–165.

Index

The Index is a complete alphabetical list of words, cross-referenced to the unit and page of their first occurrence. This can be found on pp166–170 of the Course Book.

The Workbook

How is the Workbook organized?

The Workbook has grammar, vocabulary and pronunciation practice for each of the language lessons in the Course Book. It has mostly reading and writing skills practice for each of the skills-based lessons. The language lessons lead to a self-evaluation progress test (*Quiz – what do I know?*). This progress test indicates to students whether they need to do more groundwork consolidation activities or whether they are ready for extension work. The consolidation and extra practice is to be found in the section entitled the *Red Run*, and the extension work in the *Black Run*.

How to use the Workbook

You can use the activities in the Workbook for consolidation, probably for homework. Alternatively, with weaker classes, you may need to use them to prepare the students for some of the speaking activities, or to give controlled practice of the grammar points found in the *Language box* sections.

1 | People at work

1.A Time out

Key language – Socializing, offering and inviting, catching up

Language box – Revision of tenses

Grammar – Present simple, Past simple, Present perfect simple, Present progressive, Present perfect progressive, *going to* future (Grammar sections 1.0–2.0, pages 141–144)

Say what you do

- The unit starts off in a general way by introducing the idea of 'small talk' – chatting with work colleagues. The socializing theme in this first section also allows students who are just starting a new course together to get to know each other better. You can get them to work through the questions in pairs, then change partners, report their first conversation and compare notes.

Catching up

- Before listening, ask students to list some of the topics they discussed in Activity 1, to compare with the conversation they are about to hear. This will help them to focus as they listen. It is also helpful for students to read the topics, and even hazard a guess, before listening. The first time, they hear the recording right through, simply for gist. Reassure students that it is not important to understand every word at this stage.

Answers:

b, c, d, f

- Student read the six sentences, and then listen to the conversation again.

Answers:

- F. Karen and Mikael are having a break out of the office/in a café.
- T. (a 'smoothie' is a fruit drink)
- T.
- F. Karen doesn't like working in Accounts.
- F. Mikael has been away because he's been moving house.
- F. Karen likes working with people.

You might like to point out some colloquial expressions in the dialogue: *it's a leg up/one foot on the promotion ladder* = a step up in your career, *to be off sick* = to be away from work because of illness, and *Tell me about it!* expresses strong agreement.

4 Files for pairwork 1.A and 1.B

For this controlled practice activity, students use the *Key language* of socializing and catching up to talk about their own lives. Circulate and give prompts to help students where needed.

- This extends the oral work begun in Activity 4. By making a list of questions and topics, students create a framework for their conversations and it also helps them to memorize the vocabulary needed. Changing partners then gives them an opportunity for further practice.

Language box

Answers:

1 1 e, 2 a, 3 d, 4 f, 5 b, 6 c

2 a moved, b is going, c prefer, d broke, e has been going on, f am looking

Workbook

1.A Time out

Grammar – tenses

Vocabulary – socializing

Listening – a conversation

Writing – questions

Answers:

- a don't know, b is moving, c have been, d have been looking forward, e recruited, f going to join, g have been working, h has been, i wanted, j going to
- a broke down, b has been helping, c is going to apply, d recruits, e is moving, f has been, g took, h has been working, i is going to start, j has always worked
- 1 a, 2 d, 3 b, h, 4 c, i, 5 e, 6 f, j

1 | People at work

- 4 a left, b is going to be, c haven't seen, d has been, e don't feel
- 5 Alex: What are you *having*?
 Beatrice: *I'd like* a smoothie.
 Alex: *Anything new*?
 Beatrice: I'm *changing jobs* soon.
 Alex: Are you *happy* with that?
 Beatrice: It's more *challenging* than working in Accounts.
 Alex: So you'll be *working* mostly on the internet?
 Beatrice: I've been *studying* the information about that on our website.
 Alex: I had to *sort out* the electricity and the telephone.
 Beatrice: Well, it's time to be *getting back*, I suppose.
- 6 Giorgio: What have you *been doing*?
 Anna: I had a *couple* of weeks left over.
 Giorgio: Did you do anything *exciting*?
 Anna: We *spent* one week in Switzerland, skiing.
 Giorgio: Too bad it was *just* a week.
 Anna: *Right*. But there was a problem in the *office* and I had to come back early and sort things out.
 Giorgio: And have you *sorted* everything out now?
 Anna: How's *the family*?
 Giorgio: You and Sam *must come round* and have dinner with us soon.
- 7 Possible answers:
 a What are you having? It's my treat.
 b Have you been doing anything interesting?
 c What are you doing at the weekend?
 d What are you going to see?
 e What are you doing for your holidays?/
 Where are you going for your holidays?

1.B Introductions

Key language – Introductions, what they do
Language box – *can, must* (deductions) *ought to, and had better*
Grammar – modal verbs for obligation, logical deduction, possibility (Grammar section 5.0, pages 145–146)

Say what you do

- 1 This activity raises awareness of the students' own behaviour towards others, and helps to overcome interpersonal difficulties. Because this is a very personal topic, it may set students at ease to have a whole-class session before they begin. Invite brainstorming on a few techniques for being confident, for example, taking a deep breath before speaking, making eye contact, making a mental list of questions to ask to show you are interested in the person you are talking to and to take your mind away from yourself, etc. Then organize students into pairs, get them to discuss the questions together and then compare with others.

A chance meeting

- 2 Students should first listen for the gist of the conversation, simply to decide on the formality of the exchange. Ask students to say why they think the introductions are fairly informal: Karen, Mikael and Brian call each other by their first names, and the new consultant, who is first greeted as Ms Walter, immediately asks to be called Tanya. On the other hand, it is a business situation, and it is more formal than friends just meeting outside work.
- 3 Let students read the information and see how much matching they can do first, then play the recording again.

Answers:

a 6, b 4, c 2, 5, d 1, 2, 3

Pleased to meet you

- 4 **Files for pairwork 2.A and 2.B**
 In some classes, male students don't like to play the role of a woman, and vice versa. If that is the case, change the names slightly: Carl = Carla, Akiko = Akira, Hanna = Hank. For students who enjoy role plays, this will be a quick and simple activity, which could be extended by asking students to invent new personalities and introduce them to other groups.
- 5 This extends and personalizes the previous activity. In preparation, get a few examples of business cards to show the students. If some students already have business cards, ask them to show the others and discuss what information can usefully be included on them. If you can, display the business cards of the whole class and get students to circulate and comment on their effectiveness in presenting the person as a potential business contact.

Writing

- 6 Students imagine this meeting, but in their own business situation. If students find writing difficult, get them to write preliminary notes using the following headings:
- What the new boss is like, e.g., warm, friendly ...
 - What your new job is – get students to imagine the next position they would like to move up to in their present company. What would it be like? What new responsibilities would it entail? What new skills would they be using?

Circulate and help with vocabulary. Students could then do the writing as homework.

Language box

Answers:

- 1 1 c, 2 d, 3 a, 4 b, 5 e
2 a can't, b must, c can, d had better not, e ought to

Workbook

1.B Introductions

Grammar – modal verbs

Vocabulary – idioms and register

Writing – introductions

Writing to a friend

Answers:

- 1 a 5, b 1, c 3, d 2, e 4
2 a must, b can't, c ought not to, d can, e had better not, ought not to, f can, g must, ought to, h must (obligation), i must (deduction)
3 a (I) 3 (F), b (F) 4 (I), c (I) 5 (F), d (F) 7 (I), e (F) 2 (I), f (I) 1 (F), g (I) 6 (F)
4 a Dania: Jim, you *haven't* met Gregor, have you?
Jim: No, I *haven't*. Pleased to meet you, Gregor.
Gregor: Hello, *pleased to meet you*, too.
b Jim: Dania, *have you met* Alexandra McGee?
Dania: I'm *pleased to meet you*, Alexandra.
Alex: But *please call me* Alex – everyone does.
c Jim: *Hello, Hannah*. Welcome to our office.
Hannah: I'm *pleased to be here*.
Gregor: *Hello, Mrs Schmidt*.
Hannah: No, I *haven't*.
Alex: *Pleased to meet you, Hannah*.
5 Free writing activity

1.C Your CV says it all

Key language – Discussing and assessing job applications

Language box – Modals in the past

Grammar – modal verbs in the past (*must, ought to, can, can't, should*) (Grammar section 6.0, pages 146–147)

Say what you know

- 1 There is a progression in the unit from more general social situations to more specific business settings. 1.A and 1.B deal with socializing in any business situation, while 1.C is set in a recruitment agency and moves more particularly into all the aspects of applying for jobs. This first activity helps students to bring out all the facts and features that should be part of a CV. You can do it as a general class activity, or in pairs. Put a list on the board of all suggestions, which can later be classified under headings appropriate for a CV.

Presentation matters

- 2 Once again, students listen for the gist of the conversation, simply to decide which of the two CVs the consultants liked more. At this point, students don't have to understand every word, but the more general listening prepares them for the more precise task which follows.

Answer:

They prefer the first CV, Paula Smith's.

- 3 Let students read the seven features of perfect CVs before the second listening. They can try to answer the questions, discussing them with a partner, so that the second listening is more focused. In the dialogue, Nicola makes the point that there is a great deal of advice about CVs on the Reed website. You can ask students to visit the Reed website and take notes as part of their homework.

Answers:

Paula Smith's CV includes all the features of a perfect CV, but Martin Kay's does not – some items are there (e.g., personal qualities), but are not clear enough, he lists his jobs but in the wrong order, and there is no information about the section headings on his CV.

Language note: Nicola says she gets the impression that Martin is a 'couch potato' – a colloquial expression for a lazy person, who may sit watching TV all day.

1 | People at work

A good CV?

4 Files for pairwork 3.A and 3.B

If students have been able to visit the websites offering advice about CVs, ask them to use their notes to help them discuss the two CVs. They can also study *The professionals* on page 13. This activity could lead to a whole class oral feedback, identifying the good or poor features, and preparing the written activity which comes next.

Writing the perfect CV

5 If they have not done so, get students to study *The professionals* before writing. If you prefer, they can write their CVs as homework, then exchange with a partner to assess and discuss them. As an oral feedback you could ask students to tell the class one impressive thing that they liked about their partner's CV.

Discussion – future ambitions

6 The section ends with a less controlled speaking activity which helps students to relate the business topic that they are studying – the writing of an effective CV – to their own hopes and aspirations.

Language box

Answers:

- 1 past, 2 *have*, participle, 3 *ought*
 2 a must have written, b ought to have been, c shouldn't have been, d might have got

P Pronunciation

See Workbook section for notes.

Workbook

1.C Your CV says it all

Grammar – modals in the past

Vocabulary – CVs

Writing – CVs

Pronunciation – modals in the past

Answers:

- 1 a The applicant must have known that he needed to include references on his CV.
 b He ought to have shortened his CV.
 c They should have used a simple, clear typeface.

- d You ought not to have given the impression that you're an untidy worker.
 e Your CV should have shown that you can communicate.
 f He may have been invited for an interview.
 g The candidate should not have arrived late for the interview.
 h She might have got the job if she had applied on time.
 i I should have asked the candidate to fill in this questionnaire.
 j She must have used the interview assessment form.

2 a should have kept, b can't have visited, c ought not to have listed, d may have been, e should have mentioned, f should have added, g ought to have written, h can't have spent.

3 a 8, b 5, c 1, d 3, e 7, f 4, g 2, h 6

4 CV Presentation: good quality paper, clear simple typeface, clear section headings, information in right order, good highlighting of skills, short, plain

Personal qualities: enthusiastic, ambitious, motivated, responsible, reliable, adaptable, innovative, confident, good team worker, hard-working

Professional skills: Word, Power Point, Excel, driving licence, typing and computer skills, experience in managing an office

5 Free writing activity

6 Free writing activity

P Pronunciation – modals in the past

When students practise saying the sentences, make sure that *have* is unstressed, as in the examples on the recording.

a must, template, website, b ought, first, c should, highlighted, relevant, information, d might, job, hadn't, nervous, d could, mentioned, interpersonal skills, e ought not, hand written, CV

Dual Track Activities



Red run

Red run

- 1 Ariel: *We must be setting* a trend!
 Klaus: What *have you been doing* this morning?

Ariel: *I have been looking* at some CVs with the new consultant. *Have you met* her yet?

Klaus: No, but you *can't* get to know everyone in a big company like this one.

Ariel: We have only *found* one applicant that we *can* interview.

- 2 a must have found, b must have been, c ought to have used, d should not have shouted, e should have become, f she ought to have been, g should have finished, h ought to have spent

3 Possible answers:

- a What are you doing this evening?
 b Have you met Anders?/You haven't met Anders, have you?
 c Has he been working here long?
 d Isn't this a good personal profile?/I think this is an excellent personal profile, don't you?
 e Is this CV complete?/Is this a good CV?

- 4 a 6, b 8, c 5, d 7, e 9, f 1, g 4, h 2, i 3

- 5 a outgoing, b shy, c reliable, d ambitious, e committed, f stimulating, g innovative, h obligatory

Black run



Black run

- 1 Free writing activity.
 This could lead to a follow-up activity where, in pairs, they ask each other the questions and give their answers. Ask them to report back to the class on the most interesting thing they've heard.
- 2 a Janice: Mr Roberts, have you met our new assistant, Layla?
 Layla: Hello, Mr Roberts. I'm please to meet you.
- b Phil: What are you doing tonight, Sam?
 Sam: Cynthia and I are seeing a film.
- c Jo: You were away all last week, Lucy. Were you sick?
 Lucy: No, I was/went on holiday.
- d Alex: What did you do last Friday, Mel?
 Mel: All day long, I read CVs with the consultant.
- e Kim: What do you think of this CV, Isabelle?
 Isabelle: I think it's not very clear.
- f John: It's my treat.
 Julia: Thank you, but I won't have anything.

3 Possible answers:

- a 1 You must not write your CV by hand.
 2 You ought to start with a personal profile.
- b 1 You can't possibly do it in two days.
 2 You can, if you work really hard.
- c 1 We must go now.
 2 We'd better go now.
- d 1 You can't leave now. You've only been there three months!
 2 You could, but you ought not to yet.

Unit round-up

Before you move on to the skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

1.D Personality counts

Reading for detail

Speaking – discussing covering letters

Writing a covering letter

Vocabulary – prepositions

Say what you think

- 1 Previous work has focused on the *form* a CV should take; this section asks students to think about the *content* of their personal profile. The first two questions can be explored with a partner or as a class. Students might then think about the aspects they wish to emphasize on their CVs and make their own list, which they keep for Activities 5 and 6 in this section.

Reading – personality tests

- 2 Students read the webpage. Then they read the five statements and check the webpage to see if they are true or false.

Answers:

a F, b T, c F, d T, e F

1 | People at work

- 3 The first part of this activity asks for the student's own opinion, to be discussed with others. There are obviously no right or wrong answers here: encourage students to compare notes, discuss the advantages and disadvantages of the personality traits, share anecdotes which illustrate these, etc. The second part is a categorizing activity, which you can ask students to do in their groups.

Answers:

- 1 a, b, c, f
2 d, e, g, h

Possible answers:

Sociable and outgoing people: jobs in sales and marketing, secretarial, reception, contact services, education and training, office management, personnel services, HR, hospitality, etc.

Less sociable and outgoing people: jobs in accountancy, science, technology, engineering, insurance and other types of administration, online services, etc.

Vocabulary – prepositions

- 4 This activity has the dual function of practising prepositional use and re-reading the text in Activity 2. Ask students to do the activity individually, and check their answers by re-reading the webpage in Activity 2. Note that the sentences use the same structures as in Activity 2, but are not word-for-word repeats.

Answers:

a to, b of, c about, d in, e of, f to, g into

Writing and speaking – a covering letter

- 5 Part a is a task-based way of preparing students for the writing task that follows. Check answers before continuing. You can ask students to discuss part b with their partners or the class. You could then set the letter itself as homework. Students can refer to the Correspondence section of the Workbook.

Answers:

The letter should show: your understanding of the job advertised, your strengths, your reasons for wanting the job, your suitability for the work.

The letter should be: short, addressed to the right person, a reason for the recruiter to consider you.

- 6 This discussion activity can be done in pairs or small groups. If students know each other well and feel easy about letting others read their work, use a follow-up activity: display all the letters and let students circulate, read and comment on them.

Workbook

1.D Personality counts

Reading a webpage

Listening – a new career

Vocabulary – prepositions

Writing a covering letter

Answers:

- 1 a 4, b 1, c 5, d 3, e 2

- 2 Ask students to re-read the website before listening.

Possible answers:

a Jenny is thinking of applying for a job at Reed.

b She's tired of working with numbers in Accounts.

c She's frustrated because there aren't enough opportunities.

d Ali asks Jenny if she has commercial awareness.

e The job she finds appealing is recruitment consultant.

f She's sociable, interested in people.

g She is sure she could develop good interpersonal skills.

h Ali thinks it's a terrific idea.

- 3 a of, b for, c on, d about, e in

- 4 a 2, b 3, c 4, d 1, e 2, f 1, g 1, h 4, i 2

- 5 Free writing activity.

In the Course Book, students wrote a covering letter for their own job. For further practice, ask them to now write one for another company. They should go online to find more details about the recruitment business.

2 | Business abroad

2.A Setting the scene

Key language – Setting up a meeting

Language box – *should* and *have to* for things that are probable or expected

Grammar – modal verbs, obligation and probability /expectation (Grammar sections 5.3, page 145 & 5.5, page 146)

Say what you think

- 1 This can be a brainstorming activity to set the scene for meetings. In a timed period (1 or 2 minutes), students write down all their thoughts without correcting them, then compare notes with others. Write the main things on the board, including: date, time, location, people involved, reasons for meeting (or aims and expected outcomes).

When can we meet?

- 2 Ask students to read the four questions before you play the recording. If they enjoy working together, organize them in pairs to answer alternate questions. If you think that students may not understand the following expressions, go over them before the second listening: *to cover for a colleague* = to be in the office and take over the colleague's duties while s/he is away, *a draft contract* = the first version of a contract, *to be discussed before finalizing*, *to be through* = to have finished the business in hand.

Answers:

- a Birmingham International Airport Media Department.
 - b To set up a meeting.
 - c Swatch.
 - d To meet on Wednesday next week.
- 3 Before the second listening, get students to write down as many notes as they can under the five headings, consulting others if they wish. This helps them to focus on what they hear and jot down the points they hadn't remembered.

Answers:

- a previous contact: Marie and Guy have previously exchanged e-mails, and Marie asked Guy to phone her.
- b reason for the meeting: Guy wants to buy advertising in the airport

- c day and time of the meeting: Wednesday, about 10 a.m.
- d programme for the day: Meet in Marie's office, have lunch, look around the airport, end at about 5 p.m.
- e expected outcome: A draft contract for advertising to be arranged for Guy's company in Birmingham Airport.

What about Tuesday?

4 and 5 Files for pairwork 4.A and 4.B

In the first short practice activity, students play assigned roles to prepare them for the more personalized, creative oral work that follows. In the second activity, students choose their own roles and companies. Encourage students to use as much of the *Key language* as possible and to be pleasant and expressive when they act out their conversations.

Writing

- 6 A free writing activity, based on the previous activity. Ask students to do it in class, or set it for homework.

Language box

Answers:

- 1 *have to* for stronger obligation, *should* for weaker obligation or for probability or expectation.
- 2 **a** Wednesday should be fine for our meeting.
b I should be there about 10:00 a.m.
c We should be through by 17:00 p.m.

Workbook

2.A Setting the scene

Grammar – *should* and *have to*

Vocabulary – arranging meetings, prepositions

Reading – a phone call

Writing – an e-mail

Answers:

- 1 **a** have to, **b** should, **c** should, **d** have to, **e** don't have to, **f** doesn't have to, **g** have to, **h** shouldn't, **i** should, **j** should, **k** have to, **l** I have to
- 2 Translation activity

2 | Business abroad

- 3 a 8, b 9, c 2, d 5, e 7, f 1, g 6, h 4, i 3
- 4 a about, b to, c in, d for, e on, f around, g to, h of, i to, j in, k for
- 5 Name of caller: Seamus Franklin, from the company *ABC Engineering*.
Purpose of call: He wishes to set up a meeting to discuss *advertising at the airport*. He intends to report to his board meeting on the *11th April*.
Day and date of arranged meeting: *Friday 4th April*.
Time of meeting: *10:30 a.m.*
Arrangements proposed: Start in Amelie's office, then *have lunch and look around the airport*.
- 6 Possible answers:
- Amelie Lambert works at *Geneva Airport Media Services*.
 - She thinks she and Seamus Franklin *should meet*.
 - A meeting would give her the opportunity to show *Seamus around the airport*.
 - She first suggests three dates, then realizes she has *made a mistake*.
 - The reason she suggests a full day is that she wants *to sort out all the details*.
 - Before she hangs up, she *confirms the details and thanks Seamus*.
- 7 Free writing activity

- 3 Before the second listening, get students to see how much they can fill in. There are several precise details to take down or check as they listen, so working in pairs on alternate gaps may be easier for them. If necessary, replay the recording.

Answers:

Flight no. *BA 727 Geneva to London*, departing at *6:00*

connection from London to Birmingham: flight no. *BA5935* at *7:25*

Return: Flight no. *BA5934* from Birmingham at *18:15*, arrive London *19:35*

London: flight no. *BA738*, arrive Geneva *22:30*
Reference no. *KL57XS*

4 Files for pairwork 5.A and 5.B

More practice with booking flights: an opportunity for you to listen, monitor pronunciation and intonation patterns, help students with difficulties.

- 5 The research for this activity may be set as homework. In the next class, students work in pairs before presenting their role play to another group or the class. The last part, c, prepares the writing activity to follow. Ask students to use their own work situations. As feedback, write some of the main suggestions on the board.

Writing

- 6 A free writing activity, to be done in class or as homework.

Language box

Answers:

a to book, b waiting ('waiting' is British – 'to wait' is often used in American English), c getting up, d leaving, e to come

Workbook

2.B A direct flight?

Grammar – *~ing* forms and infinitives

Vocabulary – arranging flights, opposites

Reading

Writing an e-mail

Answers:

- 1 a to meet, b writing, c to report, d to take, e showing, f moving, g waiting, h scheduling, i to work, j to help

2.B A direct flight?

Key language – Booking a flight, paying for the flight

Language box – *~ing* forms and infinitives

Grammar – *~ing* forms and infinitives (Grammar section 3.1, page 144)

Say what you know

- 1 Let students brainstorm in pairs or small groups, then make a list on the board.
Ensure students understand the expression *to have to hand* = readily available.

A flight to Birmingham

- 2 Students read the statements before you play the recording.

Answers:

a T, b F (via London), c T, d T, e F (the same day), f F

2 Translation activity**3 Possible answers:**

Agent: *How can I help you?*

Jenny: Oh, hello. I need to book a flight to Zurich.

Agent: *When would you like to travel?*

Jenny: I'd like to go on Wednesday. That's Wednesday 14th.

Agent: *What time of day would you like to travel?*

Jenny: Morning, please, as early as possible.

Agent: *When would you like to return?*

Jenny: I'd like to return late in the afternoon, please.

Agent: *And your name, please?*

Jenny: My name is Jenny Miles.
That's J-E-N-N-Y M-I-L-E-S.

Agent: *And is that Mrs or Miss?*

Jenny: It's Mrs.

Agent: *How would you like to pay for your ticket?*

Jenny: I'd like to charge it to my credit card.

4 a 6, b 7, c 8, d 2, e 4, f 1, g 3, h 5**5 a** two months' leave, **b** long-awaited holiday, **c** face-to-face discussions, **d** departure, **e** new contacts and correspondence, **f** department manager**6** Free writing activity**Answers:**

1 luggage trolleys, **2** lightboxes, **3** door showcases, **4** leaflet display racks, **5** airport transfer buses, **6** duty-free carrier bags

Not shown: leaflet display racks and door showcases

3 Ask students to brainstorm the various parts of an airport, e.g., the checking-in halls, the departures lounge, the gates, the moving walkways, the duty-free shops. Ensure that they understand the colloquial expression *Fire away* = Go on (ask your questions).**Answers:**

a 3, b 5, c 4, d 1, e 6, f 2

4 Files for pairwork 6.A and 6.B

For this controlled activity, ask students to use the visuals and vocabulary from Activity 2 on page 20 and to use as many of the phrases in the *Key language box* as possible.

Research – an advertising campaign**5** First, students identify the institution or place they wish to advertise, list locations and decide on aims for the advertising campaign – what they wish to emphasize, the audience they wish to reach and their expected outcomes. Then they assign specific research tasks to each student or pair: research on the Internet, in the advertising pages of the telephone directory, on TV, etc. Ask the groups to report orally on the research activities in the next class, before proceeding to the writing task.**Writing a report****6** You could discuss what headings will be necessary for the report, writing them on the board. Then ask them to write the report either separately or in groups.**P Pronunciation**

See Workbook section for notes.

Language box**Answers:**

1 **1** working with you, **2** it, **3** sentence, **4** the rest of the sentence

2 **a** It is great to be here.
b It's difficult to decide on a location.
c It's interesting to see the airport.
d It's easy to pick up a leaflet.
e It's good to work with you.

2.C Minds on media

Key language – Discussing options and terms

Language box – *it* as a subject

Grammar – sentence structure with *it* as a subject (Grammar section 17.0, page 153)

Say what you know**1** A rapid brainstorming activity to set the scene.**Discussing options****2** Reassure students that all they need to get in this first listening is the order.

Workbook

2.C Minds on media

Grammar – *it* as a preparatory subject

Vocabulary – airports and advertising, word partnerships

Pronunciation – stressed and unstressed modal verbs

Answers:

- 1 a It's interesting to see all the advertising locations.
 b It's marvellous to think that our ads are seen by so many people.
 c It's difficult to find out what the best rates are.
 d It's strange to find the airport so empty.
 e It's really kind of you to show me around.
 f It's wrong to think of display racks as useless.
 g It's important to book in advance.
 h It's nice to talk to you.
 i It's most important to look at all the options.
- 2 a 2, b 8, c 7, d 1, e 4, f 3, g 5, h (no statement), i 6
- 3 a duty-free shops, b door showcases, c airport transfer buses, d leaflet display racks, e duty-free carrier bags, f moving walkways.
- 4 **Possible answers:**
 a award-winning shopping centre
 b luxurious hotel
 c business and banking facilities
 d comprehensive services
 e underground train station
 f modern environment

P Pronunciation – stressed and unstressed modal verbs

This activity helps to show students that stress is related to meaning.

Language links – colloquial expressions

- a 4, b 6, c 5, d 2, e 7, f 1, g 3

Dual Track Activities



Red run

Red run

- 1 **Possible answers:**
 a I need to book an early morning flight to Cairo from Prague, please.
 b Isn't there a later flight?
 c I'd like to see the media services manager to discuss advertisements, please.
 d I'm sorry, I'm not free on Mondays.
 e I'm not sure what advertising space would be best for us.
 f I should be there on time for the meeting.
 g I'd prefer a direct flight, please.
 h I'd like to pay in cash.
 i I'll need a later flight, please, as I can't be sure when my meeting will be over.
- 2 a to review, b supporting, c to double, d to boost, e creating, f adding
- 3 a It is interesting to go around the airport.
 b It's surprising to see how many advertising media there are.
 c It's essential to have access to high-speed broadband.
 d It's difficult to book a flight in the evening.
 e It's useful to have a loyalty scheme for Frequent Flyers.



Black run

Black run

- 1 Free writing activity
 2 consultation process, cash aid, lasting benefits, quality of life, built-up areas
 3 a 2, b 4, c 1, d 3

Unit round-up

Before you move on to the skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

2.D Case study – Airport on the move

Reading for matching & discussion

Speaking – project work: designing, discussing & reporting airport expansion

Writing a press release

Say what you know

- 1 This sets the scene by drawing on students' previous knowledge. You can get students to write their lists on the board and then decide which are the most important facilities.

Reading and matching

- 2 Read the description of the new development with students. Check comprehension of key phrases: *the local authority, an expansion to services, support facilities, road transport networks, the surrounding community, environmental impact, an ongoing consultation programme.*

For the matching activity, ask students to work in groups and then report on the clues they used to find the answers (e.g., the local resident might not be *too happy at first*, the MD of the Development Group uses the expression *Our group* and so on). This can lead to a role play: one student plays the journalist asking questions, and four adopt the roles, adding and embellishing if possible.

Answers:

a Inge, b Tim, c Gihan, d Julie

Reading and discussion

- 3 This is an activity which gives students the concepts and vocabulary they will need for their project. If students find some of the vocabulary difficult, ask them to try to guess from the context: e.g., *a staged plan* has phases – it proceeds step by step. Encourage them to re-read the recommendations, compare with their own experiences of airports, and discuss what they see as the advantages – or possible disadvantages – of the plan.

Project – airport expansion

- 4 This is the first of the case study projects in the book. Ask students to undertake research for their particular tasks – they can visit their local airport or conference centres, interview media services personnel, request brochures, download information from the Internet. They should pool

all information about Frequent Flyer schemes or conference facilities before they design their own. Encourage them to use their imagination, and try to justify their decisions.

- 5 This first feedback activity is really designed to stimulate oral fluency. Since all the students have to present their group's project on a one-to-one basis, and discuss their partner's work, each one has a chance to use the vocabulary and explain the ideas behind their group's decisions. The subsequent report to the class is an opportunity to start training students in techniques of effective oral presentation, a task they may often have to do in their business situations. Students should be encouraged to use PowerPoint or similar media as part of their presentation.

When they present, let the class discuss the content of the report. If students are very much at ease with their classmates, they can also discuss the style of the presentation. If this is likely to be daunting for presenters, give them individual feedback yourselves, either by seeing groups in turn or by giving them a checklist of features you found particularly well managed or that they need to continue working on, e.g., eye contact, clarity of speech, organization and structure of the oral report, and so on.

Writing a press release

- 6 A free writing activity, based on project work.

Workbook

2.D Case study – Airport on the move

Reading an article

Listening – our airport

Vocabulary

Writing a press release

Answers:

1 a 3, b 4, c 3, d 2, e 1, f 1, g 2, h 3

2 a 2, b 5, c 1, d 4, e 3

3 a 1, b 1, c 2, d 1, e 2, f 2

4 Free writing activity

3 | The business of sport

3.A Entertaining times

Key language – Discussing options

Language box – Present tense to talk about the future

Grammar – talking about the future (Grammar section 2.1, page 143)

Say what you know

- 1 Some students may not have had any experience of corporate hospitality, so this is best done as a whole-class activity. Get students who have been involved to tell the class their experience of hosting visitors. Invite anecdotes about things that went well or badly. If none of your students have ever entertained business visitors, ask them to imagine the worse possible scenarios – what could go wrong? Imagining disasters can often make students aware of the many factors involved and is a way of previewing some of the key language they will need.

A winning combination

- 2 Before doing the activity, explore the visual with your class. Elicit their response to racing as a spectator sport, the crowds of people, the atmosphere round the grandstand. In the feedback to the pairwork activity, you can ask students to write lists on the board, as this will be helpful when they listen to the dialogue that follows.

Note: The text emphasizes the fact that this racing venue is in the north of England, in Yorkshire. Northerners in England pride themselves on being warmer and friendlier than people in the south, hence a 'warm Yorkshire welcome'. You could ask students to compare with their own country: are there regions where people are thought to be friendlier than in other places?

Possible answers:

Doncaster is: the premier sporting event in autumn, an exciting spectacle, an important social event, it offers the best in catering, facilities and atmosphere, it offers a warm welcome and exceptional value for money, it is flexible in meeting client's requirements.

- 3 This first listening, which builds on Activity 2, focuses on comprehension of the particular features of the racecourse mentioned.

Possible answers:

An important social event, good facilities and catering, electric atmosphere, good value for money.

- 4 This second listening activity moves from the particular to more general ideas concerning corporate entertaining. It also introduces the theme of discussing options. You may wish to get students to read the *Key language* before you play the recording again, to prepare them for the oral activity that follows.

Answers:

a honoured guests, **b** be their business partners, **c** a successful outcome

5 Files for pairwork 7.A and 7.B

The *Key language* illustrates ways of discussing options and putting one's own point of view firmly but politely. Students are given the opportunity here of practising these important business skills. Another aim is to make students aware of the cultural dimensions involved in dealing with business associates from different countries. You can conclude with a general feedback in which you focus on these two aspects, asking students to discuss their experience of doing the pairwork activity, and going over some of the cultural complexities involved.

Writing

- 6 A free writing activity, based upon Activity 5.

Language box

Answers:

- 1 **a** enjoy, **b** ask, **c** arrive, **d** come, **e** meet, **f** need (main clause), expect (subordinate clause), **g** arrives
- 2 1 g, 2 b, 3 c, d, e 4 a, f

Workbook

3.A Entertaining times

Grammar – future forms

Vocabulary – entertaining phrases

Listening – making decisions

Reading a website

Writing replies

Answers:

- 1 **a** will take, schedule, **b** will be, are, **c** see, will want, **d** won't see, meet, **e** arrive, we'll take, **f** don't arrive, we'll wait, **g** leaves, **h** visit, they'll have
- 2 **a** With two meetings coming up, the sooner *we start planning*, the better.
b We don't have to meet them because *we'll see them the next morning* in the office.
c When we get to the racetrack, *we'll have* some coffee and biscuits.
d Our company will need to be welcoming, if *we expect* new business partners.
e The meeting *is* at 10:00 a.m.
f Why *don't we ask* Katarina to get some more details for us?
g She'll let us know *what she finds out*.
h I *have to leave* the office early because my flight *is* at 3:50 p.m.
i Following their arrival at the office, *we'll organize* a presentation in the boardroom.
j Please make a note: the race *is* this Saturday at 2:00 p.m.
- 3 **a** 8, **b** 5, **c** 6, **d** 10, **e** 1, **f** 7, **g** 9, **h** 4, **i** 3, **j** 2
- 4 1 A day at a golf course.
 2 A football match.
- 5 **a** 1 Are we agreed then?
 2 Do you all agree with this plan?
b 1 I'm not so sure.
 2 The booking is only provisional.
c 1 I see your point
 2 It's true that ...
d 1 I still think ... would be more exciting
 2 I'm sorry, I don't agree with it at all.
e 1 I'll go along with what you think
 2 I tend to agree with you.
- 6 **a** 4, **b** 1, **c** 3, **d** 5, **e** 6, **f** 2
- 7 Free writing activity. The feedback could focus on the different expressions used to agree or disagree.

3.B Making arrangements

Key language – Making arrangements, confirming and concluding

Language box – *wh*~ questions

Grammar – *wh*~ questions (Grammar section 12.1, page 150)

Say what you do

- 1 As students have been working with these concepts in 3.A, you can use this as a rapid recapitulation to consolidate both theme and vocabulary. Make a list on the board of facilities and information needed to help with comprehension in Activity 2.

A day at the races

- 2 Students listen for key items. Afterwards, ask students to see whether all the information listed on the board was needed in this conversation

Answers:

c a three-course lunch ✓ **d** free drinks and green tea with the meal ✓ **e** a lovely light room ✓ **g** direct access to the grandstand ✓ **h** flat-screen TVs ✓

- 3 Students should be able to fill in the missing information, especially if they check with others, and then listen for confirmation.

Answers:

5, 6, Conduit, September 12th

4 Files for pairwork 8.A and 8.B

A short role-play activity, well prepared by the dialogue and the *Key language*. You can extend it by getting two pairs to exchange partners and role play cards – Student A becomes B, and vice versa, so that each one has the opportunity of playing the client and the receptionist.

Discussion – having visitors

- 5 Remind students that the clients' visit will take place from Thursday to Sunday, with Friday being the day at the Doncaster racecourse. Encourage students to be imaginative in filling in the gaps and planning the whole visit, as well as sensitive to the needs of their guests.

Writing an itinerary

- 6 You could get students to do this in groups as the final part of Activity 5. Display the itineraries and let students see how other groups have planned the visit.

Language box

Answers:

1 **a** S, **b** O, **c** S, **d** O, **e** S, **f** O (*Which* is a determiner which modifies 'room', the object)

2 **a** subject, **b** object, **c** f, **d** c

3 | The business of sport

Workbook

3.B Making arrangements

Grammar – *wh~* questions

Vocabulary – entertaining

Booking enquiries

Writing – an evening meal out

Answers:

- 1 subjects: b, c, g, i, objects: a, d, e, f, h, j
- 2 pronouns: c, d, determiners: a, b, e
- 3
 - a What did you say you were looking for?
 - b Who looks after the bookings?
 - c Who did you invite to the lunch?
 - d What kind of ticket did you book for the event?
 - e Which of the two options did you want?
- 4
 - a confirm, b atmosphere, c tea, d enquiry, e racecourse, f information, g nice, h grandstand, circled word: catering
- 5
 - a 7, b 3,
 - c **Possible answer:** No, not really./We would like vegetarian food, please.
 - d 6, e 4, f 1, g 5,
 - h **Possible answer:** Yes, that booking is confirmed.
 - i 2,
 - j **Possible answer:** Shall I dictate that now?
- 6 Free writing activity
- 7 Free writing activity

3.C A day out

Key language – Discussing future plans

Language box – Future using *will* or the present progressive

Grammar – future (Grammar sections 2.2 & 2.4, page 143)

Say what you feel

- 1 Some students may be reluctant to talk about their feelings openly. Ask the class to read the questions and write down one or two notes about themselves. They can then talk about these with a partner, if this is appropriate. For the feedback,

you can shift the discussion to less personal terrain by asking students questions about their business situations: How important would it be to hide nervousness when dealing with clients ... with a work colleague ... with a manager? How would they advise a friend who was nervous or upset about tasks at work?

What have you been up to?

- 2 Explore the visuals with the class, asking them to respond to the setting. Ask them to guess as many details as they can about the planned day at the football match before they listen.
- 3 You can introduce a game element by getting students to write down as many plans as they can remember. Which group has the most? Play the recording again to see how many details can be added

Possible answers:

take the train, go to the Club, have a reception, then a four-course lunch in a private dining room, watch the match in a VIP area

Vocabulary building

- 4 You can point out to students that this relaxed conversation between friends is more informal than it would be in a work situation, and therefore has a lot of idiomatic, or slang, expressions. In addition to the ones they work with, you can draw their attention to the following expressions. Students will probably know *VIP (very important people) for a bit (for a short time)*, *get this (an emphasizing expression similar to wait for it)*, *the big time (important spheres in business)*, *no such luck (unfortunately not)*, and *must dash (I must hurry away)* are all frequently used colloquial expressions.

