OXFORD Business English

INTERNATIONAL EXPRESS

Teacher's Resource Book

Intermediate

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OXFORD

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Course overview

Introduction

Learner needs

International Express Intermediate is a course for adult professional learners. These learners

- need English as a language of international communication in both professional and social contexts
- need to review and build on the grammar they have already covered
- need to develop fluency and accuracy
- need to extend and develop their active and passive vocabulary
- have limited time available for study
- can develop strategies to enable them to take control of their own learning.

Course aims

International Express provides

- clear learning aims, targeted to learners' needs
- the grammar, vocabulary, and functions necessary for learners to become operational in a range of professional and social situations
- a new approach to grammar which guides learners to work out rules of meaning and usage, supported by clear, easily accessible grammar summaries and reference material
- strategies for effective vocabulary learning
- materials adapted from authentic sources, to reflect learners' needs and expectations.

Rationale

Syllabus and approach

The grammatical, lexical, and functional content of the course is targeted specifically to meet those needs which adult professional learners have in common. The choice of items, and the order in which they are introduced, is determined by frequency, and usefulness to the learners' operational needs.

Grammar items are presented in realistic contexts, chosen to reflect both meaning and use. Learners analyse data and examples from listening or reading texts, and are then guided to work out rules. The accompanying Pocket Book is used in class, to verify conclusions, and is also a reference source.

Vocabulary development

Vocabulary development is especially important for learners at this level. Each unit has a topic which provides a natural context for the grammar, vocabulary, and functions introduced. Topics are chosen for their interest and usefulness, and develop the learner's range of key vocabulary. In addition, the Wordpower section of each unit presents effective strategies for organizing and learning vocabulary.

Focus on functions

Key functional exponents, selected for their high frequency and usefulness for common professional and social situations, are presented, to enable learners to increase their confidence in dealing with those situations. The focus is on interaction, on both initiation and response.

The exponents present a separate situational syllabus, linked by theme and topic to other sections of the unit.

Teacher's Resource Book

The Teacher's Resource Book has two main sections:

- Teaching notes
- Resource file

Teaching notes

The teaching notes have been written with both the experienced and the less experienced teacher in mind. The detailed, step-by-step guide to teaching each unit is designed for the less experienced teacher in particular. The experienced teacher may also find the other material in the teaching notes useful.

The notes include some background information about topics, key vocabulary needed for each activity, and suggestions for extra practice.

Answers to the exercises in the Student's Book are incorporated, and a full listening script is on pp. 162–175.

Resource file

The **Resource file** is a source of photocopiable material which can be used either as extension or consolidation material, or for revision. The detailed teaching notes indicate the point at which a piece of material can be suitably used.

Materials in the Resource file are organized into files: Grammar, with additional practice activities, and grammar games with cards which aim to develop students' understanding and use of tenses; Vocabulary, with material for regular and systematic reviews of the key vocabulary in each unit; Skills, with texts adapted from authentic sources to provide additional vocabulary and skills work, and a variety of role-play, discussion, and speaking activities; and Functions, with activities to review the functional language from the **Focus on functions** sections.

There are two additional Communications files which are not directly linked to the Student's Book and which can be used as appropriate. CF1 gives specific practice in telephoning. CF2 gives extended practice in the most common forms of business communication – phone conversation, text message, fax, email, and letter.

There are also three tests, which can be used after Units 4, 8, and 12.

The **Resource file** has brief instructions for activities where these are necessary, and a photocopiable answer key.

Teacher's Resource Book: contents

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Answer key	pp. 154–161
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Student's Book: unit structure

Each unit has four sections. The sections are linked by topic, and are designed to follow on from one another. **Wordpower** and **Focus on functions** have their own developmental syllabus, to enable them to be followed as a separate strand, if necessary.

Language focus presents and practises the target grammar in a context related to the general topic of the unit. It has four stages:

1 An introductory activity which sets the scene for the presentation topic. This activity aims to stimulate interest, to find out what learners already know about the topic, and to introduce and check vocabulary. It is also a brief discussion stimulus – questions, photos, or extracts which give vocabulary and background information to the topic. It is designed as a whole class activity.

2 Presentation of the target grammar in a realistic context, a listening or reading text related to the topic of the unit. Comprehension is checked by questions or a transfer task.

3 Grammar analysis, which focuses on examples of the target grammar from the presentation text, and guides learners towards formulating rules. Learners are then referred to the grammar summaries and reference material in the Pocket Book.

4 Practice. This provides a series of activities, moving from controlled to freer practice, designed to enable learners to gain fluency and confidence in using the target grammar. There is a variety of individual, pairwork, and group work activities, which maximize opportunity for intensive practice. This stage ends with a group activity which provides an opportunity for freer communicative practice, followed by a feedback activity such as a mini-presentation.

Pronunciation is included in each unit, except Unit 1. This section has either discrete item pronunciation practice, or work on stress, rhythm, and intonation. Learners are asked to identify and discriminate, then practise particular points linked to the focus of the unit. It aims to raise awareness.

Wordpower presents and activates a lexical set or semantic field related to the topic of the unit. At the same time it introduces a variety of strategies for organizing and learning vocabulary effectively, which learners can use independently. It has two stages:

1 Introduction of topic-related vocabulary, demonstrating a particular vocabulary learning strategy.

2 A follow-up practice activity, to activate the vocabulary introduced.

Skills focus has longer listening and reading texts, adapted from authentic sources, which provide further exposure to the target grammar of the unit and develop listening, speaking, and reading skills. It has three stages:

1 A preview to introduce and stimulate interest in the topic, through a quiz, discussion, short text, or questionnaire.

2 A task or tasks to complete while reading or listening. This might involve finding the answers to the preview quiz, completing a chart, or preparing questions for other students.

3 Follow-up. These are pairwork and group work communicative activities such as discussions, writing tasks, or presentations, designed to activate new vocabulary and to build confidence.

Focus on functions presents and practises basic key phrases which adult professionals need for socializing and telephoning. To provide continuity, and a clear context, the **Focus on functions** dialogues develop a scenario involving a number of characters. There are two main stages:

1 A range of possible exponents is presented. Students then identify the exponents being used in a recorded dialogue.

2 Controlled, then freer role-play. This provides the opportunity to build fluency and confidence.

Student's Book Contents

	Language focus	Wordpower	Skills focus	Focus on functions
Unit 1 *p.6* An international project	Tense review Present Simple and Present Continuous Action and state verbs	Personal information file Learning vocabulary	National branding	Introductions and greetings Welcoming a visitor
Unit 2 *p.16* New companies	Past Simple and Present Perfect Simple review *used to* + infinitive Subject and object questions	Work file Dictionary skills (1)	Company and job profile	Answering the phone Making and changing appointments Pronunciation: /s/, /z/, /ð/, /θ/; saying dates
Unit 3 *p.26* World languages	Comparative and superlative adjectives Relative clauses	Adjectives file Personal attitudes and qualities	Past, present, and future languages	Giving opinions Agreeing and disagreeing Participating in a meeting or discussion Pronunciation: sounding polite
Unit 4 *p.36* Consumer trends	Present and past trends: Present Continuous, Past Simple Adjectives and adverbs	Food file Word groups	Ethical consumerism	Advice and suggestions Pronunciation: /ʃ/ and /tʃ/
Review Unit A *p.46*				
Unit 5 *p.48* Time for a break?	Passives: Present Simple, Present Continuous, Present Perfect Simple, Past Simple, *Will* Future	Leisure and fitness activities file Word combinations	Fit to work	Leaving recorded messages Using mobile phones Pronunciation: stressing important information
Unit 6 *p.58* Home and away	Past Simple, Past Continuous, Past Perfect	Gerunds file Personal management	Gap years for adults	Requests and offers Exchanging information Pronunciation: contrastive stress
Unit 7 *p.68* Bridging the culture gap	Modal verbs: *must/mustn't/needn't, have to/need to* Pronunciation: contractions	City descriptions file British English and American English	International outsourcing	Giving talks and presentations
Unit 8 *p.78* On a global scale	Arrangements and intentions: Present Continuous, *be going to* + infinitive, *will* + infinitive	Money and finance file Collocations	Hosting a major event	Types of business communication Texting Pronunciation: sentence stress
Review Unit B *p.88*				
Unit 9 *p.90* What if ... ?	Time clauses 1st and 2nd Conditionals Expressing probability	Phrasal verbs file Dictionary skills (2) Pronunciation: stress in phrasal verbs	Urban living	Writing emails
Unit 10 *p.100* Transitions	Present Perfect Simple and Present Perfect Continuous Time phrases	Job descriptions file Collocations Word-building Pronunciation: word stress	Getting your ideal job	Describing a process Interviewing techniques
Unit 11 *p.110* Critical incidents	3rd Conditional *should have (done)/shouldn't have (done)* Pronunciation: weak forms, sentence stress	Culture file Confusing words Dictionary skills (3)	A tough choice	Business correspondence
Unit 12 *p.120* Hard news, soft news	Reporting spoken language: statements, questions, orders, and requests	Politics and current affairs file Collocations	News and views	Social responses Common expressions Saying goodbye Pronunciation: showing degrees of enthusiasm
Review Unit C *p.130*				

Listening script *p.132* **Answer key** *p.143*

The adult learner

Adult learners have experience, knowledge, skills, and abilities which can be put to good use in the language learning situation. The tasks and activities in *International Express* require learners to take responsibility, to initiate, to make decisions. Handing over responsibility, whether for working out a rule, for deciding on effective learning strategies, or for running a group activity, can have a very positive effect on learners' confidence, and is an essential part of enabling learners to become operational. Effective learning is guided by the teacher, but the learner is encouraged at all times to be independent.

Grammar

The approach taken encourages learners to think about meaning, analyse examples, and complete rules in order to discover the concepts and use of different grammar structures. Learners are guided to use language as data from which they can work out rules and concepts for themselves.

Your students may be unfamiliar with this approach to grammar, so at the beginning of the course, work with them as they complete the rules in the grammar section, questioning and prompting them so they understand how they can use data to work out rules of meaning and usage. The teaching notes give suggestions for using examples of the target structure in the **Language focus** listening and reading texts to guide students, and of the questions you might ask in the early stages.

At the end of each grammar section, use the grammar summaries and tables in the Pocket Book to check and confirm with your students the hypotheses they made. Encourage them to use the Pocket Book regularly.

Group activities

The group work tasks in *International Express* are designed to be done as 'students in charge' activities. As a general rule, put students in charge of group activities as often as possible, so they get used to leading this part of the lesson. Make sure they understand their role and responsibilities first, then hand control over to them. In group discussions, for example, appoint a student as chairperson in charge of the discussion, instead of leading the discussion yourself.

All learners need to understand very clearly what they have to do in group activities. Explain the task clearly and set a time limit where appropriate. During the preparation stage, walk round and check progress, helping where necessary, but let the students take control of the activity whenever possible. This can be very motivating as it increases involvement in learning and enables the learners to make use of their own skills and experience.

There are many opportunities in *International Express* for students to make presentations, present results, or give feedback at the end of a group task. If an overhead projector is available, give students transparencies so they can prepare a presentation.

When the students are in control, take a back seat so students no longer focus on you as the person in charge. Monitor students' use of language and do remedial work on mistakes later. Remember also to give positive feedback. Praise students for what they did well, both in terms of their use of language and the way in which they carried out the task.

Feedback and correction

Students need feedback on the language they produce, but the amount of correction, and the techniques used, depend on the stage of the lesson and the learners' needs. It is important that your students know when you will correct them, and you may want to spend time at the beginning of the course agreeing with them when and how they can expect correction and feedback. Always give the student who made a mistake the opportunity to self-correct, then invite correction from other students. If no one can correct the mistake, give the correction, check students understand it, and get them to repeat the correct version.

In whole class activities in the **Language focus** and **Practice** stages of the lesson, where you are working on the target structure in a controlled exercise, correct on the spot. In group work and freer practice activities, on-the-spot correction may interfere. Intervene in such activities only when help is needed or when communication breaks down. Use the Monitor sheet in the Teacher's Resource Book (p. 145) to make a note of the most important mistakes, and do remedial work on the mistakes later. Write the mistakes on the whiteboard, or give students photocopies of the Monitor sheet. Students then work in pairs or groups and try to correct the mistakes. You may also like to give each student a blank Monitor sheet where they can note down corrections.

Vocabulary

Wordpower presents and practises a variety of strategies for organizing and remembering vocabulary. Encourage your students to experiment with different strategies, and allocate time in class to discuss how effective they find them. Encourage learners to decide what is the most efficient strategy for them. They are provided with a range of strategies and techniques to choose from.

The teaching notes for each lesson suggest the vocabulary which needs to be checked at a particular point. Depending on your students' needs, decide whether you want to teach the vocabulary for active use, or for passive understanding. For active use, elicit or explain the meaning, and ask check questions to make sure students have understood. Then provide practice contexts in which students can use the new vocabulary and practise the pronunciation. Encourage your students always to record active vocabulary. Some vocabulary needs only to be checked in order that it does not interfere with understanding.

Review vocabulary regularly. There are vocabulary sections in both the Review Units and the Tests, and regular vocabulary reviews in the Teacher's Book Resource file.

Organizing group work and pairwork

There is a variety of individual, pairwork, and group work activities in *International Express*. In very small classes you may prefer to do some of these activities as whole class activities, rather than divide students into pairs or groups. It is important for the stages of a lesson to have a variety of both activity and interaction patterns, however, and putting students into pairs or groups gives them more opportunity to speak. It also encourages students to work with each other and creates a classroom atmosphere in which learners expect to learn from each other as well as from the teacher.

Some pairwork activities are in two stages, to maximize the communicative value of the task, and to give students the opportunity to work with a number of people. Students first work together as AA, BB pairs, for example, to prepare questions for a survey. They then change partners and form AB pairs for the second stage of the activity, in this case to carry out the survey.

Role-play activities, whether done in pairs or in groups, can often benefit from being done in three stages. In the first stage, the students prepare what they are going to say, and practise while the teacher monitors. There is then a feedback stage, where students discuss any problems and the teacher gives advice and suggests alternatives. In the final stage, the students carry out the role-play.

Pronunciation

The approach to pronunciation is designed to raise awareness of particular elements, and to encourage learners to identify patterns and work out rules for themselves.

One-to-one courses

International Express can be used for one-to-one courses with very little adaptation. All the pairwork activities can be done if the teacher takes the role of the other person in the pair. Many of the group activities which come at the end of **Practice** and **Skills focus**, for example, discussions, presentations, and interviews are appropriate in one-to-one teaching situations.

UNIT 1

Language focus

1 Set scene by asking: *What is a multimedia company? What services does it provide?*
Students read home page and email.

- Check they know who Piet and Rosa are.
- Check answers, whole class.

Key
1 An independent multimedia production company specializing in the travel and cultural sector.
2 Video and television programmes, web design, consultancy, and management, media presentations, management training videos and e-learning products.
3 The International food and drink project.
4 The presenter and interviewer of the International food and drink project.

2 Students read through questions. Check vocabulary: *set up, responsibilities, involve.*

1.1 - Play recording.
- Students check answers in pairs.

1.1 - Play recording again.
- Check answers, whole class.

Key
1 Fifteen years ago.
2 Since they were at university.
3 Rosa is the creative person and Project Manager. Piet is the Business Manager, deals with negotiations, looks for financial partners.
4 Paul is the Financial Manager, deals with the financial aspects of running the business. Louise is the Promotions Manager, handles marketing and advertising.
5 Yes.

- Elicit other information students remember about NMP, Piet, Rosa, Paul, and Louise.

3 Students read the sentences.

- Students discuss questions in pairs.
- Check answers, whole class.

Key

1	past a	present d, e, f	a time from the past to the present b, c
2	Present Simple d, e Present Perfect Simple b, c	Present Continuous f	Past Simple a

Present Simple and Present Continuous

As students may be unfamiliar with this approach to grammar, explain that in this section of each unit they will work with data from the listening or reading texts in *Language focus*. This will enable them to work out and clarify grammar rules for themselves.

- Students read sentences and match to categories.

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

- Ask students to describe their regular and current activities.
- Write examples on board and ask students which category (a–f) they are.
- Check students use position of frequency adverbs correctly.

Refer students to Pocket Book p. 11. Explain how they can use this as a source of reference throughout the course, in and out of class.

Action and state verbs

Students need to understand the difference between state and action verbs, and know that state verbs are not normally used in the continuous form.

- Students read through examples, and complete rules in pairs.
- Check answers, whole class.

Key Verbs which express an action or activity, e.g. *bring, arrive, manage, travel, work,* are used in both simple and continuous tenses. They are called **action verbs**. Verbs which express a state, e.g. *understand, believe, know, want, be, like,* are not normally used in continuous tenses. They are called **state verbs**. Some verbs, e.g. *have, see, look, taste, think,* are used in both simple and continuous tenses. They express either an action or a state.

Refer students to Pocket Book p. 2.

Practice ❶ Students complete exercise individually.

- Check answers, whole class.

Key

1 am/'m travelling
2 comes
3 look, are
4 tastes
5 am/'m seeing
6 don't understand
7 is/'s thinking, is/'s not/ isn't
8 are you tasting
9 has
10 see
11 Are you looking, think
12 travel
13 are/'re having
14 Do you bring

Resource file 1.1

❷ Elicit possible questions for first two statements.

- Students discuss possible questions in pairs. Tell them to note their questions on a piece of paper, not in their books.
- Go through students' suggested questions. Where a question suggested by a student is not possible (e.g. a *Wh-* question where a *Yes/No* question is required), elicit the reason.

1.2 ❸ Play recording, pausing after interviewer's questions for students to write.

Key

2 Did you grow up in London?
3 What did you do after school?
4 What did you do when you finished the cookery course?
5 Where did you work after that?
6 What languages do you speak?
7 How long have you had your restaurant?
8 What do you enjoy doing in your free time?
9 Do you have any plans for the future?

❹ Elicit some questions and write on board as examples.

- Students work in AA, BB pairs to prepare questions.
- Students do interviews in AB, AB pairs.
- Students report back on interviews to whole class. Summarize reports on board, grouping similar answers.

❺ Divide class into discussion groups.

- Nominate a student to chair discussion, and another student to take notes. Tell groups they will have to report back to class.
- Monitor group discussions.
- Groups report back to whole class. Write most interesting/useful ideas on board. Encourage students to follow advice on how to become a better language learner!

Wordpower

The *Wordpower* section for this unit suggests ways of organizing and recording vocabulary effectively.

1. Students read suggestions individually and mark each one *1*, *2*, *3*, or *?* as follows: *1* = I agree, *2* = I already do this, *3* = I'd like to try it, and *?* = Why is this a good idea? (They can use more than one mark for each suggestion.)
   - Discuss suggestions one by one, whole class.
   - Where necessary, elicit the reasons for the suggestions.
   - Encourage students to suggest other methods they use.
2. Students work individually. Make sure the exercise is timed (2 minutes).
3. Students discuss which words they remembered/forgot and possible reasons e.g. familiarity, length, position, sound, method of memorizing.
   - Discuss answers, whole class.

Organizing vocabulary

Make sure students understand that learning vocabulary is much easier if it is organized in a systematic way.

1. Give students time to organize words and add words.
   - Students compare their topic groups in pairs.
   - Invite two students to board to write their topic groups and headings.
   - Elicit other ways of organizing words. Ask which method they prefer.

Key **(Possible answers)**

Home/location	Education	Work	Leisure interests
centre	subject	full-time*	surfing
flat	degree	colleagues	exercise
suburbs	course	salary	holiday
garden	college	commute	evening class*
			*could also go in Education

2. In pairs, students make true sentences about themselves, e.g. *I live near the city centre, I've never done any surfing, but I'd like to try it.*
   - Ask some students what they learned about their partner.
3. Students complete word groups individually and check in pairs.
   - Check answers, whole class. Write on board.
   - Elicit other suitable words for each group.

Key **(Possible answers)**

to make an arrangement/an appointment/a decision/a phone call
financial/promotions/bank/hotel manager
course/hard work
work force/room/shop/station

4. Students complete table individually.
   - Check answers, whole class.

Key

employ	employment	employable	employee/employer
negotiate	negotiation	negotiable	negotiator
operate	operation	operational	operator
tour	tour/tourism	touristy	tourist

5. To introduce concept of compound nouns, write *company* on board. Ask what other nouns commonly combine with *company* (*limited*, *policy*, etc.).
   - Students do the exercise individually, then compare answers in pairs.
   - Check answers, whole class.

Key **(Possible answers)**

home cooking	college friends/programme/year
working hours	TV programme
dress code	gap year
health club/programme	family pet/friends

6 Students interview partner and then report back to class.

Recording vocabulary

1 Elicit ideas such as spelling, meaning, grammatical information (e.g. *What type of word is it? Is it followed by a preposition, a noun, a gerund, etc.?*), examples of use, and pronunciation.

2 Students identify the items in the word frame.

- Check answers, whole class.

Key 1, 2, 3 (stress only), 4, 5, 7, 8

3 Students can work individually or in pairs.

- Check answers, whole class.

Reviewing vocabulary

Students discuss questions in pairs.

- Discuss, whole class. Stress importance of reviewing vocabulary regularly.

Asking for help with vocabulary

1 Students work individually. Then check answers, whole class.

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

2 Students note down alternative phrases.

- Write good suggestions on board.
- To give students a chance to practise the questions, say phrases with unfamiliar words, or speak very quickly, etc.

Key **(Possible answers)**

1 What's the meaning of ...
2 Sorry, can you say that again?
3 How do you say ... in English?
4 Can you spell it for me?
5 Could you lend me your dictionary?
6 Could you say that more slowly?

Resource file 1.2

Skills focus

1 Divide class into discussion groups.

- Each group nominates a chairperson and a student to take notes.
- Monitor the discussions.
- Groups report back, whole class.

2 Check meanings of words in A and B.

- Students work in pairs. Do not go through answers yet.

Key **(Possible answers)**

Brazil – fun-loving, carnival, football
Germany – practical, rational, engineering
Italy – stylish, fashion-conscious
Ireland – traditional, fun-loving, Guinness
Jamaica – relaxed, reggae music
Japan – high-tech, technology
New Zealand – adventurous, the outdoor life
Scotland – traditional, authentic, heritage
Singapore – high-tech, technology
Switzerland – efficiency, precision

3 Pairs report back, whole class. Do not confirm or correct yet.

❹ Students read article to check their answers in ❷ and ❸.

- Check vocabulary in article: *image, stereotypes, emphasize, promote* (help something to be successful), *investment, become trapped, hub.*
- Students work individually to answer the three questions.
- Check answers, whole class.

Key
1 It can become trapped by its image, and it is difficult for people to accept 'non-typical' brands.
2 New Zealand, Ireland, Spain, Scotland
3 The economic development agency created a special project ('Scotland the Brand'), defined a positive image, held marketing events and promotions, and recruited companies to promote the brand.

❺ Students work in pairs or groups, then discuss, whole class.

❻ Each student talks to a student from at least one other pair or group, asking e.g. *What adjectives do you associate with (country)?* and adding any extra adjectives or products to the list from ❺.

- Ask some students to report back.

❼ Discuss questions, whole class.

❽ Divide class into groups.

- Each group nominates a different student to take notes.
- Monitor the discussions.
- Groups report back, whole class.

❾ In mixed nationality classes, put students of the same nationality together. In single-nationality classes, divide topics among different groups.

- Groups present their advice to other groups, or write up for display.

Resource file 1.3

Focus on functions

Introductions and greetings

❶ Ask students if they recognize anyone in the photograph (Piet and Eric).

- Students read through questions.
- Elicit introductions and greetings that speakers could be using.
- **1.3** Play recording once, pausing if necessary for students to write answers.
- **1.3** Play recording again, if necessary.
- Check answers, whole class.

Key
1 Hello, Eric, how are you? Good to see you again.
2 Eric, I'd like to introduce you to Claire, our secretary.
3 Pleased to meet you (too).

❷ Tell students to decide whether a formal, neutral, or informal introduction is needed for each situation.

- Monitor pairwork.
- Check answers by getting students to role-play in pairs and threes.

❸ Students work individually, then compare answers in pairs.
- Check answers, whole class.

Key a 3 b 4 c 1 d 2 e 5

❹ Follow same procedure as for ❸ above.

Key a N/F b N/F c N d N/F e I

5 Tell students to cover responses on right and suggest appropriate responses, whole class.

- Students match phrases and responses individually.
- Check answers, whole class.

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

6 Students choose phrases in pairs.

- Check answers, whole class.

Key a 3, 6, 8 b 1, 2, 4, 5, 7

7 Tell students to practise introductions and greetings with as many people as possible. If they like, they can invent a persona.

Welcoming a visitor

1 Students list topics and questions.

- Feedback, whole class. Write up topics and possible questions on board.
- Ask students what questions people would not ask in this type of situation in their culture, (e.g. In the UK, people don't usually ask *How much do you earn?*) and whether they know of any differences in other countries.

2 Students note down questions individually, then compare questions in pairs.

1.4 3 Play recording, pausing for students to write questions.

1.4

- If necessary, play again, as a check.
- Check questions, whole class. Remind students of the difference in intonation between *Yes/No* questions (rising) and *Wh-* questions (falling).

Key
1 Which hotel are you staying in?
2 What's it like?
3 How often do you come to London?
4 Do you travel abroad much?
5 Have you been to Toronto?

4 Check vocabulary: *sailing*.

- Students note down questions individually.
- Go through suggested questions, whole class.

1.5 5 Play recording, pausing for students to write questions.

- Check questions, whole class.

Key
1 How long are you staying here?
2 How long have you been with your company?
3 Isn't this weather wonderful?
4 Where did you spend your last holiday?
5 Do you do any sport?

6 Students discuss questions in pairs.

- Feedback, whole class. Elicit from students the reasons why it's important for the visitor to help 'build' the conversation, by showing interest in the topic, asking questions, and giving more than only a *Yes/No* answer.

Key
1 Both the host and the visitor.
2 No.
3 By asking more questions relating to what the speaker has just said.

7 Divide class into A and B roles.

- Ask them to work in AB pairs.
- At the end of the activity, ask them to change pairs, then change roles. Encourage them to be as creative as possible!

Refer students to Pocket Book p. 27.

Resource file 1.4

UNIT 2

Language focus

1 Discuss questions, whole class.

Key dot com companies

2 Set a time limit (10–15 minutes) for students to read text. Tell them to list the main differences, with figures where appropriate.

- Students compare answers in pairs.
- Feedback, whole class.

Key **(Possible answer)**
It does all its business either online (70%) or over the phone (30%). It offers very big discounts on flights and accommodation (up to 65%) and a complete range of other travel products.

3 Tell students clues are in same order as in text. Students work individually.

- Feedback whole class.
- Ask students to make new sentences using the words.

Key

1 package holidays	3 potential	5 contracts
2 discounts	4 negotiate	6 staff

4 Give students time to study the information. Then elicit guesses, whole class.

Key **(Possible answer)**
Friends Reunited helps old friends who have lost contact get back in touch via the Internet.

5 Give students time to read sentences. Check vocabulary: *on leave*.

2.1

- Play recording. Students tick boxes as they listen. Play again if necessary.
- Students compare answers in pairs.
- Check answers, whole class.

Key 1 T 2 F 3 F 4 T 5 F 6 T

6 Students read and match sentences to categories and then to tenses.

Key

1 b Past Simple	3 a Past Simple
2 d Present Perfect Simple	4 c Present Perfect Simple

Refer students to Pocket Book pp. 9, 12.

***used to* + infinitive**

1 Ask questions to check understanding of the example sentences: *Is his wife a flight attendant?* (No, but she used to be.) *Is the speaker still a school student?* (No.)

- Students complete the rule. Check answer, whole class.

Key Use *used to* + infinitive to describe past habits, routines, and states that are now finished.

2–5 Students work in pairs. Then check answers, whole class.

Key
2 We used to run a traditional high street travel agency.
3 Subject + *didn't use to* + infinitive.
4 *Did* + subject + *use to* + infinitive.
5 1 b 2 c 3 a

- Ask students to give true information about themselves, using the three structures in 5A.

Refer students to Pocket Book p. 16.

Subject and object questions

1 Students work individually, then compare answers in pairs.
- Check answers, whole class.

Key 1 There is no auxiliary verb and no inversion in subject questions as there is in object questions.

2 Students work individually. Then check answers, whole class.

Key 2 1 b 2 a 3 d 4 c
auxiliary verb

Refer students to Pocket Book p. 16.

Practice 1 Students work individually, then compare answers in pairs.
- Check answers, whole class.

Key
2 Julie Pankhurst was.
3 Stephen is.
4 Stephen and Jason did.
5 Members do.
6 Seven million (were).
7 International sites (have).
8 Over 400,000 (have).

2 In a large class, students work in groups.
- Encourage students to explain the reasons for their guesses.

3 Students refer back to the text for information if necessary.
- Check answers, whole class.

Key **(Possible answers)**
1 What does ebookers.com specialize in?
2 Who set up ebookers.com?
3 What helped Dinesh when the internet revolution arrived?
4 When did Dinesh open an online department of his travel agency business?
5 How much discount was Dinesh able to negotiate?
6 Where does ebookers operate?
7 How many staff does ebookers employ?
8 What is the largest internet consumer sector in Europe?

4 If class is large, divide students into two A groups and two B groups.
- Students read their datafile.
- Each group discusses possible questions and agrees on the eight best ones. Ensure they choose a mix of subject and object questions.
- Group secretary writes the group's eight questions.
- A and B groups exchange questions.

5 Group reads other text and questions from other group.
- Students discuss, agree on, and write answers.
- Groups return answered questions for checking.

6 Whole class discussion. Encourage students to ask each other questions and agree or disagree with opinions.

7 Check students clearly understand the three categories here: *used to* for past habits, routines, or states that no longer exist; the Past Simple for actions and events when the date is stated or understood; and the Present Perfect for emphasizing present achievements rather than the events which led to them.
- Give students time to write sentences. Monitor and help as necessary.

8 Students work in small groups, reading out their sentences. Encourage listeners to express interest and to ask some questions.
- Ask students to report back what they have learnt about each other.

Resource files 2.1, 2.2

Wordpower

Students need a good English–English dictionary for this Wordpower section. If they do not already have one, encourage them to buy one.

1 Students work in small groups.

Key 1
correct spelling, pronunciation and stress, word class (n, v, adj, etc.), definitions, examples, grammatical information (e.g. followed by gerund or infinitive), idiomatic uses of the word, etc.
2

somebody	something
singular	plural
uncountable noun	countable noun
American English	British English

2 Students work individually. Then check answers, whole class.

Key **Company**
1 co. 2 both 3 ●•• 4 a good, b keep

Employ
1 un-, -er, -ee, -ment 2 an employment agency 3 •●• 4 a as, b on

Work
1 *work* is more general and is uncountable; *job* describes the particular work that you do to earn money, and is countable
2 out of work 3 ••●• 4 a for, b on

3 Check understanding by asking students to explain each item in different words, e.g. synonyms: *words with similar meanings*.

4 Students work in pairs with dictionaries.

- Check answers, whole class.

Key

customer, client, buyer	lay off, fire, make redundant
establish, set up, found	income, salary, earnings

5 Students work in pairs with dictionaries. Check understanding: *makes* (general products), *sells* (retail goods), *provides* (a service), *produces* (a manufactured product), *specializes in* (a particular service or goods).

- Monitor to check example answers.

6 Students work in pairs. Encourage them to guess before checking.

- Check answers, whole class.

Key a sack b perks

7 Students work in pairs. Check answers, whole class.

Key **(Possible answers)**
company car, private health insurance, free lunch, reduced gym membership

8 Students work in pairs, using dictionaries as necessary.

- Check answers, whole class. Ask how they found the answers.

Key overtime, overtake/take over, overturn, turnover, overheads, all over/overall

9 In some dictionaries students can find antonyms easily (e.g. *dishonest* is found with *honest*), but in other dictionaries, the antonym is only listed separately (e.g. *dishonest* is found only under *d*).

- Ask students to say how they found the answers in their dictionaries.

Key

1 dishonest	inflexible	unmotivated	impatient
indecisive	uninteresting	irresponsible	impractical

2 *re-* to do again *co-* to do together

10 Students find the BrE equivalents of the AmE words in their dictionaries.

- Check answers, whole class.

Key note (money)
catalogue
mobile phone
rubber
work experience
holiday
social security
place in an office where a person works – especially with a desk and computer

Skills focus

1 Check vocabulary: *Chief Executive Officer (CEO)*.

- Students discuss in pairs.

2 Students work individually. Then check answers, whole class.

Key 1 d 2 e 3 b 4 a 5 c

2.2 **3** Students read, then listen. Play first part of recording several times.

Key

1 1914	6 subsidiary	11 reputation
2 headquarters	7 assembly line	12 design
3 1940	8 2,000	13 development
4 1993	9 25	14 client
5 takeover	10 June 2004	

2.3 **4** Students read sentences, then listen and correct the items that are wrong.

- Check answers, whole class.

Key Nationality: **British**
Began racing go-karts at the age of **eleven**. Won European Cup and came **third** in World Championships.
Started work for Ford Car Company at the age of **17**.
Studied **engineering** in England.
Worked in various departments at Ford: engineering, **marketing**, sales, forecasting.
1996–1999 worked in **Japan** for Mazda.
1999–2002 Vice-President of **Product** Development for Ford Europe
2002–2003 CEO of Ford **Europe**
2003–2004 Freelance consultant
Joined Maserati as CEO in **June** 2004.
Languages: English (native speaker) and Italian (**intermediate**)

5 Discuss, whole class.

2.4 **6** Students listen and make very brief notes.

- Students compare answers in pairs.

2.4

- Play recording again if necessary.
- Check answers, whole class.

Key 1 8 a.m.–7.30 p.m.
2 check emails, meeting with the head of the racing department, tour the factory, meeting with the Product Marketing team, meeting with the directors, meeting with the Honorary President of the Maserati Members Club, give a speech to suppliers, evaluate a prototype of a new car on the test track, fly to Rome for a ceremony with the Italian President, lunch with the head of Fiat
3 working with the cars
4 how to balance work with relaxation

7 Students read sentences and think of possible answers.

2.4 🎧
- Play recording again. Students complete sentences as they listen.
- Pause recording occasionally to check answers. Ask students to read out whole sentences.

Key
1 the whole Maserati operation
2 understand all aspects
3 make sure everyone is working
4 be visible
5 contact with different people
6 in meetings
7 working with the cars
8 balance work, important skill

8 Elicit questions that the interviewer asked by writing prompts on the board:
1 *job?* 2 *qualities?* 3 *typical day?* 4 *like most and least?*
- Students work in pairs to interview each other. Monitor pairwork.
- After pairwork, give feedback, whole class.

9 Divide class into groups. Each group nominates a student to take notes.
- Monitor the discussions.
- Groups report back, whole class.

Resource file 2.3

Focus on functions

1 Elicit alternatives for first two phrases, whole class.
- Students complete the exercise in pairs before looking at Pocket Book.
- Check phrases, whole class.

Key **(Possible answers)**
1 This is Claire Hallan.
2 Could I speak to Ms Lanson, please?
3 I'm sorry, her line is busy.
4 Can I take a message?
5 Could you spell that, please?
6 The reason I'm calling is to ...
7 What time would be convenient for you?
8 Would next Tuesday be convenient?
9 I'm afraid I'm busy then.
10 Yes, Thursday would be fine.

2 Elicit answer, whole class.

Key To be polite.

3 Ask students for some typical examples of answerphone messages.

2.5 🎧
- Play recording once. Then check answers, whole class.

Key
1 To leave their name, number, and message
2 To arrange a meeting

2.5 🎧 **4** Play recording again, pausing if necessary for students to complete message.
- Students check answers in pairs.

Key
1 to arrange a meeting
2 you manage
3 could make it
4 you call me

2.6 🎧 **5** Play recording once. Then check answers, whole class.

Key
1 On Monday or Tuesday morning.
2 Because she needs to check the time with Piet and Rosa.

6 Elicit suitable words for missing parts, whole class.

2.6 🎧
- Play recording, pausing for students to write.
- Students check answers in pairs.

Key
1 Could you make it
2 I can't make it
3 would be OK
4 Would two fifteen suit you
5 that would be fine

❼ Give students time to read through the conversation, noting ideas in pencil or on separate paper. Then elicit suggestions, whole class.

Key
1 speaking
2 phoning
3 available
4 appointment
5 free
6 possible
7 instead
8 convenient
9 fine

2.7 ❽ Play recording once. Students confirm or correct their answers.

❾ Encourage students to guess meaning of new words and phrases.

- Check answers, whole class.

Key
1 busy
2 call me back early
3 connect you
4 disconnected
5 repeat that
6 Do you want to wait?
7 There's some noise on the line. I'll finish this call
8 difficult to hear, speak more loudly
9 Could you wait and be patient
10 postpone, happened unexpectedly

Pronunciation

2.8 1 Play recording. Students repeat words to identify sounds.

- If necessary, practise individual sounds /s/, /z/, /ð/, and /θ/.

2.9 2 Play recording. Students tick words.

2.9
- Play recording again, pausing after each minimal pair to check answers.

Key 1 sick 2 thing 3 think 4 mouse 5 path 6 worse

- Do further practice of sounds, whole class. Prompt by giving one word of minimal pair, e.g. *pass*. Students give other word in pair: *path*.

3 Students practise saying dates, whole class.

- Point out that we say *Tuesday **the third of** March* or *March **the** third*, *Saturday **the** twelfth of August* or *August **the** twelfth*, etc. Also AmE *March third*, *August twelfth*, etc.

2.10 4 Play recording, pausing after each date for students to repeat.

❿ Elicit examples of phrases needed. Prompt with: *What do you say when you answer the phone/the person called isn't there/you want to leave a message?* etc.

- Give AA, BB pairs time to prepare roles and refer to Pocket Book pp. 25–6.
- Students work in AB pairs to role-play telephone calls, back to back. Monitor pairwork.
- Students change roles and partners, and role-play conversations again.
- Do whole class feedback on success of communication, e.g. *Was it easy to understand the other person? How do you want to improve?* etc.

⓫ 1 Give students time to note their arrangements in diary.

- Students role-play telephone calls, back to back, changing partners.
- Monitor role-plays.
- Give feedback, whole class. Focus on a few key points.

2 Students change some diary arrangements so that the appointments made in 1 must be renegotiated.

- Repeat the procedure for 1.

Resource file 2.4

UNIT 3

Language focus

❶ Students work in pairs. Then check answers, whole class.

Key 1 Cantonese 2 French 3 Catalan 4 Basque 5 French 6 Romansch

❷ Check students can say the numbers correctly. Point out the use of *and* in large numbers, and the use of decimal points and commas, which are both different in many countries.

❸ Students read information about Andrea Harris. Then ask them questions to check comprehension.

- Students read through questions.

3.1 - Play recording, pausing briefly for students to note answers.
- Check answers, whole class.

Key 1 Three 2 French 3 a as an adult b learning Spanish c Japanese

❹ Students read sentences and write about possible answers before they listen.

3.1 - Play recording again, pausing to check answers.

Key
1 a lot harder
2 quicker, easier than, older
3 slightly more difficult
4 a little easier
5 most, most, things
6 nicest, most patient
7 much more
8 as fluent as

❺ Make sure students are familiar with the terms *comparative* and *superlative*.

- Students work in pairs. Check answers, whole class.

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

Refer students to Pocket Book pp. 2–3.

Resource file 3.1

Relative clauses Students read examples and complete rules individually, then answer questions. Check answers, whole class.

Key
- Type A relative clauses give you extra information about the noun they refer to. They are called *non-defining relative clauses*.
- Type B relative clauses give you information that tells you which person, place, or thing the speaker is talking about. They are called *defining relative clauses*.

1 *That* can replace *who* or *which* in a defining (Type B) relative clause.
2 *Where* is used when the subject is a place. *Whose* is used when describing something that the subject possesses.

Refer students to Pocket Book pp. 13–14.

Practice ❶ Students complete the sentences individually, then work in pairs to check answers and tick correct boxes.

- Check answers, whole class.

Key
1 which/that D
2 which ND
3 where D
4 who ND
5 where D
6 which/that D
7 who D
8 whose ND
9 which/that D

❷ After pairwork, check answers, whole class.

Key **(Possible answers)**

1 The population of China is 1.3 billion, which is the highest in the world.
2 Beijing, which is the capital of China, has a population of 13 million.
3 The political leader of China, whose title is President, lives in Beijing.
4 Badaling is a popular tourist location, where you can see part of the Great Wall./Badaling, where you can see part of the Great Wall, is a popular tourist location.
5 China manufactures electrical goods, textiles, and clothing, which are sold throughout the world.
6 Most Chinese people are descended from the Han people, who came from North East China.

❸ Students write sentences individually, then check them in pairs.

❹ Students complete text individually, then compare answers in pairs.

- Check answers, whole class.

Key

1 easiest
2 slightly/a little more
3 a lot/much more difficult/harder
4 most difficult / hardest
5 slightly/a little less
6 less difficult/hard than
7 as
8 as

❺ Divide class into discussion groups.

- In each group, nominate a student to chair the discussion. Change the chair after each topic. Ask other students to take turns taking brief notes.
- Groups discuss all six topics. Monitor discussions.
- Groups report back to class on two topics of their choice.

Resource file 3.2

Wordpower

❶ Elicit the ways mentioned in the text.

❷ Elicit examples of adjectives that describe personal attitudes and qualities.

- Students read and underline individually.
- Check answers, whole class. Check understanding and pronunciation.

Key interested, bored, thoughtful, aggressive, neutral, suspicious, hostile, open-minded, distracted, rude, attentive, supportive, encouraging, intrusive, decisive

❸ Students work individually and check answers in pairs, then whole class.

Key

1 attentive – distracted, bored – interested
2 inattentive, indecisive, unfriendly, uninterested, unsupportive
3 discouraging, biased, polite

❹ Students work individually and check answers in pairs, then whole class.

Key

1 friendly
2 distracted
3 intrusive
4 encouraging, supportive
5 indecisive
6 rude/unfriendly
7 decisive
8 rude

❺ Students work individually and check answers in pairs, then whole class.

Key

1 responsible
2 punctual
3 motivated
4 innovative
5 confident
6 diplomatic
7 flexible
8 analytical
9 thorough
10 enthusiastic

❻ Students in pairs ask and answer the four questions.

- Then discuss questions 2–4, whole class.

Resource file 3.3

Skills focus

❶ Discuss, whole class.

Key 3 The Ancient Egyptian language used the earliest form of writing, known as hieroglyphs, from the mid-4th millenium BC. Hieroglyphs were pictures that represented words, syllables, and sounds.

❷ Students read individually and find answers. Check, whole class.

Key **(Possible answers)**
1 They were being used in Egypt at the time.
2 Over 2,000 years ago.
3 French soldiers.
4 The town in Egypt where it was discovered.
5 Jean-François Champollion.
6 It was used to check the meaning of early written languages.
7 To preserve basic knowledge of the world's languages for future generations.

3.2 ❸ Play recording. Students note answers. Check answers, whole class.

Key 1 one thousand 2 Long Now Foundation, San Francisco 3 664

❹ Go through the web page, eliciting meaning of unfamiliar vocabulary.

3.2 • Play recording again, pausing to check answers.

Key

1 one thousand	4 online	7 pronunciation	10 microscope
2 disk	5 book	8 two hundred	11 world
3 container	6 grammar	9 one to three	12 rosettaproject.org

❺ Students work in discussion groups. Nominate a student to chair the discussion in each group.

- Then discuss questions 1 and 2, whole class.

❻ Tell students to decide in pairs which reasons are relevant to people who need languages for work.

- Whole class discussion to decide the three most relevant reasons.

Resource file 3.4

Focus on functions

❶ Use photograph to remind students of Rosa, Piet, and Eric, and to set scene.

- Check vocabulary: *finance, investment, pilot programme, budget.*
- Students read through questions.

3.3 • Play recording once, pausing briefly for students to note answers.
- Students compare answers in pairs.

3.3 • Play recording again, if necessary.
- Check answers and vocabulary, whole class.

Key 1 Three
2 Japan, Mexico, and Thailand
3 The cost of making programmes in those countries will be too high for NMP's budget.
4 France, Italy, and Spain

❷ Refer students to table. Elicit phrases students know/remember.

3.3 • Play recording again, pausing for students to write phrases under headings.
- Students compare phrases in pairs.
- Check phrases, whole class.

Key See complete table under ❹ below.

❸ Students read through questions.

- Check vocabulary: *consultant, choice, cuisine, expert.*

3.4 • Play recording once, pausing briefly for students to note answers.
- Students compare answers in pairs.

3.4 • Play recording again, if necessary. Then check answers, whole class.

Key 1 Investors and TV companies.
2 They need someone who knows the country and cuisine well.
3 María Ferrando agreeing to be their consultant on Spain.

❹ Students note any phrases they remember.

3.4 🎧
- Play recording again, pausing for students to write phrases under headings in ❷.
- Check phrases, whole class.

Key

Asking for opinions
How do you feel about ... ?
Do you think ... ?
Do we all agree?

Giving opinions
I'm sure...
Personally, I think ...
I really do think ...
I'm inclined to think ...
I'm quite sure.

Agreeing
I agree completely.
Yes, that's an important point.
Yes, definitely.
Yes, Piet's right.
Yes, I'd go along with that.
Yes, I agree with that.

Expressing doubts and reservations
Maybe, but ...

Disagreeing
I'm afraid I can't agree with that idea.

❺ Students answer questions in pairs.
- Check answers, whole class.

Key
1 a I'm sure ... , I'm quite sure ... , I really do think ...
b I'm inclined to think ...
2 Yes, definitely. I agree completely.
3 (Possible answers)
Sorry, but I don't agree.
I'm afraid I can't agree with that idea.

Refer students to Pocket Book pp. 21–2.

❻ Students complete list of phrases individually, referring to Listening scripts 3.3 and 3.4.

Key

Opening
Shall we start?

Interrupting
Before you go on, could I say something?

Asking for clarification
Sorry, I don't quite follow you.
Could you explain what you mean by ... ?

Checking agreement
Do we all agree then?

Moving on
Let's move on to the next topic.

Summarizing
So, to sum up, we've agreed that ...

❼ Students compare lists of phrases in pairs, and check in Pocket Book, p. 22.

Pronunciation

3.5 🎧 1 Play recording twice. Check answer to question.

Key b

- Explain that flat intonation can sound uninterested and practise rising intonation, slightly exaggerating or using gesture if necessary.

3.6 🎧 2 Play recording once. Students tick the sentences which sound polite.
- Check answers, whole class.

Key 1 a 2 b 3 b 4 a 5 a

3.7 🎧 3 Play recording, pausing for students to repeat after each sentence.

❽ Review phrases for participating in a discussion, giving/asking opinions, agreeing/disagreeing.
- Divide class into discussion groups of 3–4 people. Each student chooses one of the topics and chairs discussion of that topic.
- Monitor discussions.
- Feedback whole class, using Monitor sheet (p. 145).

UNIT 4

Language focus

❶ Students discuss in pairs. Monitor discussion.

❷ Students work individually. Check answers, whole class.

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

❸ Students read text individually and write notes using listed topics as headings.

- Students compare answers in pairs.
- Check answers, whole class.

Key **(Possible answers)**

1
more shopping at night-time;
more spending on communications technology;
earning and spending more money;
living longer so spending more, e.g. on travel

2
more night-time opening;
eating less traditional food and more western-style food, drinking less *sake* and whisky, more red wine and beer;
more working women;
divorce rate doubled between 1980 and 2000;
proportion of elderly people increased dramatically

❹ Students work individually, underlining examples.

- Check answers, whole class.

Key **(Possible answers)**

Growth in sales of communications technology, increase in sale and use of mobile phones, increase in telephone bills, increase in divorce rate, more single-person households, fall in birth rate, increase in life expectancy, more elderly people.
Past Simple.
Retail outlets expanding opening hours, people consuming less traditional food and more western-style meals, business people in their 50s spending more on communications technology, more women working and earning more.
Present Continuous.

❺ Students work individually, then compare answers in pairs.

- Check answers, whole class.

Key

1 33%	3 33%	5 over 100%	7 17.7%
2 10%	4 over 60%	6 5.7%	8 26.8%

❻ Give students some time to look again at the article and/or their notes from ❸. Tell them to tick/cross items that they know are similar/dissimilar in their country.

- Discuss the question, whole class.

❼ Give students time to read sentences and match them to categories.

- Check answers, whole class. Elicit more examples for each category.

Key 1 c 2 a 3 d 4 b

Present and past trends

Students read examples and complete rules.

Key We use *of* after a noun and before the amount.
We use *in* after a noun and before the topic.
We use *by* after a verb.
We use *from* and *to* after a verb and before two amounts.

- Point out the stress shift in the pronunciation of *increase* (verb) and *increase* (noun) and its opposite *decrease* (verb) and *decrease* (noun). Get students to practise saying sentences with these four words.

Refer students to Pocket Book p. 28.

Practice

❶ Students work in pairs using phrases from grammar box.

- Check answers, whole class, eliciting both ways of describing each trend.

Key b People are watching more television and video./More people are watching television and video.
c People are going to the theatre less./Fewer people are going to the theatre.
d People are going to bars and cafés a lot more./A lot more people are going to bars and cafés.
e People are reading books a lot less./A lot fewer people are reading books.

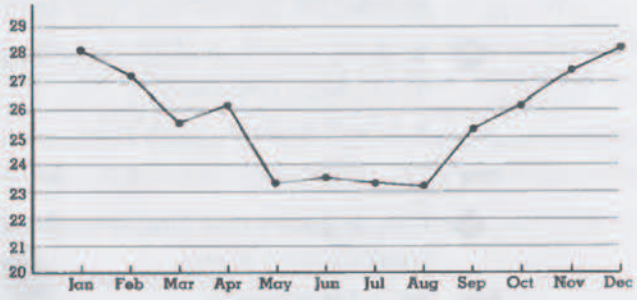
❷ Each pair chooses two topics to discuss. They exchange opinions about present trends and possible reasons for trends.

