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General business VOCABULARY

TELL ME, WHAT ARE YOU?

In the Hollywood movie Big Night, one of the characters gives a definition of a businessperson.

Work with a partner. Discuss the definition below. Do you agree with him? Why — or why not? Compare your ideas with others in the class.

'I'm a businessman. I am anything I need to be at any time. Tell me, what exactly are you?'
YOU AND YOUR JOB
Work with a partner. Which of these is the main focus of your work? Explain why.

- your product
- customers
- money
- other people

YOU AND YOUR WORK
Work with a partner. Which of these best describes the kind of organisation that you work for? Give a few details.

- a multinational
- I don’t work for an organisation.
- a government body
- a medium-sized company
- a small business
- an institution

AN AVERAGE WORKER?
In this text, two American management writers try to define an ‘average worker’. Quickly scan the text and find the words which match these definitions:

1. an organisation that represents workers
2. a husband or wife
3. the age at which people normally stop working.

Work with a partner. Check your answers.

THE PROFILE
of today’s average worker looks something like this:

A thirty-four-year-old with two children and a working spouse
- who plans to work past retirement age
- who does not belong to a union
- who will accept some risk in exchange for the possibility of reward
- who will probably have a flexible work schedule.

Increasingly, that ‘average worker’ is a woman.

RE-INVENTING THE CORPORATION,
JOHN NAISBITT AND PATRICIA ABDURRANE

THE AVERAGE WORKER AND YOU
1. Work with a partner. Read the text carefully. Explain to your partner in what ways you are similar to the average worker. In what ways are you different?

2. Go round the class and take turns to explain what you have learnt about the other members of the class. (Don’t talk about yourself!)
GRAMMAR REVIEW

NORMALLY OR NOW?
1 Match the four questions on the left with four appropriate answers on the right.
   1. What do you do?
   2. What are you doing in this class?
   3. Where do you live?
   4. Where are you staying?
      a. In a hotel in the centre of town.
      b. I work for a large company.
      c. I'm learning English.
      d. I've got a house in New York.

2 Work with a partner. Look at the forms of the questions and explain why different tenses are used.

TWO BUSINESS FAILURES

1 Work with a partner. Listen and then answer the questions below.

The office
1. What does Bill Radcliffe normally do on Monday at this time?
2. What's happening this Monday?
3. What do you think is the story behind it?

The mobile phone
1. Where is the man?
2. Why is he calling Clara?
3. What do he and Clara do every month?
4. What do you think Clara says at the end of the call?

2 Work with a partner. Listen to the scenes again and notice the use of two tenses – one tense to talk about what is happening now and one tense to talk about what normally happens.

3 Work in small groups. How many examples of each tense can you remember from the tape?

CHECK

We use the present simple to talk about regular actions or normal situations.

I drive to work every day.

We use the present continuous to talk about a temporary situation or something that's happening now.

I'm driving a hired car this week.
I'm looking out of the window.

For more on these tenses, turn to page 141
Sculley and Jobs

Here is a conversation between John Sculley (at that time a top executive for Pepsi Cola) and Steve Jobs (at that time head of Apple Computers).

1 🐝 Work with a partner. Read the conversation. What do you think Steve Jobs wants John Sculley to do?

‘Steve, why are you talking to me?’ I asked. ‘Why don’t you go talk to somebody at IBM or Hewlett Packard? Why do you want someone out of the soft drink industry. I don’t know anything about computers.’

‘What we’re doing has never been done before,’ he said. ‘We’re trying to build a totally different kind of company and we need really great people.’

This extract comes from Odyssey, John Sculley’s story of his life at Pepsi and Apple.

2 Underline these verbs in the text. need try know do want

Work with a partner. Are these verbs talking about things which normally happen or things which are happening now? Why do you think those forms of the verbs are used?

CHECK

There are some verbs which are almost never used in the present continuous. Most of them come in these four categories:

1 Verbs of the mind, e.g. think, know, understand
2 Verbs of feeling, e.g. like, love, hate
3 Verbs of the senses, e.g. see, hear, taste
4 Verbs of wanting and possession, e.g. want, need, own.

For more on this, turn to page 141

PRACTICE

1 🐝 Work with a partner.

A: Look out of the window and answer B’s questions.

B: Ask questions about what is happening outside.

(What’s happening outside?
A man’s getting out of his car.
Where’s he going?
Into a shop.)

2 🐝 Work with a partner. Ask and answer questions on these subjects:

- your daily work routine (e.g. When do you arrive at work in the morning?)
- your main interests (e.g. What do you do at the weekend?)
- your holidays (e.g. Where do you usually go?).
AHoy! After the invention of the telephone in 1876, there was one immediate problem: what do you say when you answer it?

1 What four ways of answering the telephone are described here?

At first people were not sure how to respond to a ringing phone. Edison thought that callers should answer with ‘Ahoy!’... Others said ‘Yes!’ or ‘What?’ and many merely picked up the phone and listened hopefully.

Made in America, Bill Bryson

2 How do you answer the phone in English...

1 when you’re at work? 2 when you’re in a hotel room?
1 when you’re at home? 2 when your mobile phone rings?

Compare what you say with others.

Glengarry Glen Ross

The film Glengarry Glen Ross starts with a businessman called Sheldon Levene making a phone call. We don’t hear what the person on the other end of the line says, but you can probably guess.

1 Can you put the sentences below into the correct places in the dialogue?

1 Just a moment, please.
2 Can he call you back?
3 No, it’s me again.
4 No, I’m afraid he’s in a meeting.
5 No, I’m sorry he’s not here.
6 Hello. Dr Lowenstein’s office.
7 Is it urgent?
8 Could you tell me your name, please?
9 Hello.

RECEPTIONIST a _____________________________
LEVENE 1 Could I speak to Dr Lowenstein, please?
RECEPTIONIST b _____________________________
LEVENE 2 Well, it’s rather important. Could you get him for me?
RECEPTIONIST c _____________________________
(PAUSE)
RECEPTIONIST d _____________________________
LEVENE 3 Ah, doctor...
RECEPTIONIST e _____________________________
LEVENE 4 Well, could you get...?
RECEPTIONIST f _____________________________
LEVENE 5 What do you mean? He’s not there? I have to speak to him.
RECEPTIONIST g _____________________________
LEVENE 6 Yes, it is fairly urgent.
RECEPTIONIST h _____________________________
LEVENE 7 Mr Levene.
RECEPTIONIST i _____________________________
LEVENE 8 No, I can’t be reached. I’ll get back to him.
2 Look again at the film script and underline the phrases that Sheldon Levene uses ...
   1 ... to ask to speak to Dr Lowenstein.
   2 ... to say he'll phone again later.