Answers:

a 6, b 4, c 5, d 3, e 1, f 2

Making arrangements

5 Files for pairwork 9.A and 9.B

Controlled speaking practice, which sets the scene for the next two activities.

- 6 Get students to compare their events before they pair off for planning. Some students may have to imagine organizing an event, if they are not in a position to do so at work. If appropriate, ask students to write their lists on the board to compare the stages needed for different events.

Writing

- 7 Point out that while some standard phrases can be used, students will need to adapt their message to their own particular situation, as planned in Activity 6.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

a 1, b 2, c 3, d 2, e 1, f 3

The professionals

If your students enjoy preparing and presenting role plays, you can divide them into two groups. The first prepares a role play where all the 'Do' rules are adhered to and the hospitality event is a great success. The second imagines an event where all the rules are broken, resulting in a disastrous – but potentially quite amusing – scenario. This may also help to prepare the writing activity in the Workbook (Activity 5, page 31).

Workbook

3.C A day out

Grammar – the future

Vocabulary – opposites

Listening – telephone messages

Pronunciation – *wh~* questions and intonation patterns

Writing

Answers:

- a** will win, **b** are leaving, **c** will go, **d** will enjoy, **e** is visiting, **f** are hosting, **g** is picking, **h** will be, **i** are flying, are going (if it's scheduled), will go (if it's an informal arrangement), **j** won't be
- Possible answers:**

 - Don't worry, you'll be all right, if I know you.
 - We won't!/We'll get a later one, no problem.
 - I'm sure they'll send one soon.
 - Don't worry, they will.
 - Let's check the diary.
 - Trust me, there won't be.
 - No such luck, but they'll enjoy the match anyway.
 - They're going by train, it's all arranged.
 - We'll have tea or drinks after the match, so everyone will go away happy.
- Possible answers:**

 - It's the busiest month of the year.

- Planning's a lot of work/not much fun.
 - It's a formal meal.
 - We've got reserved VIP seats.
 - I'll be so nervous.
 - It's very expensive.
 - I'm swamped at work.
 - This makes clients feel special.
 - We've underspent.
 - That's positive thinking.
- 4
- He's at *the station*. Train delayed, now arriving at *10:30 a.m.* He'll get a taxi and be at the office around *11:00 a.m.*
 - She rang with details of her *travel arrangements*. She's arriving at *Charles de Gaulle Airport on Wednesday March 7th*, flight *6505*, at *15:45*. Let her know if *you're meeting her*, otherwise she'll make her own way into *Paris*.
 - Sport Entertainment called to confirm booking for special *hospitality package* that includes reception, three-course *lunch* and private *box*. Date: *Saturday April 4th*, time of arrival: *11:00 a.m.*

Writing

5 Free writing activity

P Pronunciation – *wh~* questions and intonation patterns

In English, unlike many other languages, *wh~* questions often have a falling intonation. This allows students to practise that pattern.

rising intonation: c, d, g, i

falling intonation: a, b, e, f, h, j

Dual Track Activities

Red run Red run

- We'll welcome them when they arrive.
- The director will greet them and then we'll take them round the company.
- If we get tickets for the big match, we'll fly to Manchester.
- The secretary will book a lunch, but the company won't have a reception.
- We'll check the venue before we make a firm booking.
- The arrangements will be completed once the bookings are made.
- They're taking the ten o'clock flight, so they'll get to the office at noon.

3 | The business of sport

- h The manager hopes they enjoy their visit because we want to do business with them.
- i The secretary will let you know as soon as we decide.
- j After we get to the restaurant, I'll switch my mobile phone off.
- 2 a *What* is the size of your party?
 b What facilities *do* you offer?
 c Which kind of dining room *would* you prefer, please?
 d *Who* is the expert who gave these recommendations?
 e What *do* you know about your client's preferences?
 f Which coffee shop *did* you choose for your lunch?
 g What *does* the catering company *say* about its modified menus?
 h Who *arrives* today at 10:00 a.m.?
 i What restaurant *doesn't* offer any vegetarian meals?
- 3 Location: the Conduit restaurant, a prestigious racecourse, a corporate dining room
 Services: three-course lunch, complimentary drinks, a juice bar
 Advantages: an exciting spectacle, cost-savings, value for money, an intimate ambience.

Black run



Black run

- 1 Possible answers:
- a Would you like to make a reservation?
 b When do you wish to book the dinner?
 c And for what time?
 d What kind of room did you have in mind?
 e Do you have any special catering requirements?
 f What would you like to drink with your meal?
 g Would you like any music during your meal?
 h And what would you like after the meal?
 i What would you like as evening entertainment?/Would you like a quiz show in the evening, or a disco?
 j How would you like to pay?

- 2 a Unless we arrange a firm date, we'll never meet.
 b It will be interesting to see whether the customer makes a booking.
 c We'll book the room on condition that it's quiet.
 d You'll find a warm welcome wherever you go.
 e I'll make the booking in case the visitors arrive.
- 3 Translation activity
 4 Free writing activity

Unit round-up

Before you move on to the Skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

3.D Cheap and chic?

Reading for detail

Speaking – discussing & presenting options for business entertaining

Writing a proposal

Vocabulary – multi-word adjectives

Say what you think

- 1 Ask students to brainstorm all the reasons they can think of for and against corporate entertaining, and write a list. If you have time and your students enjoy games, you can then ask them to use the lists for a mini-competition: in turn, they give a reason for and against corporate entertaining, dropping out when they can't add a new reason.

Reading an article

- 2 There are quite a few colloquial American expressions in this article, which may be unfamiliar to students. You can use this opportunity to train

them to find meaning through context. Ask them to read through once quickly, simply underlining any expressions they are not sure about. Write the problems on the board. With others, students try to work out meanings. Possible difficulties may include: corporate belt-tightening: times of financial difficulty, (in lean times, individuals and companies have to *tighten their belts*, be more frugal)

your company's bean counters: the accountants, those responsible for the company's finances

breaking the bank: overspending

a serious tab: a costly bill for food and drink

the rarefied air: a luxurious atmosphere

Answers:

Having meals	Cost	Atmosphere	Relationship with clients	Focus on business
at breakfast	can't run up costs – cheap			shows you're eager to work
in bars	lower than dining rooms	luxurious atmosphere	informal, but dignified	focus on business rather than food/drink
in subsidized places	low because of discounts	often have a feeling of intimacy	conversation is enhanced	
at places that suit the client		topical atmosphere	shows interest in client, client is asked for advice	matches the business at hand
in tea/coffee shops/juice bars	very low	a creative venue		conducive to business
at the office	obvious cost-savings	business atmosphere	allows clients to meet prominent staff	keeps mind on business

Vocabulary – multi-word adjectives

3 As students have re-read the article a few times in order to extract information, this short task is done quickly. You can extend the focus on pre-positioned adjectives by asking students to translate the four expressions into their own language, and note any difference in word positions.

Answers:

a cost-cutting strategies, **b** a multiple-course meal, **c** a non-chain coffee shop, **d** a catered sandwich-and-cookie tray

Research and discussion

4 Encourage students to use different means to find out about suitable possibilities: advertising pages in the phone book, tourist information bureaus, the Internet, questionnaires and visits to appropriate venues. When they present their findings, guide them into trying to be as professional as possible, using brochures, PowerPoint or other media to illustrate their presentation. Each member of the group can present a different aspect of the research project, from the initial research to contact with the venues.

Writing a proposal

5 A free writing task, based on previous research. This can be done as a group project in class, or be written by each student and discussed in the group before handing it in.

Workbook

3.D Cheap and chic?

Reading – advertisement

Vocabulary

Listening – where to go

Writing

Answers:

1 1 a, 2 b, 3 a, 4 c, 5 d, 6 d, 7 b

2 **a** essential, **b** renowned, **c** launches, **d** a round, **e** a quiz, **f** stuffy, **g** undoubtedly, **h** finest, **i** high-tech, **j** replay

3 Rita is trying to organize a business lunch.

4 **a** 4, **b** 1, **c** 2, **d** 5, **e** 3 vegetarian salad bar

5 **a** Corporate dining room: They are taking the guests there for dinner.

b A Brazilian café: It's not authentic.

c A vegetarian salad bar: It's too noisy.

d Sandwiches: They don't have a room that's suitable.

e A hotel bar: A really good idea – nice, informal setting, delicious and inexpensive food.

6 Free writing activity

4 | Selling fashion

4.A Global fashion

Key language – Discussing a group

Language box – Adjectives before a noun

Grammar – order of adjectives (Grammar section 16.1, page 153)

Say what you know

- 1 You can do this as a short introduction to the concept of fashion as a business, or you could set it as a mini research project before you start the unit, with students visiting websites to find out as much as they can about successful fashion groups, especially in their own country.

The winning combination

- 2 Before listening, elicit responses to the photo. Ask students to speculate about Zara – what kind of business is it? What are its main strengths as a business?

Answers:

a company stakeholders ✓, **e** management policies ✓, **f** design quality ✓, **g** quality of employees ✓, **h** shares for employees ✓

- 3 Listening for detail. When answers are confirmed, ask students to compare the new information with their first impression

Answers:

There are more than a hundred companies in the group.

All products are designed by the group.

50% of products made in Spain.

Some franchises, but most stores are company-managed.

Stakeholders are shareholders, employees, customers, suppliers, external workshops.

Three factors for success:

1 management policies

2 quality employees

3 quality of design and product.

Vocabulary game

- 4 You may wish students to study the *Language box* before they start this game, which gives some practice with adjectives that come before a noun. If

students don't enjoy this kind of game, or if time is short, ask each student to give his/her partner one noun. For homework, students have to place as many appropriate adjectives as they can before it. Have a checking feedback in the next class.

Keys to success

5 Files for pairwork 10.A and 10.B

Students have to make their personal choices from the list of key factors, and give reasons when they compare notes. As soon as one pair has finished, ask them to write their three choices on the board. Others tick similar choices or add their own. In this way, a profile of the students' preferences is built up. At this point, if students have researched some successful fashion groups in Activity 1, they can see whether the factors in Activity 1 match those chosen by the class.

Writing

- 6 This personalizes the work done so far on companies and the reasons for their success. You could allow students to write about lack of success, if students feel their company could do better!

Language box

Answers:

1 judgement, **2** any except judgement, **3** between adjectives of size and origin, **4** immediately before the noun, **5** before adjectives of purpose

Workbook

4.A Global fashion

Grammar – order of adjectives, word order in a sentence

Vocabulary – suffixes

Listening – market share

Writing an article

Answers:

- 1 **a** A successful Spanish fashion group.
b Several innovative management policies.
c Two small red Italian silk ties.

- d** One employee stock participation plan.
e Many top quality designer clothes.
f A single worldwide film culture.
g Three large suburban clothes shops.
h A stylish black Swiss watch strap.
i **Possible answer:** My wonderful new third-floor classroom.
j **Possible answer:** My horrible dusty old workplace.
- 2**
- a** Some European groups have opened fashion shops in the United States.
b The group is made up of over a hundred companies.
c Pull and Bear specializes in casual and sports clothes.
d We have some franchised stores, but the great majority are company-managed.
e A Code of Conduct means good relations between the group and its stakeholders.
f The company acts in a responsible and socially-committed way.
g Our employees work together, because team spirit is very important.
h Our clothes are top quality at reasonable prices.
i In this day and age, we've got to have a single international fashion culture.
j The group is made up of six main concepts, for different markets.

3

Verb + ~tion	Verb + ~ment	Verb that stays the same
production	acknowledgement	design
participation	management	market
innovation	commitment	supply
introduction		offer
distribution		start
generation		franchise
information		structure

- 4** **Possible answers:** productive, participative, innovative, generative, informative, distributive
5 **a** trainers, sneakers, **b** 40, 13 **c** 18, 15, **d** brand, adapt, local market, **e** fashion trends, **f** advertising, marketing, **g** 10
6 Free writing activity

4.B Moving fast

Key language – Discussing a company

Language box – Adjectives and adverbs

Grammar – adjectives, adverbs (Grammar sections 16.3 & 16.4, page 153)

Say what you think

- 1** A personalizing focus which also introduces the issue of international versus local marketing. You could extend it by asking students not only for their opinions but for some factual demonstration of their preferences – how many international labels can they find in the clothes worn by their group, and how many local labels?

Discussing growth

- 2** Have a quick recapitulation of what students learnt about Zara in 4.A. Then ask them to guess at the answers to the five statements before listening to confirm.

Answers:

a the first Zara shop, **b** the group, **c** international expansion, **d** geographic regions, **e** Domestic sales

- 3** The task is to listen for quite precise information, so it may be best for students to jot down the numbers first, and then complete the graphs. Let them check with others before replaying again.

Answers:

2000: 33, 2012: 84

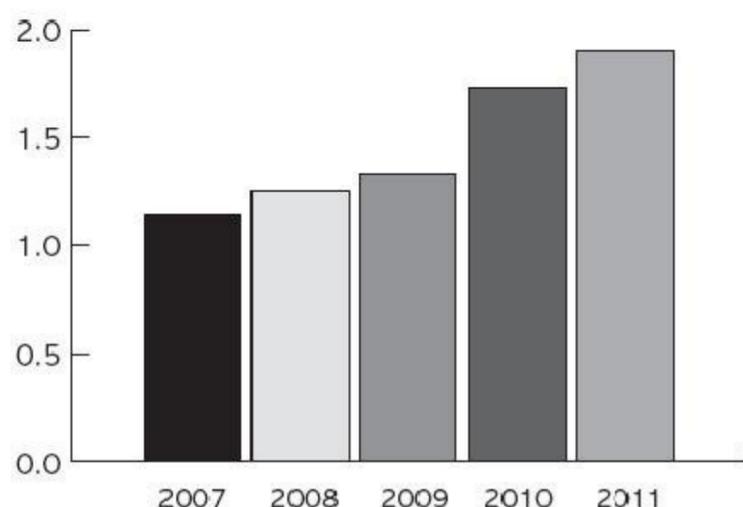
Spain: 47%, Americas 13%

Rest of Europe: 45%, Asia 16%

- 4** Working in pairs helps students to take down the many numbers required for the graph. You may need to play the recording a second time for confirmation. Creating the graphs gives students practice with using the required software.

Answer:

Inditex net income (billions of euros)



4 | Selling fashion

What happened when

5 Files for pairwork 11.A and 11.B

This short pairwork activity gives some of the information needed for the writing task which follows. You can ask students to switch partners and roles so that they have a chance of being both the reporter and the company representative.

Writing a short report

6 A free writing activity, which builds on the speaking activity, and also asks students to interpret a graph and report on it.

Language box

Answers:

- 1
 - a adjectives: strong, monthly
adverb: monthly
 - b adjective: vigorous
adverb: rapidly
 - c adjective: fast
adverb: fast
- 2
 - 1 F
 - 2 T
 - 3 T
 - 4 F
- 3 Translation activity

P Pronunciation

See Workbook section for notes.

Workbook

4.B Moving fast

Grammar – adjectives and adverbs

Pronunciation – /ʃ/ and /tʃ/ sounds

Vocabulary – listening for detail

Drawing graphs

Writing a report

Answers:

- 1 **Possible answers:**
 - a ADV The figures showed annual improvement.
 - b ADJ The range of products expanded rapidly.
 - c ADV There was fast movement.

- d ADV The company had rapid growth.
- e ADJ The markets developed vigorously.
- f ADV There is a slight reduction in the Spanish share.
- g ADV The sales increase in the rest of Europe is phenomenal.
- h ADJ The rise in the net income over three years was fantastic.
- i ADJ The company originally marketed this design.
- j ADJ The regional markets improved steadily.

2 Possible answers:

a worked hard: did a lot of work, **b** hardly takes any notice: takes very little notice, **c** spoke freely: spoke openly, **d** for free: without charge, **e** arrived late: was not on time, **f** lately: recently, **g** aim high: to hope to reach a high level, **h** highly appreciated: very much appreciated, **i** plunged right down: plunged sharply down, **j** decided rightly: the decision was the right one.

P Pronunciation /ʃ/ and /tʃ/ sounds

This is a discrimination activity, which allows students to practise what are often difficult sounds to produce. You can extend it by asking students to go through the unit and find other words that incorporate these two sounds.

a /ʃ/, **b** /tʃ/, **c** /ʃ/, **d** /tʃ/, **e** /ʃ/, **f** /tʃ/, **g** /ʃ/, **h** /tʃ/

- 3 **a** design, **b** distribution, **c** model, **d** flexibility, **e** biggest, **f** approach, **g** demands, **h** internationally, **i** headquarters, **j** locations
- 4 Students draw their own graphs using the figures in the chart.
- 5 Free writing activity

4.C What sells clothes?

Key language – Marketing strategies

Language box – Talking about past ability and obligation

Grammar – modals in the past (Grammar section 6.0, pages 146–147)

Say what you do

- 1 As it is, this can be a short introductory discussion. You can make more of it by providing magazines for students to look at – or ask them to bring in examples of what they normally read. Get students in groups discussing the clothes ads and their effect.

Here's how!

- 2 Let students read the four strategies. Then set a short time limit (1 minute) for this skimming activity, to encourage students to read quickly through a text simply to extract the main gist. At this point, they need not worry about unfamiliar expressions. Potential vocabulary difficulties will be explored in the following activity.

Answers:

1 c, 2 d, 3 b, 4 a

Vocabulary building

- 3 Ask students to work through the activity, then check with others. If they have other expressions which they find difficult, get them to write them up on the board, then work with others to try to get the meaning through context or dictionary work. As a round-up, elicit opinions about the four marketing strategies. You can write key words from the students' response on the board, to compare with the listening activity they do next.

Answers:

a a turn-off, b of a purely informative nature, c forge relationships with, d haute couture, e a showcase, f press coverage

A marketing class

- 4 Listening for gist, prepared by the previous activity.

Answers:

a 1, 2
b all four

- 5 Listening for further details, followed by discussion. Encourage students to be inventive in thinking of other advantages or disadvantages. Elicit a response to the style of the talk – did they find it useful? Friendly in tone? Why does the speaker leave some questions for the audience to figure out?

Possible answers:

a + (advantages) people love celebrities, clothes will be seen in a lot of photos
– (disadvantages) expense, uncertainty of selling to ordinary people
b + high exposure, popularity
– expense

- c + get attention, are different, research proves they sell
– audience can get tired, short-term gains only
d + luxurious, appeals to wealthy clients
– doesn't work for all types of clothing
e + lower costs, puts emphasis on quality of product and shops
– high risk, may not work for all brands, hard to get attention

Marketing options

6 Files for pairwork files 12.A and 12.B

This activity asks students to think in concrete and creative terms about the marketing options they have encountered in the unit. Organize feedback to let students compare notes on their choices. If students are interested in marketing strategies, ask them to prepare quite a detailed plan for one of the companies they've discussed, including text and visuals for the actual advertisements and display the results in the class. In this case, they write a shorter proposal for their own company in Activity 7.

Writing – a market proposal

- 7 Free writing activity, building upon Activity 6.

Language box

Answers:

1 c, 2 b, e, 3 a, d

Workbook

4.C What sells clothes?

Grammar – past ability and obligation

Vocabulary – marketing strategies

Reading an article

Writing a report

Answers:

- 1 a The company wasn't well known, so its advertising strategy *had to involve high profile media*.
b Nowadays, cigarettes are banned in adverts, but in the past, advertisers *could show people smoking*.

4 | Selling fashion

- c Today the designer can afford long holidays, but when she was younger *she could only take short breaks.*
- d Its advertising strategy worked, and it was *able to get a lot of new sales.*
- e The sales rose so unexpectedly that the company was *able to increase production.*
- f The company succeeded because it was *able to dress stars for the Oscars.*
- g They wanted to use celebrity ads, but they *couldn't afford the cost.*
- h **Possible answer:** The controversial ads worked, but the company *still wasn't able to increase its sales.*
- i **Possible answer:** The advertising campaign was a great success, so the company *had to open more shops.*
- j **Possible answer:** It started as an online business without any shops because it *couldn't afford to rent a shop.*

2 Possible answers:

- a celebrities: film stars, sports stars, politicians, musicians
- b mass media: newspapers, television, magazines, radio
- c luxurious settings: boardrooms, hotels, yachts, conference centres
- d advertising strategies: controversial, sensationalist, minimalist, prestige (using celebrities)
- e splashy media events: film premieres, showbiz parties, product launches, opening of a building

- 3 a turnover, b mail order, c basics, d lifestyle brand, e overseas, f the figures, g recession, h the high street, i customer base, j chief executive

- 4 a F, b T, c F, d F, e F, f F, g F, h T

- 5 Free writing activity

Dual Track Activities



1 Possible answers:

- a What is the structure of your group?
- b What does your company specialize in?
- c What are the main reasons for your success?

- d What do you mean by stakeholders?
 - e When did your first store open?
 - f What happened after that?/Did the company grow quickly?
 - g What are the likely trends for the future?
 - h Are international sales competing with domestic sales?
 - i What is your main marketing strategy?
 - j Are there any disadvantages to this strategy?
- 2 a In the past, you could usually increase sales through advertising.
 b For maximum exposure, you had to use the mass media.
 c The shops had to sell the latest fashions to remain competitive.
 d The company could always have diversified to boost its sales.
 e The group had to sell its products abroad.
 f The company's image could have been put across simply.
 g The shop could have gone into menswear because there was no competition.
 h In the past, to get the top jobs, a fashion photographer had to win a national award.
- 3 a tremendously, b basic, c great, d impressive, e fast, f good, g socially, h annually, i strongly, j costly



1 Possible answers:

- a The minimalist approach was enormously successful.
- b Profits rose steadily throughout the financial year.
- c The group chose its prime locations boldly.
- d The company expanded unexpectedly.
- e This company expanded fast.
- f The journalist arrived late for the interview.
- g New trends in advertising have emerged recently.
- h The department worked hard to produce the brochures.
- i The public barely noticed the sales campaign.
- j Sales rose slowly over the financial year, then declined rapidly.

- 2 **a** asked me about, **b** drawn a blank, **c** turned out to be, **d** cost just £25, **e** escaped your attention, **f** hold their heads up, **g** mass-producing fashionable clothes, **h** afford to buy one
- 3 **Possible answer:**
You could buy one every couple of weeks!
- 4 **a** not had a clue, **b** main shop, **c** trendy, luxury, brands, **d** lowest possible prices, **e** rapid sales, **f** durable, won't wear out, **g** a loose-fitting shirt, **h** selling a lot of men's clothes, **i** largely, **j** are competitive with

Unit round-up

Before you move on to the skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

4.D Case study – Creating an image

Listening for detail

Reading for discussion

Speaking – project work: discuss campaign options, role-play a company meeting

Writing – FAQs

Say what you think

- 1 A class-based oral or written brainstorm can bring out many of the answers needed here. Alternative ways of staging this warm-up activity are:
- a** Divide the board into two sections: *why* and *why not*. Ask students to work in groups and as they find reasons, write them up on the board in the appropriate section.
- b** Nominate one wall of the room as *why*, another as *why not*. Ask students to discuss their ideas in groups, then take a position along the wall to indicate their opinion. Unless they are all in substantial agreement, they can try to convince one of the students on the other wall to change their mind.

An informal consultation

- 2 Reading and listening set the background for this project. Elicit first impressions from students of the two directors. You might also wish to elicit some of the problems that could be faced by small companies when they wish to start expanding.

Answers:

- a** Locations for their two new stores, in Melbourne and Newcastle.
- b** Whether it's time to diversify.
- c** The tasks are to discuss two questions:
1 whether to stay in women's fashions or diversify into sportswear and menswear,
2 what is the best image to create for the company.

Project – creating an image

- 3 Some research on Australia might be useful to start this discussion. Give students tasks to do before they come together to discuss the company – some can visit websites of Australian tourist places, others research the fashion industry, to provide more context for their decisions. In addition, encourage them to draw on the marketing ideas that have been accumulating in this unit, especially the advantages or drawbacks of images created by advertising. Make sure that the groups come to a decision about image and marketing campaigns. They will need to select one or two representatives to present these to the 'general meeting' of the company. To help the representatives, encourage the groups to write their decisions down, and discuss the best way of presenting them to the meeting.

Role play – a company meeting

- 4 When groups are ready, the two co-chairs are elected (by a show of hands in the class, or by written nominations). Remind the students of the way Joss chaired the original meeting they heard. Ask the rest of the class to give Joss and Kia some advice on conducting the meeting in a friendly and productive way. Then set up the role play, preferably at the front of the classroom. Give the audience the task of making notes on the positive or negative features of the meeting as a whole, and the effectiveness of each contribution. After the role play, it is always useful to have a feedback discussion in which participants voice their feelings about it, and the audience (including yourself!) give their impressions, as well as suggestions about how meetings can be managed effectively.

4 | Selling fashion

Writing – FAQs

- 5 Free writing activity. Encourage students to model their answers on real websites – FAQs are usually brief and to the point.

Workbook

4.D Case study – Creating an image

Reading an article

Vocabulary

Listening – a fashion show

Writing

Answers:

- 1 Viktor & Rolf: 1

Jack Wills: 5

2	Viktor & Rolf	Jack Wills
Business details	began with haute couture, moved into women's ready-to-wear in 2000, added menswear in 2003	started in 1999, expanded throughout UK and then internationally in ten years.
Target markets	ultra fashion conscious, more individual customer	university and high school students
Type of clothes	haute couture, ready-to-wear, high-fashion	preppy clothes, drawing on British sporting heritage
Marketing strategies	create avant garde fashion shows, use celebrities like Tilda Swinton and Tori Amos	viral marketing, word of mouth

- 3 a avant-garde, b reluctant, c reality, d heavily, e classic, f worldwide

- 4 a renowned, b mission, c concerned by, d phenomenon, e consciousness, f expanding

- 5 Leila prefers Viktor & Rolf, Gerry prefers Jack Wills.

Viktor & Rolf: a, b, e

Jack Wills: c, d

- 6 **Possible answers:**

Jack Wills are very British, but they are expanding into international markets.

Jack Wills' clothes are practical, however, Leila prefers way-out designers.

Whereas Viktor & Rolf use artistic fashion show to promote their brand, Jack Wills uses viral marketing.

- 7 Free writing activity

1-4 | Progress check

Apart from Activities 2, 3 and 7, it is possible to do this *Progress check* as a written test and mark it if you need to give your students regular marks. However, you might like to do most of these activities cooperatively in class and use some of the Workbook activities, for example, the Red or Black runs, for giving your students marks.

Booking a day out

- 1 This activity recycles language from Unit 3. After students have done this activity, they might like to practise the dialogue with a partner.

Answers:

a 6, **b** 8, **c** 7, **d** 3, **e** 4, **f** 1, **g** 2, **h** 5

Key language

- 2 Students are tested on the useful idiomatic expressions which occur in the *Key language* boxes. If they find this difficult, they may need to go back and study the *Key language* boxes again. Make sure your class practises saying these expressions out loud with appropriate intonation patterns.
- 3 Get students to do the research and preparation in pairs. Encourage students to look again at the *Key language* in Unit 4. Students should use PowerPoint or similar visual display when they make their presentation to the class.

Writing

- 4 Refer students to Unit 4, if necessary, for some of the suitable language.

Language work

- 5 This activity tests the understanding of tenses from the *Language boxes* in the last four units.

Answers:

a is moving, **b** has been going on, **c** haven't met, **d** must have risen, **e** shouldn't have used, **f** ought to try, **g** arrive, **h** had to find

- 6 This activity revises answering typical business questions. Once they have done the activity, get your students to practise the mini dialogue aloud in pairs.

- 7 If you have been looking back over each unit with your students as you proceed, as suggested in the teacher's notes, your students will find this reflective moment natural, and take stock of their progress in a useful way. Some students may ask you for extra grammar practice on some points.

Vocabulary

- 8 In this activity, students are asked to revise vocabulary in different contexts from Units 1–4.

Possible answers:

- a Before deciding, I'll think about all the options.
- b We agree with you entirely.
- c She works in Reception.
- d A CV has a summary of your skills.
- e Charge it to my credit card.
- f Passengers walk through the departures lounge.
- g We'll start working on a draft contract.
- h All the stores are managed by the group.

- 9 In this activity, students continue to personalize their learning and build up their own vocabulary.

5 | Business environments

5.A A productive environment

Key language – Handling objections

Language box – *do* and *make*

Grammar – *do* and *make* (Grammar section 9.0, page 149)

Say what you do

- 1 If appropriate, encourage students to share anecdotes of times when they talked about problems, or listened to friends. Elicit ways of dealing with problems. Occasionally, they may disagree about the right attitude to take, and if that is the case, write both views on the board, and ask students to think of as many justifications as they can for either side.

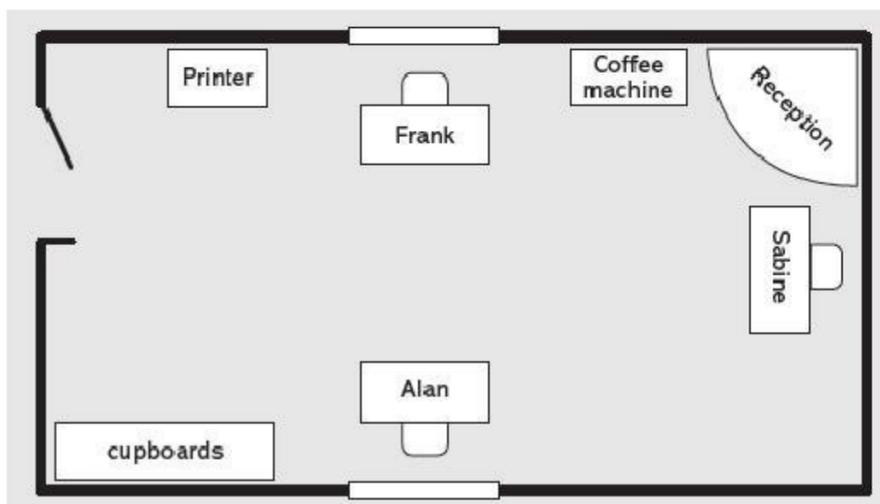
Moving into new premises

- 2 Invite students to be imaginative in placing the items and to add others if they wish. Get them to compare their plans with those of others.

Discussing a problem

- 3 The first listening focuses on the overall tone and attitude of the speakers. Frank is polite but becomes more irritable as the conversation goes on; Alan, his superior, is conciliatory. Students then listen for more precise details so that they can make a plan of the present office, to compare with their own.
- 4 Let students listen a third time to confirm their plans. Check that they have correctly drawn the office space.

Answers:



5 Files for pairwork 13.A and 13.B

Remind students of their discussion in Activity 1, and get them to study the *Key language* and *The professionals* before they practise making complaints, and dealing with them. Circulate and help them to use the appropriate language and tone. If some students finish before others, extend the activity by getting them to switch partners and take different roles. You can ask them to use their own business workplaces, or to invent new ones.

Discussion – changes

- 6 This goes back to the situation at the beginning of the unit, but this time students are put into the position of having to find a solution to the practical problem. Ask them to display their proposed plans of the office and compare with the ideas of others. Focus on the question of partitions (turning the open space into smaller areas) to lead into the final discussion on cubicles vs open-plan offices. If there is a difference of opinion on this in the class, organize a mini-debate.
- 7 Free writing activity.

Language box

Answers:

- 1 **a** makes, **b** make, **c** do, **d** doing, **e** make, **f** make, **g** do

Workbook

5.A A productive environment

Grammar – *make* and *do*

Vocabulary – Dealing with problems

Listening – a heated discussion

Writing

Language links – UK and US English

Answers:

- 1 **a** make arrangements, **b** do business, **c** do good, **d** make an offer, **e** do your best, **f** make an effort, **g** make an excuse, **h** do someone a favour, **i** make a decision, **j** make an attempt, **k** do nothing
- 2 **a** 5, **b** 3, **c** 6, **d** 1, **e** 7, **f** 2, **g** 4

- 3 Will: Look, Grace, can I *make a suggestion: how about not eating in the office?*
- Grace: *Do me a favour!* I just can't *do my work* properly if I can't eat!
- Stella: Why should we *make an exception* for you?
- Will: I can see I'll have to *do something* to sort this out.
- Grace: It's easy to *make promises*, Will. You managers *do more harm* than good, if you want my opinion!
- 4 a Stella keeps the windows open because Grace eats smelly food and Grace is freezing as a result.
- b They are both inflexible, instead of being conciliatory.
- c Starts as a peacemaker, but gets more flustered as he tries to resolve the problem.
- 5 Free writing activity

5.B Integrated planning

Key language – Discussing office space

Language box – Progressive and non-progressive forms

Grammar – progressive and non-progressive forms (Grammar section 8.1, page 149)

Say what you think

- 1 If your class is not too large, you could vary this warm-up activity by getting the students to read the questions, then say one sentence in turn about their workplace, as rapidly as possible, without repeating anything already said, for as long as they can manage. In order to practise some of the vocabulary needed for the section, prompt them when they hesitate by giving them a lead word, e.g., location, facilities, lifts, interior design, furniture, light fittings, car parking.

Visit to an architect's studio

- 2 Before listening, elicit responses to the image of an open-plan office, and then get students to guess at the topics that will be mentioned.

Answers:

a office interiors ✓, **c** staff retention ✓, **e** collaboration between colleagues ✓, **g** building's facilities ✓, **h** integrated ✓

- 3 Some classes may need to listen only twice. If you play the recording a third time, get pairs to decide beforehand what further information they need, and

to share the listening task between them. As a follow-up task (perhaps for homework after you complete Lesson 5.B), get students to visit the websites of Foster and Partners and also of RIBA, the professional association of architects.

Answers:

- a** Detailed attention to interior design.
- b** It's important to recruit and retain staff, encourage collaboration between colleagues, create a distinct company identity.
- c** Not just the shell of the building, everything: the lifts, car parking, lighting, energy strategy, the fittings, the colours of floors, the materials of furnishings, the works of art displayed, the furniture.
- d** It's open plan, has long workbenches for everyone to work at, its arrangement is fluid, with no division between design and production, 600 people work there with an average age of 30, it's open 24 hours a day, 7 days a week.

Finding space

4 Files for pairwork 14.A and 14.B

Go through the *Key language* with students. As this activity builds on the language of the unit so far, get students to look back at their notes from Unit 5.A, and study the office space. If you can, get students to record their dialogue. You can then play some of the conversations to the class. Get them to listen for two main points: was the task effectively carried out? Was the tone of the conversation courteous and business-like? If appropriate, you can use the recorded dialogues for follow-up language work. Extract some sentences where students made mistakes (between five and ten is usually about the right number). Type them in random order and anonymously, distribute to the students and ask them to correct the mistakes.

Describing a workplace

- 5 A free, personalized writing activity developing the work done in Activity 1.

Language box

Answers:

- 1 **a** A, **b** S, **c** S, **d** A, **e** S
- 2 a mental state or opinion: simple
an action: progressive
- 3 **a** *People think that* the company designs only buildings.
- b** *They don't realize that* this company also does interiors.
- c** *I believe that* good interior design is paramount.

Workbook

5.B Integrated planning

Grammar – progressive and non-progressive verb forms

Vocabulary – word partnerships, adjective formation

Writing – office space

Listening – an office for rent

Writing

Answers:

- 1 a believe, b is thinking, c think, d say, e Are you saying, think, f see, disagree, g Are you seeing, h means, doesn't realize, i look, j are looking
- 2 a office interior, interior design
b natural light, light fittings
c staff recruitment, recruitment policy
d underground parking, parking space
e quality staff, staff retention
f open-plan office, office environment
- 3 a financial, b postal, c working, d interesting, e functional, f architectural
- 4 **Possible answers:**
a Where exactly is it?
b How many rooms are there?
c What are the facilities in the building?
d How much is the rent?
e When will the office be available?
- 5 Location: downtown area
No. of rooms: 1 or 2 large, 1 smaller
Facilities: air conditioning, ladies' room on the same floor, elevator
Rent: information not given
Availability: in three months' time.
- 6 Free writing activity

5.C An ecological building

Key language – Describing buildings

Language box – Causative *make* and *have*

Grammar – *make* and *have* (Grammar section 10.0, page 149)

Say what you think

- 1 Lessons A and B dealt with office space and interior design. The focus of this lesson is on the building itself and its surroundings. If your students are particularly interested in architecture and design, you can extend this activity by obtaining (or asking students to get) photos and information about buildings in your town or region, your college buildings and their surroundings, interesting new buildings nearby (or uninteresting ones, which can also be useful for comparisons), etc. Spread the material out (or display it on the wall) and get students to circulate, make notes, then discuss their views and preferences.

Tuning in

- 2 The first listening concentrates not on gist, but language detail. Some of the vocabulary may be unfamiliar. Ask students to try and match the words and definitions before they listen.

Answers:

a light well, b apex, c base, d rectangular block, e ecological, f ventilation, g widen, h taper, i artificial, j arcade

- 3 Ask students to complete the notes individually, then check with others. The information may then be used to write the report in Activity 5.

Possible answers:

Location: London's financial centre

Architects: the Norman Foster Partnership

Commissioned by: Swiss Re (a reinsurance company)

Environmental features: circular plan maximizes small space, its microclimate is energy efficient (see below).

Social features: the base is landscaped for the public, with a public plaza and shopping arcades.

Energy-saving strategies: spiral light wells draw in fresh air at every floor, minimizing air conditioning and maximizing natural light, reducing reliance on artificial lighting.

Describing a building

4 Files for pairwork 15.A and 15.B

This needs slightly more staging than some other pairwork activities and may take a bit more time as well. The first step is to ensure good comprehension of the texts. Here, students work on their own because they must not show their text to their partner. Encourage them to use the context as much as possible, consult the dictionary next and only to ask you for help as a last resort! When this is done, ask students to put away their text and describe the building from memory as much as possible. Comparison with their own workplaces can be done as part of a concluding round-up.

Writing a report

5 Remind students of the formal register needed for a report. You can set this as homework. In the next lesson, pair students off to read each other's work and comment on it. Stress that positive comment should come first and that constructive suggestions are most useful. You can then ask students to revise their work according to the comments made, before handing it in to you.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

- 1 a H, b P, c P, d H
- 2 a We've had new windows installed in our office.
b Light wells make the building more energy efficient.
c My company has had an office extension designed.

Workbook

5.C An ecological building

Grammar – causative *make* and *have*

Reading – building facilities

Vocabulary – learning new words

Pronunciation – sound discrimination, vowel sounds /i:/, /ɪ/ and /aɪ/

Answers:

- 1 a Please make me a copy of the plans.
b The energy-saving heating makes the building warm quickly.