- Monitor the discussions.

❸ First, draw a simple graph on board and use it to elicit verbs that might be used in a description of past trends: *increased*, *went up*, *fell*, etc. Use your graph to show the meaning of *fluctuated* and *levelled off*.

4.1 - Students listen and draw graph, then compare their graphs in pairs.

Key



❹ Students complete extract individually.

4.1 ❺ Play recording again, pausing to check answers.

Key

1 went down	5 rose	9 went up
2 fluctuated	6 levelled off	10 increased
3 increased	7 decreased	11 reached
4 fell	8 reached	

❻ Students discuss answers in pairs. Feedback, whole class.

Key They are adverbs because they end in *-ly*.
Add *-ly* to the end of the adjective. For adjectives ending in *-y*, change the *-y* to *-i* and add *-ly*.

❼ Students work individually. Then check answers, whole class.

Key

1 dramatic, c	4 gradual, a
2 sharp, e	5 slight, b
3 steady, d	

8 Go through bar charts to make sure students understand the information.

- Make sure pairs do not all choose the same bar chart. Set a time limit.
- Monitor preparation. Help if necessary.
- Students give their presentations to the class. (Either one student presents or students divide presentation between them.) Encourage other students to listen and ask appropriate follow-up questions.

9 Students work in small discussion groups. Monitor discussion. Note their use of the lesson's target language and give feedback afterwards.

- Groups report to class interesting/controversial points from their discussion.

Resource file 4.1

Wordpower

1 After reading the instructions, see if students can do this task in 30 seconds.

Key 1 c 2 d 3 a 4 b

2 Students write the six headings, then write words from texts under correct headings. Tell them to put a ? against words they are not sure about.

- Students work in pairs or groups on the ? words, using dictionaries if necessary.
- Check answers, whole class. Practise pronunciation. Get students to mark the correct stress in words on their lists.

Key
1 chicken, bacon, sirloin steak
2 shellfish, smoked fish, sushi, oysters, octopus, salmon
3 mushrooms, salad, olives, tomatoes, grape, potatoes, apples, bananas, grapefruit
4 wine, champagne, *sake*, coffee, orange juice, beer
5 cheese, yoghurt
6 pastries, cakes, *antipasti*, spaghetti, mushroom sauce, soup, cereals

3 Give students a time limit to think of other foods. Write the six headings on board. Then list students' suggestions under headings.

4 Students work individually, then compare answers in pairs and use dictionaries if necessary.

- Check answers, whole class.

Key 1 c 2 j 3 f 4 e 5 h 6 i 7 b 8 a 9 g 10 d

5 Give students a time limit to think and discuss in pairs. Then write their suggestions on board.

Key **(Possible answers)**

1	2
chilled – melon	roasted – meat
deep-fried – chips (BrE)/fries (AmE)	barbecued – sausages
grilled – fish	grated – cheese
ground – spices	sliced – cucumber
marinated – meat	crushed – garlic
poached – eggs	
sautéed – potatoes	
smoked – fish	
stuffed – peppers	

6 Divide class into discussion groups, which choose a chairperson for each topic.

- Monitor discussion.

Resource file 4.2

Skills focus

1. Divide students into groups and set a time limit (5 minutes). Groups choose a spokesperson to report back.
   - Feedback on group discussions, whole class.

2. Students work individually and check answers in pairs, using dictionaries if necessary. Then check answers, whole class.

Key 1 d 2 g 3 l 4 i 5 j 6 b 7 h 8 k 9 c 10 e 11 a 12 f

4.2 3. Give students time to read sentences. Then play recording.
   - Check answers, whole class.

Key 1 T 2 T 3 F 4 F 5 F 6 T 7 F 8 F

4. Students read questions and prepare to take notes.

4.2
   - Play recording again. Students take notes and then compare notes in pairs.
   - Check answers, whole class.

Key **(Possible answers)**
1 Global production is increasing more slowly.
2 They rose steadily from 1.3 million to 2.1 million.
3 They went up dramatically from 0.2 million to 2.1 million.
4 It dominates world cinema and stops film industries in other countries developing.
5 It is becoming more popular in the West.

5. Students work in pairs preparing ideas for discussion. Then conduct a mini-debate, whole class, with a vote at the end.

6. Invite students to guess the likely order of the four topics. Then tell them to read the article and check their guesses.
   - Check answers, whole class. Deal with any new vocabulary.

Key 1 c 2 a 3 d 4 b

7. Students work individually. Check answers, whole class.

Key
1 Amount spent on organic food products (by 2002).
2 Amount spent on 'green' household products (by 2002).
3 Amount spent on cosmetics not tested on animals (by 2002).
4 Amount spent on responsible tourism (by 2002).
5 Amount invested in funds with ethical criteria (in 2003).
6 Rate of growth in investment in funds with ethical criteria.

8. Students work in discussion groups, then report back to whole class.

Resource file 4.3

Focus on functions

1. Use photograph to remind students of María Ferrando, the Spanish consultant recommended by Eric Carlin at the meeting in Unit 3.
   - Students read text and briefly discuss answers in pairs.
   - Discuss, whole class. List examples on board under country names.

2. Students read through questions. Use a map of Spain to point out the Basque country, Catalonia, and Andalucía to students if necessary.

4.3
   - Play recording once, pausing for students to write answers.
   - Check answers and vocabulary, whole class.

Key
1 The Basque country, Catalonia, and Andalucía.
2 Basque cooking has the reputation of being the best in Spain.
3 Its men-only gastronomic clubs.

❸ Draw students' attention to headings and phrases. Elicit phrases students know/remember from recording.

4.3 🎧
- Play recording again, pausing for students to write phrases under headings.
- Students compare phrases in pairs, then check phrases, whole class.

Key See complete table under ❻ below.

❹ Elicit phrases, whole class. Refer students to Pocket Book p. 17. Stress importance of beginning a rejection with *I'm afraid* ... or *I'm sorry, but* ... not to sound rude.

Key I'm sorry, but that's out of the question.
That's very interesting, but ...

❺ Students read through questions. Check vocabulary: *sherry*, *confectionery*.

4.4 🎧
- Play recording once, then check answers, whole class.

Key
1 It's very interesting and varied.
2 *Cava* is produced there.
3 *Paella* originated there.

4.4 🎧 ❻ Play recording again, pausing for students to write phrases under headings in ❸.
- Check phrases.

Key

Asking for advice and suggestions
Do you think we should ... ?
What would you suggest?
What would you advise us to do ... ?

Giving advice and suggestions
It might be a good idea to ... T
I'd suggest you ...
I'd recommend you ...
You should ...
If I were you, I'd ...
You could ... T
How about ... ?

Accepting ideas
Yes, I think we should do that.
Yes, let's do that.
Yes, I'll be happy to do that.
Yes, that's an interesting idea.

Rejecting ideas
I'm afraid I'm not very keen on that idea.

❼ First, tell students to cover B. Elicit possible endings for phrases in A.
- Students work in pairs to match phrases, then check answers, whole class.

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

Pronunciation

4.5 🎧 1 Play recording.
Students repeat each pair of words to identify sounds.

4.6 🎧 2 Play recording. Students tick sentences.
4.6 🎧
- Play recording again, pausing after each pair to check answers.

Key 1 b 2 a 3 a 4 b 5 b 6 a

4.7 🎧 3 Play recording. Students repeat each sentence.
- Do further practice of sounds, whole class. Prompt by giving one word of minimal pair, e.g. *share*. Students give other word in pair: *chair*.

4.8 🎧 4 Play recording. Students listen and repeat.

❽ Divide students into groups to brainstorm ideas. Encourage groups to choose different projects. Set an appropriate time limit for preparation.
- Monitor group preparation.
- Groups present their ideas.

Resource file 4.4

UNIT 5

Language focus

1. Discuss, whole class. Ask for reasons for guesses.

2. Go through the list, eliciting examples where appropriate and inviting students to guess which hotels offer each facility.

3. Students read text and do the two tasks.
   - Check answers, whole class. Answer any further vocabulary questions.
   - Ask which hotel they would enjoy most and why.

Key
a Crowne Plaza: conference facilities, air-conditioning, satellite TV, high-speed Internet access, swimming pool, fitness centre.
b Desert Resort: moonlight camel rides, private entrance to each guest room, swimming pool.
c Misión del Sol: year-round sunshine, health treatments.

4. Students read the eight headings and prepare to take notes.

5.1
- Play recording. Students write brief notes.
- Check answers, whole class.

Key
1 Another conference is being held at the same time.
2 It's served all day in the café.
3 It's served between 12 and 2.30 in the private dining room.
4 Guests are invited to join the management by the swimming pool.
5 The air-conditioning in the business centre is being repaired.
6 There are some changes to the programme.
7 It can be found in the reception area.
8 They are going to have breakfast after questions.

5.1 5. Give students time to read sentences. Then play recording, pausing to check answers.

Key
1 is being held
2 are served, is located
3 are invited
4 is being repaired, will be completed
5 have also been changed, is being printed
6 is currently being extended, can be found

Passives

Students read examples and answer questions. Note that not all the sentences are in the passive form: students sort them out by answering question 2.

- Check answers, whole class. For question 4, ask students to underline examples, identify tense of each example, and say why passive form is used rather than active.

Key
1 Present Simple: a, b
Present Continuous: e, f
Present Perfect Simple: c, d
Past Simple: i, j
Will Future: g, h
2 Passive: a, d, e, g, i
Active: b, c, f, h, j
3 When the person or thing that did the action is not known or isn't important.
5 For questions, invert the verb *be* and the subject; for negatives, use the negative form of the verb *be* in the appropriate tense.

Refer students to Pocket Book pp. 8–9.

Practice

1. Students complete sentences. Check answers, whole class.

Key
1 hope
2 are asked
3 takes
4 is being redecorated
5 are installing
6 is being served
7 have been fitted
8 have cancelled
9 has not/hasn't been cleaned
10 were woken up
11 was built
12 opened
13 will/'ll be asked
14 will/'ll be given
15 will not/won't disturb

❷ Tell students to refer to the reviews on p. 48 where necessary.

- Check answers, whole class.

Key
1 Where is the hotel located?
2 What will be opened next year?
3 What are guests requested to wear?
4 How are the bedrooms furnished?
5 What entertainment has been arranged?
6 What is currently being extended?
7 What has recently been opened?
8 How was one delegate treated?

❸ Students underline examples of passive in the text and then take turns to ask and answer questions using the underlined verbs, e.g. *What was soon forgotten?* (Answer: *The stress of modern life.*)

- Monitor pairwork. If important mistakes are made, do task again, whole class.

❹ Check vocabulary: *press release, disused, multiplex.*

- Students choose correct tense and form for each verb.

Key
1 was started
2 is still continuing
3 is/'s finished
4 will be provided
5 are also planned/being planned
6 will be opened
7 will host

❺ Elicit stages like those in the datafile in ❻. (Ask students to close books first so that they can't see this.) If necessary, write some cues on the board, e.g. *construct, prepare, install, organize, print, invite.*

❻ Students work in AA, BB pairs. Tell students to read only their own datafiles. Give them time to read. Answer any questions.

- Check understanding of the task: ask all A students *What is the first question you need to ask your partner?* (Answer: *When was government approval received?*) Do the same for the B students. Check that they write the questions in the correct place on their datafiles.
- Students write the remaining questions. Check as many as you can.
- Students change partners to form AB pairs and ask each other their questions in order to complete their datafile with the correct time phrases.

❼ Students work in discussion groups. Each person chooses one topic and talks about changes/projects in that topic area. Listeners ask questions like those in ❻.

- Each student writes a project report using the four headings from the datafiles in ❻ and passive sentences.

Resource file 5.1

Wordpower

❶ Ask a few students how they like to spend their free time after working hard. Then tell students to read the eight sentences. Check vocabulary.

- In pairs, students discuss the remaining two questions above the sentences.

❷ Students can refer to the sentences in ❶ to help them with this matching task.

- Check answers, whole class.

Key (See ❸ below.)

❸ First, check vocabulary in the box. Use the three cartoons if necessary.

- Draw attention to the example. Then students work in pairs.
- Check answers, whole class.

Key

go for	+ an action	a run, a walk
go to	+ a place	the spa, the driving range
join	+ a club	a reading group
play	+ a game	rugby, tennis, netball
play for	+ a team	a local softball team
take	+ a course	a computer course, pottery classes
take part in	+ a play or competition	an athletics competition
take up	+ a hobby or interest	a new hobby, t'ai chi

4. Students in pairs take turns talking about each of the five questions, taking care to use correct verb + noun/gerund combinations. Monitor pairwork.

5. Students make a list of their activities, taking care to use the correct verb + noun combinations, then read each other's lists and ask questions. Write cue words on the board: *Where, When, How often*, etc.

6. In discussion groups, one person takes notes about each of the four categories. If the group contains different nationalities, any differences should also be noted.
   - Groups report back, whole class.

Resource file 5.2

Skills focus

1. Use photographs to introduce the lesson topic: health and fitness in relation to work. Then give students a few minutes to discuss the questions in groups and report back briefly to the class.

2. Give students some time to think about the question, then elicit suggestions. Write them on board.

Key **(Possible answers)**
healthy food in cafeteria; good chairs and computer equipment, and correct lighting at desk or workstation, fewer lifts inside the building in general, more natural light and fresh air; sports facilities inside and outside the building/courts, etc.

3. Tell students to read article without stopping to find out how many of items on board are mentioned.
   - Check answers, whole class. Do not give help with vocabulary yet.

4. Students work individually to find vocabulary items. Then compare answers in pairs.
   - Check answers, whole class.

Key

1 gather	3 aromatherapy	5 made-to-order
2 initiative	4 conventional	6 alert

5. Students work in groups and list advantages and any disadvantages.
   - Groups report to class.

6. Students read and make guesses. Discuss, whole class.

7. If necessary, tell students to copy chart with bigger space for writing notes.

5.2
   - Play recording through, twice if necessary.
   - Students compare notes, then check answers, whole class.

Key **(Possible answers)**
Abib Cury
morning – workout at gym before work, start-the-week class on Mondays, lift weights, swimming
breakfast – strong black coffee, nothing to eat
lunch – sandwich at desk
dinner – eats out with friends at least three times a week, usually eats after midnight
weekends – soccer on beach and watersports (but rarely), tennis on Sunday evening, soccer on Friday evening

Gao Da Cheung
morning – sometimes joins father for t'ai chi
breakfast – regular at 6.30 a.m.
lunch – regular at midday
dinner – regular at 6 p.m.
weekends – spends Sunday with family

❽ Students discuss in pairs.

- Then discuss question 1, whole class, and take a vote.

❾ Students work in discussion groups and choose a chairperson and a note-taker for the planning task.

- The presentation task can be done by a representative or shared among group members.

Resource file 5.3

Focus on functions

Leaving recorded messages

5.3 ❶ Play recording. Students listen and match. Check answers, whole class.

Key a 3 b 1 c 4 d 2 e 5

5.3 ❷ Play recording again. These sentences are printed in the order in which they are spoken on the recording. Both alternatives are correct, with no change of meaning (except in 2).

Key 1 first 2 second 3 second 4 second 5 first

❸ Check that students understand what they are going to hear: messages left on the answerphones of the people or businesses in ❶.

5.4 • Play recording. Students listen and match. Check answers, whole class.

Key 1 c 2 e 3 a 4 b

5.4 ❹ Play recording again, pausing after each message to check answers. Ask students which phrases are different from those in their own language.

Key

1	a message for	b just wanted to	c fix up
2	a 020 848 3497	b get back to	c four o'clock
3	a some more	b manage	c get a moment
4	a got your message	b Let me know	c Speak to you soon

Refer students to Pocket Book pp. 25–6.

Pronunciation

5.5 1 Play recording. Students repeat the phrases with stressed words.

2 Emphasise to students importance of stressing important information, especially over the telephone where non-verbal communication can't be used.

- Students practise in pairs, saying the message more fluently each time.

3 Students work in pairs to make complete sentences from the information words.

- Check answers, whole class.

Key **(Possible answers)**

a Hello, Eric. This is George. Can we meet in the bar of the Grand Hotel on Wednesday at 6 p.m.?

b Hi, Eric. This is Peter. I'm sorry, but I can't make our squash game. How about tomorrow instead?

4 The important words are the ones given in **3**. Students practise saying the messages fluently and with correct stress.

5 Students work in pairs, sitting back-to-back. It may help to demonstrate the activity first with another student.

Using mobile phones

As a warmer, ask students if they have a mobile phone with them in class. Tell them to show it to a partner and explain why they chose it. If they don't have one, tell them to explain why not.

1 Give students a time limit to list advantages, disadvantages, and other uses. Then discuss, whole class.

Key **(Possible answers)**

1 Advantages: can be used anywhere/at any time, can be taken on trips or abroad. Disadvantages: line not always good, lack of network coverage, possible lack of privacy, possible nuisance factor in public places.
2 sending/receiving text messages, taking/sending/receiving digital photographs, accessing the Internet, diary or calendar, alarm call, phonebook, playing games

5.6 2 Play recording, pausing after each of the eight sentences to get answers.

5.6 3 See if students can say how to complete sentence 1, then play sentence to confirm. Continue like this.

Key

1 Sorry, I can't hear
2 breaking up
3 It's a bit difficult
4 I'll be quick, the
5 I'm in a meeting. Can I
6 lost you
7 Sorry, can you
8 What

4 Students practise in pairs.

5 Students in pairs change roles.

UNIT 6

Language focus

❶ Introduce the lesson topic: living and working in a foreign country.
- Students discuss questions in groups. Give a time limit.
- Groups report back to class.

❷ Students discuss in pairs.
- Then ask for their ideas, such as cultural differences, climate, discipline in the school, etc.

❸ Students read questions.

6.1 🎧
- Play recording. Students take notes.
- Check answers.

Key
1 1998.
2 He studied English Literature at a university in the south of Spain.
3 The pupils are from different backgrounds and cultures.
4 Problems of discipline and classroom behaviour.
5 The variety of London (e.g. food and culture), the village atmosphere.
6 Yes.

❹ Students read sentences.

6.2 🎧
- Play recording. Students tick T or F. Check answers.

Key 1 F 2 F 3 F 4 T 5 F 6 T

6.1, 6.2 🎧 ❺ Students read, then listen and complete. Pause the recording if necessary to give time to write. Stop recording after each section and check answers.

Key
1 a came b was studying c had d wanted
2 a was b 'd known c was teaching d stood up e had never happened
3 a started b was working c was picking d met e finished
4 a had already farmed b came c 'd learnt

Past Simple, Past Continuous

Students read examples and answer questions.
- Check answers, whole class.

Key
1 stood up, shouted, walked out, rang
2 was teaching, was sitting
3 teach, sit
4 *was/were* + present participle (*-ing* form)

Refer students to Pocket Book pp. 9–10.

Past Simple, Past Perfect

Students read examples and answer questions.
- Check answers, whole class.

Key
1 teaching, farming
2 teach, farm
3 *had* + past participle

Refer students to Pocket Book pp. 9, 10.

Practice

❶ Students complete the sentences. Check answers, whole class, discussing any difficulties.

Key

1 was teaching, decided
2 was studying, met
3 saw, was waiting
4 was living, had
5 arrived, were going through
6 was, enjoying, rang
7 started, was living
8 was reading, saw

❷ Use photograph to introduce Alison MacDonald (and her husband) and give students time to read her biographical information.

- Check vocabulary: *Civil Engineering*.
- Explain the task and show how the examples relate to the information.
- Tell students to work in pairs to write four or more similar sentences. Walk round monitoring and helping if necessary.
- Check answers, whole class. Accept all reasonable sentences that use both tenses.

Key **(Possible answers)**

She had worked on a farm in Australia by the time she started Glasgow University.
When she married her boyfriend, she had already taken her Master's degree.
She had started work for a Canadian engineering company by the time her son was born.
By the time her son was born, she had been married for three years.
She had been back at work for a year when she was promoted to a senior management position.
Her daughter had been born by the time she visited Scotland for a 3-month vacation.

❸ Each student writes a biography of him/herself or another person, like the one in ❷.

- Students read each other's biographies and work together to make sentences with the two tenses.

❹ Students work individually and then compare answers in pairs or groups, discussing any differences and trying to agree on correct answers.

- Check answers, whole class.

Key

1 came
2 was walking
3 had visited
4 was working
5 made
6 had taught
7 was showing
8 thought
9 was shining
10 got up
11 had had
12 had fed
13 had finished
14 came
15 had prepared
16 was sitting
17 was writing
18 heard
19 saw
20 had escaped
21 was enjoying
22 had lost

❺ Divide class into groups for practice.

- Monitor group practice.
- Groups report back on the strangest or most amusing explanations.

❻ Demonstrate the activity: say a time when you were doing something, e.g. *7.30 p.m. the day before yesterday.* Students must guess what you were doing at that time by asking you questions in the Past Continuous, e.g. *Were you cooking? Were you eating?*

- Students practise in groups.

❼ Before the lesson, prepare a brief personal story about an important decision that you have made, using the three past tenses.

- Introduce the exercise and then give your own example.
- Give students a few minutes to think quietly about an important decision they made and how to answer the three questions about it. They can make notes if they like. Remind them to use the three tenses.
- Students tell each other their stories in pairs.

Resource file 6.1

Wordpower

Gerunds in this unit and phrasal verbs in Unit 9 are presented in the Wordpower section, and are treated as both lexical and grammatical items.

1 1

Introduce the company Personal Management Solutions.

- Students read the text and answer the first question. Elicit some details about the advice that is given.
- Discuss the second question, including the advantages and disadvantages of the advice.

Key Put a 'destruction date' on every document before filing it.

2

Students complete columns 1 and 2 of the table.

- Check answers, whole class, and check vocabulary: *be used to* (= be accustomed to), *avoid*, *mind* (= object to).

Key (See columns 1 and 2 of table in **2** below.)

2 1

Explain *analogy/analogies* before students read. Then follow the same procedure as for the first text.

Key
1 creative analogies to suit individuals
2 see table
3 *prefer/hate* + gerund or infinitive, *would prefer/would hate* + infinitive

2

Explain that some verbs can be followed by infinitive or gerund, with slight change in meaning. Tell them to find the four verbs which appear in the text in both forms and to write both forms in column 3. Do the two *think* phrases as an example first.

- Check answers, whole class.

Key

1 Verb + gerund	2 Verb + preposition + gerund	3 Verb + gerund or infinitive
need improving	be used to keeping	like to be
recommend following	be interested in finding out	like thinking
avoid filing	look forward to living	remember being told
finish working		remember to turn on
enjoy throwing		stop worrying
keep putting off		stop to think
suggest doing		love to help
(not) mind answering		

3

Key They all go in column 3.

3 Students complete rules by referring to the table and texts.

- Check answers, whole class.

Key

1 infinitive	3 infinitive	5 gerund
2 gerund	4 gerund	6 infinitive

Refer students to Pocket Book p. 7.

Resource file 6.2

4 Students complete sentences individually.

- Check answers, whole class.

Key 1 seeing 2 to write 3 to have 4 playing

5 Give examples from your own life for questions 1 and 2. Include a sentence with *used to* for question 2 as students may need to use this structure too.

- Students work in groups. Monitor group work.

6 Present the task and elicit another example to check that everyone has understood.

- Students work in AA, BB pairs preparing questions.
- Each student interviews a student from another pair. Monitor interviews, checking for correct use of verbs + gerund/infinitive.

Skills focus

1 Students discuss questions in pairs.
After pairwork, find out how many students have taken a *gap year* (planned period doing something different from normal work).

2 Students read text and work in pairs to answer questions.

- Check answers, whole class, and elicit some responses to the discussion questions.

Key **(Possible answers)**

1 A traditional gap year is usually taken by students before going to university, but a gap year for adults is for adults of any age.
2 Because employees with a 'portfolio career' involving a range of interesting activities are often more employable.

6.3 3 Students read the first three questions, then listen and write notes.

- Check answers, whole class.

Key

Dean Douglas:	c	investment banker	34
Alicia Rubio:	a	medical student	21
Hortense Robert:	b	teacher	early 50s

6.3 4 Students read the rest of questions, then listen and write notes.

- Check answers, whole class.

Key

Dean Douglas	Alicia Rubio	Hortense Robert
break from stressful job	get wider experience, see medicine in other countries	travel and work with conservation
Cuba, Mexico, Australia, New Zealand, SE Asia	Accra (Ghana)	northern Borneo (Malaysia)
complete freedom	so different, having more responsibility, delivering a baby	my first dive
being sick in Cuba	not understanding the local language	got into trouble on a dive, lost consciousness
gardening business	works in maternity department of big hospital	gives lectures and talks, recruits people

5 Students work in pairs to sort adjectives. Then check answers, whole class.

Key

adventurous – unadventurous	hard-working – lazy
ambitious – unambitious	optimistic – pessimistic
cautious – reckless	relaxed – uptight

- Students discuss questions in pairs.
- Feedback, whole class. For questions 1 and 2, write adjectives students choose on board. Then point to various adjectives on board and ask students to give reasons for their choice. Invite agreement/disagreement and discussion.
- As a summary of question 2, order the adjectives according to the number of times chosen. This will give an interesting view of how the majority of students see themselves.

6 Students in groups focus on each group member in turn, using the chosen personality adjectives from question 2 in 5 to select and suggest the best type of gap year for each person.

Resource file 6.3

Focus on functions

❶ Focus on phrases. Ask students which phrase is more like an instruction than a request (*I'd like you to ...*). Ask them to put the requests in order of formality. Elicit and write on board the following:

formal	Do you think you could ... ?
↑	Would you mind ... ?
	Do you mind ... ?
	I'd like you to ...
	Could you ... ?
↓	Can you ... ?
informal	

- Check vocabulary: *give (someone) a lift, to tidy.*
- Students work in pairs to decide which phrases to use.
- Check answers. Students explain reasons for their choices.

Stress that for a more difficult request, an indirect phrase is generally preferred. Stress, too, that there might be a difference between cultures; in students' own languages, direct phrases may be used more often or be more generally acceptable than in British English.

❷ Ask students if they remember what advice María Ferrando gave Rosa and Eric in Unit 4 Focus on functions (to visit three regions of Spain: the Basque country, Andalucía, and Catalonia).

6.4 🎧
- Play recording, pausing if necessary for students to write information.
- Students compare answers in pairs.
- Check answers, whole class.

Key

London – Bilbao	Sunday 2nd
Bilbao – Seville	Tuesday 4th
Seville – Valencia	Friday 7th
Valencia – Barcelona	Saturday 8th/Sunday 9th

❸ If necessary, students need to copy the table onto separate paper with more space for writing under the first two headings.

6.4 🎧
- Play recording again, pausing if necessary for students to write.
- Check phrases, whole class.

Key

Requesting	**Agreeing**	
Would you mind ... ?	Not at all.	
Do you think you could ... ?	Yes, that's no problem.	
Do you mind ... ?	No, of course not.	
Can you ... ?	Yes, I'll do that.	
Offering	**Accepting**	**Declining**
Shall I ... ?	–	–

❹ Discuss questions, whole class. Remind students we use the same phrases (*I'm afraid ... , I'm sorry ...*) to begin a polite refusal.

Key **(Possible answers)**
I'm sorry, but that's not possible.
I'm afraid not.
I think that will be very difficult.
Sorry, but ...

❺ Students practise in pairs.
- Follow up with quick practice of same situations, and of students' own situations. Nominate students to make a request and respond.

❻ Students work with a different partner for this pairwork.
- Follow up as for ❺.

❼ Before playing recording, dictate some times, e.g. *17.15, 22.30, 07.50.*
- Students read back times. Write on board.

6.5 🎧
- Play recording. Students note times. Play again if necessary.
- As a check, students ask and answer questions about flight arrival and departure times, whole class.

Key

Dep	Arr
11.15	13.05
18.15	20.15
08.00	09.10
12.25	13.25
19.10	19.50

8 If necessary, students copy the table onto separate paper with more space for writing.

6.5 🎧
- Play recording, pausing for students to write phrases.
- Students compare phrases in pairs. Then check phrases, whole class.

Key

Asking
Do you happen to know if ... ?
Could you tell me ... ?
Can you tell me ... ?
I'd like to know ...

Confirming
Yes, it is.
OK. I've got that.

Checking
Sorry, did you say ... ?

Showing understanding
Right.

Correcting
Sorry, I've made a mistake.

Pronunciation

6.6 🎧 **1** Students listen and circle word emphasized. Check answers.
Key a 17th b Madrid c 10.25

6.7 🎧 **2** Play recording once. Students circle correct information.
Key 1 14th 2 13th 3 Geneva 4 Frankfurt 5 12.30 6 07.30

3 Tell students to look at the two example dialogues.

6.8 🎧
- Play recording. Point out the rhythm and stress in the responses and get repetition.

4 Students listen and use the written dates, etc. to correct it.

6.9 🎧
- Play recording. Students respond with corrections. Stop the recording after each mistake to give time for responses before students hear correction.

9 Change first indirect question with whole class, as example.
- Students work individually or in pairs. Check answers, whole class.

Key
1 What time will the 10.30 flight from Paris arrive?
2 Are there any cancellations on the 8 a.m. flight to Moscow?
3 Where can I get some foreign currency?
4 Where did you buy your tax-free goods?

10 Students work individually. Check answers, whole class.

Key
1 In indirect questions there is no inversion or auxiliary form, as in direct questions.
2 Indirect questions
3 Indirect questions

11 Students work in pairs. Check answers, whole class.

Key **(Possible answers)**
1 Could you tell me if there are any seats available on that flight?
2 Can you tell me if the plane from London Heathrow has arrived yet?
3 I'd like to know if there's a connecting flight to Manchester.
4 Do you know which terminal I should go to?

Resource file 6.4

UNIT 7

Language focus

❶ Students look at the conference programme heading and think about the questions.

- Discuss, whole class. Question 1: elicit topics such as cultural differences in attitudes and behaviour, advice on social formalities and topics for small talk, differences in ways of doing business, etc.
- Question 2: elicit suggestions e.g. *travel details*, and write them on board.

❷ Tell students to read the advice for conference delegates and see which items on board are mentioned.

Key getting to the venue, registration time and date, what to bring

❸ Present situation and the two speakers. Then elicit students' ideas about what advice may be given. Their guesses will tell you how much knowledge of cultural differences they already have. Write brief notes of the majority's guesses on board e.g. *speed of negotiations – faster in USA?*

7.1 ❹ Play recording. Students check guesses from ❸.

Key negotiations are faster in the US, Americans can be insensitive to cultural differences, individual initiative and achievement very important, making decisions – think quickly and clearly, periods of silence in meetings are not liked, social formalities not that important, but punctuality is

❺ Students read extracts and think about missing words.

7.1
- Play recording again, pausing to check answers.

Key 1 must 2 mustn't 3 have to 4 need to 5 needn't 6 don't need to

❻ Students read questions and prepare to take notes.

7.2
- Play recording. Students listen and write notes.
- Students compare notes in pairs.
- Check answers, whole class.

Key
1 You could ask about a person's job in general terms, sports they play, leisure interests.
2 You mustn't ask personal questions (how old they are, if a woman is married).
3 You can stop the person and ask for clarification.
4 You have to be on time for meetings and appointments, but you can be a few minutes late for parties and social occasions.

7.2 ❼ Students read extracts and think about missing words. Play recording.

7.2
- Play recording again, pausing to check answers.

Key 1 could 2 shouldn't 3 may 4 may 5 can 6 might 7 should

❽ Students write verbs, then compare answers in pairs.

- Check answers, whole class.

Key
1 must, have to
2 needn't, don't need to
3 mustn't
4 may
5 may, can
6 should
7 shouldn't

Modal verbs, *have to/need to*

Students read examples, answer questions, and complete rules, then compare answers in pairs.

- Check answers, whole class. Point out the word *'usually'* in the rules. Use can vary with different speakers e.g. Americans often use *have to* in situations where a British speaker would use *must*.

Key
1 To make questions, we invert the subject and verb, *Must I ... ?*
2 To make questions, we invert the subject and the verb, as for *must*, e.g. *Should I ... ? Can you ... ?* To make negatives, we add *-n't*, or *not*, e.g. *may not, cannot/can't.*
3 We use the auxiliary verb *do*, e.g. *Do you have to ... ? Do you need to ... ?*
4 *had to*

- *needn't* is used to express no necessity or obligation to do something.
- *mustn't* is used to express a necessity or obligation not to do something.
- *must* usually expresses the personal opinion of the speaker about what is necessary or obligatory.
- *have to* usually expresses a general obligation outside the control of the speaker, or an obligation based on a rule or law.
- *need to* is used in both contexts to express necessity.

Refer students to Pocket Book pp. 7–8.

Practice ❶ Students read and choose. Check answers, whole class.

Key

1 have to	4 needn't	7 must
2 must	5 mustn't	8 mustn't
3 don't need to	6 don't have to	9 mustn't

Pronunciation

7.3 1 Students listen and count the words. Check answers.

Key 1 8 2 5 3 5 4 7 5 6 6 7 7 6 8 7

7.3 2 Play recording again. Students write the correct modal verb forms. Check answers.

Key

1 don't have to	4 don't need to	7 has to work
2 really mustn't	5 mustn't forget	8 do you think
3 needn't worry	6 you have to leave	

7.3 3 Play recording again, pausing to get repetition. Draw attention to pronunciation of *have to, has to,* and *mustn't* in particular.

❷ 1
Use the photographs to introduce the task, and check the words in the box. Ask which words have similar meanings.

- Students read sentences and guess missing words.
- **7.4** Play recording. Students listen and confirm or correct guesses.
- Check answers.

Key

a required	c forbidden	e permitted	g recommended
b obligatory	d forbidden	f allowed	

2 Elicit answers, whole class.

Key permission e, f advice g obligation a, b obligation not to do something c, d

3 Elicit answers, whole class.

Key
a You have to have a full international driving license and auto insurance.
b You have to wear a seat belt.
c You mustn't drive under the influence of drugs or alcohol.
d You mustn't stop or park at red curbs at any time.
e Commercial vehicles may/can load at yellow curbs.
f All vehicles may/can stop at green curbs for a maximum of ten minutes.
g Tourists driving in the Bay Area should listen to the following tips.

4 Students work individually or in pairs to prepare true sentences about their own country. Encourage them to use a variety of structures, i.e. modal verbs and the words from the box.

- In groups, students exchange information.

❸ Students work individually or in same-nationality groups to rewrite the sentences where necessary.

- Check answers, whole class.

❹ Explain that the aim of this exercise is to complete eight true sentences about your partner using *have to*. In order to get the information for each sentence, they must ask questions with *have to* in the appropriate tense. They can ask about activities in the box or other things.

- Students prepare questions in AA, BB pairs.
- Students form AB pairs to interview each other and complete the sentences.
- Students report back to the class and say whether their partner seems to have a lot of obligations or not.

Resource file 7.1

Wordpower

❶ Find out if any students have been to San Francisco.

- Students work in groups to make notes under the headings about what they know or can guess from the photographs.

❷ Students read individually, then complete the tasks in their groups from ❶.

❸ Focus on adjectives in box and check meanings.

- Students write what the adjectives refer to. Check answers.

Key

foggy – climate	peaceful – parks
cosmopolitan – city	lively – city
hot – climate	extensive – range of retail outlets
cold – climate	interesting – architecture
dramatic – hills	exciting – ethnic neighborhoods
accessible – city	quick – getting around (public transport)
safe – city	clean – city
stunning – beaches	chilly – climate
famous – tourist attractions	cheap – getting around (public transport)
fascinating – city	soaring – skyscrapers

❹ Check students' answers.

Key

dirty – clean	dull – lively/interesting/exciting/fascinating
noisy – quiet	limited – extensive
dangerous – safe	boring – lively/interesting/exciting/fascinating
warm – cold/chilly	expensive – cheap

❺ Students work in pairs. Then check answers, whole class.

Key
1

a AmE/BrE	c BrE/AmE	e AmE/BrE	g AmE/BrE
b AmE/BrE	d BrE/AmE	f BrE/AmE	h AmE/BrE

2
theaters, neighborhoods

❻ Give students time to prepare descriptions using as many appropriate words from ❷, ❸, and ❹ as possible.

Students form pairs and give their descriptions. If students are from the same town or city, they speak in turns, agreeing or commenting on each other's statements. Monitor pairwork, checking on correct use of words.

7 Go through the list and discussion question 1, whole class.

- Students do role-play in pairs. If students are from same town or city, change roles halfway through.

Resource file 7.2

Skills focus

1 Students discuss questions in pairs. Give them a two-minute time limit.

- Do not confirm answers yet. Students do 2 to check answers.

Key **(Possible answers)**

1 When a company uses a different company in another country to manage some of their business activities.
2 A place where people operate a telephone help and information line.
3 It's cheaper.

2 Tell students to read the article to check their answers in 1 and answer the four questions in 2.

- Check all answers, whole class.

Key

1 India, Philippines, Sri Lanka, Mexico, Poland, Russia, Romania.
2 Because of advances in technology, falling costs of international phone calls, and cheaper labour costs.
3 Polite, friendly, helpful, able to give information clearly and respond to customer questions. Also sympathize with callers and understand their problems.
4 Given Western pseudonyms, watch films from UK and US, attend courses in British culture, set clocks to the time of the country that is calling, receive weather reports, make small talk.

3 Students work individually and check answers in pairs.

- Check answers, whole class.

Key

1 elocution	4 sympathize	7 pseudonym
2 accent	5 go to great lengths	8 crash course
3 advances	6 challenges	9 puddings

4 Give students time to look at table and think what might go in each box.

7.5 - Play recording. Students write brief notes in boxes while listening.
- Students compare notes in pairs.

7.5 - Play again if necessary.
- Check answers, whole class.

Key

	Advantages	Disadvantages
1 companies	cheap, better educated operative	lack of control, cultural differences
2 home countries	customer gets cheaper service	takes away jobs
3 countries where call centres are located	brings income, helps economy, develops IT and telecommunications	exploiting workers, stress, wealth goes to western companies

5 Students work in discussion groups. A group secretary notes the main points.

- Groups summarize and exchange their ideas, whole class.

6 Students discuss ideas for each item. Then students can either (a) produce whole guides individually, or (b) write just one or two sections, or (c) work in groups of the same nationality and divide the work of writing a whole guide.

Resource file 7.3

Focus on functions

Find out if any students in class give presentations in their jobs or studies. If so, ask them to describe briefly the kind of presentations they give.

1 If students have no experience of giving presentations, ask them to think about presentations they have been given at their place of work or study, and elicit topic areas to consider: e.g. *preparation*, *content*, *visuals*, *the room*, *equipment*, etc.

- Students discuss in groups and make a list. Give a time limit.
- Groups present their lists.

2 Students read and find answers. Check answers.

Key
1 Giving talks and presentations.
2 Statements that indicate what the speaker is going to talk about next.

3 Go through list of preparation points, checking vocabulary.

- Students match questions to points, writing question numbers against the six points.

7.6 **4** Play recording, pausing to check each of the six answers in **3**.

Key

Objectives 2, 6	Organization 3, 9
Audience 1, 11	Visual information 8, 10
Content 5, 12	Practice 4, 7

5 Students match the types of signposting language to the examples. Check answers.

Key

1 Introducing the topic	6 Checking understanding
2 Referring to questions	7 Referring to visual information
3 Introducing each section	8 Referring to common knowledge
4 Summarizing a section	9 Concluding
5 Referring backwards and forwards	10 Dealing with questions

6 Check vocabulary: *delivery*, and ask students to predict what the other four key points might be.

7.7
- Play recording. Check answers.

Key 2 voice 3 body language 4 visual information 5 questions

7.7 **7** Play recording again, pausing to give students time to make notes of advice relating to each point.

- Students compare notes with a partner.
- Get feedback, whole class.

8 Suggest topics for students' presentations, e.g. food in their country, their job, cultural dos and don'ts in business. Alternatively, recycle topics from units 1–7 of the Student's Book. Give a short time limit for the presentation.

- Students plan their presentations in class or at home. Remind them to consider the points from the lesson and to include signposting phrases when they practise their presentations. Encourage them to speak from notes rather than read aloud.
- Use video camera if available to record presentations. Do feedback with video.

Resource file 7.4

UNIT 8

Language focus

1. Use photograph to establish topic. Elicit the problem (water shortage), what can be done to help, and how companies can help, e.g. by raising and contributing money. See if students can give examples of companies sponsoring charitable or development work at home or abroad.

2. Students match words with definitions. Check answers.

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

3. First elicit some examples of international aid agencies. Then tell students to read the 'Vision and mission' section of WaterAid's information and find answers for the first three questions. Check vocabulary: *sources of funds, vision, mission.*
   - Check answers. Check vocabulary: *appropriate technology, influence the policies, relies heavily on.*
   - Students read rest of text, using dictionaries if necessary, and discuss questions 4 and 5 in pairs.
   - Feedback, whole class.

Key
1 To help create a world where everyone has access to safe water and effective sanitation.
2 the world's poorest people, local organizations
3 individuals, businesses, appeals, and special events

4. Set scene and give students time to study the two tasks.

8.1
- Play recording, twice if necessary. Then check answers.

Key
1 Arrive 4th March 15.00, Return 14th March 8 p.m.
2 a 7th b 4th c 8th d 5th e 6th

5. Give students time to study the notes for completion.

8.2
- Play recording, pausing to check answers when they have heard the relevant information. Explain vocabulary: *slum.*
- Provide a reason to listen to rest of recording: ask them what the team are going to do about publicity for the trip. (They're going to take a small TV crew and the wife of one of the delegates is a professional photographer.)

Key a rainwater b sanitation c factory d slum

6. Listening script 8.3 consists of extracts from 8.1 and 8.2.

8.3
- Students read extracts, then listen and complete them. Check answers after each extract.

Key
1 does, arrives, we're transferring, going to be, not doing
2 going to take, not going to take, 're providing, you'll find, won't
3 going to take, going to take, I'm coming, we'll leave, I'll check

7. Students work individually and compare answers in pairs. Check answers, whole class.

Key
1 a Present Simple
2 c *be going to* + infinitive
3 f *will* + infinitive
4 b Present Continuous
5 d *will* + infinitive
6 e *be going to* + infinitive

Arrangements and intentions Students read examples of the three tenses, complete rules, and answer question.

Key We use *be going to* + infinitive for a future intention when the decision has been made in the past.
We use the Present Continuous for a definite arrangement (one that is written in a diary, for example).
We use *will* + infinitive for a spontaneous decision about a future action.
The contracted form of *will* is *'ll* (e.g. *I'll, she'll, we'll*).
The negative (contracted) form of *will* is *won't*.
To form questions for the Present Continuous and *be going to* forms, we invert the subject and the auxiliary of *be*.

Refer students to Pocket Book pp. 5–6.

Practice ❶ Students work in pairs to choose the best verb form in each case.

- Check answers by asking pairs to read out dialogues.

Key
1 leaves, are you leaving, going to book
2 I'll book
3 I'm not going to have, I'll try
4 does, land, Are you going to meet

❷ Students work in pairs to choose the correct form of the verb in brackets.

- Check answers by asking pairs to read out dialogues.

Key
1 am/'m travelling
2 are you flying, am/'m attending, gets in
3 going to have, am/'m meeting
4 is going to be, he's staying, won't go

❸ Elicit the verb form that is normally used for new spontaneous decisions (*will* + infinitive).

- Students work in pairs. Then check answers, whole class.

❹ Elicit a true answer for question 1 and ask for more details.

- Tell students to ask and answer questions 1–3 in pairs in the same way.
- Monitor pairwork.
- Ask some pairs to report what they found out.

Resource file 8.1

Wordpower

❶ Check vocabulary. Discuss, whole class. If your students come from different countries, encourage them to ask each other questions to find out about differences in methods of payment between their countries.

❷ Same procedure as ❶.

❸ Students work individually. Check answers.

Key 2 (no preposition) 3 for 4 back 5 off

❹ Students work individually. Check answers.

Key 1 to 2 from 3 back 4 out, off/back 5 for, by 6 on 7 into 8 in

❺ Point out the leaflet on p. 83 and tell students to read the sentences which contain highlighted words and match those words to definitions in ❺.

- Students work individually, using a dictionary if necessary.
- Check answers, whole class.

Key

1 refund	5 withdraw	9 transactions
2 deposit	6 PIN	10 overdraft
3 standing order	7 statement	11 branch
4 fraud	8 balance	12 direct debit

❻ Students read leaflet to find answers to questions. Check answers, whole class.

Key 1 All the time. 2 It's free. 3 All details are confidential and there are high levels of security.

❼ Students work in pairs to make collocations.

- Check, whole class and practise pronunciation.

Key print: statement
cancel: standing order
set up: bank account, overdraft, standing order
download: statement
open: bank account
amend: standing order
check: bank account, balance, statement, standing order
pay: bills
order: foreign currency, traveller's cheques
access: bank account, statement
pay off: overdraft, loan
transfer: money between accounts
apply for: overdraft, loan

❽ Go through the questionnaire, whole class, checking comprehension and giving students time to tick the appropriate box for each statement.

❾ Students compare answers to ❽ in pairs and discuss the two questions.

Resource file 8.2

Skills focus

❶ Use photographs to establish topic and discuss the questions, whole class.

❷ Students work in pairs looking up two items at a time and checking meanings together. (No need to check words that both students know.)

❸ Introduce the reading texts and task: the texts are about the effects on two cities of hosting the Olympic Games. Each student reads about one city, takes notes, and exchanges information with a partner.

- Students, in pairs, decide which of them will read which text. They read their instructions and text individually and write brief notes, using the given cues.
- They exchange information.
- Discuss, whole class, what effects were similar in both cities.

Key **(Possible answers)**
Student A:

a 40,000 people gathered in Montjuïc stadium in **2002** to celebrate the tenth anniversary of the Games.
b As a result of the Games, Barcelona continued to grow despite a **recession** that lasted until the mid-1990s.
c The number of passengers handled by **Barcelona's airport** has risen from 2.9 million before the Games to over 21 million.
d Tourism is now worth **12.5%** of Barcelona's GDP.
e The increase in hotel beds as a result of the Games has produced **12,500 new jobs.**
f **In eight years** Barcelona had built infrastructure that would usually take fifty years.
g Barcelona invested **$8bn** in a ring road, a new airport, a telecommunications system, and an improved sewage system.
h The harbour and port area were transformed by a **$2.4bn** waterfront development.

Student B:

a The number of visitors to Sydney rose **11%** in 2000.
b **The major beneficiaries**, other than tourism, were the convention and construction industries, and the eco-industry.
c **Homebush Bay** was the disused industrial estate where the Olympic Park was built.
d The government spent **137m Australian dollars** cleaning up chemical waste before they could begin construction.
e **The athletes' village** was the world's largest solar-powered suburb and became ordinary homes after the event.
f The construction programme included environmental initiatives, such as the preservation of **the green and golden bell frog**.
g **Stadium Australia** uses 30% less energy than conventional designs.
h **Recycled water** is used and cuts drinking water consumption by 50%.

4 Pre-teach difficult vocabulary, and check students' comprehension of questions 1–5. (Some of the vocabulary in the listening is deliberately included in the questions: *allocate, expenditure, estimated profit.*)

8.4
- Play recording. Students write brief notes to answer questions.
- Students compare notes in pairs.
- Check answers, whole class.

Key
1 Because the basic infrastructure is already there, and there are existing plans to improve things.
2 80,000 seats.
3 1.69 billion pounds.
4 Just under one and a half billion pounds.
5 Business opportunities, job creation, economic revival of poor areas, housing, food and catering, advertising.

5 Students study the account. Check understanding of items on it. Draw attention to figures in box and ask which items the largest figures probably go with.

8.4
- Play recording again. Students write figures against items in account.
- Students check their figures add up correctly.
- Check answers.

Key

Expenditure		Income	
Building of new facilities	£403m	Ticket sales	£864m
Buying of land	£325m	Other direct revenue	£436m
Staging the event	£679m	Contribution from IOC	£100m
Security	£50m	Sponsorship and advertising	£500m
Improving the team	£127m	Resale of land	£430m
Unforeseen risks	£106m	Tourism and tax from jobs	£810m

6 Students work in groups. If the class is multinational, groups can either contain people from the same country or they can discuss the city where they are now.

- Students choose a suitable event and then discuss what the city will need to do. Tell them to think about: changes needed to the infrastructure and facilities of the city, opportunities for local businesses, ways of encouraging investment in the city and the event, security issues, possible problems and disadvantages, long-term benefits. A group secretary takes notes of decisions.
- Groups summarise their plans, whole class, or if the class is very large, to another group.

Resource file 8.3

Focus on functions

Types of business communication

❶ Note: email is dealt with in more detail in Unit 9 Focus on functions.

- Students discuss in pairs. Feedback, whole class.

8.5 ❷ Play recording. Students listen and take notes. Check answers, whole class.

Key

San Sebastián	Interview chef of top restaurant.
Seville	bar where custom of *tapas* began, convent where traditional Spanish confectionery made, Jerez de la Frontera – sherry production
Valencia	See *paella valenciana* being prepared.
Barcelona	tour best *tapas* bars, Penedés – *cava* producers

8.5 ❸ Students listen again and complete table.

- Check answers, then discuss question 2.

Key 1 fax, memo, letter, phone, report sent by email, answerphone message, text message

2 face-to-face, e.g. for Rosa checking flight times with Claire.

❹ Students read extracts and suggest missing verbs.

8.5 - Play recording, pausing if necessary. Check answers.

Key
1 a we're leaving b We're going c we're taking d we're planning
2 a we're flying b staying c We're going d we're going to visit e we'll go f we'll fly g we'll go
3 a we're hoping b we're flying back c going to write d I'll copy
4 a I'll text b we're going to be

Pronunciation

8.6 1 Play recording. Check students understand the stressed words are information words.