**PHONE PHRASES**

1 In this table, make a summary of some telephoning phrases from the dialogue above. Compare your answers.

<table>
<thead>
<tr>
<th>Asking to speak to someone</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What you hear if the person is not available</td>
<td></td>
</tr>
<tr>
<td>Asking someone to wait</td>
<td></td>
</tr>
<tr>
<td>Asking for the other person’s name</td>
<td></td>
</tr>
<tr>
<td>Saying that you’ll phone again later</td>
<td></td>
</tr>
</tbody>
</table>

2 Think of at least one other phrase for each of the five functions above.

**PHONE ROLES**

Think of at least one other phrase for each of the five functions above.

1 **RECEPTIONIST**  Answer phone
   **CALLER**
   Ask to speak to Carlos
   Say that he’s in a meeting
   Say you’ll phone later

2 **RECEPTIONIST**  Answer phone
   **CALLER**
   Ask to speak to Carlos
   Ask caller to wait
   Ask caller’s name
   Give name

3 The caller urgently wants to speak to Carlos, but the receptionist knows that Carlos is busy and doesn’t want to speak on the phone.

*Glengarry Glen Ross* is a film about salesmen working in an American real estate office. It was written by the top American playwright, David Mamet.
THE RIGHT PERSON

Less than 30% of business calls get through to the right person at the first attempt. How difficult is it to get through to you at work?

1 Which of these do you have?

- a secretary
- answerphone
- voice mail
- a receptionist

2 Do you have other ways of not answering the phone yourself? Compare your answers in small groups.

PHONE VERBS

Phone conversations use a lot of phrasal verbs (verb + preposition).

1 Match the phrasal verbs in the column on the left to the phrases with similar meanings in the column on the right.

1 to get through  a to connect
2 to put through  b to be connected
3 to cut off      c to disconnect
4 to hang up     d to wait
5 to hold on     e to put down the receiver

2 What other phrasal verbs do you know that are often used on the phone?

NOT GETTING THROUGH!

1 Listen to the five telephone conversations. As you listen, make a note of the problems that George Coy faces in the box on the opposite page. (There is sometimes more than one problem per call.)

2 Compare your answers.
3 What questions do the speakers use to solve some of the problems? Write the questions next to the relevant problems.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation 1</td>
<td></td>
</tr>
<tr>
<td>Conversation 2</td>
<td></td>
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<tr>
<td>Conversation 3</td>
<td></td>
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<tr>
<td>Conversation 4</td>
<td></td>
</tr>
<tr>
<td>Conversation 5</td>
<td></td>
</tr>
</tbody>
</table>

4 Check your answers by listening again.

PHONE ROLES

Take turns to be the caller and the receptionist in these situations. Make sure that you finish each conversation in a satisfactory way.

- The caller wants to speak to Jane Williamson, but her line is busy.
- The caller wants to speak to George Aaranow, who, unfortunately, has left the company.
- The caller wants to speak to Dave Moss but it's difficult to hear because there is a lot of interference on the line.
- The caller wants to speak to Mrs Baylen, but gets a wrong number.
Culture and communication

A Tale of Two Cultures

The text below is about two very different cultures, British and Tibetan.

1. Read the story and answer these questions.
   1. What did the Tibetans think they were communicating?
   2. What did the British think the Tibetans were communicating?

When British soldiers entered the Forbidden City of Lhasa, Tibet, in the summer of 1904, their leader, Colonel Francis Younghusband, saw crowds of local people clapping and cheering. Colonel Younghusband thought it was a friendly welcome – but he was very wrong.

A Tibetan writer explained the other point of view:

‘When the British officers marched to the Tsuglakhang and other places, the inhabitants of Lhasa were displeased. They shouted and chanted to bring down rain, and made clapping gestures to repulse them. In the foreigner’s custom, these are seen as signs of welcome, so they took off their hats and said thank you.’

2. Do you know any similar stories? In groups, think of examples of common expressions or gestures in one culture which people from another culture might not understand.
Fons Trompenaars is a Dutch expert on business and culture. He interviewed over 15,000 business people in fifty countries to find out how culture affects business life. Here are a few of the questions that he asked.

### COMPANY CULTURE QUESTIONNAIRE

**Q.1 Emotion**

You are upset about something at your company. Do you show your emotions at work?

**Q.2 Respect**

Do you respect someone because of their family background?

**Q.3 Responsibility**

You are an employee of an engineering company and work as part of a team. Another team member makes a serious mistake while he is working on a piece of machinery for an important customer. Does the whole team take responsibility?

**Q.4 What makes a good manager?**

a) Does a good manager allow employees to work alone?

b) Does a good manager control everything?

**Q.5 Working life and private life**

Your boss asks you to help him paint his house at the weekend. Would you help him?

---

1. Work in small groups and discuss your answers, giving examples, when relevant.

2. Now turn to page 124 and compare your answers to the results of surveys of managers in several different countries. In your groups, discuss:

   1. Do any of the results surprise you?
   2. Can you see any general trends? What are they?
   3. What does this tell you about doing business in different cultures?
OBJECTIVE To practise introducing yourself and others

Introductions

INTRODUCING YOURSELF...

In this scene from the film *Glengarry Glen Ross*, an American salesman is talking to a customer in a bar.

1. Look at the script and underline the following:
   1. the phrase that Roma uses to give his name
   2. the phrase he uses to ask for the other person's name
   3. the formal phrase he uses to greet the other person.

Here, the real estate salesman Richard Roma is trying to sell a new house to James Lingk.

**ROMA** Hmmm ... It's been a long day. What are you drinking?
**LINGK** Gimlet.
**ROMA** Well, let's have a couple more. My name is Richard Roma. What's yours?
**LINGK** Lingk. James Lingk.
**ROMA** James. I'm glad to meet you. (They shake hands) I'm glad to meet you, James.