- c The circular plan makes the building look slimmer.
- d Good design has made the office work smoothly.
- e This innovative design will make us rich.
- f We have had an old building renovated.
- g The designer has had new furnishing materials created.
- h The company has had its own furniture made.
- i We have had the shops and offices incorporated into the complex.

2 The Jiushi Corporate Headquarters: b, d, e, g, j
Hearst Tower: a, c, f, h, i

3 Possible answers:

Similarities: a lot of natural light, sophisticated, ecological systems, blend with existing architecture

Differences: A is a completely new building, B incorporates an original building, A is in a new business district, B is in an established downtown area

4 Free writing activity

P Pronunciation – vowel sounds /ɪ/, /i:/ and /aɪ/

These are vowel sounds which often pose problems for learners. Ask students to practise the sentences together, then individually.

- a building, slim, public /ɪ/
- b widens, rises /aɪ/
- c leading, key, employees /i:/
- d design, maximizes, light, minimizes /aɪ/

Dual Track Activities



1 Possible answers:

- a There's no daylight in this office!
- b I understand, but the open plan does let us communicate more easily, doesn't it?
- c Leave it to me, I'll do something about it.
- d There's so much noise, I can't work!
- e Well, it means that everything in the interior works smoothly.

5 | Business environments

- f Has it got *any natural light*? Has it got *air conditioning*?
- g Where *is the office located exactly*?
- h It costs a lot, but *it's worth it*.
- i It helps *to recruit good employees and retain them*.
- j The *natural light and ventilation reduce reliance on air conditioning and artificial lighting*.
- k Our building has got *a lift, underground car parking ... etc.*

- 2 a making excuses, do anything, b slightest effort, c do business, d make, an offer, e make arrangements, f has had, made of g makes the
- 3 Facilities within an office: open-plan seating, a coffee-making area, shelving and storage units, a reception area, air conditioning
Environmental qualities: energy efficiency, openable windows, a microclimate,
Features of a building: a landscaped roof garden, air conditioning, a city-centre location, close to public transport.

Black run



Black run

- 1 a 5, b 3, c 1, d 4, e 2, f **Possible answer:** I'll phone the designer tomorrow and get him to make the necessary changes within a month.
- 2 **Possible answers:**
a Could I make a suggestion? b the arrangements. c the decisions. d any promises, e do something, f it moved.
- 3 city-centre location, includes a public space with trees and water feature, lighting for night-time dining, a mix of shops, cafés and restaurants, flexible high-quality office accommodation, extra offices at penthouse level
- 4 Free writing activity

Unit round-up

Before you move on to the skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

5.D Creating a financial district

Reading for detail & comparison

Speaking – researching & presenting a new financial district

Writing a description

Say what you think

- 1 Some students may not have had any experience of a large urban financial district: with this preliminary work you can help them imagine it and understand its importance. Work with the visuals on the page, ask students to describe and respond to the two photos. Ask students where the financial capital of their country is.

Researching a district

- 2 Set this research activity for homework. If appropriate for the size of the class, divide students into four groups and get each to research a different city – New York, Shanghai, Hong Kong, or London – this will make for a better discussion afterwards. You can ask students in their groups to share the task by assigning specific items from the rubric to individuals or pairs.

In the discussion session which follows, ask students to share not only the information they gathered, but their experience of the task itself – how easy or difficult was it to find appropriate websites, what search engines did they use, etc.

A presentation – a new financial district

- 3 Creating a visual presentation that will be both informative and aesthetically pleasing is often a motivating task for students, especially as here they are free to imagine a district without any prior constraints of terrain or cost. Students can create visuals electronically or as posters.

Allow some class time for groups to have their

preliminary discussion and make the first decisions together, referring back to their research notes from Activity 2. After that, they will probably need to continue working out of class, either separately with assigned tasks, or together at break times or other free periods. They should be able to find appropriate visual material on the Internet.

A second class may be devoted to final preparation. Remind them that there is also an oral presentation to accompany the visuals. This must be planned, with specific items assigned to different members of the group, and notes made to help speakers.

Finally, visuals are displayed and each group presents its plan. Make notes about students' presentation skills (clarity, eye contact, etc.), which you can mention to them individually.

A major international financial district

- 4 The text is fairly dense, but much of the vocabulary will by now be familiar to students, so you can simply ask them to read and extract the facilities. Circulate and help with any difficulties, then have a concluding round-up of students' lists.

Answers:

Financial districts: office, retail, hospitality and residential uses, a central public square, a gigantic interactive signboard for financial information and advertising

Leisure districts: multi-storey entertainment, offices and residential uses, shopping and restaurants

Learning districts: support facilities and office space for the financial district

Residential districts: convention facilities, residential towers, offices, a multi-use park

Compare and discuss

- 5 Ask students to work through the list of questions in groups, jotting down notes. You could ask students to look at the DIFC website and compare what has been built with the original plans. Have all the original ideas been incorporated into the development? Feedback can be oral, with key points displayed on a board or screen if appropriate.

Writing a description

- 6 You can make this more motivating by asking students to write articles for a class journal. Students should write drafts for homework, then discuss them with the group the next class, and finally type up a short article with illustrations.

Workbook

5.D Creating a financial district

Vocabulary – describing a project

Rejuvenating an urban district

Listening – a dictation

Reading an article

Writing a proposal

Answers:

1 Possible answers:

- a** a small district within a town or city, **b** abandoned, in a state of disrepair, **c** a place with factories, warehouses and other buildings used for industry, **d** houses or flats where people live, **e** a place where people can walk, no cars allowed, **f** theatre or other place where plays, ballets, concerts are put on, **g** reduce the amount of heating, lighting, etc used in a building, **h** to improve the way something looks

2 Students' individual choices.

3 **a** industrial site, **b** historic centre, **c** new quarter, **d** development, **e** four-star hotel, **f** leisure club

4 a landscaped roof, a 150-seat auditorium, cafés, bars, restaurants, planting of trees, pedestrian and cycle routes, disabled access, underground parking

5 **a** 4, **b** 3, **c** 1, **d** 2, **e** 5, **f** 5, **g** 2, **h** 4, **i** 5, **j** 3

6 Free writing activity

6 | Better connections

6.A Communicating in-house

Key language – Talking about an IT system, giving instructions

Language Box – Purpose and result

Grammar – purpose and result (Grammar section 14.0, page 152)

Say what you know

- 1 Use this as a quick-fire round-up of in-house systems, to set the scene and prompt some of the vocabulary needed.

A training session

- 2 Before listening, ask students about their experiences when being trained to use computers. Get them to write preliminary notes about the four items, then listen to confirm and expand.

Answers:

a an internal system of communication, lets employees in a company communicate with each other, **b** kind of social networking system, for sending instant messages and sharing files, **c** a way of recording progress in online training

- 3 Discuss with students the training session they've just heard. Elicit response to the way the instructor structured and presented the training, her handling of questions and her attitude to the trainee. Let them listen a second time, if they feel it would be helpful. It is said that teaching someone else is the best way of learning, so the role-play element in this activity helps students to internalize the concepts and the vocabulary of in-house communications while adapting them to their own business situations.

What does it do?

4 Files for pairwork 16.A and 16.B

This provides more practice on talking about computers and giving instructions for using them. You can use this as a short activity or extend it by getting students to switch partners and go over it once again.

- 5 Get students to refer back to their work in Activity 3, and to think about the features of a training manual. Ask them to brainstorm and write on the board the main features of such a manual,

e.g., it should have clear, well structured subheadings, the language should be simple and easy to understand, points should be made briefly, and the tone should be user-friendly.

Language box

Answers:

- 1 **a** so that, **b** to, **c** consequently
- 2 **Possible answers:** **a** so that, **b** consequently, **c** so that, **d** to

Workbook

6.A Communicating in-house

Grammar – purpose and result

Vocabulary – computers

Listening – instructions

Writing instructions

Answers:

1 **Possible answers:**

- 1 As a result of taking this course, we'll know how to implement new solutions.
 - 2 We have an intranet and consequently, employees in our company can communicate with each other.
 - 3 You click on 'directory' in order to access everyone's contact details.
 - 4 We have an intranet and as a result we have improved internal communication.
 - 5 We install new security software and therefore our network is protected.
- 1 I clicked on the icon in order to access the directory.
 - 2 We provide FAQs so that customers don't waste time browsing the web.
 - 3 We installed the intranet in order to improve employee relations.
 - 4 We have new security software in order to make the company more secure.
 - 5 The employees did the training course to improve their skills.

2 Possible answers:

- a The screen is used to display information.
 - b The cursor is the arrow on the screen, moved by the mouse.
 - c The icon shows a particular file, folder or program and allows you to access it.
 - d The mouse is used to point to icons on the screen and click on them.
 - e The keyboard is used to type information and commands.
- 3** a telephone, b password, c cursor, d intranet, e employee, f system
- 4** a To restart the computer.
b To increase the volume.
c To change a word to capitals.
d To attach a file to an e-mail message.
e To access the Help menu.
- 5** Free writing activity

- 3** This time, students listen for the detail of Gert's presentation. They will probably be able to fill in some of the diagram, then listen for confirmation.

Answers:

1 is reported, 2 analyses logs, 3 support manager, the client, 4 is cleaned up (using appropriate toolkit), 5 are recorded, 6 the same problem occurs more than once

What's the first step?**4 Files for pairwork 17.A and 17.B**

This gives more practice in asking about processes and giving instructions.

Writing a summary

- 5** Discuss the function here with students – this is a summary, so it is important to be brief and also clear. Elicit ways of ensuring this, for example, using subheadings, numbering the steps, etc. They can then do the writing for homework.

6.B Don't get a virus!

Key language – Describing a process

Language box – Adverbs – qualifying and intensifying

Grammar – adverbs (Grammar sections 16.2, 16.3 & 16.4, page 153)

Say what you do

- 1** This can be a rapid warm-up to the section. Invite students to relate their experiences with computer viruses or other security issues.

Make it clear

- 2** A first listening for gist. Tell students that the focus here is on an effective way of giving a talk, and ask them to recapitulate what they've learnt about making a presentation. What guidelines would they give to someone just starting out? Get them to guess at Cornelia's advice, and write key words on the board for each heading.

Possible answers:

- a To explain the way AZP deals with malware problems and infected computers.
- b **1** plan the introduction, grab people's attention
2 don't speak too fast, use fairly simple words
3 go step by step, with numbered stages
4 use a flow chart

Language box**Answers:**

- 1** a really, b quite, c fairly, d extremely,
2 a bit stronger: quite, moderately, slightly, fairly
quite a lot stronger: really, surprisingly, very
much stronger: extremely, stunningly, highly

Workbook**6.B Don't get a virus!**

Grammar – Intensifying adverbs

Vocabulary – dealing with malware

Listening – how not to do it

Writing guidelines

Answers:

- 1 Possible answers:**
- a A virus can be highly dangerous for a company's computer systems.
 - b The anti-virus software offers completely secure protection.
 - c The slide has really clear lettering and a very nice background.
 - d The speaker spoke extremely rapidly to start with: I just couldn't understand him.

6 | Better connections

- e It's best if the speaker uses fairly short words and speaks quite slowly.
- f Focus your slide just a little bit more; it's slightly blurred.
- g Basic virus protection systems are moderately effective, but most companies need something more sophisticated.
- h I don't normally enjoy IT presentations, but this one was surprisingly interesting.

2 Possible answers:

- a The speaker has *certainly improved* his style.
 - b This slide *definitely gets* the message across.
 - c The speaker *presented* his last point *badly*.
 - d *I will just* talk about the company.
 - e He has *also spoken* about virus protection.
 - f All the inbound messages *are immediately scanned/scanned* immediately for viruses.
- 3
- 1 Firstly, the problem is reported to the IT Support Unit.
 - 2 Secondly, anti-virus software logs are analysed.
 - 3 Thirdly, the user is asked for details of the problem.
 - 4 Next, the infected machine is cleaned up.
 - 5 Then, all problems are recorded by the IT Support Unit.
 - 6 Lastly, changes are made to company procedures, if the problem recurs.
- 4
- a She *spoke too fast*.
 - b She stood *in front of the screen*.
 - c She never once *looked at us*.
 - d She didn't prepare well, to overcome *her nervousness*.
 - e 1 She needed to *do more research* and 2 *put the main ideas across effectively*.
 - f 1 She didn't have *an introduction* 2 *the end of the process*
 - g She couldn't *answer questions*.
- 5 Free writing activity

6.C A cost-effective system?

Key language – Discussing advantages and suitability

Language box – Indirect questions – word order

Grammar – indirect questions (Grammar section 12.2, page 150)

Say what you know

- 1 Let students compare notes on the virus protection systems they have at their workplaces and/or at home, then the systems in place at the college or school. This is a first warm-up only, and can be done quite rapidly, as students will later be asked to do more research on this point.

Answering questions

- 2 Get students to look back and review the presentation flow chart from Lesson 6.B. The first gist listening focuses on Gert's answers and how they relate to the topics on his PowerPoint slide.

Answers:

Gert's answers cover all the points except purchasing new hardware and staff training.

- 3 More intensive listening for specific items. If students find it difficult to jot down answers while listening, ask them to predict answers before they listen, or they can work in pairs to complete alternate questions and then check with each other.

Possible answers:

a be aware of, update, **b** identify a problem, clean up the infected computer, **c** Virtual Private Network (VPN), fingerprint recognition, **d** time, **e** be very expensive

Dealing with queries

4 File for pairwork 18.A and 18.B

This controlled pairwork allows students to practise both the *Key language* and the use of indirect questions. If there is time, get students to exchange partners and switch roles. If some of them finish early, ask them to jot down the indirect questions they've used, and then, in a general feedback, make a list on the board.

Research – protecting ourselves

- 5** Students may not be aware of the IT security systems in their company or college. Here, you ask them to find out exactly what the systems are, and also to do more Internet research on security options. When they present their findings to the class, encourage them to use PowerPoint or other visual display medium and to remember the tips for presenting that they discussed in Lesson 6.B.
- 6** Remind the students that their report should incorporate information from the unit and the students' own research. The three questions suggest possible subheadings. You can ask the students to do the writing as homework and then discuss it with a partner before handing it in.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

- 1**
- a** Why do we need your services?
 - b** Isn't all software vulnerable?
 - c** Have all our computers got virus protection?
 - d** Do you provide other products?
 - e** Is this cost-effective for a small company?
- 2** Translation activity

Workbook

6.C A cost-effective system?

Grammar – question forms

Reading – managing a firewall

Writing

Pronunciation – /v/ and /w/ sounds

Answers:

- 1**
- a** That's how the system works, isn't it?
 - b** New systems are appearing all the time, aren't they?
 - c** You've probably got anti-virus software on your computer, haven't you?
 - d** There's a more efficient way of doing this, isn't there?
 - e** You have to keep upgrading the software, don't you?

- f** Computers can still be infected with viruses, can't they?
 - g** AZP uses the latest technology, doesn't it?
 - h** We don't need this new system, do we?
 - i** This isn't the only solution, is it?
 - j** You would never invest in costly infrastructure, would you?
- 2**
- a** Is downloading upgrades time-consuming?
 - b** Is AZP cost-effective for a medium-sized company?
 - c** Does AZP analyse all out computer logs?
 - d** Why do we need EVP at all?
 - e** What process is used?
 - f** Can't we stop all viruses?
 - g** Why do new viruses keep appearing?
 - h** When will we get this new system?
 - i** Is this system totally secure?

- 3** **a** maximum, **b** minimum, **c** software, **d** unauthorized, **e** supply, **f** implement, **g** opportunities, **h** expertise, **i** content
- 4** Free writing activity

P Pronunciation – /v/ and /w/ sounds

If your students find these two consonants troublesome, ask them to listen and mark the difference, then repeat chorally. Finally, they can read the sentences in pairs, helping each other with the pronunciation.

Dual Track Activities



Red run

Red run

- 1 Possible answers:**
- a** Our company is redesigning its intranet because it wants to improve communication.
 - b** You have to complete an expenses form so that you can claim travel expenses.
 - c** The AZP system is cost-effective because you don't waste your time on managing IT problems.
 - d** A message is sent to the customer, to tell them that a virus has been blocked.
 - e** The system is completely updated in order to reduce threats.

6 | Better connections

2 Possible answers:

- a A virus was destroyed and consequently the company was saved a lot of trouble.
- b The speaker uses fairly simple words, so he is understood easily.
- c The security software is excellent and as a result there's no chance of a virus getting through.
- d We employed a professional and as a consequence our website looks much better than it did.
- e There was a decline in profits as a result of the decline of tourism to the US.

3 Possible answers:

- a This system isn't particularly expensive.
- b The software will pick up all viruses immediately.
- c The company is growing fairly rapidly.
- d The speaker presented his main points very quickly.
- e It's extremely important to upgrade your anti-virus software.
- f We don't need a really complex website.
- g This computer is very slow at downloading web pages.

Black run



Black run

- 1 a Gator Web Design is the web design division of Gator Industries and is an international company offering a local service. We are based in Reading, Berkshire in the UK but undertake projects anywhere in the *world*.
- b We pride ourselves on the friendly, efficient and professional delivery of our services to our *clients*.
 - c Use our web design and business experts to create or improve your *website*.
 - d We will ensure that your website is optimized to *maximize* your web traffic and resulting business.
 - e We offer a *full* range of web design services, from conception and design to implementation, optimization and ongoing internet marketing.
 - f We have particular experience of *new* start-up businesses and creating a first web presence.

- g We can *provide* simple sites, complex database-driven dynamic applications and everything in between.
- h We can also host your site at *very* competitive prices and deal with all your domain registration and renewal matters.
- i and j We will *meet gladly* all your website needs, however large or small, ensuring that you are involved throughout the process and that the web project is *delivered* on time.

- 2 Free writing activity
- 3 Free writing activity

Unit round-up

Before you move on to the skills work in this unit, take a few minutes with your students to evaluate your progress. Ask them to note down answers to the following:

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

6.D Case study – Reaching the world

Reading for detail & discussion

Speaking – research & discussing a website

Say what you know

- 1 Pair the students for a first discussion, then have a class round-up. Ask students to write down the suggested main features so that they can use them for later activities. Divide the board into two sections: *What a website should do* and *What it should look like*, and get students to write notes from their discussion under each heading.

Read and discuss

- 2 If your class is very large, you can have two or more groups doing each of the tasks. Students read their texts, discuss them, and make lists. Encourage them to help each other with any difficulties in reading and to be inventive in thinking of additional objections or advantages.

Answers:

Objections: a website doesn't generate enough business; we can update the site ourselves, so why pay a professional?; there is no guarantee that the website will be noticed; it will give the wrong impression to potential clients; handling people's financial information is potentially risky. Other possible objections: too costly, too difficult to maintain, etc.

Advantages: it shows you mean business; it is vital for marketing; more people will find out about the school; it will enable the school to take orders online. Other possible advantages: new website will create better impression, an improved website could generate more business, etc.

Countering objections

- 3** Organize pairing of students with partners from the other group. Ask them to work through as many objections and counter arguments as they can within a certain time (this makes them focus more quickly) then switch partners and repeat the activity.

What to put on the web?

- 4** This is the main project work of the section. In some classes, students prefer to stay in their original groups and in others they prefer to change. Consider the wishes of students, but also the dynamics of the group and the language levels within them. It helps weaker students to work with better ones, and stronger ones also get a lot of practice from having to explain things.

First, students compare views and make the decisions required (questions a, b, and c). They then have to do some production work – if necessary, outside class time – designing or finding visuals for the logo, and writing the website text.

Organize a display of logos and website texts. Get students circulating and commenting. If you prefer, you can wait and display the fictional websites when they have researched more websites in the next activity.

Research – evaluating a website

- 5** Focus the attention of your students on the research element in this activity. This should include: Internet searches for tips on website design and support, interviews with people responsible for website management (e.g., in the students' college or workplace) to get their views on how the most important features of a website, and analyzing the content and structure of the students' chosen website.

You might even find it useful to get students to do some of the Workbook activities before they start on this final activity of the unit.

Workbook**6.D Reaching the world****Reading a webpage****Vocabulary****Listening – dictation****Writing a short report****Answers:**

- 1** Free writing activity
- 2** **a** To attract attention, give a professional image and support the message you are trying to convey.
b Skills in graphic design, programming, copywriting, brand building and direct marketing.
c Attract attention, generate a response from potential customers, entice visitors back repeatedly, builds a community, develop brand loyalty and nurtures long-term relationships with customers.
- 3** **a** 4, **b** 2, **c** 3, **d** 2, **e** 2
- 4** **a** search engine optimization, **b** attract attention, **c** is a cross between, **d** finding the talent in-house, **e** support the message you are trying to convey, **f** copywriting, **g** outsource, **h** presentable, **i** online marketing, **j** the initial concept, **k** vitally important, **l** nurture a long-term relationship
- 5** **a** higher goals, **b** marketing purpose, **c** cutting-edge, **d** optimization, **e** relationship-building
- 6** Free writing activity

7 | It's all about people

7.A Talking shop

Key language – Talking about skills and responsibilities

Language box – *-ing* forms

Grammar – gerunds (Grammar section 3.0, pages 144–145)

Say what you think

- This activity assumes that students have a job. Ask them to think about reasons why they like their work, **but also** reasons why they might want to find a different job. Depending on the experience of your group, you may wish to do a word web activity beforehand: in a brainstorm, students list aspects of an organization that appeal to them.

The right people for the job

- The listening activity serves as a model for Activity 4 (Talk to your colleagues). It focuses on responsibilities of departments, using the gerund as a grammatical structure. It also familiarizes students with the names of departments in a store. Here, too, you could pre-teach vocabulary by letting students brainstorm names of departments, or talk about their own shopping experiences (e.g., what are their favourite departments in their favourite department store?). The first activity is listening for gist.

Answers:

a T, **b** F, **c** F, **d** T, **e** T

- This activity elicits more detailed information about departments and their responsibilities. It also practises the use of the gerund.

Answers:

- Providing a good service to customers.
- Advising staff on how to avoid stock loss.
- Maintaining buildings.
- Projecting the store's image to the outside world.
- Giving customers an outstanding shopping experience.
- Attending team workshops.
- Developing customer service with a personal touch, and encouraging staff to use their initiative.

Talk to your colleagues

4 Files for pairwork 19.A and 19.B

The short speaking activity allows students to practise names of departments and describing their responsibilities. If necessary, get your students to study the *Key language* for a few minutes before they start.

Writing

- The writing assignment serves as a transfer activity from the previous activities. Using information from the listening and speaking activities, students are asked here to draw on their own experience and imagine what it would be like to prepare for an appraisal interview. This activity ties in with further writing activities in the following lessons.

As a warm-up, allow students to talk about their present jobs (in pairs, or a classroom discussion); subsequently they can write their own replies.

(You could decide after this to let students do the writing activity for homework.)

Language box

Answers:

1 a, **2** b, **3** f, **4** d, e, **5** c

Workbook

7.A Talking shop

Grammar – using the *-ing* form

Vocabulary – departments

Writing – recruitment

Answers:

- a** Recruiting, **b** providing, **c** browsing, **d** attending, **e** checking, **f** ensuring, **g** using, **h** Creating, **i** maintaining, **j** purchasing
Build and *sell* are not used.
- Possible answers:**
 - Their job is selecting new products.
 - They are responsible for recruiting new staff.
 - Their role is to create a strong visual image.

- 4 They are responsible for maintaining the buildings.
 - 5 Their job is preventing theft and ensuring security.
- 3 a kitchenware, b stationery, c linen, d home appliances, e accessories, f furniture, g pharmacy
- 4 **Possible answers:**
 Interviewer: What *department* do you work in?
 You: *I work in Customer Services.*
 Interviewer: What's your *role* in your department?
 You: *My responsibility is helping customers.*
 Interviewer: What *skills* do you need?
 You: *I need to be good at communication.*
 Interviewer: What would you say your main *responsibility* is?
 You: *My main task is advising customers.*
 Interviewer: What else is customer services *responsible* for?
 You: *They deal with complaints.*
 Interviewer: Does the company *offer* training programmes?
 You: *They offer workshops for staff.*
- 5 Free writing activity. Ensure students use the verbs provided.

7.B Is this you?

Key language – Discussing performance

Language box – Possibility and obligation – past, present and future

Grammar – modal verbs (Grammar sections 5.0 & 6.0, pages 145–147)

Say what you think

- 1 Students will need to draw on their own work experience. Challenge them to think about their strengths and weaknesses – they will be asked to do so in later activities! It might be enough to make them list one strength and one weakness to start off with. It would be interesting if you allowed students to compare lists, in pairs or groups and then with the whole class, to identify the most frequently mentioned strengths and weaknesses.

Where are we now?

- 2 This listening activity focuses on one aspect of the retail sector (department stores): the dialogue is set in the Human Resources (HR) department. Students will be asked to say something about the relationship between the speakers, so they will need to listen for both content as well as tone of voice. Find out if there are students whose companies have an HR department and what exactly that department does.

Answers:

- a She feels very positive, and that she has made the right choice.
 - b Look at Rebecca's strengths and weaknesses, and plot a course for development.
 - c Advising customers, making customers feel welcome and people skills.
 - d Acting too quickly without thinking and not accepting help from others.
 - e Attend a time management course.
 - f She was too busy.
 - g Move into the general manager's office.
- 3 The second listening activity focuses on HR vocabulary. There are two tasks: first of all, students need to indicate in what order they hear the words in the box. They can write a number (1–7) in the tick boxes. Having done that, ask them to match the words with their definitions before listening again. Students can check their answers by listening a third time.

Answers:

- 1 strengths d
- 2 weaknesses b
- 3 development a
- 4 impact e
- 5 opportunities f
- 6 assess g
- 7 threat c

What's next?

4 Files for pairwork 20.A and 20.B

Allow students to study the *Key language* for a few minutes, then put them in pairs. Their job is to hold an appraisal interview using the pairwork files at the back of the Course Book. If you have time after the guided conversations, and the level of the class allows it, you could allow students to do the same activity about themselves, using their own real experience with work.

7 | It's all about people

Project – SWOT analysis

- 5 Following from the writing activity in Lesson 7.A and the speaking activity in 7.A and 7.B, this writing activity allows students to think about their own performance in the workplace a little more deeply. The SWOT analysis form shows some examples which they can base their own analysis on. In order to prepare for the SWOT you may want your students to go back to the CV they wrote in Unit 1, to bring it up to date with experiences they may have had since. Students can discuss the CV and SWOT in class (in pairs or groups) or, if they have a job, with their manager and report back on that in class.

Language box

Answers:

a possibility, present, **b** obligation, future,
c possibility, present, **d** obligation, present,
e possibility, past, **f** obligation, past, **g** possibility,
 future, **h** obligation, present

Workbook

7.B Is this you?

Grammar – modal verbs

Vocabulary – multi-word verbs

Writing – what about you?

Answers:

- a** should, **b** could, **c** ought, **d** could, should, had better, **e** could, might, **f** needs, ought, **g** be able to, **h** might, could
- a** out, **b** through, **c** out, **d** forward, ahead, through, out, **e** along, **f** out
- Free writing activity
- a** started out, **b** caught, **c** hurry, **d** look, **e** think, **f** sort
- a** 8, **b** 9, **c** 1, **d** 5, **e** 2, **f** 4, **g** 7, **h** 3
Extra word: downsizing
- Free writing activity
- Free writing activity
In Activities 6 and 7, ensure that students use the appropriate vocabulary and *-ing* forms, as well as modal verbs.

7.C Moving ahead

Key language – Discussing training

Language box – Connectors

Grammar – link words (Grammar section 14.0, page 152)

Say what you know

- In this activity, students look at their own work experience and where they are in their career. Some may only be at the beginning, others may have more experience. Allow them to brainstorm (in pairs and small groups if there are lots of students with experience, or with the whole class if there are only a few) about the career opportunities their companies offer.

The budding manager

- The first activity is listening for gist. Allow students to read the questions first. Perhaps you could even ask them to predict an answer, which will make listening more focused.

Answers:

a 2, **b** 3, **c** 2, **d** 1

- The second listening activity practises note-taking as a listening strategy. Allow students to listen again and make as many notes as they wish. Point them to the three headings in the activity – they will use these to write up a summary of the discussion afterwards.

Going forward

4 Files for pairwork 21.A and 21.B

The speaking activity mirrors the dialogue in the previous activities – students have to discuss training opportunities. Make sure students finish their conversations as they would do in real life. Often it is the endings of conversations that are unnatural in activities like these – look at the ending of the transcript on page 94 for ideas if necessary.

Research – development opportunities

- This research activity is building towards the writing activity of Workbook 7.D (a personal development plan). Having assessed how they feel about their work in 7.A, and having drawn up a SWOT analysis in 7.B, students are now asked to do some research on the Internet. It should be fairly easy to find training activities. In the second stage of the activity, allow students to express their preference for a type of activity and to compare this with another student – this will be important for the writing activity in Lesson 7.D.

P Pronunciation

The phrases in the Language links box, used for referring back, are all pronounced with high intonation and expressiveness. Make students practise this, even though they might feel it is an exaggerated use of language.

Language box

Answers:

- a On the contrary 4
- b since 2
- c both ... and ... 1
- d However 3
- e Provided 3
- f Needless to say 1

Workbook

7.C Moving ahead

Grammar – connectors

Vocabulary – collocations

Pronunciation – referring back

Language links – referring back

Answers:

- 1 a so, b however, c Admittedly, d Provided, e On the contrary, f admittedly, g On the contrary, h provided, i so
- 2 a As, b whereas, c since/because/as, d therefore, e although/while, f moreover, g although/while, h unless, i because/since/as
- 3 a result: therefore
b reason: as, because, since
c condition: unless
d contrast: although, while, whereas
e addition: moreover
- 4 a career path, b personal development, c time management, d staff recruitment, e training programme, f shop floor, g customer services, h annual bonus

Some other solutions may also be acceptable, such as *staff development* and *shop management*, but let students agree on the most likely and plausible combinations.

Dual Track Activities



Red run

Red run

- 1 a 5, b 8, c 4, d 9, e 10, f 1, g 3, h 2, i 7
- 2 a ought to, b Since, c however, d Although, e should, f Since, g might, h ought, i could/might, j should
- 3 a Recruiting, b Ensuring, c Browsing, d considering/taking, e working
- 4 a ambition, b future, c weaknesses, d training, e opportunities, f strength, g succeed, h development



Black run

Black run

- 1 **Possible answers:**
Peter: I really *feel* I made the right choice.
Tom: So what do you think are your strengths?
Tom: Perhaps this is one of your weaknesses.
Tom: What are you planning to do about it?
Tom: Now what opportunities do you see for yourself?
Peter: Well, I am interested in moving into Merchandizing.
- 2 Free writing activity
- 3 a worried, b scared, c nervous, d confident, e hopeful, f insecure, g confused, h reluctant, i disappointed, j elated
- 4 Free writing activity

Unit round-up

Before you move on to the skills work or case study in this unit, take a few minutes with your students to evaluate their progress. Ask them to note down answers to the following.

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

7 | It's all about people

7.D Career opportunities

Reading for gist & detail

Speaking – role-play discussing the right candidate

Writing a profile

Say what you think

- Students may not have experience with staff recruitment. On the other hand, even if they have only held summer jobs, they may have personal experience of being hired and the procedures surrounding this, for example, advertisements, interviews, tests. Have a chat with the class about their experiences to warm them up and give those students who have little experience something to go on. Then allow them to work in pairs or groups to list factors that come into play. You could discuss their results with the whole group and go into the reasons why they think one factor is more important than other. You may find that students' opinions will widely differ, but this is not a problem because the transfer activities in this unit will allow them their own, subjective perspective.

Reading a website

- Walmart is a big US-based retailer: this text has been based on their recruitment website. Let students read the text quickly (not focusing on every word) and answer the true/false questions. After that, you may want to delve a bit deeper into the text, allowing students to summarize its content for each other (in pairs) and perhaps writing down highlights on the board.

Answers:

a T, b F, c T, d F, e F, f F, g T

- This task requires students to read the last section of the text very closely to understand the differences between the four types of manager.

Answers:

a Shift Manager, **b** Market Manager, **c** Assistant Manager, **d** Store Manager

Discussion – the right candidate

- File for pairwork 22.A and 22.B**
Students use the information from the pairwork files, combined with the vacancy advertisement, to do this pairwork speaking activity. Pre-teach any vocabulary that students may find difficult by

asking students to guess unknown words from the context, paraphrase them or look them up in a dictionary.

The pairwork files give students the prompts they need for this controlled practice activity. If students need more practice, get them to swap roles and/or redo the activity from memory. Allow them to study the *Key language* from previous sections, which give them the key elements to the conversation.

Writing a profile

- The Files for pairwork show a candidate profile. Students are asked to write one for themselves. They can ask a colleague, manager or fellow student to fill in the referee section. Students should be sensitive to other students' feelings when writing these comments. When they fill in the section for another colleague or student, it will be interesting to see whether the subject agrees with the assessment given. If not, allow the subject to explain why he/she thinks the assessment should be different. Explain the relevance of this activity in terms of the writing activity in the 7.D Workbook section, where students will be asked to write a personal development plan.

Workbook

7.D Career opportunities

Listening – a personal development plan

Writing a PDP

Answers:

- c, d, f, h, i, k
- As previous, plus a and g as examples of what should not be included in the PDP.
- a** 5, **b** 3, **c** 2, **d** 4, **e** 1
- a** T, **b** T, **c** T, **d** F, **e** T
- Free writing activity.
Ensure that students include vocabulary and grammar from all previous sections. It may be useful to take them through all grammatical topics and vocabulary areas before they write the PDP. You could set the PDP as homework.

8 | Entertaining business

8.A Art and business

Key language – Negotiation tactics, discussing options, stating your position

Language box – Relative pronouns

Grammar – using relative pronouns *which, who, whom, that* and *whose* (Grammar section 15.0, page 152)

Say what you think

- If students do not have a lot of experience of going to museums to see art, a pre-teaching activity could focus on the types of museums they do know (in their area or country), the kind of art they like or dislike, and descriptions of specific examples of art they have seen. The second half of this activity focuses on the relationship between art and business. For business, art is often big business, as it offers many high-profile sponsorship opportunities (which is what this section of Unit 8 is all about). Students should list examples of business being involved in art (TV commercials, posters in town, etc.).

A question of sponsorship

- The first activity is listening for gist. Elicit the answers to the questions without focusing too much on form.

Answers:

- Geoffrey is head of the corporate sponsorship programme, Carlos is sponsorship manager for ISIS bank, and Ana has overall responsibility for the Roy Lichtenstein exhibition (she is the *curator*, even though that word is not used in the dialogue).
 - The exhibition has a high profile.
 - He is looking for high exposure – the banners at the entrance, for example.
 - He wants to select some pictures for exhibition.
 - They want total independence in the choice of pictures.
- This activity goes into a specific word topic field: sponsorship items. You could pre-teach this by asking students if they can already list a number of items they have picked up from the first listening.

Answers:

- a** posters ✓, **b** tickets ✓, **e** banners ✓, **f** picture plaques ✓, **g** catalogue ✓

Talking tactics

- You may need to let students listen to the dialogue once more. This activity does not so much focus on the language, but on the tactics the participants in the dialogue use to get their way. Examples of what they say are listed, and students are asked to match them with labels. Allow students to do this in pairs. A follow-up activity could be to ask students to come up with an example sentence of their own for each of the labels.

Answers:

- a** 3, **b** 7, **c** 4, **d** 6, **e** 1, **f** 5, **g** 2

Negotiate a deal

5 Files for pairwork 23.A and 23.B

Mirroring the section's dialogue, students use the pairwork files to act out a negotiation. Allow students a few minutes to familiarize themselves with the information in the files, as it will help the role play if they have the information at their fingertips.

Writing

- Following on from Activity 5, students confirm the agreement made on sponsorship. Encourage students to use the grammar topic of this section (relative pronouns).

Language box

Answers:

- a** who, **b** which/that, **c** which, **d** which, **e** whom, **f** whose
- a** in sentence b, **b** in sentence b, **c** covering

Workbook

8.A Art and business

Grammar – relative clauses

Vocabulary – sponsoring an exhibition

Listening – negotiation tactics

Answers:

- a** who, **b** which/that, **c** who, **d** whose, **e** which, **f** who, **g** who/that, **h** whose, **i** that, **j** who, whom/that

8 | Entertaining business

- 2 a 4, b 2, c 7, d 6, e 3, f 5, g 1, h 8
 3 Free writing activity
 4 a 2, b 1, c 2, d 1, e 2, f 3
 5 Free writing activity

8.B Enter Bollywood

Key language – Talking about terms and conditions

Language box – Persuading

Vocabulary – film industry words

Grammar – using the accusative construction (verb–object–verb) (Grammar section 11.0, page 149)

Say what you know

- 1 Bollywood films are rapidly entering the Western movie mainstream, so chances are that your students may have seen at least one. Bollywood films are a mix of Western movie-making and the extravagant, colourful and mythical qualities of Indian movies. The last two questions are meant to motivate students into imagining they can be part of a movie themselves.

A question of numbers

- 2 Rather than starting with listening activities in this section, we offer a reading text here with a scanning activity: students look for specific information quickly. It serves as an advance organizer for content and vocabulary that can later be used in the listening activities. They do not need to know every word or phrase to do the activity.

Answers:

- a the budget for *My Name is Khan*
 b the worldwide revenue for *My Name is Khan*
 c revenue in first month of release in China for *Three Idiots*
 d ticket sales in US cinemas
 e ticket sales in Indian cinemas
 f the growth of Indian GDP (gross domestic product)
 g number of Bollywood films made per year
 h the share of a Bollywood film's budget that goes to actor's salaries
 i interest rate charged by IDBI bank to film producers

Negotiating the fees

- 3 This first listening activity is for gist. Allow students to read the questions first, then listen.

Answers:

a F, b F, c F, d T, e T

- 4 The second listening activity in this section attempts to make students use the grammatical construction for persuading: verb + object + infinitive with *to*. The set-up is inductive: by listening to the dialogue and using the prompts given in the activity, students are enabled to produce the construction without any theoretical background.

Answers:

- a He does not want Choudary to back out because of a royalty problem.
 b She wants the agent to change Choudary's mind.
 c The agent asks the producer to give her top billing.
 d She wants the producer to give her the right to choose the director.

Who gets the job?

5 **Files for pairwork 24.A and 24.B**

Students use the Files for pairwork to act out a negotiation. The files give sufficient information for the negotiation to be realistic. Allow students to familiarize themselves with the information and study the *Key language* beforehand. Pay attention to students actually using the correct grammatical structure, as the information has been set up to enable them to do this.