8.7 2 Students predict which words are stressed. Then listen and mark.

8.7 - Play recording again if necessary. Check answers, whole class.

Key
1 planning, work, abroad, year
2 meet, cinema, film
3 true, change, job, again
4 Canada, holiday, summer

8.7 3 Play recording again, pausing for students to repeat sentences quietly.

❺ Divide class into groups. Make sure students understand the task.

Texting

❶ Discuss, whole class.

❷ Elicit answers, whole class.

Key **(Possible answers)**

a Would you like to come to lunch with Piet and Eric? We're meeting at 1.30 at Bar Lorca.

b OK. I'll see you there.

❸ Elicit answers, whole class.

Key
1 as soon as possible
2 before
3 See you later.
4 Great!
5 Are you coming?
6 tomorrow
7 tonight
8 I'm happy/good news
9 I'm sad/bad news

❹ Students work in pairs. Check answers, whole class, and write on board.

Key **(Possible answers)**

1 Coffee? Grand Café 11?
2 Can u bring yr laptop tmrw?
3 r u coming 2 seminar 2nite?
4 Call me asap. Urgent!

❺ Each student writes at least two messages, one in full and one text message.

- Students exchange messages and convert them. Monitor their work.

UNIT 9

Language focus

1. Students work in discussion groups, agreeing on two predictions for each topic.
   - Feedback and discussion, whole class
2. Students stay in their groups while they read silently.
   - When everyone has finished reading, groups discuss the three questions.
   - Feedback, whole class, on question 3.

Key **(Possible answers)**

2

Scenario 1: Terrorist attack on a pipeline, loss of power, transport problems, army control.

Scenario 2: Higher number of retired people than working people, tax increase, demonstrations and riots, national strike, collapse of transport and financial systems.

Scenario 3: Nearly all senior positions taken by women, leading female politicians will help to end wars, the world more peaceful and co-operative, families dominated by women, men marginalized but decide to fight back for their rights, gender battle, men's groups.

Time clauses Students read examples and answer questions.

Key 1 Present Simple 2 future time 3 *Will* Future

Refer students to Pocket Book p. 16.

1st Conditional Students read examples and answer questions.

Key 1 future 2 Present Simple 3 *Will* Future 4 yes

5 Negative: *If* + subject + Present Simple, subject + *won't* + infinitive

Question: *If* + subject + Present Simple, *will* + subject + infinitive

Refer students to Pocket Book p. 3.

2nd Conditional Students read examples and answer questions.

Key 1 *there would* 2 Past Simple 3 *would* + infinitive 4 b

5 Negative: *If* + subject + Past Simple, subject + *wouldn't* + infinitive

Question: *If* + subject + Past Simple, *would* + subject + infinitive

Refer students to Pocket Book pp. 3–4.

Practice

1. Students complete the sentences using the given words/phrases and their own ideas. Monitor their work and help if necessary.
   - Students compare answers in pairs or small groups. Tell them to check that all time phrases use the correct tense and make sense.
   - Get feedback. Also, remind students that these time words can be used with other tenses.
2. Check students remember which forms are used with likely and unlikely situations. Then tell them to work individually or in pairs.
   - Check answers, whole class.
3. Introduce the task, the events in the box, and the examples. Monitor and check correct use of 1st and 2nd Conditionals.

❹ Students read the three predictions and say what the topic is. Elicit a few phrases the speakers may use to express degrees of probability e.g. *may, might, will, won't, I think, I'm sure, It's possible, It's likely.*

9.1 🎧
- Play recording. Students listen and tick boxes.
- Check answers. If answers vary a lot, play recording again.

Key
1 Peter – definitely not, Yves – likely
2 Jola – unlikely, Peter – definitely not
3 Yves – definite, Jola – likely

9.2 🎧 ❺ Students read extract 1. Play recording. Pause and give them time to write. Play again if necessary. Then check answers.
- Continue in this way with the other extracts.

Key
1 sure that won't happen, suppose it's possible, that may happen
2 think it's very likely
3 doubt if that'll happen
4 definitely won't be
5 That'll definitely happen, sure there'll be
6 expect it'll probably happen, it's unlikely

❻ Students write the headings in their notebooks with sufficient space to write phrases under each heading. Tell them to put phrases from ❺ under the correct headings.
- Check answers.

Key

Definite:	That'll definitely happen.	I'm sure there'll be ...
Likely:	I think it's very likely.	I expect it'll probably happen.
Possible:	I suppose it's possible.	That may happen.
Unlikely:	I doubt if that'll happen.	It's unlikely.
Definitely not:	I'm sure that won't happen.	There definitely won't be ...

❼ In discussion groups, students give their opinions about each topic, using phrases from ❻. One student in each group notes the majority opinion for each topic – either L (for likely or very likely/definite), P (possible), or U (unlikely or definitely not).
- Monitor discussion. Give feedback afterwards.

❽ Introduce the task and examples. Check students understand that the choice of 1st or 2nd Conditional depends on what they decided in ❼.
- Students work in same groups as for ❼ and dictate a sentence for each topic to the group secretary. Monitor group work.
- Ask each group to read out their best sentence.

❾ Students work in groups. Each student mentions one likely and one unlikely event. Other students ask appropriate questions (*How will/would you react if that happens/happened?*) to elicit conditional sentences. Monitor the group work and give feedback at the end.

Resource files 9.1, 9.2

Wordpower

Reassure students that the distinction between whether the word(s) following the verb are *adverbs* or *prepositions* is not important at Intermediate level.

❶ Check vocabulary: *sockets, tutorials, functions (of a computer).*
- Tell students to read the instructions from a computer manual and try to work out from context the meanings of underlined words.

❷ Pairs check their guesses from ❶ by matching phrasal verbs to definitions.
- Check answers, whole class.

Key

1 work out	4 plug in	7 set up	10 find out
2 come up	5 print off	8 write up	11 break down
3 sort out	6 look up	9 turn on	12 log on

❸ Students refer to the text and/or their dictionaries. Dictionaries either use the words *somebody (sb)/something (sth)* to show that an object is possible, or the words *transitive* (= takes an object) and *intransitive*.

Key All can take a direct object except *come up, break down,* and *log on.*

❹ Students read and answer questions in pairs.

- Check answers, whole class.

Key
1 get on with
2 take off
3 e.g. He took off his coat./The plane took off.
4 the verb is separable
5 She was taken on as a trainee.

Phrasal verbs which take an object

Students read information and examples and answer question.

Key In the dictionary examples here, the object word (*sb/sth*) is placed before the particle if the parts are separable and after the particle if they are not separable. Also, if the verb is separable, the symbol ↔ is used.

❺ Students match verbs to objects. Check answers.

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

❻ Explain task and show example.

- Put students in pairs to build and perform five more dialogues.

❼ Students complete sentences, in pairs if they like.

- Check answers, whole class.

Key
1 turn to
2 break up
3 broken in
4 turned, down
5 turned up
6 broke off
7 turned off
8 broke up with

❽ Give students time to think. Then they exchange stories and questions.

Pronunciation

9.3 🎧 **1** Play recording. Students practise saying the words with the correct stress.

9.4 🎧 **2** Play recording. Students mark the stressed adverbs/prepositions, and compare answers in pairs. Check answers, whole class.

Key Stressed adverbs/prepositions: 1 on 3 off 5 out 6 off 8 off

- Students read and complete the rules.

Key stressed, stressed, unstressed

9.4 🎧 **3** Play recording again. Students repeat each sentence twice, with correct stress.

Resource file 9.3

Skills focus

❶ Use photographs to establish the topic. Students work in groups to add to the list and say which problems occur in their own town(s) or city/ies.

- Feedback, whole class. List students' additions on board.

❷ Students discuss questions in pairs.

- Feedback, whole class. Find out what the majority consider to be must-haves and what they can live without.

❸ Discuss questions, whole class.

Key **(Possible answers)**

1 bedroom with double bed, bathroom with toilet and shower, kitchen area with cooker, living/dining area, small balcony
2 a person who is single, doesn't have many belongings, goes out a lot

4 Elicit possible answers to pre-reading question.

- Students read individually. Then check answers, whole class.

Key
1 Selfridges' shop window, Oxford Street, London.
2 Young professionals and key workers (teachers and nurses).
3 a bed, a shower, high ceilings, a balcony, natural light, well-insulated walls, modern style of furniture, polished wooden floors, space to entertain friends

5 Students read article again and complete table.

- Check answers.

Key **(Possible answers)**

1 24-year-old bank clerk living in the 'microflat' as an experiment	He likes it and he's looking forward to living there.
2 Works for the architects who designed the 'microflat'	It's a solution to the accommodation problems of young professionals.
3 Young woman who will replace Warren Bevis after a week	No opinion – but probably likes the fact that it will be cheap.
4 14-year-old onlooker	Loves it. Thinks it's cool.
5 Student	Not convinced – too public.

6 Students work in discussion groups.

- Groups present their suggestions to the other groups and discuss.

Resource file 9.4

Focus on functions

1 Students discuss questions in pairs. Feedback, whole class.

2 Go through phrases, whole class.

Key

Dear Rosa	email, letter	N	start
Hi Eric	email, phone	I	start
See you later	phone	I	end
Yours sincerely	letter, email	F	end
OK, I'll see you soon.	phone	I	end
Is that you Claire?	phone	N	start
Cc Marketing Manager	letter, email	N	end, start
Get back to me asap.	email	N	end
It was good to talk to you the other day.	letter, email	N	start
I can't talk to you right now.	phone	I	start
Bye.	phone	I	end
Kind regards.	letter, email	F	end
Dear Mr van Els	letter, email	F	start
I look forward to hearing from you.	letter, email	F	end
I'm looking forward to seeing you at the weekend.	letter, email	N	end

3 Students read email quickly to find answers. Check answers.

Key
1 To give details of the itinerary for the Spain trip and ask for any last-minute suggestions.
2 Eric Carlin.
3 The contact details of María's friend in Barcelona, and ideas for a present.

4 Go through guidelines one by one, checking comprehension, and giving students time to find an example of each guideline in Rosa's email.

- Discuss question 2.

5 Students work in pairs to write brief emails. Monitor their work.

6 Check students understand they have to write part of a number of short emails.

- Tell each group to plan the content of each email together, then to follow the procedure described in the Student's Book to write individual parts. Obviously, each student should start a different email. Remind them to read the email they receive before continuing to write the next section.

UNIT 10

Language focus

❶ Use photographs and questions to prompt students to say what they know about what happened in Russia in 1991, and what has happened since then.

Key **(Possible answers)**
1 The Soviet Union or USSR ceased to exist, communism collapsed, and Mikhail Gorbachev was replaced by Boris Yeltsin as president of the 'new' Russia.
2 Russia has embraced a 'western-style' market economy.

❷ Students match words and definitions, then compare answers in pairs.

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

- Tell students to cover words in A. Elicit words by giving definitions from B. Practise pronunciation of words in A.

❸ Students read article individually and note answers.

- Students compare answers in pairs. Then check answers, whole class.

Key 1 1991
2 Before 1991
3 State oil and mining companies were sold off.
4 It helped to promote a mini-boom.
5 McDonald's, Rolls Royce, Ferrari, IKEA
6 Roman Abramovich
7 (own opinion)

❹ Students read instructions and factsheet for completion.

10.1 🎧
- Play recording. Students complete factsheet, then compare answers in pairs.
- Check answers, whole class.

Key 2 2000 3 five 4 more than $100 million 5 oil, metals

❺ Students read and give any of the missing information they remember.

10.1 🎧
- Play recording again, pausing as often as necessary for students to write.
- Check answers and spelling after each extract.

Key 1 a has been investing b have you been living c 've been living here d started
2 a have you established b 've opened c 've also built
3 a has been growing b opened
4 a 've been increasing b 've opened

10.2 🎧 ❻ Play recording. Students note answers and check in pairs.

- Check answers, whole class.

Key 1 bureaucracy, old-fashioned attitudes
2 new Russian entrepreneurs

10.2 🎧 ❼ Follow same procedure as for ❺.

Key 1 have been getting, has reduced
2 've been doing, 've been, 've set up, 've tried

❽ Students read sentences and answer questions, then compare answers in pairs.

- Check answers, whole class.

Key 1 a, b 2 c, d, e 3 We have opened, it has been 4 Past Simple: a, b Present Perfect Simple: d, e Present Perfect Continuous: c

Present Perfect Simple and Present Perfect Continuous

Students read sentences and work in pairs. Check answers.

Key 1 b, e, f, h
2 a, c, d, g
3 Present Perfect Simple: b, e, f, h Present Perfect Continuous: a, c, d, g

Refer students to Pocket Book pp. 12–13.

Time phrases Students work individually or in pairs. Check answers.

Key 1 since 2 for 3 in

Refer students to Pocket Book p. 5.

Practice ❶ Students complete sentences and compare answers in pairs, discussing any differences and trying to agree on correct answer.

- Check answers, whole class.

Key
1 been working
2 have/'ve been working
3 has/'s been investing
4 have opened, have not/haven't moved
5 been doing
6 have/'ve been writing
7 finished
8 have/'ve written
9 has/'s been studying
10 has not/hasn't learnt
11 crashed
12 has/'s been doing

❷ Students complete article individually, then compare answers in pairs.

- Check answers, and answer any vocabulary questions.

Key
1 went
2 have decided
3 travelled
4 have/'ve seen
5 have/'ve lived
6 have/'ve been working
7 arrived
8 have made
9 has changed
10 came back
11 have not/haven't regretted
12 have/'ve been working
13 have/'ve had
14 moved
15 won

❸ Groups write six or more questions.

- Students do interviews in pairs, then report back to class.

Resource file 10.1

Wordpower ❶ Check vocabulary: *motivated.*

- Students discuss questions in pairs, then briefly whole class.

❷ Check vocabulary: *morale boosting, asset, peers, exceed a target.*

- Students read and make notes.
- Students compare notes in pairs.
- Check answers, whole class.

Key **(Possible answers)**
encourage a feeling of satisfaction for a job well done and recognition by peers, make your expectations clear, agree goals and targets with employees, give a clear reward for goals achieved (e.g. public praise, promotion, pay bonus, regular feedback – formal appraisal, informal comment), avoid criticism, don't let one person get away with poor performance, bonus schemes, pay fair salaries

❸ Discuss, whole class.

❹ Students complete table, checking meaning and spelling in a dictionary.

- Write answers on board. Check meanings, whole class.

Key

-ment	*-tion*	*-ance*	*-al*
agreement	contribution	appearance	appraisal
commitment	definition	assistance	dismissal
development	expectation	disappearance	
encouragement	explanation	performance	
establishment	promotion	resistance	
improvement	satisfaction		
payment			

Pronunciation

10.3 1 Play recording. Students practise saying the words with correct stress.

10.4 2 Play recording. Students write a, b, or c. Students compare answers in pairs. Check answers, whole class.

Key

1 •●•	3 •●••	5 •●••	7 ••●•	9 •●•
2 ••●•	4 •●•	6 ••●•	8 •●•	10 •●•

10.4 3 Play recording again. Students repeat words quietly.

4 Give students time to think, then elicit answer.

Key The syllable before *-tion* is stressed.

5 Give students time to think and refer back to **4**. Then elicit answer.

Key The syllable before *-ance* is usually stressed.
The second syllable before *-ment* is usually stressed.

5 Students complete sentences. Check answers and pronunciation.

Key 1 satisfaction 2 promotion 3 encouragement 4 appraisal

6 Do *adventure* as an example to show that spelling changes may be necessary as well as addition of the ending.

- Students complete table, checking meaning and spelling in a dictionary. Monitor spelling as they work. Students also mark stress for each word.
- Write answers on board with stress marks. Check meanings, whole class. Students say words with correct stress.

Key

adventurous	dangerous	profitable	rewarding	valuable
challenging	healthy	resourceful	successful	wealthy

7 1
Students complete table, checking meaning and spelling in a dictionary.
- Write answers on board. Check meanings, whole class.

2
- Students mark stress for each word. Then check in dictionary.
- Write stress on words on board. Students say words.

Key

competition	competitive
fulfilment	fulfilling
motivation	motivated/motivating
recognition	recognizable

8 Remind students of the importance of learning the word combinations that native speakers use (Unit 1 Wordpower).

- Students match words from the two columns.
- Check answers. Check pronunciation.

Key full-time employment, annual salary, careers advice, flexible hours, job satisfaction, keyboard skills, motivated workforce, profit-related pay, formal appraisal, work experience

9 Students work in discussion groups. It may be useful to pool ideas, whole class, after question 1.

- Monitor group discussions.
- Groups report back to class on results of question 2.

Skills focus

❶ Students read about Clare and Albert to answer the questions.

Key 1 Clare is the marketing manager for a big international company. Albert is a chef who owns his own restaurant.
2 Clare likes travelling, meeting people from other cultures, and winning new clients. Albert loves cooking.

❷ Students discuss questions in pairs.

❸ This exercise is designed to practise prediction skills.

❹ Students read and check their guesses from ❸.

❺ Students find and underline the expressions, read the whole sentences, and prepare to explain the phrases.

- Elicit explanations, whole class.

Key **(Possible answers)**
1 do something worth spending time, money, or effort on
2 look carefully at the way you like to live
3 know your product very thoroughly
4 start dealing with your weaknesses straightaway
5 look at things in a more general way
6 take the chance
7 adapt your CV to a particular job
8 most importantly

❻ Students work in pairs marking the main questions and pieces of advice in the article. Then they discuss their usefulness and try them out on each other.

- Decide, whole class, which was the most useful piece of advice.

❼ Students work in pairs describing recent interviews.

- Students report to class any interesting or amusing information.

10.5 ❽ Students read questions. Then play recording. Students note answers.

- Check answers.

Key **(Possible answers)**
1 They're becoming more professional and ask wider-ranging questions.
2 a To see how you react.
b To see if you can give a reasoned explanation about how you would calculate it.
c So the interviewer can analyse things after, and to see if the candidate minds being put under pressure.

10.6 ❾ Students read questions. Then play recording. Students note answers.

- Check answers.

Key 1 in-tray exercises, role-play or simulation, presentations
2 organizational skills
3 urgent information that needs immediate action, important information that needs action but only when the most urgent items have been sorted out, non-urgent information
4 a computer-user b waiter
5 Do you remember the name of the receptionist who showed you in? What items do you remember from the menu board you saw at the front?
6 Be prepared: study the job ad, research the company, understand what they are looking for, tailor your approach

❿ Give students time to think about this and make a few notes.

- Students discuss their ideas in pairs.

Resource file 10.2

Focus on functions

Describing a process

❶ Remind students of Rosa and Eric's plan to visit Jerez de la Frontera in Spain, where sherry comes from.

- Students read through T/F statements. See if anyone already knows or can guess the answers or can tell the class more about sherry.

10.7 - Play recording. Students mark T or F, then compare answers in pairs.

10.7 - Play recording again if necessary. Then check answers, whole class.

Key 1 F 2T 3 F 4F 5T

❷ Explain to non-Spanish students the Spanish words *bodega* (= wine cellar) and *soleras* (= rows of sherry barrels, one on top of the other).

- Students read questions.

10.8 - Play recording, then check answers.

Key 1 In the bottom row 2 Eight years or longer

❸ Students complete extract in pairs.

10.8 ❹ Play recording again. Students check answers.

Key

1 is needed	3 are filled	5 is reached	7 are taken on
2 is taken	4 are topped	6 is added	8 is kept

❺ Check vocabulary: *olive press*, *canvas sheet*, etc.

- Students read and number stages in correct order, then compare in pairs.
- Check answers, whole class.

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

❻ Elicit why students should use the passive when the original description is in the active. (Unlike the speaker/writer in ❺, students are not personally involved in the olive production process.)

- Monitor their writing.
- Check answers, whole class.

Interviewing techniques

❶ Tell students that most of the phrases here are useful for developing general conversations as well as interviews.

- Elicit more phrases. Students add phrases to those given.

Key

Introducing a topic
I'd like to ask you about ...
Could you tell me about ... ?
Could we begin with ... ?

Checking understanding
If I understand you correctly ...
So, are you saying ... ?

Asking for more information
Could you tell me more about ... ?
What do you think was the reason for ... ?

Asking for clarification
Could you explain what you mean by ... ?
What exactly do you mean by ... ?

Showing understanding
Yes, I follow you.
Yes, I see what you mean.

Thanking
Thank you very much for finding time for this interview.

❷ Students prepare questions, then interview their partner.

- Monitor preparation and interviews and give feedback later.

Resource file 10.3

UNIT 11

Language focus

❶ Check understanding: *cross-cultural problems* (problems or misunderstandings caused by cultural differences), and elicit an example. Explain unit title: in the study of cultural differences, a *critical incident* is an event which highlights a difference that can cause misunderstanding.

- Students discuss questions in groups. Students should be able to recycle material from earlier units here.
- Groups report back, whole class.

❷ Students discuss question 1 in pairs, then whole class.

- Students read case studies and match to situations in question 1.

Key a 3 b 1 c 2

❸ Elicit the main events from the first case study, then ask what the British team leader did wrong. (He ignored the 'human' or social side of business in a country where that is particularly important. He should have spent more time with the client.)

- Students in groups discuss the other two case studies in the same way.
- Do not confirm answers yet. They will find out by listening in ❹.

11.1 ❹ Play recording, pausing after each case study to check answers.

Key a 2 b 3 c 1

11.1 ❺ Play recording again, pausing where necessary for students to write.

- Check answers after each extract.

Key
1 a should have been b should have waited c shouldn't have shown d he'd waited e might have asked f would have made
2 a shouldn't have criticized b would have been better c 'd just found out d would have supported
3 a should have taken b shouldn't have rushed c 'd built up d would have won

3rd Conditional Students read examples and answer questions.

Key
1 past
2 Past Perfect
3 past participle
4 *would have* = definite result, *might have* = possible result

Refer students to Pocket Book pp. 4–5.

should have (done)/shouldn't have (done)

Students read examples, answer questions, and complete rules.

Key 1 no 2 no
1 yes 2 no

We use *should have* and the past participle form of the verb when something was the best thing to do, but the subject didn't do it.
We use *shouldn't have* and the past participle form of the verb when the subject did the wrong thing.

Refer students to Pocket Book p. 16.

Practice ❶ Students write positive and negative sentences like the examples. Tell them to discuss why each action was wrong and write the reason if they know it.

- Monitor pairwork. Then check answers, whole class.

Key **(Possible answers)**

2 He should have taken his shoes off when he went into the temple./He shouldn't have gone into the temple wearing shoes. It is the custom to take off your shoes before entering a temple in India.

3 She shouldn't have yawned loudly./She should have put her hand over her mouth. It is considered rude to open your mouth wide without covering it with your hand.

4 He should have made the dinner appointment much later./He shouldn't have made the appointment so early. Spanish people don't eat dinner early in the evening.

5 He shouldn't have kept sniffing during the meeting./He should have stopped sniffing. Sniffing continually, instead of blowing your nose, is considered rude and annoying in some Western countries.

6 She shouldn't have sat down next to the Buddhist monk./She should have found another seat. Buddhist monks are forbidden to touch or be touched by females.

7 He shouldn't have worn any clothes./He should have gone into the sauna naked. It is considered unhygienic in Finland to wear anything in a sauna.

8 He shouldn't have left his chopsticks sticking up out of the bowl of rice./He should have placed the chopsticks at the side of his bowl. Chopsticks are only left sticking up out of bowls of rice as a symbol of death at funerals.

Pronunciation

11.2 🎧 1 Play recording.

2 Students repeat sentences on recording chorally, in pairs, and individually until they can all do it correctly.

- Students look at Listening script 11.1 on page 141, underline all examples of *should* in all forms, and practise saying the sentences.
- Monitor pairwork.

11.3 🎧 3 Play recording. Students repeat sentence on recording chorally, in pairs, and individually until they can all do it correctly and fluently.

4 Students' aim is to say each sentence fluently with one main stress and one secondary stress in each clause. For each sentence, ask various students to say a sentence. Others listen and say which two words in the sentence were stressed most. Confirm if the stress pattern makes sense, otherwise elicit correction.

- Students practise in pairs.

❷ Students complete sentences in pairs. Monitor pairwork.

- Elicit some good sentences, whole class.

❸ Students read article and write sentences like example.

- Students check their sentences in pairs.
- Check answers, whole class.

Key **(Possible answers)**

Comptek didn't have a proper firewall to protect their own servers.
They should have protected their own servers, and installed some of the basic anti-virus software they stocked themselves.
They had a relaxed attitude to staff sending personal emails, etc.
They shouldn't have had such a relaxed attitude to staff sending personal emails, etc.

4 1

In pairs, students write 3rd Conditional sentences explaining what would (not) have happened if Comptek had behaved differently. Monitor writing.

- Feedback, whole class.

Key **(Possible answers)**

If they had had a proper firewall, they would have protected their own servers.
If they had installed some of the basic anti-virus software, they might have protected their system.
If they had had a less relaxed attitude to staff sending personal emails, etc., they would have avoided operational problems, and saved time and orders.
If the employee had been more careful about opening the attachment, the whole system might have been saved.
If Comptek's clients had behaved like Comptek, they would have suffered the damaging effects of the 'worm' virus too.

2

Tell students about a computer problem that was your own fault and what the consequences were. Elicit a 3rd Conditional sentence about this.

- Tell students to exchange similar sentences in pairs.

5 Give an example from your own life. Then give students time to think of one or two choices that they made in the past, and to prepare 3rd Conditional sentences about them.

- Students exchange their stories in pairs and ask each other a few questions about them.

Resource file 11.1

Wordpower

1 Students read, then discuss in pairs.

- Find out which types of culture were chosen by the majority and elicit some explanations.

2 Students read dictionary extracts and complete sentences.

- Check answers.

Key 1 cultural 2 cultured 3 culture 4 multicultural 5 culture shock

3 Students discuss questions in pairs.

- Ask various students for their answers to question 4.

4 Students work in discussion groups to discuss the questions about corporate culture, paying special attention to highlighted words. A group member should look these words up in a dictionary unless someone in the group is certain of the meaning.

5 Students form new groups or pairs and describe the main features of their corporate culture, using words from **4**. Students can also refer back to Unit 10 Wordpower and Unit 6 Skills Focus to help them with a description of their 'corporate culture'.

Confusing words

1 Students choose the correct word, using a dictionary if necessary.

- Check answers.

Key

1 agenda	3 appointment	5 forecast
2 adjourned	4 intervene	6 revise

2 In pairs, students write sentences to show the meaning of the words not used in **1**. Before writing they should be sure they understand the word and how it is used, checking in a dictionary if necessary.

- Monitor their work.
- Elicit good sentences for each word, whole class.

3 Give students time to study each sentence, then ask them to identify the mistake.

- Elicit the correct word.

Key

1 retired/resigned	5 accused/blamed
2 hardly/hard	6 loosing/losing
3 sensible/sensitive	7 raise/rise
4 controlled/checked	8 opportunity/chance or possibility

4 Divide class into three discussion groups and assign two word groups to each discussion group (or divide into six groups if class is large). Students work in groups to discuss the differences between their words and write example sentences.

- When they are ready, each group explains their words to the other groups, who ask questions if they want to.

5 Students discuss the questions in groups. For question 2 (and for 3 and 4 if all students speak the same language), tell them to note down any words that might be useful for the whole class to review.

- Feedback, whole class. On board, build up a list of words that are easily confused and get students to clarify their meanings.

Resource file 11.2

Skills focus

1 Students look at photograph, read the introduction, and discuss the questions, whole class. See if they know whether leprosy is curable or incurable. Do not give the answer yet.

- Pre-teach vocabulary in the listening script: *leprosy, leper, incurable/curable, disfigured, treatment, deformity, recover, outcast.*

11.4 2 Play recording. Students check their answers to 1.

- Ask them what they found most surprising or striking in the interview.

3 Students read questions.

11.4
- Play recording again. Students note answers. Then check answers.

Key
1 START
2 Yes
3 Because they're ashamed.
4 Fine Arts
5 To teach
6 She was shocked, but then she didn't notice the deformities, and saw the patients as people.

4 Students read questions.

11.5
- Play recording. Students listen for what Leah's tough choice was.
- Students check answers in pairs. Then check answers, whole class.

Key She caught leprosy.
She had to choose between returning to the UK, where she could have the best treatment and could recover easily, or having treatment in India so that she could continue helping the other women.

5 Students read sentences and tick some T/F boxes if they can.

11.5
- Play recording again. Students complete the True/False task.
- Check answers.

Key 1 F 2 T 3 F 4 F 5 F 6 T 7 T 8 T

6 Students work in discussion groups. Each group chooses a chairperson, who ensures everyone has opportunities to speak. Monitor discussions.

- Afterwards, give feedback on good use of language and discussion skills. Elicit corrections for a few important mistakes.

Resource file 11.3

Focus on functions

Ask students if they write letters in English. If so, ask them who they write them to, what about, etc., and ask about company style.

1 Students refer to documents and do quiz in pairs.

- Check answers to quiz, whole class.

Key
1 Three. Name of company, address, and contact details
2 *Yours faithfully*
3 *Yours sincerely*
4 When you don't want to indicate marital status.
5 a enclosures
b number
c public limited company
d signed on behalf of
e Road
f Street
6 *I look forward to -ing ...*

2 Go through standard phrases, eliciting other phrases students know for each function, but tell students not to write the phrases yet.

- Students complete table with phrases from documents.
- Students compare completed tables in pairs and refer to Pocket Book pp. 17–18.
- Feedback on phrases from documents, whole class.

Key

Making reference
Thank you for your letter of ...
Further to our telephone enquiry ...

Apologizing
I apologize for not replying sooner.

Requesting
Would you kindly ...
Would you please ...

Agreeing to requests
I would be delighted to ...
I will be very pleased to ...

Explaining reasons
... owing to ...

Giving bad news
I am afraid ...
Unfortunately, ...

Enclosing documents
I enclose ...
Please find enclosed ...

Closing remarks
Please let me know if you require ...
Please give our kind regards to ...

Referring to future contact
I look forward to meeting you ...

3 Students draft letters/faxes in pairs, then write them individually in class, or as homework. Remind them to use appropriate phrases from the table.

- Monitor writing, and give help where necessary.
- Collect finished work and give feedback.

Resource file 11.4

UNIT 12

Language focus

❶ Explain unit title: *hard news* stories are serious; *soft news* stories are popular and usually about the world of sport, entertainment, and celebrities. Students look at the photographs and headlines, and answer the question in pairs, using a dictionary if necessary.

❷ Students read articles and check their answers to ❶.

Key
a apathy, fraud, local election, turnout
b bacteria, dumping of waste, environmental disaster, pollution
c clinical depression, downsizing, lay-offs, sick leave

❸ Students match statements to speakers, referring back to articles if necessary.

- Students compare answers in pairs. Then check answers, whole class.

Key
a the ILO
b a computer science expert
c a spokesperson for the Employers' Association
d a scientist
e a computer science expert

❹ Students discuss questions in pairs. Check answers, whole class.

Key
1 The tense changes.
2 *tell* is followed by an object. Other reporting verbs are: *add, explain, announce, warn, confirm.*
3 Direct statements:
E-voting gives an opportunity for fraud. I can't believe that anyone is even considering using the Internet for national elections.
It will be at least ten years before systems are safe enough.
We have decided to wait for further reports before introducing e-voting.
The exceptionally hot weather in August has caused the bacteria to spread.
A similar problem occurred at the same time last year.
We will introduce a special aid programme to help the 4,000 fishermen affected.
50 years ago these problems didn't exist but today there is much less security in work. Companies are making more demands on their staff.
Many companies have made improvements in recent years. Employees can expect to see more help and support schemes in future.

Reporting spoken language

Go through examples, drawing attention to the changes in verb tense from direct to reported speech.

Key
a Past Continuous
b Past Perfect
c Past Perfect
d *would*
e *could*
1 They change into the 3rd person (unless the reporter is also the original speaker, e.g. *I said that I would ... .*)
2 They become *the year before, the day before, that day, the next day, the following year* (unless they are still accurate when the speech is reported, e.g. if *tomorrow* is still tomorrow, we would not change it to *the next day*).

Refer students to Pocket Book pp. 14–15.

Practice ❶ Students complete reported statements. Check answers.

Key
1 ... that they had looked at the problems of stress and mental illness at work in five countries.
2 ... that they were planning to employ a professional counsellor to help their staff.
3 ... that he didn't know if he would be able to survive until the following year.
4 ... that it couldn't be oil pollution because they had very strict controls.
5 ... that their party had lost the previous election because the turnout had been low.

❷ Students agree on direct questions in pairs then write them.

Key
2 Is the problem just as bad in other countries?
3 When can we expect more financial aid?
4 What are you doing to prevent another environmental disaster?
5 Do you think e-voting will be introduced in your lifetime?
6 Have there ever been any cases of fraud in electronic voting?

❸ Check students' answers.

Key
1 The verb form in reported questions is 'one step back' from the verb form in the direct question.
2 Reported questions do not have the same word order as direct questions and the auxiliary verb is no longer necessary.
3 *If* is used in the reported question when there is no *Wh*-question word in the direct question.

Refer students to Pocket Book p. 15.

❹ 1
Encourage pairs to use a variety of tenses. Monitor their work.

2
When students are confident that their questions are correct, they write them in reported form.

- Ask various students for their reported sentences.

❺ Focus attention on example. Ask what usually happens when an order or request is reported (the infinitive is used).

Refer students to Pocket Book p. 15.

- Students work in pairs to write reported orders and requests.
- Check answers, whole class.

Key
1 The professor asked the reporter to speak up a bit.
2 The Government warned representatives of the oil industry not to dump waste in the sea.
3 The speaker asked the reporter if he could finish his point.
4 The presenter told the companies not to make too many demands of their staff.
5 She asked the speaker to email them a copy of the report.
6 The official told them to re-count all the votes.

❻ 1
Remind students of the article on workplace stress and its causes. They work in groups to write six questions to ask. Monitor and help as necessary.

2
Students form pairs to interview a member of another group and take notes.

3
Students report back to their groups. Each student chooses at least one question and one statement to report.

Resource file 12.1

Wordpower

❶ Check words in box, eliciting meanings and pronunciation.

- Students use the words to complete item 1 of the news page, using dictionaries if necessary.
- Students compare answers in pairs.
- Check answers, whole class.

Key

1 budget	3 Minister	5 recession	7 taxation
2 stock market	4 parliament	6 inflation	8 interest rates

❷ Elicit possible collocations for each word in B.

- Students use the collocations to complete item 2 on the news page.
- Check answers.

Key

1 new constitution	4 diplomatic relations	7 public spending
2 Fresh elections	5 foreign embassies	
3 economic sanctions	6 international aid	

❸ Students read the headlines in *Around the world* on the news page and match words to meanings.
Check answers.

Key 1 f 2 i 3 e 4 h 5 d 6 j 7 g 8 c 9 a 10 b

❹ Students discuss the questions in groups. Give a time limit first.

❺ 1
Focus briefly on the diagram, asking students to describe what they see.

12.1 🎧

- Play recording. Students label diagram. Play again and pause if necessary.
- Students compare answers in pairs.
- Check answers and spelling, whole class.

Key

a MPs, 129	g Government members
b proportional representation	h MPs for other parties
c Press	i Opposition
d VIPs	j electorate/voters
e Presiding Officer/Speaker	k public
f Prime Minister and the Cabinet	

2
Find out how many students feel able to answer this question, and elicit descriptions from them. If they can give good descriptions, other students draw simple diagrams as they listen and say how the chamber described is different from the one in listening script 12.1.

❻ The political system mentioned in 12.1 was *proportional representation*. See if anyone can explain how this system of electing parliamentary representatives works.

- Students work in pairs describing (1) their country's political system and (2) changes they would like to see, if any.
- Monitor pairwork.

❼ Students match opposites. Check answers.

Key

boom – recession	government – opposition
privatization – nationalization	left-wing – right-wing
majority – minority	democracy – dictatorship

❽ Students complete the table, using dictionaries if necessary to check spelling and word stress.

- Check answers. Check pronunciation.

Key

politics	politician	political
economics	economist	economic
diplomacy	diplomat	diplomatic
democracy	democrat	democratic

❾ Students work in groups with a chairperson for each group. Give a time

limit. Students finish the sentences so they are true for them, and then discuss their answers.

- Groups report to class what was discussed and compare views with other groups.

Resource file 12.2

Skills focus

1. Discuss questions, whole class.

2. Students match phrases and explanations.
   - Check answers and practise pronunciation.
   - Tell students to cover A. Say phrases from B to elicit words from A.

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

12.2 3. Play recording. Students note topics. Check answers.

Key
1 Children and computer and video games
2 Celebrities and drink-driving
3 DVD and video piracy
4 Drug abuse in sport

4. Students read sentences and tick any boxes that they are sure about.

12.2
- Play recording again. Students complete exercise.
- Check answers.

Key 1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 T

5. Divide class into discussion groups. Each group appoints two students to chair discussion of two topics each and a spokesperson to make brief notes and report back to class.
   - Monitor group work.
   - Groups report back to class. Give feedback.

6. Students read article and answer questions. Give a ten-minute time limit.
   - Check answers.

Key **(Possible answers)**
1 Japan and Britain
2 Japan: computer and video games make children violent. Britain: children who become addicted could be more intelligent than average.
3 More research is needed.

7. Students explain highlighted words in pairs, using dictionaries where necessary.
   - Check answers, whole class.

8. Either a discussion in groups, with chairperson for each group, and spokesperson to report back on one of the topics, or alternatively, a class debate, with a motion proposed and opposed, and voting, etc.

Resource file 12.3

Focus on functions

Social responses

1. Students read questions. Ask them to suggest what the 'good news' could be.

12.3
- Play recording. Then check answers.

Key
1 NMP have got the money to complete the *Food and drink* project.
2 Yesterday, at the end of a meeting.

❷ Students match comments and responses individually, then compare answers in pairs.

- Check answers, whole class.

Key 1 e 2 c 3 d 4 a 5 b

- Students practise in pairs, covering B, and giving responses to A.

Pronunciation

1 Students read the comments and responses. Tell them to listen and mark the responses according to how enthusiastic they sound.

12.4 • Play recording. Then check answers, whole class.

Key b 1 c 1 d 2

2 Ask two students to demonstrate, continuing as long as possible and being very enthusiastic. The students practise the other three dialogues in pairs.

12.5 ❸ Play recording. Students tick a or b, then compare answers in pairs.

12.6 ❹ Play recording. Students check answers.

Key 1 b 2 a 3 b 4 a 5 a 6 b 7 a 8 b

Common expressions

Tell students that there are a lot of common expressions which are not difficult to understand, but which have a fixed form which does not change, so they need to learn them as complete expressions.

❶ Students match expressions and meanings, and compare answers in pairs.

- Check answers, whole class.

Key 1 c 2 e 3 d 4 a 5 b

❷ Students complete extracts, and compare answers in pairs.

Key 1 If you ask me 2 That reminds me 3 As you say 4 Talking of 5 As I was saying

12.7 ❸ Play recording once. Students check answers.

Saying goodbye

❶ Students read questions. Ask them to suggest what María might say.

12.8
- Play recording. Students compare answers in pairs.
- Check answers, whole class.

Key 1 We really must be going.
2 (Own answers)

- Ask students which job they would prefer, Piet's or Rosa's, and why.

❷ Students discuss what they would say in the situations.

- Feedback, whole class.

12.9 ❸ Play recording, pausing after each conversation for students to match to appropriate situation in ❷.

- Students compare answers in pairs.

12.9
- Play recording again, pausing after each conversation to check answers.

Key a 3 b 1 c 4 d 2

- Practise pronunciation of selected phrases.

Resource file 12.4

Review Units

Each Review Unit aims to review all the grammar and functional exponents from the previous four units. There is also an exercise designed to encourage students to check vocabulary. The Review Units are intended to be used in class; the Resource file has corresponding tests.

The review exercises are designed to be independent of each other. Encourage students to decide for themselves what they need to review further, by using the self-check box at the end. Each unit has a variety of pairwork and group work exercises, and a standard format, so that students can work through the unit with minimum intervention from the teacher.

Method 1

- At the end of the previous class, tell students there will be a review session in the next lesson. Ask them to revise the work from the previous units.
- In class, students work through the Grammar exercises in pairs, following the instructions for each one. Encourage students to use the Pocket Book for reference, and to ask you for help, as they work through.
- Check answers, whole class.
- Students change pairs and work through *Focus on functions* exercises.
- Monitor students' work.
- Check answers, whole class.
- Give brief feedback session on any points that came up during monitoring.
- Students change pairs and practise *Focus on functions* exercises again, if necessary.
- Divide students into groups to prepare and do Vocabulary test.
- Agree a time when students will do the corresponding test.

Method 2

- At the end of the previous class, tell students there will be a review session in the next lesson. Ask them to revise the work from the previous units.
- In class, ask students to read the headings for each Grammar exercise in the unit, and to decide which they need to work on.
- Allocate students into pairs who want to practise similar areas.
- Students work through Grammar exercises, following the instructions for each one. Monitor, and answer questions, etc.
- Follow same procedure for *Focus on functions* exercises.
- Divide students into groups to prepare and do Vocabulary test.
- Agree a time when students will do the corresponding test.

REVIEW UNITS ANSWER KEY

Review Unit A p. 46

1

1 is working
2 comes
3 moved
4 studied
5 has lived
6 has worked
7 married
8 owns
9 is opening
10 knows
11 has built up
12 doesn't like
13 researched
14 is looking
15 wants

2 (possible answers)

1 Where is Vanessa working now?
2 When did she move to the United States?
3 Who did she marry?
4 How many restaurants does Claude Blanc own?
5 What does Vanessa not like doing?
6 What did she research last year?

3

Argentina	Brazil	Peru	Venezuela
Spanish	Portuguese	Spanish	Spanish
Buenos Aires	Brasília	Lima	Caracas

4 2

2 The smoking of cigarettes fell/dropped/declined sharply in the 1990s.
There was a sharp fall/drop/decline in the smoking of cigarettes from 1990 to 2000.
3 The consumption of alcohol fell/dropped/declined steadily in the 1990s.
There was a steady fall/drop/decline in the consumption of alcohol from 1990 to 2000.
4 The consumption of fruit and vegetables rose/increased/grew gradually in the 1990s.
There was a gradual rise/increase/growth in the consumption of fruit and vegetables from 1990 to 2000.

7 (possible answers)

1 Hello. (Eric) speaking.
2 Good morning. (NMP). Can I help you?
3 Could I speak to (Rosa Lanson)?
4 Just a minute. I'll put you through.
5 Why don't we meet next Tuesday?/
Could you make it next Tuesday?
6 When would be convenient for you?
7 I'm afraid I'm not available then.
8 Thank you. We look forward to seeing you next Tuesday. Goodbye.

Review Unit B p. 88

1

1 was introduced
2 was appointed
3 has been done
4 has developed
5 organized
6 have been arranged
7 played for
8 are being encouraged
9 are taken
10 is provided
11 are given
12 won't be picked
13 'll support
14 have learnt/am/'m learning
15 are not treated/being treated

2 1 left 2 chose 3 wrote 4 began 5 took over 6 wanted

3

1 must, have to
2 needn't, don't have to
3 mustn't
4 should, shouldn't
5 could, might
6 can, may

4

1 am/'m flying
2 leaves
3 am/'m going to ask
4 will/'ll have to
5 am/'m giving, am/'m not doing
6 're taking, won't take

Review Unit C p. 130

1 1

1 has been
2 have been working
3 have built
4 have opened
5 have improved
6 have achieved
7 have not raised
8 have not finished
9 have been listening
10 have produced
11 have been trying
12 deal with
13 won't be able
14 begin
15 will start

2 since, in, for, before, after

3 (possible answers)

1 The removal company shouldn't have used inexperienced staff. If they hadn't used inexperienced staff, it wouldn't have taken so long.
2 They should have had more packaging materials. If they'd had more packaging materials, they wouldn't have damaged some of the equipment.
3 They shouldn't have taken lots of breaks. If they hadn't taken lots of breaks, they wouldn't have lost time.
4 They shouldn't have used an old van. If they hadn't used an old van, it wouldn't have broken down.
5 They should have read the address properly. If they had read the address properly, they wouldn't have gone to the wrong address.
6 They shouldn't have dropped a very valuable picture. If they had been more careful, they wouldn't have dropped a very valuable picture.

4 (possible answers)

1 A to Z said that they had taken on a new member of staff who they were training up.
2 A to Z said that Hi-Tec hadn't told them that they had so many computers. They asked Hi-Tec if they wanted to wait while they got head office to send more packaging.
3 A to Z said that it was a very hot day, so they would need to take one or two drinks breaks.
4 Hi-Tec asked why they had turned up in such an old van.
5 A to Z said they couldn't read the writing on the address document.
6 Hi-Tec warned/told them to be careful with the picture because it was very valuable.

Resource file

Instructions Instructions are provided whenever necessary, but many of the materials in the Resource file need no instructions; information to enable students to carry out the tasks is given on the photocopiable sheet.

Grammar file The Grammar file provides activities based on the 'discovery' approach to teaching grammar used in the Student's Book, and which relate to the target grammar of each unit. All activities require students to analyse data and think about grammatical form and meaning.

There are grammar games with cards; concept cards which develop students' understanding of grammatical concepts and use through analysis of examples, and practice cards which provide opportunities to put this knowledge to use. The activities are played as games, to change the focus of the lesson, and to provide opportunities for students to check their understanding of the grammatical concepts they have been studying. To make the cards, cut up the photocopied sheets, stick each 'paper card' onto strong card and cover each card with adhesive film. It is worth spending the time producing sets of cards in this way as they will last much longer.

Vocabulary file The Vocabulary file provides material for regular and systematic reviews of the key vocabulary in the Student's Book, and for vocabulary extension work.

Skills file The Skills file has a variety of activities which extend the topics in the Student's Book and give students further practice in speaking, reading, and writing. There are also texts and information transfer activities, based on authentic sources, which provide further vocabulary and skills work, with communicative tasks that require students to read, understand, and exchange information.

Functions file This file provides activities which review the functional language taught in the *Focus on functions* section of the Student's Book.

Communications file The activities in this file are designed in particular for students who want further practice in telephoning and corresponding in English, and are designed to be used as communication practice activities in class.

Tests These can be used after Units 4, 8, and 12.

Answer key This is photocopiable, to give students the opportunity to check their own work.

INSTRUCTIONS

1.4
- Divide the students into pairs.
- Give each pair a set of cards, shuffled.
- Make sure students realize that response cards can sometimes go with more than one card.
- Students match cards.
- Students turn the response cards face down and practise responses without reading.
- Check students understand the four situations before they begin. (You can do this orally, or by photocopying the instructions and situations.)

2.1, 8.1
- Give each student a copy of the questions sheet.
- Students move round the class, asking each other questions. As soon as they '*find someone who ...*', they write the name in the space then ask appropriate follow-up questions.
- They then move on to question another student.
- At the end of the activity, students report back on selected items.

2.2, 12.1 *What's the mistake?* worksheets focus on grammar errors which have been selected to highlight general problem areas. You may also like to make your own 'mistake' sheets to focus on your students' particular problem areas. See also the Monitor sheet (p. 145).

3.2
- Divide students into groups of three or four.
- Give each student in the group a different bingo card and one set of individual cards per group.
- Check students understand all the words on their cards before they begin.
- Make sure students shuffle the individual cards and place them face down in a pile.
- In turns, students take the top card from the pile and give a definition without using the word on the card. If necessary, remind students of the target language, e.g. *A person who ... , Something that/which*

you use to ... , and *A place where* ... .

- When the group has guessed the word correctly, those players who have the word on their Bingo card cross it out.
- The first player to cross out all his or her words is the winner.
- **Tip:** to practise non-defining relative clauses, divide the individual cards into three groups: person, place, and thing. Students take one from each group and have to connect all three in one sentence, e.g. *pharaoh, bar chart, hotel lobby – The pharaoh, who was reading the bar chart, was waiting in the hotel lobby*. The best/most creative sentence wins!

6.1

- Divide students into small groups. Give each group a board, a coin, a marker for each player, and a set of cards.
- Students shuffle the cards and place them, face down, in the centre of the board.
- In turn, students move around the board and talk about the topic in the square.
- If they land on a **?** square, they take the top card and follow the instructions, replacing the card at the bottom of the pile afterwards. If they use the same card more than once, they should ask a different person in the group.
- Students continue the game until they have all finished.

7.1

- Divide students into groups of three or four. Give each group a set of modal cards (*something you must use when* ... , etc.) and each student five or six picture cards.
- Students shuffle the modal cards and place them face down.
- In turn, students pick a modal card and decide which of their picture cards it 'matches'. They have to explain the match to the rest of the group. Other students should try to find reasons not to accept the match.
- If the rest of the group accepts the match, the student replaces the modal card at the bottom of the pile and gets rid of his or her picture card. If the group don't accept the match, the student keeps the picture card.
- The winner is the first person to get rid of all their picture cards.

7.4

Stage 1

- Give each student a copy of the worksheet.
- Students complete the first exercise either individually or whole class. In any case, feedback should be whole class to make sure all students are aware of the target language and how it is used.

Stage 2

- Divide students into pairs or small groups, if possible so that there are no more than three groups in the class for the three information cards.
- Make sure students understand the memo and discuss the questions thoroughly to prepare them for the presentation.

Stage 3

- Give each pair or group a different information card.
- Make sure students understand the information on their card and give them the necessary support in preparing their presentation. All students in the group should take part in giving the presentation.

Stage 4

- After each pair or group presentation, encourage students to ask questions.
- Students should discuss which recommendation is the best and then vote.