*Glengarry Glen Ross – David Mamet (Stage version)*

**GLOSSARY**

- **gimlet** a drink made of gin, lime and water
- **a couple** two

2. Work in small groups. What alternatives do you know for each of the three phrases that you have underlined?

ALTERNATIVE VERSIONS

Listen to the two alternative versions of a similar situation involving two men called Buxton and Roberts. Which one of these four sentences describes the first conversation and which one describes the second conversation?

1. Buxton already knows Roberts' name but this is the first time they have met.
2. Buxton and Roberts are old friends.
3. Buxton introduces himself to Roberts in a formal way.
4. Buxton and Roberts are meeting for the second time.
GREETING PHRASES

Now read these questions, listen again and write the answers in the right-hand column. Check your answers with others in the class.

Which phrase is a formal way to introduce yourself?

Which phrase is the answer to ‘How do you do?’

Which phrase do you say when you know someone’s name but you haven’t met them before?

Which phrase is a polite way of asking for someone’s name?

HAVE YOU MET ...?

Introduce yourselves in the following three situations.

A You are sitting in a bar. B sits down at the next chair.

A and B You are guests at a formal reception at an embassy.

A You are on a business trip to another country. B is waiting for you at the airport.

... AND INTRODUCING OTHER PEOPLE

This is the script for part of a scene from the Hollywood movie, Wall Street. Bud Fox is introducing his father to several people at the start of a meeting.

1 Read the scene below and answer these questions.
   1 How many people does Bud Fox introduce?
   2 Which person has met Bud’s father before?
   3 Who does Bud Fox introduce in the most formal way?

BUD Dad, I think you know Dr Wilmer.
DAD Since before you were born. How are you?
BUD Toni Carpenter, Flight Attendant.
CARPENTER How are you?
BUD And I want you to meet Mr Gekko.
GEKKO Hi, Mr Fox, it’s a pleasure to meet you.
BUD His Attorney, Mr Soul.
DAD How are you doing?

Glossary

Bud Fox (Charlie Sheen) introduces his father, played by Martin Sheen, to some of his business associates.

2 Underline the two phrases that Bud uses to introduce people in the scene.

3 In small groups, make a list of other ways of introducing people.

Pleased to Meet You!

Work in groups and take turns to introduce the other members of the group to each other. When introduced, greet each other in an appropriate way and carry on a conversation for a few minutes.
Company VOCABULARY

THE SHAMROCK ORGANISATION

The Irish management thinker, Charles Handy, believes that the traditional company is dying. In his book, *The Age of Unreason*, he says that today more and more people are working in a ‘shamrock organisation’.

Read this description of the shamrock organisation. Where in the shamrock are you?

The first leaf of the shamrock represents the organisation’s core workers. These employees are usually qualified professionals and managers. They work very long hours and, in return, receive high salaries and generous benefits.

Work that is not essential to the organisation goes to people in the second leaf of the shamrock. These people are normally self-employed and are specialists in certain kinds of work. They often sell their services to more than one organisation.

The third leaf of the shamrock is the flexible labour force — temporary and part-time workers. The organisation saves money because it only employs these people when it needs them.

ADVANTAGES AND DISADVANTAGES

1. Compare the shamrock organisation with a traditional company. What are the advantages and disadvantages of a shamrock organisation for the following?

<table>
<thead>
<tr>
<th></th>
<th>ADVANTAGE</th>
<th>DISADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the core workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the self-employed people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the flexible labour force</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Compare your lists with others in the class.
WORD FAMILIES

1 How many words on these two pages can you find that are derived from this word.

employment

Can you think of any other words in this word family?

2 Now, build word families for each of these words. (You can find some related words on these two pages.)

special a representative an organiser to manage

3 Compare your answers with others in the group.

A COMPANY REORGANISATION

A traditional oil company has decided to reorganise as a shamrock organisation in order to cut costs. Work in small groups and discuss these points. In each case, give your reasons.

1 Which of these jobs should you keep in the core?

accountant computer programmer lawyer
geologist chief executive officer
personnel manager secretary
company doctor

What other jobs should be in the core?

2 Is it better to use self-employed workers or a flexible labour force to do the non-core jobs?

3 Which of these functions should you keep in the core?

cleaning strategic planning training sales
catering administration travel bookings

4 Which non-core functions should be done by self-employed workers and which by a flexible force?

THE SHAMROCK AND YOU

1 How close is your company to a shamrock organisation? Describe the ways in which your companies use core workers, self-employed workers and a flexible labour force.

2 In the business world, which of the three groups do you think is growing most quickly? Give reasons for your opinion.
A JOB DESCRIPTION

Julian Lee is the general manager of a nuclear research institute. He is responsible for all aspects of running the institute, including managing the staff and organising the finances, but he is not a scientist.

BNC
NUCLEAR RESEARCH DIVISION

Julian Lee  General manager

West House, High Street, Leeds, LE1 4HF
Tel 0113-245 6267   Fax 0113-243 3123
e-mail julian.lee@bnc.res.

1 Which of the tasks below do you think he has to do and which of them doesn't he have to do?

<table>
<thead>
<tr>
<th>WHAT DOES HE HAVE TO DO?</th>
<th>WHAT DOESN'T HE HAVE TO DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>find new uses for radioactive material</td>
<td></td>
</tr>
<tr>
<td>recruit new staff</td>
<td></td>
</tr>
<tr>
<td>repair the equipment</td>
<td></td>
</tr>
<tr>
<td>conduct performance appraisals</td>
<td></td>
</tr>
<tr>
<td>prepare the budgets</td>
<td></td>
</tr>
<tr>
<td>check health and safety procedures</td>
<td></td>
</tr>
<tr>
<td>sell the institute's ideas in foreign markets</td>
<td></td>
</tr>
</tbody>
</table>

2 Compare your answers with a partner.

3 Check your answers with Julian Lee's own description of his job.

PRACTICE 1  Take turns to ask and answer questions about your obligations in your jobs. Start by asking about a few of the tasks above (e.g. Do you have to prepare the budgets?), then invent your own questions.
SAFETY PROCEDURES

On the tape, you'll hear Julian Lee talking to a new member of staff about health and safety procedures in the rest area of his institute. As you listen, answer these questions.