Writing

- 6 This activity, like Activity 5, is meant to elicit use of the grammatical structure.

Language box

Answers:

- 1 a I want you to tell me what is going on.
 b Can't we get somebody else to do this?
 c Could you tell her to ring me?
 d He made me do the scene ten times.
 2 a wanting, b persuading, c persuading, d forcing
 3 Translation activity

Workbook

8.B Enter Bollywood

Grammar – word order, verb forms

Vocabulary – film production

Research – Bollywood film industry

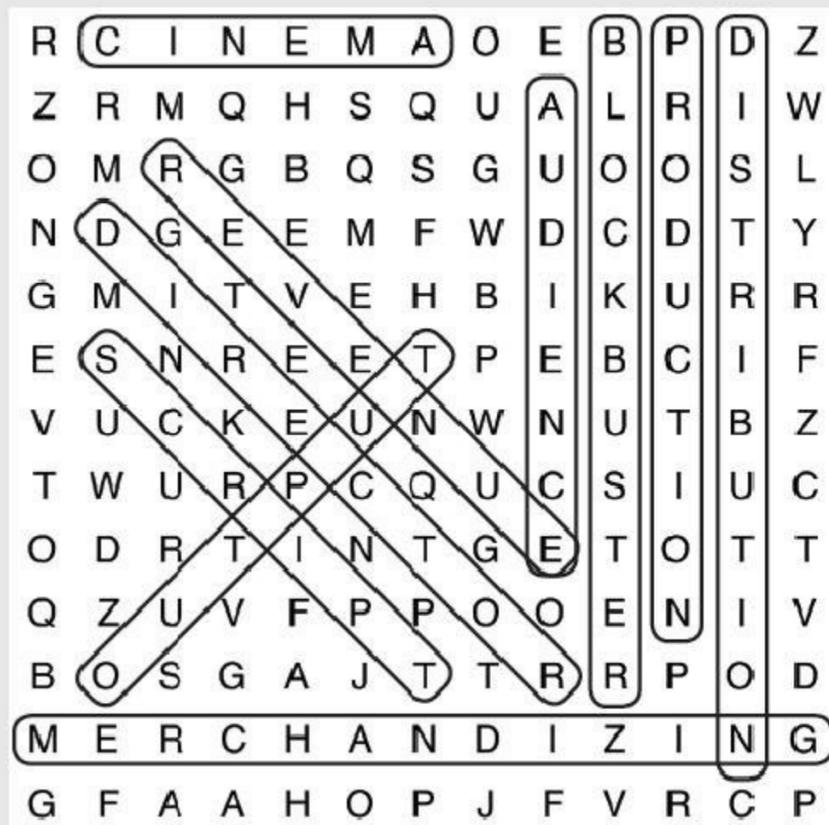
Answers:

1 **Possible answers:**

- a I want Sean Connery to direct the film.
- b I would like X to be the lead actor.
- c We should try to get Steven Spielberg to produce the film.
- d I want my daughter to be my personal dresser and hairstylist.
- e I need the film crew to arrive on time.
- f Perhaps we can get X to write the script.
- g I will not permit journalists to be on the set.
- h I'd like the producer to invite fans.
- i We should let X magazine do a weekly interview.

2 **a** shown, **b** causing a stir, **c** to gross, **d** have declined, **e** broke out of, **f** represented, **g** are being charged

3 1 output, 2 blockbuster, 3 revenue, 4 production, 5 distribution, 6 audience, 7 director, 8 cinema, 9 script, 10 merchandising



4 Free writing activity

8.C Big deal

Key language – Being indirect, indirect questions, negotiating a production deal

Language box – Polite, indirect questions

Grammar – using indirect questions (Grammar section 12.2, page 150)

Say what you think

- 1 We suggest that students ask and answer these questions in pairs or small groups, and report back. Alternatively you can do it as a mingling activity, a kind of classroom mini-survey, with a different group of students being responsible for each question.

Let's be partners

- 2 As in previous sections, the first activity is listening for gist.

Answers:

- a Beth wants Navnit to work with her as a co-producer and advisor.
- b How to finance the film.
- c He can't invest his own money, but he is very interested in acting as co-producer.

- 3 In the second activity we focus not so much on language as on the process of negotiation. Whereas in 7.A the focus was on negotiation tactics, here it is on the stages that almost any negotiation will go through. You may wish to do a warm-up by asking students about something many of them will recognize, e.g., a car sale: what stages does such a negotiation go through? Then ask them to decide on the order they think the negotiation on the recording will go through. Then listen, and check.

Answers:

- 1 making small talk
- 2 inviting collaboration
- 3 requesting information
- 4 or 5 examining the details
- 4 or 5 agreeing the deal

8 | Entertaining business

It's a deal!

4 Files for pairwork 25.A and 25.B

In this speaking activity, students will get a good opportunity to practise the target language structure (indirect questions). Allow students to familiarize themselves with the pairwork files first.

Writing

- 5 Students summarize the outcome of the discussion between Beate and Navnit. It is important that they sum up as much as they can about what was agreed. Encourage students to use polite, indirect language.

Research – culture clash

- 6 Doing business abroad, or doing business in your own country with people from a different cultural background, requires you to familiarize yourself with their customs and habits. This is an activity to find information about a culture that students perhaps do business with or otherwise have dealings with, or a culture that interests them. Allow students to compare and present their information in class. It may be necessary to go into the subject of avoiding stereotypes, as these are easily adopted. It might be interesting to allow students to compare their own culture with English-speaking cultures.

P Pronunciation

See Workbook for further comments.

Language box

Answers:

- 1 a 1, b 2, c 1, d 1

In indirect questions, the word order is the same as an affirmative statement: Do you think *you can help* me? In direct questions, we reverse the order of subject and verb: *Can you help* me?

- 2 a Do you think, b Would I be able to, c Could you tell, d Would you mind

Workbook

8.C Big deal

Grammar – being indirect

Vocabulary – film finance and distribution

Writing

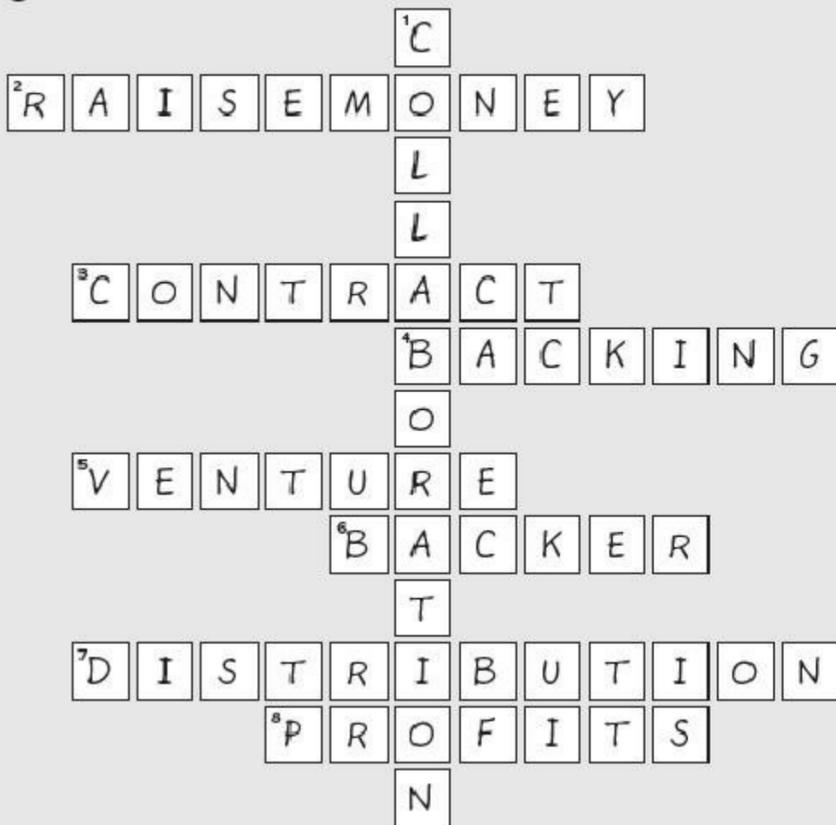
Pronunciation – intonation

Language Links – misunderstandings

Answers:

- 1 a Could you *tell me his name*?
 b Do you think *I am the best person for the job*?
 c Do you think *the project has the manager's approval*?
 d Would you like *to come into my office*?
 e Do you think *you could show me the way*?
 f Would you mind *signing this contract*?
 g Could you *invite Clare for dinner tonight*?
 h Can you give me *some information about the financial backing*?
 i Do you think *you could do this for me*?
 j Have you considered *having an Indian as the leading actor*?
- 2 a Am I *suitable for this role*?
 b Will you think about *it*?
 c When is this going to *happen*?
 d Have you got this *organized*?
 e Can you phone *her*?
 f Do you understand *all this*?
 g Can we get Greg to do this *for us*?
 h Is doing business abroad *difficult*?

3



4 Free writing activity

P Pronunciation – intonation

Stress in direct questions.

- Do you think you can help me?
- Would you mind thinking about it?
- Am I right in assuming you have the finance?
- Do you have any idea when you would be going?
- Are you in a position to contribute to advertising?

The auxiliary and subject words at the beginning of the sentences are packed together and made into one sound.

- /d j ə/
- /w ə d j ə/
- /ə m aɪ/
- /d l ə/
- /ə j ə/

Dual Track Activities



Red run

- a 2, b 6, c 8, d 3, e 4, f 9, g 1, h 5, i 7
- Possible answers:**
a Would, b Could, c Do, d Can, e Am, f wants, g get, h made, do, i allow, give, grant, j ask, tell

- a which, b who, c that, d whose, e which/that, f who, g who, h whose
- a exhibition, b high-profile, c sponsor, d annual output, e investment, f revenue



Black run

- Possible answers:**
a Are you available to start shooting in March?
b Can we ask them to start shooting later?
c Am I right in assuming that if you have to, you will cancel the holiday?
d Now, let's discuss the financial details.
e What sort of fee are we talking about?
f Isn't that a little unrealistic?
g Are there any other issues for consideration?
h Am I right in thinking you also want a say in the script?
- Free writing activity

Unit round-up

Before you move on to the skills work or case study in this unit, take a few minutes with your students to evaluate their progress. Ask them to note down answers to the following.

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

8 | Entertaining business

8.D Case study – Customize it!

Reading for matching & discussion

Speaking – project work: researching & discussing customization in entertainment

Writing a description

Say what you do

- 1 A lot of companies these days allow their clients to adapt services to their own preferences. In the text, examples of this are mentioned. The rest of the section focuses on the making of a video game where players can determine the outcome of the stories. Allow students to tell each other, in pairs, groups or with the whole class:
 - a what their experience is with using services over the Internet that allow customization;
 - b what their experience is with interactive videogames.

Reading and matching

- 2 The text offers some useful vocabulary that students can use in the rest of the section's activities. You could ask students to match the words and definitions before they read (predicting). Then, after reading, they can check their predictions.

Answers:

a web-based games, **b** customization, **c** online gaming communities, **d** social networking sites, **e** interactive entertainment

Project – an interactive game

- 3 The activity in this section allows students to use their imagination! It also allows them to apply the customization ideas they read about in the text to the creation of a game.

Allow students to read the storyline and look at the pictures. This can be followed by discussion, in pairs or groups, about the possibilities of the game. Then, using the introductory phrases (1–5), ask them to write down their ideas for customization. Each idea should start with one of these phrases. All ideas should be presented to the class.

Research and discussion

- 4 Having prepared the presentation in Activity 3, students should be able to do some more research into customization in the games industry, using the Internet. Students could search the websites for

Playstation, Xbox or Nintendo. They could also key 'gaming customization' (or something similar) into their search engine. Ask students to come up with at least three advantages and three disadvantages for the consumer and producer.

Writing

- 5 This activity will serve as a transfer activity: students will apply knowledge and ideas from Activities 3 and 4 to a letter to the production company. Allow students to write a draft and discuss it with other students or yourself before they revise and write the final version. Students should remember to be polite: refer back to 8.C.

Workbook

8.D Customize it!

Reading an article

Vocabulary

Listening – what's the product?

Writing – describing a product

Answers:

- 1 Free writing activity
- 2 **a** F, **b** T, **c** F, **d** T, **e** T
- 3 **a** 1, **b** 6, **c** 8, **d** 3, **e** 5, **f** 2, **g** 4, **h** 7
- 4 Speaker 1: an Internet bookstore
Speaker 2: a theme weekend organizer
Speaker 3: a travel company
Speaker 4: an events management company
Speaker 5: an online games company
- 5 Free writing activity

5-8 | Progress check

Apart from Activities 3 and 6, it is possible to do this *Progress check* as a written test and mark it if you need to give your students regular marks. However, you might like to do most of these activities cooperatively in class and use some of the Workbook activities, for example, the Red or Black runs, for giving your students marks.

Negotiating strategies

- 1 This activity recycles language from Unit 8. After students have done this activity, they might like to practise saying the phrases with the right intonation.

Answers:

a appealing, **b** promising, **c** threatening,
d suggesting, **e** flattering, **f** refusing

Key language

- 2 Students are tested on the useful idiomatic expressions which occur in the *Key language*. If they find it difficult, they may need to go back and study the *Key language* again. Make sure your class practises saying these expressions out loud with appropriate intonation patterns.
- 3 If necessary, refer students back to Units 5, 6 and 7 for appropriate *Key language*.

Language work

- 4 This activity tests the indirect and polite question forms. Once they have done the activity, get your students to practise saying the questions.

Possible answers:

- a** Could you tell me where I need to go on Friday?
- b** I wonder if this is a cost-effective system?
- c** Do you think interior planning is important?
- d** Could you sign this proposal?
- e** I wonder if you could do this for me?
- f** Could you tell me about your client?
- g** Do you know if he is the best person for the job?
- h** Would you mind coming into my office?
- i** Could you phone her, please?

- 5 This activity tests grammar points from Units 5 and 8.

Answers:

a who, **b** which, **c** have had, **d** makes, **e** whose,
f do, **g** whom/that, **h** make, **i** make, **j** which/that,
k that, **l** which

You can leave an empty space in sentences **g** and **k**.

- 6 If you have been looking back over each unit with your students as you proceed, as suggested in the teacher's notes, your students will find this reflective moment natural, and take stock of their progress in a useful way. Some students may ask you for extra grammar practice on some points.

Vocabulary

- 7 In this activity, students are asked to revise vocabulary by writing definitions in their own words.
- 8 In this activity, students continue to personalize their learning and build up their own vocabulary.

9 | How is it made?

9.A It sounds great

Key language – Describing processes

Language box – The passive

Grammar – the passive (Grammar section 4.0 page 145)

Say what you think

- 1 If your students have no knowledge of production processes in companies, you may need to prompt them during this activity. You could help them think about inventions by making them draw a word web, placing the word *inventions* in the middle and then asking them to write anything that comes to mind in bubbles surrounding it, connected with each other and the central word.

As for production processes, you may wish to use the diagram at the bottom of page 76, which will be used for listening Activity 3, as a hint. This may give them an idea of what you expect from them when you talk about stages of the production process.

Perhaps some students work for companies that have a clearly-defined production process – invite them to tell others about this.

On the job

- 2 As always, the first activity aims at listening for gist. Allow students to read the questions first and stimulate them to take brief notes.

Answers:

- a to help develop and manufacture the right product, at the right price for the right market
- b Griffin Aircurve – an acoustic amplifier
- c for users of the iPhone

- 3 This activity goes into the details of the production stages at Griffin.

You could further exploit this activity by letting students listen once more and asking them to describe what exactly goes on at each of these stages. This would give them more useful language and ideas for the speaking and writing activities.

Answers:

Idea stage → Sniff test → Concept stage → Feasibility → Prototype → Market research → Approval for manufacturing → Full production

The product development process

4 Files for pairwork 26.A and 26.B

Allow students to study the pairwork files and the *Key language*. The aim of the pairwork activity in this section is to mirror talking about the various stages of the production process. Having done the activity, you may want to let students take turns at doing the dialogue again, but this time explaining each stage a bit further.

Writing an article

- 5 As a transfer from Activity 4, here we are asking students to describe in writing the production process at Griffin. Students may find it helpful listen to the dialogue in Activities 2 and 3 again.

Language box

Answers:

- 1
 - a 1 P, 2 A
 - b 1 A, 2 P
 - c 1 P, 2 A
- 2
 - a Ideas are evaluated by Jeremy from Market Research.
 - b The prototype was built by Ozzy from design.
 - c The staff were congratulated on this year's sales (by the MD).
 - d The development process was reviewed (by Dirk, my programme manager).

Workbook

9.A It sounds great

Grammar – passive and active verb forms

Vocabulary – the development process

Answers:

- 1
 - a The product was designed for outdoor use.
 - b The sales were managed with specially designed software.
 - c Customers were always asked what they wanted.
 - d Free gifts are given to people who fill in the questionnaire.
 - e The prototype is designed on the basis of research.

- f** cannot be transformed
- g** Dozens of potential customers were visited.
- h** A feasibility study is carried out before we make the prototype.
- i** cannot be transformed

2 Rowan: My boss *explained* to me how the product development process works. We *talked* about the market research for their amplifier for the iPhone.

Lizzy: What *is it called*?

Rowan: A large number of users *were interviewed* about their needs. Then the prototype *was tested* with focus groups.

Rowan: Online questionnaires *are sent* to customers. And they also *phone* people up to get their views on new products. A lot of feedback *is also gathered* through the website. Selected retailers *are asked* for their opinion regularly.

- 3** **a** 2, **b** 5, **c** 6, **d** 4, **e** 7, **f** 3, **g** 1
The correct order is: brainstorming, concept stage, feasibility study, prototype, market research, approval for manufacturing, production
- 4** **a** 3, **b** 7, **c** 4, **d** 8, **e** 5, **f** 2, **g** 1, **h** 6
- 5** **a** through, **b** to, **c** around, **d** about, **e** through, **f** with, **g** with, **h** with, **i** about, **j** in, **k** in

9.B Cleaning up

Key language – Making and accepting criticism

Language box – Past perfect

Grammar – using *had* + present participle (Grammar sections 1.7 & 1.8, page 143)

Say what you think

- 1** Most students will be able to identify with the topic of discussion here: to what extent do advertising, design, price, etc. play a role in decisions about what you buy? Ask students in pairs or groups to come up with four or five examples of products they regularly buy. They should then indicate what it is that induces them to buy these products. In a classroom discussion you could go into the question of whether design is important and why?

Why it all happened

- 2** The first listening for gist task is one that looks at the roles of the speakers and what their relationship is. This is followed up by a somewhat more detailed task where students have to order and number topics as they are discussed.

Answers:

James is a critical journalist with doubts about the Dyson product; Carl is a confident staff member, who believes in the product and stays very polite. Dyson ...

- 1** undertook extensive market research.
 - 2** found interesting new markets such as Japan.
 - 3** knew what it wanted to produce.
 - 4** doesn't let the competition decide what it makes.
 - 5** makes radical decisions.
 - 6** is daring and different.
 - 7** products are high quality, so the pricing strategy works.
- 3** This activity goes into somewhat more detail than the previous two. The three questions are spread out over the whole dialogue.

Answers:

a lighter and more powerful, **b** older people, who wanted a smaller, lighter machine, and by people with limited storage space, **c** different from your competitors, **d** more and more people are willing to pay for good quality

Being innovative

4 Files for pairwork 27.A and 27.B

With the help of the pairwork files, students are challenged to mirror the discussion from the dialogue and discuss reasons why decisions were made to make or design certain products. The other student asks critical questions. Allow a few minutes for familiarization with the contents of the files, so that students have information at their fingertips.

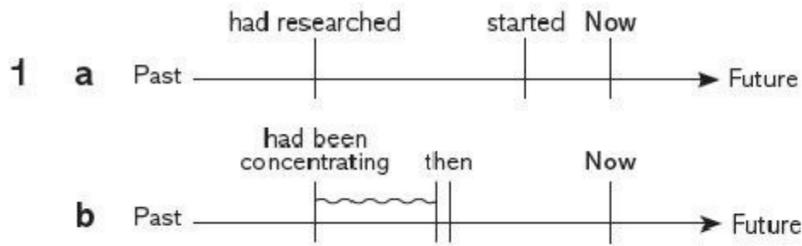
Research – innovations

- 5** Students start by gathering information about a recent car model or electronic gadget. Then they have to imagine they work for this company and write a press release. They should use *Key language* phrases to explain the decisions behind the introduction of the products. If you feel students do not have enough background to do this, prepare one press release with the whole class; subsequently let them do one themselves.

9 | How is it made?

Language box

Answers:



Note that all points must be marked before 'Now'. The idea of the past perfect is that it expresses a time before a second moment *in the past*.

2 a T, b T, c T

- c Criticism: Don't you think *banning file-sharing websites is unfair*?
Justification: I appreciate *that*, but artists still need to make a living.
- d Criticism: *Electric cars are too slow*.
Justification: Research has shown that they are just as fast as conventional cars.
- e Criticism: *Launching updates of a technology product every year is very expensive*.
Justification: I suppose that's true, but it's necessary because technology develops so fast.

Workbook

9.B Cleaning up

Grammar – past tenses

Vocabulary

Writing – criticisms and justifications

Answers:

- 1 a ✓
b I *hadn't met* him until I was introduced to him at a reception last year
c She was talking to the journalist when her phone *rang*.
d Until we were taken over ten years ago, we *had been concentrating* on the UK.
e ✓
f I *was thinking* about the new product when my manager phoned.
g We *had just finished* our design when management requested some changes.
- 2 a had developed, b launched, c was studying, d had already designed, e had created, f appeared, g had been making, h was selling, i opened, j was launched, k is used
- 3 See opposite.
- 4 Possible answers:
a Criticism: You could *be accused of making expensive TVs!*
Justification: *We felt the market would be willing to pay this price.*
b Criticism: Have you realized that *mobile phones are too complicated for older people?*
Justification: Don't forget *that older people like gadgets, too.*



9.C It's made of plastic

Key language – Describing a process

Language box – Conditional sentences

Grammar – conditionals (Grammar section 7.0, pages 147–148)

Say what you know

- 1 This activity can be useful to both students who have seen a factory on the inside and those who haven't. You could form groups in which both categories of students are represented, so that they can ask each other questions and give each other information. You could let those who have no experience of factories present the findings of the group.

Without expecting them to be entirely correct, the third question requires students to envisage the production process of a vacuum cleaner. It will serve as an advance organizer for the listening activities where they can test their assumptions.

How is it made?

- 2 The first listening task merely requires students to answer two questions. Question **a** is about the reason for the conversation; question **b** about the process.

Possible answers:

- a** Peter has to write something for the company's website and needs Anwar's advice.
- b** Without asking the students to list all the production stages in the correct order, let them talk about what they have heard and try to order as many of the stages they can. Try to make them do this without looking at Activity 3. The stages are: design – design release – drawings to factory – make moulds – mount moulds – assemble – check – test – pack – label – code – seal – warehouse – delivery
- 3 Having done Activity 2b, students should be able, with one more round of listening, to put the production stages in the correct order. You could consider making them do the ordering before they listen, depending on how successful Activity 2b was.

Answers:

1 release the design, 2 send the drawings to the factory, 3 make the moulds, 4 mount the moulds, 5 produce the components, 6 assemble the components, 7 test the products, 8 pack the finished product, 9 label the boxes, 10 seal the boxes, 11 store the good in the warehouse

Swing it around

- 4 **Files for pairwork 28.A and 28.B**
Students use the pairwork files and *Key language* to talk about production processes. Having done the activities prior to this one, students should be able to talk about these with some confidence. Allow them a few minutes to familiarize themselves with the files. It might be motivating for students to have two pairs do the activity in front of the classroom after they have practised among themselves.
- 5 Activity 5 can serve to further practise the passive. This was introduced in Lesson 9.A. You could alternatively instruct students to report on what the other person said in the active mode.

Writing – a production process

- 6 Having worked through the stages of production in 9.A and 9.C, students should be able to describe a production process. They can use the Internet to do research for Activity 6. You can let students present their findings in class, either to smaller groups or to the whole class. In any case ask them to provide a diagram: this will help them to present their findings.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

1 No, 2 b, c 3 d, 4 a

Workbook

9.C It's made of plastic

Grammar – Conditional

Vocabulary – The production process

Listening – The production process

Pronunciation – Vowel sounds /æ/ or /ʌ/

Answers:

- 1 **a** If we launch the product on time, it will be very successful.
b Unless the machines are dirty, we can start production.
c We would be able to deliver earlier, if we tested fewer components.
d If the factory workers go on strike, we won't be able to run the production line.
e John will fly to London next week if he has no appointments.
f If I won the lottery, I would become an inventor, too!
g You'll be surprised if your competitor introduces the same appliance next month.
h What would you do if the machinery broke down?
- 2 **a** released 6, **b** are 4, **c** broke down 3, **d** send 7, **e** are 5, **f** were 2, **g** was 1

9 | How is it made?

3

F	Z	A	Y	U	M	W	I	M	O	U	N	T	I	N	G
D	M	J	V	F	W	H	A	G	Y	G	G	M	P	G	P
L	J	Z	H	H	Q	Z	N	I	C	P	U	Z	M	G	S
T	Z	N	Y	F	T	I	P	B	W	J	D	X	N	M	F
R	L	W	Y	A	K	N	H	D	N	Q	S	I	G	E	F
E	A	X	H	C	C	F	D	S	Y	O	D	R	M	F	M
L	L	S	A	P	T	O	G	A	Q	L	J	S	F	T	C
E	M	P	S	L	E	N	U	D	U	L	T	E	K	U	O
A	H	Q	A	E	I	R	G	O	P	A	E	A	R	X	M
S	J	Q	X	W	M	T	M	G	Q	B	S	L	O	M	P
I	Z	S	A	T	O	B	O	Y	V	E	T	I	H	V	O
N	A	R	D	L	H	T	L	P	E	L	I	N	J	B	N
G	D	I	S	Z	E	Q	J	Y	M	L	N	G	B	D	E
A	P	K	E	J	H	E	Y	I	U	I	G	F	V	O	N
Q	F	S	T	O	R	I	N	G	D	N	J	Y	C	S	T
O	R	E	Z	K	O	R	O	L	V	G	C	S	A	G	S

- 3 a release, b put, c mount, d assemble, e pack, f seal, g store
(limit is the extra verb)

4

Production stage	Product
a market research	home entertainment software
b distribution	furniture
c sales	mobile technology
d customer services	tools
e feasibility	cars

P Pronunciation – vowel sounds

	æ	ʌ	Word
a	✓		bad
b		✓	bunker
c	✓		began
d	✓		cab
e		✓	come
f		✓	stuck
g		✓	swum
h	✓		stamp
i		✓	truck
j	✓		rang

- 5 Free writing activity

 **Red run**

- 1 a market research, b design, c distribution, d sales, e feasibility (study), f production

- 2 a This bicycle was produced for rough terrain.
b A group of retailers was asked for their opinions.
c Ideas are always screened through market research.
d Their competitor's products were studied closely.
e This questionnaire was received yesterday.
f The moulds are being filled with a special plastic.
g Customers' criticisms have been taken on board.
- 3 a had decided, b felt, c was talking, d concentrated/were concentrating, e had accused
- 4 a make, b send, c assemble, d put, e wrap, f store, g distribute
- 5 Free writing activity

 **Black run**

- 1 Free writing activity
- 2 air freight D
components M
containers D
conveyor belt M/D
design review M
forklift trucks D
freight forwarding D
product development M
production line M
prototype M
quality control M/D
raw materials M
- 3 a extend, b is used, c is switched, d reaches, e be immersed, f is blocked, g unplug, h is not covered, i is disposed of, j contact

Unit round-up

Before you move on to the skills work or case study in this unit, take a few minutes with your students to evaluate their progress. Ask them to note down answers to the following.

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

9.D Moving goods about

Reading for gist & detail

Speaking – researching & reporting warehousing & distribution

Vocabulary – warehousing & distribution

Say what you think

- 1 Even though the processes discussed in this section (warehousing and distribution) are probably not foreign to your students or consumers in general, you may find that your students do not know that much about what actually goes on in warehouses and distribution centres. This activity is best prepared, perhaps, in a classroom discussion. Perhaps you could provide the names of well-known warehousing and distribution companies in your country/region as a clue.

The third question offers most scope for further discussion: stimulate students to come up with a list of modes of transport for the distribution of goods (e.g., trains, trucks, planes, boats and cars).

Reading an article

- 2 The activity focuses on *skimming*. Ask students to read the questions and then allow them a quick read of the article (limit the time to one minute, for example). Then they answer the questions. The article is structured in such a way that if they skim well, they should be able to see at a glance what the answers are – they will not have to read the whole article yet.

Answers:

a forklift trucks, **b** warehouse management system (WMS), **c** conveying, **d** sortation, **e** hands-free systems

- 3 Activity 3 aims at more detailed understanding. Allow students a bit more time to read the article.

Answers:

- a** hands-free systems mean operators can work remotely
b it provides faster and better information; conveyors, high-speed sortation, and forklift trucks are all faster
c reduces stocktaking costs, hands-free systems reduce errors
d stock accuracy is improved; stock levels can be reduced; the system overall is faster and more efficient
e the system is fast and reliable

Vocabulary – warehousing and distribution

- 4 Students go one step deeper into the article in this activity, *scanning* for specific words.

Answers:

a stock, **b** inventory, **c** dispatch, **d** retailer, **e** retrieve/pick

You could further exploit this article by discussing the advantages of WMS mentioned in the article, and/or by asking students to collect as many useful words dealing with warehousing and distribution and to categorize these.

Research – how they move it

- 5 Free writing activity. Having done the previous activities, students should be able, with the help of the Internet, to find information about (local) manufacturers. When reporting back, stimulate students to use diagrams, as this will make it easier for them to present in front of the class.

Workbook

9.D Moving goods about

Reading an article

Vocabulary

Writing

Answers:

- 1 Free writing activity
 2 **a** accurate stock location: allows for the most efficient use of staff and equipment
 stock rotation: minimises out-of-date stock
 bar coding: reduces the number of mistakes
 clear labelling: meets customer requirements
b **Possible answers:** fewer stock shortages, elimination of lost stock, greater stocktaking accuracy, reduced costs for rectifying mistakes, reduced clerical work, efficient use of warehouse space, reduction in out-of-date stock
 3 **a** inventory, **b** Clerical, **c** supply, **d** Traceability, **e** stock control, **f** rectification, **g** costing, **h** Downtime
 4 **a** 7, **b** 3, **c** 5, **d** 2, **e** 6, **f** 4
 5 Free writing activity

10 | Money matters

10.A Bank your money

Key language – Getting information

Language box – Future forms

Grammar – the future (Grammar section 2.0, pages 143–144)

Say what you know

- Most students will have some experience of financial services, if only through holding a bank account. Ask students to describe their experiences with banks: are they happy about their services and if not, why not? Perhaps you could let students who have accounts with different banks compare their findings.

What are the options?

- As always, the first listening activity is about listening for gist. Let students read the questions and listen to the dialogue – tell them beforehand not to listen for all the details yet.

Possible answers:

- Vincent wants to set up his own bakery.
 - The bank seems to have a suitable product for him, but he needs more information.
- The second listening activity goes into more detail. Allow students to read the list of services and find out whether they know what each of them means (preferably in English or, if necessary, in their own language). After listening, check understanding of each of these terms. If necessary, students should use their dictionaries.

As a follow-up activity, let students listen to the dialogue again and ask them to summarize the offer the bank is making Vincent. Also ask them whether they know what *refurbishment* is – Vincent will have to renovate the premises to suit his new business.

Answers:

- a** credit card ✓, **c** overdraft facility ✓,
d start-up loans ✓, **f** revolving credit ✓, **g** property insurance ✓

Getting the details

4 Files for pairwork 29.A and 29.B

Mirroring the dialogue, students get and give information about bank accounts, with the help of the *Key language* and the pairwork files. To bring some variety to the procedure, you could allow pairs of students two minutes to prepare, then ask one or two pairs to act out their dialogues in front of the class, before everyone else does the task in pairs.

Writing

- Students have to write to their client. They use the information from the pairwork files to do so. You could set students to write a draft individually, possibly as homework, then have them exchange their work with a fellow student for comments, before getting them to revise and hand in the final version. Alternatively you could have students write in pairs.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

- a** I'm signing, **b** Are you going to, **c** I'll be opening, **d** I'll ... need, **e** I'll send, **f** I'll be
- 1 c, b, 2 a, 3 f, 4 d, e, 5 c

Workbook

10.A Bank your money

Grammar – future forms

Vocabulary – banking words

Writing

Pronunciation – stressed and unstressed future forms

Answers:

- a** am going to start (intention or plan)
b am signing (fixed arrangement)
c won't be (information about the future)
d is going to employ (intention)

- e** is going to call (intention)
- f** will expand (prediction)
- g** will be looking (prediction)
- h** will open (decision at the moment of speaking)
- i** are launching (fixed arrangement)

- 2 **a** 3, **b** 5, **c** 6, **d** 2, **e** 1, **f** 7, **g** 4
- 3 Free writing activity
- 4 Free writing activity. Encourage students to use phrases from the *Key language* in the Course Book.
- 5 Free writing activity

P Pronunciation – stressed and unstressed future forms

a U, **b** S (*will* is stressed for emphasis), **c** U, **d** S (*am* is stressed for emphasis), **e** U, **f** S (*am* is stressed for emphasis), **g** U, **h** S (*won't* is normally always stressed)

10.B Facts and figures

Key language – Reporting facts

Language box – Adjectives and adverbs

Grammar – modifiers – adjectives and adverbs (Grammar section 16.3, page 153)

Say what you think

- 1 For this activity, students will have to know a bit about businesses in the area they live in. As is probably the case in any town, people are surrounded by small- and medium-sized businesses (also known as SMEs). Ask students to list the most important ones for their town or region (this may be a subjective list, but that is fine). They may not be aware of the services offered by banks to SMEs unless they are involved in such a business themselves. If they are involved in an SME, how do they deal with banks?

This activity is probably best done in a classroom discussion. It would be useful if you had some information from a local or regional bank about business services that you could hand out or show.

What's been happening?

- 2 As a warm-up, ask students what they think might happen during a sales meeting. Then, ask them whether they think this would be any different in a bank.

The first question is a general one about the mood of the meeting. The answer in this case is: no, the people at the meeting are worried.

On the second listening, students go into more detail.

Answers:

- a** They're talking about the performance of the Business Basics package
- b** A dramatic fall in Business Builder sales.
- c** They are going to talk about possible solutions.

- 3 The third listening activity is based on the visual stimulus of a series of graphs. Students listen to the meeting again and decide which graph in each pair better represents the discussion.

Answers:

- a** A, **b** B, **c** A

Up and down

- 4 With out looking at Activity 4, ask students to brainstorm a list of verbs that indicate growth and decline – they may remember them from the dialogue. If necessary, you could let them listen once more as a refresher. As a follow-up activity, you could ask students to grade the words under each heading: which shows the slowest movement, which the sharpest, etc.

Answers:

Decline: slow down, plunge, fall, drop

Stability: level out, stand at, stabilize

Growth: expand, rise, shoot up

5 Files for pairwork 30.A and 30.B

Students mirror the meeting they listened to in Activities 2 and 3, and report facts about negative and positive developments. Allow them to study the pairwork files and *Key language* for a few minutes. As an alternative approach, you could let students circulate through the class going from student to student, describing the graph and listening to the other person's description.

Writing

- 6 Free writing activity

Language box

Answers:

- 1 **a** rising sharply (adverb, after the verb)
b a rapid rise (adjective, before the noun)
c slowed down gradually (adverb, after the verb)
d shrinking dramatically (adverb, after the verb)
e steady increase (adjective, before the noun)
- 2 **a** Credit card sales are rising rapidly.
b There is dramatic growth in insurance sales.
c The economy is gradually slowing down.
d There has been a considerable drop in the sales of investment products.

Workbook

10.B Facts and figures

Grammar – Adjectives and adverbs

Vocabulary – Trend words

Answers:

- 1 **Possible answers:**
 - a interest rates have risen steadily
 - b business account sales have fallen sharply
 - c sales of overdraft facilities have plunged dramatically
 - d the numbers of new customers have levelled out gradually
 - e interest rates have stabilized suddenly
 - f new credit card business has decreased rapidly
 - g the business loans market has expanded considerably
 - h the demand for start-up loans has shot up sharply
- 2
 - a The number of new customers in their branch had increased rapidly.
 - b Despite the economic slowdown, the bank's business was improving gradually.
 - c There was a reasonable chance of recovery under new management.
 - d I don't know what you think, but the number of refurbishment loans seems to be rising steadily.
 - e The insurance market appears to be shrinking dramatically.
 - f Our sales have risen considerably.
 - g As Internet banking has become more popular, online fraud has also grown quickly.
- 3
 - a line graph
 - b solid line
 - c dotted line
 - d broken line
 - e curve
 - f horizontal axis
 - g vertical axis
 - h pie chart
 - i segment
 - j bar chart
 - k vertical bar
- 4 Free writing activity

10.C Presenting your business

Key language – Presenting the results

Language box – Future perfect

Grammar – the future perfect (Grammar section 2.5, page 144)

Say what you know

- 1 Most students will not have attended the annual general meeting of a company. The aim of the questions, therefore, is not accuracy, but trying to get them to imagine what it would be like.

A good year

- 2 Listening for gist. Allow students to read the questions first. Note: Coventry Building Society is a 'mutual' organization. That means it is owned by its members (savings and mortgage account holders) and not by shareholders.

If students find it difficult to listen to this presentation (there are a lot of facts and figures), ask them to take notes. Write the following categories on the blackboard as a support:

profit, mortgages, market share, customer numbers, savings balance

The notes they make may help them in Activities 2 and 3.

Answers:

- a The Annual General Meeting.
 - b Yes – profits are up; mortgages and savings have increased; it has been a record year.
 - c According to the chairman, other banks are struggling.
 - d The Coventry is a building society.
- 3 In this activity, students delve a bit deeper into the numbers from the presentation. Tell students they need to listen for these figures only.

Answers:

a 94.5, b 11, c 1.7, d 18.3, e 400,000, f 19

The AGM

- 4 **Files for pairwork 31.A and 31B.**

In the pairwork files, students are given information about a company they work for. With the help of the *Key language*, two students work together to present the data, taking turns in saying something about the results – each of them has part of the information. Allow students a few minutes to prepare.