9.2

- Divide students into small groups. Give each group a board, a coin, a marker for each player, and a set of cards.
- Students shuffle the cards and place them, face down, in the centre of the board.
- In turn, students move around the board and make either a 1st or 2nd Conditional sentence based on the type of square they land on.
- If they land on a square with a prompt, they complete the sentence in the appropriate conditional depending on the probability (e.g. *If/change/job – If I changed my job, I'd work shorter hours*).
- If they land on a (CARD) square, they take the top card from the pile, read out the question, and choose a person in the group to answer it, replacing the card at the bottom of the pile afterwards. If the card has been used before, a different person should answer the question.
- If they land on an *if* square, students make either a 1st or 2nd Conditional sentence of their own choice.
- For each sentence, the group decides if it is grammatically correct or not. If so, the player scores one point.
- The winner is the person with the highest score. If two players have the same score, the one who finishes first is the winner.

9.4 **Stage 1**

- Give each student a copy of the worksheet.
- Students complete the first exercise individually with whole class feedback to make sure all students have a thorough grasp of the topic.

Stage 2

- Divide students into groups of between four and nine students. If possible, try to give the CEO card to the strongest student in terms of language level.
- Make sure students understand their cards and give them the necessary support in preparing their recommendation.

Stage 3

- Set up the meeting and make sure all students participate.
- The CEO should control the discussion but also present his/her own recommendation.
- At the end of the meeting, students should vote for the best recommendation.

11.1

- Divide students into small groups. Give each group a board, a coin, a marker for each player, and a set of cards.
- Students shuffle the cards and place them, face down, in the centre of the board.
- In turn, students move around the board. If they land on a square with a prompt (e.g. *If I had been born a century earlier* ...), they complete the sentence.
- If they land on a (CARD) square, they take the top card from the pile, read out the two sentences and make a sentence with *should have* or *shouldn't have*, replacing the card at the bottom of the pile afterwards.
- If they land on an *if* square, students make a 3rd Conditional sentence of their own choice.
- For each sentence, the group decides if it is grammatically correct or not. If so, the player scores one point.
- The winner is the person with the highest score. If two players have the same score, the one who finishes first is the winner.

12.3 **Stage 1**

- Give each student a copy of the worksheet and a copy of the potential texts for the website.
- Students complete the first three exercises either individually or in pairs, with whole class feedback to make sure all students have a thorough grasp of the topic and necessary language.

Stage 2

- Divide students into pairs, if not already in pairs.
- Make sure students understand the email and discuss the questions thoroughly.
- Give them the necessary support in preparing their presentation. Both students in the pair should take part in giving the presentation.

Stage 3

- After each presentation, encourage other students to ask questions.
- Students should discuss which design is the best and then vote.

Action verb or state verb?

1 Complete the sentences, using the correct form of the verb in brackets in the Present Simple or Present Continuous.

1 The international department _____ all our customers from abroad. (deal with)
2 I _____ what the word means exactly – I'm just guessing. (not know)
3 She's in Wellington all this week but she _____ on Friday evening. (fly back)
4 You're very quiet this morning. What _____ about? (you, think)
5 The company _____ a health programme for its full-time workers. (have)
6 The department _____ its next meeting the day after tomorrow. (hold)
7 _____ good weather in San Francisco at this time of year? (you, get)
8 Mr Toshiko isn't available at the moment – he _____ lunch with clients. (have)
9 This visit I _____ at the Hotel Ramada. Do you know it? (stay)
10 What _____ at your company? I'm a project manager. (you, do)
11 Clara's not here – this week she _____ our office in Frankfurt. (help)
12 What _____ about the new Sales Manager? (you, think)
13 Our company _____ to expand at the moment. (not need)
14 I _____ there is very much competition at the moment. (not believe)
15 We _____ a lot of calls from customers about this month's promotion. (get)

2 Work in pairs. Write eight questions using the verbs in box A and the words or phrases in box B. Use each item in B at least once. Then work with a different partner. Ask your partner questions and answer your partner's questions.

Examples *Do you usually commute?*
Are you working hard at the moment?

A	
commute	understand
know	enjoy
meet	prefer
travel	work
learn	have

B
next Friday
this month
always
tomorrow at 10 a.m.
at the moment
usually

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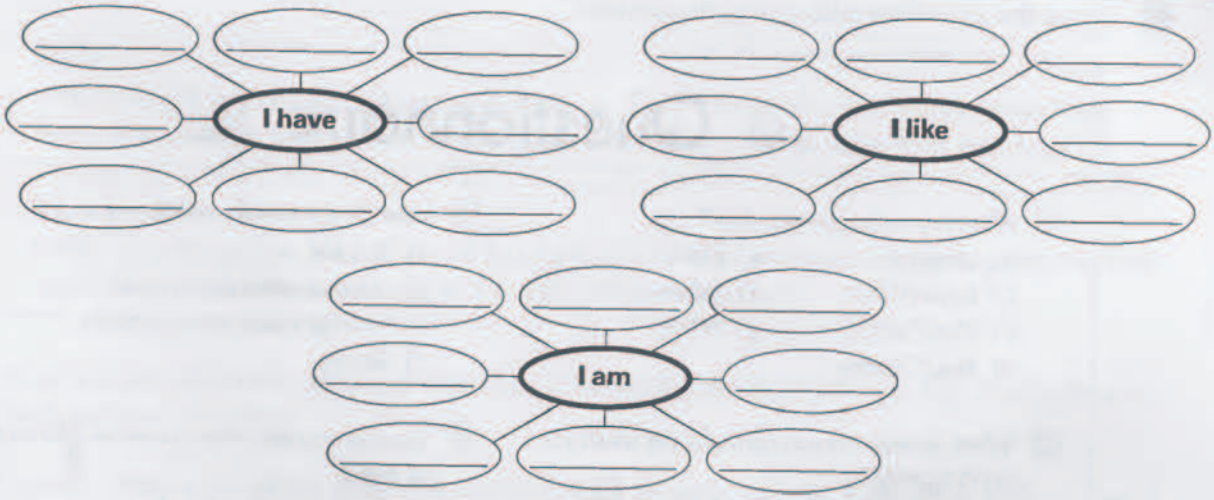
Personal file. Word maps

Organizing words that belong to the same topic in a word map makes it easier to learn and remember them.

❶ Write the words in the box in the appropriate word map.

travelling on business	the outdoor life	practical	single
a degree in economics	playing squash	a small flat	a pet
fashion-conscious	classical music	a partner	a motorbike
keen to work abroad	interested in cars	foreign food	fun-loving
living in the suburbs	three children		



❷ Correct the statements in the word maps so that they are true for you, then add two more items to each map.

Examples *I ~~like~~ don't like classical music.*
I have two brothers.

❸ In pairs, compare your word maps. Are they similar? What are the differences?

❹ Below are five different jobs. In pairs, discuss the kind of person who is perfect for each position.

Example *A perfect doctor ... is interested in people, has a degree in medicine, etc.*

Doctor

Financial Manager

Chef

TV Producer

Web Designer

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How do others see you?

People have a public image and it is often important to know how others see you, especially when you are looking for a better job or position. But what is your public image?

1. Choose the adjectives in the box that you think describe your public image. Are there any others you can add?

kind	precise	ambitious	decisive	interested in people
careful	successful	efficient	stylish	adventurous
practical	competitive	careful	rational	hard-working

2. Read the questions and note your answers.

Questionnaire

① What is your favourite colour?
- a) Green
- b) Brown/Grey
- c) Blue/Purple
- d) Red/Orange
- e) Black
- f) Yellow
- g) White

② What strategy do you normally use when you go to a party?
- a) I don't feel comfortable so I keep quiet.
- b) I concentrate on the people I know.
- c) I try to make a good impression on everyone.

③ When you go to sleep, what is your usual position?
- a) On your back
- b) On your front
- c) On your side

④ Do you often dream you are
- a) falling?
- b) looking for something or somebody?
- c) flying?

or
- d) You don't usually dream.

⑤ How do you usually walk?
- a) Quickly
- b) Normal speed, looking up
- c) Normal speed, looking down
- d) Slowly

⑥ How do you feel when someone interrupts you at work?
- a) Happy to take a break
- b) Angry
- c) Not especially angry or happy

⑦ When you think something is very funny, do you normally
- a) laugh loudly?
- b) laugh quietly?
- c) smile?

⑧ What's normally the best time of day for you?
- a) Morning
- b) Afternoon/evening
- c) Night

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How do others see you?

❸ Calculate your score for your answers and read the description of your public image.

1 (a) 4 (b) 1 (c) 3 (d) 6 (e) 7 (f) 5 (g) 2
2 (a) 2 (b) 4 (c) 6
3 (a) 7 (b) 6 (c) 2
4 (a) 4 (b) 3 (c) 5 (d) 6
5 (a) 5 (b) 1 (c) 7 (d) 2
6 (a) 6 (b) 2 (c) 4
7 (a) 6 (b) 4 (c) 2
8 (a) 2 (b) 4 (c) 6

36 or more
Other people see you as a natural leader. They feel you are adventurous and stylish, and associate you with ambition and success. You take decisions quickly and welcome competition.

19–35
Other people see you as rational and practical. They associate you with efficiency. You normally show an interest in other people, and help them overcome their problems.

18 or fewer
Other people see you as careful and hard-working. They associate you with precision and detail. You normally avoid risk, and prefer quality to quantity.

❹ What are the differences between this description and your description in ❶? Which do you think is more accurate?

❺ In pairs, choose one of the three descriptions in ❸ for your partner. Does your partner agree? What description does your partner choose for you?

❻ Work in groups of three or four. Discuss these questions.
1 Do you think a person's public image is important?
2 Can somebody's public image be so well-developed it becomes a *brand*?
3 Can you change your public image? How?

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Welcoming and introducing

Peter, I'd like to introduce you to my colleague, Simon. 1.4a	How's work? 1.4a	Good to see you again! 1.4a	How do you do. 1.4a
Excuse me, is your name Sofia Massio? 1.4a	You must be Max. 1.4a	Good afternoon. My name's Jacques Bouchard. 1.4a	I don't think you know each other, do you? Javier, this is my old school friend, Marcos. 1.4a
How are you? 1.4a	Pleased to meet you. 1.4a	**No, it isn't. It's Maria Buozi.** 1.4b	**Pleased to meet you, too.** 1.4b
I'm fine. What about you? 1.4b	**Pleased to meet you.** 1.4b	**Yes, that's right.** 1.4b	**And you – it's been ages!** 1.4b
Not too bad, thanks. What about you? 1.4b	**How can I help you, Mr Bouchard?** 1.4b	**How do you do.** 1.4b	**Hi, how are you?** 1.4b

In pairs, role-play the following situations, using at least two expressions from the cards for each situation.

1. You both work for the same company but in different countries. You have communicated by email but have never met in person. You are at an international training session and meet during a coffee break.
2. One of you is the host of a party and the other is a colleague. The host wants to introduce one of the other guests to his/her colleague.
3. Some time ago you both worked for the same company but one of you changed company. You both meet at a conference.
4. One of you is a new client, visiting the other student's company. You both meet for the first time in the reception area of the company.

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2.1 GRAMMAR FILE

Find someone who ...

Student A

1. Walk around the class and ask other students questions. Write the students' names.

Find someone who	Name
did business with a foreign company last year.	
has arranged a holiday online.	
has worn jeans to work.	
socialized with colleagues last month.	
went to a health club last week.	
has worked from home.	
has been on maternity or paternity leave.	
put off a meeting last month.	
Add another example of your own.	

2. Ask follow-up questions to get more information.

2.1 GRAMMAR FILE

Find someone who ...

Student B

1. Walk around the class and ask other students questions. Write the students' names.

Find someone who	Name
got married in winter.	
has gone on a package holiday.	
has thought of starting a new company.	
worked overtime last week.	
wore a suit last weekend.	
grew up in the country.	
has contacted an old school friend recently.	
has made an appointment in the last month.	
Add another example of your own.	

2. Ask follow-up questions to get more information.

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What's the mistake?

Each of these sentences has a grammar mistake. Find the mistake, then write the correct sentence.

1 She's used to driving to work but now she always takes the bus.

_____

2 A Did the President open the new company facilities?
B Yes, he opened.

_____

3 Travel agencies are usually selling most holidays in July and August.

_____

4 I rarely finish work before 8 p.m. so I use to have dinner at around 10 p.m.

_____

5 The company website is very good. Who did develop it?

_____

6 In my last job, I used to putting the phone down when the caller spoke in English!

_____

7 What did happen at the last meeting? I couldn't make it.

_____

8 These days she use to spend the weekend with her parents.

_____

9 How many employees do belong to the company pension scheme?

_____

10 A Who's usually responsible for dismissing staff?
B The General Manager does.

_____

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Working parents – for and against

1 Divide the words or phrases in the box into two categories: *family* and *work*. Sometimes a word or phrase can go into both categories.

children	career	facilities	support	traditional	stress
employee	full-time	rewarding	give up	independent	trapped
relatives	grow up	look after	partner	maternity leave	crèche

2 Do you agree with the following opinions? Tick (✔) 1–5. (1 = you completely agree, and 5 = you completely disagree.)

	1	2	3	4	5
Children are usually happy when their parents are happy and not stressed, whether they work or not.					
Working parents used to get support from their relatives but the situation is different now.					
Parents should have one year's maternity or paternity leave so that one partner can look after the baby properly.					
A traditional family set-up has always been best to help children grow up properly.					
The workplace needs to provide more facilities for children of working parents, such as crèches.					
It is much more rewarding to be an employee than trapped at home looking after the children.					
The quality of time spent with children is more important than quantity.					
Children have become more independent now and don't need their parents so much.					
These days both parents need to work full-time so they can give their children everything they want.					
If you want children, it is necessary to give up other things, such as your career.					

3 Compare your answers with a partner. Do you agree?

4 Read the problems below. With your partner, discuss what you think the people should do.

'I want to stay home to look after my two-year-old boy, but I feel very lonely and bored.'
Maxine, France
'We have our own company and so never have time for ourselves or our children.'
Noberto and Gloria, Philippines
'My wife and I want children, but my salary is much lower than hers.'
Shaul, Israel

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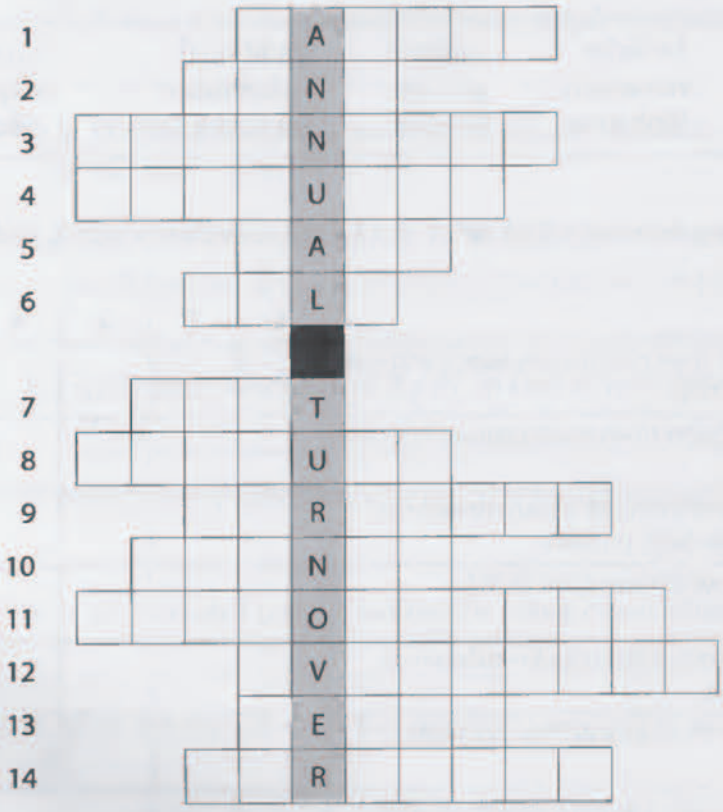
Vocabulary review

❶ Read the clues and fill in the spaces. All the words are in Units 1 and 2.



1 The money that you receive every month or year for the work you have done.
2 A CEO is the man or woman who _____ the company.
3 *The company has had problems and has made 100 workers* _____.
4 A person who uses a product or service.
5 *I'm afraid she's in a meeting. Can I* _____ *a message?*
6 When you wait on the telephone, you _____ the line.
7 *Oh, you're busy on Tuesday. Well, does Wednesday* _____ *you?*
8 *The sales department is expanding. We need to* _____ *some new representatives.*
9 This describes something that you can carry easily.
10 When a company puts a new product on the market.
11 *We get a* _____*-related bonus – when the company does well, we get more money.*
12 The name for regular costs for a company, such as electricity, rent, etc.
13 **A** *What kind of* _____ *and benefits does your company give?*
B *We have a subsidized canteen.*
14 The money a company receives for its products or services.

❷ Write a definition of the vertical phrase in ❶, then check your definition in a dictionary.

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The best product

❶ What qualities are important for a language course? List the qualities in the box in order of importance for you.

useful	complete	rewarding	easy	stimulating
cheap	innovative	suitable	flexible	

❷ Babelingua Inc. sells self-study language courses. It currently has three different products: online learning, a book with audio CD, and a video course. Its marketing department has carried out a survey to find out what different consumers think about the different formats. Look at the results.

	% answer *Yes*		
Concept	**Online**	**Book**	**Video**
Do you think the course is expensive?	35%	74%	80%
Did you find the course topics useful?	44%	39%	87%
Was the course content suitable for your needs?	45%	47%	46%
Was the course design flexible enough?	82%	55%	34%
Was the course difficult?	59%	81%	18%
Did the course contain all the information you needed?	75%	66%	76%
Did the activities in the course interest or motivate you?	63%	41%	35%
Do you think the course is original?	87%	43%	43%
Did you get enough feedback on your progress?	78%	31%	15%
Overall average	65%	53%	51%

❸ Complete the sentences from the marketing department's report using the information in the table. Sometimes more than one answer is possible.

- Compared with the video, the book is _____ [1] expensive and the online course is _____ [2] expensive.
- The book was not _____ [3] useful as the online course and the video course was _____ [4] useful.
- The consumers felt the book was _____ suitable _____ [5] the online or video courses.
- Regarding flexibility, the _____ [6] product was the online course and _____ [7] was the video.
- In terms of difficulty, consumers felt that the online course was _____ [8] than the book, but the video course was _____ [9].
- Overall, the book was _____ [10] than the video, but _____ [11] product was the online course.

❹ Now write similar sentences for the rest of the information in the table.

❺ The marketing department only has enough budget to market two products next year. Which two products do you suggest? Why?

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Description bingo

Bingo cards

Student A

RESEARCH	MILITARY SERVICE
PUBLICTRANSPORT	EXPERT
VOLUNTEER	HUSBAND
BAR CHART	CANTEEN

Student B

HOTEL LOBBY	CLIENT
SUBURBS	PUBLICTRANSPORT
MUSEUM	JOURNALIST
EXPERT	CLOTHING

Bingo cards

Student C

DISK	HEADQUARTERS
HUSBAND	JOURNALIST
VOLUNTEER	CLOTHING
TEACHER	CANTEEN

Student D

INTERNET	RESEARCH
HEADQUARTERS	PHARAOH
SUBURBS	BAR CHART
HOTEL LOBBY	MILITARY SERVICE

Individual cards

PHARAOH	BAR CHART	HOTEL LOBBY	JOURNALIST
PUBLICTRANSPORT	DISK	TEACHER	RESEARCH
SUBURBS	HUSBAND	MILITARY SERVICE	INTERNET
VOLUNTEER	MUSEUM	CANTEEN	CLIENT
ANSWERPHONE	CLOTHING	EXPERT	HEADQUARTERS

Instructions

1 Play in groups of three or four, so that each player has a different Bingo card.
2 Make sure you understand the words on your card.
3 Shuffle the individual cards and place them face down, in a pile.
4 The first player takes the top individual card and must give a definition of the person, thing, or place on the card, without saying the word or a similar word, e.g. *A person who ... , Something that/which you use to ... ,* or *A place where ... .*
5 The other players guess the word, the first player giving them extra help, if necessary.
6 When the group has guessed the word correctly, those players who have the word on their Bingo card cross it out.
7 The second player then takes the next individual card and gives a definition, and so on.
8 The first player to cross out all his or her words is the winner.

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3.3 VOCABULARY FILE

Negative attitudes

❶ Look at the handout below. In the table, make a list of all the underlined adjectives in the memo that indicate a positive attitude.

Positive		Negative	

EFFECTIVE COMMUNICATION

There's more than one way to make your point and we all have our own style. Recognizing your style can help you improve your communication. Here are four common styles of communication. Which one are you?

1 **Thinker**
You're precise and careful, but also rather impatient and unfriendly, unsupportive of others, and sometimes even rude.

2 **Boss**
You're decisive and confident, but tend to be thoughtless about other's needs and not very generous, sometimes even selfish.

3 **Teamworker**
You're polite, patient, and can be very thoughtful, but you are also a little indecisive and not very confident, even tentative at times.

4 **Supporter**
You're generous with your help, friendly and very supportive, but also somewhat imprecise and careless.

Knowing your style can help you avoid problems. Let's all improve our communication!

❷ Now add the negative attitudes from the handout to the table in ❶. Try to match them with a positive attitude.

❸ Some opposites are formed with a prefix. Put the examples from the handout in the table. Then add the opposites of the adjectives in the box.

in-	*im-*	*un-*

enthusiastic	perfect
efficient	dependent
excited	partial
sensitive	practical
familiar	

❹ Look at the handout again. Which suffix can you add to the *end* of a word to make an adjective with the opposite meaning?

❺ When we describe people with negative adjectives we often use techniques or phrases to make the description more polite. What examples can you find in the handout that 'soften' negative adjectives?

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European languages

Student A

1 Look at the information about languages and the European Union. Which figures do you think are correct?

	A	B	C
1 Number of countries that joined the EU on May 1st 2004	6	8	10
2 Change in use of French in EU between 1997 and 2002	+12%	-13%	-24%
3 Change in use of English in EU between 1997 and 2002	+32%	+15%	-17%
4 % of officials from new EU countries with English as 2nd language	50%	70%	90%
5 Cost of one-week immersion course in French	€1,500	€1,000	€750

2 Read the article and check your answers.

Free full immersion

A French language agency, Francophonie, is giving free French classes to top EU officials from the 10 countries that joined the EU on May 1st 2004. This is one of the most innovative projects to date and is part of the agency's campaign to stop the decline of the French language. For example, between 1997 and 2002, the use of French in EU documents decreased by 24% while there was a 32% rise in English. Almost 70% of the officials from the new EU countries have English as their second language. Francophonie says 'We think it is dangerous to encourage uniformity. When people use English, other languages disappear.' So far the programme has proved very popular. Dozens of senior diplomats from Estonia to Poland have signed up for the one-week immersion course, costing €1,500 but paid for by the agency. In Brussels, 3,000 lower level officials have also benefited from free French classes. The agency says it offers choice: 'People don't speak proper English in the European institutions anyway, they speak something we call *Bruxellish*. It's not detailed at all and often inaccurate.'

Source: *The Guardian*

3 Student B also has an article about languages and the European Union. Below are some key words and phrases from the text. Ask Student B questions to find out what it is about and answer Student B's questions. For example, *Why ... ?, How many/much ... ?*

extra languages	translation and interpretation cost
language staff	the price of a cup of coffee

4 Work in pairs. Discuss these questions.
1 How can the EU finance the increasing cost of translation and interpretation?
2 Is it acceptable for one or two languages to dominate the EU?
3 Which do you think is more important in the EU: to save money or preserve languages?

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European languages

Student B

1 Look at the information about languages and the European Union. Which figures do you think are correct?

	A	B	C
1 Number of countries that joined the EU on May 1st 2004	6	8	10
2 Number of pages translated per year in 2004 (millions)	0.75	1.0	1.5
3 Number of pages translated per year by 2006 (millions)	2.5	2.0	1.5
4 Annual cost of translation and interpretation after 2004 (millions)	€500	€800	€900
5 Current cost of translation and interpretation per EU citizen per year	€2.00	€1.00	€0.5

2 Read the article and check your answers.

The price of translation

When 10 new countries joined the European Union on 1st May 2004, they brought with them an extra nine languages to add to the EU's existing eleven. Twenty languages gives a total of 190 possible combinations (English–German, French–Czech, etc.) to translate. The European Commission already has 1,300 translators, who process 1.5 million pages a year in the EU's eleven languages. By 2006, that is expected to rise to almost 2.5 million pages and the staff, based in two enormous buildings in Brussels and Luxembourg, will almost double in size to handle all the extra work. The cost of translation and interpretation in the EU rose from approximately €550m before enlargement to over €800m after 1 May. According to the head of the EU translation service, however, this only costs €2 per citizen – the price of a cup of coffee in some countries – and will only increase to €3 over the next five years. Whatever the cost, there is no doubt that translating has become the EU's biggest boom industry.

Source: BBC News Online

3 Student A also has an article about languages and the European Union. Below are some key words and phrases from the text. Ask Student A questions to find out what it is about and answer Student A's questions. For example, *What is ?*, *What kind ... ?*

campaign	have English as a second language	Bruxellish
free classes	French language agency	

4 Work in pairs. Discuss these questions.

1 How can the EU finance the increasing cost of translation and interpretation?
2 Is it acceptable for one or two languages to dominate the EU?
3 Which do you think is more important in the EU: to save money or preserve languages?

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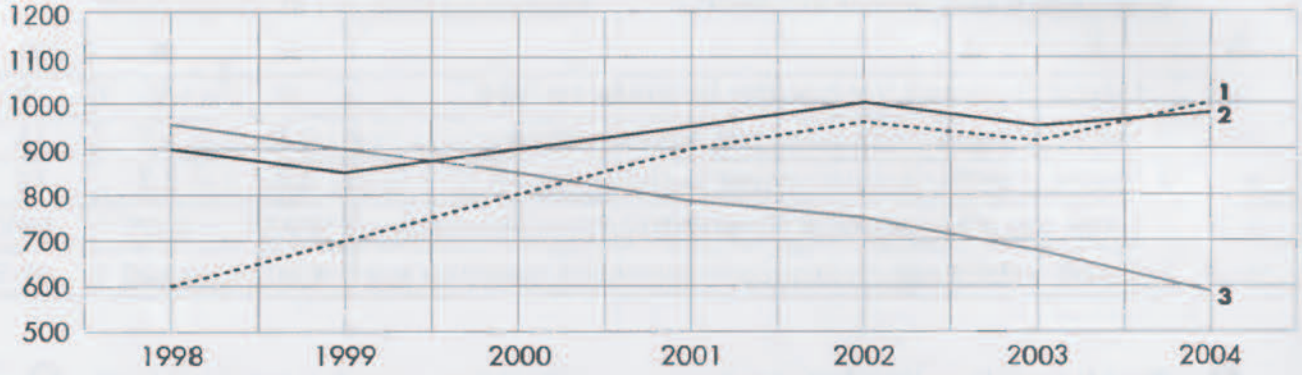
Describing trends

❶ Look at the graph and read the two descriptions. Label the two lines they refer to.

Annual use of the media per person (in hours)



Broadcast TV

Since 1998, the use of broadcast TV has fallen sharply, going down from 950 to under 600 hours in just seven years. This figure levelled off slightly in 2002 with a decline of just 30 hours compared to a sharp fall of 70 hours the following year and reaching an all-time low of under 600 hours per year by 2004. This shows that use of traditional TV is declining rapidly and steadily, probably due to the fact that more people than ever before are now watching cable and satellite TV services.

Cable and satellite TV

During the last seven years, there has been an overall increase in the use of cable and satellite TV in line with the gradual growth in industry. The number of hours spent watching cable or satellite TV grew dramatically from 1998 to 2002 and reached a peak of 950 hours at the beginning of 2002, dropping slightly the rest of the year by 50 hours. However, this figure is now going up again, with a strong rise in 2004, and it is clear that the use of cable and satellite TV is booming.

❷ Complete the description of the third line, as in the examples. Often more than one answer is possible.

Radio

During the last seven years, there has been an overall *increase* in the use of radio, going _____[1] 900 hours per person in 1998 _____[2] nearly 1,000 hours in 2004. Interest in radio fluctuated, however, and its use fell _____[3] 50 hours from 1998 to 1999. In spite of this, during the following three years it *picked up*, reaching a peak in 2002 _____[4] 1,000 hours per person. The following year it _____[5] but in 2004 it _____[6], in line with the _____[7] in the use of cable and satellite TV. From this graph, it is clear that use of radio is relatively _____[8].

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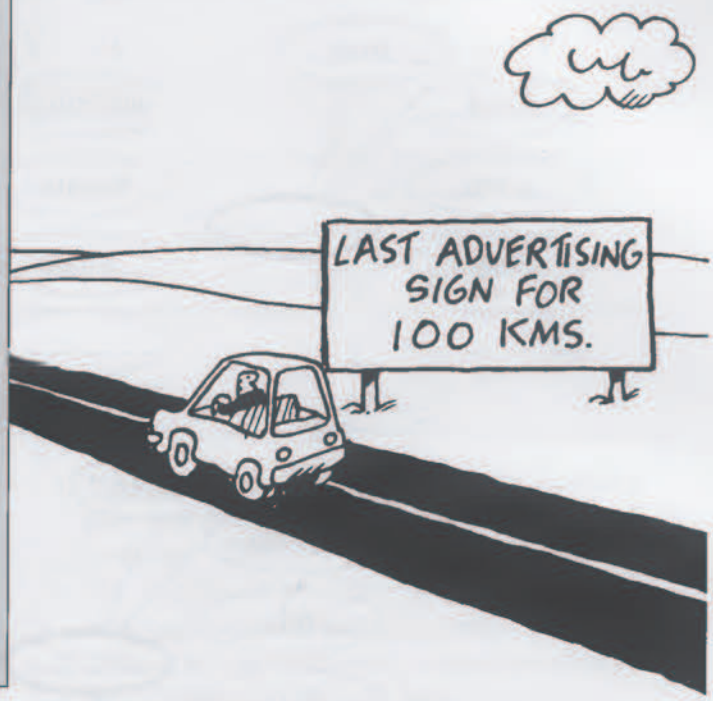
Describing trends

❸ Read the text on advertising and the media and match the underlined words with the phrases in the table. If necessary, use a dictionary.

As part of an overall boom, spending on advertising rocketed in the late 1990s and, in 2000, it soared by more than 8% in America, which represents about half the world market. But then the following year it plunged by 8%. Now the industry is feeling positive again and advertising is expected to escalate by nearly 5% this year. But how is the money being spent? Thanks to the Internet, there was a jump in website advertising of nearly 40%. But is traditional TV advertising shrinking? America's big TV networks used to reach 90% of households but then this figure plummeted to as low as 33%. Consequently, TV advertising by some multinationals also slumped.



Source: *The Economist*

increase a lot	decrease a lot	increase quite a lot	decrease quite a lot

❹ Below is a table with information on advertising spending in the UK by media sector (in £'000s). Choose one type of media and prepare a graph.

	1998	1999	2000	2001	2002	2003
Press	7,693	7,939	8,604	8,401	8,129	8,067
Television	4,116	4,355	4,646	4,097	4,226	4,210
Radio	470	520	595	534	532	560
Cinema	99	124	128	162	176	173
Internet	20	51	155	164	227	362

Source: *The Advertising Association*

❺ Present your graph to the other students using the language in exercises ❶ to ❸. Remember to use as many different phrases in your description as possible.

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Food groups

❶ Match the key words in the box with the correct word groups. Use a dictionary if necessary. Then add two more words of your own to each group.

cake	egg	potato	salad	sauce	soup	water	wine

❷ Work in pairs. Use the word groups above to write a menu, including drinks, for an international business dinner. Each menu should have a list of at least three starters, three main courses, and three desserts. Add dishes or drinks particular to your own country. Then compare your menu with another pair.

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A business idea
Student A

❶ These phrases are often used to describe current issues and changes in society. What do they mean? Write an explanation or example for each phrase.

1 The greying population:

_____

2 The changing role of women:

_____

3 Concern for the environment:

_____

4 Self-improvement:

_____

❷ Read the text and check your answers.

SOME MARKET TRENDS TO WATCH

Trends are defined as a general change of direction that will continue for some time. Some people talk of trends and fads as being the same. However, a fad is a relatively short-lived change. Obviously, there are ideas and opportunities that can result from both fads and trends. Fads and trends are good to watch since they can make or break a business idea. Some of the current trends are:

1 The greying population – the population is getting older and their needs and consumption habits are changing.
2 The changing role of women – more women are entering the world of paid employment.
3 Concern for the environment – 'green' products are becoming more popular and consumers are increasingly more demanding.
4 Self-improvement – people are increasingly more interested in improving themselves through classes, self-taught courses, etc.

Source: *Atlantic Canada Opportunities Agency and the Business Development Bank of Canada*

❸ Student B has another four trends. Discuss the eight trends and, together, choose one that provides a good opportunity for a new business. Draw up a plan for your new business based on the outline below.

Business name:
Name of product/service:
Description of product/service:
Description of potential consumers (age, sex, social class, etc.):
Price of product/service:
Type of advertising/promotion:
Reasons for choosing product/service:
Possible problems:

❹ Present your business plan to the other students. Vote for the best business idea.

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A business idea
Student B

❶ These phrases are often used to describe current issues and changes in society. What do they mean? Write an explanation or example for each phrase.

1 Concern for health:

_____

2 Family restructuring:

_____

3 Global village:

_____

4 Information society:

_____

❷ Read the text and check your answers.

SOME MARKET TRENDS TO WATCH

Trends are defined as a general change of direction that will continue for some time. Some people talk of trends and fads as being the same. However, a fad is a relatively short-lived change. Obviously, there are ideas and opportunities that can result from both fads and trends. Fads and trends are good to watch since they can make or break a business idea. Some of the current trends are:

1 Concern for health – consumption of red meat is declining while consumption of health foods and use of exercise equipment is going up.
2 Family restructuring – there are more single or divorced people and, with an older population, more people are looking after ageing parents.
3 Global village – world trade is growing dramatically and everything is interconnected and interdependent.
4 Information society – the use of computers is changing every workplace and job, and our society is increasingly dependent on information.

Source: *Atlantic Canada Opportunities Agency and the Business Development Bank of Canada*

❸ Student A has another four trends. Discuss the eight trends and, together, choose one that provides a good opportunity for a new business. Draw up a plan for your new business based on the outline below.

Business name:
Name of product/service:
Description of product/service:
Description of potential consumers (age, sex, social class, etc.):
Price of product/service:
Type of advertising/promotion:
Reasons for choosing product/service:
Possible problems:

❹ Present your business plan to the other students. Vote for the best business idea.

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A working lunch

You run a company that sells organic food products. You are having a working lunch with directors from similar companies because you are all interested in forming an association to sell your products together.

START

Start the working lunch with a social question. 1	Suggest you start discussing business. 2	Suggest which products the association should sell. 3	**You want to know about the soup of the day.** 4
You want the wine list. 8	Ask for opinions about the best kind of shop to sell the products. 7	Suggest the best kind of shop to sell the products. 6	*Reject/Accept the last suggestion.* 5
Reject/Accept the last suggestion. 9			Suggest how the products should be transported. 10
You want to order your first and main course. 12			**You need another glass.** 11
Reject/Accept the last suggestion. 13	Ask for opinions about how to advertise the products. 14	**You want some more bread.** 15	Suggest the best kind of advertising for the products. 16
Ask for opinions about who will buy the products. 20	**You want to choose dessert.** 19	Suggest the perfect kind of consumer for the products. 18	*Reject/Accept the last suggestion.* 17
You want to order coffees. 21	Suggest another date and time for a meeting. 22	**You want to pay for the meal.** 23	Say goodbye to your colleagues. 24

FINISH

Instructions

You need a board, a coin, and a marker for each player.

1 In turns, toss a coin. Tails – move one square. Heads – move two squares.
2 If you land on a square in bold, you need to talk to the waiter.
3 If you land on *Reject/Accept the last suggestion*, toss a coin. Tails – reject. Heads – accept.
4 The group decides if a sentence is correct. If so, the student scores one point.
5 Continue the game until every player has finished. The winner is the person with the highest score. If two players have the same score, the one who finishes earliest is the winner.

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Tense and passive review

Complete the sentences about mobile phones. Write the correct form of the verb in brackets: passive or active, as well as the correct tense. When there is also an adverb in brackets, put this in the correct place in the sentence.

- The first real mobile phone _____[1] (test) by the Swedish police in 1946.
- About six calls _____[2] (make) before the battery ran out.
- But modern mobile telephony _____[3] (begin) on April 3rd, 1973, when a call _____[4] (make) while walking the streets of New York.
- In October 1981, the first cell phone network with automatic roaming between countries _____[5] (set up) in the Nordic countries.
- Since then, an incredible number of cell phones _____[6] (sell) and the system _____[7] (be) much more successful than people originally _____[8] (think).
- Today, in most of Europe, wealthy parts of Asia and Australasia, mobile phones _____[9] (own) by the majority of the adult, teenage, and even child population.
- Relatively cheap and quick to install, mobile phone networks _____[10] (also introduce) throughout the developing world.
- In the future, more features _____[11] (included) in mobile phones from other handheld devices.
- This _____[12] (already happen) to some extent, with MP3 players, digital cameras, etc.
- New technologies and applications for mobile phones _____[13] (constantly develop).
- However, some people _____[14] (say) that the mobile phone of the future _____[15] (implant) in our own bodies.
- In fact, research _____[16] (carry out) on a device that _____[17] (insert) into a tooth and the sound _____[18] (transmit) through the bones and into the ear.

"Er. Don't forget your instruction manual, sir."

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Compound adjectives

1 Use the adjectives in the box to complete the report below.

state-owned	high-tech	fast-talking	well-insulated	well-known
western-style	time-saving	open-plan	foreign-sounding	

This new office block, which is not private but _____ [1], may have a _____ [2] name but is, in fact, completely British and consequently has a _____ [3] appearance, with no exotic features at all. It is, however, extremely _____ [4] with all the latest innovations and inventions. Although it was only opened last month, it is already very _____ [5] in the area and quite famous. We were shown around by a _____ [6] PR person who spoke so quickly, he was sometimes difficult to understand, but it was enough to see the wonderful _____ [7] offices with very few walls and separations, the _____ [8] windows and doors to reduce external noise, and the many _____ [9] devices that help the staff to work more quickly and efficiently.

2 Look at the examples of how compound adjectives can be formed, then place the adjectives in the box into column A, B, or C, according to their type.

A adverb/noun + participle		B adjective + noun		C adverb + active verb	
badly-paid	*(He's) paid badly.*	*high-speed*	*The speed is high.*	*honest-looking*	*(He) looks honest.*

3 Based on the types of compound adjective in **2**, complete the sentences with compound adjectives for the concepts underlined.

Concept	Compound adjective
1 The market is dominated by the USA.	It is a _____ market.
2 This book sells the best of all recently published books.	It is the _____ book.
3 The cost of these facilities is low compared to other options.	They are _____ facilities.
4 In this system we share the profit.	It is a _____ system.
5 This project will be financed by the state.	It will be a _____ project.
6 The range of the weather forecast is long.	It is a _____ weather forecast.
7 The device is powered by solar energy.	It is a _____ device.
8 The process is automated fully.	It is a _____ process.
9 The staff work very hard.	They are _____ staff.

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Sports facilities

Student A

1. Answer the questions.
   1 Are people encouraged to do sport in your country?
   2 What kind of sports facilities are provided in your town or city?
   3 Are these sports facilities privately or publicly financed?

2. Read the article and add the information to the UK column in the table.

■ Sport in the UK ■

Around 60 million people live in the UK and Great Britain was ranked 8th in the Olympic medal table in 2000, although this position falls to 35th when the relative populations of the different countries are taken into account. So what kind of sports facilities are available in the UK? There are almost 8,000 different sports-related facilities in the country, of which nearly 6,000 are run by the government and approximately 2,000 are private. Moreover, 400,000 people are employed in sports-related jobs. Sport facilities are financed by local government grants (€1,000m), state government grants (€860m), and private or commercial funds (€780m), including a contribution from the National Lottery. In spite of this, only about 10% of the population are members of a sports club although 20% of the population say they exercise regularly. To encourage sport, the government has initiated several special programmes, particularly in schools, and a programme has also been started to encourage and train 14–19 year olds to act as local sports leaders.

Information	UK	Sweden
Population		
Olympic medal ranking		
Sports facilities		
People employed in sport		
Financing: types and amount		
Population / members of sports clubs		
Population / regular exercise		
Special programmes or centres		

3. Student B has information on sport in Sweden. Ask questions to complete your table and answer Student B's questions.

4. Below are three different views of sport in society. Which view do you most agree with? What policy is followed in your country? Do you think it should be changed?

   'Sport is part of our national identity. Winning is everything.'
   Clive, Australia
   'Sport is part of social policy. Everyone must have the chance to be healthy.'
   Mikko, Finland
   'The government shouldn't control sport – it's an individual choice.'
   Susan, USA

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Sports facilities
Student B

1. Answer the questions.
   1. Are people encouraged to do sport in your country?
   2. What kind of sports facilities are provided in your town or city?
   3. Are these sports facilities privately or publicly financed?

2. Read the article and add the information to the Sweden column in the table.

■ Sport in Sweden ■

Around 9 million people live in Sweden and it was ranked 19th in the Olympic medal table in 2000, rising to 15th when the relative populations of the different countries are taken into account. So what kind of sports facilities are available in Sweden? There are almost 22,000 different sports-related facilities in the country, although only 7,500 people are employed full-time in sports-related jobs and volunteers are very important. Sport facilities are financed by local government grants (€430m), state government grants (€50m), and corporate sponsors (€115m), as well as county-level public grants (€7m) and its own sports Lottery. Over 35% of the population belong to a sports club and approximately 22% are active sportsmen and women. To encourage sport, the government has initiated several programmes, particularly for immigrants to help them integrate more fully into Swedish society, and 61 special sports secondary schools have also been set up to encourage and train future sports stars.

Information	UK	Sweden
Population		
Olympic medal ranking		
Sports facilities		
People employed in sport		
Financing: types and amount		
Population / members of sports clubs		
Population / regular exercise		
Special programmes or centres		

3. Student A has information on sport in the UK. Ask questions to complete your table and answer Student A's questions.

4. Below are three different views of sport in society. Which view do you most agree with? What policy is followed in your country? Do you think it should be changed?

   'Sport is part of our national identity. Winning is everything.'
   Clive, Australia
   'Sport is part of social policy. Everyone must have the chance to be healthy.'
   Mikko, Finland
   'The government shouldn't control sport – it's an individual choice.'
   Susan, USA

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Review

START

Talk about something ... 1	you liked doing when you were younger 2	? 3	you were doing at 4.30 p.m. last Monday 4
? 8	people have been talking a lot about this week 7	? 6	you have been putting off but would like to do 5
you have taken part in during the last three months 9	**PLACE THE CARDS HERE**		that has happened in your town or city recently 10
you used to do a lot 12			? 11
? 13	rewarding you had done by the time you left school 14	you have been looking forward to for some time 15	you have remembered to do this week 16
? 20	you were doing when you suddenly had a surprise 19	? 18	you forgot to do 17
you had given up before you were sixteen 21	? 22	you have been good at most of your life 23	you have always wanted to see 24

FINISH

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Review

Ask the player on your left if he/she has ever complained about anything. 6.4	Ask one player to describe the biggest change he/she has ever made in his/her life. 6.4
Find out if the player on your right has ever had taken up an unusual hobby. 6.4	Find out if the player on your left has ever been to a remote or secluded place. 6.4
Ask the player opposite you to describe the most interesting book they have ever read. 6.4	Ask one player to describe any amusing experience he/she has had. 6.4
Ask the player on your left about the best country he/she has visited. 6.4	Ask two players if they have ever been on the radio or TV. 6.4
Find out if the player opposite you has ever been to a major event. 6.4	Ask two players about the luckiest thing that has ever happened to them. 6.4
Find out if two players on your left have ever spoken in public. 6.4	Ask one player to describe any reckless or adventurous situation he/she has been in. 6.4

Instructions

1 You need a board, a dice, a marker for each player, and a set of cards. In turn, throw the dice and move forward the number of squares. Talk about the topic in the square.
2 If you land on a ? square, pick up a card and follow the instructions. Replace the card at the bottom of the pile. If you use the card more than once, ask a different person the question.
3 Continue the game until you have all reached FINISH.

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Gerund or infinitive?

❶ Underline what you think is the correct form of the verb in each example.

1 I spend most mornings *answering/to answer* my emails.
2 She is especially good at *learning/to learn* languages very quickly.
3 I am really looking forward to *meeting/meet* the new CEO.
4 He doesn't mind *working/to work* weekends if it is really necessary.
5 She can't imagine *changing/to change* company because she is so happy here.
6 The company specializes in *training/to train* people in computer skills.
7 My boss encourages all the staff *doing/to do* some voluntary work.
8 Last year I gave up *keeping/to keep* a hard copy of all my reports.
9 We arranged *meeting/to meet* at 2 p.m. in the hotel lobby.
10 I think he has benefited from *studying/to study* English in the UK.
11 Last year the company attempted *launching/to launch* a new product.
12 The staff are worried about *losing/to lose* their jobs because of the crisis.
13 Her boss advised her *applying/to apply* for promotion.
14 He was twenty-six by the time he had finished *studying/to study*.
15 I never expected *getting/to get* the job.

❷ Read the article and check your answers.

GIVING TIME, NOT MONEY

Like many young people working in London, Anna Muggeridge has a full-time job and spends most of her evenings socializing with friends. But since February she has given up going out one night a week to help a 26-year-old man from Zimbabwe. Over coffee, they discuss any problems he is experiencing adapting to life in England. 'Although he's good at speaking English, his writing wasn't so good', says Anna. 'I have attempted to help him with his writing and studies, and encouraged him to use a dictionary. I also advised him to join a library, so sometimes we arrange to meet there.' The 29-year-old editorial assistant is one of a growing number of first-time volunteers. 'At first I was worried about having too little time for myself, but now I can't imagine not doing voluntary work and I don't mind giving up my time at all', says Anna. 'We only meet up once a week but I really look forward to seeing him. He's just finished taking his English exams and expects to pass them. But I think we have both benefited from meeting up.' Anna volunteers through TimeBank, an association that specializes in helping new UK residents. But whatever your skills and availability, there is an association for you.

❸ Add the underlined verbs and phrases in ❷ to the correct column in the table.

Verb + gerund	Verb + infinitive	Verb + preposition + gerund
spend	*attempt*	*be good at*

❹ Answer the questions.

1 Are you interested in working as a volunteer?
2 Do you think you would be good at helping other people?
3 How much time per week/month could you spend helping others?

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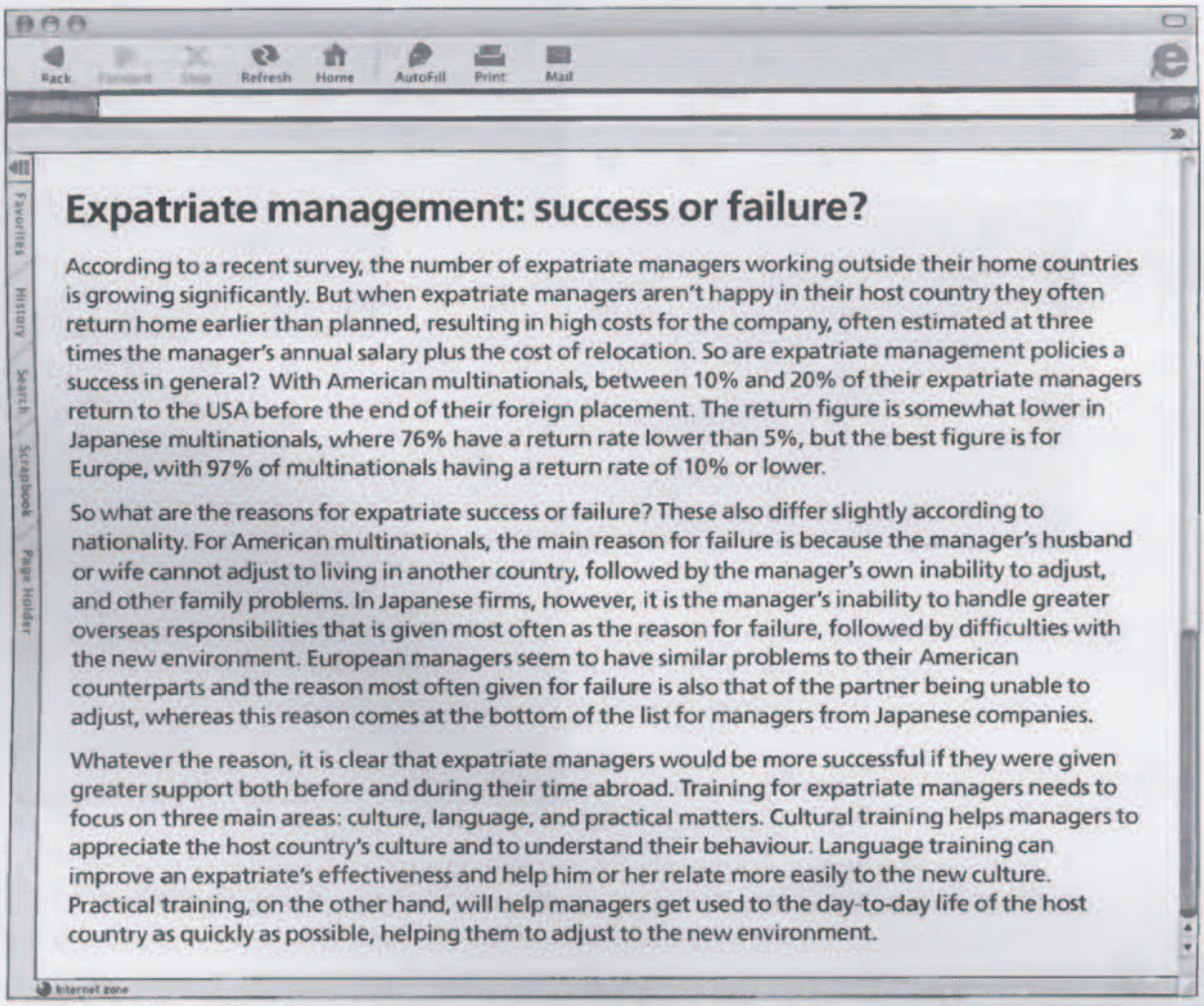
Global business

1

1 What do you think is the meaning of 'expatriate managers'? Use your dictionary and choose from these definitions.
   a Managers who change companies regularly
   b Managers who live and work in a foreign country
   c Managers who receive tax-free salaries
2 Read the article and check your answer. What are the main reasons for the failure of expatriate management policies?