1. What do you have to do?
2. What don't you have to do?
3. What mustn't you do?

CHECK

You use have to or must to talk about an obligation, although, when talking about responsibilities, have to is more common, e.g.

You have to lock this door every evening at 18.00.

The negative form, don't have to is used when you don't have an obligation, e.g.

You don't have to arrive before 09.30.

But you use the negative form mustn't to talk about an obligation not to do something, e.g.

You mustn't drink alcohol during working hours.

For more on these grammar points, turn to page 135.

'DON'T HAVE TO' OR 'MUSTN'T'?

Now answer these questions.

1. There is a leak of radiation at the laboratory. What do you say?
   a. You mustn't go into the laboratory.
   b. You don't have to go into the laboratory.

2. You are helping a new researcher at the institute. What do you say about her lunch hour?
   a. You mustn't have lunch at the same time every day.
   b. You don't have to have lunch at the same time every day.

3. You want to leave some important papers on the floor in your office overnight. What do you tell the cleaner?

4. It's the end of the day and your secretary wants to go home. You give him/her some typing to do which is not urgent. What do you say to him/her?

PRACTICE 2

Talk about working conditions at your company (or at a company you know well). Tell each other about the following: dress code, smoking policy, working hours, alcohol policy, lunch times.
**Objective** To practise starting a meeting

---

**doing business Meetings**

**Preparing for a Meeting**

Michael Crichton is one of America's best-selling novelists. This is what he writes about how to behave at a meeting with a Japanese person.

1. Read the description and answer these questions about the text.
   - What does Michael Crichton say about...
     1. ... the best way to greet a Japanese person?
     2. ... being direct?
     3. ... your body language?

   'It'll help to be formal. Stand straight and keep your suit jacket buttoned at all times. If they bow to you, don't bow back – just give a little head nod. A foreigner will never master the etiquette of bowing. Don't even try.

   When you start to deal with the Japanese, remember that they don't like to negotiate. They find it too confrontational. In their own society, they avoid it wherever possible.

   Control your gestures. Keep your hands at your sides. The Japanese find big arm movements threatening. Speak slowly. Keep your voice calm and even.'

   *Rising Sun, Michael Crichton*

   This extract comes from the novel, Rising Sun. It tells the story of a police investigation into a murder at the head office of a Japanese company in the USA. It later became a film starring Wesley Snipes and Sean Connery.

2. What advice would you give to someone who is preparing for their first meeting in your country/countries?

**Kinds of Meeting**

Here are five situations which you could describe as 'meetings'.

1. Match each situation to one of the five meetings in the box.
   1. Several people trying to think of new ideas
   2. Two people talking in a corridor
   3. One person giving several other people information about a new project
   4. A boss talking to someone about his or her recent performance
   5. Several people having a regular meeting to discuss the way a project is developing.

2. Talk about the sorts of meeting that you have in your jobs.
FORMAL AND INFORMAL MEETINGS

1. Which of the meetings on page 20 do you think are normally formal and which are normally informal?

2. Work in small groups. Which of these things do you expect at a formal meeting and which at an informal meeting? Give examples for some of the meetings in the list above.

   - an agenda
   - matters arising
   - AOB
   - coffee
   - a chairperson
   - an objective
   - a time limit
   - minutes
   - any other business
   - briefing documents

3. Listen to the meeting. Tick the items in the box which they mention. Do you think that this is a formal or an informal meeting?

MEETING PHRASES

1. Here are six phrases that you heard in the meeting. Write them in the correct boxes.

   - What do you mean by that?
   - We're here today to sort out this mess.
   - Let's get down to business.
   - Are there any questions?
   - Can I say something here?
   - Can you repeat what you said about the money?

   To signal the start
   To introduce the objective
   To ask for questions
   To ask for clarification
   To ask for repetition
   To interrupt

2. Think of other appropriate phrases for the above table.

3. Listen again to the meeting on the recording and answer these questions.
   1. What do they have to decide at the meeting?
   2. What's the time limit for the meeting?
   3. How much money are they going to lose?
   4. Who is taking minutes?

MEETING ROLES

1. Work in small groups and have a series of short meetings. Take turns to be chairperson.

   The chairperson should choose the subject of the meeting and decide on things like a time limit, agenda, minutes, etc. At the beginning of each meeting he or she should do the following:

   1. Signal the start.
   2. Introduce the objective.
   3. Mention issues such as agenda, time limit as appropriate.
   4. Ask for questions.

   Others in the group should interrupt, ask for clarification, repetition, etc. as appropriate.
A COMPANY PROBLEM

Read this problem, then work in small groups and, briefly, discuss these questions.

1. What do you think – should employers do more to protect staff?
2. What solutions to the problem can you think of?

It is estimated that there is an assault on a retail employee during every minute of every day. Shoplifters make up 62% of this total – the rest are mostly drunks, drug addicts or angry customers. But few companies have any kind of strategy to deal with violence in the workplace. Should employers do more to protect staff against violence?

Management Today, May 1997

GLOSSARY

an assault a physical attack
a retail employee a shop worker
shoplifters people who steal goods from shops

A DISCUSSION

1. You will hear part of a meeting to discuss the problem above. Listen and answer these questions.
   1. What three suggestions are made to solve the problem?
   2. Who do you think has the strongest opinion?
   3. Which of these phrases does this person use to introduce his/her opinion?

   Have you thought about ... ?   Why don’t you ... ?   I think you should ...

2. What other phrases do you know to introduce an opinion?

MAKING YOUR POINT

1. Now you’ll hear three extracts from the same discussion. The speakers express the same opinions as before, but they use different phrases to introduce them. Work in small groups and discuss these points:
   1. Does the use of a different phrase make their opinions seem weaker, stronger or no different from the original meeting?
   2. When you’re giving an opinion, which do you think is more important – the words you choose or the way you choose to say them?
2

A Use one of the phrases above to introduce the same opinion in two (or more) different ways - in other words, express your opinion using your tone of voice, not the words themselves.

B Try to guess which is supposed to be the stronger opinion and which is the weaker.

Swap roles.

ASKING FOR AN OPINION

1 Listen again to the whole of the meeting about violence in the workplace. Make a note of the three phrases that Harriet (the chairperson) uses to ask for opinions.

2 Make a list of other similar phrases that you know.

MEETING ROLES 2

Work in groups of around 3–4 people and have meetings to discuss solutions to these two business problems.