Research – an annual report

- 5 Annual reports are highly specialized publications. With the help of the categories given in the activity, however, it should be possible for students to find and summarize the information. Most companies publish their annual reports online. It may be interesting for students to do this activity in pairs or groups.

Language box

Answers:

- All examples refer to the future, despite the fact that *have* + past participle is used.
- The words expressing past in the future are:
 - will have achieved
 - will have improved
 - will have reduced

The verb form is the future perfect.
- Translation activity

Workbook

10.C Presenting your business

Grammar – future perfect

Vocabulary – verbs and nouns

Company performance

Research – your own company

Answers:

- will have finished, b will have travelled, c will have arrived, d will have reached, e will have acquired, f will have finished, g will have completed, h will have recovered
- Computers will have become far more sophisticated and will be able to think for themselves.
 - Supermarkets will have introduced virtual assistants.
 - Public transport will have become reliable and quick.
 - Paper will have disappeared from offices.
 - People will have got used to electronic money. Students can also add their own ideas to each sentence.

3

Verb	Noun
<i>develop</i>	a development
<i>decrease</i>	a decrease
<i>drop</i>	a drop
<i>increase</i>	an increase
<i>recover</i>	a recovery
<i>expand</i>	an expansion
<i>slow down</i>	a slowdown
<i>level out</i>	a levelling out
<i>plunge</i>	a plunge
<i>rise</i>	a rise
<i>decline</i>	a decline
<i>grow</i>	a growth
<i>improve</i>	an improvement
<i>fall</i>	a fall

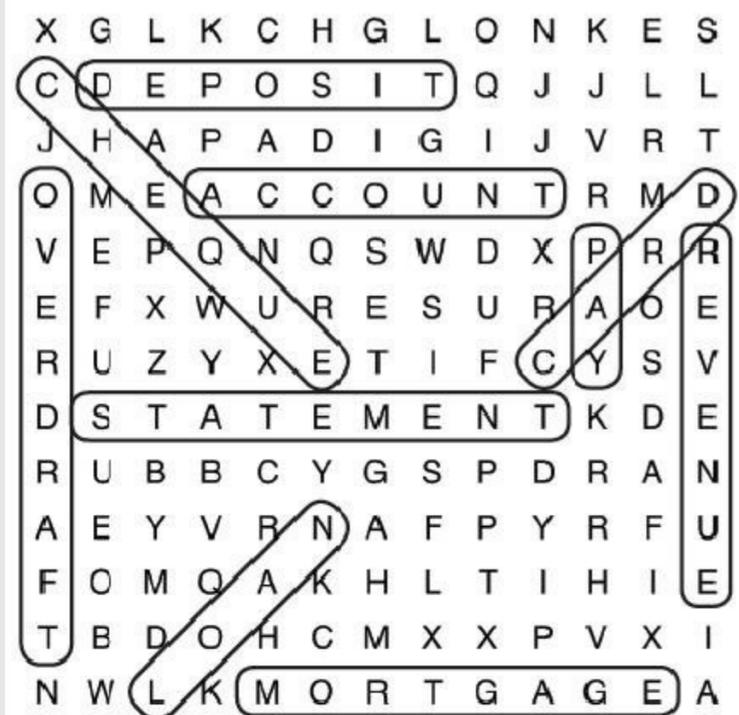
- develop, a decrease, a drop, increase, a recovery, an expansion, slow down, level out, a plunge, rise, decline, a growth, an improvement, a fall
- a annual, b substantial, c increase, d market, e significantly, f profitability, g Chief Executive, h financial, i conditions, j business, k members, l status
- Free writing activity

Red run



Red run

1



- am getting, b will see, c will open, d am meeting, e arrives, starts, f am going to visit
- Sales of mortgages stood at 350 in January, then rose slightly in February to 400. They fell to January's level in March.

10 | Money matters

- b Sales fell to 300 in April, recovering slightly in May and then making a dramatic rise to reach the year's highest point of 550 in June.
- c July saw sales of mortgages fall to 450 and then finish the summer at a steady rate of 350 in August and September.
- d The fourth quarter of the year saw sales fall off, reaching a low of 200 in December.



Black run

- 1 a 6, b 5, c 2, d 4, e 3, f 8, g 1, h 7
- 2 Free writing activity
- 3 Free writing activity

Unit round-up

Before you move on to the skills work or case study in this unit, take a few minutes with your students to evaluate their progress. Ask them to note down answers to the following.

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

10.D Case study – Ethical moves

Reading for detail

Speaking – researching, interviewing & presenting ethical banking

Writing a report

Vocabulary – ethical banking

Say what you know

- 1 For some students, who are environmentally and politically conscious, ethical banking may be a familiar subject. Others may not yet have thought about being able to bank or do business in different ways. A class discussion of the warm-up questions would probably work best in this instance. Allow students to explain their ethical banking experiences, or alternatively what ethical actions they would want their bank to take. Tell students to take notes on what they hear (and you do so, too, on the board) as this information may be useful in subsequent activities.

Reading – the market leaders

- 2 The reading text is based on information about three big European ethical bankers: the Co-operative Bank (originally UK), Triodos Bank (originally Dutch) and Ecology Building Society (UK). The text gives students some information on what ethical banking entails.

Vocabulary building

- 3 It would be interesting to see if students could define these words without looking at the definitions first. Let them do this in pairs and discuss in class, but don't give the answers. Finally, ask them match the words with their definitions.

Answers:

a front runners, **b** oppressive regimes, **c** donation, **d** building society, **e** affinity card, **f** mainstream funds, **g** record

Ethical banking – your brief

- 4 Students will have to imagine they are members of SSU Bank.

The students' brief is to come up with ideas for ethical credit cards and savings accounts. To gather information, students will have to draw up a questionnaire first, focusing on the two products in the brief (credit card and savings account). They could interview fellow students or colleagues, but perhaps also relatives and friends. We would suggest that each student interviews 5–10 people, or each pair interviews 10–15. Items a–e are pointers to show students the issues they could ask questions about. They could ask further questions if they wish.

Writing a report

- 5 The data gathered in Activity 4 should be written up into a report using the headings indicated. You should focus on the information gathered in the report, rather than on linguistic correctness (although big errors should not be ignored). Encourage students to use future forms (10.A), adjectives and adverbs (10.B), and the future perfect (10.C) in their report, if possible.

Meeting – decision time

- 6 To make the project in Activity 4 and 5 come full circle, students delegate a representative from each group to form the SSU's Ethical Innovation Team. Each group will be given a few minutes to present their findings and ideas, and then the Ethical Innovation Team decide whose report contains the most useful, original or profitable ideas.

Workbook

10.D Ethical moves

Reading information online

Vocabulary

Listening – survey results

Writing a survey

Answers:

- 1 **a** Current account is used for everyday movement of money (salaries, bills, etc.), a savings account is an account used to save money (although, confusingly, in Australia a 'savings' account is a current account). A deposit account is a type of savings account in which the deposit is held for a fixed term or in which withdrawals can be made only after giving notice or with loss of interest.
 - b** Free writing activity
- 2 The Online Saver Plus is aimed at personal banking (i.e., individuals), the Social Venture Current Account is only for business customers.
- 3 **a** 7, **b** 6, **c** 5, **d** 1, **e** 2, **f** 8, **g** 3, **h** 4
- 4 **a** current, **b** business, **c** straightforward, **d** minimum, **e** environmental, **f** management
- 5 **a** 1,000, **b** 75%, **c** 90%, products they bought, their money is invested, **d** 66%, ethical banking, **e** 75%, new and more ethical alternatives, **f** Sales, steadily, **g** 70%, **h** 70%, profit, personal service
- 6 Free writing activity

11 | Advertise it!

11.A Get noticed!

Key language – Aims, actions and results

Language box – Perfect passive forms

Grammar – the passive (Grammar section 4.0, page 145)

Say what you know

- Students will probably have lots to tell about things they buy. Make them think about why they buy the products and to what extent advertising plays a role in their choice. Perhaps in pairs or groups students could list a few products they have bought because of the advertising, and some they bought for other reasons (let them indicate what reasons). Talking about how their own company advertises may make them more conscious of how advertising works, too.

Vocabulary building

- As a primer for the listening activity, students match words with their definitions. You could first go through the left column with your students to see whether they know the meaning of the words without the clues on the right.

Answers:

a 3, b 8, c 4, d 5, e 7, f 1, g 2, h 6

Bring me up to speed

- The first listening activity is a note-taking task. Students take notes under the headings provided. Before students give feedback, allow them to compare their notes.
- Students listen again, this time for more detail. Allow students to check the answers with a fellow-student.

Answers:

a press releases ✓, **b** celebrity interviews ✓, **c** features in magazines ✓, **d** online banner ads, **e** launch event ✓, **g** press pack ✓, **h** TV ads ✓, **j** ads in the press ✓, **k** search advertising ✓

- Files for pairwork 32.A and 32.B**

In this activity, students use the notes in the pairwork files and the *Key Language* to practise the dialogue they have heard. The activity offers an opportunity to revise and build on students' knowledge of future forms and the present perfect.

Discussion – the best options

- This activity serves as an extension to Activity 5. Revising vocabulary from Activity 4 and the dialogue in Activity 3, students discuss campaigns for two of the products. Allow them to study the *Key language* again.

Language box

Answers:

- no
 - before the meeting – the past perfect tells us the action was completed before the press conference started.
 - before Friday
- The action is more important. The verb forms are all formed with *have + been + past participle* (*has been managed, had been given, will have been sent*)

Workbook

11.A Get noticed!

Grammar – the perfect passive

Vocabulary – the media

Writing – Correspondence

Answers:

- a** was, **b** have been, **c** had been, **d** will have been, **e** had been, **f** has been, **g** will have been
- a** had been managed, **b** Have ... been produced, **c** has been raised, **d** will have been sent, **e** has been involved, **f** will have been presented, **g** has been written, **h** Has ... been given
- a 2, b 3, c 8, d 1, e 7, f 4, g 5, h 6**
- Possible answers:**
Sue: *So, tell me, what is your objective in this campaign?*
Jay: *Our objective was to raise awareness among the local community.*
Sue: *How did you go about that?*
Sue: *Did that generate/Has that generated enough interest?*
Sue: *What did your client think of the event?*
Jay: *In fact, they want us to handle future promotions.*
- Free writing activity

11.B Sound advice

Key language – Discussing media, making recommendations

Language box – Third conditional sentences

Grammar – third conditional (Grammar section 7.4, page 148)

Say what you know

- 1 This introductory activity echoes and extends 11.A. Here, however, students need to find specific examples of advertising for products that they may not buy themselves.

A better mix

- 2 This activity extends the previous section where the focus was put on media. In this section the focus lies on reasons why specific media are used instead of others. The first listening activity is listening for gist.

Answers:

- a Bonita is considering working with his advertising agency.
 - b Yes, but she was disappointed by the previous agency.
 - c Peter has to draw up estimates and present them at the next management meeting.
- 3 In this activity, students are required to listen to reasons Peter gives for liking or disliking certain media. You could ask students what they think about the effectiveness of advertising, brochures and sports sponsorship. Which of these three media are they themselves most influenced by?

Answers:

- a Peter thinks print advertising has limited value, because people don't always read it.
- b Peter thinks a mix is more effective because you reach different sorts of people.
- c Peter feels brochures and flyers are expensive and people don't read them.
- d Peter thinks that sports sponsorship could build a name among sports fans.

Getting the message across

4 Files for pairwork 33.A and 33.B

Students role-play a similar discussion to the one between Bonita and Peter, using the pairwork files and the *Key language*. It might be a good idea to practise giving opinions about media before doing the activity. As a teacher you could go around

the class asking students the questions from the *Language box*. Combining their own opinion and the information in the *Language box*, they should come up with their recommendation. As you go through the class, the responses should speed up.

Research – how they do it

- 5 Using the information from 11.A and 11.B, students should be able to approach local companies to ask them about the media they use. Encourage students to do this in person by going to a store or visiting a company. If possible, they should conduct the interview in English. In any case, they have to present their findings in English.

Writing a proposal

- 6 Students report on the data they collected in Activity 5. Tell students that in this type of proposal, it is important to be indirect and polite (refer them back to Unit 8).

Language box

Answers:

- 1
 - a yes, no
 - b no, no
 - c both refer to the past
- 2
 - a ... if we had planned the campaign better.
 - b If you hadn't lost her phone number ...
 - c We would have sold more ...
 - d They would have done better ...
 - e ... I could have told her.

Workbook

11.B Sound advice

Grammar – conditional sentences

Listening – making recommendations

Vocabulary – advertising

Writing

Answers:

- 1
 - a hadn't been, wouldn't have missed
 - b had had, could have gone
 - c would have won/wouldn't have lost, had been
 - d had not been, would have made
 - e would have sold, had done
 - f had had, could have placed

11 | Advertise it!

- g would have understood, had prepared
 h had known, would have asked
- 2 a If you advertised, customers would recognize your company's name.
 b If we write a company brochure, we will present the company better.
 c If they had made a TV commercial, they would have reached their target market more easily.
 d They would have reached a lot of customers, if they had advertised on the Internet.
 e There would be a better response if a feature appeared in the local paper.
 f If you could afford a colour brochure, you could show your products better.
 g There would have been more journalists at the launch if we had reminded them about it beforehand.
 h If you had asked me, I could have recommended many other options.
- 3 b
- 4 a essential, b return, c exceptional, d justify, e billboard, f benefits, g audience, h message
- 5 Free writing activity

- c sending an e-mail, and calling again to see what Jeanette has decided

- 3 This activity focuses on scanning and note-taking, providing partial notes on page 96.

Answers:

London, £1,405, 20, £1,124, £211, £351, £527

- 4 Allow students to compare notes in pairs and then check with the whole class.

Sell an ad!

5 Pairwork files 34.A and 34.B

Mirroring the dialogue in Activity 3, students use the pairwork files and the *Key language* on Telesales to sell advertising. Conversations like these are always interesting to act out in front of the classroom, especially if students manage to act out the personalities – the eager sales person and the reluctant buyer.

Writing

- 6 Students write a confirmation of the offer, summarizing the data from their conversation in Activity 4.

Research – advertising in your area

- 7 Students consult a local, regional or national business directory publisher (either in person or by telephone and Internet) and find out what the rates are for various services. To prevent one specific company from being overloaded with requests, perhaps you could list the various directories in your town, area or country that are available and distribute these among the students. If there are not that many, perhaps you could include international directories, or form a team of people who will gather the information. These students can then report to their groups in class, who can in turn report to the whole class.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

a much, b many, c many, d many, e much

11.C Selling space

Key language – Telesales

Language box – *much* and *many*

Grammar – *much* and *many* (Grammar section 18.0, page 154)

Say what you know

- 1 Most people have at some time been phoned by telemarketers. It would be interesting to discuss with your students in a classroom discussion how they felt about being phoned. Some of your students may in the evenings or at weekends work for telemarketing companies. If so, let them present their work experiences to the class.

An offer you can't refuse?

- 2 The first activity is listening for gist.

Answers:

- a advertising, London Directory.com
 b receive information by e-mail and think about the prices

11 | Advertise it!

11.D Creating an image

Reading for detail

Speaking – discussing advertising

Writing an advertisement

Vocabulary – advertising

Say what you know

- 1 Extending from earlier activities, students need to choose a product they like and think about how they would wish to advertise this. Which features of the product or service would they stress and how?

Reading an article

2 and 3

The reading activity is meant to provide information about an advertising campaign, but also to challenge students into thinking about advertising strategies.

Possible answers:

- a exclusivity: the product or service is presented as unique or meant for a very specific group of people (e.g., cars)
- b humour: the product or service is presented through comedy (e.g., food)
- c social status: the product or service is presented as lending status to the buyer or user, making them more, different or better than others (e.g., credit cards)
- d price: the product or service is presented as cheap or better priced than its competitors (e.g., furniture)
- e image: the product or service is presented as something that makes the user or buyer belong to a group (e.g., clothes)
- f celebrity endorsement: celebrities, whose opinions are often valued, are used to promote a product (if they use it, then it must be good) (e.g., shampoos)

Vocabulary – advertising

- 2 The vocabulary generated in this activity will extend the student's grasp of advertising lingo, which they will be able to use in the writing activity at the end of this section.

Answers:

a challenge, **b** retain, **c** alienate, **d** awareness, **e** to tap into, **f** head-turning, **g** specific, **h** feature, **i** profile, **j** extension

Discussion – step by step

- 3 Leading up to Activity 5, this discussion activity is meant to introduce students to the steps taken in the production of an advertisement. Students need to decide on the order in which each step is taken. Needless to say, the order of the process can vary, but the aim of the activity is to get them talking about it.

Possible answers:

a Decide on the objective, **b** Choose the right medium, **c** Write the slogan or headline, **d** Write the copy, **e** Choose illustrations, **f** Design the artwork, **g** Check the ad

Writing an advertisement

- 4 Free writing activity. In this activity, students basically have to go through most of the steps from Activity 4. As they are working in groups and everybody is responsible for the end result, they will need to discuss and agree on the subsequent steps and their outcomes. Publication of the advertisements in class should be a motivating activity.

Workbook

11.D Creating an image

Reading an article

Vocabulary – digital marketing

Listening – peer marketing

Writing

Answers:

- 1 Free writing activity
- 2 **a** T, **b** F, **c** T, **d** T, **e** F
- 3 **a** 2, **b** 6, **c** 4, **d** 1, **e** 8, **f** 7, **g** 5, **h** 9, **i** 3
- 4 **Possible answers:**
 - a Companies get individuals to pass the marketing message to their friends.
 - b It relies on people's desire to feel part of a group.
 - c Through the surfing community.
 - d Mambo is a brand with more 'attitude'.
 - e People between 16 and 25 years old.
- 5 Free writing activity

12 | Energize!

12.A Let's meet up

Key language – Registration

Language box – Compounds with *some*~, *any*~ and *no*~

Grammar – compounds with *some*, *any* and *no* (Grammar section 19.0, page 154)

Say what you know

- Most students will find it easy to talk about things in and around their homes. This activity asks them to list as many things as possible that use electricity. Students will probably be amazed to realize that electricity plays such a big role in their lives. From there it is a small step to thinking of ways in which you could try to save energy at home. Challenge students to think further than merely switching the lights off. One way of doing this is by setting a small competition for them to come up with as many realistic and relevant ways of saving electricity as possible.

Registering at a conference

- First of all, some general questions are asked to familiarize students with the accents and the setting.

Answers:

- Mrs Grant's registration has not come through.
- The solar energy workshop.

- This activity requires students to listen in more detail to the conversation at the conference. It might be helpful to ask students to summarize the conversation in pairs in their own words beforehand.

Answers:

- to find Mrs Grant's name, **b** was representing Futura International at first, **c** confirming the changes (to the booking), **d** open discussion, renewable energy, **e** the cloakroom, the restaurant, somewhere to smoke

- Files for pairwork 35.A and 35.B**

Along the lines of the dialogue in Activities 3 and 4, students practise registering at a conference, using the pairwork files and the *Key language*.

Writing

- Students write a formal confirmation from the conference organizers. You may need to revise connectors (7.C) and polite, indirect questions (8.C).

Research – energy conference

- Students can use the Internet to find information on renewable energy. A good starting point is the American Council on Renewable Energy (ACORE), especially since the setting for this unit is the US. They could also search for WCRE (World Council for Renewable Energy) for an international perspective.

P Pronunciation

See Workbook section for notes.

Language box

Answers:

- 1 any, 2 some, 3 where, 4 thing, 5 body, one, 6 affirmative
- 1 any, 2 some

Workbook

12.A Let's meet up

Grammar – *some* and *any*

Listening – at a conference

Writing

Pronunciation – stressed and unstressed forms of *some* and *any*

Answers:

- a** some, **b** any, **c** anything, **d** Any, **e** some, **f** any, **g** anyone, **h** anything, **i** any, **j** some/any, **k** any

2

	Max Johnson	Shelly Adams	Dieter Horstmann
Company	SoftEnergy Inc	Country Energy	Ministry for the Environment
Position	energy consultant	environmental engineer	Head of Renewable Energy dept.
Country	America	Australia	Germany
Reason for attendance	Learn about solar energy	Networking, get to know more people	Learn about US hydroenergy projects
Activity/Workshop chosen	solar panel installation	wind energy seminars	not attending any sessions

12 | Energize!

- 3 a event, b Registration, c attendance list, d name tag, e opening address, f participants, auditorium, g special interest groups, h register
- 4 a sit anywhere, b talk to anyone, c attending any workshops, d wear anything you like.
- 5 Free writing activity

P Pronunciation – stressed and unstressed forms of *some* and *any*

a stressed, b stressed, c unstressed, d unstressed, e stressed

12.B It's up to you!

Key language – Pros and cons

Language box – Reported speech

Grammar – reported speech (Grammar section 13.0, page 151)

Say what you know

- 1 12.A looked at things in and around the house. Here, students should look at how the country deals with (renewable) electricity. Students could work in pairs to list as many examples as they can think of. They might need to do some research, although Activity 6 in 12.A may have already given them something to work on.

Types of energy

- 2 This vocabulary activity presents the various kinds of renewable energy – it is a fairly quick matching activity between words and images, which will be taken further in Activity 3. Looking ahead to this activity, you may find it useful to let students in pairs try to define what each type stands for.

Answers:

1 d, 2 b, 3 c, 4 g, 5 e, 6 a, 7 f

- 3 In this activity, students write down definitions for the types of renewable energies. If you did Activity 2 as preparation for 3, you may want to let them do this activity individually.

Feeling energetic

- 4 Activities 1–3 prepared students for the dialogues in Activities 4 and 5. Here, students listen for the gist of the conversation. As was the case in previous listening activities, students can also listen for tone of voice and mood.

Possible answers:

- a Lopez and Grant are discussing the pros and cons of renewable and fossil fuel energies.
- b Mr Lopez is confrontational; Mrs Grant is somewhat impatient.
- c Mr Lopez invites Mrs Grant for a visit to Green Valley.

5 **Answers:**

a ✓ b Solar energy is cheap. c Green Valley does not use fossil fuels to produce energy. d Fossil fuels will run out in the future. e ✓ f Renewable energy has low operating costs. g ✓

6 **Files for pairwork 36.A and 36.B.**

Unlike other pairwork speaking activities, in this one both students have information on the same topic (solar energy) and play a similar role. One of them has the pros on the pairwork files, the other the cons. It would be good to encourage students to try to come to some sort of agreement. This may involve going outside the scope of the activity.

Expressing opinions

- 7 Free writing activity. Students are asked to look close to home for renewable solutions for the community they live in. There is some creative writing involved, as they write to a local newspaper. Allow students to write a draft, revise with a fellow student and then write the final version.

As the dialogue between Grant and Lopez borders on conflict, and as emotions always run high in discussions about the use of both fossil and renewable energy sources, some information on how to deal with conflict may be useful. You could discuss these with students and ask them whether they have any experiences in the area and whether they think they are able to apply these rules or whether they find it difficult.

Language box

Answers:

- a Because the reporting verb (*says*) is in the present tense.
- b All tenses are 'shifted back': present becomes past, past becomes past perfect, etc.
- c The tense of the verb *be* changes – in this case, *are* to *were*.
- d *Will* changes to *would*, *may* changes to *might*.

Workbook

12.B It's up to you!

Grammar – reported speech

Vocabulary – energy

Writing – reporting opinions

Answers:

- Encourage students to change the reporting verb, for example, claimed, reported, announced, etc.
 - Jill Straw said that she felt solar energy was the best option.
 - Pedro De Costa said that fossil fuels polluted more than other energy sources.
 - Emilia Zampoli said that they were working hard to solve fossil fuel pollution.
 - Professor Don Sprite said that the scientific evidence had been ignored for years.
 - Jack Davies said that he would know a lot more about wind energy after that day.
 - Vicky Donaldson said that the government may decide to open the wind park after all.
 - Jude Bridges said that John Hallet had told him that he had studied the research findings for two weeks.
 - Randolf Barclay said that we were going to run out of fossil fuels in two centuries.
- 'Solar energy is cheap.'
 - 'You have not been registered.'
 - 'You have not paid your bill.'
 - 'You are talking to much.'
 - 'I will look into wind energy for my home.'
 - 'I am going to leave early.'
 - 'I've had too many meetings this week.'
 - 'The government may do something about it.'
 - 'Would you like tea or coffee?'
- renewable, b environmental, c pollution, d operating costs, e fossil fuel, f refinery, g waste, h emissions, i smog, j nuclear energy. The slogan: green energy is better.
- Free writing activity

12.C Going green

Key language – Asking questions

Language box – Question tags

Grammar – question tags (Grammar section 12.3, pages 150–151)

Say what you know

- Transport is a hot issue in terms of renewable energy. To start off this section students are asked to think of renewable solutions for traditional fuels. The third question requires them to give an opinion – you will hopefully find that students have strong opinions about the subject.

What's new?

- The text is a series of short extracts from a website, and students are asked to scan the paragraphs for specific information. (You can always read and discuss all the items more closely if you find this may benefit the group.)

Answers:

a T, b F, c T, d F, e T, f F, g T

- Students first tick the topics they think are going to be discussed. You may wish to have a brief classroom discussion in which you ask them to explain why they expect this to be so (the setting of the interview may play a role in this).

Possible answers:

- the advantages of hybrid cars ✓
- how a hybrid vehicle works ✓
- the environment ✓

- Students listen for more detail by finishing the journalist's notes. Having listened to the dialogue once already, students could try to finish the notes first before listening again to check their answers.

Possible answers:

Company developing environmental technology because of customer concerns, to reduce CO₂ emissions and to improve air quality.

Hybrid means using a combination of two or more sources of power.

Direct benefits for environment are that it uses less fuel, which means less pollution.

Features of car include good performance, fun to drive, sporty, excellent road handling and braking and safe.

12 | Energize!

Discussing new products

5 Files for pairwork 37.A and 37.B

The pairwork files provide students with enough information to mirror the dialogue between Mr Yamoto and the journalist about the Toyota Prius. If you feel students need more practise you can ask them to change roles and do the activity again.

Writing a press release

- 6 Following on from the pairwork activity, students should be able to find information about a recent environmentally friendly car and produce a press release of about 200 words. Ask them to review the *Key language* in 12.B (Pros and cons) and 12.C (Asking questions).

Language box

Answers:

- The arrows on the tags indicate either rising or falling intonation.
- a** for agreement, **b** a real question, **c** negative tags, **d** affirmative tags, **e** will, **f** do
- a** We use *shall* in the tag.
b We use the negative tag *aren't / not am / not*.

Workbook

12.C Going green

Grammar – question forms

Vocabulary – energy-related words

Meet the press

Writing – a news bulletin

Answers:

- Possible answers:**
 - 1 What does the term 'hybrid' mean?
2 Hybrid means a combination of two or more things, doesn't it?
 - 1 Where was the car designed?
2 The car was designed in the US, wasn't it?
 - 1 Has the car got other advantages?
2 The car has/does have other advantages, doesn't it?
 - 1 Has the car got any benefits for the environment?
2 The car has got direct benefits for the environment, hasn't it?
 - 1 Have other manufacturers produced similar models?

- 2 Other manufacturers have produced similar models, haven't they?

2 Possible answers:

a 2, 7, **b** 3, **c** 3, **d** 1, **e** 1, 5, **f** 4, **g** 4, **h** 4, 6, **i** 7

- a** network, **b** companies, **c** shared, **d** deduction, **e** Electric, **f** fuel, **g** handling, **h** Conventional, **i** hybrid

- Free writing activity. Students are expected to base their answers on those that Mr Yamoto gave in the interview in the Course Book.

- Free writing activity

Dual Track Activities

Red run



Red run

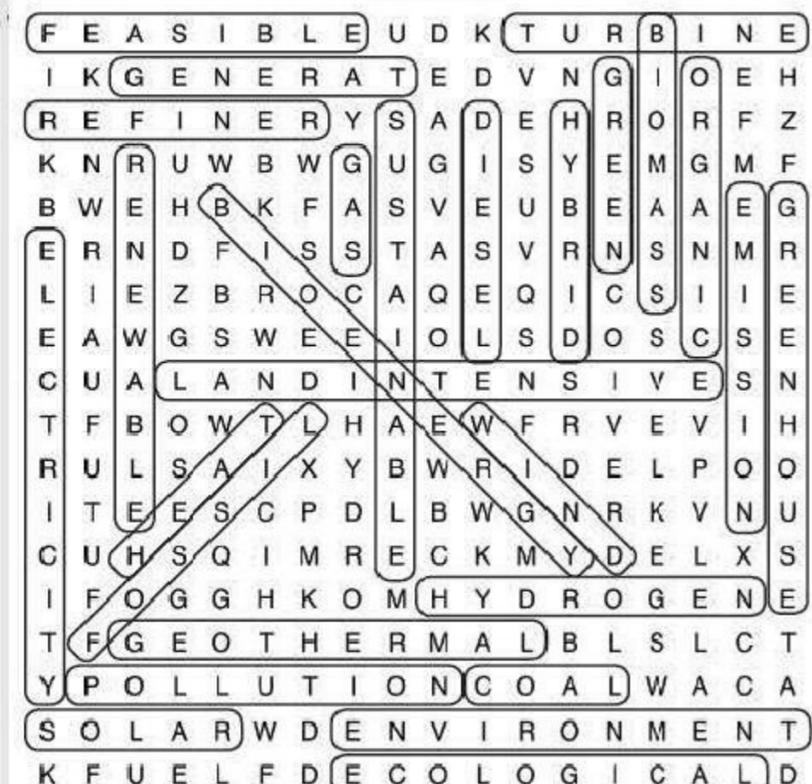
- a** anywhere 10, **b** 6, **c** name 1, **d** record 3, **e** workshop 8, **f** Certainly/Of course 2, **g** confirming 4, **h** sorry 11, **i** special interest, attend 7, **j** restaurant 9, **k** 5
- Free writing activity
- a** anyone/anybody, **b** somewhere, **c** Some, **d** any, **e** some, **f** anything, **g** something, **h** some, **i** anyone, **j** Someone/Somebody

Black run



Black run

- a** network, **b** power, **c** distribution, **d** integrated, **e** designed, **f** standards, **g** increased, **h** transmission, **i** stepped down, **j** electricity
-



- Free writing activity

Unit round-up

Before you move on to the skills work or case study in this unit, take a few minutes with your students to evaluate their progress. Ask them to note down answers to the following.

As you look back over the unit, what was easy? What was difficult? What was particularly useful in real life? What was particularly useful for exam skills? Which words do you want to make a special effort to remember? Which grammar areas do you need to do some more work on?

12.D Case study – Energy for education

Reading for detail & discussion

Speaking – project work: planning & presenting a plan for a new school building

Vocabulary – energy

Say what you know

- 1 The case study is about the energy needs of rural schools in developing countries. The section starts off by asking students to look at the way their own school deals with electricity and to consider whether the school could save energy in some way. With a view to the following activities, students are also asked to find out whether the school is used for anything else besides teaching. This topic is probably best tackled in a classroom discussion.

Read and discuss

- 2 In preparation for the project, the article informs students about the needs and problems of a rural school in Argentina, and the way in which the US National Renewable Energy Laboratory (NREL) of Colorado set up energy projects with this type of school.
The questions require understanding the text and reading between the lines, as most answers cannot be literally found in the text. Ensure that students understand the ins and outs of the article, and pre-teach any vocabulary that you think may be difficult.

Possible answers:

- a Remote places are often not connected to the national grid and use diesel generators.
- b Pupils benefit because the school is open every day and IT can be used. Teachers benefit because they often live on site and require electricity for domestic purposes. The local community benefits because school buildings often operate as community and adult education centres in the evening.
- c Diesel and gas generators are expensive and polluting. They also rely on the regular supply of new fuel.
- d Teachers are not likely to stay long term at a remote school without electricity. They require the power for domestic reasons and also to teach effectively.
- e Without a reliable power supply, computers and the Internet are ineffective.

What do we need?

- 3 Students are given the context of the project here: they are volunteers for Country Aid. They brainstorm a list of electrical and other essential equipment that is needed by a school. Encourage students to work in pairs to make their list as complete as possible. They may need to use a dictionary.

Vocabulary

- 4 If you have pre-taught some of the vocabulary from the text before this activity, students may find it easier to do the matching.

Answers:

a 8, b 4, c 7, d 5, e 3, f 1, g 6, h 2

Project – a fresh start

- 5 Free writing activity. The last project of the book is a creative activity in schools design, where students in groups get the opportunity to decide on the layout and function of a building. Looking back over the unit, they should also form an opinion about the energy sources that may best be used for this type of building in the Argentine setting. The end result should be an illustrated presentation to the class where group members explain their choices and ideas.

Workbook

12.D Energy for education

Reading an article

Listening – the news

Advantages and disadvantages

Answers:

- 1 **Possible answers:**
 - a Greenpeace, Friends of the Earth, World Wildlife Fund
 - b Free writing activity
 - c Free writing activity
- 2 a F, b F, c T, d T, e F
- 3 a rejected, b opposed, c operated, d turned down, e supported
- 4 **Possible answers:**
 - a Plans are being blocked by local residents because they object to the building of giant wind generators and the noise.
 - b The best energy solution is giant wind farms in the sea.
 - c They insist that green energy in the UK must be a big part of the future.
 - d Denmark and Germany.
 - e Wind power is still more expensive than energy from fossil fuels.
- 5 Free writing activity
- 6 Free writing activity

9-12 | Progress check

Apart from Activity 7, it is possible to do this *Progress check* as a written test and mark it if you need to give your students regular marks. However, you might like to do most of these activities cooperatively in class and use some of the Workbook activities, for example, the Red or Black runs, for giving your students marks.

Key language

- 1 Students are tested on the useful idiomatic expressions which occur in the *Key language*. If they score poorly, they may need to go back and study the *Key language* again. After students have done this activity, they might like to practise the dialogue with a partner.

Possible answers:

a 5, b 3, c 8, d 1, e 7, f 6, g 2, h 4

Language work

- 2 This activity tests the language used for describing figures from Unit 10. Get students to say their sentences for 2b out loud, working in pairs.

Answers:

	Growth	Stability	Decline
expand	✓		
level out		✓	
drop			✓
rise	✓		
slow down			✓
plunge			✓
shoot up	✓		
stabilize		✓	

- 3 Free writing activity. This activity tests the understanding of three different types of conditional sentence.
- 4 This activity tests students on reported speech from Unit 12.

Answers:

- a Jack said he would back as soon as he could.
- b Bob said he had met her at the conference.
- c Melanie said they were looking into the problem right then.
- d Petra asked me if I would come/go and visit their plant.
- e Harry said that Jack had claimed that solar energy was cheaper.

- 5 This activity tests the use of the passive. After students have done this activity, they might like to practise the dialogue with a partner.

Answers:

- Claire: Brian, the promotional campaign *was held* a month ago!
- Brian: The effects of the campaign *won't have been analysed* until the end of next week.
- Claire: But this account *has been handled* by our company for the last ten years, and I don't want to lose it.
- Brian: A meeting *has been scheduled* for tomorrow.
- Claire: Our company *had always been considered* a small player in the field – until we got this account.

- 6 This activity tests a variety of grammar points from the previous four units.

Answers:

- a I don't see *any* solution to this problem at the moment.
- b Have you got *much* information on this new product?
- c If the management had been more decisive, the company *could have been* saved.
- d We had not *realized* this until we did some market research.
- e By June, our staff *will increase* from 500 to 600.
- f The company *will have been* in business for 25 years by the time I retire next year.
- 7 If you have been looking back over each unit with your students as you proceed, as suggested in the teacher's notes, your students will find this reflective moment natural, and take stock of their progress in a useful way. Some students may ask you for extra grammar practice on some points.

9–12 | Progress check

Vocabulary

8 In this activity, students revise their knowledge of vocabulary from across the last four units. More than one word may be the odd one out. Students should be encouraged to justify their choices.

Possible answers:

- a** advertisement: You pay for an advertisement. The other three elements relate to generating free editorial coverage.
 - b** launch event: The other three items are types of published promotion.
 - c** fossil fuel: This is the only one which creates carbon emissions.
 - d** communication: This doesn't relate to cars.
 - e** community: The other three are adjectives.
- 9** In this activity, students continue to personalize their learning and build up their own vocabulary.

Writing

10 This activity checks and revises the work done on advertising strategies in Unit 11.

T

Transcripts

Course Book

1 People at work

1.A Time out

TR1 Activity 2 – Catching up
Listen to their conversation and tick the topics they discuss.

Mikael: Ah! It's good to get out of the office.

Karen: Yeah! Do you know what I want? A smoothie – a strawberry banana smoothie! What're you having? It's my treat.

Mikael: That's nice of you. Thanks. Yes, I'll go for a smoothie, too. They make them fresh here and it's nice and healthy!

Karen: What flavour?

Mikael: Erm ... Apricot and mango for me.

Karen: Right. One strawberry banana smoothie, and one apricot mango, please.

Counter Attendant: To take away? Or to have here?

Karen: To have here, please.

Mikael: So, what's been happening? What's new?

Karen: New? In my department? You must be joking.

Mikael: That's true, you work in Accounts. No revolutions there!

Karen: No, but I'm changing soon. I'm going to be an assistant to one of the new recruitment consultants.

Mikael: Mmm ... that's quite a big change! Are you happy about that?

Karen: Yeah, I'm looking forward to it. It's a bit more challenging than working in Accounts. I prefer working with people. And it's a leg up – you know, a better job, one foot on the promotion ladder! You must come and see my new office some time.

Mikael: I'd like that.

Karen: Anyway, what about you? I haven't seen you for a while. You haven't been off sick, have you?

Mikael: Me, sick? Never! No, I took some holiday. I had a week leftover.

Karen: You're the lucky one! Do anything exciting?

Mikael: Not really, I've just moved, so I did all the things you have to do. You know, sort out electricity and telephone, buy the essentials, that kind of thing.

Karen: Great! I want to move, too. I live miles away, and my place is tiny, but everywhere is so expensive.

Mikael: Tell me about it! Maybe you'll get a rise with the new job. Then you'll be able to afford something better.

Karen: Let's hope so! Well, time to be getting back, I suppose.

Mikael: Yes, I suppose so. I said I'd only be 15 minutes.

Karen: Oh look, there's Brian Smiley.

Mikael: Oh? Who's he?

Karen: He's one of the recruitment consultants. He's really nice. He's been very helpful.

Mikael: And the woman with him?

Karen: I don't know who she is. I've never seen her before ...