Expatriate management: success or failure?

According to a recent survey, the number of expatriate managers working outside their home countries is growing significantly. But when expatriate managers aren't happy in their host country they often return home earlier than planned, resulting in high costs for the company, often estimated at three times the manager's annual salary plus the cost of relocation. So are expatriate management policies a success in general? With American multinationals, between 10% and 20% of their expatriate managers return to the USA before the end of their foreign placement. The return figure is somewhat lower in Japanese multinationals, where 76% have a return rate lower than 5%, but the best figure is for Europe, with 97% of multinationals having a return rate of 10% or lower.

So what are the reasons for expatriate success or failure? These also differ slightly according to nationality. For American multinationals, the main reason for failure is because the manager's husband or wife cannot adjust to living in another country, followed by the manager's own inability to adjust, and other family problems. In Japanese firms, however, it is the manager's inability to handle greater overseas responsibilities that is given most often as the reason for failure, followed by difficulties with the new environment. European managers seem to have similar problems to their American counterparts and the reason most often given for failure is also that of the partner being unable to adjust, whereas this reason comes at the bottom of the list for managers from Japanese companies.

Whatever the reason, it is clear that expatriate managers would be more successful if they were given greater support both before and during their time abroad. Training for expatriate managers needs to focus on three main areas: culture, language, and practical matters. Cultural training helps managers to appreciate the host country's culture and to understand their behaviour. Language training can improve an expatriate's effectiveness and help him or her relate more easily to the new culture. Practical training, on the other hand, will help managers get used to the day-to-day life of the host country as quickly as possible, helping them to adjust to the new environment.

2 Answer the questions, with reference to the article.
1 Do expatriate managers from European and Japanese firms have the same problems as those from American multinationals?
2 Why is cultural training useful for expatriate managers?
3 How can language skills help a manager working abroad?

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Global business

3 Work in pairs or small groups. Read the presentation slides below and discuss the questions.

Different approaches to expatriate management:

- Ethnocentric Approach
- Polycentric Approach
- Geocentric Approach

Ethnocentric:

key international positions filled by managers from the company's home country

- *Advantages:* unified company culture, expertise
- *Disadvantages:* 'cultural myopia'

Polycentric:

local managers run foreign branches and managers from the company's home country hold key positions at headquarters

- *Advantages:* minimizes 'cultural myopia'
- *Disadvantages:* creates a gap between foreign and parent company managers

Geocentric:

the best people hold key positions, irrespective of nationality

- *Advantages:* company makes the most of its human resources
- *Disadvantages:* difficulties and costs related to immigration laws

1 What do you think is the meaning of *cultural myopia*?
2 What do you think is the best approach for a multinational company? Why?

4 You work for a company that has offices in the USA, South America, Europe, and Japan. Make a presentation of your recommendations, including these points.

- Recommended approach for expatriate management and reasons
- Recommended training for expatriate managers and reasons
- Possible problems

5 Give your presentation to the rest of the class and listen to their presentations. As a class, decide on the best approach and training.

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Vocabulary review

❶ Read the clues and complete the sentences. The missing words are all in the puzzle.

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

Across
1 Entertaining, humorous.
2 *We had to* _____ *the meeting until next week because the report isn't ready.* (2 words)
3 Administrative tasks, such as correspondence, forms, reports, etc.
4 The yen, euro, dollar, etc.
5 Countries such as Singapore and Andorra are _____; they don't charge VAT on goods.
6 *When I first visit a city, I get information on all its* _____, *such as its monuments, museums, and parks.*
7 A suggestion or recommendation.

Down
1 *He had been working so hard all week, by the weekend he was totally* _____.
2 *Your desk is so* _____ *– how can you ever find anything among all those papers?*
3 A very big meal with a wide range of foods.
4 *I have to wait two hours at Madrid airport for my* _____ *flight to Barcelona.*
5 When you stop working because of your age and often get a pension.
6 *Would you like me to help you? Thanks, but you needn't* _____.
7 A city or country holding an event, such as the Olympics.
8 *I find it very difficult to* _____ *a lot of noise at work – I can't concentrate at all.* (3 words)

❷ There are five more adjectives to describe people in the puzzle in ❶. Can you find them?

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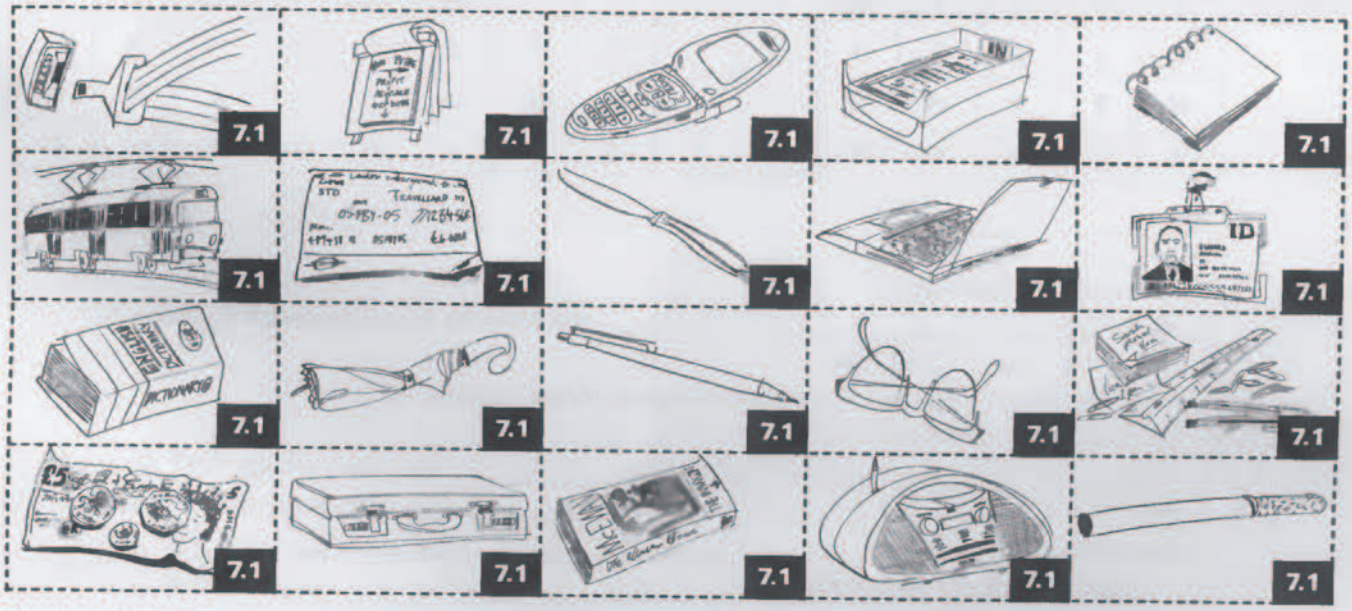
Modals game

something you must use when you travel by car 7.1	something you mustn't use in a meeting 7.1	something you can't take on a plane 7.1
something you have to use if you want to improve your English 7.1	something you need to have in a meeting 7.1	something you can use while you are driving 7.1
something that could be useful in an emergency 7.1	something that may be useful at work 7.1	something you might borrow 7.1
something you don't have to take on holiday 7.1	something you shouldn't give as a birthday present 7.1	something you might complain about 7.1
something that couldn't break down 7.1	something you should always carry 7.1	something you don't need to have on a business trip 7.1



Instructions

1 You need five picture cards each, and a set of modals cards for the group.
2 Put the modals cards face down in a pile.
3 In turn, pick up a modals card and decide which of the objects in your picture cards it 'matches'. Explain the 'match' to other players. You can be as creative as you like in order to convince them. The other players try to find reasons to disagree with you and not accept your arguments.
4 If the other players accept your reasons, replace the modals card at the bottom of the pile, and get rid of your picture card. If they don't accept your arguments, you keep the picture card.
5 Continue playing the game until all the players have got rid of their picture cards.
6 The winner is the first person to get rid of all five picture cards.

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Describing cities

1 Read the descriptions of two different cities. Match each description with a city in the box.

Wellington (New Zealand)	Vancouver (Canada)	Seville (Spain)	Mumbai (India)

CITY A A distinctively cosmopolitan city, it has excellent connections and a transcontinental train station, efficient river bus system, and international airport. One of the top twenty ports in the world, it became increasingly industrialized with wood and shipping industries. Founded in the mid-nineteenth century, there was such a huge demand for land that Granville Island was created in 1915 in the river that flows through the city, with galleries, restaurants, theatres, and a busy food market. This attractive city also has one of the largest urban parks in the world, and is especially popular during its hot summers thanks to its extensive beaches along the Pacific coast. Nearby, Grouse Mountain is also a favourite ski resort.

CITY B Located on the River Guadalquivir, this ancient city has mild winters and long, hot summers. It has been an important town since 47 BC, although its most impressive period was in the 16th and 17th centuries, when it controlled all trade with the Americas. Its most famous building is the cathedral, where thousands take part in spectacular processions at Easter. The people are typically very friendly and their favourite way of eating is by going from bar to bar, having a small drink and a little food in each one, meeting and chatting with friends. It is therefore no surprise the city is also famous for its nightlife, and tourism is its major industry.

2 Add information from the two descriptions to the table below.

	City A	City B
Geography/climate		
Transport		
Culture/entertainment		
Eating/drinking		
Business/industry		
Adjectives		

3 Match the adjectives in the box with their opposites in the texts in 1.

inefficient	tiny	unimportant	cold	big
unpopular	quiet	unimpressive	local	minor
unfriendly	dull	unattractive	poor	unknown
limited	short	modern	insular	smallest

4 Think of a city. Use the items from 2 and 3 to complete the description. Read your description to another student. Can they guess the city?

This _____ city is located _____ and has a climate that is _____. Famous for its _____, it also has _____. The city is also well known for _____ and _____ is a major industry. Typical entertainment is _____. It has _____ connections and the best way to get around is by_____. The locals are usually _____ and it is generally known as a _____ place to visit.

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Business culture quiz: Mexico

❶ In pairs, do the business culture quiz about Mexico. Then check your answers with the Answer key on p. 157.

Doing business in **Mexico**?

Mark these statements true (T) or false (F).

1	Business appointments are often scheduled 30 minutes or an hour in advance of the time the meeting will actually take place.	T / F
2	As a result of this, you don't have to turn up for appointments on time.	T / F
3	You have to shake hands with everyone individually at the start and end of a business meeting.	T / F
4	Yellow or red flowers are the best colours for a gift.	T / F
5	Because of the hot climate, wearing shorts to a business meeting is allowed.	T / F
6	You should always use a Mexican's professional title, such as *Doctor*, *Professor*, or *Engineer*.	T / F
7	Mexicans avoid saying *No* directly. They may disguise a negative response with expressions like *Maybe* or *We'll see*.	T / F
8	You mustn't stand with your hands on your hips or in your pockets.	T / F
9	When paying for a meal at a Mexican restaurant, you mustn't place your cash or credit card directly into the waiter's hand.	T / F
10	If you are invited to a Mexican home, you should see it as an opportunity to discuss business.	T / F

How you scored

8–10 correct answers	Congratulations! But how much do you know about doing business in other countries and with other cultures?
5–7 correct answers	Not bad. Only a few embarrassing mistakes!
2–4 correct answers	Not so good. Maybe you should learn more about cultural differences.
0–1 correct answers	You really must do some cross-cultural homework!

❷ Work in groups. Write a similar true/false quiz about business culture in your country, or a country that you know well. Exchange quizzes with another group. Mark each other's answers. Don't forget to give explanations of why answers are true or false.

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Giving talks and presentations

1 Complete the extracts from a presentation in A with the words or phrases in B. Then rearrange the extracts into a logical order.

A	B
1 _____ any questions?	let's
2 As you _____, this diagram shows the development process.	glad
3 First, I'd like to outline new product development, _____ focus on a specific case and, finally, I'll go over some possible improvements for the future.	attention
4 If you _____, we'll leave any questions till the end.	brings me
5 I'll _____ about this later.	don't mind
6 I'm _____ you asked that question.	say more
7 So, _____ start with new product development.	can see
8 Thank you for your _____.	then I'll
9 That _____ to the end of my presentation.	going to
10 Today I'm _____ talk about product innovation.	are there

2 Work in pairs or small groups. You work in the new projects department for a multinational leisure and holiday resort company. Read the memo below from your CEO and discuss your answers to the questions.

To: New projects department
From: CEO
Subject: New theme park

Due to increased competition and lower turnover, the Board of Directors has decided to develop a new project for a theme park. This will be based on the concept of water, including the sea and marine life, rivers, rain, etc. However, at this stage there are no other specifications for the project. We therefore need more specific recommendations, based on detailed information, concerning the location of the theme park. These recommendations will be presented to the Board on the 15th of next month at a top-level meeting. The company's final investment decision will depend on the information provided at this meeting.

1 Why does your company need to set up a new theme park?
2 What is the general concept of the new theme park?
3 Which of the following aspects should you include in your presentation? Are there any other important aspects?

local government	potential visitors	transport	location	cost
accommodation	available workers	available land	climate	problems

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Giving talks and presentations

3 In your pairs or groups, use the information on your card to prepare a presentation on a possible location for the new theme park. If necessary, add extra information and recommendations and/or prepare a diagram or graph.

4 After hearing all the presentations, discuss which recommendation is the best and then take a vote.

Site A	
No. of inhabitants within 100 km	3 million
Proximity to road/rail/plane	motorway: 2 km, train: 10 km, airport: 35 km
Climate	summer: humid and hot, winter: quite foggy
Area that can be developed	250,000 square metres
Existing facilities	beachside hotels
Other attractions	beach
Possible problems	area already very developed
Other information	popular summer resort
Investment needed	€ 85 million

Site B	
No. of inhabitants within 100 km	7 million
Proximity to road/rail/plane	motorway: 1 km, train: 1 km, airport: 5 km
Climate	summer: quite hot, winter: cold and wet
Area that can be developed	80,000 square metres
Existing facilities	many – in large city
Other attractions	shopping malls, cinema, restaurants, etc.
Possible problems	limited area available; high price of land
Other information	site on disused port area
Investment needed	€ 145 million

Site C	
No. of inhabitants within 100 km	2.5 million
Proximity to road/rail/plane	motorway: 19 km, train: 5 km, airport: 75 km
Climate	summer: dry and quite hot, winter: quite chilly
Area that can be developed	430,000 square metres
Existing facilities	none
Other attractions	ski resorts
Possible problems	protection of natural environment
Other information	popular area for skiing
Investment needed	€ 60 million

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8.1 GRAMMAR FILE

Find someone who ...

Student A

1. Walk around the class and ask other students questions. Write the students' names.

Find someone who	Name
is playing a round of golf this month.	
is going to make an appointment with the dentist in the next few weeks.	
thinks they will get the chance to work abroad in the future.	
is taking part in a trade fair in the next few months.	
is going to give up a bad habit.	
is working this weekend.	
is going to redecorate their home this year.	

Add another example of your own.

2. Ask follow-up questions to get more information.

8.1 GRAMMAR FILE

Find someone who ...

Student B

1. Walk around the class and ask other students questions. Write the students' names.

Find someone who	Name
is going to give a lift to someone this week.	
is attending a conference in the next three months.	
is celebrating a family birthday this month.	
is going to download some music from the Internet this weekend.	
thinks their company will outsource some activities in the near future.	
is taking an exam this year.	
is going to take up a new hobby or sport.	

Add another example of your own.

2. Ask follow-up questions to get more information.

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Personal banking

❶ Match the words or phrases in A with the definitions in B.

A	B
1 assets	a Money you borrow from a bank to buy a house.
2 ATM	b Money you don't spend and earn interest on.
3 stock market	c The value of a company; how much it is worth.
4 savings	d A bank account for everyday transactions, usually with little or no interest.
5 branch	e The place where shares in companies are bought and sold.
6 bank balance	f Automatic teller machine (for cash withdrawals).
7 current account	g A local bank office.
8 mortgage	h The status of your bank account; how much money it contains.

❷ Read the article and check your answers.

One-man bank

The Raiffeisenbank in Gammesfeld, Germany, only has €15m in assets. Mr Vogt is the only employee. There are no automatic teller machines (ATMs), in fact no computers at all. The 600 customers cannot invest in the stock market over the bank's counter. Although they have plastic cards, they must pay a fee if they withdraw cash from machines at other banks. Still, there are many benefits. The Raiffeisenbank pays a generous 3.0% interest on savings and it charges just 4.0% for mortgages and 5.0% for other loans.

Until recently, the trend was to automate everything. Branches were out of fashion, because people and buildings were too expensive. But now branches are becoming more popular again. Telephones and computers are fine for checking bank balances or making payments. However, most people prefer to discuss mortgages and investments face-to-face. In addition, banks these days want potential customers to do more than open a new current account. They want them to buy a whole portfolio of services. And people are much better at selling those kinds of financial products and services than machines!

❸ Complete the sentences with a preposition from the box. Check your answers with the examples in the text.

for	at	on	from	to

1 People are normally better _____ selling new products than machines.
2 I prefer to withdraw money _____ my account using an ATM.
3 Most people prefer to have face-_____-face contact with their bank.
4 Some banks charge you _____ using another bank's ATM.
5 We pay 2% interest _____ large investments.

❹ Work in groups. Discuss which of the following opinions is closest to your own attitude to money.

1 'I spend money on the important things: family, house, car, health.'
2 'I buy what I want. You only live once.'
3 'I use money to buy time – to travel, have fun with friends, and see interesting things.'

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Universal forum of cultures

❶ Answer the questions in pairs.
1 Which country did *forums* originate in?
2 Which city hosted the first Universal forum of cultures?
3 What issues, debates, or events would you include in a Universal forum of cultures?
4 How many people would visit a Universal forum of cultures over five months?

❷ Read the article and check your answers in ❶.

CULTURE GOES GLOBAL

The word *forum* comes from the Latin, meaning 'a meeting for the open discussion of subjects of public interest' and forums were used in ancient Italy as a place to talk and do business. In our globalized world, we now have the Universal forum of cultures, a large-scale international event whose aim is to bring together people from all over the world. People go to discuss city living, peace, youth, media, the developing world, the Internet, information technology, religion, globalization, human rights, poverty, tourism, sustainable development, water, language, and even the weather. There is also music, theatre, opera, and dance, as well as street shows and concerts, plus a wide range of exhibitions.

Barcelona hosted the first ever Universal forum of cultures from May to September 2004. The next Forum in 2007 will be hosted by Monterrey, Mexico, and there are currently three cities hoping to hold the Forum in 2011: Fukuoka (Japan), Suwon (Korea), and Guangzhou (China).

But do heavy deep thinking, street parties, solving the world's major problems, love, peace, popular music, and the higher arts all go together? Opinions are mixed as to the achievements of the first Universal forum of cultures in Barcelona. It was predicted that the Forum would attract 5 million visitors but, due to disappointing results, Monterrey has reduced their estimate to 1.5 million. Apart from financial concerns, critics have also drawn attention to the Forum's sponsorship by big corporations with doubtful trade connections.

Whatever your opinion, politicians the world over know it will give them the chance to transform disused areas in their cities, leaving behind imaginative new developments complete with environmentally friendly facilities once the Forum has moved on to another city. And if it can also raise awareness of global issues that are vital to our survival in the 21st century, now that will truly be a triumph.

❸ Match the words or phrases in A and B to make compounds and collocations. Check your answers with the text. Sometimes you can use the words more than once.

A	
public	large
raise	city
environmentally	human
development	global
sustainable	information
open	

B	
scale	awareness
living	development
discussion	technology
interest	concerns
rights	friendly
issues	

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Universal forum of cultures

4 You work for the local government of your city, or a city in your country which you know well. It is making a proposal as a potential host for the Universal Forum of Cultures in 2015. In pairs, discuss the facilities the city already has or needs to build, as well as the content for Forum 2015, and complete the report below.

DETAILS OF HOST CITY

Name of city:
Approx. population:
Recommended location of Forum:
Climate in summer:
Climate in winter:
Recommended time of year to hold Forum:

APPROPRIATE FACILITIES AND INFRASTRUCTURES

Add any other appropriate facilities not included in the list.

Facilities	Already built	To be built	Total number	Comments
Auditoriums				
5-star hotels				
Natural areas (parks, beaches)				
Exhibition centres				
Concert halls				

WHAT AREAS IS FORUM 2015 GOING TO FOCUS ON?

Order in terms of priority and add any other areas of focus.

human rights	poverty	sustainable development	youth	Internet
globalization	tourism	information technology	language	media
city living	peace	climate change		

REASONS WHY YOU THINK CITY SHOULD HOST FORUM 2015:

5 Present your plan to the other students and vote on the best plan for Forum 2015.

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Probability

oversleep next week? 9.1	shortage of fuel in the next five years? 9.1	enough water supplies in the future? 9.1
go on strike this year? 9.1	tunnel from Spain to North Africa in the future? 9.1	have more holidays next year? 9.1
fall out with a friend or colleague this week? 9.1	your company / relocate in the near future? 9.1	doctors / beat cancer in the next few years? 9.1
climate / change during the next decade? 9.1	go around the world after retiring? 9.1	rush-hour / improve in the next few years? 9.1
work from home in the future? 9.1	divorce rate / go down? 9.1	snow next week? 9.1
work until 70? 9.1	move city or town in the next three years? 9.1	take part in a protest next year? 9.1

Instructions

1 Put the cards face down in a pile.
2 In turn, pick up a card.
3 Ask another student a question beginning with *Do you think ... ?* and the phrase. He/She must reply using one of the probability phrases in the box below.
4 The group decides if a sentence is grammatically correct. If so, it scores one point.
5 Replace the cards at the bottom of the pile. Continue the game until everyone in the group has had at least five turns. The winner is the person with the highest score.

Probability phrases			
I'm sure	It's very likely that	may/might	I doubt if
will certainly	will definitely	definitely won't	Maybe
I expect	will probably	It's unlikely	definitely won't

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1st and 2nd Conditional

START

If / change / job ... 1	*if* 2	I will/would/might move house if ... 3	(CARD) 4
(CARD) 8	I will/would/might do voluntary work if ... 7	*if* 6	If / have enough money ... 5
If / unions / call / national strike ... 9	PLACE THE CARDS HERE FACE DOWN		I will/would/might go to the cinema if ... 10
(CARD) 12			(CARD) 11
if 13	If / retire early ... 14	(CARD) 15	I will/would/might do an intensive English course if ... 16
If inflation / rise dramatically ... 20	(CARD) 19	I will/would/might take a month's holiday if ... 18	If traffic congestion / get worse ... 17
(CARD) 21	*if* 22	I will/would/might learn another language if ... 23	(CARD) 24

FINISH

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1st and 2nd Conditional

If you could have dinner with someone famous, who would you choose? 9.2	If you could do any job, which one would you choose? 9.2	If you could do a sport professionally, which one would you choose? 9.2
If you had to give up one thing to save money, what would it be? 9.2	If you were leader of your country for one day, what decisions would you make? 9.2	If you could only visit one country in the world, where would you go? 9.2
If you could improve one ability you already have, what would it be? 9.2	If you could only listen to one CD for the rest of your life, what would it be? 9.2	If you could meet your younger self, what advice would you give? 9.2

Instructions

You need a board, a set of cards, a coin and a marker for each player.

1 Put the cards face down in a pile in the centre of the board.
2 In turns, toss a coin. Tails – move one square. Heads – move two squares.
3 If you land on a square with prompts for a sentence, complete the sentence, either in the 1st or 2nd Conditional, depending on its possibility.
4 If you land on a square with ***if***, make a 1st or 2nd Conditional sentence of your own.
5 If you land on a square with a card symbol, pick up a card, read out the question, and choose a person in the group to answer it. Replace the card at the bottom of the pile.
6 The group decides if a sentence is grammatically correct. If so, the player scores one point.
7 Replace the cards at the bottom of the pile. The winner is the person with the highest score. If two players have the same score, the one who finishes earliest is the winner.

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Phrasal verbs

❶ What tips would you give someone who has to answer the telephone at work? Make a list of at least four important things to do when you take a telephone call at work.

❷ Read the guidelines and compare your answers.

Answering a call

1 When the phone rings, you should pick it up within three rings. Don't keep the caller waiting too long.

Passing on a call

2 When you put someone through to another extension, make sure the person receiving the call knows why the caller has telephoned.

3 Similarly, when you pass a call on, make sure you find out the caller's name. If you don't, the person receiving the call will have to find it out and possibly irritate the caller.

4 Don't cut the caller off – make sure you understand how the switchboard works.

Possible problems

5 If it is difficult to make out what the caller is saying (and it is occasionally difficult to make it out), ask them to speak up, slow down, or call back for a better connection.

6 Unfortunately, you sometimes have to put up with angry callers. If you put up with them and calm them down, you will be able to get your message across much more effectively.

Taking a message

7 Always write the message down and read it back to the caller to make sure it is correct.

After the call

8 If you promise to get back to the caller, make sure you do get back to them as soon as possible.

❸ Complete the table with the underlined verbs in ❷, depending on whether the object with the verb has two possible positions (separable), or only one possible position (inseparable).

Separable	Inseparable

❹ Work in small groups. You work for a call centre and have to write a list of tips for people making calls to convince clients to change their mobile phone company. Use as many of the phrasal verbs in ❸ as possible.

❺ Compare your list with other groups.

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Locating a company

1 What are the advantages of locating a company in the countryside or the inner city? Note your opinions and then compare them with the article below.

Advantages of countryside location

_____

_____

_____

Advantages of inner city location

_____

_____

_____

Location, location, location

When choosing a business location, there are many considerations for a company and its operations: Is the site primarily for the convenience of customers, suppliers, or employees? Are there good transport links and/or enough parking? Does your company receive a lot of visitors? In which case image will also be important.

Although recent trends have seen businesses move away from city locations in general, inner cities offer distinct advantages. Norm Brodsky moved his transport and storage business from Manhattan to inner city Brooklyn, New York. His main reason had been financial, since he calculated that, by moving, the company would save more than $300,000 a year. But he has been surprised to find a whole range of other advantages. The company lost around 30% of its staff in the move, but recruitment at the new location has been easier, because it is an area of relatively high unemployment. And that also means fewer problems with rush-hour traffic or strikes on public transport because most of the staff live near their workplace. Real estate prices are also much lower in the inner city and there is no shortage of business premises on sale.

But there are other, less specific reasons for choosing a certain location, such as the working environment and how happy the staff feel while at work. One company that made a successful move out of the city and into the countryside was Big Mind Media, an innovative Internet and web consulting company. Big Mind Media's move was intended to promote a strong connection with the peaceful, surrounding rural landscape and to allow employees to live within walking distance of the company and telecommute regularly. Many of the staff have had to move, but they feel they are bringing up their children in a better environment, less crowded, with plenty of fresh air and less noise. Housing is also much more affordable away from the big city and people feel generally less at risk from crime. This, in turn, affects their work relationships and the company has found that the quality of its client relationships has also improved. ●●●

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Locating a company

❷ Work in small groups. You work for a small but successful company that provides translation and interpreting services for other companies. You need to decide where to locate your new offices. Choose a role card and prepare your recommendations based on the information on the card and your own opinion.

You are the Finance Director and are responsible for the company's financial accounts and contact with banks. You live in the countryside about 45 km from the city. The nearest train or bus station is 6 km from your house. You are married with three children. Your partner also works. 9.4	You are the Marketing Director and are responsible for promoting the company's services using external advertising firms. You live in the city centre. You are married with 2 children. The nearest bus or underground station is 5 minutes from your flat. Your partner also works. 9.4	You are the Quality Control Director and are responsible for the quality of the translation and interpretation services and maintaining good client relationships. You live in the suburbs about 15 km from the city centre. You are married with three children. Your partner does not work. 9.4
You are the Personnel Director and are responsible for recruiting new staff, training employees, and maintaining staff quality. You live in a small town about 30 km from the city. The nearest train or bus station is 2 km from your house. You are single with no children. 9.4	You are the IT Director and are responsible for the company's computer and communications system and controlling computer service suppliers. You live in the city centre. The nearest bus or underground station is 2 minutes from your flat. You have two children. 9.4	You are the Sales Director and are responsible for increasing sales of services, and visiting existing clients and finding new ones. You live in the suburbs about 15 km from the city centre. You have one child. 9.4
You are the Administration Director and are responsible for making and receiving all company payments and for invoicing clients. You live in a small town about 30 km from the city. The nearest train or bus station is 6 km from your house. You are married with no children. Your partner also works. 9.4	You are the Purchasing Director and are responsible for buying all the goods and services the company needs and controlling its budget. You live in the suburbs about 15 km from the city centre. You are married with no children. Your partner also works. 9.4	You are the CEO and have overall responsibility for the company. You live in the countryside about 45 km from the city. The nearest train or bus station is 10 km from your house. You are single with no children. 9.4

❸ Carry out the meeting. If the CEO is present, he/she should control the discussion but also present his/her own recommendation. Once all the recommendations have been presented, take a vote to decide where to locate the new company.

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Present Perfect Simple, Present Perfect Continuous (1)

Student A

❶ Prepare questions to ask Student B to complete the first part of the article, as in the example. Then read the second part of the article.

ESTONIA –
A BALTIC ECONOMIC SUCCESS STORY

Estonia has become _____[1]. Since the early 1990s, Estonian governments have been pursuing policies to _____ _____[2]. In 1992, Estonia introduced its own currency, the Kroon. The exchange rate was immediately fixed to the Deutschmark, and later the Euro. Ever since, the different governments have _____ _____[3]. They have controlled _____[4], which was 1,000% in 1992. It has stayed _____[5] in recent years.

Estonian governments have successfully been moving towards _____[6]. A policy of privatization of public companies was introduced early on. They have transferred the public energy companies, as well as _____[7] and _____[8] to private ownership. They have also created a _____[9].

1 *What has Estonia become?*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

Estonia has been developing the infrastructure of a modern economy. They have improved the transport network. Tourism has also expanded, and has been growing at the rate of 3% per annum in recent years. Market reforms have led to increased prosperity. A few people have become very rich. Average wages have risen to levels that are much higher than in other Baltic states.

Estonia has been successful at attracting foreign investment. For example, Swedish banks have helped to establish Estonia's own banking system. In terms of total per head of population, inward investment has been higher than anywhere else in eastern Europe. Of course, since joining the EU in 2004, Estonia has continued to receive the benefits of being part of the world economy.

❷ Ask Student B your questions and complete the article. Then answer Student B's questions.

❸ Work in pairs. Discuss which trends or statistics you find surprising.

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Present Perfect Simple, Present Perfect Continuous (1)
Student B

❶ Read the first part of the article. Prepare questions to ask Student A to complete the second part, as in the example.

ESTONIA –
A BALTIC ECONOMIC SUCCESS STORY

Estonia has become one of the success stories of post-communist Europe. Since the early 1990s, Estonian governments have been pursuing policies to stabilize and expand the economy. In 1992, Estonia introduced its own currency, the Kroon. The exchange rate was immediately fixed to the Deutschmark, and later the Euro. Ever since, the different governments have continued this policy. They have controlled inflation, which was 1,000% in 1992. It has stayed under 4% in recent years.

Estonian governments have successfully been moving towards a market economy. A policy of privatization of public companies was introduced early on. They have transferred the public energy companies, as well as Estonian Air, and the Eestil telecom network to private ownership. They have also created a stock exchange.

Estonia has been developing _____ [1]. They have improved _____ [2]. Tourism has also expanded, and has been growing at the rate of _____ [3] in recent years. Market reforms have led to _____ [4]. A few people have become very rich. Average wages have risen to levels that _____ [5].

Estonia has been successful at attracting _____ [6]. For example, Swedish banks have helped to establish _____ [7]. In terms of total per head of population, inward investment has been higher than _____ [8]. Of course, since joining the EU in 2004, Estonia has continued to receive the benefits of _____ [9].

1 *What has Estonia been developing?*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

❷ Answer Student A's questions. Then ask Student A your questions and complete the article.

❸ Work in pairs. Discuss which trends or statistics you find surprising.

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Present Perfect Simple, Present Perfect Continuous (2)

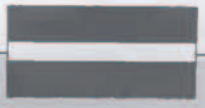
4 Work in pairs. Choose the information in the Lithuania factfile or the Latvia factfile and write similar sentences to those in the article about Estonia in 1.

Lithuania factfile

- ★ Transition to a stable market economy (since independence from the USSR in 1991)
- ★ Low inflation (below 2% in recent years)
- ★ Its own currency (Litas) fixed to the Euro (since 2002)
- ★ An increase in foreign investment, e.g. Neste (a Finnish oil company) and Philip Morris (a US tobacco and food company)
- ★ Tourism up 13% per annum in recent years
- ★ A low level of crime (down 20% since 2001)

Example
Lithuania has been making the transition to a stable market economy since independence from the USSR in 1991.

Latvia factfile



- ★ Transition to a stable market economy (since independence from the USSR in 1991)
- ★ A member of the international community (WTO* since 1999, EU since 2004)
- ★ A banking crisis in 1998 (banking sector now recovered)
- ★ An investment boom in recent years (average foreign investment US$100m p.a.)
- ★ Unemployment falling (since the late 1990s)
- ★ Tourism up 20% in recent years

WTO = World Trade Organization

Example
Latvia has been making the transition to a stable market economy since independence from the USSR in 1991.

5 What trends and changes have been happening in your country or region in the areas listed below in the last five years? Give examples and more information.

- population
- property prices
- unemployment
- driving in city and town centres
- investment in hospitals and schools
- standard of living

Example
The population has been increasing. There has been a rise in the number of elderly people.

6 Compare the recent changes and developments with other members of the class and explain the reasons for the changes.

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The interview questionnaire

Work in groups of three or four. You have applied for a job as a representative for a premium Spanish olive oil company, selling the product to restaurants and hotels in your country. The company has asked you to come for an interview. For each question in the interview, there are three possible answers. In your group, discuss which answer you think is the best and circle the letter A, B, or C. When you have discussed all the questions, calculate your score.

1 Good morning. Could I start by asking a few questions about your experience in the sector?
- A Of course. What would you like to know?
- B Well, I've been working in the food sector for the last ten years.
- C What sector do you mean exactly?

2 And I imagine you have dealt with a lot of different clients in your work. Is that the case?
- A Yes, a lot of clients. What kind of clients does your company deal with?
- B Yes, all kinds, really.
- C Yes, quite a wide variety, although most were large hotels and restaurants.

3 I see. And what kind of products have you worked with?
- A Mostly with specialist sauces.
- B I've worked mostly with specialist sauces. Does your company make them?
- C I've worked mostly with specialist sauces, such as aioli, tartar sauce, etc.

4 So what kind of difficulties do you think we might have selling our product?
- A Well, it depends on your quality and price compared with the competition.
- B The main difficulty could be in convincing clients to buy a higher priced, premium product.
- C It's difficult for me to answer that because I don't know your clients or product very well.

5 So what do you think you would do to convince them to buy our product?
- A I would perhaps focus on the higher quality compared to the competition.
- B I'm sure you know the answer to that much better than I do.
- C Maybe give them a discount?

6 And why do you think you would be good at this job?
- A Because I know how to handle clients and analyse the competition.
- B Because I have experience in sales and food products.
- C Because I have worked in the food sector for ten years.

7 Finally, do you have any questions?
- A Not really, I think we've covered everything.
- B Is there the possibility of a company car?
- C Is the company planning to launch any new products in the near future?

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The interview questionnaire

Scoring

	A	B	C
1	2	3	1
2	2	1	3
3	1	2	3
4	2	3	1
5	3	2	1
6	3	1	2
7	1	2	3

15 or more
Congratulations, your interview was a success! The company felt that you were interested, had the right experience and skills, and had prepared for the interview well. Best of luck with your new job!

8–14
Sorry, the company thought that you didn't have the right skills to be a representative. Remember to find out as much as you can about the company, and then tell them about your relevant skills for the job. Better luck next time!

7 or fewer
Sorry, the company has decided that you didn't seem interested in the job. Remember that stock responses are usually not enough to impress a potential employer. Look at your answers again and see if you can improve your score. Better luck next time!

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Time phrases review

1 Add the time phrases in the box to the table, according to the preposition they follow.

next summer	three weeks	the morning	Easter	2003
the day after tomorrow	last night	Wednesday	Saturdays	winter
Christmas Day	6 o'clock	every Friday	night	July
yesterday evening	the weekend	January 6th	lunchtime	the 15th

in	*at*	*on*	**no preposition**

2 Complete the sentences with the correct preposition: *since*, *for*, or *in*.

1 He's been working as a psychologist _____ several years now.
2 It's been difficult for the company to survive _____ the crisis.
3 The business has been profitable _____ a number of years.
4 _____ we signed the contract, we've had nothing but disappointment.
5 They've decided to sell off their unsuccessful offices _____ two years' time.

3 Complete the sentences with the adverb in brackets in the correct position.

1 Have you written up that report? (yet)
2 The company has won three new clients this year. (already)
3 We haven't harvested the olives because the weather is too wet. (still)
4 The company has wanted to attract younger customers. (always)
5 He's been printing off copies of the report. (constantly)

4 Complete the sentences.

1 Performance will increase as soon as the company ...
2 The crisis won't be over until the government ...
3 I'm sure he'll make a fortune after he ...
4 I'd like to be wealthy before I ...
5 The striking workers will cooperate when ...

5 Match the phrases in A with their definition in B.

A	B
1 first and foremost	a before or at the end of the century
2 by the turn of the century	b all day and night
3 round the clock	c later than planned
4 on an annual basis	d primarily
5 24/7 (twenty-four seven)	e every year
6 behind schedule	f 24 hours a day, every day of the week

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3rd Conditional

START

If I had been born a century *earlier* ... 1	*if* 2	I would have been amazed if ... 3	(CARD) 4
(CARD) 8	I wouldn't have studied English if ... 7	*if* 6	If my boss had allowed me ... 5
If the weather had been better ... 9	PLACE THE CARDS HERE FACE DOWN		She would have won the contract if ... 10
(CARD) 12			(CARD) 11
if 13	I wouldn't have been so disappointed if ... 14	(CARD) 15	I would have passed the exam if ... 16
If the workers had gone on strike ... 20	(CARD) 19	I would have changed my career if ... 18	If he hadn't been so overconfident ... 17
(CARD) 21	*if* 22	They wouldn't have gone out of business if ... 23	(CARD) 24

FINISH

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3rd Conditional

She didn't make an appointment with the dentist. She had terrible toothache. 11.1	The boss was very tough with his employee. The employee left the company. 11.1	The company was responsible for the pollution. The company didn't take responsibility. 11.1
He missed the meeting. The meeting wasn't on his agenda. 11.1	She wore casual clothes to the dinner. The dress code required formal clothes. 11.1	He didn't take an umbrella. The forecast said it would rain. 11.1
She didn't let her boss know about the client's visit. Her boss wanted to see the client. 11.1	The company didn't make sure their computer system was secure. A virus entered the system. 11.1	He yawned during the meeting. His boss was very annoyed. 11.1

Instructions

You need a board, a set of cards, a coin and a marker for each player.

1 Put the cards face down in a pile in the centre of the board.
2 In turns, toss a coin. Tails – move one square. Heads – move two squares.
3 If you land on a square with the beginning of a 3rd Conditional sentence, complete the sentence with your own idea.
4 If you land on a square with ***if***, make a 3rd Conditional sentence of your own.
5 If you land on a square with a card symbol, pick up a card, read it out, and make a sentence with *should have* or *shouldn't have*. Replace the card at the bottom of the pile.
6 The group decides if a sentence is grammatically correct. If so, the player scores one point.
7 Continue the game until everyone in the group has had at least five turns. The winner is the person with the highest score. If two players have the same score, the one who finishes earliest is the winner.

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Confusing words

❶ Choose the correct word to complete the minutes below. Check in a dictionary if you're not sure.

Minutes of the Board meeting: 15th June

The President opened the meeting and explained that Ms. Bonnamour couldn't *attend/assist*[1] as she was *currently/actually*[2] on a business *trip/travel*[3] to the USA and therefore had to *lose/miss*[4] the meeting. He then proceeded to *control/check*[5] that all the participants agreed with the *agenda/itinerary*[6] for the meeting.

The first point discussed was about the *rise/raise*[7] in costs over the last year. The President *told/said*[8] it was clear that the company's plan to reduce costs had not been *effective/efficient*[9]. The Finance Director *reminded/remembered*[10] the Board members that, six months previously, he had *advised/warned*[11] the Board that costs were *still/yet*[12] too high and *accused/blamed*[13] this on the dramatic increase in raw material prices. The President answered that, although the results were *disappointing/disappointed*[14], the company should work *hard/hardly*[15] and continue with the same cost-cutting *politics/policy*[16] in the coming year. The Finance Director *agreed/accepted*[17] this proposal and added that, for purely *economic/economical*[18] reasons, the company should also take the unfortunate decision to *lay off/dismiss*[19] 5% of the workforce over the next year. This proposal was approved unanimously by the Board and the President then *adjourned/postponed*[20] the meeting for a short break.

... At the end of the meeting, the President announced that, as he would soon be 70 years old, he had decided to *resign/retire*[21] at the end of the year. The Marketing Director replied that, although the news was not really *surprising/surprised*[22] since all the Board members had already known of the President's plan to retire, they would be very *interesting/interested*[23] in who was going to take over the role of President. The President answered that, although it was a *familiar/family*[24] company, he did not want to *intercept/interfere*[25] in the choice and that the Board members would have the *occasion/opportunity*[26] to vote for the new President at their next meeting.

❷ Use ten of the words in ❶ in sentences of your own.

❸ Write the words in the box in the correct word map.

a noise	business (with)	an appointment	well/badly	a favour
a mistake	some sightseeing	the housework	an effort	a profit

DO	MAKE

❹ Work in pairs. Write ten questions to ask other students using words from ❶ and ❸. Then change pairs and interview your partner.

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Setting up your own business

1. Match the company names in A with what they do in B.

A	B
1 Urban Pooch	a Sells restaurant quality food in a café atmosphere
2 Kebab & Western	b Eliminates and prevents insects, rats, etc.
3 Rockeby Biomed Corporation	c A café and shop for dogs and their owners
4 Pest Busters	d Develops medicines for humans

2. The 'Spirit of Enterprise Award' aims to promote entrepreneurial spirit. In 2004, it was given to the best entrepreneurial projects out of hundreds of applicants. Choose one nominee and read the information on his/her business. Answer these questions about your nominee's business.
   1 What kind of problems did he/she have in setting up the business?
   2 What did he/she do to solve these problems?
   3 Should he/she have made any different decisions at the beginning?
   4 Why do you think he/she succeeded?

3. Does your nominee have 'entrepreneurial spirit'? Rate your nominee on each aspect of their personality (1 = not at all, 5 = completely). Are there any other important personal qualities for an entrepreneur?

Personal quality	Rating	Personal quality	Rating
Hardworking		Intelligent	
Good with money		Determined	
Good with people		Positive	

4. In small groups, compare your nominees and ratings. Vote for which nominee should win the 'Spirit of Enterprise Award'.

5. Discuss the questions.
   1 Would you like to start your own business? Why/Why not?
   2 What kind of business would be successful?
   3 What challenges or difficulties might you face?
   4 Is there an ideal personality for an entrepreneur?

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Setting up your own business

Name: Ms Raye Tan Juay Yee

Company name: Urban Pooch

What's your business?
It's a dog boutique and café. We provide food for dogs and humans and also sell dog-related products.

Was there any significant event which affected you and your business?
I signed the rental contract for the building just two weeks before September 11th 2001 and had also done a lot of the preparation. I wasn't sure if I should go ahead with the business after that. I nearly gave up but decided to go ahead with it. If I hadn't been so determined, I wouldn't have a business at all now.

What have you had to overcome to succeed?
I finally realized that the business depended completely on me. At first I didn't devote myself 100% and didn't do everything I should have done to improve the café. I could have done a lot more.

What are the qualities you feel make you different?
Being good with people.

How would you define 'entrepreneurship'?
Hard work!

What advice would you give to someone starting a business?
Be determined and don't give up just because of obstacles.

Name: Mr Mohammed Hazzhari Bin Sohaib

Company name: Kebab & Western

What's your business?
It's a small food stall. I provide 'hotel standard' food to the community by making it more affordable and accessible.

Was there any significant event which affected you and your business?
The economic crisis, and then a competitor who was in a better location. I had to close my business. When I reopened, I made some changes. I realized I should have offered more local dishes and should have taken on more part-time staff.

What have you had to overcome to succeed?
Initially I was arrogant and didn't listen to anyone else. But I realized I sometimes had to ask for help and opinions. I could have avoided a lot of problems if I'd asked for help at the beginning.

What are the qualities you feel make you different?
Determination, patience, and I take risks.

How would you define 'entrepreneurship'?
When a person tries out an unusual idea to make things better.

What advice would you give to someone starting a business?
You are truly successful when you can generate the highest income with the lowest effort.

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Setting up your own business

Name: Dr Sze-Wee Tan
Company name: Rockeby Biomed Corporation
What's your business?
We develop and manufacture medical test kits for hospitals, labs, and clinics.
Was there any significant event which affected you and your business?
The company made an application to be listed on the Singapore stock exchange but it was turned down. I realize now we shouldn't have made the application – we should've spent the money on product development.
What have you had to overcome to succeed?
In the early days, I didn't have enough money to pay for the overheads; I thought I might have to close the company just to pay the salaries. I should have planned the finances more carefully at the beginning.
What are the qualities you feel make you different?
I am self-confident, determined, and I trust my own instincts. Also, I am very independent.
How would you define 'entrepreneurship'?
The ability to do business and develop business relationships.
What advice would you give to someone starting a business?
Know what you are good at, get help for areas you are not good at, and keep an eye on costs all the time. Also, prepare for failure; not all businesses succeed.

Name: Mr Thomas Fernandez
Company name: PestBusters
What's your business?
It's a professional pest management company. We don't only eliminate pests, we also tailor a programme to help prevent them.
Was there any significant event which affected you and your business?
When the SARS epidemic started, people didn't want our PestBusters because they thought we were a risk. So we set up a 'GermBusters' division and created a new market that won a lot of business. In the end SARS was an opportunity, but it could have been a disaster if we hadn't thought creatively.
What have you had to overcome to succeed?
As we became more successful, there weren't enough qualified technicians to do the work. We lost some orders and finally decided to do our own training. I should have planned for the increase in business but didn't realize it would grow so quickly.
What are the qualities you feel make you different?
Being humble – I don't make the company successful, it's the staff.
How would you define 'entrepreneurship'?
Somebody who has a vision, wants to do something different, and is willing to sacrifice.
What advice would you give to someone starting a business?
Many entrepreneurs sacrifice their families, their home lives, and their friends. If you are ready to put your business first, then you are ready to start.

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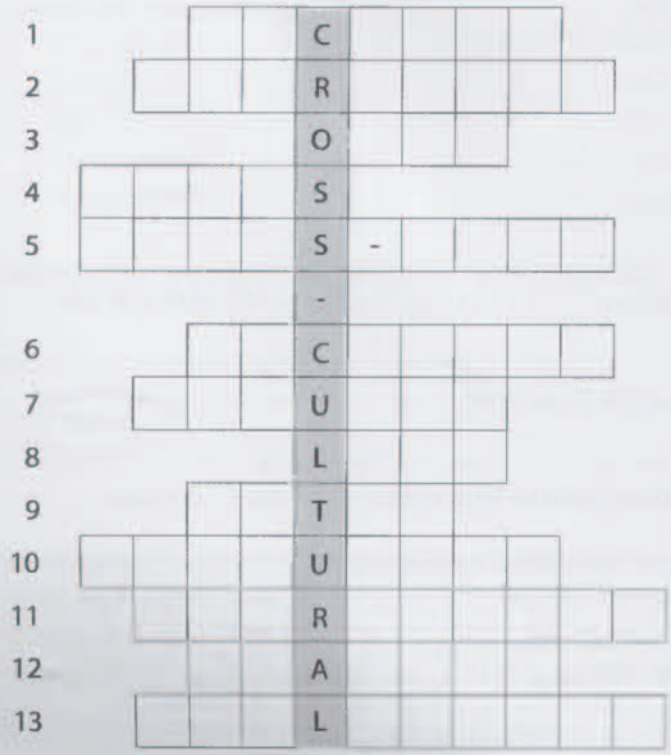
Vocabulary review



❶ Read the clues and fill in the spaces. All the words are in Units 10 and 11.

1 *With this letter, I _____ our latest price list.*
2 During or for the night.
3 *My company operates an _____-door policy – you can always see the boss.*
4 People of a similar age and/or social status as you.
5 *In my office, _____ day is Friday, so I always wear jeans then.*
6 By accident; without planning. (2 words)
7 A request for information.
8 *I'm afraid you _____ the necessary skills for the job, so we can't take you on.*
9 An amount of food, medicines, etc. produced at one time.
10 *We need to protect our natural _____, such as forests and lakes.*
11 *It is important to make a good _____ during a job interview.*
12 A person who is being trained.
13 The adjective for something done or shared by all members of a group of people.