Groups should take a few minutes to read the problem under discussion. Then, somebody should act as chairperson and begin the meeting in the way described in Meeting roles 1 (in Doing business 1).

---

Time for a smoke break?

The anti-smoking lobby continues. In the early 1980s less than 5% of UK companies had a policy towards smoking. Today, according to ASH (Action on Smoking and Health) nine out of 10 major companies have some code of practice on smoking in the workplace. But more than 25% of Britain's adults continue to smoke, so what attitude should the other employers take? Should they try to accommodate the needs of smokers as well as non-smokers? Or should they ban smoking completely?

---

Travel sick blues

Business travellers are making up to 15% more trips than a year ago. The constant time zone changes, time wasted in transit and frequent delays wear down many. What can the tired executive do about the problems of business travel? And under what circumstances can he or she simply say 'no' when asked to go on yet another trip?
HANSON'S EMPIRE

Between the early 1960s and the mid 1990s, two British businessmen, James Hanson and Gordon White, built a global business conglomerate with a value of over £10.5 billion. During that period they bought over 40 companies in the UK and the USA.

However, Gordon White died in August 1995 and a few months later the 74-year-old James Hanson decided to break up their empire.

Hanson wanted to divide his conglomerate into four groups of companies.

1. On the opposite page are details of eight of Hanson's major companies. You don't need to understand every word in the texts, but find the answers to these questions as quickly as possible:
   1. Which company owns power stations?
   2. Which company is interested in continental Europe?
   3. Which company's main customers are in the paint and paper industries?
   4. Which company had a flat turnover last year?
   5. Which company is the world's biggest private coal miner?
   6. What are aggregates?
   7. Which company is based in California?
   8. Which company produces polyethylene?
   9. Which company has nearly no international business?
  10. Which company is interested in power generation in Asia?

2. Now hold a meeting to decide what is the best way to divide the conglomerate into four groups of companies. Give your reasons. (N.B. You don't need to make four groups of two - a 'group' could be just one company.)

3. When you've reached a decision, compare your ideas with what James Hanson actually did (see page 124). What are the principles behind James Hanson's decision? How are they different from yours?
**Imperial Tobacco**

Imperial Tobacco is number two in the British cigarette market. Its operating profits are £350 million from sales of £780 million and it will soon have new factories that will make it even more efficient. But these profits are nearly all in the British market; it has almost no international business.

---

**Company name: SCM**
**Location: USA**
**Main product: Titanium oxide**
(a chemical used to make things white)
**Main customers: the paint and paper industries**
**Sales: £531 million**
**Future plans: to increase production capacity by 22% before 2000**

---

**EASTERN GROUP**

The Eastern Group has a number of power stations in the UK and makes most of its profits from electricity distribution in the south-east of England. It is also the UK’s fourth largest supplier of gas. Eastern’s management would like to develop international interests.

**Profits last year: £245 million**

---

**ARC**

ARC is the second largest producer of aggregates (rock, sand and gravel) in the UK. It is also second in coated stone for road construction. Despite a difficult construction market last year, ARC increased operating profits from £69 million to £84 million on flat turnover of £563 million.

---

**Company name: Cornerstone**
**Location: California, USA**
**Main product: aggregates**
(rock, sand & gravel)
**Turnover: £930 million**
**Profit: £50 million**

---

**PEABODY**

Peabody is the world’s largest private sector coal miner and a leading US distributor of propane gas. Hanson’s accounts show that St Louis-based Peabody had a difficult time last year. While profits rose from £149 million to £215 million, the underlying trend was down. Peabody is currently interested in power generation projects in Asia.

---

**HANSON BRICK**

Hanson Brick has about 30% of the UK brick market. Last year it increased its profits from £23 million to £38 million despite the difficult housing market. It is now turning its attention to continental Europe.

---

**QUANTUM**

Quantum is an American chemical company that specialises in plastics, in particular, polyethylene products. Last year it made operating profits of 30% on sales of £1.4 billion. However, it operates in a very unstable market and results will probably not be as good over the next few years.

---

Sources: *The Financial Times*, 31.1.96
*The Economist*, 3.2.96
Visitors

FIRST IMPRESSIONS

1. When you receive a visitor at your company, which of the following do you do?
   - hang his/her coat up
   - offer tea or coffee
   - exchange business cards
   - offer something to eat

2. Compare your answers. What else would you normally do at the beginning of a meeting with a visitor to your company?

OFFERS AND REQUESTS

This is a scene from the film *Other People’s Money*. Garfield, a financier, and his secretary, Harriet, are starting a meeting with a businesswoman called Mrs Sullivan.

1. Look at the script below and underline the following:
   1. the phrase to ask permission
   2. the phrase to request something
   3. the two phrases used to make an offer.

2. Compare your answers.

---

GARFIELD: Do you want a cup of coffee? A cup of tea? A glass of water?

SULLIVAN: You needn’t be sociable, Mr Garfield.

GARFIELD: Harriet, can I have a cup of coffee?

HARRIET: Yes, sir.

GARFIELD: Do you mind if I smoke?

SULLIVAN: I’d like to tell you why I’m here.

GARFIELD: Good. Shoot.

SULLIVAN: I’m here to plead for our company. I want to talk to you about hopes and dreams, traditions.

GARFIELD: Would you care for a doughnut, Mrs Sullivan?

---

GLOSSARY

- shoot
- to plead
- continue
- to ask for help

*Other People’s Money* is a comedy in which Danny Devito plays a tough New York financier.
3 Look again at the script and answer these questions.
   1 How would you describe Garfield’s relationship with Mrs Sullivan? Choose one or more
      adjectives from this box.
      friendly       unfriendly        formal        informal        tense         relaxed
      Give reasons for your choice of adjective(s).
   2 Which of the two phrases that Garfield uses to make an offer is more formal?

4 Now adapt the phrases you have underlined for the following situations:
   1 During a meeting you want to open the window.
   2 You notice that your guest’s coffee cup is empty.
   3 You want a glass of water.

5 What else can you say in these situations? Work in groups and try to think of three phrases
   for each situation in exercise 4.

BEING POLITE
In the script, Mrs Sullivan ignores Garfield’s questions.

1 What would she say, to be polite to him? Fill in the gaps.
   Do you want a cup of coffee? A cup of tea? A glass of water?