TR2 Activity 3 – Catching up

Listen to Karen and Mikael's conversation again and correct the mistakes in the other sentences.

[Repeat of Track 1]

1.B Introductions

TR3 Activity 2 – A chance meeting

Listen to the dialogue and say if the introductions are formal or informal.

How do you know?

Karen: Hello, Brian. Getting away from it all, are we?

Brian: Yes, just a bit. We must be setting a trend.

Karen: Brian, you haven't met Mikael yet, have you? Mikael, this is Brian Smiley. Brian's a recruitment consultant and he's down from our Bradford branch for a few days.

Brian: Hello, Mikael. Pleased to meet you. And have you met Tanya, Tanya Walter? She's a recruitment consultant, too. She's just moved here from our branch in Edinburgh. Today's her first day! Tanya, this is Karen Black, and Mikael ...?

Mikael: Mikael Jacobsen. Hello, Ms Walter.

Karen: Pleased to meet you, Ms Walter.

Tanya: Hi there, and oh, please call me Tanya!

Karen: Erm, Ms Walter, erm, I mean Tanya, I think I'm going to be working with you next week. I'm going to be training as an assistant with a new recruitment consultant. That must be you!

Tanya: They said I was getting an assistant next week, but they didn't give me a name. It's nice to meet you ahead of time!

Karen: And I'm really pleased to meet you!

Tanya: Well, I'll look forward to showing you the ropes.

Brian: Yes, that's good. You can save time on introductions on Monday!

Tanya: Look, I'm afraid we ought to be going now. We just popped out for a quick break.

Brian: OK. See you later.

Tanya: See you on Monday, then, Karen.

Karen: Yes, looking forward to it.

TR4 Activity 3 – A chance meeting

Listen again. Match the people (a-d) with the information (1-6).

[Repeat of Track 3]

1.C Your CV says it all

TR5 Activity 2 – Presentation matters

Listen to Nicola, a recruitment consultant at Reed, and her assistant, Hannah, discussing two CVs they have received. The first is from Paula Smith; the second is from Martin Kay. Which one do they like?

Nicola: Well, what I want to do today is look at some job applications and sort them.

Hannah: What do you mean?

Nicola: Well, are we going to arrange an interview with the applicant or not? That's the first step. If you look at our website, here, you'll see we've got a section of tips and advice for writing CVs. Now if you click on that, you'll find that candidates are given a whole page of very useful tips about writing an effective CV. If an applicant hasn't bothered to read that, it may mean they're careless.

Hannah: Mmm ... So presentation is really important, isn't it?

Nicola: Yes, of course. If the application isn't carefully prepared, that person will probably not be careful at work either. Presentation isn't everything, of course, because someone may have sent in a good application but turn out to be hopeless.

Hannah: Yes. They could have had help preparing their CV.

Nicola: Yes, that kind of thing. Right, I've printed out a few CVs so that we can have a look at them together. You'll soon get the hang of it. Take this one, for example. The personal details are set out clearly: the applicant's name, address, date of birth, and so on. There's a nice Personal Profile, and she ... it is a she, isn't it?

Hannah: Yes, Paula Smith.

Nicola: She gives her strengths – reliable and well-organized. And she says what she wants. She says 'to take the next step as PA to a dynamic senior manager or director in Central London.' She knows where she's going; she's got ambition.

Hannah: Oh, I see.

Nicola: And she gives a brief summary of her key skills: shorthand, Word, PowerPoint and Excel. And then it's just two pages long – perfect. And it's well structured with clear headings. Her relevant experience is obvious – look, here: Senior Secretary with Martin Atwood Consultancy Ltd.

Hannah: Right.

Nicola: Now look at this one. Martin Kay. The personal details are OK, though they could be clearer. But it just gives the facts. There's no feel of the person. He doesn't mention any key skills. It gives a list of the applicant's jobs, but they're in the wrong order. Look, at the top he's put the job he was doing 20 years

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ago! I have to turn over the page to see what he has done recently. He ought to have put that first. Oh, and look! He has only had one job for three months in the past two years.

Hannah: That's a bit unfair, isn't it? I mean there's a lot of unemployment about.

Nicola: Yes, but I need to know what he's been doing. Has he been studying? Has he been travelling? When I look at this I get the impression he's been a couch potato for the past two years! That's no good.

Hannah: Yes, I suppose so.

Nicola: Right. I'd like you to look through the other applications and decide which ones you think we should see.

TR6 Activity 3 – Presentation matters

Listen again. Whose CV has been written according to the advice?

[Repeat of Track 5]

2 Business abroad

2.A Setting the scene

TR7 Activity 2 – When can we meet?

Listen to the dialogue and answer the questions.

Marie: Birmingham International Airport. Media department.

Guy: Hello, can I speak to Marie Maclennan, please?

Marie: Speaking. How may I help you?

Guy: Oh, hi! This is Guy Monnier, from Swatch. I'm calling about your last e-mail. You said to call, so we could set up a meeting.

Marie: Oh, yes, of course. Hello, Guy. Good to hear from you. You're interested in buying advertising in the airport, I believe?

Guy: Yes, that's right. It could be a good opportunity for us. And it's always better to talk it through in person, isn't it?

Marie: Mmm! Well, when would you like to come?

Guy: Next week sometime? Are you free?

Marie: Yes, next week, fine ... Oh! That is except Monday. I'm not available on Monday. I'm out of the office.

Guy: Well, what about Tuesday, then?

Marie: Yes, Tuesday's fine. We should allow a whole day, don't you think? We need to talk things through, and then I'll show you around.

Guy: Oh, hang on a minute, I've just checked my diary, Tuesday isn't possible. My boss has asked me to cover for one of my colleagues. I have to be in the office on Tuesday.

Marie: OK, Wednesday then?

Guy: Wednesday should be fine. Yes, there's a lot of detail to get sorted out. I need to be able to report on some kind of draft contract to my boss.

Marie: Right. We can start out in my office, and then we'll have lunch, and after that have a look around the airport. We should be through by about 5:00.

Guy: Right, well I'll sort some flights out, then.

Marie: Let me know what flight you're on, and I'll be there to meet you.

Guy: OK, I'll do that. At a guess, I should be there about ten o'clock.

Marie: Meanwhile you might like to visit our website, birminghamairport.com.

Guy: Don't worry, I've already done that!

Marie: Thanks! Right then, I'll see you on Wednesday around ten o'clock, and you'll let us know the time of your arrival. Bye for now and have a good flight!

TR8 Activity 3 – When can we meet?

Listen again and make brief notes under the following headings.

[Repeat of Track 7]

2.B A direct flight?

TR9 Activity 2 – A flight to Birmingham

Listen to the conversation between Guy Monnier and his company's travel services department. Write true (T) or false (F) against the statements below.

Agent: Travel Services. Karin speaking. How can I help you?

Guy: Ah, hello. This is Guy Monnier from Marketing. I need to book a flight to Birmingham from Geneva.

Agent: Birmingham. Fine, and when would you like to travel?

Guy: Next Wednesday, that's the 14th of October.

Agent: Right, Wednesday, the 14th of October. What sort of time?

Guy: I need to be in Birmingham at around ten o'clock for a meeting.

Agent: There's a flight at 6:00 a.m., via London. You get into Birmingham at 9:35.

Guy: Aren't there any direct flights? I hate waiting for connections!

Agent: I'm afraid not. There isn't a direct flight to Birmingham on Wednesdays. But it's only a 45-minute wait. You get into London at 6:40 and the flight to Birmingham leaves at 7:25. That gets you into Birmingham at 8:45.

Guy: Hmm ... Isn't there a later flight?

Agent: Well, you could go on the next flight – that leaves at 9:45, but you don't get there until 12:35.

Guy: Oh no, that's much too late. It'll have to be the 6:00 a.m. It means getting up really early – ah, never mind!

Agent: And what about the return, sir?

Guy: I'd like to come back on the same day, if possible. What are the options?

Agent: Well, there is really only one option. The 18:15 from Birmingham takes you via London again, and arrives in Geneva at 22:30. If you don't take that, you have to wait until Thursday morning. There's a direct flight at 8:00 a.m. which gets in to Geneva at 9:20.

Guy: No, I can't stay overnight. You'd better book me on the 18:15 via London.

Agent: Right, sir. So your flight details are as follows: for the outward journey on the 14th of October, flight BA727 from Geneva at 6:00, arriving London 6:40. Then you are booked on flight BA5935 from London leaving at 7:25 a.m., arriving Birmingham at 8:45.

Guy: Right.

Agent: For the return journey the same day the 14th of October, you are booked on flight number BA5934 leaving at 18:15 from Birmingham, arriving London 19:35. Then flight BA738 leaving at 20:10 and arriving in Geneva at 22:30.

Guy: OK, got that. It'll be a long day!

Agent: And can I confirm the name on your passport, please?

Guy: Yes. It's Guy Monnier. That's M–O–double N–I–E–R.

Agent: Right. Your reference number is K–L–5–7–X–S.

Guy: K–L–5–7–X–S.

Agent: I'll e-mail you the details. You can check in online and print your boarding pass in advance, or you can collect your ticket at the airport.

Guy: That's fine, I'll check in online before I go.

Agent: And how will you pay for your ticket, sir?

Guy: I'd like to charge it to my company credit card.

Agent: No problem. I'll do that.

Guy: Thanks for your help.

TR10 Activity 3 – A flight to Birmingham

Listen again and complete Guy's notes.

[Repeat of Track 9]

2.C Minds on media

TR11 Activity 2a – Discussing options

Listen to their conversation and put the media options in the order that you hear them.

Marie: Well, Guy, here we are back at the Departures Lounge. I think we've seen the main advertising locations. I hope it's been useful for you.

Guy: Yes, it was really interesting. But I still have a few questions.

Marie: Fire away!

Guy: Well, first ... I'm still not very sure what advertising space would be best for us. It's a bit difficult to decide, isn't it?

Marie: Mmm. In the checking-in halls or the duty-free shops, people are busy doing things, so it's hard to catch their attention. On the moving walkways, you know, there's nothing else for them to do except look at the advertising panels.

Guy: I see ... and where would our ads be seen by the most people?

Marie: Well, more people go through the Departures Lounge, but then there's more competition from other advertising, and people are usually rushing to one of the gates – that's where the flights go from.

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Guy: Yeah ... and I guess there's a difference in rates to consider, too. What are the rental rates for the central locations?

Marie: Ah look, I've got a leaflet with all our rates here.

Guy: Thanks. Ah! It looks as if we need the central locations rather than the gates. People sometimes spend more time there, and the ads can tell them where the shop is.

Marie: True enough. Now the next thing. What media are you thinking of? Would you be interested in the luggage trolleys?

Guy: Yes, I think so, definitely. Then, erm ... the lightboxes.

Marie: Have you considered the door showcases? They're popular with most advertisers. They do stand out well.

Guy: No, I don't think so. I think we'd prefer lightboxes, and probably a network of leaflet display racks. And then definitely the airport transfer buses and duty-free carrier bags. People take them away with them, so there's more chance that they'll be looked at!

Marie: Well, have a look at all the information you've got and discuss it with your boss. Let me know what you decide so I can start working on the draft contract.

Guy: When can you have it ready?

Marie: Usually within 24 hours. We can e-mail you a copy.

Guy: Sounds OK. It's good to be working with you, Marie.

Marie: My pleasure! Now, what about a cup of coffee?

TR12 Activity 3 – Discussing options

Listen again. Match the heads of the sentences (a–f) with their tails (1–6).

[Repeat of Track 11]

3 The business of sport

3.A Entertaining times

TR13 Activity 3 – A winning combination

Listen to the dialogue, look at your list in Activity 2, and tick the advantages they mention.

Dev: Thanks for coming, Sureena. I think with these two visits coming up, the sooner we start planning, the better.

Sureena: Couldn't agree more. The Japanese visit's a real opportunity for us, isn't it?

Dev: It could well be. The Japanese market's a big one, and this is our first real contact. Let's hope they enjoy their visit.

Sureena: What's the plan so far? How long are they staying?

Dev: Not long. Thursday to Sunday.

Sureena: I see. When do they actually arrive?

Dev: Katarina?

Katarina: Mmm ... let's see. Their flight arrives Heathrow ... 16:45.

Sureena: So we won't see them until they arrive at the office the next morning?

Dev: Oh no, they've got to be met. I'll be there to welcome them and I'll go with them to the hotel. Then, Sureena, could you have an informal meal with them that evening?

Sureena: Good idea. And then next morning ...?

Dev: Well, Katarina's been looking into some sort of corporate weekend away for us, haven't you, Katarina?

Katarina: Yes, I've got some information here about Doncaster Racecourse.

Sureena: Have you thought about taking them to a football match? They'd love it!

Katarina: That's true, but just think, the St. Leger Stakes at Doncaster – that's one of the classic races! We could make it a weekend break for them with a full day at the races!

Sureena: Well, for my money nothing beats footie. The whole world loves that!

Katarina: I can't agree. Racing's every bit as exciting, and the St. Leger is an important social event. The facilities are superb – great catering, and the atmosphere's just electric – wouldn't our guests like that?

Sureena: Well, maybe. But you know, football clubs offer wonderful facilities, too. You can have superb meals, drinks, the lot ... and you might even get to meet the players.

Katarina: I see your point, and I'm not against football, I just think the women in the group would get such a buzz from the social side, the hats, the fashions ... What's your view on all this, Dev?

Dev: I tend to agree with you, Katarina. I think Doncaster's ideal. It will tell our visitors that they're honoured guests. They'll appreciate that.

Sureena: But isn't Doncaster rather pricey?

Dev: Not especially. It's good value for money. We need to entertain our visitors in style if we expect them to be our business partners.

Katarina: If I can add something here ... weren't you entertained pretty lavishly when you went to Japan, Dev?

Dev: That's absolutely right. We want to be just as hospitable. Plus, of course, there's more chance of a successful outcome if they feel they're special.

Sureena: Right, we're in agreement then. Perhaps Katarina could get some more details for us – we'll go from there. I still fancy the football though.

Dev: Don't forget, we have some Swiss visitors coming over in January. We can go to a match then. How about that?

Sureena: Great! Sounds much more like it!

TR14 Activity 4 – A winning combination

Listen again and complete these statements about corporate entertainment.

[Repeat of Track 13]

3.B Making arrangements

TR15 Activity 2 – A day at the races

Listen and tick the facilities she is offered.

Annie: Doncaster Racecourse Hospitality Department, Annie Duval speaking. How can I help you?

Katarina: Oh, hello. My name's Katarina Ferreira of MVS Communications. I rang earlier this morning to enquire about booking a package.

Annie: Who did you speak to? Was it Mel Drury? Oh, just a minute, let me get the details on my computer. MVS Communications?

Katarina: Yes, that's right. We've had a look at the information and I think we're ready to make a booking.

Annie: Now, let's see. What's the size of your party, again?

Katarina: We've got five guests, and probably about six people from the company.

Annie: That sounds very nice. Are there any special arrangements we should be thinking of ... catering requirements?

Katarina: No, not really. We're hosting a group of business people from Japan.

Annie: Ah! They'll love Doncaster Racecourse, I can promise you. Our Japanese guests always do! So, a Hospitality Club package. Now, what did you have in mind ... the Lincoln Restaurant? Or the Conduit Restaurant? Which would you prefer?

Katarina: Definitely the Lincoln Restaurant.

Annie: Good choice. It's the finest dining facility in the area. But let's look at availability for the St. Leger Festival. That's Friday the 12th of September?

Katarina: Yes, that's it.

Annie: Oh, I am so sorry, the Lincoln Restaurant is fully booked.

Katarina: What? There must be some mistake. I discussed it with your colleague this morning. Can you check that again, please?

Annie: Yes, of course. Lincoln Restaurant ... No, I'm very sorry.

Katarina: That's really annoying. I should have been told that this morning!

Annie: I do apologize. Let's see, though ... Bear with me a moment. Ah yes, I can offer you a table in the Conduit Restaurant.

Katarina: What kind of facilities does that have?

Annie: It's furnished to the same high standards as the Lincoln Restaurant, it also offers a three-course lunch and free drinks – including green tea, if your guests wish. And there are flat-screen TVs so guests can follow the racing while they dine. It's a lovely light room, and I would say it offers an even better atmosphere for a small party – it's less formal.

Katarina: But which room gives better access to the racing?

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Annie: Both of them have direct access to the main grandstand.

Katarina: We'd better go for the Conduit Restaurant, then.

Annie: Right, let me confirm ... that's the St. Leger Festival, September the 12th, a party of 11, in the Conduit. Let me check I've got your address ... yes ... I'll send you a detailed programme and quotation. Once again, I'm so sorry you couldn't have your first choice, but I'm sure you'll enjoy the Conduit. Thank you for calling.

TR16 Activity 3 – A day at the races
Listen again and complete the missing information.

[Repeat of Track 15]

3.C A day out

TR17 Activity 2 – What have you been up to?

Listen and check.

Rob: Sorry I haven't been in touch for a bit, but I've been swamped at work lately!

Sureena: Tell me about it. I think this last month has been the busiest ever for me.

Rob: What have you been up to, then?

Sureena: I've been organizing this day out at a football match. We're going to see, wait for it – Manchester United play at Old Trafford!

Rob: Wow! That's what I'd call fun, not work!

Sureena: Well, it ought to be. Our Swiss partners will be with us. You know how much I love football, but I probably won't see much of the match. I'll be so nervous! It's just got to go smoothly!

Rob: It will, don't worry. You'll be all right.

Sureena: Well, let's hope so. There's still a lot to do to get it all organized. The club's Hospitality Services are helping us, so fingers crossed there won't be any last-minute hitches. You never know ...

Rob: No, you know what they say, if anything can go wrong it will! But how are you getting there, anyway?

Sureena: We're taking the train and then – get this – we're going straight to the club facilities for a reception followed by a four-course lunch! I've got some brochures, have a look – here's the stadium, of course. This is one of the private dining rooms, and this is the VIP area where we'll watch the match.

Rob: Fantastic! This must be costing a bomb!

Sureena: Yeah, this is the big time, all right.

Rob: And what about the players? Will you be able to meet them at all?

Sureena: No such luck, I'm afraid! Still, it'll be a great day out!

Rob: Ah, I'm green with envy! Do you think you could take me along as, what shall we say, your special consultant ...?

Sureena: Wouldn't that be fun! Oh no! Is that the time? Must dash! My train's in ten minutes!

Rob: Bye, then. But let's meet again soon!

TR18 Activity 3 – What have you been up to?

Listen again and note down at least three things that are planned for the day.

[Repeat of Track 17]

TR19 Activity 4 – Vocabulary building

Listen again and use the context of the conversation to confirm your answers.

[Repeat of Track 17]

4 Selling fashion

4.A Global fashion

TR20 Activity 2 – The winning combination

Listen and tick the five topics that are mentioned.

Carlos: So, you're writing an article about European groups that have opened stores in the United States, is that right?

Barbara: Exactly. I'm from Miami, and the Zara shop there has been tremendously popular, so people want to read about it. First of all, could you give me some background information? Zara is just one of the many companies in the Inditex group, isn't it?

Carlos: Yes, that's right. The group is made up of more than a hundred companies, all dealing with textile design, production and distribution for the eight retail chains in our group. About 50% of our clothes are produced right here, in Spain.

Barbara: Oh my! That's a big operation! So, what is the structure of the group?

Carlos: The group is made up of eight main concepts, for different markets – Pull and Bear, for example, specializes in casual and sports clothes. Bershka is aimed at the youngest and trendiest market. And our latest concept, Uterqüe, sells accessories and fashion extras.

Barbara: And are all your stores managed by the company?

Carlos: Well, we do have some franchised stores, but the great majority are company-managed. We have a Code of Conduct that ensures good relations between the group and its main stakeholders.

Barbara: How interesting. By stakeholders you mean ...?

Carlos: Our shareholders, of course, and our employees, the customers, our suppliers, the external workshops ... Our Code of Conduct makes sure that the company acts in a responsible and socially committed way.

Barbara: And so would you say that management policies are one of the main reasons for your company's impressive international success?

Carlos: Certainly. But there are two other factors: quality employees, to start with. Our staff is made up of bright people able to generate great new ideas, think positively and quickly, work together ... a team spirit is key.

We also introduced an Employee Stock Participation Plan when our company went public. The staff received free shares as a reward for their contribution, and so our employees became shareholders!

Barbara: Great! That must have been quite an incentive. What about the third factor?

Carlos: That's quality of design and product. Our clothes are acknowledged as being top quality design items at very reasonable prices. Plus, we offer the same range in all our stores. In this day and age, we've got to have a single international fashion culture!

Barbara: That's true. Now, I wonder could I ask you a few questions about your history, and about the financial side of things?

Carlos: Of course. But why don't we go into the boardroom where we can have a cup of coffee and ...

TR21 Activity 3 – The winning combination

Listen again and complete Barbara's notes.

[Repeat of Track 20]

4.B Moving fast

TR22 Activity 2 – Discussing growth

Listen to Part 1 and complete each sentence with a phrase from the box.

Part 1

Carlos: Coffee? And have one of these – they're a speciality of this region.

Barbara: Thank you! Mmm, delicious. So, let me see. Zara was the original company in the group, wasn't it? When did the first shop open?

Carlos: That was in 1975 here in La Coruña.

Barbara: And did the company grow quickly?

Carlos: Oh yes, things moved pretty fast. In the first two years, stores were opened in several cities in Spain. The figures improved annually and within a decade, Inditex was created as head of the group.

Barbara: And what about your international interests? Was there growth there, too?

Carlos: After we opened our first shop outside Spain – that was in December 1988, in Portugal – expansion really took off and there has been strong annual growth. By 1996, we had shops in ten countries. Four years later that had gone up to 33, then 52 by 2004, 66 by 2008 and now we have over 5,000 stores in 84 countries!

Barbara: Wow! Are turnover and sales strong in all markets?

Carlos: Well, there are some variations. If you look at these two pie charts, they show store sales by geographic region in 2000, and then 2011.

Barbara: I see. So are those the likely trends for the future as well?

Carlos: We think so. You can see that the Spanish slice of the pie has reduced significantly from 47% to 26%, while sales

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in the rest of Europe have grown from about 30% to 45% of the total. Sales in the Americas have stayed constant, but the biggest increase is in Asia which, in 2000, made up 7% of total sales, but now makes up about 16%.

Barbara: Fascinating! So international sales are now more important than domestic sales.

Carlos: Yes, that's certainly the trend. Domestic sales amount to only a quarter of our business. And we're now looking to Asia for growth.

TR23 Activity 3 – Discussing growth

Listen to Part 1 again and complete the graphs about Inditex.

[Repeat of Track 22]

TR24 Activity 4 – Discussing growth

Now listen to Part 2 of the conversation and make notes on the rise of net income in millions of euros from 2007 to 2011. Work with a partner and create a bar graph to show this information.

Part 2

Barbara: So there's been a steady growth in the company's profits in the last few years?

Carlos: Yes, look at this bar graph. In 2007, the net income was €1.14 billion. In 2008, our net income rose to €1.25 billion. In 2009, it increased to just over €1.33 billion, the following year it jumped to €1.73 billion, then in 2011 it rose again to €1.9 billion!

Barbara: Wow! That's quite an achievement! Well, thank you. This has been really interesting and I'm sure our readers will think so, too.

4.C What sells clothes?

TR25 Activity 4 – A marketing class
Listen to Martin Sharman, a strategic marketing consultant, giving a talk to a marketing class. Answer these questions.

Martin: Good afternoon, ladies and gentlemen. My subject this afternoon is 'What Sells Clothes?' I'm going to look quickly at five advertising strategies, and then I'll look at each one again in more depth. The first strategy is simple: get a celebrity to wear your clothes to a splashy media event – the Oscars, for example. We just love celebrities! Twenty years ago celebrities weren't used in advertising nearly as much as they are today – we just weren't so interested in them. Nowadays, newspapers, magazines, television are full of celebrities. I'm sure you can all think of examples of celebrity advertising: David Beckham, for example, has been used by a number of major brands and his ads have generated a lot of sales. It's bound to work, but there's a downside. These are expensive ads, selling expensive products, but do these superstar clothes sell to ordinary people?

Strategy number two: dress the characters in a TV series, the more popular the better!

Everybody watches the big TV series, so your clothes will be seen by millions of people. Are there any drawbacks to this strategy? Cost is one, of course, but you might think of others.

Number three is to use sensationalist ads that grab you and shout: LOOK AT ME! Controversial ads get a lot of attention just because they are different, and research shows that they sell. But here's a note of caution: do people get tired of this type of ad? Do trendy clothes keep selling after the controversy is forgotten? Some strategies might produce short-term gains only.

Strategy number four is to focus on the prestige element. Use elegant images of obviously wealthy, powerful business men and women in luxurious settings – first class hotels, boardrooms, that sort of thing. Let the text be short and slightly understated – don't shout at this kind of person. Any disadvantages? It doesn't work for sportswear, obviously, but any others? Think about that. Finally, number five: the minimalist approach. Use advertising very sparingly, and for informative purposes only. Rely on the quality of the product itself, your own website and attractive shops in prime locations. Let the clothes sell themselves. It's worked for some brands, but does it work for all? The risks are high. Now, are there any questions so far?

TR26 Activity 5 – A marketing class
Listen again. List the advantages and disadvantages of the five strategies below. In groups, compare your notes: can you add any others?

[Repeat of Track 25]

4.D Case study – Creating an image

TR27 Activity 2 – An informal consultation

Listen to Joss, and answer these questions.

Joss: Hello, everyone, and thanks for coming. I called this meeting at rather short notice, as our plans have moved forward! As you know, Kia and I have been negotiating two prime locations for two new stores, one in Melbourne and one in Newcastle. At our last meeting, we decided that the company needed to boost its image outside Sydney, but we couldn't agree on the question: is it time for us to diversify? Kia thinks it's a good idea, but I'm not sure, and quite a few of you have had reservations, too. So maybe we could thrash out this question today and try to get to some kind of decision. You all thought the advertising campaign was a good idea, so we went ahead and consulted none other than Barry Andreas! The file you've got in front of you outlines the options he envisages for our advertising campaign. Let's break up now into small groups to discuss two things: first, do we want to stay in women's fashion, or do we want to diversify and go into sportswear, menswear, and so on? And secondly, what image do we want to create for the company?

And which of Barry's images and location options would give us the best opportunity to put across the image we want? Let's come together again in about an hour's time and see what we've come up with. Now, I'd like Hugh and Steve to work with Jane ...

5 Business environments

5.A A productive environment

TR28 Activity 3 – Discussing a problem

Listen to a conversation between Alan and Frank who work in Customer Services. What is the tone of the two speakers?

Frank: Hi, Alan. Do you have a minute? I'd like to talk to you about the office.

Alan: OK, have a seat, Frank. What's your problem?

Frank: I'm not at all happy with this office space, Alan. I hate the open-plan seating. It's so noisy and there are so many interruptions!

Alan: Hmm ... I understand what you're saying. We could make other arrangements, of course, but the open plan does make it easier for us to talk to each other, doesn't it? Could we give it a bit more time – see whether we get used to it?

Frank: But this whole area is just too small. Look, I have the coffee machine on my left, and the printer on my right!

Alan: I know it's a bit cramped, but on the upside, you're sitting in front of the window, so you get a lot of daylight there, don't you?

Frank: Yeah, but when customers come in, I'm sitting on their left, they walk past me to get to Sabine at the back, then to the reception area beside the coffee machine ... and Sabine walks right in front of me every time she collects her printing!

Alan: I see ... that could be distracting. It doesn't bother me, in fact I like my spot just across from you. When I see customers, I know we're doing business! But I only have the cupboards on my left, so maybe it's quieter.

Frank: Well, I liked the little cubicle I had in our previous offices. It was nice and quiet. I just can't concentrate here, it's not a productive environment!

Alan: Well, if that's the case, we have to do something about it. How about trying movable partitions between you and the coffee area?

Frank: That won't deal with the noise, though, will it? I make a lot of phone calls in the day and sometimes I can't hear what people are saying!

Alan: Oh, excuse me a minute, there's the phone and Sabine's not here yet. Officecomp, good morning, can I help you?

Cheryl: Oh, hello, is that Mr Ling? My name's Cheryl Browne, and I'm calling for my flatmate, Sabine. She's not at all well, she can't make it to the office today.

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Alan: Oh, I'm sorry to hear that. I hope it's not serious, Cheryl?

Cheryl: Well, she's got a terrible migraine. You know she always gets dreadful headaches when she has to work under artificial light.

Alan: I'm so sorry, I didn't know about that! She never mentioned it.

Cheryl: Well, she hates making a fuss. But she's been complaining that her desk's in a very dark spot, and the lighting's not so good.

Alan: Thanks for bringing that to my attention, Cheryl. Leave it with me. Tell Sabine that we'll talk about it when she gets back, and we'll see what we can do.

Cheryl: OK. Thanks, Mr Ling. I'll pass on the message. Bye now.

Alan: Goodbye. Well, Frank, it looks as if we've just got to make changes. I'd better call the designer and see when he can reorganize this office ...

TR29 Activity 3 – Discussing a problem

Listen again and draw the present layout of the office using the plan. Is it similar to your ideas in Activity 2?

[Repeat of Track 28]

TR30 Activity 4 – Discussing a problem

Listen again and draw the objections raised about the present layout of the office using the plan. Check with a partner that you have heard everything.

[Repeat of Track 28]

5.B Integrated planning

TR31 Activity 2 – Visit to an architect's studio

Listen to a radio programme about a visit to an architect's studio. Tick the topics mentioned.

Ann: Hello, and welcome to *Business Futures*, where we meet the young men and women who represent the future of business around the world. I'm Ann Fortescue, and with me today are two student architects from Harvard University. Helga! I think you're Swiss, aren't you?

Helga: Yes, indeed. I'm from Zurich, but I'm studying in the States for a year.

Ann: And with you is Nicholas Penwith from Ohio. Hello, Nicholas.

Nicholas: Hello, Ann. Thanks for inviting us on to your show.

Ann: Now I understand that you are over here for a seminar on New Trends in Architecture, is that right?

Helga: Well, Ann, it's actually a seminar on Architecture and Design. The high point was our visit to a top architectural firm, Foster and Partners.

Ann: Tell us about it.

Nicholas: When you say 'Norman Foster', people imagine huge architectural projects, but they do interiors as well! That's my special interest – I work for a company that designs and furnishes offices.

Ann: Tell me, what is special about Foster's interiors?

Nicholas: What surprised me was the attention they pay to the slightest little detail, this is so important. Everything from door handles to taps are carefully designed! Although they're functional, at the same time they're pleasant to look at and touch.

Ann: I see what you mean. But interiors don't seem quite as exciting, somehow.

Nicholas: It's just the opposite, Ann – office design is the cutting edge for any business.

Ann: So are you saying that interior planning's really important for a company?

Nicholas: Absolutely. A good interior is paramount if you're going to get quality staff and keep them. It encourages people to share information and work with each other. In fact, it creates a company's identity.

Ann: So what exactly does the practice design?

Nicholas: Everything – not just the shell of a building, but all the facilities – you know: the lifts, car parking, the lighting, the energy strategy, the fittings, the colours of the floors, the materials used for furnishings, the works of art on the walls ... they even design their own furniture! It's integrated planning.

Ann: And Helga, what did you think of their studio? Could you tell us what it's like?

Helga: Oh, terrific atmosphere. It's open plan, you know, there are these long workbenches and no matter what their job is, everyone has a place at one of those benches. The arrangement's very fluid – there's no division between design and production.

Ann: That's very interesting! And how many people work there?

Helga: About 600 people, and the average age is only 30!

Ann: You were lucky to be able to visit the studio. I suppose that's because you're overseas visitors?

Helga: No, not at all. That's the amazing thing: visitors are welcome! The building's open 24 hours a day, seven days a week. And we're seeing them again next week for a talk about their Swiss Re building in London.

Ann: Ah! Well, that's all the time we have today, but Helga and Nicholas will be back next week to tell us all about their meeting in ...

TR32 Activity 3 – Visit to an architect's studio

Listen again and answer the questions. Work with a partner and compare your answers. Listen again to check.

[Repeat of Track 31]

5.C An ecological building

TR33 Activity 2 – Tuning in

Listen and confirm your ideas.
Ann: Hello, and welcome to *Business Futures*. I'm Ann Fortescue and with me again today are Helga Schmidt and Nicholas Penwith.

Helga, you've come back to tell us about a very special building, haven't you?

Helga: Yes, Ann, we've just been to a talk about the Swiss Re headquarters designed by the Norman Foster Partnership. It's one of the tall buildings that symbolize London's financial centre. Swiss Re is one of the world's leading reinsurance companies, and the company want to have all its London-based employees working together on one site.

Ann: Nicholas, can you give our listeners some idea of what the building is like? What are its key elements?

Nicholas: Visually, it's quite stunning. It has a circular plan that widens as it rises from the ground, and then tapers again towards its apex.

Ann: That certainly makes it striking. But why is the building that shape?

Nicholas: That's to make the best use of a small site. The shape makes the building appear less bulky than a conventional rectangular block, and the slim base gives it a small footprint, you know, so that the rest of the space around it can be landscaped for the public – there's a new public plaza, and shopping arcades.

Ann: Helga, what did you find especially interesting about this building?

Helga: Well, it's the capital's first ecological tall building. There is a rapport between nature and workspace, because its garden setting creates a microclimate that makes it energy efficient.

Ann: Can you explain what is meant by a 'microclimate'?

Helga: Spaces between the offices on each floor combine to create spiral light wells which become the building's lungs. These help to regulate the internal climate, drawing in fresh air at each floor, and this natural ventilation means that air conditioning is minimized.

Nicholas: Can I add something here? The light wells also maximize daylight in the office accommodation, and reduce reliance on artificial lighting.

Ann: So quite a radical design, then! Nicholas and Helga, thank you both for sharing your experience with us today. Good luck with your studies and best wishes for your future careers.

TR34 Activity 3 – Tuning in
Listen again and complete Helga's notes. Check your answers.

[Repeat of Track 33]

6 Better connections

6.A Communicating in-house

TR35 Activity 2 – A training session

Listen to Mandy Bennett, an in-house trainer, explaining the JWB company intranet to a new employee. Take notes to describe each item on the list and what it does.

Mandy: Hi, Ben. I'm Mandy Bennett.

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Welcome to JWB. I hope your first day's going well so far.

Ben: Yes. It's been great, thanks.

Mandy: OK. I'm going to show you the company intranet site. Do you know what an intranet is?

Ben: Yes. It's a system used for internal communication.

Mandy: Exactly. You're probably familiar with it from your previous company. I expect it had one.

Ben: Erm ... actually I worked for a very small company, and consequently we didn't have anything very sophisticated. It was very easy for everyone to keep in touch with each other.

Mandy: Being at a company like JWB will be a big change for you then. With over 800 employees, we need a really good system of internal communication, and that's what the intranet is. OK, let's have a look at it. Find the JWB icon on the desktop and double click on it. That opens up the intranet.

Ben: OK. I've done it.

Mandy: As you can see, there are lots of different features, but the first one we're going to look at is the In Touch feature. Go to the top right and log in with your name and your password. You've already been given a password, haven't you?

Ben: Yes, I have. OK. I've logged in.

Mandy: So, now you can see that you're in a kind of social networking system. It's a bit like Facebook. You can send instant messages, you can upload or download files and you can view posts from other people in your team or in related departments. And, if you click on 'directory', you can see contact details and profiles of all the people on the intranet.

Ben: What's the purpose, exactly? Why don't you just use e-mail?

Mandy: The purpose is to improve communication. People were getting so many internal e-mails that they didn't have time to read them, and that stopped them dealing with important e-mails from external companies. The In Touch system also allows people to do much more than send e-mail. It's a much more interesting and useful way of sharing information.

Ben: What about the other functions on the intranet?

Mandy: Scroll down and you'll see there are lots of other features. Some are used to communicate company news, for example, news alerts or blogs by specialist staff. Others are used for internal admin purposes, for example, expenses forms and holiday requests. There's also a calendar which displays meetings and other departmental events.

Ben: There's something called My Training here. What does that do?

Mandy: That's a good question. JWB believes in staff training and development. My Training is a way of recording your progress in personal development, using an LMS, or

Learning Management System.

Ben: How does that work?

Mandy: An LMS works by storing data from your online training. Every time you complete a training module online, the LMS records your scores and your personal progress. You can view it to check how well you are progressing and what you still have to do to develop further.

Ben: Sounds interesting. I'm very keen to do more training.

TR36 Activity 3 – A training session
Listen again if you wish to. Present your training session to a partner and answer any questions.

[Repeat of Track 35]

6.B Don't get a virus!

TR37 Activity 2 – Make it clear
Listen and make notes on the following.

Gert: Cornelia, I wonder whether you could just have a look at this presentation that I'm doing next week at Carlton Smith, and tell me what you think.

Cornelia: Certainly, glad to. Let's have a look.

Gert: This is my first slide: AZP: Fighting malware.

Cornelia: Mmm ... cool! Really nice background. I like the way you've used the company logo.

Gert: So, I'll begin with Stage 1 ...

Cornelia: Hang on a minute, aren't you going to have an introduction at all?

Gert: Oh, yeah, well, erm ... Basically, I'll just talk about the company to start with.

Cornelia: Yeah, but it's quite important to plan – you know, grab people's attention – say something wildly interesting about the company.

Gert: Of course. Thanks, I'll make a note of that. Now, Stage 1: The severity of the infection is assessed and the company's logs are analyzed ...

Cornelia: What infection? Have you said something about that already?

Gert: Oh, no, you're right, I haven't mentioned that yet. How about: The client notifies AZP of any malware infection, such as a virus. The client's antivirus logs are analyzed and the severity of the infection is assessed.

Cornelia: Good. That sets the scene much more clearly. Now what happens?

Gert: As I was saying ... the logs from the client's e-mail filters and network intrusion detection systems are analyzed ...

Cornelia: Look, Gert, do you mind if I make a suggestion? Remember your listeners don't know all this, so slow down and use fairly simple words.

Gert: OK.

Cornelia: And go step by step, numbering each stage of the process.

Gert: Step by step? You mean, something

like: first, the malware problem is reported to AZP.

Cornelia: Much better. Then?

Gert: Then, Stage 2: AZP analyzes logs from the client's own security software.

Cornelia: Yes, that's simple and clear. And thirdly?

Gert: OK, Stage 3: The AZP support manager asks the client for information about the incident, for example, were they trying to access a particular website? Did the problem come from an e-mail attachment?

Cornelia: And what's Step 4?