❷ Write a definition of the vertical word in ❶, then check your definition in a dictionary.

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What's the mistake?

Each of these sentences has a grammar mistake. Find the mistake, then write the correct sentence.

1 He told he had never been to the American embassy before.

_____

2 **A** I'll arrange it for you.
B What did he say?
C He said he arranged it for you.

_____

3 The CEO revealed that the company hasn't actually made a profit until last year.

_____

4 The visitor asked her where was the reception.

_____

5 The Finance Director warned the company to not launch any new products.

_____

6 **A** Can I borrow your pen?
B Sorry?
A I asked if I would borrow your pen.

_____

7 She enquired when is the meeting going to start.

_____

8 My boss asked that I work overtime this Friday, but I can't.

_____

9 'We're going to lower taxes!'
The minister announced that the government had lowered taxes.

_____

10 He said me that all the shareholders had turned up to the meeting.

_____

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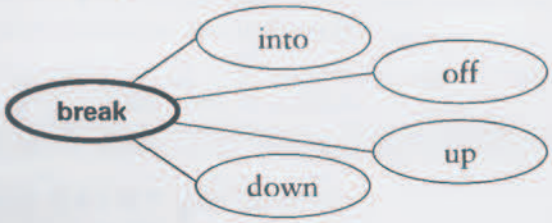
Organizing vocabulary review

1 Match the different methods for organizing vocabulary with the examples. Can you think of any other methods? Check your answers with the examples in the rest of the activity.

Method for organizing vocabulary	Example
1 Word maps	a *-ful*: resourceful, peaceful, successful
2 Prefixes	b package – holiday, consumer – spending
3 Suffixes	c *put*: put up, put off, put at risk
4 Collocations	d employ/employment/employer/employee
5 Word families	e *re-* : revise, reassure, rearrange

2 Word maps. Complete the sentences with one of the options in each map in the correct form.



1 The two countries could not agree and decided to _____ diplomatic relations.
2 Sorry I'm late – my car _____ on the way here.
3 It will be very difficult to _____ the market because of the strong competition.
4 I'm afraid I can't hear you very well. The telephone line is _____ .

5 Although the _____ is rising, people are also getting married more often.
6 It's a good time to take out a mortgage because the _____ is very low.
7 The government has reduced the _____ by providing training for jobless people.
8 The average age of the population will increase if the _____ keeps falling.

3 Prefixes. Add the prefix *inter-* or *anti-* to the word in brackets to complete the sentence.
1 Computer games could lead to increased _____ (social) behaviour in children.
2 Cross-cultural _____ (action) helps to reduce racism.
3 News is now truly _____ (national) – it isn't limited to one country.
4 The _____ (city) train line links the main towns and cities in the country.

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Organizing vocabulary review

4 Suffixes. Add the suffix *-ship* or *-ize* to the word in brackets to complete the sentence. Note that sometimes the form may change.

1 He survived a lot of _____ (hard) when he was younger.
2 I really must _____ (apology) for taking so long to reply to your letter.
3 Poor people are often _____ (marginal) – they don't fully belong to society.
4 I think that _____ (friend) is one of the most important things in life.

5 Collocations. Complete the sentences with a combination of a word from A and a word from B.

1 The UN has sent a _____ to the country to prevent any more fighting.
2 More and more athletes are taking _____ to improve their results.
3 The President will _____ to parliament to explain the current situation.
4 There was a very _____ for the election – only 35% of the people voted.

A	
performance-enhancing	peace-keeping
give	life
low	culture
spending	raise

B	
expectancy	drugs
shock	force
awareness	turnout
power	a speech

6 Make three sentences with the remaining two-word combinations in **5**.

7 Word families. Use the correct form of the word in brackets to complete the sentences.

1 (announce) This morning the government _____ that it would be raising taxes. The _____ was made by the Finance Minister.
2 (elect) The results of today's general _____ are surprising – over 70% of the _____ voted for the government.
3 (compete) The market is increasingly _____ and small companies are finding it very hard to beat the _____.
4 (consume) The rate of _____ of fast food has increased dramatically. Now, two out of three people _____ fast food on a daily basis.

8 In your pairs, test each other on the words in **2** to **7**. Give a clue. Your partner has to guess the word.

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Website design (1)

❶ Have you visited many company websites? What did you like or dislike about their design? Note good and bad points about website design in the table below.

Good points	Bad points

❷ Read the article *The perfect website* and add any relevant information to the table in ❶.

The perfect website

We've all visited them – websites that take forever to download, are packed with multimedia, and are very difficult to navigate: long pages you have to scroll down, dead links, and either very little real content or too much! But what makes a good website? Needless to say, a good website has interesting and useful content, and keeps the client at the site for as long as possible. It is also easy to navigate, quick to download, and visually attractive. However, it's important to remember that 'less is better', and content should always be your main objective.

But what content should you choose? This obviously depends on company policy but there are some areas that are almost universal. These are usually texts explaining the products or services on offer, information on how to get in touch with the company, a general overview of the firm and its business philosophy, job opportunities, news concerning the sector and/or company, and more general texts related to the company's area of business. However, not all this information needs to be on the home page and it is often much better, both visually and in practical terms, to introduce these different areas with links to the complete text on another page. That way, visitors can choose what they want to read and are not overloaded with information straightaway.

As with all communication, there are two key questions you should always ask yourself: 'What is my goal?' and 'Who am I talking to?' Are you designing the website to provide information, sell a product or service, or improve the company image? And is your target audience made up of potential clients, existing clients, young people, or business people? Make sure you are giving the people you want to attract what they need and your website can't fail!

❸ What is the definition of the following words and phrases from the text? Choose definition A or B then check back with the text or with a dictionary.

Word/Phrase	Definition A	Definition B
packed (adj)	grouped	(too) full
to navigate	to read, understand	to find your way around
to scroll (down)	to move (down) a text	to divide a text into parts
to overload	to give too much	to receive, obtain
target (adj)	desired	main

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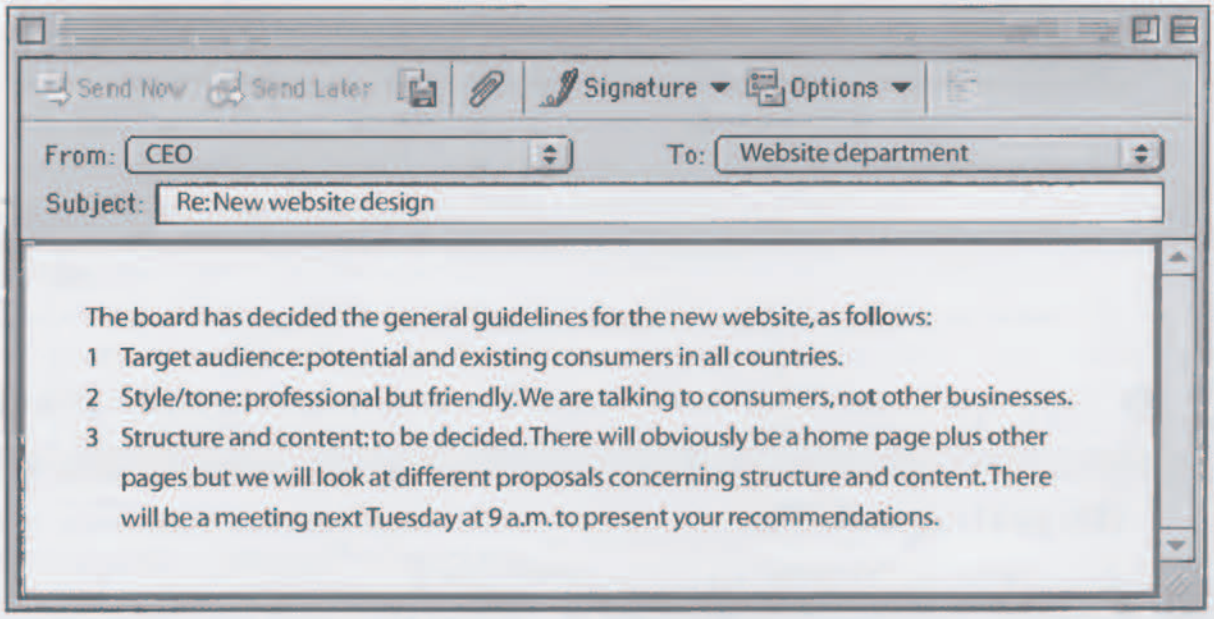
Website design (2)

4 Work in pairs. You work for a food and drinks company, Garner PLC, and are responsible for designing its new website. Read the email and discuss the questions.



1 What kind of texts should be on the home page (e.g. job vacancies, company news, etc.)?
2 How much text should you use on each page?
3 What kind of visuals will you use (e.g. icons, company logo, photos, etc.)?
4 Will you use any multimedia (e.g. audio, video)?
5 What word best defines your design of the website home page: *impressive*, *obvious*, *practical*, *fun*? What other words would you use to describe your design?

5 Choose the content for your company's new home page from the texts on the next page. If necessary, write headlines and links to other pages. You can also shorten or lengthen the texts.

6 Present your home page to the other students and listen to their presentations. Which is the best design? Why?

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Website design (3)

Garner PLC announced today that it had named Emma Parker as president of its Holden Foods business unit. Ms Parker will report to CEO Mike Sampson, and will take up her new post immediately. She has worked for Garner PLC for the last fifteen years and was previously vice-president of its snacks business unit in Germany.

Garner USA has won a place in the 'Top Ten Companies' list by the Food and Drinks Magazine. This is the second consecutive year that Garner has been in the top ten, and this year it has improved its ranking with sixth place.

Why do we eat what we eat? By Aisha Bangori

People say 'You are what you eat' and, to a certain extent, that is true. But we should also ask ourselves why we eat what we do, especially in countries where there is a wide and varied selection of foods on offer. Are we motivated by personal preferences, physical needs, or social conditioning? There has been a lot of research in this area and several studies have come up with opposing results. For example, the study carried out by Bangkok University on snack food consumption found that 85% of the people in the study regularly chose the same ...

Garner Australia will be launching a new, low-calorie version of its successful orange drink, Ozzie, next month. This first phase of the introduction will include 50 cl bottles and cans. If the drink sells well, it will also be introduced in Asia next year.

Garner PLC tries to ensure that the information contained on this website is accurate and reliable. However, errors may occur and Garner PLC does not have any liability for any indirect, special, incidental, or consequential damages arising out of any use of the information contained herein.

Vacancy: Marketing Manager, Garner Beverages, Australia. **Requirements:** relevant experience in the beverage sector. Fluent English. Knowledge of Japanese preferred. More information and application form: jmtook@garnerbev.au

Ten tips to make sure your party guests have the time of their lives.

1 Make sure you have a wide range of both alcoholic and non-alcoholic drinks available, including low-calorie versions.
2 Don't forget the mixers! People often like to try something different at parties and cocktails are always very popular. If you can't get all the possible mixers you might need, the following are a must: soda, ginger ale, orange juice, lemon juice, pineapple juice ...

Free download of Garner PLC icons: Ozzie the orange, Leroy the lemon, and Bobby the blackcurrant.

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Functions review

Play this game with a partner. Toss a coin. Tails – move one square. Heads – move two squares. Role-play the situations.

START

1 A friend tells you they have not been accepted for the job they wanted. What do you say?

2 A colleague has to visit a client whose office is near your house. Offer him/her a lift.

3 A friend thanks you for looking after their pet while they were on holiday. What do you say?

4 You are going to the cinema with some friends. Invite another friend to join you.

5 You want to go back to a previous topic in the conversation. What do you say?

6 You have to leave a client's office because you are late for another meeting. What do you say?

7 A colleague is having problems with their mobile phone. Offer them yours.

8 You want to give an opinion in a conversation without being asked. What do you say?

9 A friend tells you they have been promoted. What do you say?

10 You are the host at a party. Offer a guest a drink.

11 In a conversation, you agree with what someone has said previously. What do you say?

12 A client tells you their Marketing Manager has had to leave for personal reasons. What do you say?

13 In a conversation, you want to introduce a new topic that is connected with the present one. What do you say?

14 A client invites you to attend a conference, but you can't go. What do you say?

15 At a party, someone offers you some food. Accept.

16 In a conversation, a topic reminds you of something you want to mention. What do you say?

17 A client invites you to visit their factory. Accept.

18 A colleague says, 'By the way, Javier sends his regards'. What do you say?

19 A friend invites you to lunch, but you can't make it. Decline politely.

20 Say goodbye to a foreign visitor who is returning to their country.

21 A colleague says, 'I hope we get the contract'. What do you say?

22 You have visited another branch for two days and are now leaving. What do you say to your colleagues?

23 Thank your host for the party as you are leaving.

24 Say goodbye to a client after a working lunch.

FINISH

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Telephoning (1)

1 Work in pairs. Read the sentences. Decide which sentences are wrong and correct them.

1 Do you like to leave a message?
2 Can you ask him to call me back as soon as possible?
3 I'm afraid, but I can't make Tuesday.
4 The reason I phone is to ask about an order I made recently.
5 Unfortunately, something important has come up.
6 Would you mind spelling that, please?
7 How suits you 3 p.m.?
8 Can I talk Mr. Alonso, please?
9 Ms. Mouas speaking. How can I help you?
10 I'm sorry, but his line is engaged at the moment.
11 I look forward to see you next Wednesday.
12 Next Wednesday's fine. How about 1.30 p.m.?

2 Work in pairs. Decide who will take roles A and B. Read the task for your role. Prepare your role individually, using the corrected phrases above and Pocket Book pp. 25–26. When you are ready, sit back to back and make the call.

Student A	Student B
Situation 1	
Call Student B to arrange a working lunch. This week you are busy, so try to fix it for next week.	Student A will call you to arrange a working lunch. You are free this week but very busy next week.
Situation 2	
Student B will call your colleague, Mr. Barker. Explain that he is on the phone to a client and ask if the caller wants to leave a message.	Call Student A and ask to speak to Mr. Barker. He sent you an order but there are two boxes missing and you need them urgently.
Situation 3	
You can't make the lunch originally planned with Student B. Call again and ask if you can change it. Suggest another day and/or time.	Student A will call you to change the lunch you had originally planned. You can't make the new day/time that Student A suggests, so suggest another.
Situation 4	
Student B will call your colleague, Mr. Barker, again. He is available, but doesn't want to take the call. Take a message again. Try to keep Student B happy!	Mr. Barker has not contacted you since you left your message. Call Student A again. If you can't speak to Mr. Barker, insist on speaking to someone who can help.

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Telephoning (2)

1. Work in pairs.

Student A

You work for a large hotel in New York. Answer a call, using the information below.

Student B

You are going to New York next Thursday for a meeting on Friday, and have decided to take advantage of the trip and stay for the weekend. Phone your hotel to find out if you can extend your stay. Use the information below.

Student A	Student B
Answer the phone.	
	Say who you are.
Ask how you can help.	
	Explain. You have already booked a room for Thursday and Friday nights and want to extend it two extra nights to include Saturday and Sunday.
Ask for customer's name.	
	Give details.
Confirm booking but explain that no rooms of a similar quality are available for the weekend.	
	Ask what kind of rooms are available.
Explain facilities: quiet room, en suite bathroom, TV, no internet connection.	
	Ask the price of the different room.
Give price per night, including breakfast.	
	Accept the change in quality of room and price.
Confirm dates of booking.	
	Agree dates and thank Student A for the help.
Respond appropriately and finish the call.	

2. Change roles and practise the conversation again.

3. Write the fax or email which the hotel sends confirming the changes in the booking.

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Business communication (1)

You work for the Marketing department of an international company that makes office furniture and you are currently organizing a stand for an international trade fair for the first week of next month, to be held in Frankfurt.

Work in pairs. The following items are in your inbox and in-tray when you arrive at work. Decide if the response should be by phone (voice or text message) or in writing (fax, email, letter). Then role-play the telephone call or write the response together.

Send Now | Send Later | Signature | Options

We've forgotten to invite our Madrid representative to the trade fair! I'm out all day - could you get in touch with her asap and see if she can come? It's Anna Maria Pacheco and her details are on file. Thanks, Adam

The Trading in Europe Council invites you to attend a one-day seminar on 'A common currency for a larger Europe'. The seminar will be held during the first week of next month at the Trading in Europe council offices. We are keen to encourage professionals with knowledge of trade in Europe and would be delighted if you could attend.

Please confirm attendance with Ms. Paula Tanger on 020 768 9345, by fax on 020 768 934 6, by email at ptanger@tiec.org, or confirm online at www.tiec.org/seminars/europeandeuro. Alternatively you can reply in writing to the address at the top of this letter.
We look forward to seeing you!

Possibly useful at trade fair next month? Did a very good job at the last fair in Germany. David

Ursula Witthoeft
Interpreter/Translator

Grosshafenstr. 135
Frankfurt
Tel/Fax: +49 69 971 67 123
Email: uwitthoeft@witthoeft.de

Hi! I'm visiting a client near Milan and thought you might like a post card from me. I'll be visiting another client near you at the end of the month. Let me know if you're around - it would be good to catch up! All the best, Chiara

Chiara Dwyer
Open Plan
Goldhawk Rd
Industrial Estate
London
W6 OPA

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Business communication (2)

You work for the Purchasing department of an international company that makes office furniture and you are currently organizing the necessary supplies for an international trade fair for the first week of next month, to be held in Frankfurt.

Work in pairs. The following items are in your inbox and in-tray when you arrive at work. Decide if the response should be by phone (voice or text message) or in writing (fax, email, letter). Then role-play the telephone call or write the response together.

From: Stadthof Hotel, Frankfurt | **Re.: Reservations**

Further to your enquiry about prices and availability of rooms for the first week of next month, we are pleased to send you the following information:

Double or twin rooms, interior, en suite bathroom	€80 per night or €500 per week
Individual rooms, interior, en suite bathroom	€55 per night or €280 per week
Double or twin rooms, with balcony, en suite bathroom	€95 per night or €600 per week
Individual rooms, with balcony, en suite bathroom	€75 per night or €460 per week

All prices include breakfast and VAT. All rooms have satellite TV and Internet connections.
We must remind you that, due to the international trade fair in Frankfurt during the week in question, there is great demand for rooms and you should make your reservation as soon as possible to guarantee accommodation.

OFFIMATIC INTERNATIONAL – DELIVERY NOTE

DESCRIPTION	REFERENCE	QUANTITY
Pens with company logo (blue)	R-04988	5 boxes of 20
Pens with company logo (black)	R-09930	5 boxes of 20
Business cards (Sales dept.)	H-22898	10 boxes of 50
Headed paper (letter)	D-07853	4 packs of 100 sheets

we've just received this material but the pens don't have the company logo, and they have only delivered five boxes of cards. Can you contact them and sort it out? Thanks v much, Sara

Send Now | Send Later | Signature | Options

From: Sales Department

I'm afraid we've only got 500 brochures and need another 500 urgently to send out to clients, plus a further 1,000 to take to the fair. Could you get in touch with the printers and let me know when they'll arrive? Thanks, Stuart

EXHIBITION SUPPLIES AND SERVICES

Want to make a real impression at your next trade fair? We have branches in all key European cities, offering a wide range of services to suit your needs, from setting up stands and producing signs and other material to specific support services such as guides, translation, and interpretation. For more information, contact James Cromwell.

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Business communication (3)

You work for the Finance department of an international company that makes office furniture and is currently organizing its participation in an international trade fair for the first week of next month, to be held in Frankfurt.

Work in pairs. The following items are in your inbox and in-tray when you arrive at work. Decide if the response should be by phone (voice or text message) or in writing (fax, email, letter). Then role-play the telephone call or write the response together.

From: CEO
To: Finance department

As you know, last year's fair in Frankfurt cost us a lot of money in terms of travel, expenses, and setting up and running the stand, and we have therefore decided to control costs more carefully this year. Could you ask the Marketing, Purchasing, and Sales departments to prepare a forecast of how much they think they will need to spend on this year's fair? Our aim is to approve or reject all the expected expenses before the end of next week.

Send Now | Send Later | Signature | Options

From: George Hanker, Sales

I've just noticed my company credit card will expire at the end of this month and I particularly need a valid card for the Frankfurt fair. Could you contact Visa and sort it out? I'm away all this week but will be in the office next Monday. Thanks, George

Dear client,
We are currently reviewing our business to business services and have noticed that you have not taken advantage of our new remote banking service. This allows certain employees to monitor and control all movements in and out of the company's accounts from any location, 24 hours a day, 365 days a year, via computer or mobile phone. It also provides users with immediate notification of payments, helping them keep up to date with pending debts.

To request a brochure outlining the details and cost of this service, and to ask any questions, please contact your local branch.

Paperworks Ltd
Invoice No. 0445-768

Description	Reference	Quantity
Brochure design	Design ref. 768A	—
Print run	A-768-500	500

I've just had a call from Paperworks Ltd asking why we haven't paid them for the brochures yet – good question! Please contact the bank asap as we need to order some more brochures for the fair.
Peter

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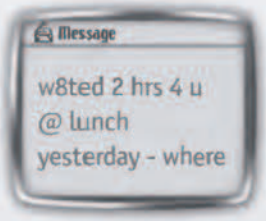
Business communication (4)

You work for the Corporate department of an international company that makes office furniture and are responsible for all internal organisation and communication between the different offices. You are currently helping the top managers prepare for an international trade fair for the first week of next month, to be held in Frankfurt.

Work in pairs. The following items are in your inbox and in-tray when you arrive at work. Decide if the response should be by phone (voice or text message) or in writing (fax, email, letter). Then role-play the telephone call or write the response together.



From: CEO **To: Corporate**

As I'm sure you already know, Marie Talisker from the Marketing Dept. was taken to hospital two days ago with suspected heart problems and will probably have to stay there for some time. She obviously won't be able to go to the trade fair but please draft a sympathetic letter to her from the company, promising her a place at next year's trade fair in Paris, and giving her our wishes for a fast recovery. Also, let all staff know the hospital, ward number, and visiting hours, in case they want to visit or send a card, flowers, etc.

Dear _____

We are writing in order to invite you to take part in the 8th Cycle of Conferences and Exhibition organised by AFMAC (Association of Furniture Manufacturers and Associated Companies). This year the event will take place from the 3rd to the 10th of the coming month at AFMAC's Conference Rooms in London. The theme for this year's Cycle of Conferences and Exhibition will be 'The Requirements of Hi-tech Companies' and, given your background and experience in this field, we would be delighted if you could give a talk on one of the days.

As we are currently finalizing the programme, we would be grateful if you could reply as soon as possible to this letter, indicating if you are interested in taking part in this event and, if so, the provisional title of your speech. Should you be interested in participating, we will obviously be in touch concerning your fee and travel and accommodation arrangements.

We hope you will be able to take part in this event which has become one of the most important gatherings for the sector over recent years.

Yours sincerely

Reply telling them I can't go
- busy at trade fair.
Thanks! Carmen

Taken by: Patrick | **Day:** Monday | **Time:** 9.00 a.m.

Mr. Pulz called asking why he hadn't received replacements for the faulty chairs we delivered last Tuesday. We'd promised to send the new chairs by the weekend and he is very annoyed, as he has already talked to Sales and Deliveries and still hasn't received them.

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MS MONITOR SHEET

Date:

Language problems:

KEY ⅄ something missing ⇄ word order / unnecessary mistake

Useful words/phrases:

Check the pronunciation of these words:

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Test A UNITS 1–4 TIME LIMIT 1 HOUR

A Grammar

1 Verb tenses

Complete the text. Use the correct present, past, or perfect form of the verb in brackets.

Susie Wessendorf _____[1] (not do) well at school but, since then, she _____[2] (built up) a successful company. In the last twenty years, she _____[3] (start) three new businesses. She _____[4] (sell) the first two businesses last year. Now the third one _____[5] (grow) very fast. Susie is a wealthy woman and _____[6] (not need) to work, but she still _____[7] (love) making things happen. She said recently, 'Right now I _____[8] (try) to work less. My children _____[9] (grow up), and I _____[10] (want) to spend more time with them while they are young.'

1 mark per answer **Total 10**

2 Questions

Complete the questions. Use the correct form of the verb in brackets.

1 A Who _____ (know) the answer?
  B Our accountants probably do.
2 A Who _____ (he, want) to talk to?
  B He's waiting to see the manager.
3 A _____ (you, have) lunch with the client?
  B Yes, tomorrow at 1 p.m.
4 A _____ (you, go) to Rome last year?
  B No, I didn't.
5 A _____ (you, speak) to Mr Johnson?
  B No, not yet.
6 A What _____ (cause) the problem?
  B We didn't have enough money.
7 A Who _____ (she, marry)?
  B She married the chef, Claude Blanc.
8 A Which business _____ (they, sell)?
  B They sold the magazine, but kept the others.
9 A Which company _____ (win) the contract?
  B It was ABA International, I think.
10 A What _____ (she, pay) for the flight?
  B I can't remember, but it was a lot.

1 mark per answer **Total 10**

3 Past actions and states: *used to* + infinitive

Rewrite the sentences. Use *used to*/*didn't use to* + infinitive.

1 In the past, he sold second-hand computers.
2 Fax was once the fastest way to send written words.
3 These days, most people have mobile phones.
4 Personal computers are not big and heavy nowadays.
5 I have a company car in my new job.

1 mark per answer **Total 5**

4 Comparisons

Complete the sentences. Use the word(s) in brackets in the correct form. Add any necessary words.

1 I'm _____ (good) at reading than listening.
2 For me, English is not as _____ (hard) German.
3 Spanish is one of _____ (widely spoken) languages.
4 Portuguese isn't _____ (useful) internationally as English.
5 Russia is _____ (big) country in the world.
6 I think vocabulary is _____ (important) grammar when it comes to communication.
7 The USA is slightly _____ (large) China.
8 I nearly gave up learning Japanese, but after a while, it got a little _____ (easy).
9 English pronunciation is strange, but English spelling is _____ (strange)!

1 mark per answer **Total 9**

5 Relative clauses

Join the sentences to make one sentence. Use *who*, *that*, *where*, *which*, or *whose*.

1 Papua New Guinea has more than 500 languages. That is more than any other country.
2 They come from Peru. Spanish is spoken there.
3 Wu is a language. It is spoken in parts of China.
4 A linguist is a person. He or she studies languages.
5 The world's greatest linguist was George Campbell. He could speak 54 languages.
6 Most of our employees are Brazilians. Their language is Portuguese.
7 Cairo has a population of 17 million. Cairo is the capital of Egypt.
8 In Canada, two languages are spoken. Its population is 26 million.
9 In Switzerland, 64% of the population speak German. Four languages are spoken there.

1 mark per answer **Total 9**

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6 Present and past trends

Complete the sentences with two or more suitable words.

1 ↗ Turnover increased _____ £4 million to £7 million.

2 ↘ There was a _____ in the number of births in the 1980s.

3 ⟋→ Sales _____ and then _____ last year.

4 ↗ This month, costs _____.

5 → Profits _____ in 2003.

6 ↘ At the moment, the number of 18–21-year-olds _____.

7 → The number of retired people _____ 7% in 1990.

1 mark per answer **Total 7**

B Functions

1 Greetings and introductions

Complete the conversations with suitable phrases.

1 A _____. Are you Mark Ellis?
B Yes, I am. And you _____ Dan Bloor.
A That's right. How do you do.
B _____.

2 A Good morning. My name's Vera Vlaskova. I have an _____ Jane Elkins at 9.30.
B I'll tell Jane you're here. Please take a seat.

3 A Hi, Maria. Nice _____ you again.
B Richard. Hi. How _____?
A Very well, thanks. I don't think you two know each other, _____? Maria, this is Peter.

4 A Welcome to London, Mr Andropoulos. _____ flight?
B Yes, very good, thank you.

1 mark per answer **Total 8**

2 Making and changing appointments

Complete the telephone conversation with suitable phrases.

PA Good morning. Jane Elkins' office.
LB _____[1] Jane, please?
PA _____[2] Jane isn't in the office today. _____[3] a message?
LB Yes, please. It's Laura Borrettini. _____[4] about our meeting tomorrow. I'm afraid I _____[5] tomorrow. Can she manage Wednesday morning?
PA Could you _____[6]? I need to see if she's free. Ah, yes, she is. What time would be _____[7]?
LB Any time after 9.30.
PA _____[8] 10 o'clock?
LB _____[9] be fine, thank you.
PA Good. _____[10] Jane the message.

1 mark per answer **Total 10**

3 Giving opinions

Complete the conversations with suitable phrases.

1 A I'm inclined _____ our old computers are OK for another year.
B _____, but we'd work faster with new ones.

2 A _____ opinion, we should tell the manager.
B You have _____. She needs to know.

3 A What _____ about the new ideas for next year?
B I'd _____ with them. What about you?

4 A What are your _____ lowering our prices?
B From a sales _____ it makes sense.

5 A _____ the new office building is fantastic.
B _____ I can't agree. I think it's ugly!

1 mark per answer **Total 10**

4 Advice and suggestions

Complete the email with suitable words and phrases.

Hi Paolo

I'm glad you're coming to the conference here in London. If _____[1], I'd stay at the Shelton Hotel because it's near the conference but cheaper than the Grand. I _____[2] reserving a room now because it will fill up quickly. Have you _____[3] of doing some sightseeing too? I think you _____[4] take the opportunity if you can, and I'd be glad to show you around one day. _____[5] the day after the conference? _____[6] don't you give me a call so we can talk about it?

Kind regards

Valerie

1 mark per answer **Total 6**

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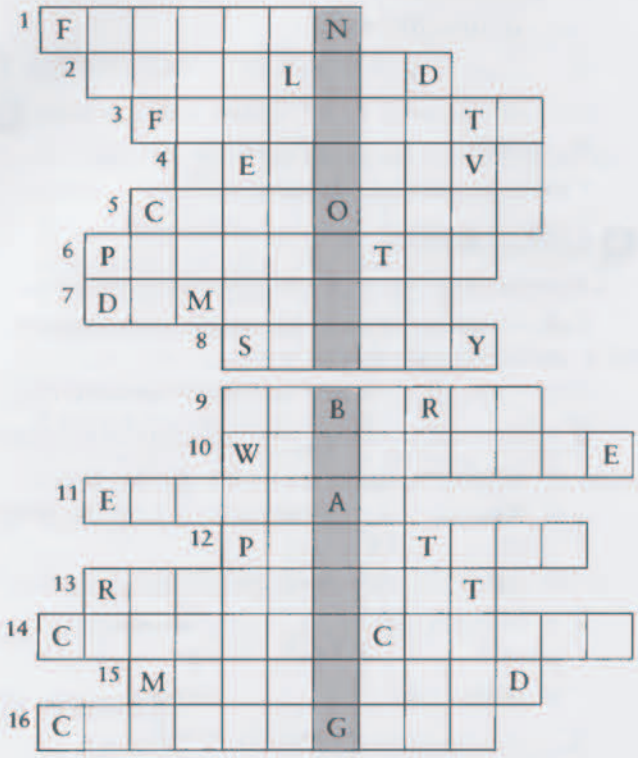
C Vocabulary

Read the clues and complete the word puzzle.



Clues

1 style of clothes, etc. most popular at a particular time
2 its capital is Edinburgh
3 rise and fall frequently (numbers, prices, etc.)
4 good at making clear decisions quickly
5 people who buy goods or services (in shops, etc.)
6 person who introduces a TV or radio programme
7 control or have a lot of influence
8 monthly payment for an employee
9 area where people live outside the city or town centre
10 place where you work
11 morally correct or acceptable
12 on time; not late
13 unemployed because not needed any more
14 exchanging information, ideas, feelings
15 put in a mixture of oil and spices
16 people you work with

(Down) identifying a country's image to consumers

1 mark per answer **Total 16**

TEST TOTAL 100

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Test B UNITS 5–8 TIME LIMIT 1 HOUR

A Grammar

1 Passives

Rewrite the sentences in the passive form. Begin with the given words.

1 We are extending the hotel's conference facilities.
The hotel's _____.

2 We ask guests not to smoke in the restaurant.
Guests _____.

3 Has anyone repaired the air-conditioning yet?
Has the _____?

4 Someone will clean the room tomorrow.
The room _____.

5 Do you know when they installed this equipment?
Do you know when this _____?

6 They have not received government approval yet.
Government _____.

7 When do people expect it?
When _____?

1 mark per answer **Total 7**

2 Active and passive forms

Complete the news item. Use the correct form and tense of the verb in brackets.

Approval _____[1] (give) yesterday for a big hotel development near the new airport, and building work _____[2] (expect) to start early next year. The new hotels _____[3] (provide) rooms for 2,000 guests. Since the plan became known, many people _____[4] (complain) that the area's natural beauty _____[5] (destroy), but others point out that new business and employment opportunities _____[6] (need) because so many jobs _____[7] (lose) in recent years.

1 mark per answer **Total 7**

3 Past tenses

Complete the text about a young adult's experience at university. Use the correct past form of the verb in brackets.

I _____[1] (leave) school in 2001, and _____[2] (have) a gap year before university. So, when I _____[3] (start) my university course in 2002, I _____[4] (forget) some of the things I _____[5] (already learn). I was also quite disorganised in my first year. For example, one day I _____[6] (listen) to music in my room when suddenly I _____[7] (remember) that I _____[8] (not check) my email for a week. When I checked it, ten important messages _____[9] (wait) for me. As well as these disadvantages, I had a language problem because I _____[10] (study) at a foreign university. However, somehow I survived!

1 mark per answer **Total 10**

4 Modal verbs

Rewrite the sentences using the correct verb in brackets in the correct form. Make the verb negative if necessary.

1 You are not allowed to touch that. (must/need)
2 You are not required to pay. (must/have to)
3 Is it necessary for us to get visas? (need/can)
4 Is it OK if I come in? (should/may)
5 It's important for us to remember that. (must/might)
6 Weekend work was obligatory in my last job. (have to/need)
7 You will not be required to attend the meeting. (have to/must)
8 Are passengers allowed to use mobile phones here? (can/must)
9 Passengers are advised to check departure times. (must/should)

1 mark per answer **Total 9**

5 Arrangements and intentions

Complete the dialogues. Use the correct future or present form of the verb in brackets.

1 A _____(you do) anything tomorrow afternoon? If not, we can meet at 3 p.m.
B That's great. I _____(have) lunch with a client, but I _____(be) free by 3.

2 A What was decided at yesterday's meeting?
B We _____(ask) the bank for a loan.
A Do you think the bank _____(agree)?
B I don't know, but hopefully we _____(know) soon.

3 A Let's talk about your plans for the trip. What _____(you do) on the first day?
B Well, our flight _____(not get) in until 4 p.m. local time, but we want to get started quickly, so we _____(ask) the local representative to meet us at the hotel that evening.

1 mark per answer **Total 9**

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6 Gerunds and infinitives

Complete the sentences using the correct form of the verb in brackets.

1 Did you remember _____(file) the documents, or are they still on your desk?
2 Stop _____(worry)! Everything is OK.
3 I spend too much time _____(look for) lost documents.
4 She's not used to _____(work) in a big office.
5 I'm not very good at _____(manage) my time.
6 I'm interested in _____(learn) more.
7 I would prefer _____(be) more organised.
8 We look forward to _____(hear) from you.

1 mark per answer **Total 8**

B Functions

1 Telephoning

Complete the conversation with suitable two-word phrases.

ANSWERPHONE Hello. I'm sorry, I _____[1] your call at the moment. Please _____[2] name, number, and a message, and _____[3] back to you _____[4] as possible. _____[5] after the tone ...

CALLER Hi, Tony. _____[6] George. I'm _____[7] make arrangements for next week. _____[8] when you get a moment. Bye.

1 mark per answer **Total 8**

2 Requests and offers

Follow the instructions, using the words in brackets.

1 Ask a colleague to lend you his/her pen. (could)
2 Ask a colleague to help you with something. (mind)
3 Offer to find out about flights. (shall)
4 Offer to book the flight. (like)
5 Decline the offer. (bother)
6 Request information from a travel agent about hotels in Rome. (like)

1 mark per answer **Total 6**

3 Asking for information

Rewrite the direct questions as indirect questions, using the words in brackets.

1 Is there a good hotel near the airport? (know)
2 Where is the Shelton Hotel? (tell)
3 What time does the flight arrive? (tell)

1 mark per answer **Total 3**

4 Presentations

Complete the sentences with a suitable two-word phrase.

1 Today I'm _____ talk about giving presentations.
2 _____ like to talk about preparing a presentation. Then I'll move on to delivery.
3 If you _____, we'll leave questions till the end.
4 Let's _____ attention now to the second point.
5 _____ look at this diagram, you can see the difference clearly.
6 What is interesting about this picture _____ it shows the importance of body language.
7 _____ know, humour can be important.
8 That _____ to the end of my presentation.
9 If you have any questions, I'll _____ best to answer them.
10 Can I get _____ you on that one? I'm afraid I don't have the information here.

1 mark per answer **Total 10**

5 Types of business communication

Answer the questions. Choose from *face-to-face*, *telephone*, *text message*, *fax*, *email*, and *letter*.

1

Which is the best type of business communication to

a arrange a taxi from your office to the airport?
b send a copy of a page from a book urgently to someone staying at a hotel?
c send a short message to someone travelling abroad without a computer?
d choose a new employee?
e formally confirm a new appointment?

2

Which abbreviations are used in text messaging for

a as soon as possible
b Are you coming?

1 mark per answer **Total 7**

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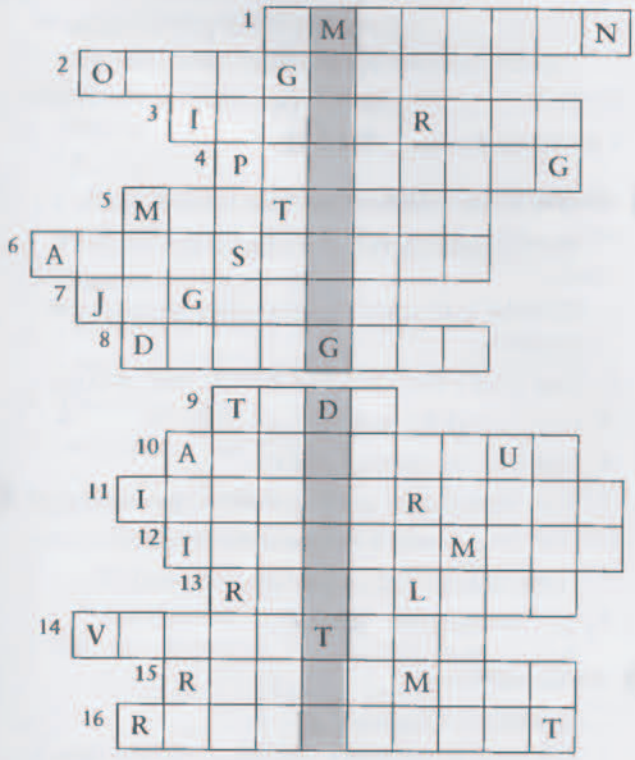
C Vocabulary

Read the clues and complete the word puzzle.



Clues

1 words like *elevator*, *apartment*, and *sidewalk*
2 something that you must do
3 timetable for a visit involving travel
4 deciding what to do in the future
5 a loan to buy a house or flat
6 easy to reach or find
7 running for exercise, not very fast
8 person who goes to a conference
9 put things in place to look neat
10 wanting success or power
11 person who translates speech
12 putting money in a bank, business, etc.
13 careless, ignoring danger
14 person who offers to do a task without being paid or forced
15 say a thing is good and advise people to try it
16 the end of your working life or the period after it

(Down) person who is in charge of a business

1 mark per answer **Total 16**

TEST TOTAL 100

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Test C UNITS 9–12 TIME LIMIT 1 HOUR

A Grammar

1 1st Conditional and Time clauses

Complete the sentences using the verb in brackets. Make the verb negative if necessary.

1 If people live longer in the future, they _____(have to) work longer too.
2 Pensions will be a big problem if people _____(save) enough money during their working lives.
3 We will need to use more nuclear power unless we _____(develop) renewable energy sources.
4 A lot of people _____(worry) about the energy problem until it becomes much worse.
5 If male and female athletes _____ (continue) to improve at their present rate, women will be as fast as men by 2050.
6 Some experts think that rates of improvement will change before that _____(happen).

1 mark per answer **Total 6**

2 2nd Conditional

Complete the sentences using the verb in brackets. Make the verb negative if necessary.

1 If I were you, I _____(start) saving money for your old age now.
2 If you could live for 150 years, _____(you want) to?
3 If the energy problem _____(be) so urgent, it wouldn't be so worrying.
4 What would happen if all the world's computers _____(crash) tomorrow?
5 If that happened, many essential services _____ (work) at all!
6 If computers _____(can) think, I would be concerned about what they were thinking!

1 mark per answer **Total 6**

3 Present Perfect Simple and Present Perfect Continuous

Complete the sentences using the verb in brackets.

1 We _____(open) three new stores this year.
2 You look tired. How long _____(you work)?
3 How many reports _____(you finish)?
4 The government _____(reduce) income tax by 2%.
5 The government _____(introduce) democratic reforms for the last five years.
6 I've lost my phone. _____(you see) it?
7 I _____(visit) London since 1999.
8 I _____(travel) all day and I _____ (not have) any lunch.
9 I _____(not listen) to the presentation. _____(he say) anything interesting yet?
10 He _____(be) on the phone for two hours!

1 mark per answer **Total 12**

4 *should have (done)/ shouldn't have (done)*

Write what these people should or shouldn't have done.

1 The sales team didn't prepare their presentation carefully.
2 They didn't find out what the customer wanted.
3 They visited the customer at a bad time.
4 They lost the correspondence.
5 They arrived late for the presentation.
6 They didn't provide enough information.
7 They assumed they would get the contract.

1 mark per answer **Total 7**

5 3rd Conditional

Complete the sentences.

1 The car stopped in time and didn't hit the bicycle. If the car _____, it would have hit the bicycle.
2 I met my future wife at a job interview. If I hadn't gone to the job interview, we _____.
3 I didn't enjoy the film because I was feeling hungry. I _____ it if I _____.
4 I didn't phone you because I'd lost your number. If I _____ it, I _____.
5 He did not work hard and he didn't pass the exam. If he _____ hard, he _____ it.

1 mark per answer **Total 8**

6 Reporting spoken language

Report what was said.

1 'Workplace stress is rising fast,' the psychologist said.
2 'What causes the problem?' the interviewer asked.
3 Last week he said, 'I'll phone tomorrow.'
4 'What's his name?' she wanted to know.
5 'Do you plan to privatize any more services?' the reporter asked the politician.
6 'Kiki, would you please call a taxi?' she asked.
7 The manager told everyone, 'Don't surf the Internet during office hours.'
8 The police officer asked us, 'What did you see?'
9 'Please listen everyone,' the announcer said.
10 'I can't give that information,' the official told the reporter.

1 mark per answer **Total 10**

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B Functions

1 Email, telephone, and letters

What form of communication does each sentence most probably come from? Choose from *email*, *telephone*, or *letter*.

1 Dear Sir
2 Hi. This is John.
3 I am enclosing your itinerary and tickets.
4 The info you asked for is in the attached doc.
5 Subject: Out of the office
6 I'm afraid he's in a meeting right now.
7 I look forward to meeting you next month.
8 Yours faithfully

1 mark per answer **Total 8**

2 Interviewing and Describing a process

Complete the conversation.

A Could I start by _____[1] about your bottling process?
B Well, the bottles are fed into this machine and filled. Then the tops _____[2] on.
A I _____[3] the labels are put on after the tops. _____[4] the case?
B Exactly. And then the bottles are wrapped and stacked over there. Then they _____[5] to the warehouse.
A _____[6] 'wrapped', do you mean 'packaged' or just wrapped temporarily?
B They leave the plant fully packaged – ready to be _____[7].
A I _____[8]. Well, it's _____[9] interesting!

1 mark per answer **Total 9**

3 Business correspondence

Complete the sentences with a word or phrase.

1 We are writing _____ you that your account is overdrawn.
2 _____ your telephone enquiry, I am enclosing the details that you requested.
3 I apologize for _____ sooner, but I have just returned from holiday.
4 We are _____ that you agree, and we look _____ working with you.
5 We apologize for the mistake, which was _____ to a computer error.
6 Please _____ enclosed the data requested.
7 Please let _____ if you require assistance.
8 We will _____ to answer any questions.

1 mark per answer **Total 9**

4 Common expressions and responses

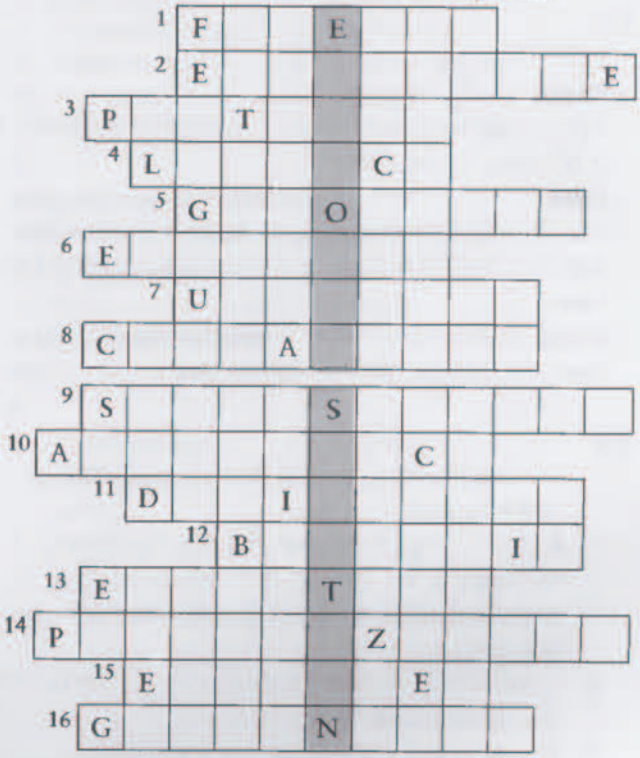
Complete the dialogues.

1 A Would you like some help?
B That's very _____. If you're sure it's _____.
2 A Would you like _____ to the film with us?
B _____ but I can't. Perhaps another time?
3 A I'm afraid I didn't _____ your name.
B It's Richard. I'm a friend of Piero's.
A _____? How is he?
B He's fine. He sends _____.
A Thank you. Do _____ mine.
4 A I'm very sorry. I've broken a glass.
B Never _____. I'll get you a new one.

1 mark per answer **Total 9**

C Vocabulary

Read the clues and complete the word puzzle.



Clues

1 in or from another country that is not your own
2 all the people who can vote in an election
3 put off to a later date
4 official document that shows permission
5 have a good relationship with (3 words)
6 relating to money supply, industry, etc.
7 improbable
8 meet or find by accident (2 words)
9 person who speaks for an organization
10 help (noun)
11 explanation of the meaning of a word or phrase
12 very small living things that can cause disease
13 provide food, drink, and/or amusement
14 selling national businesses to private companies
15 person who is employed
16 group of elected politicians who control a country
(Down) a restriction on trade to punish a country

1 mark per answer **Total 16**
TEST TOTAL 100

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RESOURCE FILE ANSWER KEY

1.1

1

1 deals with
2 don't know
3 is flying back
4 are you thinking
5 has
6 is holding
7 Do you get
8 is having
9 am staying
10 do you do
11 is helping
12 do you think
13 doesn't need
14 don't believe
15 are getting

1.2

1

I have
a pet, a degree in economics, a small flat, a partner, a motorbike, three children

I like
travelling on business, playing squash, living in the suburbs, the outdoor life, classical music, foreign food

I am
single, fashion-conscious, practical, interested in cars, fun-loving, keen to work abroad

2.2

1 She used to drive to work but now she always takes the bus.
2 **A** Did the President open the new company facilities? **B** Yes, he did.
3 Travel agencies usually sell most holidays in July and August.
4 I rarely finish work before 8 p.m. so I usually have dinner at around 10 p.m.
5 The company website is very good. Who developed it?
6 In my last job, I used to put the phone down when the caller spoke in English!
7 What happened at the last meeting? I couldn't make it.
8 These days she usually spends the weekend with her parents.
9 How many employees belong to the company pension scheme?
10 **A** Who's usually responsible for dismissing staff? **B** The General Manager is.

2.3

1 (possible answers)

Family
children, traditional, independent, look after, trapped, relatives, grow up, give up, partner

Work
career, facilities, support, stress, full-time, rewarding, employee, maternity leave, crèche

2.4

1

1 salary
2 runs
3 redundant
4 consumer
5 take
6 hold
7 suit
8 recruit
9 portable
10 launch
11 performance
12 overheads
13 perks
14 turnover

3.1

3 (possible answers)

1 slightly less
2 much less
3 as
4 much more
5 slightly more, than
6 most flexible
7 the least flexible
8 less difficult
9 the least difficult/the easiest
10 a bit better
11 the best

3.3

1

Positive
precise, careful, decisive, confident, polite, patient, thoughtful, generous, friendly, supportive

Negative
imprecise, careless, indecisive, tentative, rude, impatient, thoughtless, selfish, unfriendly, unsupportive

3

in-	*im-*	*un-*
indecisive	impatient	unfriendly
inefficient	imprecise	unsupportive
independent	imperfect	unenthusiastic
insensitive	impartial	unexcited
	impractical	unfamiliar

4 *-less*

5 rather, sometimes even, tend to be, not very, a little, somewhat

3.4

1

Student A/Student B

1 C 2 C 3 A 4 B 5 A

4.1

1

Broadcast TV – line 3
Cable and satellite TV – line 1

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2 (possible answers)

1 from
2 to
3 by
4 of
5 fell
6 increased slightly
7 rise
8 stable

3

increase a lot	**increase quite a lot**
rocket	escalate
soar	jump
decrease a lot	**decrease quite a lot**
plunge	slump
plummet	shrink

4.2

1

1 salad
2 sauce
3 soup
4 cake
5 potato
6 egg
7 wine
8 water

4.3

1

Student A

1 The population is getting older and their needs and consumption habits are changing.
2 More women are entering the world of paid employment.
3 'Green' products are becoming more popular and consumers are increasingly more demanding.
4 People are increasingly more interested in improving themselves via classes, self-taught courses, etc.