   Do you mind if I smoke?

   Would you care for a doughnut?

2 In your version of the conversation, which responses are positive and which are negative?

3 Now rewrite the conversation again, changing positive responses to negative ones and
   negative responses to positive ones.

WELCOMING ROLES
   Have conversations for the following three situations.
   A You are a visitor at B’s company. The meeting room is very hot and the windows are shut.
      You are both thirsty and there is no water on the table.
   B You are a visitor at A’s company. You are both at a buffet lunch. Offer/Ask for cold meat,
      salad, bread, wine and fruit juice, responding as appropriate.
   C Take turns to start a normal meeting with a visitor at your company.
A SUCCESSFUL INVESTOR? What do you think makes a successful investor? Rank the things in the box from 1 to 7. Add any other things which you think are important.

- a long-term strategy
- good luck
- courage
- caution
- quick thinking
- good timing
- good advice

THE TOP FOUR The UK's Independent newspaper of 19.9.96 described the four men below as the world's most successful investors.

- Read the profiles and decide which of the above qualities were most important for each of these four men.

Perhaps the most outstanding investor of recent times is WARREN BUFFET of Omaha, Nebraska. He started in 1956 with $100 and is today one of the world's richest men, with a personal fortune of more than $8.5 bn. He did it by careful, long-term investment in simple, mass-market companies. It's a strategy that has outperformed the Dow Jones industrial average in every year since 1956.

SIR JOHN TEMPLETON turned a £10,000 investment in 1954 into more than £300 m. He did this as a result of "investing at the time of maximum pessimism" - in other words, moving against current investment fashions. He bought when stock markets were lowest and sold when they rose.

SIR JAMES GOLDSMITH is worth around £1.15 bn. He made his money as an asset stripper, but he kept it because of his sense of timing. He anticipated the financial crash of 1974, the boom of the early 1980s and the great stock market crash of 1987.

GEORGE SOROS'S Curacao-based Quantum Fund has produced a return of almost 35 per cent a year over 26 years, the greatest growth fund in history. A stake of £1,000 invested with Soros in 1969 would be worth £2.15 m today. Most famously, Soros made £1 bn by selling sterling just before it was devalued (after leaving the European exchange rate mechanism), and then buying it back.
A FEW DEFINITIONS
Look again at the texts and match the underlined words to these definitions:
1 reduced in value
2 has done better than
3 thinking that whatever happens will be bad
4 money that is risked in a business
5 a sudden collapse
6 a person who buys an unsuccessful company, sells its most valuable parts and then closes it down.

GOOD TIMES ... / BAD TIMES ...
1 Look at the list of words and phrases on the right. Which are associated with success and which are associated with failure?

<table>
<thead>
<tr>
<th>SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>boom</td>
<td>crash</td>
</tr>
<tr>
<td>expansion</td>
<td>growth</td>
</tr>
<tr>
<td>decline</td>
<td>slump</td>
</tr>
<tr>
<td>recession</td>
<td>golden age</td>
</tr>
<tr>
<td>bull market</td>
<td>bear market</td>
</tr>
</tbody>
</table>

2 Add any other words or phrases that you can think of.

3 Mark which of these sentences are true and which are false.
   1 During the slump of the 1930s, there was a lot of unemployment and high inflation in many countries.
   2 The decline of the Japanese economy since World War Two has been extraordinary.
   3 The 1950s was a golden age for the American economy.
   4 The oil crisis of the 1970s led to a period of expansion for most Western countries.
   5 The 1987 stock market boom was the worst financial disaster for many years.
   6 Investment bankers made huge amounts of money during the bear market of the mid 1990s.

4 Replace one word in each of the false sentences with words from the list above to make true sentences.

5 Now use some of the words and phrases to talk about the following:
   1 the economy of your country over the past twenty years
   2 the history of your company.

SHARES AND CURRENCIES
1 Build two vocabulary networks around these topics:
   1 currency
   2 shares.

Use the words and phrases on the right and then add any others that you know.

<table>
<thead>
<tr>
<th>exchange rate</th>
<th>EMU stock market</th>
</tr>
</thead>
<tbody>
<tr>
<td>spot rate</td>
<td>yen</td>
</tr>
<tr>
<td>sterling</td>
<td>Nikkei Dow Jones</td>
</tr>
<tr>
<td>dividend</td>
<td>FTSE-100</td>
</tr>
</tbody>
</table>

2 Work in small groups and explain the meanings of the words and phrases.

INVESTMENT AND YOU
You have £1,000 to invest. Look again at the four successful investors opposite. Who would you give your money to? Explain why.
OBJECTIVE
Review of past simple and continuous tenses

GRAMMAR REVIEW

GORDON GEKKO'S FIRST DEAL

In this scene from the film Wall Street, Gordon Gekko describes his first successful business deal.

A) Do not read the text. Look at the left-hand column and put the verbs into the correct form to ask six questions.
B) Read the text.

Now, A should ask and B should answer the questions about Gordon Gekko's first deal.

1. What (he buy)?
2. When (he buy) it?
3. How long (he keep) it?
4. How much profit (he make)?
5. How (he feel) about it at that time?
6. How (he feel) about it now?

You see that building? I bought that building ten years ago – my first real estate* deal. Sold it two years later, made an $800,000 profit. It was better than sex. At that time I thought that was all the money in the world. Now, it's a day's pay.

* real estate (US) = property (UK)

PRACTICE 1

What was your most (or least) successful deal? It can be something from your business career or your personal life (e.g. buying and selling a car). Ask and answer questions about it.

CHECK

We use the past simple tense to talk about a finished action in the past which happened at a definite time.

I bought that building ten years ago.
The negative form is:
I didn't buy that building ten years ago.
And the question form is:
When did you buy that building?

For more on the past simple, turn to page 139.
Talking about the past

THE PAUL REICHMANN STORY

1 Listen to the story of one of the greatest property developers – Paul Reichmann and his company, Olympia & York.

2 Number these events in the order in which they happened.
   Work begins on Canary Wharf in East London.
   Paul Reichmann joins the family business.
   His company collapses with debts of $20 billion.
   He builds the World Financial Center in New York.
   He works on religious and educational projects in North Africa.
   He takes control of Canary Wharf again.
   The Reichmanns become the largest owners of property in New York.