Gert: The infected machine is cleaned up using the appropriate toolkit.

Cornelia: Great. So, that's the end of the process?

Gert: Not quite. There are two more stages. Stage 5: In order to ensure that future problems do not occur, all problems are recorded. In this way, AZP can identify issues that occur more than once.

Cornelia: So what's the final step?

Gert: If the same problem occurs more than once, AZP informs the client. They may need to change the way they work. It could be that staff require retraining to remind them of good practice to avoid introducing malware into the company.

Cornelia: Excellent. This is really shaping up, Gert. You could also think about using a flow chart. A visual can really get the message across.

Gert: Thanks for your tips, Cornelia. I'll work on the flow chart now.

TR38 Activity 3 – Make it clear
Listen again and complete the diagram below.

[Repeat of Track 37]

6.C A cost-effective system?

TR39 Activity 2 – Answering questions
Listen and decide which topic from the list below Gert's replies relate to.

Gert: So, that's how we can provide you with security for your network. Now, are there any questions?

Director 1: Yes. I'd like to know why we need your company's services. We have virus protection on our computers already, so what can you add?

Gert: Yes, you have standard antivirus software, but virus threats are constantly changing. It's our job to be aware of new viruses and other malware, and to constantly update the security software as quickly as possible. If you just rely on your individual staff updating their software, you probably won't be fully protected against the latest threats.

Director 1: But isn't it the case that all software is vulnerable to some extent? Some viruses can get past the best software, can't they?

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Gert: That's true, but it's in those cases that you really need professional support as soon as possible. If you do have a problem, we can identify it immediately, prevent it from spreading to other computers and clean up the infected computer very quickly. Without professional support, the virus could easily spread through your whole business and would tie up lots of your time trying to sort out the problem.

Director 2: Can you tell us if you provide other products to protect our network?

Gert: Yes. One of our most important services is protecting data security. This is a legal requirement – you have to keep information about customers and staff secure; if you don't, you could be fined. But also it's a matter of protecting your business. You don't want other people, especially competitors, to have access to vital business information. I'm sure you know all the stories of people losing laptops and netbooks with sensitive data. We can set up a Virtual Private Network, or VPN, for you, so that you and your staff can access your network remotely, but securely. We could even provide a biometric fingerprint recognition system so that people can only log in to the laptop using their fingerprint.

Director 2: A system like this isn't really cost-effective for a medium-sized company like ours, though, is it?

Gert: Well, it usually is. You have to think about two things: firstly, the cost of the time you spend at the moment on IT security. If you're doing it yourself, that's time that you could and should be spending on developing your business. Secondly, there's the cost when things go wrong. How much does it cost you when a computer gets infected and can't be used? How much would it cost you if your whole network was damaged and no one could access your network? Or even worse, how much would it cost you if you lost vital data and couldn't retrieve it? We can keep your business running smoothly without you wasting time and money on IT issues.

Director 1: I can see the advantages of that. We'll need to think about it. Can you give us a price?

Gert: Yes, of course. We'll just need to take some details about your specific needs.

TR40 Activity 3 – Answering questions

Listen again and complete the sentences listing the advantages of AZP's services.

[Repeat of Track 39]

7 It's all about people

7.A Talking shop

TR41 Activity 2 – The right people for the job

Listen to Part 1 and write true (T), false (F) or don't know (DK) against the statements below.

Part 1

Paul: Welcome to *Careers Today*, coming to you live from the Job Recruitment Fair in London. I am talking to Debbie Carlton, Human Resources officer for Debenhams' department stores. Debbie, what do you hope to gain from the fair?

Debbie: People! Recruiting the best people for the job is crucial for us. They must have the right skills, of course, but we do provide a lot of training for our new recruits.

Paul: What departments are we talking about and what skills do people need?

Debbie: Well, first there are the Sales staff, of course. Providing good service to customers is key here, so they need to be able to sell. More importantly, though, they must advise customers and so they need to know a lot about the products.

Paul: But you're also recruiting for other departments, right?

Debbie: That's right. There's so much more to our organization behind the scenes. Take the Loss Prevention Team, for instance.

Paul: What do they do?

Debbie: Well, they advise the staff on how to avoid stock loss, you know, from theft – that is a big part of their job. They also train staff in security procedures – fire drills, things like that.

Paul: That sounds interesting. What else is there?

Debbie: Well, there's Operations Management, for example.

Paul: What are their responsibilities?

Debbie: Oh, lots of things! You know, the buildings need maintaining all the time. The heating and lighting need checking daily and keeping in perfect working order.

Paul: Important stuff! Now, browsing through your website, I saw something about your Merchandizing Team. Tell me what they do.

Debbie: Selecting the stores' merchandise is their job. They are constantly looking for the latest and the best. Knowing what our customers want and having a flair for fashion and trends are key skills.

Paul: So what's the difference between that and Visual Merchandizing?

Debbie: The Visual Merchandizing Team projects our image to the outside world. Being able to create visually exciting, eye-catching windows and displays is the main skill these people need. They work together with Head Office to ensure that the displays don't just look good, but they generate sales, too.

Paul: Yes, at the end of the day, I suppose sales are what count!

TR42 Activity 3 – The right people for the job

Listen to Part 1 again and answer the questions (a–d) using the word in brackets.

[Repeat of Track 41]

TR43 Activity 3 – The right people for the job

Listen to Part 2 and answer the questions (e–g).

Part 2

Paul: Yes, at the end of the day, I suppose sales are what count!

Debbie: Well, we do have to run a business, of course. But giving our customers an outstanding shopping experience is what we are really interested in. We're not out for a quick sale, we want people to come back!

Paul: So, what skills do you look for in order to do that?

Debbie: Our staff must be able to work together, so promoting teamwork is top of our agenda.

Paul: Do you provide training for that?

Debbie: Indeed we do! Attending team workshops regularly is part of everyone's job description. We try to make training in our company motivating and fun!

Paul: What do you focus on?

Debbie: Developing customer service with a personal touch and encouraging staff to use their initiative are the cornerstones of the training programme. So we need people who are not afraid to learn and who like working in a people business.

Paul: OK, Debbie, thank you for talking to us today.

7.B Is this you?

TR44 Activity 2 – Where are we now?

Listen and say what the relationship between the two women is like. Is the interview a success for both of them?

Rebecca: Good morning, Amanda. Can I come in?

Amanda: Hi, Rebecca, yes, please. Have a seat. Coffee?

Rebecca: Yes, please. That would be nice. Just black, thanks.

Amanda: Right. So, you've been with us a year now. Are you happy with the way things are going?

Rebecca: I am, actually. You know, I feel that I made the right choice in joining the organization.

Amanda: Good! What I'd like to do today is take a closer look at your strengths and weaknesses. That way we can plot a course for your development. Does that sound OK?

Rebecca: That's fine. I've done some preparation for that, actually. I used the questionnaire you sent me.

Amanda: Good. So what would you say your strengths are?

Rebecca: Well, as you know, I started out in Sales, and then moved to Merchandizing after six months. I think I am good at advising customers and making them feel welcome in the store. When I joined Merchandizing, I realized that those people skills were very important in negotiation with suppliers.

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Amanda: They are indeed.

Rebecca: Also, I can get things done and I don't think too long about it.

Amanda: Could this be where your weakness lies?

Rebecca: Erm ... well, yes, I think you may be right there. I realize that sometimes I should take more time to think things through and plan what I have to do next. You know, consider the impact of what I do. I should accept more help from my colleagues, too. They've been here so much longer than I have – I could learn a lot from them.

Amanda: So what do you see as your training needs?

Rebecca: Well, clearly one is developing my time management skills. I noticed that HR offers a course on that. My manager told me that I should be able to go on next month's workshop, so I'll be looking forward to that.

Amanda: So why didn't you go to this month's workshop?

Rebecca: Well, I could have gone, but I was too busy ... just goes to show how much I need it.

Amanda: Mmm. Let's look a bit further ahead now. What opportunities do you see for yourself? Any ideas for the future?

Rebecca: Well, I am interested in moving to the general manager's office eventually, but I'm not in any hurry. I might talk to some of the people there, you know, to assess my chances, and see if I would really like it. I feel that I still have a lot to learn in Merchandizing.

Amanda: And how do you feel about the threat of downsizing the operation here?

Rebecca: Well, nobody is happy about that! I'm just hoping the axe will fall on someone else, and I'm looking for opportunities in stores that are growing, in case the worst happens.

Amanda: Well, yes.

TR45 Activity 2 – Where are we now?

Now listen again and answer the questions.

[Repeat of Track 44]

TR46 Activity 3 – Where are we now?

Listen again and put the words in the box below in the order in which you hear them. Then match each to its definition (a–g).

[Repeat of Track 44]

TR47 Activity 3 – Where are we now?

Listen again and check your answers.

[Repeat of Track 44]

7.C Moving ahead

TR48 Activity 2 – The budding manager

Listen to the interview between Paul, Human Resources manager at the department store John Lewis, and

Robyn, a member of the Sales team. Choose the correct answer.

Robyn: Good morning, Paul.

Paul: Morning, Robyn. How are you doing? Have a seat!

Robyn: Fine, thanks, erm ...

Paul: Thank you for coming to see me. I understand you had a chat with your line manager about getting on to our management training programme starting in September.

Robyn: Er, yes, I'd really like to do that! I've been thinking about things lately and I definitely want a career in retailing. Can you tell me a bit more about what the programme would entail?

Paul: Well, the training programme is going to be for Section managers, so you'd eventually be responsible for part of a large department.

Robyn: That sounds the sort of thing I'd be interested in. What does the training consist of?

Paul: Most of it takes place on the shop floor and this is supplemented by formal courses and training. You'd be working in more than one department, and in some behind-the-scenes areas such as Finance.

Robyn: Sounds good! So, how long does the programme take?

Paul: That's the beauty of it, Robyn. The programme is flexible and tailored to individual needs, so the scheme can take as long as you need it to. Your department manager will be available to offer support and guidance, and I, as assistant staff trainer, will be able to advise on your training needs.

Robyn: Well, that's given me a lot to think about. What sort of salary would I get as a Section manager?

Paul: Well, provided you complete your training, you would go up to the first level of the management pay scale. And from there you would have more opportunity to increase your salary, depending on performance.

Robyn: Right! Thanks, Paul. I'd like to be considered for that.

Paul: Excellent! I'm glad you're interested in moving ahead. We'll talk about it again when we have more details.

Robyn: Thanks! I'll look forward to that.

Paul: OK, Robyn. Take care now.

TR49 Activity 3 – The budding manager

Listen again and make notes on the information Paul provides. Compare your notes with a partner's. Then, prepare a summary of the training information. Use these headings to help you.

[Repeat of Track 48]

8 Entertaining business

8.A Art and business

TR50 Activity 2 – A question of sponsorship

Listen to the meeting at the Galeria de Arte, Santander, Spain. What is the conversation about?

Geoffrey: Carlos! Good to see you again! How are you?

Carlos: Fine, fine, Geoffrey! And you? My congratulations on your appointment as head of the corporate sponsorship programme!

Geoffrey: Thanks! May I introduce you to Ana Biosca, who has overall responsibility for the Roy Lichtenstein exhibition? Ana, this is Carlos Jiménez, sponsorship manager for ISIS Bank – a long-standing sponsor of the Galeria de Arte.

Ana: How do you do?

Carlos: Nice to meet you, Ana. You have a beautiful office. Lots of paintings!

Ana: Thank you.

Geoffrey: OK. Let's get down to business, shall we? The Roy Lichtenstein retrospective is a key event for us. We're expecting paintings from all over the world: some from other museums, and others from private collections. This is going to be the biggest exhibition of the year. Needless to say, we are looking for financial support.

Carlos: Well, ISIS has a long tradition of arts sponsorship. We could well be interested in involvement in such a high-profile exhibition as this.

Geoffrey: Are there any sponsorship options you might be especially interested in?

Carlos: Well, we have read your proposal. We are certainly interested in sponsoring the catalogue. Also the banners at the front of the gallery interest us. We are obviously looking for high-exposure options, though we may consider sponsoring the entrance tickets.

Geoffrey: Ah! We are already discussing the entrance tickets with another prospective sponsor, whom I can't name at present.

Ana: Would you consider sponsoring the picture plaques instead?

Carlos: That's a possibility. I've prepared a draft proposal, which outlines what we could do for the exhibition.

Geoffrey: Hmm, this is a considerable investment ... Uhuh ... right, hmm, I see that you would expect involvement in putting the exhibition together.

Carlos: Yes, we have a number of wealthy clients and shareholders who we would like to involve. One or two possess paintings which are not on your list. It would be interesting to include them.

Ana: I'm afraid that is out of the question. The museum must have total independence in deciding what goes into the exhibition.

Carlos: That is a pity! Frankly, I am not sure we can consider sponsorship unless we get a say in the final collection.

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Ana: What if we allowed you to submit a list of paintings? We would consider it. No guarantees, though.

Carlos: We do a lot of arts sponsorship. Nobody else seems to have a problem with this approach. I think you'll find our shareholders have some interesting paintings to offer. If they are disappointed, they may want to withdraw their financial support for the museum.

Geoffrey: Right. I'll put your proposition to the board, if we can limit your input to the exhibition, which is 60 works, to say, three paintings. That's 5%.

Carlos: Let's say six out of 60, and then we will sponsor the picture plaques and the poster advertising as well!

Geoffrey: Ana?

Ana: Erm ...

TR51 Activity 2 – A question of sponsorship

Listen again and answer the questions.

[Repeat of Track 50]

TR52 Activity 3 – A question of sponsorship

Listen again. Tick the items Carlos Jiménez is interested in sponsoring.

[Repeat of Track 50]

8.B Enter Bollywood

TR53 Activity 3 – Negotiating the fees

Listen to the conversation between Arti Nail, agent for the Indian actress Malini Choudary, and Debbie J. Davis, an American producer. Write true (T) or false (F) against the statements below.

Arti Nail: I'm glad you are considering Malini Choudary. She loves the script! She's dying to do the film! And she's got the right star quality for the movie. You'll see, the film will be a real blockbuster!

Debbie J. Davis: Let's hope so. What sort of fees are we talking about?

Arti Nail: We're asking for \$150,000 upfront, and a 2% royalty on gross profits.

Debbie J. Davis: \$150,000 up front? I have no trouble with that. I can't offer more than 1% on the royalty, though, I'm afraid.

Arti Nail: But that's not enough! We are talking Malini Choudary here! I'm afraid just 1% is out of the question.

Debbie J. Davis: I could offer a higher upfront payment. Let's say \$300,000?

Arti Nail: Hmm ... We'll consider that, but I don't want her to back out because of this royalty thing.

Debbie J. Davis: When is she available?

Arti Nail: Oh, now there's a snag. She's tied up with a movie until January, and she's due to start another in February.

Debbie J. Davis: Arti, really! I want to start shooting in January! Has she signed the contract on the February picture yet? Can she pull out? I mean, we agree that she is

the best choice for the part, but I do have to consider my schedule. Can you get her to change her mind?

Arti Nail: I'll see what I can do.

Debbie J. Davis: Is there anything else we need to take into consideration?

Arti Nail: You know, I have to protect Malini's image, so I want you to give her top billing on the posters, and she wants you to give her the right to choose the director.

Debbie J. Davis: Anything else?

Arti Nail: You know she's the best, Debbie. And she'll bring in a big audience.

Debbie J. Davis: Yeah yeah, cut to the chase, Arti. What's the problem?

Arti Nail: I must insist on a 10% cut on profits from all spin-offs! You know, sales of DVDs and downloads, soundtrack sales and so on.

Debbie J. Davis: You drive a hard bargain, Arti! I can't offer any more than 5%. I'll have to talk to the distributors and get back to you, if you're not happy with that!

Arti Nail: Fair enough. Just don't leave it too long!

Debbie J. Davis: How much money will be leftover to make the film?

TR54 Activity 4 – Negotiating the fees

Listen to the conversation again and finish the statements below.

[Repeat of Track 53]

8.C Big deal

TR55 Activity 2 – Let's be partners
Listen to Beth Francis, a film producer, talking to Navnit Kohli.

Navnit: So, you're travelling all over the world at the moment, trying to raise money for your project!

Beth: Right! You know what financing a film is like! It's been an interesting cultural experience! But tell me, do you think it is difficult for us Australians to do business in India?

Navnit: That's an interesting question. Personally, I have always found Australians easy to do business with. It's just how you go about it. Australians tend to be very upfront; we Indians prefer to be more indirect about things.

Beth: Hmm, yes ... you've had a lot of experience working with both cultures. So, have you considered co-producing this film with us? You must agree that this movie just has to be made!

Navnit: Absolutely. I am fascinated by it, but I won't be able to put up any of my own money, I'm afraid. I'm just too committed at the moment, but I might be able to introduce you to people who can ...

Beth: That would be terrific! This project is so important for us and I don't want to make any mistakes. As a co-producer you could also be my cultural advisor!

Navnit: Oh! Do you really think I am suitable?

Beth: Yes, of course! I know we can make this work! I'd be very grateful if you could

set up some meetings with a few of your Bollywood contacts, then we could go over there together and ...

Navnit: Do you have any idea when you would be going?

Beth: Next month sometime. Would you be free then? Would you think about it?

Navnit: I'm certainly very interested. Could you tell me what sort of commitment you're looking for from potential backers?

Beth: Well, ultimately, I'd want to know whether they can give us a guaranteed financial commitment to the project.

Navnit: That sounds reasonable! Don't expect a straightforward answer though – everybody is out to make a buck in Bollywood! And people can be pretty evasive.

Beth: But we must get the backing, if the project is to get off the ground! Most importantly, though, I want to know who we can trust, and that's where your experience comes in.

Navnit: Well, thank you! I'd be delighted to work with you! Can you give me some idea as to the backing you have got so far?

Beth: About 70% of the budget – the Indian co-producer would come up with the rest.

Navnit: What else do we need to know?

Beth: Are they producing films that could compete with ours? Can they guarantee revenue and distribution? Are they in a position to contribute to the advertising and promotion? We have an excellent cast lined up, so investors are bound to be interested!

Navnit: Hmm, be careful! Indian producers usually want some say in who the leading actors are!

Beth: Well, let's wait and see.

Navnit: Tell me who you've got in mind.

Beth: Well, I was thinking of ...

TR56 Activity 3 – Let's be partners
Listen again and check.

[Repeat of Track 55]

9 How is it made?

9.A It sounds great

TR57 Activity 2 – On the job
Listen to Kay and Rowan, who work in Product Development at Griffin, and answer the questions below.

Kay: Let me take you through our product development process. As you know, at Griffin, we develop accessories for digital entertainment and personal computing. To help us develop and manufacture the right product, at the right price, for the right markets, we have a step-by-step Product Development Process.

Rowan: It sounds quite complicated.

Kay: Not really.

Rowan: So how does it work?

Kay: Well, let's take an example – the

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Griffin Aircurve, an acoustic amplifier which was designed for users of the iPhone. The process starts with the idea stage. Ideas can come from a variety of sources. Mostly, it's when we identify a 'problem' with a piece of technology.

Rowan: So how did you get the idea for Aircurve?

Kay: One of our team was listening to music on his iPhone. It occurred to him that it would be great if you could amplify the sound without using any extra power.

Rowan: So how do you follow up an idea like that?

Kay: It's what we call the 'sniff test'. Does it sound like something customers would want? Do we think there's a technical solution? Is it worth spending time and money exploring the idea?

Rowan: And after that?

Kay: After that, we go to the concept stage. At this stage, a lot of information is needed: the features and performance of the new product, the technology involved, how it would be made, and how long it would take to get ready for the markets. We discuss this with industrial designers, engineers, users, the sales team.

Rowan: What happens next?

Kay: If the basic concept gets approval, we do a feasibility study. Here we decide if an idea is commercially viable: Can we sell it? What would be the risks? And what would be the return on our investment? This is where Marketing comes in: we have to look at how the new product would fit in the market and what its competitors would be, etc. Once all the information has been collected and everyone is satisfied the project is a good one, it goes on to the prototype stage!

Rowan: What happens then?

Kay: We create a prototype – that is an actual working model. We use the prototype for the market research stage – this tests whether users actually like the product and the design.

Rowan: You mean you do focus groups and questionnaires?

Kay: Yes, we also get a lot of feedback from our retailers. We also do quality control tests as well to ensure that the product really works and won't break. After that, we go into the approval for manufacturing stage.

Rowan: What's that?

Kay: Basically, the management has to agree that the new product is ready for manufacture and will make a profit for the company! The budget and sales forecasts are agreed along with the marketing and production plans.

Rowan: And after that you can actually start making the thing!

Kay: Yes, then we're ready for full production.

TR58 Activity 3 – On the job

Listen again and complete the chart.

[Repeat of Track 57]

9.B Cleaning up

TR59 Activity 2 – Why it all happened

Listen to the conversation between a design engineer at Dyson and a journalist for *New Technology* magazine. How would you describe the relationship between the two men?

James: So, Carl, Dyson was the first company to come up with a bagless vacuum cleaner and it revolutionized the suction process. Now your machines are getting even smaller. Where did this idea come from?

Carl: We had already done a lot of market research before we began the design work, so we already knew we wanted a smaller, lighter and more powerful appliance than our competitors'.

James: Did you design it for any specific groups of people? I mean, you could be accused of being too modern.

Carl: Yes, we did. Don't forget that there are a lot of people out there who like innovative appliances. We felt that this vacuum cleaner would be well received by older people who wanted a smaller, lighter machine and by people with limited storage space. We had received a lot of feedback from our customers, and we knew this was what people wanted.

James: What else did your research tell you?

Carl: It told us that there were new, interesting, international markets, such as Japan, as well as existing markets in Europe, which wanted this product.

James: Had you not known about these markets before?

Carl: Yes, but we had been concentrating on the UK until then.

James: You could be criticized for being too revolutionary. I mean, it doesn't look much like a conventional vacuum cleaner!

Carl: Yes, but we think it's better to be innovative. You see, at Dyson, we have a few simple philosophies: look carefully at how people use things, and don't let the competition decide what you make. For example, we had noticed that the manoeuvrability could be improved, so we developed the ball technology to make vacuum cleaners easier to control.

James: You made some very radical decisions, didn't you? Research indicated a clear dirt bin on the cleaner would not sell, but Dyson did it anyway.

Carl: Yes, but we got it right. Now our customers tell us they particularly like being able to see how much dirt they've vacuumed up!

James: Yes, I guess research does not always give the best answers.

Carl: Well, we think it is sometimes better to be daring and different. If you don't distinguish yourself from your competitors, nobody is going to notice you.

James: True, but some people think your appliances are too expensive.

Carl: I appreciate what you're saying, but our research has shown that more and more people are willing to pay for good quality.

James: Well, thank you very much for your time.

TR60 Activity 2 – Why it all happened

Listen again and number the points they discuss as you hear them.

[Repeat of Track 59]

TR61 Activity 3 – Why it all happened

Listen again and complete the sentences.

[Repeat of Track 59]

9.C It's made of plastic

TR62 Activity 2 – How is it made?

Listen to Pete, an editor for a company website, and Anwar, the production manager at the company's vacuum cleaner factory.

Pete: Anwar, hi!

Anwar: Hi, Pete, what can I do for you today?

Pete: I have to put something about our production processes on the website soon, so I'd be really grateful if you could take me through how our new vacuum cleaner is made.

Anwar: OK, what would you like to know?

Pete: Well, basically, you know, the whole thing from start to finish. I'll tell you when it gets too complicated!

Anwar: OK. Well, our work starts when the design for a new product is released.

Pete: What does that mean exactly?

Anwar: It means that the design is final and everyone is happy with it. It is very important that we know exactly how the new model is to be made, so all the specification details are carefully checked and screened. Once we are satisfied, the drawings are sent to the factory. Only then can we start thinking about production.

Pete: Right. But before you start making the new model, you have to make the moulds for each of the component parts, right?

Anwar: That's correct. Most of the components are made of plastic and we use an injection-moulding process to make them. Each component has its own mould: the floor tools, the wand, even the vacuum cleaner casing itself. Once the moulds have been made, they are mounted on the injection-moulding machinery. We have different machines for different components. Then heated plastic is injected into the moulds to form the shapes we want by a process of ...

Pete: Let's keep it simple! I don't think our readers will need to know all the details!

Anwar: All right, but tell them we can make the components any colour we like!

Pete: OK. Well, I assume assembly is next, is that right?

Anwar: Yes. All the components are

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assembled on a conveyor belt. Most of this is automated. Once a vacuum cleaner has been put together, it is checked and tested. We need to do that before it is packed. Every vacuum cleaner is tested before it leaves the factory.

Pete: Great! What happens after the goods are packed?

Anwar: The boxes are carefully labelled, coded and sealed.

Pete: And what happens next?

Anwar: Finally they go to the warehouse. There, they get processed and wait for delivery to retailers or wholesalers. This happens quite quickly. There is a risk of damage if the goods are stored for too long.

Pete: That's all very clear. Thanks. I'll go and write this up.

TR63 Activity 3 – How is it made?

Listen again and put the production stages in the correct order. Compare your answers with a partner's.

[Repeat of Track 62]

10 Money matters

10.A Bank your money

TR64 Activity 2 – What are the options?

Listen to Jane Budrow, business services manager at TransEast Bank in Eastern Australia, and Vincent Dupont, a recent French immigrant.

Jane: Good morning. How can I help you?

Vincent: Good morning. I'd like some information about your business accounts. I've recently moved into the area from France and I am setting up a business.

Jane: What type of business are you in?

Vincent: I had a bakery in France, so I am setting up a French bakery here!

Jane: Excellent idea! What stage are you at?

Vincent: Well, I have found premises and I am signing the lease next week. I'll be opening in two months' time, but I'll be needing a loan for refurbishments.

Jane: Are you going to employ people? Or are you employing people already?

Vincent: I will be looking to employ maybe one or two part-time staff for the time being, apart from my wife and me, of course.

Jane: OK, well, we have a Business Growth package for small businesses. That offers start-up loans at special rates.

Vincent: I'd be interested to know more about that.

Jane: The account allows you to borrow money for things like refurbishment and deposits at no extra cost and another option allows you to borrow money for equipment. We can also provide you with a revolving line of credit.

Vincent: Sorry? What is that exactly?

Jane: It means you can re-borrow the amount you have already paid off on the

original loan. This allows you to smooth out any fluctuations in your cash flow.

Vincent: Interesting. I'll definitely be looking for some sort of overdraft facility. Are there any fees attached to this account?

Jane: You just have one monthly fee that covers everything.

Vincent: OK, and is there a credit card?

Jane: For \$8 a month you can have a credit card. Will you be needing property insurance?

Vincent: Yes, I will definitely need that, too. What are the terms?

Jane: I'll send you some leaflets explaining it all and an application form. Complete it and send it back, then our Business Team will contact you to discuss the details. We will need credit references, of course, and we'll need to see your business accounts for the last two years.

Vincent: That's no problem at all, I can put you in touch with my accountant in Paris.

Jane: Fine. Then we'll send you a formal offer, and then you can decide to go ahead or not.

Vincent: OK. Let's do that.

TR65 Activity 3 – What are the options?

Listen again. Tick the services that are included in the account.

[Repeat of Track 64]

10.B Facts and figures

TR66 Activity 2 – What's been happening?

Listen to their sales meeting. Are they happy with the figures?

Anne: So, Graham, from what you're saying, the market for the Business Basics package seems to be expanding?

Graham: Right. Over the past year, 250 new Business Basics accounts have opened. That is a sharp rise from the year before. Sales on the overdraft facility in the Business Basics package have also risen rapidly.

Anne: Yes, I had noticed that, too. So, our clients are borrowing more.

Michael: Yes, we can expect higher profits there.

Graham: That's right. Just look at the figures. This graph shows sales for the last four years.

Michael: Yes, but look! Business Builder sales have fallen dramatically from 423 to only 180 new accounts.

Graham: Yes, it's our biggest worry. As you said, sales have plunged over the last four years, though they do appear to have stabilized in the last two. We seem to have lost our market share there.

Anne: So Business Builder seems to be losing out to the Business Basics package.

Michael: Yes, it looks that way and if that wasn't bad enough, our figures also show that Business Plus sales have also dropped considerably – by 81 new accounts in the last four years.

Graham: So, how are we going to deal with this? Anne?

Anne: Well, I suggest that we ...

TR67 Activity 2 – What's been happening?

Listen again and answer the questions.

[Repeat of Track 66]

TR68 Activity 3 – What's been happening?

Listen again and decide which graph is correct for each type of account.

[Repeat of Track 66]

10.C Presenting your business

TR69 Activity 2 – A good year

Listen to the chairman presenting Coventry Building Society's annual report.

Roberto: Good afternoon, ladies and gentlemen. I'd like to start by welcoming you all to our Annual General Meeting. Last year was an important and successful year for the Coventry. At a time when other banks and buildings societies have been struggling, we have had a record year. As you can see in the Financial Review, Coventry Building Society has reported a before-tax profit of some £94.5 million – up by 11% on the year before. In the current climate, that is a remarkable improvement and one we can be proud of.

I'd now like to look at the figures in more detail. As you can see from the slide, our new mortgage lending rose slightly – from £1.6 billion last year to £1.7 billion this year – a 6% increase. This is an important strengthening of our position and we anticipate this will have improved further by our next AGM. This means we now have an 18.3% share of the UK mortgage market – a record market share for the Coventry.

I'd like to move on to the savings sector. Here, the Coventry's performance has also been impressive in the past year, with over 400,000 customers opening new accounts. This has led to a significant rise in our savings balance from £17.6 billion last year to reach a record £19 billion this year – a 7.8% increase. This is an increase that we should all be very pleased with. Finally, I'd like to say something about the context for these results. Not only have we at the Coventry achieved record figures, but we have done so with limited exposure to risk. We have maintained strong A ratings from the credit ratings agencies. We have minimal exposure to bad debts from other financial institutions, and our capital reserves are higher than our total mortgage lending.

At a time when many retail and commercial banks are burdened with debts, Coventry Building Society has shown the benefit of its mutual status. As a building society owned by its members rather than shareholders, the Coventry has avoided risky short-term growth in favour of long-term stability – and the wisdom of this policy is shown in our financial results. All this leads us to believe that, by this

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time next year, we will have achieved another record performance.

TR70 Activity 3 – A good year

Listen again and complete the sentences.

[Repeat of Track 69]

11 Advertise it!

11.A Get noticed!

TR71 Activity 3 – Bring me up to speed

Listen and take notes under these headings. Then, discuss your answers.

Stephen: So, just take me through it, John. Are we ready for the launch?

John: Looks like it. The launch has been arranged for the 25th.

Stephen: Excellent! So, what's your brief?

John: Well, the job is to launch a new digital TV channel to the press and the public. The first thing we had to do was carry out a target market analysis and then decide how best to reach it.

Stephen: What kind of channel is it?

John: It will provide reality and lifestyle shows to the under-25 market. It's a subscription channel, so it will get its revenue from subscribers, advertising, merchandizing.

Stephen: Sounds good. How are you going about it?

John: Well, press releases have been sent out to national newspapers, selected magazines and radio stations, announcing the channel.

Stephen: Has that generated enough interest?

John: Yes, there'll be some features next week in a couple of music magazines and we've got some celebrity interviews on national radio. We've also had a 30-second ad running on TV and it's been getting lots of views online.

Stephen: Yes, I've seen it. Very snappy. Have you done any online advertising?

John: Yes, we're running search advertising and banner ads on key websites.

Stephen: What have you got planned for the launch itself?

John: We've planned fun events around the country, with guest celebrities. There'll be music and interviews and prizes. And there'll be a huge, main event in London with a couple of really big names.

Stephen: Have you sent out invitations to the press?

John: That's already been done, along with complete press packs.

Stephen: What about invitations to the public? How are you going about that?

John: We've been running a clever campaign on social media. There's quite a buzz building; the message is spreading by word of mouth.

Stephen: Sounds to me as if you've thought of everything!

John: Thanks, I hope so.

Stephen: Is the client pleased with your handling of the account?

John: I think so! I just heard that they want us to handle their future promotions.

Stephen: Oh! Congratulations, John!

TR72 Activity 4 – Bring me up to speed

Listen again. Tick the media that are mentioned for the campaign. Check your answers with a partner.

[Repeat of Track 71]

11.B Sound advice

TR73 Activity 2 – A better mix

Listen to the dialogue and answer the questions.

Peter: I'm so sorry to hear you had such a bad experience with your previous advertising agents, Bonita, but I'm sure we can help you.

Bonita: I hope so. If I had known how much the other company was going to charge me, I would never have taken them on!

Peter: Well, let's see what we can do. What do you want to achieve exactly?

Bonita: We are looking to boost our national market share – to improve our image with the sporting public. We can't compete with the big names, of course, but we seem to have found a market out there and we would like to do better.

Peter: What advertising media have you used so far?

Bonita: Well, we have done some advertising in local and regional newspapers.

Peter: Why print advertising?

Bonita: We've always used it. We think it is an effective way of reaching a wide audience.

Peter: Well I'm afraid print advertising often has limited value on its own. People don't always see advertisements, let alone read them.

Bonita: Oh! If I had known that before, I could have saved the company a lot of money!

Peter: Well, never mind. There are a number of other options I could recommend. How about a mix of different media? I think we have to go for a combination of print, online, radio and other media. A mix is always much more effective because you can reach different sorts of people.

Bonita: OK, but I have to keep an eye on my costs!

Peter: Well, have you thought of advertising on local radio?

Bonita: How much would that cost?

Peter: Don't worry. We can look at the options and work it into your budget.

Bonita: Why not brochures and flyers delivered to people's doors?

Peter: I'd advise against them. They can be expensive and people often don't bother to read them.

Bonita: Oh!

Peter: Perhaps you should think about sponsoring a local or national basketball or athletics team.

Bonita: That's an idea, we could supply them with trainers in exchange for advertising space or our logo on their kit.

Peter: Yes. It could really build your name among sports enthusiasts.

Bonita: Wow! You've certainly got some ideas! But I have to be very selective. You know my budget, I can't afford everything. I'd like you to draw up some estimates for the various options you have just described and present them at our next management meeting on Monday week.

Peter: Sure. That would be fine.

TR74 Activity 3 – A better mix

Listen again and answer the questions.

[Repeat of Track 73]

11.C Selling space

TR75 Activity 2 – An offer you can't refuse?

Listen to Donald Jones and Jeannette Hudson and complete the sentences.

Jeannette: J and C Clothing, Jeannette Hudson speaking. Can I help you?

Donald: Afternoon. Donald Jones of LondonDirectory.com. I'd like to speak to the person responsible for advertising.

Jeannette: That's me! What is it concerning?

Donald: We have a special offer at the moment on listings on LondonDirectory.com. Can you spare me a moment to talk about it?

Jeannette: Well, just quickly. I don't have much time right now.

Donald: We currently have a special offer for new advertisers – 20% off advertising premium listing which includes your logo and a video message.

Jeannette: What sort of visitor numbers does it have?

Donald: We average 1,000 visitors a day, mainly from the London area. You can also target other areas across the country throughout regional sites, if you want to.

Jeannette: But that would cost extra, wouldn't it?

Donald: Yes, each area has its own set of charges. So you can pick and choose.

Jeannette: What options do you offer? We're only a small business, so I wouldn't want to spend too much.

Donald: A basic listing just includes your company name and address.

Jeannette: I see. What about the price?

Donald: There are a number of options – the basic listing would normally cost £1,405, plus VAT, but we're offering new customers a discount of 20%. So that would be £1,124, if you decide in the next seven days. If you want an enhanced listing, which allows you to add a company description, then there would be an extra £211, and if you want to add your logo, then add an additional £351 to the

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basic rate. A premium listing, which includes a video message, would cost an extra £527.

Jeannette: 20% is quite a good discount. But if I wanted to add a video message, who creates that?

Donald: You have two options – either you the client can do it, or we can do it for you, for an additional fee.

Jeannette: I see. I'll need to have a look at the prices again. Can you send me an e-mail with the details?

Donald: Sure. I'll send it over now. Perhaps I could call you again in a couple of days to see what you've decided?

Jeannette: Yes, OK.

TR76 Activity 3 – An offer you can't refuse?

Listen again and complete Jeannette's notes.

[Repeat of Track 75]

12 Energize!

12.A Let's meet up

TR77 Activity 2 – Registering at a conference

Listen to Mrs Grant from Futura International arriving at the Energize conference.

Organizer: Morning. Are you here for the Energize renewable energy conference?

Mrs Grant: That's right. It looks like it's going to be busy. Parking lot's packed.

Organizer: We're expecting hundreds of people. Could I have your name, please?

Mrs Grant: Certainly, it's Grant. That's G-R-A-N-T.

Organizer: Mrs Grant ... Erm, I'm sorry, I can't seem to find your name here.

Mrs Grant: That's strange. There must be some mistake. Maybe it's because there was a change to the booking?

Organizer: Did somebody else from your company register for the conference?

Mrs Grant: Mr Benson was representing our company at first, but he had to go on a business trip.

Organizer: Mr Benson ... Benson ... What company are you from?

Mrs Grant: Futura International.

Organizer: Yes, here we are ... Futura International, is that right?

Mrs Grant: That's right.

Organiser: Hmm, I don't have any record of the change.

Mrs Grant: Oh? I have an e-mail here confirming it.

Organizer: Then that's fine, Mrs Grant. I'm very sorry about the mix-up. If you could just sign the attendance list here ... thank you. Here's a name tag, if you don't mind just writing your name on it ... And here's a conference folder with your programme, a list of participants, and copies of some of the presentations.

Mrs Grant: Excellent! Thank you. So what does the day look like?

Organizer: Here's a map, showing you where all the rooms are. The conference starts with the opening plenary in the main auditorium. Then you split up into special interest groups. Mr Benson registered for ... let's see ... solar energy. Do you still want to attend that workshop?

Mrs Grant: Yes, I do.

Organizer: And the day finishes with the forum, when all participants are encouraged to come along for an open discussion on the future of renewable energy.

Mrs Grant: Great. So, where can I hang up my coat?

Organizer: The cloakroom's down the hall to your right. There are some rest rooms on the left.

Mrs Grant: Thanks. Now, a coffee would be great.

Organizer: You'll find the restaurant on the first floor on your right. The elevators are down the hall, just past the lobby.

Mrs Grant: Is there anywhere I can smoke?

Organizer: Sorry, smoking is not allowed anywhere inside the building. You'll have to step outside for that.

Mrs Grant: Oh, OK. Well, let's see, cloakroom first.

Organizer: Have a nice day, Mrs Grant.