Student B

1 Consumption of red meat is declining while consumption of health foods and use of exercise equipment is going up.
2 There are more single or divorced people and, with an older population, more people look after ageing parents.
3 World trade is growing dramatically and everything is interconnected and interdependent.
4 The use of computers is changing every workplace and job, and our society is increasingly dependent on information.

5.1

1

1 was tested
2 were made
3 began
4 was made
5 was set up
6 have been sold
7 is / has been
8 thought
9 are owned
10 are also being introduced
11 will be included
12 is already happening / has already happened
13 are constantly being developed
14 say
15 will be implanted
16 is being carried out
17 is inserted
18 is transmitted

5.2

1

1 state-owned
2 foreign-sounding
3 western-style
4 high-tech
5 well-known
6 fast-talking
7 open-plan
8 well-insulated
9 time-saving

2

adverb/noun + participle

well-known, state-owned, well-insulated

adjective + noun

western-style, open-plan, high-tech

adverb + active verb

time-saving, foreign-sounding, fast-talking

3

1 US-dominated
2 best-selling
3 low-cost
4 profit-sharing
5 state-financed
6 long-range
7 solar-powered
8 fully-automated
9 hard-working

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5.3

Information	UK	Sweden
Population	60 million	9 million
Olympic medal ranking	8th	19th
Population/members of sports clubs	10%	over 35%
Population/regular exercise	20% once a week	approx. 22%
People employed in sport	400,000	7,500
Sports clubs and facilities	almost 8,000	almost 22,000
Financing: types and amount	local government, state government and private, including lottery	local government, state government, corporate sponsors, public grants, lottery
Special programmes or centres	schools, training for local sports leaders (14–19 year olds)	immigrants, 61 sports secondary schools

6.2

1

1	answering	6	training	11	to launch
2	learning	7	to do	12	losing
3	meeting	8	keeping	13	to apply
4	working	9	to meet	14	studying
5	changing	10	studying	15	to get

3

Verb + gerund
spend, give up, imagine, mind, finish
Verb + infinitive
attempt, encourage, advise, arrange, expect
Verb + preposition + gerund
be good at, be worried about, look forward to, benefit from, specialize in

6.3

1
1 b
2 (possible answers)
manager's wife/husband can't adjust; manager's own inability to adjust; other family problems; manager's inability to handle greater responsibility
2
1 No. European managers have the same problems as those from US multinationals, but the problems of Japanese managers are different.
2 It helps managers to appreciate the host country's culture and understand their behaviour.
3 It can improve an expatriate's effectiveness and help them relate more easily to the new culture.
3 (possible answer)
1 cultural myopia = not seeing or appreciating other cultures apart from your own

6.4

1
Across

1	amusing	4	currency	6	sights
2	put off	5	tax-free	7	advice
3	paperwork				

Down

1	exhausted	4	connecting	7	host
2	untidy	5	retirement	8	put up with
3	feast	6	bother		

2
Across
relaxed, uptight, unadventurous
Down
pessimistic, lazy

7.2

1
A Vancouver **B** Seville
2 See table below

	City A	City B
Geography/climate	hot summers	mild winters, long hot summers
Transport	transcontinental train station, river bus, international airport	–
Culture/entertainment	galleries, theatres, skiing, beaches	cathedral, nightlife
Eating/drinking	restaurants, food market	bars, bar food
Business/industry	wood, shipping	tourism, historically trade with Americas
Adjectives	cosmopolitan, industrialized, attractive, popular	ancient, important, impressive, famous

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3

inefficient – efficient, unpopular – popular, unfriendly – friendly, limited – extensive, tiny – huge, quiet – busy, dull – spectacular, short – long, unimportant – important, unimpressive – impressive, unattractive – attractive, modern – ancient, cold – hot, local – transcontinental, poor – excellent, insular – cosmopolitan, big – small, minor – major, unknown – famous, smallest – largest

7.3

1 T	3 T	5 F	7 T	9 F
2 F	4 F	6 T	8 T	10 F

7.4

1

1 are there	5 say more	8 attention
2 can see	6 glad	9 brings me
3 then I'll	7 let's	10 going to
4 don't mind		

Correct order: 10, 3, 4, 7, 2, 5, 9, 1, 6, 8

8.2

1

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

3

1 at 2 from 3 to 4 for 5 on

8.3

1

1 In ancient Italy.
2 Barcelona.
3 (possible answer) city living, peace, youth, media, the developing world, the Internet, information technology, religion, globalization, human rights, poverty, tourism, sustainable development, water, language, weather
4 (possible answer) Between 1.5 and 5 million.

3 (possible answer)

public interest, raise awareness, environmentally friendly, development concerns, sustainable development, open discussion, large scale, city living, human rights, global issues, information technology

9.3

3

Separable

pick up, put through, pass on, find out, cut off, make out, call back, calm down, get across, write down, read back

Inseparable

speak up, slow down, put up with, get back to

9.4

1

Advantages of countryside location

better environment, cheaper housing, less at risk from crime, higher quality in client relationships

Advantages of inner city

cheaper, easier recruitment, faster to get to work

10.1

1

Student A (possible answers)

1 What has Estonia become?
2 Why have Estonian governments been pursuing policies since the early 1990s?
3 What have the different governments done since 1992?
4 What have the governments controlled?
5 How has it changed in recent years?
6 What have Estonian governments been successfully moving towards?
7, 8 Apart from public energy companies, what have they transferred to public ownership?
9 What have they also created?

Student B (possible answers)

1 What has Estonia been developing?
2 What have they improved?
3 At what rate has tourism been growing in recent years?
4 What have market reforms led to?
5 What levels have average wages risen to?
6 What has Estonia been successful at attracting?
7 What have Swedish banks helped to establish?
8 What has inward investment been higher than?
9 What has Estonia continued to receive the benefits of since 2004?

10.3

1

in three weeks, the morning, 2003, winter, July
at 6 o'clock, the weekend, Easter, night, lunchtime
on Christmas Day, Wednesday, January 6th, Saturdays, the 15th
no preposition next summer, the day after tomorrow, yesterday evening, last night, every Friday

2

1 for 2 since 3 for 4 Since 5 in

3

1 Have you written up that report yet?
2 The company has already won three new clients this year.
3 We still haven't harvested the olives because the weather is too wet.
4 The company has always wanted to attract younger customers.
5 He's been constantly printing off copies of the report./He's constantly been printing off copies of the report.

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4 (possible answers)

1 ... takes on new employees.
2 ... resolves the situation.
3 ... sells his shares.
4 ... reach thirty.
5 ... their demands are met.

5

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

11.2

1

1	attend	10	reminded	19	lay off
2	currently	11	warned	20	adjourned
3	trip	12	still	21	retire
4	miss	13	blamed	22	surprising
5	check	14	disappointing	23	interested
6	agenda	15	hard	24	family
7	rise	16	policy	25	interfere
8	said	17	accepted	26	opportunity
9	effective	18	economic		

3

Do

business (with); some sightseeing; well/badly; the housework; a favour

Make

a noise; a mistake; a profit; an appointment; an effort

11.3

1

1 c 2 a 3 d 4 b

11.4

1

1	enclose	6	by chance	11	impression
2	overnight	7	enquiry	12	trainee
3	open	8	lack	13	collective
4	peers	9	batch		
5	dress-down	10	resources		

12.1

1 He said he had never been to the American embassy before.
2 **A** I'll arrange it for you. **B** What did he say? **C** He said he'd arrange it for you.
3 The CEO revealed that the company hadn't actually made a profit until last year.
4 The visitor asked her where the reception was.
5 The Finance Director warned the company not to launch any new products.
6 **A** Can I borrow your pen? **B** Sorry? **A** I asked if I could borrow your pen.
7 She enquired when the meeting was going to start.
8 My boss asked me to work overtime this Friday, but I can't.
9 'We're going to lower taxes!' The minister announced that the government was going to lower taxes.
10 He told me that all the shareholders had turned up to the meeting.

12.2

1

1 c 2 e 3 a 4 b 5 d

2

1	break off	5	divorce rate
2	broke down	6	interest rate
3	break into	7	unemployment rate
4	breaking up	8	birth rate

3

1	anti-social	3	international
2	interaction	4	intercity

4

1	hardship	3	marginalized
2	apologize	4	friendship

5

1	peace-keeping force	3	give a speech
2	performance-enhancing drugs	4	low turnout

7

1 announced, announcement
2 election, electorate
3 competitive, competition
4 consumption, consume

12.3

2

Good points

has interesting and useful content, easy to navigate, quick to download, visually attractive, link to other pages

Bad points

takes a long time to download, packed with multimedia, very difficult to navigate, long pages to scroll down, dead links, very little or too much content

3

packed B navigate B scroll A overload A target A

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TESTS ANSWER KEY

Test A

A 1

1 did not/didn't do
2 has/'s built up
3 has/'s started
4 sold
5 is/'s growing
6 does not/doesn't need
7 loves
8 am/'m trying
9 are growing up
10 want

A 2

1 knows
2 does he want
3 Are you having
4 Did you go
5 Have you spoken
6 caused
7 did she marry
8 did they sell
9 won
10 did she pay

A 3

1 He used to sell second-hand computers.
2 Fax used to be the fastest way to send written words.
3 Most people didn't use to have mobile phones.
4 Personal computers used to be big and heavy.
5 I didn't use to have a company car.

A 4

1 better
2 hard as
3 the most widely spoken
4 as useful
5 the biggest
6 more important than
7 larger than
8 easier
9 stranger

A 5

1 Papua New Guinea has more than 500 languages, which is more than any other country.
2 They come from Peru, where Spanish is spoken.
3 Wu is a language that/which is spoken in parts of China.
4 A linguist is a person who studies languages.
5 The world's greatest linguist was George Campbell, who could speak 54 languages.
6 Most of our employees are Brazilians, whose language is Portuguese.
7 Cairo, which is the capital of Egypt, has a population of 17 million.
8 In Canada, whose population is 26 million, two languages are spoken.
9 In Switzerland, where four languages are spoken, 64% of the population speak German.

A 6

1 sharply/dramatically/rapidly from
2 sharp/dramatic/rapid fall/drop/decrease
3 fluctuated, levelled off
4 are rising/increasing gradually/slightly/steadily
5 decreased/went down/fell/dropped gradually/slightly
6 is falling/going down/decreasing/dropping sharply/dramatically/rapidly
7 fell/went down/decreased by

B 1

1 Excuse me, must be, How do you do
2 appointment with
3 to see, are you, do you
4 Did you have a good/How was your

B 2

1 May/Could/Can I speak to
2 I'm afraid/Sorry, but
3 Can I take
4 I'm phoning/calling/ringing
5 can't make it/can't get there
6 hold on (just a moment/second/minute)
7 convenient for you
8 How/What about
9 That would
10 I'll give

B 3

1 to think, You may/could be right
2 In my, a point (there)
3 do you think, go along
4 thoughts/views on, point of view
5 I think, I'm afraid/Sorry, but

B 4

1 I were you
2 recommend
3 thought
4 should
5 How/What about
6 Why

C

1 fashion
2 Scotland
3 fluctuate
4 decisive
5 customers
6 presenter
7 dominate
8 salary
9 suburbs
10 workplace
11 ethical
12 punctual
13 redundant
14 communication
15 marinated
16 colleagues

(Down) national branding

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Test B

A 1

1 The hotel's conference facilities are being extended.
2 Guests are asked not to smoke in the restaurant.
3 Has the air-conditioning been repaired yet?
4 The room will be cleaned tomorrow.
5 Do you know when this equipment was installed?
6 Government approval has not been received yet.
7 When is it expected?

A 2

1 was given
2 is expected
3 will provide
4 have complained
5 will be destroyed
6 are needed
7 have been lost

A 3

1 left
2 had
3 started
4 had/'d forgotten
5 had/'d already learnt
6 was listening
7 remembered
8 had not/hadn't checked
9 were waiting
10 was studying

A 4

1 You mustn't touch that.
2 You do not have to pay.
3 Do we need to get visas?
4 May I come in?
5 We must remember that.
6 I/We had to do weekend work in my last job.
7 You don't have to attend the meeting.
8 Can passengers use mobile phones here?
9 Passengers should check departure times.

A 5

1 Are you doing, am/'m having, will/'ll be
2 are/'re going to ask, will agree, will/'ll know
3 are you going to do, does not/doesn't get, are/'re going to ask

A 6

1 to file
2 worrying
3 looking for
4 working
5 managing
6 learning
7 to be
8 hearing

B 1

1 can't take/answer
2 leave your
3 I'll get
4 as soon
5 Please speak
6 This is
7 phoning/ringing/calling to
8 Phone/Ring/Call me

B 2

1 Could you lend me your pen?
2 Do/Would you mind helping me (with something/this)?
3 Shall I find out about flights?
4 Would you like me to book the flight?/I'll book the flight if you like.
5 Thanks,/Thank you, but you needn't bother. (I can do it.)
6 I'd like some information about hotels in Rome (, please).

B 3

1 Do you know if there's a good hotel near the airport?
2 Can/Could you tell me where the Shelton Hotel is (, please)?
3 Can/Could you tell me what time the flight arrives (, please)?

B 4

1 going to
2 First, I'd
3 don't mind
4 turn our
5 If you
6 is that
7 As you
8 brings me
9 do my
10 back to

B 5

1 telephone
2 fax
3 text message
4 face-to-face
5 letter
6 asap
7 r u coming?

C

1 American
2 obligatory
3 itinerary
4 planning
5 mortgage
6 accessible
7 jogging
8 delegate
9 tidy
10 ambitious
11 interpreter
12 investment
13 reckless
14 volunteer
15 recommend
16 retirement

(Down) managing director

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Test C

A 1

1 will/'ll have to
2 do not/don't save
3 develop
4 will not/won't worry
5 continue
6 happens

A 2

1 would/'d start
2 would you want
3 was not/wasn't/were not/weren't
4 crashed
5 would not/wouldn't work
6 could

A 3

1 have/'ve opened
2 have you been working
3 have you finished
4 has/'s reduced
5 has/'s been introducing
6 Have you seen
7 have not/haven't visited
8 have/'ve been travelling, have not/haven't had
9 have not/haven't been listening, Has he said
10 has/'s been

A 4

1 The sales team should have prepared their presentation carefully.
2 They should have found out what the customer wanted.
3 They shouldn't have visited the customer at a bad time.
4 They shouldn't have lost the correspondence.
5 They shouldn't have arrived late for the presentation.
6 They should have provided enough information.
7 They shouldn't have assumed they would get the contract.

A 5

1 had not/hadn't stopped in time
2 would not have/wouldn't have met
3 would have/would've enjoyed, had not/hadn't been feeling hungry
4 had not/hadn't lost, would have/would've phoned
5 had/'d worked, would/'d/might have passed

A 6

1 The psychologist said workplace stress was rising fast.
2 The interviewer asked what caused the problem.
3 Last week he said he would/'d phone the next day.
4 She wanted to know what his name was.
5 The reporter asked the politician if/whether he/she planned to privatize any more services.
6 She asked Kiki to call a taxi.
7 The manager told everyone not to surf the Internet during office hours.
8 The police officer asked us what we had seen.
9 The announcer asked everyone to listen.
10 The official told the reporter he/she couldn't give that information.

B 1

1 letter
2 telephone
3 letter
4 email
5 email
6 telephone
7 letter
8 letter

B 2

1 asking (you)
2 are put
3 assume/expect/imagine/suppose/understand
4 Is that
5 are taken/carried/moved
6 By
7 sold/bought/stored
8 see/understand
9 been most/very

B 3

1 to inform
2 Following/Further to/With reference to/Re
3 not replying/answering/writing (to you)/contacting you
4 delighted/(very) pleased, forward to
5 due
6 find
7 me/us know
8 be pleased/happy/delighted

B 4

1 kind of you, no trouble
2 to come, I'd love/like to
3 catch, Really, his regards, give him
4 mind

C

1 foreign
2 electorate
3 postpone
4 licence
5 get on with
6 economic
7 unlikely
8 come across
9 spokesperson
10 assistance
11 definition
12 bacteria
13 entertain
14 privatization
15 employee
16 government

(Down) economic sanction

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Listening scripts

Unit 1

1.1

P=Piet, E=Eric

P ... OK, then, yes, goodbye. That was Rosa. She's leaving the office now. She'll be a little late, I'm afraid.

E No problem. So, you and Rosa started NMP together?

P That's right. Rosa and I set up the company fifteen years ago. But we've known each other since we were at university. The company started as NVP – Network Video Productions. We've been NMP for two years. We decided to expand into other multimedia production work – web design, media presentations, management training, and e-learning.

E Have you expanded the management as well, or is it still just you and Rosa?

P We've recruited two more managers since we became NMP, but Rosa and I are still very active.

E Do you and Rosa have separate roles?

P Yes, although we always discuss everything together. Rosa's the creative person. She gets the ideas. She knows the market very well and understands what the customers want. Rosa manages the projects from start to finish. My job is mainly to develop the business. I negotiate with the people who buy the programmes. For the big projects that cost a lot, I look for financial partners who will share the costs – and the profits.

E I see. And what about the two new managers?

P Paul, our new Financial Manager, deals with the financial aspects of running the business. We also have a new Promotions Manager, Louise. You're meeting her this afternoon. She handles all the marketing and advertising. She's working on two big launches at the moment, so currently she's very busy.

E Do you and Rosa travel much?

P Yes, we both do. I usually go abroad at least four or five times a month. And Rosa is rarely in her office for more than two days at a time. At the moment she's working on two major projects, so she's travelling even more than usual. And Louise is very busy with the launches here.

1.2

L=Louise, E=Eric

L Right, Eric. Thanks for coming along. As Piet probably explained, I need to get some information on you for our publicity department, for when we start to promote the project.

E OK.

L I'd like to ask you a few things about your background first. Where were you born?

E I was born in Cornwall, in a small seaside town, but my parents moved to London when I was four.

L Did you grow up in London?

E Yes, I grew up in London and went to school there.

L What did you do after school?

E I went to college to study for a diploma in Cookery, Catering, and Hospitality Management. I'd been interested in cookery since I was fourteen. My mother went out to work then and I had to cook for my younger brother and sister.

L What did you do when you finished the cookery course?

E After the course I started working as a chef in London. I worked at two restaurants, the Hilton and the Buckingham, where I was Head Chef.

L Where did you work after that?

E After the Buckingham, I went to France and then Italy. Partly to learn more about cooking and partly to learn the languages.

L What languages do you speak?

E I speak English, French, and Italian. I really enjoy speaking other languages – although I'm not so good at writing.

L How long have you had your restaurant?

E I've had my own restaurant since 1999. It's hard work, but I love it.

L What do you enjoy doing in your free time?

E Apart from cookery, I enjoy playing tennis in the summer and skiing in the winter.

L OK, and finally, do you have any plans for the future?

E Yes, I do. My ambition is to open my own cookery school.

L Great. Well, thanks, Eric. I think we've got what we need. Good luck with the project.

E Thanks.

1.3

P=Piet, E=Eric, C=Claire

P Hello, Eric, how are you? Good to see you again.

E I'm fine, thanks, Piet. And you?

P Yes, very well. Eric, I'd like to introduce you to Claire, our secretary. Claire, this is Eric Carlin. He's going to play a major role in our new project.

C Yes, Rosa's told me all about it. Pleased to meet you, Mr Carlin.

E Pleased to meet you too.

C I recognize you from your television programmes of course. I really enjoy them ...

P Claire's another of your fans, Eric! Anyway, come into my office. I want to show you our plans for the project.

1.4

P= Piet, W=Mr Wyatt

P So, did you have any problems finding us?

W No, none at all. I walked here. My hotel is only a few minutes away.

P Oh really? Which hotel are you staying in?

W I'm staying at the Garrick. It's in King Street. Do you know it?

P I know the name. What's it like?

W Oh, it's very pleasant. I always stay there when I come to London.

P How often do you come to London?

W Four or five times a year. What about you? Do you travel abroad much?

P Yes, I do quite a lot of travelling – mostly in Europe, but I go to Canada and the States as well – about two or three times a year.

W Canada? That's interesting. Have you been to Toronto?

P No, I've never been to Toronto, but I had a wonderful holiday on Vancouver Island not long ago.

1.5

1

P How long are you staying here?

W Just three days. I'm flying back the day after tomorrow.

2

P How long have you been with your company?

W I've been with Star TV for four years now.

3

W Isn't this weather wonderful?

P Yes, it is. We do get good weather in London sometimes.

4

P Where did you spend your last holiday?

W I went to New Zealand with my wife and our two daughters.

5

P Do you do any sport?

W Yes, I play ice-hockey in winter and I do some sailing in summer.

Unit 2

2.1

I=Interviewer, JP=Julie Pankhurst

I Julie, when did you first get the idea for 'Friends Reunited'?

JP Well, it really started in July 1999 when I was on maternity leave from work, and a lot of the time before the baby was born I didn't actually have much to do. I started to look back on my life. I thought about the friends I had at school, and I found myself wondering where they were now. Did they have families of their own? Did they still live in the same area? Were they married, divorced, still alive?

I And you thought the Internet would be the ideal way to get in touch with old friends?

JP Yes, that's right. I was a programmer at the time so I had the skills. And it fitted in with my husband Stephen's plans. He's a web designer and he and his partner Jason Porter wanted to start a new company. So, the three of us set up Friends Reunited dot com.

I And how does it work? What do you have to do?

JP It's a very simple idea, really. You have to be a member. For a small registration fee, members can put their details and

messages on the site and then they can get in touch with former school friends. You just look up the school, look up the year, and away you go! We didn't want to make it difficult – we wanted people who didn't use the Internet very much to be interested as well.

I What sort of things do people do when they're online?

JP I think a lot of them just browse and find out what has happened to their old schoolmates. But often they exchange memories, discuss old teachers, funny things that happened, and so on. Lots of them arrange to meet and have real reunions.

I The idea grew quite fast, didn't it?

JP Very much so. After just three years, in 2002, we had seven million members and 45,000 schools and universities were registered.

I I know Friends Reunited has been one of the most successful dot com companies. But what about future plans?

JP Well, we started in the UK, but since 2002 we've launched international sites in Australia, South Africa, New Zealand, and many other countries in Europe and beyond. We've also added over 400,000 workplaces to the system so that people can locate old work friends. We just want to keep on expanding, but keep the idea simple.

I Julie, thank you for talking to us. That was Julie Pankhurst, founder of ...

2.2

I = Interviewer, ML = Martin Leach

I In this edition of 'Working lives' I'm pleased to welcome Martin Leach, CEO of the Italian sports car manufacturer, Maserati. Martin, can I start by asking you to tell us something about the company?

ML Sure. It was founded in 1914, and in the early years it was run by the Maserati brothers from their base in Bologna in Italy. The local origins and a reputation for craftsmanship are still an important part of the company's style. The quality sports car industry is an industry where tradition is important, but you also have to be modern.

I The company moved from Bologna, didn't it?

ML Yes, they moved the headquarters to Modena in 1940 and continued to produce cars for the international market as well as for racing. But I think the big change came in the 1990s; that's when Maserati really became a modern company.

I In what way?

ML Well, the Fiat Car Company bought 100% of the share capital in 1993 and in 1997 there was a takeover of Maserati by Ferrari.

I So Ferrari is the parent company and Maserati is a subsidiary?

ML Yes, although the two brands were kept separate. At the same time they closed the factory and installed an ultra-modern assembly line which opened for production in 1998 and increased output to two thousand cars a year. And in fact nowadays we produce about 25 a day. That's still not a lot compared to the big companies, but remember we're a specialist company. There were more changes in 2004, particularly with senior staff, including my own appointment as CEO in June 2004.

I What do you think are the key factors in the success of this Maserati 'relaunch' in recent years?

ML I think tradition and reputation is important, as I said before. The company pays a lot of attention to design, and to research and development. We also have good client loyalty, and we involve our owners and enthusiasts in new developments and designs. Above all, we're a local company with an international appeal. We have representatives in 45 countries, and we're always looking for new markets.

2.3

I I can't help noticing that you're British. Is it unusual to be in charge of an Italian company?

ML Perhaps. But my background is in cars, and sports cars in particular.

I When did you first become interested in cars?

ML When I was small, our family used to go to Italy for our holidays. I have a picture of me in the first ever Ferrari I went in – I was about seven and it was owned by the hotel owner's son. Then at the age of eleven I started racing go-karts – in fact I won the European Cup and came third in the World Championships.

I Your first job was with the Ford Car Company, I believe?

ML That's right, at the age of 17. They also sponsored me to study engineering in England. I think that over the years I've worked in every department at Ford: the engineering department, marketing, sales, forecasting, and so on.

I Did you work outside the UK before joining Maserati?

ML Yes. I worked in Japan for Mazda from 1996 to 1999, then moved to Germany to be Vice-President of Product Development for Ford Europe. In 2002, I became CEO of Ford Europe – until 2003. Then I was a freelance consultant for a while and then joined Maserati as CEO in June 2004.

I Do you speak Italian?

ML I suppose I'm Intermediate, but I'm learning fast. At the moment we've agreed to hold all senior meetings in English. In fact we use a bit of both languages, and for me that's probably the best way to improve my Italian.

2.4

I So, can you describe a typical week for you?

ML I usually leave my house in Bologna at 7.15, and start work around 8 a.m. and finish around 7.30 in the evening. I'm responsible for the whole Maserati operation in Modena, and I like to start early. There's plenty of variety in my work. Last week for example, on Monday morning, after checking my emails of course, I started with a meeting with Claudio Berro, the head of the racing department. It's important to understand all aspects of our product, and racing is a very important part.

I And one that you have a particular interest in.

ML Yes, indeed. After lunch, I made my usual tour of the factory. It's my job to make sure everyone is working to the best of his or her ability. I think when you're the CEO, you need to be visible, and show people who you are and that you're interested in their work. My job involves a lot of contact with different people – which I like – from the directors, to the department heads, to the workforce themselves. On Tuesday morning, I had a meeting with the Product Marketing team to look at plans for a new model, and in the afternoon there was a long meeting with the directors in the boardroom. On Wednesday, there was another meeting – with the Honorary President of the Maserati Members Club. As you can see, I spend a lot of time in meetings! On Wednesday afternoon, I had to give a speech – in Italian – to around 3,000 Ferrari and Maserati suppliers. It was only fifteen minutes, but I was very nervous. The part of my job that I enjoy most is working with the cars, and on Thursday I spent a few hours on the test track evaluating a prototype of a new car. Then I flew to Rome for a ceremony with the Italian President on Friday morning. We presented him with a new car with special features, including extra security protection.

I And then you came back home?

ML Yes. After lunch with the head of Fiat, I got back to Bologna just in time for an ice cream with the children. I always try to have time with the family in the evening. You have to know how to balance work with relaxation – that's the most important skill to have. I think that was a fairly typical week.

2.5

R=Rosa, E=Eric's answerphone

R Er, let's see, where's Eric's number? Ah, here it is.

E Hello. I'm sorry I can't take your call at the moment. Please leave your name, number, and message, and I'll get back to you as soon as possible. Please speak after the tone. Thank you for calling.

R Hello, Eric, it's Rosa Lanson. I'm calling to arrange a meeting. Could you manage next week? Monday or Tuesday would be best if you could make it then. Could you call me to arrange a time? Thanks. Goodbye.

2.6

C=Claire, E=Eric

C Good afternoon, Network Multimedia Productions. Can I help you?

E Good afternoon. Could I speak to Rosa Lanson?

C I'm afraid Ms Lanson isn't here today. Can I help you?

E Is that Claire?

C Yes, it is.

E Hello, Claire. This is Eric Carlin.

C Oh, hello, Eric. How are you?

E I'm fine, thanks. Erm ... I got a message from Rosa on my answerphone, asking

me to contact her about a meeting.

C Ah, yes. Rosa told me about it. Could you make it on Monday or Tuesday?

E Unfortunately, I can't make it on Monday or Tuesday morning, but Tuesday afternoon would be OK.

C I see. Would two fifteen suit you?

E Yes, that would be fine.

C Good. Then let's make a provisional appointment for two fifteen. That's Tuesday the third, right? But I need to check the time with Piet and Rosa. Could I call you back to confirm?

E Yes, of course. Speak to you later. Goodbye, Claire.

C Thanks, Eric. Goodbye.

2.7

E=Eric, C=Claire

E Hello, Eric Carlin speaking.

C Hello, Eric. It's Claire again. I'm phoning about the meeting next weekend. I'm sorry, but Piet isn't available at the time we arranged, he's got another appointment. But he's free later on. Would four o'clock be possible for you?

E So that's four o'clock instead of two fifteen?

C Yes. Is that time convenient for you?

E Yes, that's fine.

C Good. So, we look forward to seeing you next Tuesday, then. Goodbye, Eric.

2.8

six	Tuesday	this	think
seventy	Wednesday	then	thirteen
Saturday	hours	there	thirty
weeks	miles	mother	Thursday

2.9

1 sick	3 think	5 path
2 thing	4 mouse	6 worse

2.10

Tuesday the third of March
Saturday the twelfth of August
Thursday the thirteenth of July
Monday the sixteenth of April
Wednesday the twenty-fourth of February
Sunday the twenty-sixth of September
Friday the thirtieth of December

Unit 3

3.1

I=Interviewer, AH=Andrea Harris

I If you want to be a better communicator in the international business world, you need languages. So, let's hear from someone who uses languages every day in her work. Andrea Harris, you arrange business trips for companies keen to promote themselves in Europe and Asia. Is that right?

AH Yes, it is. It's demanding but also really enjoyable. I often have to deal with clients who don't speak English. My two other languages are Spanish and Japanese, which are totally different to each other.

I Can you tell us a little bit about how you learnt these languages?

AH Sure. The first thing I realized is that learning a foreign language can be a lot harder than you think. As a child I studied French at school, as most people do in Britain, and learning a language when you're young is much quicker and easier than when you're older. I think your brain slows down over time. But a few years ago, I started learning Spanish. At first it was a little harder than I'd expected. For me, Spanish was slightly more difficult than French, and the other students in the class seemed to make much better progress than me. I nearly gave up. But after a while it got a little easier and I started to enjoy the lessons.

I How did you practise outside the lessons?

AH My husband, whose Spanish is excellent, helped me. Now, five years later, my Spanish is pretty fluent. One day, I would like it to be as good as my English. I think to achieve this I would have to go and live where Spanish is spoken by everybody. I can now look back and say that learning Spanish was one of the most interesting and most useful things I've ever done.

I And what about your Japanese?

AH Of course, it's the least like the other languages I speak. My company paid for me to have lessons. My teacher, who was Japanese, was the best teacher I have ever had. He's from Osaka originally, but he now lives in London, where we met. He's really one of the nicest and most patient teachers you could hope for! And he had to be – I was useless at first, much worse than I'd been at Spanish. But then, as I said, Japanese is much more difficult than Spanish for English speakers anyway – there aren't many words in Japanese that are similar in English, and then there are the written characters to learn.

I So, how good is your Japanese now?

AH Good question! I can actually communicate with Japanese clients now without too much difficulty. I'm not sure what my exact 'level' would be! Certainly, my Japanese is not as fluent as my Spanish, but one day it will be. I would also like to study Arabic, but it's a matter of finding the time. Anyway ...

3.2

P=Presenter, RC=Ruth Chan

P And now to our technology update. We've all heard of the Rosetta Stone but how many of us know about the Rosetta Disk? Linguists and scientists are hoping it's going to be as important in recording information about the languages of the world today as its predecessor was over two thousand years ago. We sent Ruth Chan to find out more.

RC The aim of the new Rosetta Project is to create a permanent physical archive of one thousand of the world's languages. The new Rosetta 'Stone' will be a spherical container which will hold and protect a special micro-etched disk. The project organizers also plan to produce two other media: an online archive and a single-volume reference book. The project was the idea of linguists and scientists who work at the Long Now Foundation, which is based here in San Francisco. The disk will contain a description of each language, which will include its grammar and pronunciation system, a word list of two hundred core words, and a parallel text from the Bible – Genesis, chapters one to three. This text was chosen because biblical texts are the most widely and carefully translated texts on the planet. The new Rosetta Disk will be quite small. People will need a microscope to read it – with magnification of 1,000 times. The project organizers plan to produce lots of disks, which will be distributed throughout the world to help ensure their survival. Material on languages is collected through a website, www.rosettaproject.org, where scholars and native speakers contribute their research. There are currently 664 volunteers working on the project throughout the world. I asked one of the organizers to show me some of the fascinating information they've already collected ...

3.3

R=Rosa, E=Eric, P=Piet

R Right. Shall we start? The aim of this meeting is to discuss our new project. As you know, we're planning to make ten programmes on the food and drink of other countries. The cost of the first three programmes will be financed by NMP, but to produce the other seven programmes we'll need investment from other companies. In this meeting we must decide first which countries we want to have in the pilot programme. So, what are your views? Eric, would you like to start?

E Well, in my opinion the first programmes should be about the most exotic countries – say Japan, Mexico, and Thailand. I'm sure the programmes about these countries will be the most exciting ones because everything there is so different.

P Yes, you could be right, Eric, but from a financial point of view, the cost of making programmes in those countries will be too high for NMP's budget, so I'm afraid I can't agree with that idea. We must have European countries in the first three programmes.

E OK. Then how do you feel about having Japan, Mexico, and Thailand in later programmes?

P Yes, I agree with that, on the condition that we can get the investment we need, of course—

R Yes, Piet's right, Eric. We must think of the cost. Personally, I think France, Italy, and Spain would be the best choices. I really do think it's better to start with high-profile countries because—

E Sorry, Rosa, I don't quite follow you. Could you explain what you mean by 'high-profile countries'?

R Well, I mean countries whose food and drink is well-known in other countries, well-known internationally.

E Maybe, but the French or Italian or Spanish food that other nationalities eat in their countries is often very different from the real thing!

R Yes, and if people don't know that already, they'll discover it from watching our programmes!

E Let's hope so.
R Right. Do we all agree then? France, Italy, and Spain for the first three programmes?
E Yes, definitely!
P Yes, I'd go along with that.
R Good. Then let's move on to the next topic – the pilot programme. We need to decide which country …

3.4
E So, the pilot programme is very important?
R Oh, yes, it's extremely important. Our pilot programme has to do two important things – first, to make investors want to put their money into the project and second, to make TV companies want to buy the programmes. Of the three countries—
P Just a minute, Rosa. Could I just ask something? When you and I discussed this before we agreed that the pilot programme would be one of the ten programmes, didn't we?
R Yes, we did. So, of the three countries I'm inclined to think that France would be the best choice. However, before we make a decision we need to find a consultant for each programme, someone who knows the country and its cuisine very well, so we can get the information we need before we plan the programme in detail.
P Yes, that's an important point. Do you think someone who's written a book about the country's cuisine would be the kind of person you need?
E Oh, before you go on, could I say something? I know a Spanish person who's written an excellent book on Spanish cuisine. She lives in London and her name's María Ferrando.
R Really? Do you think she'd be interested in being a consultant for the programme on Spain?
E I'm quite sure she would.
R That's great! Then let's contact her straightaway. If she says yes, do we all agree on Spain for the pilot programme?
P I agree completely.
E Yes, definitely.
P That's lucky, Eric. Maybe you know some experts on French and Italian food and drink as well?
E Yes, I'll think about it. Maybe I do …
R Well, I think that's everything. Is there anything else you want to discuss?
E No, I'm fine.
P No, I don't think so.
R So, to sum up, then. We've agreed that the first three programmes will be about France, Italy, and Spain, and that if we can get María Ferrando as a consultant, we'll have Spain in the pilot programme. Good, let's call it a day, then. Thanks Eric, Piet. Well, I don't know about you two, but I could do with a drink now.

3.5
1 Could you explain that again?
2 Could you explain that again? ✓

3.6
1 a Could you begin, James? ✓
b Could you begin, James?
2 a Excuse me. Could I come in here?
b Excuse me. Could I come in here? ✓
3 a Can we get back to the main point?
b Can we get back to the main point? ✓
4 a Would you mind repeating that? ✓
b Would you mind repeating that?
5 a Could you go over that again? ✓
b Could you go over that again?

3.7
1 Could you begin, James?
2 Excuse me. Could I come in here?
3 Can we get back to the main point?
4 Would you mind repeating that?
5 Could you go over that again?

Unit 4

4.1
The graph shows the average number of hours that people watched television in the UK last year. During the winter, particularly in December and January, people always watch more television. In January last year, the average number of weekly viewing hours stood at 28.1. This figure went down steadily for the next two months, reaching 27.2 in February and 25.5 in March. The number of viewing hours then fluctuated a little: they increased slightly to 26.1 in April. They then fell dramatically to 23.3 in May. The figure then rose very slightly to 23.5 in June and then more or less levelled off for the summer, which is traditionally the time when people watch the least television. The figure decreased slightly back to 23.3 in July and reached its lowest point in August at 23.2. Average viewing hours went up sharply in September to 25.3 and then increased more gradually for the rest of the year to 26.1 in October, and 27.4 in November. The figure reached its highest point in December at 28.2 hours per week. So the overall seasonal trend last year was a gradual fall in the first part of the year, a levelling off in the summer, and then a steady rise in the last part of the year.

4.2
P=Presenter, JR=John Rivetts, NK=Naomi Kent
P Globalization is certainly a hot topic. As consumers, it seems that we are all increasingly using the same products, eating the same food, even watching the same TV programmes and films. Does this mean that the differences between our societies are disappearing, with more and more people buying fewer and fewer brands? If so, how does the average consumer feel? To try to answer these questions, I have with me John Rivetts, an economics journalist, and Professor Naomi Kent, a consumer affairs specialist. John, is globalization in consumer products really increasing that fast?
JR Yes, I think it is. People in the developing world want many of the things that they see coming from the developed world, and in the West we're constantly looking for new markets. We're very successful at persuading people to buy everything from fast food to cigarettes and designer clothes.
P And how does the average consumer feel about this?
JR Well, you have to ask 'Who is the average consumer?' You could argue globalization means some consumers can get the products they really want. However, other consumers see it as 'a bad thing'. Look at cigarettes, for example. Global production of cigarettes is increasing more slowly than before, as people in the developed world in particular become more worried about the health risks. But manufacturers have identified developing countries as potential growth markets. Between 1975 and 2000, annual deaths due to tobacco in developed countries rose steadily from 1.3 million to 2.1 million, but in developing countries they went up dramatically from 0.2 million to the same figure of 2.1 million. But it's not all bad – there are many positive and responsible forms of trade between the developed and the developing world.
P Naomi, do you share John's opinion?
NK Yes, but I think it's important to say that there's a growing trend in imports from the developing world. More and more people in the West and the developed world in general are buying products that are different and unusual, and they are asking questions about the origins of these products. Consumers won't accept that products have to be made by badly-paid workers in 'sweatshop' conditions. That's the idea behind the fair-trade movement, of course.
P What other issues worry this new kind of 'ethical consumer'?
NK Products that cause environmental damage, products tested on animals—
JR Yes, but the total market share of ethical goods and services in the UK remains at under 2%. Perhaps we need to think of the 'bigger picture'. Take the Hollywood film industry, for example. It dominates world cinema and stops film industries in other countries developing. It also advertises western consumer products and lifestyles.
NK I don't think it's as simple as that. Local consumers in developing countries don't just buy what the West tells them to buy – they make choices. You mentioned Hollywood. In India, the home-grown film industry is much more important, particularly in Mumbai, or Bombay, the home of the so-called 'Bollywood' movies. And the all-singing, all-dancing Bollywood films are in fact now becoming popular in the West.
JR Yes, I accept that it's a two-way process, but I worry that the 'traffic' is heavier in one direction. We certainly have to be careful about trends in international trade.
NK I agree, but I think more and more people in the West are becoming ethical consumers, thinking very carefully about what they buy – you know, reading the labels on products or supermarket shelves. This is making manufacturers think about these things as well. Put very simply, people enjoy their coffee more if they know it's been produced by workers who are not exploited.

4.3
R=Rosa, MF=María Ferrando, E=Eric
R First, María, I'd like to say how pleased

we are to have you as a consultant for our programme on Spain.

MF I'm very happy you asked me. It sounds like a very interesting project.

R We hope so. As I explained in my letter, we would like to focus on three regions with quite different cuisines, to give some idea of the variety of Spanish cuisine. What would you suggest?

MF If you want three quite different regions, my advice would be to choose the Basque country, Catalonia, and Andalucía. Basque cooking has the reputation of being the best in Spain, and many of Spain's best chefs come from the Basque country. There are lots of interesting seafood specialities, and San Sebastián is famous for its men-only gastronomic clubs, where men get together to cook gourmet meals for themselves! It might be a good idea to include them in your programme as they're also a local speciality.

E Yes, that sounds like a good idea!

R Yes, I think we should do that. Good, so we'll definitely have the Basque country as one of the three regions ... Now, María, what about you appearing in the programme on Spain, perhaps to talk about the different regions—

MF Oh, I'm afraid I'm not very keen on that idea. It's very nice of you to ask me, though.

R Well, we might persuade you to change your mind later ... Now, how about some coffee, María? Eric?

4.4

MF Well, I'd suggest you include Catalonia as one of the three regions because it has a very interesting and varied cuisine. Its capital, Barcelona, is considered to be one of the best places to eat in Europe. I'd recommend you include some of Barcelona's tapas bars in your programme. I think you should also visit the Penedés region of Catalonia where Spain's well-known sparkling wine, cava, is produced.

R Yes, let's do that. Do you think we should explain the origin of typical Spanish foods like paella – describe where the idea came from and how these dishes vary in different regions?

MF Yes, that's an interesting idea. Then you could go to Valencia because that's where paella originated, although of course you find paella everywhere in Spain today.

R Right. Now, what would you advise us to do in Andalucía?

MF Well, if I were you, I'd go to Jerez de la Frontera, where sherry comes from. And you could go and see the bar in Seville where the custom of eating tapas probably originated. And another thing Andalucía is famous for is its confectionery – traditional Spanish sweets and cakes. There's a convent in Seville that's famous for the confectionery made by its nuns, so I'd suggest you go there too.

R Yes, that's something different. Well María, you've given us lots of helpful advice. What Eric and I need to do now is discuss all these ideas, and draw up a detailed plan for the programme on Spain. Then, how about meeting again in about a week's time, to finalize details of the programme?

MF Yes, I'll be happy to do that. In the meantime, good luck with the preparation.

4.5

1	sherry	cherry
2	shoes	choose
3	dish	ditch

4.6

1 Would you like a cherry?
2 Excuse me. This is my share.
3 I can't see any ships.
4 Did you say they were cheap?
5 Shall I watch it?
6 Do you want me to cash it?

4.7

1 a Would you like a sherry?
  b Would you like a cherry?
2 a Excuse me. This is my share.
  b Excuse me. This is my chair.
3 a I can't see any ships.
  b I can't see any chips.
4 a Did you say they were sheep?
  b Did you say they were cheap?
5 a Shall I wash it?
  b Shall I watch it?
6 a Do you want me to cash it?
  b Do you want me to catch it?

4.8

1 chess	5 merchant	8 shops
2 shelf	6 dish	9 chops
3 rich	7 ditch	10 Czech
4 shells		

Unit 5

5.1

DB=David Bowers, D1=Delegate 1, D2=Delegate 2, D3=Delegate 3

DB Well, good morning, ladies and gentlemen, and welcome to the Crowne Plaza business centre at Coogee Beach. I'm David Bowers, your host for the next two days, and I just want to give you some practical information.
Another conference is being held at the hotel at the same time as this one. They are using the conference rooms on the first floor, so you may see some delegates you don't recognize – don't worry. They are being looked after by my colleague, Lidia Marchiori.
OK. Coffee, tea, and cold drinks are served all day in the café, which is located just inside the main entrance to the conference suite. Lunch is served between 12 and 2.30 in the private dining room next door to this room. This evening you are invited to join the management for drinks by the swimming pool. The General Manager usually makes a short welcome speech.
I'd like to apologize for the temperature. I'm afraid it's a little warmer than usual in here because the air-conditioning in the business centre is being repaired. However, the work will be completed before lunchtime.
Right. There are some changes to the conference programme. Unfortunately, one of the main speakers has cancelled her talk and so a couple of the sessions have been cancelled or rescheduled. Some of the rooms have also been changed. The updated programme is being printed at the moment. My colleague Anna is working on it and it will be available in the lobby, in good time for the first session.
One more thing: the business service centre is currently being extended, but there is a temporary business centre, which can be found in the reception area.
Now, before we go for breakfast, are there any questions?

D1 Are we expected to dress formally for dinner?

DB No, we ask everyone to be 'smart casual'. You're not permitted to wear shorts, but we try to be informal.

D2 Will we be shown round the fitness centre?

DB Yes, you'll be given an induction session this evening before dinner, if you're interested. The Fitness Centre Manager will come to the drinks party as well.

D3 Er, sorry, but my newspaper wasn't delivered to my room this morning.

DB Oh. Did you request it at reception last night?

D3 Yes, I did.

DB OK, I'll look into it.

5.2

1 Abib Cury

I try to do some kind of exercise or sport most days. Sometimes, it's hard to find the time, because I have a full-time job and I'm also doing an MBA part-time. My gym opens at 5.30 a.m., so I try to fit in a 45-minute workout before I go to the office. There's a start-the-week class on Monday mornings and I rarely miss that. It helps me get in shape for the week. I lift weights once or twice during the week too, but it depends how much energy I have. Swimming is another regular activity – my gym has a 20-metre pool, which is OK for a quick swim in the morning.
I think it's important to be healthy and fit. I probably don't eat as well as I should. I never have breakfast, just a strong black coffee. And I usually phone out for lunch and have a sandwich at my desk. I really enjoy eating out with friends in the evening. I do that at least three times a week and I don't always think about what's healthy. I never eat before 11 at night and usually not until after midnight.
At weekends and in the summer, I like to spend time at the beach with friends. We play soccer on the beach and there's always lots of watersports going on. But these days I rarely go because I have coursework to catch up with at the weekend. The building where I live has a tennis court, so I usually play tennis on Sunday evenings. I also play soccer for my sports club team on Friday evenings. It means I have a good excuse to get out of the office at the end of the week.

2 Gao Da Cheng

I work most of the day and I don't have much time for recreational activities. On my day off on Sunday, I like to spend time with my family. I used to play basketball in school, but it's a long time since I did any real sport.
I think it is important to be healthy. In terms

of health, I'm very lucky. I believe that good health comes from a good, regular diet and a happy and positive outlook on life. As far as exercise goes, I sometimes join my father early in the morning in the local park for t'ai chi, a very old Chinese martial art. It is very good for the mind as well as the body, but my generation, and certainly people younger than me, tend to look at t'ai chi as a little old-fashioned. So, it isn't as popular as it was in the past, but I enjoy doing it – it certainly pleases my father!

I always eat at regular times, which is very, very important – breakfast at 6.30, lunch at midday, and dinner at 6 p.m. I think my body is better for this … and I must admit I don't feel right if I eat at unusual times!

I read a lot about the health of people in the West and all the exercise they do – running, working out in the gym, playing squash, and so on. I think they are trying to stay young for a long time! I don't worry too much about becoming older – it's a natural thing and, in Chinese culture, I think older people are respected much more than in the West.

5.3

1 Hi, you've reached Rosa and Colin. We're not here right now to take your call, but if you'd like to leave a message, we'll get back to you as soon as possible.
2 This is Executive Travel Services. The office is closed at the moment. Our office hours are nine o'clock to six o'clock Monday to Friday, and nine o'clock to one o'clock on Saturday. Thank you for calling.
3 Hello, I'm sorry I can't take your call at the moment. Please leave your name, number, and a message, and I'll get back to you as soon as possible. Please speak after the tone. Thank you for calling.
4 The person you called is not available. Please leave a message after the tone. You can re-record your message by pressing 1 at any time.
5 Thank you for calling Compu-Help. All our operators are busy right now. If you want you can hold, or if you prefer you can leave your name, number, and a short description of the problem you are experiencing and an operator will phone you back in the next 30 minutes. Thank you.

5.4

1 This is a message for María Ferrando. This is Rosa Lanson. I just wanted to thank you for all the help and information you gave us. I'm going to research a few things and then we'll fix up another meeting. Thanks again.
2 Hello, this is Rosa Lanson on 020 84 double 8 3497. I'm having trouble connecting up to the Internet – my computer keeps crashing. Could you get back to me soon, please? It's just after four o'clock. Thanks.
3 Hi, Eric. It's Rosa. I've got some more information from the Internet about the places María suggested, so we ought to have another meeting. Could you manage later this week? Thursday or Friday would be best if you could make it then. Call me when you get a moment. Bye.
4 Hi, Rosa. It's Eric. I got your message. I'm afraid I can't make Thursday or Friday morning, but Friday afternoon's OK. How does that sound? Let me know – any time from two o'clock. Speak to you soon. Bye.

5.5

Hi, Eric. It's Rosa. I've got some more information from the Internet about the places María suggested, so we ought to have another meeting. Could you manage later this week? Thursday or Friday would be best if you could make it then. Call me when you get a moment. Bye.

5.6

1 Sorry, I can't hear you.
2 You're breaking up.
3 It's a bit difficult to talk at the moment.
4 I'll be quick, the battery's r …
5 I'm in a meeting. Can I call you back?
6 I'm afraid I lost you just then.
7 Sorry, can you repeat that?
8 What was that?