3 Put the verbs in the story above into the correct tense – in the correct order.

4 Now listen to the Paul Reichmann story again and answer these questions.
   1 What was happening to the London property market when Olympia & York collapsed?
   2 What was Paul doing when his brothers started Olympia & York?
   3 What was Margaret Thatcher’s government trying to do in East London in the mid 80s?
   4 What was happening in New York when Olympia & York bought the Canary Wharf site?

CHECK

Two main tenses are used to tell the Paul Reichmann story:
- the past continuous, e.g. property markets were experiencing a slump
- the past simple, e.g. the company collapsed

Can you explain why these different tenses are used?
- For more on the past continuous and past simple, turn to page 138

PRACTICE 2

A Think of at least five questions to ask B about the Paul Reichmann story.

B Read the transcript of the Paul Reichmann story and get ready to answer A’s questions.

Now ask and answer the questions.
1 Write down the following in figures:
   Twenty-sixth of the twelfth ninety-four
   Nineteen eighty-nine
   Two and three-quarter billion
   Three point one four two eight five
   Ten to twelve
   Six to one
   Thirty love
   Five-sixteenths

2 Match each of the figures to one of these:
   gambling odds  a tennis score
   the time  a small measurement
   a birthday  in inches  Pi
   a year

Bill Gates' wealth in dollars in the mid-90s

Stress

When you listen, it's easy to confuse 60 with 16 or 40 with 14. One way to tell the difference is to listen for the stress.

1 Put a mark above the parts of these words which are stressed and then listen to the tape.
   thirty  thirteen  forty  fourteen

2 Listen to the next part of the tape and write down the sequence of figures that you hear.

3 Write down a sequence of numbers like 13 ... 30 ... 14 ... 40 and then dictate them to your partner.

Some accounting terms

Look at the two simplified accounting statements opposite. Find the terms which mean the following:

1 what a company owns
2 the total amount of sales
3 what a company owes
4 the profit made by the normal activities of a business
5 the goods which a business intends to sell to its customers.

Accounting roles

1
   A Look at the incomplete balance sheet. Ask B for the missing information.
   B Turn to page 124 and look at the balance sheet. Answer A's questions.

2
   B Look at the incomplete profit and loss account. Ask A for the missing information.
   A Turn to page 125 and look at the profit and loss account. Answer B's questions.
Moberly Electrics

Balance Sheet at March 31

Fixed Assets
- Land
- Buildings: £20,000
- Buildings: £50,000

Current Assets
- Stock
- Debtors: £5,000
- Cash: £50,000

Creditors
(falling due within 12 months)

Net Current Liabilities: (£40,000)

Total Assets Less
Current Liabilities

Capital

Profit and Loss Account for the Year to March 31

<table>
<thead>
<tr>
<th></th>
<th>This Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover</td>
<td>£200,000</td>
<td></td>
</tr>
<tr>
<td>Cost of sales</td>
<td></td>
<td>£180,000</td>
</tr>
<tr>
<td>Gross Profit</td>
<td></td>
<td>£60,000</td>
</tr>
<tr>
<td>Administration Costs</td>
<td>£15,000</td>
<td></td>
</tr>
<tr>
<td>Operating Profit</td>
<td></td>
<td>£40,000</td>
</tr>
</tbody>
</table>
OBJECTIVE To describe graphs and trends

2 doing business The language of graphs

BLACK MONDAY

1 Listen to the radio news report on the great stock market crash on 'Black Monday' and answer these questions.
1 What date was 'Black Monday'?
2 How much money was lost on the London market?
3 By how many points did the Dow Jones index fall?
4 What percentage was this?
5 When was the previous great stock market crash?
6 By how much did the market fall then?

2 Compare your answers and check by listening again.

UPS AND DOWNS

1 Complete the table with these verbs. Add any other appropriate verbs that you know.

<table>
<thead>
<tr>
<th>UP</th>
<th>DOWN</th>
<th>NO CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>to soar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

to stay the same to recover

to soar to dip to peak
to increase to stabilise
to hit the bottom to decrease
to fall to plunge to rise
2 Which of the verbs do you think best describe points 1 to 10 of this graph?

3 Listen again to the report on Black Monday and tick the verbs which the newsreader uses.

SOUND AND SPELLING ‘-ED’

The final -ed of regular verbs in the past simple tense is pronounced in three different ways.

1 Listen to the pronunciation of the three verbs in the column below and repeat what you hear.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>closed</td>
<td>increased</td>
<td>lasted</td>
</tr>
</tbody>
</table>

2 Now decide how to pronounce the final -ed of these verbs and write them in the appropriate column of the table above.

3 Compare your pronunciation of the verbs.

4 Check your answers.

THE DOW JONES INDEX

Here is a graph of the Dow Jones index on Black Monday. Use some of the language on this page to describe what happened.
Nick Leeson and the collapse of Barings

Read the story of Nick Leeson. Stop where indicated and discuss the questions in small groups.

1. Is it normal for large, well-established companies to collapse as the result of one person’s actions?
   - If not, why not? And if so, why?
   - Can you give another example of a similar event?

2. When a fairly junior member of a company is suddenly very successful, what do you think should be the management’s most appropriate response? Explain why.
   - a. delight
   - b. interest
   - c. curiosity
   - d. suspicion

3. Is Nick Leeson right – are the financial markets a gambling casino? Or are they a place for careful, responsible investment? What is your view?

4. What do you think was the best thing for Leeson to do in this situation?
   - a. Contact his bosses and explain everything.
   - b. Take a long holiday.
   - c. Continue ‘gambling’ in the hope that he would win the money back again.
   Can you think of any other options?

5. Who do you think was really responsible for this banking collapse: Nick Leeson or his bosses?

6. What kind of punishment do you think they deserved? Discuss the options in this table.

<table>
<thead>
<tr>
<th></th>
<th>LEESON</th>
<th>HIS BOSSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A fine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A prison sentence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Do you think that Leeson and his bosses were fairly treated? Give your reasons.
NICK LEESON AND THE COLLAPSE OF BARINGS

ON FEBRUARY 26 1995 the world was shocked by the news that Britain’s oldest bank, Barings, had collapsed. People were even more surprised when they learnt that it was due to the actions of just one man – a young trader called Nick Leeson.