TR78 Activity 3 – Registering at a conference

Listen to the dialogue again and complete the sentences.

[Repeat of Track 77]

12.B It's up to you

TR79 Activity 4 – Feeling energetic

Listen to their conversation and answer the questions.

Mr Muller: Mrs Grant, I'm interested in some of the comments you made during the forum, regarding renewable energy. You just said that renewable energy had no future.

Mrs Grant: That's not what I was saying at all.

Mr Muller: Did I get it wrong? You said that you were convinced going green was not feasible. Can you explain your position, then?

Mrs Grant: Listen, Futura is as aware as anybody else of environmental problems.

Mr Muller: Then why not change to renewable sources?

Mrs Grant: For now we have decided to stick with fossil fuels. Other sources are not economically viable for us at present.

Mr Muller: So it all comes down to money?

Mrs Grant: We all have a business to run, Mr Muller.

Mr Muller: My company, Green Valley, one of your competitors, Mrs Grant, can proudly say that all its electricity comes from renewable sources: wind, water, solar ...

Mrs Grant: Don't forget, at Futura, International, we are working with

environmental groups. And as I mentioned in my presentation, we are committed to reducing CO₂ emissions from our power stations.

Mr Muller: So why don't we talk about the pros and cons of renewables? We think that, compared to fossil fuel energy, renewable energy is better for the environment. And, renewable energy sources will not run out. However, that is what will happen to fossil fuels.

Mrs Grant: OK. Let's look at solar energy: it is cheap, yes. On the other hand, it is land intensive. You need a lot of space to set up all the solar panels.

Mr Muller: But fossil fuels pollute our environment, and you don't have to worry about pollution with solar energy. You just said that you were trying to do something about problems caused by emissions from fossil fuels, right? Well, here's your solution!

Mrs Grant: Just let me finish. Let's take another form of renewable energy: hydroelectricity. Hydroelectricity is cleaner than nuclear energy. Even so, it puts pressure on the environment, especially on our river systems. Building huge dams causes enormous environmental damage to both land and people.

Mr Muller: Well, whichever way you look at it, there are plenty of reasons to use renewable energy sources. To start with, renewables are cheaper to operate, and for another thing, there is no need to build large, ugly refineries that pollute the environment, and ... I'd like to invite you to come and visit our plant.

Mrs Grant: I'd like to take you up on that invitation.

TR80 Activity 5 – Feeling energetic

Listen again and correct the mistakes in the other sentences.

[Repeat of Track 79]

12.C Going green

TR81 Activity 3 – What's new?

Listen and check your answers.

Journalist: So, Mr Yamoto, why is Toyota developing environmental technology?

Mr Yamoto: Customers around the world are very concerned about the environment. They want to reduce CO₂ emissions and improve air quality. And with the rise in the cost of oil, they also want to use less fuel. We feel that it is our responsibility to meet our customers' needs and help protect the environment.

Journalist: Now, is it true that the Toyota Prius was the first hybrid car on general sale?

Mr Yamoto: Yes, that's right. It was first marketed in 2002 and it is probably still the best known car of its kind. Perhaps the best known 'hybrid' vehicle.

Journalist: Now, some of our listeners may not understand exactly what the term 'hybrid' means. You couldn't explain it for us, could you?

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Mr Yamoto: Hybrid means a combination of two or more things. Any vehicle that uses a combination of two or more sources of power to make it move along is a hybrid.

The present Prius works on a combination of electricity and gas. Other green cars can, for instance, work on a combination of electricity and hydrogen.

Journalist: So, you use up the gas first and then switch to electricity, do you?

Mr Yamoto: No, you should never use up your gas supply because it supplements your batteries. The vehicle has an advanced computer that smoothly switches from one fuel to the other – you would not even notice it. You just have to be aware that on rough terrain, in difficult circumstances or when driving fast you are taxing the fuel system.

Journalist: So what are the direct benefits for the environment?

Mr Yamoto: The vehicle is so efficient that you can save on fuel. Less fuel means less pollution.

Journalist: How does that work?

Mr Yamoto: As I said, Prius runs on a hybrid system of gas and electricity. In both cases you use a lot less fuel for the same distance. So you actually do away with a huge amount of emissions.

Journalist: But doesn't this affect their acceleration and performance?

Mr Yamoto: No, I am glad to say that Prius is at least equal if not better in performance than conventional cars.

Journalist: It's got a number of other advantages, too, hasn't it?

Mr Yamoto: Yes. Prius is considered fun to drive. It is sporty and has excellent road handling and braking. It is also a very safe car.

Journalist: Do you believe that hybrid technology will be the dominant technology in the future?

Mr Yamoto: We believe that this technology will become stronger and stronger as time goes by. But we are also committed to researching and developing cars which use other energy solutions, such as hydrogen fuel-cell technology and fully electric cars.

TR82 Activity 4 – What's new?

Listen again and complete the journalist's notes.

[Repeat of Track 81]

Workbook

1 People at work

1.A Time out

TR1 Activity 6 Listening – a conversation

Giorgio: Hey, Anna! I haven't seen you lately. What have you been doing?

Anna: I took some holiday. I had a couple of weeks left over.

Giorgio: Oh, that was lucky! Did you do anything exciting?

Anna: We spent one week in Switzerland, skiing.

Giorgio: Great! Too bad it was just a week.

Anna: Right! But there was a problem in the office – I had to come back early and sort things out.

Giorgio: And have you sorted everything out now?

Anna: Yes, I think so. What about you? How's the family?

Giorgio: They're just fine, thanks. You and Sam must come round and have dinner with us soon.

1.C Your CV says it all

TR2 Pronunciation – modals in the past

a She must have used the template on our website.

b He ought to have put his recent jobs first.

c He should have highlighted the relevant information.

d She might have got the job, if she hadn't been so nervous.

e She could have mentioned her interpersonal skills.

f He ought not to have handwritten his CV.

1.D Personality counts

TR3 Activity 2 Listening – a new career

Jenny: Look, Ali, this is part of the Reed website ... I'm wondering whether to apply for a job. What do you think?

Ali: Mmm. What appeals to you about Reed?

Jenny: Well, I'm pretty tired of working in Accounts. It's all about staring at numbers on a screen. I feel frustrated. I've got lots of drive and I want to develop my career, but there aren't enough opportunities here.

Ali: Well, it says they want people with passion and motivation. So that sounds good. What about commercial awareness?

Jenny: That's OK. I've learnt about business working in Accounts, but I just don't get a chance to do things for myself.

Ali: So, Jenny, which type of job do you think you'd like?

Jenny: Being a recruitment consultant appeals to me, actually. I'm a pretty sociable person and I'm interested in people ... and I'm sure I could develop good interpersonal skills, given half a chance.

Ali: Well, go for it, I think it's a terrific idea. They say they'll support you to develop your career. I think that's exactly what you're looking for.

Jenny: I'll let you know how I get on. Do you want another coffee?

2 Business abroad

2.A Setting the scene

TR4 Activity 5 Listening – a phone call

Amelie: Geneva Airport Media Services, Amelie Lambert speaking. How can I help you?

Seamus: Oh, hello. This is Seamus Franklin, from ABC Engineering in Dublin. I wrote to you about advertising at the airport, and you suggested a meeting.

Amelie: Oh yes, Seamus. Good to hear from you. Yes, I do think a meeting's a good idea. I could take you around the airport and show you all the advertising spots. So, when do you think you'd like to come?

Seamus: Well, next week would be ideal, because then I could report to our board meeting on the 11th of April.

Amelie: April ... let's see ... well, April the 3rd, 4th or 8th are all free at the moment.

Seamus: Wonderful. Can we say April the 3rd?

Amelie: Oh, hang on a minute. I've made a mistake. No, the 3rd isn't possible, I have to be in Munich for a meeting. What about the 4th?

Seamus: Yes, the 4th is fine.

Amelie: Excellent. Let's allow the whole day, so that we can sort out all the details. When do you think you can get here?

Seamus: There's a daily flight from Dublin at 8:15, so I should be with you by about 10:00 or 10:30 in the morning.

Amelie: Perfect. Let's say 10:30, to be safe. So, that's Friday the 4th of April, at 10:30. We'll start in my office, have lunch, then we'll have a look around the airport. Thanks for calling, Seamus, and I look forward to meeting you on the 4th.

2.C Minds on media

TR5 Pronunciation A – stressed and unstressed modal verbs

a When can we meet?

b How can I help you?

c We can start in my office.

d My boss thought I should come to see you.

e We should allow a whole day.

f You should visit our website.

TR6 Pronunciation B – stressed and unstressed modal verbs

a I should be there by 10:00, if my flight arrives on time.

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- b** We should be through by 4:00, but you never know, do you?
c I should get the contract to you tomorrow, unless there are some problems with it.
d Our company should be able to get the deal.
e Where is Peter? He should be here by now.
f It should be in the folder marked 'Reports' – I put it there this morning.

2.D Airport on the move

TR7 Activity 2 Listening – our airport

a Speaker 1: The airport authority encourages its staff to use public transport to come to work, rather than drive, through a range of schemes, including a travel card which entitles staff to reduced fares on buses and trains.

b Speaker 2: The airport has proposed measures for noise mitigation, which include banning noisy aircraft and restricting night-time flights for wide-bodied aircraft.

c Speaker 3: Our group is committed to minimizing environmental impact through an integrated approach, which includes safety, noise, air quality and airport accessibility.

d Speaker 4: We have achieved our target to buy 3% of our energy from renewable, eco-friendly resources, such as wind and water.

e Speaker 5: Community relations are a priority with us. We want to make sure local people are given advance warning of any major building works which could affect them.

3 The business of sport

3.A Entertaining times

TR8 Activity 4 Listening – making decisions

Meeting 1

Alec: Are we agreed then? We'll organize a day at the golf course for our guests?

Bill: I'm not sure ... How do we know they even like playing golf? Seems boring to me. Have you thought about taking them to a racecourse instead?

Alec: The secretary told me that their personnel manager is a real golfing enthusiast. So I thought we should go for that.

Davinia: Absolutely right, and the company belongs to the golf club. That cuts down costs quite considerably.

Bill: I see your point, but I still think a day at the races would be more exciting, but I'll go along with what you think. Golf it is.

Meeting 2

Carlotta: I've managed to book tickets for the football match for three of us and our Spanish visitors, but the booking is only provisional. I have to confirm it. Do you all agree with this plan?

David: I'm sorry, I don't agree with it at all. I think it's just a waste of money.

Margret: Mmm ... It's true that this kind of package is quite expensive, David, but I

think it's worth it – the Spanish are important contacts. We'd like to do business with them in the future. My vote is to go ahead.

Frank: I tend to agree with you, Margret. This could mean big sales for us! Let's go ahead and confirm the booking.

David: Well, I still don't think it's the right decision!

3.C A day out

TR9 Activity 4 Listening – telephone messages

Peter: Hello, Doris? Peter here. I'm at the station, but the train's been delayed. It's arriving at 10:30 now. So, I'll wait and when they arrive we'll get a taxi to the office. We'll probably be there around 11:00.

Marisa: Yes, good morning. This is a message for Mr Evans, from Marisa Larelli. I said I'd ring and give you details of my travel arrangements. I'm arriving at Charles de Gaulle Airport on Wednesday, March the 7th, on flight 6505, at 15:45. Are you planning to meet me? If not, please let me know and I'll make my own way into Paris.

Malini: Hello, this is Malini Khan speaking, from Sports Entertainment Ltd. I'd like to confirm that we've booked your party in for the special hospitality package: reception, three-course lunch, private box and six reserved VIP seats for the match. That's on Saturday, April the 4th. Please arrive at the club at 11:00.

TR10 Pronunciation – wh~ questions and intonation patterns

- a** What have you been up to, then?
b How are you getting there?
c Will you be able to meet them?
d Has their flight landed?
e Which package did you go for?
f Who did you speak to?
g Are you meeting them at Customs?
h What plans have you made for the annual dinner?
i Are you feeling nervous about it?
j What are your plans for the visit?

3.D Cheap and chic?

TR11 Activity 3 Listening – where to go

Rita: Hitomi, I'm so worried! The boss has asked me to take our Brazilian visitors out for lunch, but where can I go? All the restaurants here are so expensive.

Hitomi: Don't worry, we'll think of something. Doesn't your company have a corporate dining room where the food is subsidized? Guests like to see the facilities that a company offers.

Rita: Well, yes, but that's where we're taking them for dinner.

Hitomi: Oh, that's no good then ... well look, there's that new Brazilian café in town.

Rita: Yes, I thought of that, too, but the boss said absolutely not. He's been, and he says it's not authentic.

Hitomi: Hey! There's a wonderful new vegetarian salad bar at the railway station.

Rita: Hmm. But it can be fairly noisy, can't it? The atmosphere isn't very intimate, and we couldn't talk about our joint project there at all.

Hitomi: Well, why don't you ask Gunther's, the catering company, to provide you with one of those sandwich trays? That would keep your costs down and keep your minds on business.

Rita: We just don't have a room that's suitable. All of our offices are so small ...

Hitomi: I know! What about the bar at the Excelsior Hotel? It has got a nice, informal setting, but you can get an intimate table in a corner.

Rita: Mmm ... that sounds like a really good idea! I've had delicious food there, and it's not nearly as expensive as the dining room.

4 Selling fashion

4.A Global fashion

TR12 Activity 5 Listening – market share

Dave: Clara, do you think that fashion is global? And what do you think are the main factors that make a fashion company internationally successful?

Clara: Well, there's certainly a single fashion market across the world today. I think the appeal of a strong brand is a key element for success, but it doesn't always guarantee international markets. Look at trainers ... or sneakers as they're called here in the US. Nike started as a low-cost rival to Adidas in 1972, and now it has over 40% of the US market, whereas Adidas only has about 13%. Nike has expanded into a global fashion brand, but even so, almost half of the company's revenue still comes from US sales.

Dave: What is Nike's market share in other parts of the world?

Clara: Independent figures give Nike about 18% of the UK market, for instance, while Adidas with its European heritage, isn't so far behind with about 15% of the market.

Dave: So maybe ability to adapt to local market demands is another major factor?

Clara: Well, that's certainly the case – Nike built their business on a knowledge of fashion trends in the US market, but fashion trends are slightly different in different countries and Nike has had to adapt its advertising and marketing.

Dave: And is that working?

Clara: It seems to be. Sales in newer markets like China and Eastern Europe have increased by about 10% – much more than the increase in the US and the UK.

Dave: Thanks very much, Clara. That's very interesting.

4.B Moving fast

TR13 Pronunciation

- a** The group has activities related to textile design and distribution.
b Look at these pie charts.
c The first Spanish shop opened in 1975.
d The group is made up of several chains.

e There are some variations.

f There are some franchised stores.

g There was a rapid growth in international sales.

h There were changes in the main markets.

TR14 Activity 3 Vocabulary

The Inditex Group is made up of more than 100 companies operating in textile design, manufacturing and distribution.

The group's success and its unique business model, based on innovation and flexibility, have made Inditex one of the biggest fashion retailers in the world.

Our approach to fashion – creativity, quality design and rapid turnaround to adjust to changing market demands – has allowed us to expand internationally at a fast pace and has generated an excellent public response to our retailers' collections.

The first Zara shop opened in 1975 in La Coruña, Spain, a city in which the group first began doing business and which is still home to its headquarters. Its stores can now be found in prime locations in more than 400 cities on five continents.

4.D Creating an image

TR15 Activity 5 Listening – a fashion show

Leila: What did you think of the show, Gerry?

Gerry: I didn't like it at all! It's an outrageous publicity stunt and sensationalist!

Leila: Well, you know – you have to do something surprising these days to grab people's attention, but their clothes are really original. I don't know if you saw it, but their first menswear show in Paris was full of thrilling ideas: the fashion world was dazzled! And the following year, everyone thought their Paris show was the greatest of the season.

Gerry: Still, most people in the high street haven't heard of Viktor & Rolf, have they?

Leila: Maybe not, but they have teamed up with some really big names recently.

Gerry: Well, I guess I'm pretty conservative. I go for practical clothes, you know, stuff with a heritage feel. Like the Jack Wills brand.

Leila: Yeah, they've been very successful in the UK, but can they translate it into worldwide sales?

Gerry: In the UK, they market themselves by word of mouth, which gives them maximum exposure with minimum investment.

Leila: A clever marketing strategy!

Gerry: And customers seem pleased with the quality of the new collections.

Leila: That's true, but I still like the more creative, way-out designers.

5 Business environments

5.A A productive environment

TR16 Activity 3 Listening – a heated discussion

Grace: Bill, I can't stand sitting here. It's so cold! Stella insists on keeping the windows open all the time, rain or shine.

Stella: Well, it's too stuffy otherwise. There's no air in this building.

Will: Wait a minute! Let's not get all upset here. It isn't as bad as all that now, is it, Grace?

Grace: Yes, it is. I'm freezing. Look at my fingers – they're blue! I can't type. And not only that: it's so noisy with the windows open! The traffic outside is deafening.

Stella: I have to keep the windows open if you want to eat smelly food in the office. It's really off-putting.

Will: Hang on, let's not start arguing. Look, Grace, can I make a suggestion: how about not eating in the office?

Grace: Do me a favour! No way! I just can't do my work properly if I can't eat!

Stella: No one else eats hot food at their desk. We just have sandwiches. Why should we make an exception for you?

Will: OK, OK, stop it, you two. I can see I'll have to do something to sort this out.

Grace: Yeah, well. It's easy to make promises. Promises, promises! That's all we ever get! You managers do more harm than good, if you want my opinion!

Will: Well, I don't need your opinion at the moment, Grace ...

Grace: Fine! Maybe you don't need my services either!

5.B Integrated planning

TR17 Activity 5 Listening – an office for rent

Agent: Executive Locations, good afternoon. Can I help you?

Carla: Yes, please, this is Carla Manuelo. I'm making preliminary enquiries about renting office space in the downtown area.

Agent: I'm sure we can help you. We have quite a few prime locations at the moment. What kind of space do you need?

Carla: Well, we'd like space for our team of five, and at least one or possibly two larger rooms, and one smaller room for seminars. We're in management training ...

Agent: Mmm, I see ... so, one or two large training rooms.

Carla: Yes, so we'll need lots of power points for all our presentation equipment.

Agent: Mmm, and a room or some space for printing? That kind of thing?

Carla: Oh yes, definitely.

Agent: And ... let's see ... do you need parking facilities?

Carla: No, but we'd like to be near the subway. And we definitely want a building with air conditioning.

Agent: Right. Let me have a look ...

Carla: Oh, I almost forgot. We'd like a ladies' rest room on the same floor as the offices.

Agent: OK, now we're getting somewhere ... Do you need something right away?

Carla: No. We're looking to move in about three months.

Agent: OK. That's good. Would you like an office with a view? We have quite a few premises on, say, the 20th or 30th floors, with stunning views over the bay.

Carla: We're not really concerned about that. But if it's not on the first floor, we'll definitely need a building with an elevator. I think we're most interested in having good lighting.

Agent: Ma'am, on the 20th floor, with windows on two sides, lighting will not be your principal concern.

5.C An ecological building

TR18 Pronunciation – vowel sounds

a The Swiss Re building has a slim base, with a public plaza and shopping arcades.

b The shape widens as it rises from the ground.

c This leading corporation has gathered all its key employees in one location.

d The design maximizes light and minimizes air conditioning.

5.D Creating a financial district

TR19 Activity 3 Listening – a dictation

This exciting proposal will bring new life to a former industrial site that is now derelict. [full stop] Its location in the historic centre of the city provides an opportunity to create a vibrant new quarter for the 21st century. [full stop] At the heart of the development will be 20,000 square metres of commercial office space, [comma] a four-star hotel with capacity for 300 guests, [comma] 25 residential units and a leisure club with spa. [full stop]

6 Better connections

6.A Communicating in-house

TR20 Activity 4 Listening – instructions

a Trainer: First, click on the START button at the bottom left of your screen. That opens the START menu. Then, find SHUT DOWN at the bottom right of the menu. Don't click on it, but move your cursor over the arrow to the right. A drop-down menu appears. Click once on RESTART. Your machine will shut down and then automatically start up again.

b Trainer: Find the loudspeaker icon at the bottom of your screen. Click on it and raise the bar to increase the volume on your computer.

c Trainer: Right, now, you've got a Word document on the screen and you want to change the style of a word – for example, to change the word into capitals. Right click on the word and you'll see a menu box with

Workbook Transcripts

different style options. Left click on FONT and then choose ALL CAPS from the menu box. That will change the word to capital letters.

d Trainer: When you've typed your message, click on the INSERT tab and then click on ATTACH FILE. That opens up your document folders. Browse your folders until you find the file you want. Click on the file and then click on INSERT and you will see the file attached to your email.

e Trainer: Click the START button, and the menu pops up. Click HELP AND SUPPORT. Type in your query or browse the Help topics.

6.B Don't get a virus!

TR21 Activity 4 Listening – how not to do it

Jason: So, what did you think of that presentation?

Ikuko: It was terrible! Amazingly bad! She spoke so fast I could hardly make out half of what she was saying.

Jason: Yeah, I sure couldn't take down any notes. And she stood right in front of the screen, so I couldn't read her PowerPoint slides, either.

Ikuko: Yes. She just read from her notes, she mumbled, she never once looked at us!

Jason: Well, perhaps she was very nervous. Maybe this was her first presentation.

Ikuko: Well, I can understand that, but if you prepare well, you can get over your nervousness. Breathing deeply helps, too. She should have been better prepared!

Jason: The bottom line for me is that she didn't seem to know very much about her subject at all. She needed to do more research, get the facts straight, put the main ideas across effectively. It was all muddled – she didn't have an introduction, and then she started off by talking about the end of the process. Great! But what happens before that? You need to structure a talk much more clearly.

Ikuko: And when people asked questions, she couldn't answer! She just implied that the question wasn't relevant.

Jason: Yeah, well, it was a lesson in how not to do it. Let's go down to the cafeteria, shall we? We need a strong cup of coffee after that!

6.C A cost-effective system?

TR22 Pronunciation – /v/ and /w/ sounds

Speaker 1: But how does that work?

Speaker 2: It works through a firewall. That's a combination of hardware and software which protects the network.

Speaker 1: Why do we need this system? We've got virus protection already.

Speaker 2: This will make the system less vulnerable and you don't have to invest in costly equipment.

6.D Reaching the world

TR23 Activity 5 Listening – dictation

Paul: Linda! The printer is misbehaving again! There's a page missing from the text I just printed off. Can you read it to me, please?

Linda: Sure. I have it on my screen still. It says: 'Whereas most agencies are only interested in making your site look good, we set higher goals. We design websites that not only project a professional image, but also serve a specific marketing purpose. This is achieved by combining cutting-edge website design and search engine optimization with advanced marketing and relationship-building techniques.'

Paul: OK. Thanks, Linda. Got that now.

7 It's all about people

7.C Moving ahead

TR24 Pronunciation – referring back

a I need to get back to the department. That's fair enough. Let's talk about it later.

b A training course would be an excellent opportunity. That sounds good. But what about the cost?

c I'll have to look into that. Can I get back to you? Sure. That's OK.

d I'm really enjoying working here! Glad to hear it. We're here to help you develop.

7.D Career opportunities

TR25 Activity 2 Listening – a Personal Development Plan

Claudia: Right, Greg, I am just going to brief you on your Personal Development Plan and then send you away to write it.

Greg: OK, so what sort of information do I need to put in?

Claudia: Well, this document lists the various categories such as self-assessment, learning options, etc. But remember that what we are interested in is you – and your development. Don't tell us what you think we want to hear. It's your career – tell us what you want.

Greg: So, do I say anything about the company, or about my sales results?

Claudia: No, we know all that. What we want to hear you say is: this is where I am, this is where I want to go, and this is how I am going to do it.

Greg: Fair enough. So, I'm a sales assistant and eventually I would like to be a sales manager, so I should put that in as my career goal.

Claudia: Exactly, and then think about what your development needs are to help you become a sales manager.

Greg: Oh, I see. So my learning objectives could be to know more about our products and management.

Claudia: That's it. But remember your development needs should be SMART: Specific, Measurable, Achievable, Realistic and Timely. So you could ask to go on a product awareness course, for example. Later

on, when you are ready for it, you could do a supervisory skills course, to learn how to manage others.

Greg: Right, I see. So I list SMART development needs and then say how I can achieve those needs.

Claudia: Yes, but don't forget you also need to think about your strengths and weaknesses.

Greg: Ah, yes, you mean like bad time-management skills?

Claudia: Yes, if planning your time is a problem, then write about the skills you need to improve that.

Greg: Yes, that makes sense. How will I check my progress?

Claudia: Well, you should indicate how you are going to keep your plan up-to-date, how you are going to evaluate it, and with whom. Development takes place all the time, so you need to monitor your progress and then plan the next stage. You could do this with me, but if you prefer someone else, write it down and we'll discuss it.

Greg: OK, well, I think that gives me enough to go on. I'll do the first draft and discuss that with you. Next week?

Claudia: That sounds fine.

8 Entertaining business

8.A Art and business

TR26 Activity 4 Listening – negotiation tactics

a Listen, Bruce. What we are offering covers all your costs! You can't turn down such a generous offer.

b I am really pleased that we have come to an agreement so quickly. I will ensure that the draft contract is in the mail by tomorrow, so we can finalize things later this week.

c I'm sure the board will turn your proposal down, and then we will both be disappointed. Now, neither of us wants that, do we?

d Perhaps it would be a good idea for you to talk to your board first. Then we can meet again and continue our discussion.

e I think your exhibition is going to be a huge success, and such a lovely location, too!

f Sorry, but I simply can't agree to that. It's against our policy.

8.C Big deal

TR27 Pronunciation – intonation

a Do you think you can help me?

b Would you mind thinking about it?

c Am I right in assuming you have the finance?

d Do you have any idea when you would be going?

e Are you in a position to contribute to advertising?

8.D Customize it!

TR28 Activity 4 Listening – what's the product?

Speaker 1: People used to buy our goods in shops, but it is so much easier on the web. We track our customers' choices closely so that we know exactly what type of books they are interested in. So next time they visit the site, we can recommend new titles to them.

Speaker 2: Our customers are mainly companies who bring their staff or clients over for a fantastic weekend of mystery and suspense – completely tailored to their needs. We have murder weekends, mystery weekends, historical weekends. You name it, we can do it.

Speaker 3: We'll organize a trip to suit you – where you want to go, how long you want to spend there, and when you want to travel. We can book your flights, your hotels – everything. Our holidays are for independent travellers who don't want to be herded around.

Speaker 4: Our clients don't want to think about how to entertain their customers or their friends. They ask us to do it for them. We find the venue, book the entertainment and the catering – whatever the client wants.

Speaker 5: People who use our products are games fanatics – they love sitting in front of a screen for hours on end, living out their fantasies and making up their own stories.

9 How is it made?

9.C It's made of plastic

TR29 Activity 5 Listening – production and business processes

a So, what we did is, we sent out questionnaires and did some telemarketing – calling up potential customers. Most of them were interested to hear about our ideas for home entertainment software.

b You see, when the furniture finally arrives in our warehouse, it's up to us to ensure that they get to our customers. Quite a complicated job, I can tell you – but we are supported by the latest technology.

c I love talking to people! I enjoy going out each day to see existing customers and find new ones. Have a coffee, talk about new products, see if they're interested. Don't forget, mobile technology is constantly evolving, so people are always willing to see you.

d I am happy to say that most of the time our customers are quite satisfied with our products and services. But sometimes you get these professional complainers on the phone: 'I've bought this tool and I don't like it!' Nothing is good enough for them and they always want their money back.

e You can make what you want, but if at the end of the day, it doesn't sell, or doesn't make a profit, then what's the use? So, we have to look carefully at the potential of every new car we want to produce. And that's where my department comes in.

TR30 Pronunciation – vowel sounds

- a** bad
- b** bunker
- c** began
- d** cab
- e** come
- f** stuck
- g** swum
- h** stamp
- i** truck
- j** rang

10 Money matters

10.A Bank your money

TR31 Pronunciation – stress

a I'll put a leaflet in the post to you this evening.

b I will open my business next week, if it's the last thing I do!

c I'm going to start my own business – an online jewellery company.

d I am going to leave my job – I've decided, and no one can stop me!

e I'm seeing some new premises on Friday.

f I am meeting the bank manager – at four o'clock tomorrow!

g We'll be employing five or six people to start with.

h She won't need any help. She can manage on her own.

10.D Ethical moves

TR32 Activity 5 Listening – survey results

Presenter: According to the results of a poll released today, patterns of saving and spending are changing radically. The survey, which questioned 1,000 people aged 15 plus by phone, found that UK consumers are more and more concerned about the impact their savings can have on other people and the environment, particularly in the developing world. Banks lend savers' money in order to make a profit, but sometimes this is lent to brutal overseas regimes or to environmentally damaging projects. Savers, according to this survey, are increasingly likely to do something positive about this.

75% of people are more aware now of the impact that their money has than they were five years ago. 90% of the people questioned wanted to know more about the financial products they bought and wanted information on how their money is invested. There are more critical consumers who do not simply believe the banks' advertising.

A lot of people believed that there would be a further development in ethical banking: 66% thought that an increasing number of people would choose to use their money to benefit both themselves and others in the future. People are looking for new ways to use their money that benefit the people and places

they care about most. 75% of respondents appeared to be unhappy with conventional ways of saving and wanted new, more ethical alternatives.

Interestingly, these results come at a time when sales of Fair Trade products, which guarantee producers in the developing world fair wages and working conditions, have been growing steadily.

Many people think of their bank as a faceless institution governed solely by their self-interest. 70% of those surveyed felt that banks are not really concerned about their customers.

The same number of respondents felt that profit was more important to their banks than personal service.

11 Advertise it!

11.B Sound advice

TR33 Activity 3 Listening – making recommendations

Consultant: Tell me, what media have you been using in your campaigns so far?

Client: Well, we have placed adverts in the international trade journals – both print and online. Expensive business, that, but worth it. Lots of response.

Consultant: Why did you choose that option?

Client: We felt it would improve our image and we were looking to boost our share of the international market, and we thought this was the best way.

Consultant: There are a number of other options I could recommend. I think you should go for an Internet search advertising scheme. You know, work with search engine results, directing people to your own site.

Client: That sounds appealing, but what would it cost?

Consultant: I think we will be able to fit it into your budget. I also think you should prepare a company background brochure for promotion in this country, which you can distribute through a direct mailing campaign.

Client: What about a television commercial?

Consultant: I'd advise against that one, I'm afraid. Your products are very specialized; I think you need to target your advertising carefully.

11.C Selling space

TR34 Activity 4 Listening – a telephone conversation

Donald: You're through to Donald Jones. How can I help you?

Jeannette: Good morning, Jeannette Hudson here. We spoke the other day about advertising.

Donald: Oh yes, I remember. What have you decided?

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Jeannette: Well, first of all, thanks for sending me all the information. That was really helpful. I'd like to buy a listing in your directory.

Donald: Excellent, and what type of listing would you like?

Jeannette: I'd like to go for an enhanced listing.

Donald: Good thinking. Remember you can add your company logo. That will show off your company really well.

Jeannette: How much was that again?

Donald: Just £140 extra. It will make a much stronger visual impact.

Jeannette: OK. I'll go for the logo, too.

Donald: Excellent. Now, let me get you a price, erm ... that would come to £1,756.

Jeannette: Yes, but you promised me, as a new client, a discount of 20% for the first year.

Donald: Quite right. So for the first year we would be talking about ... bear with me a moment ... £1,405.

Jeannette: That sounds about right.

Donald: Great! I'll put it all in writing and then we can start thinking about the copy.

TR35 Pronunciation – th /ð/ and d /d/ !

a	than	Dan
b	there	dare
c	they	day
d	then	den
e	though	dough
f	those	doze
g	breed	breathe
h	sued	soothe
i	seethe	seed

11.D Creating an image

TR36 Activity 4 Listening – peer marketing

Alison: So, what's special about peer-to-peer marketing?

Barry: Well, the main thing is a company doesn't send its message directly to its target market. Instead it gets individual people to pass the message on to other members of the target group. People respond much more positively to recommendations from friends than they do to ads straight from a company.

Alison: So it focuses very much on group identity?

Barry: That's right. The targeted group is seen as attractive to individual consumers because their friends are part of that group.

Alison: People want to belong to a group, don't they?

Barry: A lot of people do, yes. The idea underpins products such as those launched by the Jay Jays and Mambo clothing brands. Take Mambo – one of the largest surfing clothing brands in the world. It made its name among the surfing community in Australia and the 'news' spread around the world among surfing communities, and then among

other communities that admired surfers and wanted to dress like them.

Alison: So, it's word-of-mouth advertising, really?

Barry: Exactly. But it is combined with lifestyle. Again, take Mambo. Where Jay Jays focuses on sea, sand and surf, Mambo is a brand with more 'attitude' and other groups want to buy into that.

Alison: I suppose peer-to-peer marketing works best for people between, what, 16 and 25?

Barry: Yes, this is the demographic that uses social media most – and of course it's also the key age group for surfwear brands like Jay Jays and Mambo.

12 Energize!

12.A Let's meet up

TR37 Activity 2 Listening – at a conference

Max: Hi, I'm Max Johnson. I represent SoftEnergy Incorporated, from New York. Nice to meet you. Busy conference, don't you think? Always good to meet people. I'm an energy consultant. I'm here to learn more about the advantages of solar energy, so I have registered for the workshop on solar panel installations.

Shelly: Pleased to meet you, Max. I'm Shelly, Shelly Adams. I'm from Australia, and I represent Country Energy. I'm one of their Environmental Engineers. I've come to the conference to get to know more people here in the States – networking is always a good thing to do, isn't it? I was thinking of going to the wind energy seminars. There's a lot going on around wind energy in Australia at the moment.

Dieter: Well, Max, Shelly, nice to meet you. My name is Dieter Horstmann. I am from Germany and I work for the Ministry for the Environment in Cologne. I am head of the Renewable Energy Department. I want to learn about American hydroenergy projects. But this morning, after the plenary session, I will be meeting up with the US Energy Secretary, so I won't be going to any of the sessions today.

TR38 Pronunciation – strong and weak forms of some and any

- a I can't find anyone to help me.
- b Somebody told me this, but I can't remember who.
- c Would you like some coffee?
- d Have you got any writing paper?
- e Have you any idea where it is?

12.D Energy for education

TR39 Activity 4 Listening – the news

Newsreader: Plans for wind farms built on the British countryside are being blocked by local residents who object to the creation of giant wind generators and the noise they

fear they will create. Over the past few years, many plans for wind farms have been halted by public enquiries.

The UK, however, has more potential than any other country in Europe for generating wind power. The environmental pressure group, Friends of the Earth, also insists that green power in the UK must have a future. Campaigners say that the best energy solution lies with giant wind farms in the sea. It has proved easier to get planning approval for offshore projects, and the UK – together with Denmark and Germany – now has some of the biggest wind farms in the world.

Despite this increase in the capacity, however, the unit cost of wind power is still higher than that produced by fossil fuel, but supporters say that the costs are falling consistently and wind power will be economically viable within two decades.

A | ALTE levels

ALTE levels

***Business Update*, ALTE and international exams**

Business Update has been devised to fit exactly with the specifications of:

- The Council of Europe Common European Framework of Reference for Languages
- The *Can do* statements of the ALTE Levels (Association of Language Testers of Europe)
- The Examinations that fit into the ALTE Framework, such as the UCLES (Cambridge Examinations) BEC Preliminary and Vantage and the London Chamber of Commerce and Industry (LCCIEB) English for Business First Level and Trinity ISE 1 and 2

ALTE typical abilities of work-related language

	Examples of 'Can do' statements: Listening and Speaking	Examples of 'Can do' statements: Reading	Examples of 'Can do' statements: Writing	Business English examinations at relevant levels	<i>Business Update 1 and 2</i> correlations
ALTE Level 1 Waystage user CEF A2	Can state simple requirements within own job area, such as, 'I want to order 25 of ...'	Can understand most short reports of a predictable nature that they are likely to meet, provided enough time is given.	Can write a short comprehensible note of request to a colleague, or a known contact in another company.	LCCI English for Business Preliminary (CEF A1–A2) Trinity ISE 0	<i>Business Update 1</i>
ALTE Level 2 Threshold user CEF B1	Can express opinions in simple terms.	Can understand the general meaning of non-routine letters within own work area.	Can make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.	Cambridge English: Business Preliminary LCCI English for Business Level 1 (CEF A2–B1) Trinity ISE 1	<i>Business Update 1/ Business Update 2</i>
ALTE Level 3 Vantage user CEF B2	Can take or leave messages with only occasional misunderstanding of facts.	Can understand most factual product literature within own work area.	Can deal with all routine requests for goods and services.	Cambridge English: Business Vantage LCCI English for Business Level 2 (CEF B1–B2) Trinity ISE 2	<i>Business Update 2</i>

CA | Common abbreviations

a.m.	before noon, between midnight and midday	PIN	Personal Identification Number
asap	as soon as possible	plc	public limited company
Assoc.	association	PS	postscript
Asst	assistant	PTO	please turn over
cc	(carbon) copies to	ref.	Reference
CD	compact disc	UNO	United Nations Organization
c/o	care of, at the address of	VAT	value added tax
cont.	continued	WWW	worldwide web
CV	Curriculum Vitae		
dept.	department		
e.g.	for example		
encl.	enclosures OR enclosed		
et al	and others		
etc.	etcetera, and so on		
EU	European Union		
FAQ	Frequently Asked Questions		
fwd	forward		
GATT	General Agreement on Tariffs and Trade		
GNP	Gross National Product		
HR	Human Resources		
i.e.	that is		
ILO	International Labour Organization		
IMF	International Monetary Fund		
Ltd	Limited		
MEP	Member of the European Parliament		
mfr	manufacturer		
NATO	North Atlantic Treaty Organization		
NB	(nota bene) note well		
OECD	Organization for Economic Co-operation and Development		
OPEC	Organisation of Petroleum Exporting Countries		
PA	Personal Assistant		
p.a.	per year		
p.m.	after noon, between midday and midnight		

BUSINESS UPDATE 2

Business Update provides students with the English skills they need for business using a carefully planned combination of task-based and multi-functional practice. It teaches specialist vocabulary and provides authentic business scenarios in which skills can be practised. The approach to learning prepares students in dealing with everyday office life, such as telephoning, working with facts and figures, taking orders and dealing with customer enquiries. Each level in the series is made up of three components: a Course Book, a Workbook and a Teacher's Book.

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