Unit 6

6.1

I=Interviewer, CM=César Murillo

I Where do you come from, César?
CM I come from Huelva, a city in the southern Spanish region of Andalucía.
I When did you come to England?
CM I came to London in 1998. I was studying English Literature at a university in the south of Spain when I had the chance to come to the UK. I wanted to make a new start and London seemed like the ideal place.
I You got a job as a teacher?
CM Yes. Before I went back to university, in Spain, I'd taught for five years in a Catholic school. So, I had some experience. But the teaching was very different.
I How was it different?
CM At the beginning it was difficult. It was completely different from what I'd known before. The pupils came from so many different backgrounds and cultures, and a lot of them were from very poor families. There were also problems of discipline and classroom behaviour. I was teaching one day when a pupil stood up and shouted, 'This is boring', and walked out. That type of thing had never happened in Spain. But I saw this as a challenge. What at the beginning I thought was rudeness in my pupils was, in most cases, a different way of understanding life and learning.
I What do you like about London?
CM I like the variety of London. It has every food and culture. Before I came to London, I had never seen anyone from India, for example. I also like the village atmosphere, the sense of different Londons within London, the way you can be in three different worlds in one day.
I Do you still enjoy what you do?
CM Oh yes, even after all this time. There are more than seven million stories in London and I'm lucky to hear some of them as I work in a school with 1,200 students.

6.2

I=Interviewer, CS=Chris Stewart

I Tell us a little bit about your background. You were a musician to start with, I believe?
CS Well, sort of. When I was at school some friends were putting together a band. I'd learnt the guitar, but I also played drums and they needed a drummer, so I was invited to join. We played a few gigs, made a record or two, and became 'Genesis' – you may have heard of them. The others left school to continue the band, but I stayed on to do my exams. I don't regret it. I did a lot of different exciting things.
I Such as?
CS I worked as a shepherd. I learnt languages. I travelled a lot.
I You wrote travel guides, didn't you? How did that happen?
CS I met these people at a party and got talking to them about travelling and my desire to go to China. They didn't say anything, but a week later, I was sitting at home when the phone rang. It was Mark and he told me he was the editor of a series of travel guides and asked if I wanted to go to China, expenses paid, to write 'The Rough Guide to China'.
I When did you decide to move to Andalucía?
CS I suppose it started in 1973, when I was working in France. I was picking grapes on the vendange when I met an American woman. She told me how wonderful Seville was, especially as a place to study the guitar. When the grape-picking finished, I immediately hitched to Seville, and fell in love with the place – the architecture, the music, dances and songs, the poetry, and the whole romance of southern Spain. I went back whenever I could.
I But you didn't move there until much later?
CS That's right – in 1988. I'd met Ana and got married by then. One day we were feeling miserable and talking about how dull and unexciting our lives had become. 'If only we lived in Spain', we said to each other – and so we did. We moved soon after and bought El Valero, this wonderful old farm, with no access road, no running water, no electricity.
I So, you suddenly became a farmer and had to take care of pigs and goats as well as crops like olives and lemons. Was it difficult?
CS Ana and I had already farmed in England for many years when we came here, so we knew about sheep and farming. I'd learnt to shear sheep at the age of 21, for example. But there was, and still is, an awful lot to learn. They were very hard but happy days.
I And now? Is it still exciting?
CS Oh, yes. There's always something to do. Right now the sky looks very dark over to the west. That means heavy rain, which means we'll probably lose the bridge again. So, more bridge-building for me. And then there's plenty more olives and oranges …

6.3

I=Interviewer, DD=Dean Douglas

I Dean, could you tell me why you decided to take a gap year?
DD I was working as an investment banker. It was a well-paid job, but it was a stressful environment. I thought a lot about it, and then three years ago, after I'd collected my bonus, I handed in my notice. I was 34. I had no definite plans, but a few days later I was walking past a travel agency and I saw an advert for a round-the-world trip. I just went in and bought it!
I So, where did you go?
DD Cuba first, then Mexico, then Australia, New Zealand, and south-east Asia.
I What was the best bit?
DD The complete freedom. Every day I woke up and thought 'Shall I stay here, go somewhere else, or even go home?' I fell in love with New Zealand.
I And the worst?
DD In Cuba I was very sick. I checked into a smart hotel and was treated by a local doctor. I lost about a third of my body weight, and nearly came home.
I What do you do now?
DD When I first got back, I joined an Internet company, but when that wasn't going very well, I changed direction and set up a gardening business. It's not as well paid as banking, but I'm very happy. And I'm planning to go back to New Zealand some time soon.

I=Interviewer, AR=Alicia Rubio

I Alicia, you took a gap year a few years ago when you were 21 years old. Why did you do it then?
AR I was a medical student in Madrid, and I was studying very hard and coming to the end of the first part of my studies. I was enjoying it a lot and I could see my future working as a doctor in Spain, and everything. I liked the idea but I also knew that I wanted to get some wider experience and see what medicine was like in other countries, outside Europe. We had a chance in our course to take an elective programme – a year's work experience, so I said 'Yeah, I'd like to do it in Africa'.
I Where exactly did you go?
AR I went to Ghana and worked in a hospital in Accra, the capital. Mainly just doing basic nursing duties, but it was fascinating.
I What did you like most about it?
AR I suppose the fact that it was just so different. And also that I got to have more responsibility. I was working mainly in the maternity department, and one day, quite early on actually, I had to deliver a baby all by myself because I was the only one on duty! I was so frightened, but everything went well. That was definitely the best bit.
I And the worst?
AR Not understanding the local language properly at the start. It can make you feel really lonely and a bit useless. My Spanish wasn't much use, but I had good English and French, and I soon picked up what I needed. But at the start it was difficult.
I So what do you do now? Has the experience helped you?
AR Definitely. I'm working in a big hospital, in the maternity department, and I think every day I use a technique or something that I learnt in Ghana.

I = Interviewer, HR=Hortense Robert

I Hortense, you were a teacher before you took your gap year, weren't you?
HR Yes, I'd worked as a teacher for nearly 30 years, teaching science. And I took early retirement.
I Did you know what you wanted to do?
HR I wanted to travel, but I also wanted to do something with conservation and use my knowledge of science. I had one or two options, but in the end I chose a placement in Malaysia, northern Borneo to be precise, working on a marine project to help conserve the coral reef.
I Why did you choose that?
HR In my youth I'd been a very keen diver and I was in fact a qualified scuba instructor. The project involved a lot of diving and I knew I probably wouldn't be able to do it for long, but they also needed instructors to train and supervise the younger volunteers, as well as work with the local people – giving basic teaching and raising conservation awareness. I just knew it was for me.
I So, you went out to Malaysia for a full year?
HR A year and a half in the end.
I Is that because you enjoyed it so much?
HR That's right. The best thing was my first proper dive out on the reef. I hadn't dived for about ten years, and it was just so spectacular. There are some of the best dive sites in the world out there, and you see everything – fish of all sorts, not to mention the corals, lobsters, and crabs. I realized a year wasn't going to be enough.
I Was it all good, or did you have any bad experiences?
HR It was virtually all good, but I had one bad experience at the end, when I got into trouble on a dive and lost consciousness. Luckily I was with others, but it was the worst experience I'd had, very scary. I thought to myself: 'I'm in my early 50s, I'd better slow down a bit'. That's when I made the decision to come back.
I I gather you still do work for marine conservation.
HR Yes, I give lectures and talks, and try to recruit people for some of the projects going on round the world.

6.4

R=Rosa, C=Claire

R Hi, Claire. I know you're very busy, but could you do something for me?
C Yes, of course.
R Would you mind phoning Executive Travel Services to get some information?
C Not at all. Is it for your research trip to Spain?
R That's right. Eric and I need to visit quite a few places. Do you think you could find out about flights?
C Yes, that's no problem. Could you give me the details?
R Right. We want to go to San Sebastián first. Er ... I think the nearest airport is Bilbao, but do you mind checking that with them?
C No, of course not. If it is, would you like me to ask about flights to Bilbao?
R Yes, if you could, for Sunday the second.
C So, London to Bilbao on Sunday the second.
R Then we'd like to fly from Bilbao to Seville on Tuesday the fourth, and possibly from Seville to Valencia on Friday the seventh.
C Just a minute ... Bilbao to Seville on Tuesday the fourth, and Seville to Valencia on Friday the seventh. Right, I've got that.
R After that we want to go to Barcelona. Erm ... I'm not sure which day yet. Can you get flight times for Saturday and Sunday – that's the eighth and ninth.
C Yes, I'll do that.
R And then we'll fly back to London on the Tuesday.
C Shall I get flight times from Barcelona?
R Thanks, Claire, but you needn't bother. There are plenty of flights between Barcelona and London. Good, that's everything.
C Well, that's quite a trip!
R Yes, I just hope that at the end of it we'll be able to remember who we met and where we met them!

6.5

J=Jan, C=Claire

J Good afternoon, Executive Travel Services. Jan speaking. How can I help you?
C Oh, hello, Jan. It's Claire from NMP. I'd like some information on flights, er, quite a lot of information, actually.
J Right, where to?
C To Spain. First, do you happen to know if Bilbao is the nearest airport to San Sebastián?
J Yes, it is.
C Good, then could you tell me what flights there are from London to Bilbao on Sunday the second?
J That's the second of this month, is it?
C Yes, that's right.
J Right, let's see ... OK. There's a daily flight to Bilbao in the morning, departing at 11.15 and arriving at 13.05.
C So, departing 11.15, arriving 13.05.
J And there's another one in the afternoon too, leaving at 18.15, arriving at 20.15.
C Sorry, did you say twenty fifteen or twenty fifty?
J Twenty fifteen.
C OK, I've got that. Now I'd like some information about domestic flights in Spain. First, can you tell me if there are flights between Bilbao and Seville on a Tuesday?
J Bilbao to Seville on Tuesday ... I'm just looking for that. Yes, there's one at 8 in the morning. That arrives at 9.10.
C Right, thanks. Next, I'd like to know if there's a flight from Seville to Valencia on a Friday.
J Valencia ... Yes, there's a daily flight, departing Seville at 12.25 and arriving in Valencia at 14.25.
C So, departing 12.25, arriving 14.25.
J No, sorry, I've made a mistake. It arrives at 13.25, not 14.25.
C OK, arriving 13.25. Just one more question, Jan. Is there an evening flight from Valencia to Barcelona, on a Saturday and a Sunday?
J Let me check ... Yes, there's one at

19.10, that's the last flight of the day, arriving at 19.50.

C So, departing 19.10, arriving 19.50. Right. That's everything, Jan. Thanks a lot. I'll get back to you as soon as possible to book the flights. Bye.

6.6

1 No, not the 7th, the 17th.
2 No, not Málaga, Madrid.
3 No, not 10.35, 10.25.

6.7

1 No, not the 14th, the 4th.
2 No, not the 30th, the 13th.
3 No, not Zürich, Geneva.
4 No, not Berlin, Frankfurt.
5 No, not 12.45, 12.30.
6 No, not 07.20, 07.30.

6.8

a So, travelling on the 7th—
No, not the 7th, the 5th.
b So, departing at 11.45—
No, not 11.45, 11.35.

6.9

1 So, travelling on the 13th of June—
No, not the 13th, the 30th.
2 So, departing on the 9th of September—
No, not the 9th, the 19th.
3 So, staying in Milan—
No, not Milan, Rome.
4 So, travelling to Chicago—
No, not Chicago, Toronto.
5 So, arriving at 13.30—
No, not 13.30, 13.45.
6 So, arriving at 15.15—
No, not 15.15, 15.50.

Unit 7

7.1

WC=Wu Chao, MM=Mike Millard

WC It's my first trip to the US, of course. I know I must be prepared for things to be very different.

MM As you say, you mustn't expect the way of doing business to be the same. For me, the biggest difference for people from Asian countries is the speed of negotiation – Americans are fast and direct. They're not always very patient and sometimes they can be insensitive to other cultural differences. You have to remember that American business culture is largely individualistic – they stress the importance of individual initiative and achievement, and they can be very competitive in work and leisure. You need to think clearly and quickly when you're doing business.

WC Yes, that's what worries me.

MM Oh, you needn't worry. In American business culture, they stick to the rules. They'll give you time to make decisions – but make your point as quickly as you can. Americans tend to dislike periods of silence in meetings. They may continue to speak simply to avoid the silence. You don't need to spend a long time on social formalities. Things like status, protocol, and honour are not so important to Americans. It's all about doing business.

7.2

WC And do I need to know about American popular culture – sports, TV, that sort of thing?

MM It helps, but it's mainly for small talk.

WC It says in my notes that in conversation you mustn't talk about religion, politics, or other controversial subjects. I suppose that's fairly obvious, but what topics is it advisable to talk about – for example, when starting a conversation?

MM You could ask about a person's job in general terms, sports they play, leisure interests, and so on. You mustn't ask questions that are too personal. For example, you shouldn't ask a person how old they are, and it's not a good idea to ask a woman if she's married. But if she tells you, you may ask a few questions about her husband and children.

WC What else must I be careful about?

MM You may find you don't understand everything people are saying. But the important thing to remember is that you can stop the person you're talking to and ask for clarification. It's perfectly acceptable. You mustn't interrupt them in an angry or rude way of course, but you needn't be shy either. And also, going back to the sports thing, if you're there for a longer period of time, you might be invited for a round of golf. Some Americans do a lot of business on the golf course. You should practise your golf before you go!

WC Hm. I'm leaving tomorrow! Oh, one last thing – timekeeping. It says in my notes that you always have to be punctual. Is that true? Do I have to be on time for everything?

MM Yes, you have to be on time for meetings and business appointments. But for parties and social occasions you don't have to arrive exactly on time – you can be a few minutes late.

WC Great – that's all really helpful advice. Thanks a lot, Mike. And now, I must go and pack. My flight is at seven in the morning.

MM Good luck! And send me a postcard!

7.3

1 I don't have to go to the talk.
2 You really mustn't be late.
3 You needn't worry about me.
4 You don't need to take an umbrella.
5 We mustn't forget to ask him.
6 Do you have to leave early tomorrow?
7 He has to work very hard.
8 What do you think I should do?

7.4

Welcome to the San Francisco convention and visitors' bureau information line. We hope you will enjoy all that San Francisco has to offer, from its unsurpassed beauty to its world famous attractions and activities. We offer suggestions to ensure that your stay here is enjoyable and safe. Please select from the following options:

Press 1 for advice and information on sightseeing.

Press 2 for advice and information on shopping.

Press 3 for advice and information on personal security.

Press 4 for advice and information on vehicle safety and parking.

Thank you for selecting vehicle safety and parking. The best advice to those visiting San Francisco by automobile is: 'Park it!' Rely on your feet and public transport. If you must drive, remember cable cars and pedestrians always have the right of way. A full international driving license and auto insurance are required for all drivers. The wearing of seat belts is obligatory, and it is forbidden to drive under the influence of drugs or alcohol. When parking on San Francisco's 'roller coaster' hills, you must curb your wheels – turn the tires towards the street when facing uphill, and towards the curb when facing downhill. It is forbidden to stop or park at red curbs at any time. Only commercial vehicles are permitted to load at yellow curbs. All vehicles are allowed to stop at green curbs for a maximum of ten minutes. The following tips are recommended for tourists driving in the Bay Area: Do not advertise that you are a visitor. Place maps, travel brochures, and valuables out of sight in the glove compartment or trunk.

If your car is bumped, do not stop. You should drive to the nearest public area and call 415-553-0123 to report the incident to the police.

Always lock your vehicle and take the keys. Check the interior of your vehicle before getting in. Park in well-lit busy areas.

Thank you ... and happy driving! To return to the main menu, please press zero.

7.5

M=Mark, P=Paula, J=John

M What do you think about the increase in international outsourcing – is it a good thing or a bad thing?

P Well, it's certainly a growing business – most western companies are doing it at the moment. So, I suppose it must be a good thing for them. I think they do it mainly for cost reasons. It's cheaper to base your call centre in a country like India because all your costs – labour, rent, equipment, and so on – are cheaper.

J I think the companies often get a better standard of operative as well. A lot of the call centre staff are university graduates, for example. The job has higher status than it sometimes does in the West.

M But are there any disadvantages for companies?

P Obviously there's the lack of control – they have to trust other companies to do the training and the monitoring of staff. But the main problem I think is cultural differences. Someone phoning a call centre for information or for advice, or even to complain, likes to feel that they're talking to someone who understands their situation and comes from the same background as them.

J I agree that cultural difference can be a disadvantage, but I also think it can be exaggerated. After all, the main point is that the call centre operative is friendly and efficient, not that they can chat about the weather and the latest sports news.

M What about for the countries where these companies that outsource are based, mainly western and developed countries – is it a good thing for them?

J If it keeps costs down and gives the customer a cheaper service with no loss of quality, then yes. But there is also a

danger that you are taking away jobs from the home country. In times of rising unemployment that could be a definite disadvantage – and it could also make the companies that do it unpopular.

M And for the countries where the call centres are based?

P On the whole, I think it's a good thing. It brings income into the country and helps the economy. It also helps to develop their telecommunications and IT industries. On the other hand, there is the danger of exploitation – the workers might be paid lower wages for example, and there could be the feeling that the western companies are dominating and keeping the wealth for themselves.

J There is increasing evidence that a lot of call centre operatives are under stress – working long hours, often late at night because of the time difference ...

7.6

CH=Carol Hunt

CH Good morning everyone, and welcome to our seminar. This morning, I'm going to give you guidelines for preparing and delivering talks and presentations. I'm going to start by looking at preparation. This stage is extremely important and there are six key areas you need to think about when preparing your presentation or talk. The first one is objectives. You need to think carefully about the aim of your talk, and what you want to achieve. Second, the audience. Think about who they are, and what they need to know. The third area is content. Concentrate on giving the important information and make sure it's interesting. The fourth area is organization. Your presentation needs to have a clear and logical organization. You must make certain that you are using what we call 'signposting language' so that the audience can follow each stage of your presentation. The fifth area is visual information. Presenting information visually, for example through a computer, or on an overhead projector or a flipchart, adds interest to a presentation and makes it easier to follow, but make sure you know how to use the equipment and that you're not showing too much information on the screen or slide at one time. The last key area is practice. When you've finished preparing your talk, practise giving it. This way you'll discover if there are any problems and be able to check the timing. It should also make you feel more confident. Now, before I move on to the second part of my presentation, are there any questions?

7.7

CH Now we come to the last part, delivery. You need to consider five key areas here. The first one is nerves. Most of us feel nervous when we speak in public, especially if we're speaking a foreign language. It can help if you breathe deeply. Breathing deeply calms you down and stops you speaking too quickly, which usually happens when you're nervous. The second area is voice. Obviously it's important to speak clearly and not too quickly, but it's also important to sound interesting. If your voice sounds monotonous, your audience will fall asleep! Next, body language. Try to give the impression that you're relaxed and confident even if you're not, and try to avoid nervous gestures or movements. An important element of body language is eye contact, and keeping eye contact with the audience is important to keep them interested in what you're saying. For this reason you shouldn't read your talk or presentation. Instead, list key points on a flipchart or transparency, and refer to notes as well, if you need to. Stand rather than sit, but make sure you don't stand in front of visual information. And visual information is the fourth key area on our list. I mentioned earlier the importance of not presenting too much information at a time, and you saw in the handout phrases for focusing the audience's attention on what you want them to look at. Remember, too, to give them enough time to take in the information you're showing them. The fifth and final area is questions. The best policy is to answer questions in a polite, diplomatic way. The phrases in the handout should give you some help here. So, to sum up, the five areas you need to think about when delivering your talk or presentation are nerves, voice, body language, visual information, and questions. Well, this brings me to the end of my presentation. Thank you for your attention, and now if you have any questions, I'll be happy to answer them. Yes, you have a question there ... ?

Unit 8

8.1

WA=WaterAid representative, D1=Delegate 1, D2=Delegate 2, D3=Delegate 3

WA Right, everyone. Thanks for coming along today. The idea of this meeting is to go through some details of the itinerary for the Ethiopia trip. So any last-minute ideas, thoughts, or suggestions that you have will be very welcome.

D1 Can I just ask – is everything finalized in terms of the programme? I'm thinking particularly of the dates.

WA The main points are, yes. For example, the flight leaves on the 4th of March and returns to London on the 14th at 8 p.m., and the internal itinerary once we're in Ethiopia is fixed – because we had to arrange the transport and accommodation. Let's start with the itinerary. You've got the outline in front of you. I'm going to send all the travel documents on to you, but are there any questions at this stage?

D2 Sorry, what time does the flight get into Addis Ababa?

WA Erm. It arrives at 15.00 on the 4th, then we're transferring to the hotel, checking in, and getting ready for the reception at the Government offices. You can see that it's going to be a tiring day. We're not doing anything on the 5th, so there's time to rest before the main itinerary.

D3 Who's coming to the reception? Any important government leaders?

WA Unfortunately, the President of Ethiopia isn't available so he isn't coming, but a number of senior ministers are coming, and also representatives of most of the ten regional governments.

D3 Isn't it important to meet some local people and local leaders?

WA Definitely, so, after a day in Addis Ababa, on the 6th you're travelling out to the east of the country to a rural village. This is where some of the worst water problems exist.

D3 And who are we going to meet there?

WA You're meeting local community leaders at the village on the 7th. Then the day after, on the 8th, you're also meeting woreda and kebele leaders, as well as a women's group. We see the role of women as particularly important in getting the message of hygiene and sanitation across.

8.2

D1 What about the language? Are we going to take any professional interpreters? My Human Resources department has a good contact if we need to take an interpreter.

WA No, we're not going to take interpreters – I'm afraid it's too expensive. We're providing local interpreters from our volunteers already working out there. I think you'll find them good enough.

D1 That's fine. I won't contact our HR people.

D2 I'm interested in the rainwater harvesting schemes. When are we visiting one of the projects?

WA On the 9th of March – we're going to a project in the Rift Valley. Rainwater harvesting is one of our key projects – we're starting five more rainwater harvesting projects next year. As you can see, on the 10th and 11th we're also visiting a sanitation scheme and a factory where they build sewage disposal systems. Back in Addis Ababa on the 12th we're seeing a redevelopment project in slum areas.

D2 It looks great, you've clearly arranged things so that we're seeing a full range of activities. Can I just ask about publicity – are we going to take a photographer, for example?

WA We're going to take a small TV crew and our own photographer for publicity and press coverage.

D2 I don't know if you're interested, but I'm coming with my wife who's a professional photographer. She's interested in doing the publicity shots if you want.

WA Fantastic! In that case, we'll leave our photographer behind. Are you sure it's OK?

D2 I'll check with her, but yeah, I'm sure.

D3 Could we see any photos or articles on previous trips like this? Have you got any here?

WA That's a good idea. I'm sure we could find something. I'll just call through to the press department. We could have a break while we're waiting?

D1/D2/D3 Yes, good idea. Why not?

8.3

1

D2 Sorry, what time does the flight get into Addis Ababa?

WA Erm, it arrives at 15.00 on the 4th, then we're transferring to the hotel, checking in, and getting ready for the reception at the Government offices. You can see that it's going to be a tiring day. We're not doing anything on the 5th, so there's time to rest before the main itinerary.

2

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3

D2 Can I just ask about publicity – are we going to take a photographer, for example?

WA We're going to take a small TV crew and our own photographer for publicity and press coverage.

D2 I don't know if you're interested, but I'm coming with my wife who's a professional photographer. She's interested in doing the publicity shots if you want.

WA Fantastic! In that case, we'll leave our photographer behind. Are you sure it's OK?

D2 I'll check with her, but yeah, I'm sure.

8.4

R=Representative, J1=Journalist 1, J2=Journalist 2, J3=Journalist 3

J1 ... so what makes London so suitable?

R Well, with a major event like this you've obviously got to look at the infrastructure of the city – airports, transport, accommodation, stadiums – as well as the running costs of the event itself. Now, London is in a good situation here. The basics are there – good airports, good roads, good transport, and plenty of accommodation.

J1 But won't they need to be improved and expanded? What's the expenditure?

R Yes, but this is already going to happen under existing plans, separate from the Olympics. However, we have allocated some money for infrastructure development in the 403 million pounds for the building of new facilities.

J2 403 million pounds sounds a lot of money, but what does that actually buy?

R That will mainly be for a new 80,000-seat stadium. The next item is the buying of land in east London on which to build the new stadium and facilities, which we estimate will cost another 325 million pounds. We've included three other main items of expenditure. The first is for the cost of actually staging the event, which we estimate will be 679 million pounds. Then there's approximately 50 million for the cost of security.

J2 A major concern these days, no doubt.

R Indeed. We've also allocated 127 million pounds towards improving the British team's chances of winning some medals, and finally 106 million pounds on what we call 'risk money' to cover any unforeseen problems. So, the total expenditure would be 1.69 billion pounds. On the income side we're looking at a total figure much bigger than that.

J3 Can you give us some details of your income estimates?

R Of course. We calculate there will be at least 1.3 billion pounds in direct revenue. That's 864 million from ticket sales and 436 million from other sources. Then there'll be a contribution from the IOC – we don't quite know how much, but it could be about 100 million pounds. As well as that there's all the sponsorship and advertising deals, which we estimate will be approximately half a billion pounds. Then after the event the resale of surplus land used for the Games will bring in at least 430 million pounds. And, of course, tourism generated by Olympic visitors and the tax from the 9,000 jobs created will bring in another 810 million pounds.

J3 So, your final estimated profit figure is?

R Just under one and a half billion pounds, but we think it could be much higher in practice. Also, there are the business opportunities that the Games will bring – job creation, investment in poor areas leading to economic revival, housing, food and catering, advertising. It's all good for business and these are all long term benefits that will generate income for years to come, and add to the profit side of the balance sheet. Are there any further questions?

8.5

P=Piet, R=Rosa

P ... so, have you finished planning your trip to Spain yet?

R Just about. Would you like me to give you the details?

P Sure.

R Right. Well, I haven't finalized all the details yet, but we've decided which places we're going to visit and we've booked some of the flights and hotels. We're still waiting for one of the hotels to fax through confirmation. We also had a problem with one of the flights.

P Yes, I saw your memo to Claire.

R Yes, there was a change to one of the flight times and I wanted her to check all the others, just in case.

P Did you decide to follow María Ferrando's advice?

R Yes. María's been very helpful in arranging visits and meetings for us.

P Hmm, good. So, tell me your plans.

R Well, we're leaving in two weeks, on the 2nd of May. We're going to San Sebastián first, so we're taking a flight to Bilbao on the 2nd. In San Sebastián we're planning to interview the chef of one of Spain's top restaurants. He's very famous but quite old-fashioned and doesn't usually give interviews. But with María's help I've written him a letter explaining the project.

P And he's agreed?

R Yes, apparently he phoned María the other day and said he'd be delighted. Then on the 4th, we're flying to Seville and staying until the 7th. We're going to the bar where the custom of tapas began and we're going to visit a convent where traditional Spanish confectionery is made. If we have enough time, we'll go to Jerez de la Frontera to find out all about sherry production. From Seville, either we'll fly straight to Barcelona or we'll go to Valencia. If we go to Valencia, it'll be to see paella valenciana being prepared, and to eat it of course!

P It sounds as if you're going to spend most of your time on this trip eating and drinking!

R Some of it, yes, but that's an essential part of researching these programmes! On the 8th, that's a Saturday evening, a friend of María's who lives in Barcelona is going to take us on a tour of all the best tapas bars. And on the 9th, we're hoping to spend the day visiting vineyards in the Penedés area of Catalonia, talking to cava producers. Then we're flying back on Tuesday. I'm going to write a full report on all the visits for the editorial and production team – I'll copy you in of course.

P Hmm, it all sounds very enjoyable. Now I understand why you wanted to make these programmes on the food and drink of different countries! You knew what fun it would be!

R Well, maybe that was one of the reasons, but of course not the main one!

P OK. Shall we go out for lunch later on? I've invited Eric – I've left a message on his answerphone. Would María be able to join us as well?

R I think she said she's out of the office all morning. I know, I'll text her and tell her where we're going to be.

P Great, see you later.

8.6

1 He won't have time to come to the meeting.

2 Are you coming on the excursion with us on Saturday?

8.7

1 Are you planning to work abroad next year?

2 I'll meet you at the cinema after the film.

3 Is it true that you're going to change your job again?

4 We're going to Canada for our holiday next summer.

Unit 9

9.1

I=Interviewer, P=Peter, J=Jola, Y=Yves

I Peter, Jola, and Yves, thanks for coming in to talk to us. We're here to find out about your opinion on lifestyles in the future – particularly the balance between working life and family life. Let's start with the family. Do you think the family will disappear as the main social unit? Peter?

P I'm sure that won't happen. The family is far too important. I suppose it's possible that it will become a little less important – that may happen – but it

won't disappear.

I Yves?

Y I'm not so sure. I think it's very likely that the family as we know it will disappear – eventually. People will live more with people their own age, or with people they work with. I think that will be true even when people have children – they'll want to live in groups with people like them, not the traditional extended family. For example, after I finish my studies, I'll live with friends – it's better to be with people your own age. If I was a young child again, I'd like to be brought up in a group environment, not just my family.

I Jola, what do you think? Will young people move away from the parental home earlier and earlier?

J I doubt if that'll happen. I live with my parents and it suits me. If I left home, I wouldn't know how to look after myself. I need my family. When I'm ready to start my own family, I'll move out. But I'll certainly have to learn how to cook before I leave home!

I Peter, you wanted to say something?

P Yes, I agree with Jola. There definitely won't be a move away from the family for young working people – for financial reasons as much as anything. I'd like to have my own place, but I'll need to save a lot of money first, so I have to live with my parents – and most of the time it's OK. I won't leave the family house until I can afford a comfortable place.

I So, part of the problem for young working people is to find accommodation they can afford? Will there be cheaper independent accommodation for young people in the future?

Y That'll definitely happen. Society needs young people to work in the centres of cities, for example in businesses, in hospitals, in schools, and so on. I'm sure there'll be cheaper accommodation for young working people, and key workers in general – maybe smaller and less comfortable, but affordable.

I Jola?

J I expect it'll probably happen, because, as Yves says, society needs it. But it's unlikely to mean the end of the family. If generations don't live together, maybe they'll be closer in other ways.

I OK, we must leave it there. Opinions are divided, but what do our listeners think? You can email us on ...

9.2

1

P I'm sure that won't happen. The family is far too important. I suppose it's possible that it will become a little less important – that may happen – but it won't disappear.

2

Y I'm not so sure. I think it's very likely that the family as we know it will disappear – eventually.

3

J I doubt if that'll happen.

4

P Yes, I agree with Jola. There definitely won't be a move away from the family for young working people – for financial reasons as much as anything.

5

Y That'll definitely happen. Society needs young people to work in the centres of cities, for example in businesses, in hospitals, in schools, and so on. I'm sure there'll be cheaper accommodation for young working people, and key workers in general – maybe smaller and less comfortable, but affordable.

6

J I expect it'll probably happen, because, as Yves says, society needs it. But it's unlikely to mean the end of the family.

9.3

a My car has broken down.
b We've put the meeting off.

9.4

1 What time do you usually get up?
2 Did you turn on the TV?
3 Shall I turn it off?
4 Could you fill in this form?
5 They've managed to put the fire out.
6 Has the plane taken off?
7 I've just sorted out the problem.
8 What time did they set off?

Unit 10

10.1

I=Interviewer, LD=Lennart Dahlgren

I Mr Dahlgren, IKEA has been investing in Russia for several years, and you arrived at the start. How long have you been living in Russia?

LD I've been living here since 1998. That's when IKEA started operations in Russia.

I When did you open the first store?

LD We opened our first store near Moscow in 2000.

I I know that you've expanded since then. How many stores have you established?

LD We've opened five stores so far, and we've also built several large shopping malls in the last few years. These contain a variety of smaller retail outlets. In our first year, sales were more than $100m. This doubled to more than $200m in the following year. In fact, sales have been increasing every year – and we think this will continue.

I It does seem a remarkable growth. Why do you think it's been successful?

LD Russia offers a huge market. Consumer demand has been growing steadily since we opened the first store – dramatically even – and if this continues the market will be unlimited for companies like IKEA, and for most Western companies who are able to come here.

I Russia is not just important as a consumer market – I believe it's also an important supply source?

LD Yes, it is. Russia offers good natural resources, such as wood, oil for plastics, and metals. It has 25% of the world's hardwood reserves, for example. It also has many factories able to produce in huge volumes. We've been increasing the percentage of our global supply that comes from Russia for a number of years. We've opened several factories throughout Russia – near St Petersburg, Moscow, and Karelia.

10.2

I The business has obviously been successful, but have there been any major problems?

LD Yes, I would say there have been two main difficulties for us. Firstly, the bureaucracy can sometimes be frustrating. When we started there was a lot of paperwork – licences and so on. But bureaucratic problems have been getting fewer recently. For example, the Government has reduced the number of licences that are needed for a new company to set up.

I And the second difficulty?

LD I suppose the attitude of some of the older industrial leaders has also been a bit old-fashioned. However, we've been doing a number of things in the time we've been here. We've set up management training programmes to help new Russian entrepreneurs. We've tried to show how a modern company has to work to survive in the international market. The younger generation understand this, and it's no surprise that the richest and most successful business people in Russia are all relatively young. There's a lot of ambition in this country.

10.3

a performance
b encouragement
c satisfaction

10.4

1 appearance
2 definition
3 development
4 dismissal
5 establishment
6 expectation
7 explanation
8 improvement
9 promotion
10 resistance

10.5

I=Interviewer, R=Rob Yeung

I Rob, you've been working as a management consultant for a number of years and you've written on the psychology of job interviews. What general changes have you noticed in the way interviews are conducted?

RY I think in general job interviewers are becoming more professional in their approach, asking much more wide-ranging questions. They're particularly interested in putting candidates to the test. For example, they might ask questions to throw the candidate off-balance. If you stay cool, then they know that this person can cope under pressure. You occasionally hear questions like 'Could you tell me what sort of animal you'd like to be?', or 'Do you know how many cars there are in Australia?', or 'Would you mind if I recorded this interview?' The first question is probably a bit silly, but the interviewer is just interested to see how you react. But the second one is more revealing. The idea is not to make a wild guess, but to give a reasoned explanation about how you would calculate it. The candidate who manages to get a fairly accurate answer by estimating population, ratio of people to cars and the number per household, is showing a willingness to think a problem through – this person is good at thinking logically.

I And the question about recording the interview?

RY The question about recording the interview is partly because it can be useful for the interviewer to analyse things afterwards, but it's also to see if the candidate doesn't mind being put under pressure. The answer of course is: 'Go ahead. I don't mind being recorded.'

10.6

I But interviews these days are not just question-and-answer, are they?

RY No, indeed not. Many companies are keen on giving assessment tests and tasks. These might be in-tray exercises, role-play or simulation, and presentations. They're usually timed. For the in-tray exercise, the candidate is given a tray full of documents and the interviewer or assessor wants to see how you deal with it, and how good your organizational skills are. The best thing is usually to divide the contents into three piles: urgent information that needs immediate action, important information that needs action but only when the most urgent items have been sorted out, and the non-urgent information that can wait until later. Sometimes, there may be regular interruptions as you are given more material to test how you perform under pressure.

I Are there any other typical tasks that interviewers give?

RY Obvious things really. Like if you're going for a job using a computer, you'll probably be given a short keyboard exercise to see if you really do know how to use it. If you're applying to be a waiter, they'll want to see that you're good at working with people and you're able to remember orders. They might give you a memory test, so be ready for it – you might be asked something like: 'Do you remember the name of the receptionist who showed you in?', 'What items do you remember from the menu board you saw at the front?' That sort of thing.

I Is there any particular advice you would give?

RY I'd say the main weakness of most candidates is poor preparation. Too often in the interview they rely on giving stock responses rather than talking about the relevance their skills have to that particular job. If I only give one piece of advice, it's this: study the job ad, research the company, understand what the company is looking for, and tailor your approach accordingly. If you succeed in doing those things, you're halfway there – and you can look forward to starting the job of your dreams.

I Rob Yeung, thanks very much.

10.7

E=Eric, JP=Javier Pérez

E Well, first, Señor Pérez, thank you for welcoming us here today to your bodega to talk about the production of sherry. Could I start by asking you about the area of production? Is sherry produced only in this area of Spain?

JP Yes, that's right. It's produced in the area formed by the three sherry towns – that's Jerez de la Frontera, where we are now, and the two coastal towns, El Puerto de Santa María and Sanlúcar de Barrameda.

E So, all sherry comes from this area?

JP Yes. Since a European Union law of 1966, only wine from this area, which is called 'the classified sherry zone', can be called sherry. Wines from other areas, or other countries can't be called 'sherry' because it's a protected name, like champagne in France.

E Yes, I understand. Now, I imagine a lot of the sherry that's produced is exported – is that the case?

JP Oh, yes, certainly. Today about 70% of total production is exported. And in fact exports of sherry represent a quarter of all Spanish DO wine exports.

E Er ... By 'DO wine' do you mean the wine produced in classified areas?

JP Yes, in Spanish it's Denominación de Origen, it's like appellation contrôlée in French, so yes, wine from an area where quality is controlled.

E I see. Thank you. And which countries are your main export markets?

JP Historically, Britain has always been our most important export market, but today Holland is our number one export market, with Britain next, and Germany third. They're our three big markets. Then come the USA, other European countries, and Canada.

E So, if 70% of sherry is exported, then only 30% is actually drunk in Spain?

JP Yes, that's right. And Spanish tastes are different. In Spain we prefer the dry, lighter sherries, whereas the export markets prefer the medium and sweet sherries, although tastes are beginning to change.

E You say tastes are beginning to change. Could you explain in what way?

JP Well, a lot of changes have taken place in the sherry industry in the last decade or so. Most of the big sherry companies are now part of multinational drinks groups, although there are still some Spanish-owned sherry producers. The traditional markets for sherry are in decline so we want to give sherry a more youthful image that will attract the younger market. We're promoting the dry, lighter sherries for this market, and it's showing definite signs of growth.

10.8

E Could we talk about the final stage of production now? Earlier, on our tour of the bodega, you referred to the solera system and said it was the system used for maturing the sherry and for maintaining a consistent quality. Could you describe how the solera system works?

JP Yes, by all means. A solera is several rows of barrels, usually four or five rows, one on top of the other. In a solera, the oldest wine is in the barrels at the bottom and the youngest wine is in the barrels at the top. When wine is needed for bottling, it's taken from the barrels on the bottom row, and these barrels are filled with an equal amount of wine from the next row up. Then the barrels on that row are topped up with wine from the row above and that process continues until the top row is reached. Finally, at the end of the process, new wine is added to the barrels on the top row. In this way, the characteristics of the older wine are taken on by the younger wine and the quality of the wine is kept consistent.

E And how long does it take for the wine on the top row to progress through the solera system?

JP The minimum period is three years. For a good sherry it will be longer – five to six years, and for a premium sherry it's likely to be eight years or longer.

E Well, thank you very much, Señor Pérez. It's been most interesting.

JP It was my pleasure. Now you must come and try some of our sherries ...

Unit 11

11.1

a The boss is still the boss, even outside work. The Australian employee should have been a little more formal, and he should have waited to be introduced to the Director's family. Also, he shouldn't have shown that he knew more than his boss about cars, especially in front of his family. If he'd waited for the Director to speak to him, he might have asked for his opinion. That way, he would have made a good impression. An easy mistake to make perhaps. In general, Australian culture is more direct and friendly than German culture.

b She shouldn't have criticized the worker in public. It would have been better if she'd just found out the facts, expressed her concern, and then let them deal with it themselves. The Japanese production team would have supported the worker responsible, and made sure he didn't make mistakes in the future. The American boss should have realized that the Japanese culture of the subsidiary company was different to the US parent company. In Asian culture, it's fair to say there's more emphasis on the group rather than the individual.

c They should have taken more time to get to know the company. They shouldn't have rushed so quickly to the business side of things. Also, perhaps they were over-confident. If they'd built up a good personal relationship with their potential clients, the British sales team would have won the contract. The 'social' side of business is important in Argentina, and in South America generally. The Swedish sales team obviously understood this.

11.2

a He should have waited to be introduced.

b They shouldn't have rushed so quickly.

11.3

If they'd built up a good relationship, they would have won the contract.

11.4

I=Interviewer, LP=Leah Pattison

I I'm joined by Leah Pattison, who was 'Woman of the Year' a couple of years

back, and is co-founder of the charity START, which works with Indian women who have leprosy. Leah, the idea of lepers, ever since Biblical times, is of people at the bottom of the heap: untouchable, terrifying, disfigured, incurable. Actually, that's years out of date, but there is still a terror associated with the word 'leprosy'.

LP Yes, there is. In India it's known as maharugi, which means 'big disease'. It's 100% curable, but the tragedy is that despite that, women particularly are hiding their condition, and not coming forward for early treatment.

I Why not?

LP I think it's because they're ashamed. Modern India now puts a lot of pressure on women to be educated, beautiful, and so on. So, if you have a disease like leprosy, it really does spoil that, and these women can become outcasts, rejected by society.

I You were a university graduate in Fine Arts, so what first took you into a leper colony nine years ago?

LP To be perfectly honest, when I look back, perhaps naivety, just a sense of wonder about the world and wanting to go out and explore it. It was as simple as that for me. Initially, I'd gone there to teach. It was a working holiday, with an element of wanting to see rural India. Yet when I got into the colony I was faced with young girls, young women of my age, who really made me look at who I was, and ask questions about myself.

I Did you find it hard at first?

LP Well, I was shocked by the appearance of some of the patients in the colony who were very deformed, but what happened over the course of six months was that these leprosy patients became people, became individuals. Suddenly the deformities were secondary. I didn't notice them. That made me think about the whole importance of being an individual, and having rights as an individual rather than being grouped together as a mass. The women need support and treatment of course, but above all they need to understand they are individuals with rights and with a future.

11.5

I Were you afraid of catching leprosy yourself?

LP No, not at all. Maybe I should have been, because I did catch it. I have to stress that leprosy, despite the fact that I caught it, is a very difficult disease to catch. One day I had patches on my left hand and wrist, but I didn't think they were important. Luckily, there was a specialist in the colony at the time who noticed them and said, 'I'll see you in the clinic tomorrow'.

I You could have returned to the UK and had specialist treatment, but you didn't. That was a tough choice and brave decision, wasn't it?

LP I don't think so. I suppose it would have been easier to recover if I had returned to the UK, but it wouldn't have been right. I wanted to be with the women I was working with. My friend, Usha Patil, had had leprosy as a child and I took courage from that. For me there was no decision to make. I stayed in India, had the treatment, and recovered.

I You mentioned your friend Usha Patil. You and Usha founded the charity START to help Indian women with leprosy. How do the women respond? Do you find them easy to get through to at first?

LP No. It's quite a tough job in that these are women who have been isolated. They've been abused – physically and verbally – for many, many years. They've lost social skills. They don't know how to interact with people. Usha and I spend our days trying to break through that barrier and find the personality behind the patient. A lot of these women consider themselves to be nothing other than leprosy patients, but they're not – they're individuals. They had a disease, and that's it. No big deal.

I Well, Leah. Thank you very much for sharing your story. I'm not sure I would have made the same choice as you if I had contracted leprosy – it seems a very courageous one to me. And now, let's turn to ...

Unit 12

12.1

You are looking down at the main chamber. The parliament is made up of 129 elected members, or MPs, using a proportional representation system. The MPs sit in a U-shaped arrangement with the Government members on the left as you look, and the Opposition on the right. MPs for other parties, such as the Greens and the Liberals, sit between the Government and the Opposition.

One MP is elected to be the Presiding Officer or Speaker. He or she sits in the chair at the centre of the chamber. The front benches of the Government side are where the Prime Minister and the Cabinet sit. As you know, the Cabinet is the group of senior ministers in government. The public gallery, where you are standing, is divided into two sections. At the front there are seats for members of the electorate, the voters in other words, who have arranged with their MPs to visit Parliament. At the back there are seats for the general public. Opposite you on the left is the press gallery for reporters and journalists, and on the right is a gallery for the official reporters and VIPs. Push button 8 to continue the tour.

12.2

1 Research published yesterday claims that children who become addicted to computer games may actually be more intelligent than average, and even be more likely to go to university and get higher-ranking jobs. The study looked at kids who had been hooked on games for at least five years. Although many of the games were aggressive and violent, it didn't find any evidence that the children became aggressive and violent adults. In fact, a follow-up study of the same children five years later discovered they had generally done well at school, gone to college, and then into top jobs.

2 Are celebrities being treated differently by the courts? The question has been asked again after the recent case of pop-star Cool T, who was given a six-month driving ban and a fine for a drink-driving incident in which a pedestrian was badly injured. In the same week, in a separate incident, a minicab driver was given a prison sentence of one year for a similar offence. Outside the court, the family of the minicab driver said there seemed to be one law for the rich and famous, and another for ordinary members of the public.

3 New figures published by the Motion Picture Association, which represents the world's largest film studios and TV production companies, show that DVD and video piracy is on the increase. This is especially true in Asia, which the MPA believes now accounts for a quarter of the three billion dollars lost to film piracy each year. China, Malaysia, and Taiwan were identified as leading centres for mass copying, with new blockbuster movies becoming available in pirate versions way before official release. An MPA spokesman warned that what had already happened to CDs, was now happening to DVDs. He called for tougher laws to stop the problem getting worse.

4 As another top level professional footballer is banned from the sport for twelve months, fears are growing that drug abuse in football is more widespread than previously thought. And it could even be getting out of control. Drug abuse has long been recognized as a problem in sports like athletics, cycling, and baseball, but recently it's emerged in sports such as tennis and football. A spokesperson for the International Sports Council said she feared drug abuse was spreading in many sports. 'At the same time,' she said, 'it's getting more difficult to tell the difference between illegal performance-enhancing substances and ordinary medicines and food supplements that sportsmen and -women are allowed to take.'

12.3

R=Rosa, MF=María Ferrando

MF Hello, María Ferrando speaking.

R Hello, Maria. It's Rosa. I'm phoning to tell you the good news – we've got the money to complete the Food and drink project!

MF Really? Oh, that's wonderful, Rosa! Congratulations! When did you hear?

R Well, yesterday Piet and I presented the project to two investors. We told them our ideas for the ten programmes and showed them the programme on Spain. They were really impressed with the programme, María, so we've got a lot to thank you for. Well, we didn't expect them to make a decision for some time but at the end of the meeting they said they thought the project would be a great success and agreed to the investment.

MF That's marvellous. Is Eric pleased about it?

R Pleased? He's absolutely delighted! Anyway, on Saturday we're having a party to celebrate, so you and your husband must come. I hope you're not doing anything then?

MF No, we're not. Thanks, Rosa, we'd love to come.

R Great! It's at Piet's flat, starting around

eight o'clock. And Eric's preparing a big buffet, so don't eat before you come.
MF Mmm, sounds good. So, look forward to seeing you all on Saturday, then.
R Yes, bye for now, María.
MF Bye, Rosa.

12.4

[1]=quite enthusiastic, [2] = very enthusiastic

1 I got the job.
Really? Great! [2]
2 Do you like the new area manager?
Oh, yes. He seems very friendly and efficient. [1]
3 I'd like you to go to the conference in Florida for us.
Of course. I'd love to go. [1]
4 I see you've got your name in the newspaper.
I know. I didn't realize they were going to print it! [2]

12.5

1 I'm afraid I didn't catch your name.
2 Eric, do you remember Antonio? He sends his regards.
3 Do you mind if I open this window?
4 I hope the next programme goes well.
5 How do you like your coffee?
6 I'm afraid Sara couldn't come. She hurt her back yesterday.
7 Oh, dear. I've just spilt some wine.
8 I hope you have a good weekend.

12.6

1 I'm afraid I didn't catch your name.
It's Claire. Claire Hallan.
2 Eric, do you remember Antonio? He sends his regards.
Thank you. Do give him mine.
3 Do you mind if I open this window?
Not at all.
4 I hope the next programme goes well.
Thanks. I hope so too.
5 How do you like your coffee?
Black, one sugar, please.
6 I'm afraid Sara couldn't come. She hurt her back yesterday.
Oh, I'm sorry to hear that.
7 Oh, dear. I've just spilt some wine.
Never mind.
8 I hope you have a good weekend.
Thanks. The same to you.

12.7

P=Piet, R=Rosa, E=Eric, MF=María Ferrando,

1 P If you ask me, Eric, I'd say good food is definitely one of life's pleasures.
2 R That reminds me, María, Señor Pérez sends you his regards.
3 E As you say, Rosa, we've got a very busy year ahead.
4 P Talking of good wines, Eric, what was the name of that wine you recommended?
5 MF As I was saying, Rosa, I think Jean Leblanc would be ideal as consultant for the programme on France.

12.8

MF=María Ferrando, P=Piet, R=Rosa, E=Eric

MF Piet, Rosa, we really must be going. Thanks for a really enjoyable evening.
P We're very pleased you could both come.
MF And Eric, the food was wonderful.
R Yes, everyone's said how good it was, Eric.
E Thank you. Well, I must say after all that excitement I'm ready for a good night's sleep!
R Yes, me too. It's wonderful to know we've got the money to go ahead with the programmes, but now we've got to make all of them!
P Oh, Rosa, you and Eric are going to enjoy every minute of it, I mean, touring the world, eating the best food, meeting all sorts of interesting people—
R You make it sound like a holiday, Piet. It's going to be lots of hard work!
P Oh, I know, I know, Rosa. But I'm sure you'll manage to enjoy it, too? Just a little?
R Yes, of course!

12.9

1 I really must be getting back to the office. Thanks very much for inviting me out to lunch. I've really enjoyed it.
2 I think I understand the system now. Thank you very much for all your help. I really appreciate it.
3 I think I should get back to my hotel now as I'm leaving very early tomorrow morning. Thank you for a superb meal.
4 I must go now or I'll miss my plane. Thank you so much for all your hospitality. I've had a wonderful time and I'm really looking forward to seeing you again.

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