Leeson had started working at Barings’ Singapore office in 1992, when he was 25 years old. Using the bank’s money, he bought and sold derivatives contracts – like futures and options – at SIMEX, the Singapore Monetary Exchange. This can be a very risky business, but Barings thought it knew what it was doing.

Leeson quickly became the star of the Singapore office and its profits from derivatives trading grew dramatically. His bosses in London were delighted. But they didn’t know the full story. In fact, while his huge profits appeared in the official reports, he was hiding his losses in a secret account. And his losses were much, much bigger!

The truth was that Nick Leeson had never behaved like an ordinary trader. He saw the financial markets as a gambling casino and, just like a losing gambler, he believed that he would win in the end. So, towards the end of 1994 he decided to solve his problems by making a very big gamble.

Leeson thought that the Tokyo stock market would remain fairly stable for the next few months. He knew that he could make a good profit from this situation by selling a special kind of option contract – so he sold thousands and thousands of them. But, unfortunately for Leeson, Japan was entering a very unstable period.

On 17 January 1995 a huge earthquake hit the industrial city of Kobe. In response, the Tokyo stock market plunged. Leeson’s gamble had gone badly wrong and Barings had lost a huge sum of money.

Leeson didn’t stop gambling. He believed that by spending an enormous amount of his bank’s money, he could control the market and save his position. But he was wrong. By February 23, he had lost more than £300 million and the game was over. The following day he and his wife flew to Malaysia for a holiday.

Back in London, Leeson’s bosses realised what had happened. Day by day, as the losses grew, it became clear that Barings was bankrupt. On March 6 it was sold to a Dutch bank for just £1.

On March 2 1995 Leeson was arrested by German police at Frankfurt airport on his way from Malaysia to the UK. He was later sentenced to six and a half years in a Singaporean jail. On May 1 of the same year, twenty-one members of Barings’ senior staff resigned or were sacked by the new owners.

NOTE

* Derivatives contracts are financial contracts which get (or 'derive') their value from the value of something else.
**OBJECTIVE** To start and develop conversations

**Breaking the ice**

**DO YOU COME HERE OFTEN?**

1. At your office, you meet a visitor. Here are five things that you could find out about this person. Think of two ways of asking about each thing. Compare your questions.
   - Name
   - Home town
   - Reason for visit
   - Length of stay
   - Interests

2. Listen to the conversation. In which order do the five subjects occur? Are any of the questions new to you? If so, make a note of them.

3. What other questions would you ask a visitor to your company? What questions wouldn't you ask?

---

**THE PLAYER**

In the film *The Player*, Griffin Mill, an executive at a Hollywood film studio, goes into his boss's office and meets a visitor.

1. Read the script and complete this profile of the visitor.

---

**PROFILE**

- **NAME**
- **HOME TOWN**
- **REASON FOR VISIT**
- **LENGTH OF STAY**
- **INTERESTS**

---

**LEVENSON** Griffin, I don't think you've met Reg Goldman. You know his father, Harvey.

**GRIFFIN** Yes, of course. Hi, Reg. You're from the bank in Boston.

**LEVENSON** Reg is out here for a couple of weeks.

**GRIFFIN** Great. Business or pleasure?

**REG** A little of both, I hope.

**LEVENSON** Reg is thinking of getting into production, Griffin.

**GRIFFIN** Oh, really?

**REG** It beats work, doesn't it, Griffin? I'd like to play some tennis though. Do you play tennis?

**GRIFFIN** No, no, no. I'm too busy.

---

**GLOSSARY**

- a couple of two
- it beats work it's better than work
Work in small groups. Look at the script again and talk about these questions.
1 How does Griffin ask about the reason for Reg’s visit?
2 Which phrase does Levenson use to introduce the reason for Reg’s visit?
3 Think of at least two other subjects that Griffin could talk to Reg about. What questions should he ask to do this?
4 Think of at least two subjects that it is a good idea to avoid in this situation.

THREE ICE BREAKERS

Try the following role plays. In each case, both people should ask and answer questions.

A You are in a sauna in a hotel, when B walks in. You have not met before. Start a conversation.

A You are at the departure gate of an airport, when you see B. You realise that you both work for the same multinational company. Have a two-minute conversation.

A During a business trip, you are sitting next to B in a ski lift, when it suddenly stops with the chair high above the ski slope. You think that B is attending the same conference as you. Have a three-minute conversation.
Marlboro is probably the most successful brand of cigarettes in the world. Its advertising and its image are famous in nearly every country.

But, what is special about Marlboro's image? Look at the Malboro advert and choose the two adjectives which you think describe it best.

- glamorous
- upmarket
- masculine
- luxurious
- functional
- downmarket
- feminine
- caring
- simple
- tough

What three other products could these adjectives describe?

But Marlboro hasn't always had its current image, as the text opposite explains.

1. Before you read, look at the italicised words in the text and match them to these definitions.
   - a person with an important job in the advertising business
   - a series of advertisements
   - to introduce a product to the market
   - the group of people that the company wants to buy the product
   - to make the product appeal to a different type of customer
   - a short phrase

2. Now read the text and answer these two questions:
   1. Who were Marlboro cigarettes originally for?
   2. How successful was Marlboro before the 1950s?

3. Can you think of other products which have been repositioned? Here are two ideas. Explain how their images and target markets have changed.
   1. Japanese cars (compare the 1960s with now)
   2. Running shoes (compare the 1970s with now)
SOUND AND SPELLING

In 1924, Philip Morris named Marlboro cigarettes after the English aristocrat, the Duke of Marlborough—but the company cut the final three letters from the name. That’s because ‘gh’ or ‘ugh’ are sometimes silent in English, as in this case. In some cases, though, it’s pronounced as ‘f’.

1 🎨 How do you pronounce these words?

Marlborough  through  tough  rough  cough  Edinburgh  although

2 🎨 Compare your answers with those you hear.

THE TARGET MARKET

1 🎨 Discuss which of these groups of people you think this Marlboro advertisement appeals to. Rank them from 1 (high) to 5 (low).

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DEFINITION</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>yuppies</td>
<td>young urban professionals with a high income</td>
<td></td>
</tr>
<tr>
<td>dinkies</td>
<td>couples with a double income and no kids</td>
<td></td>
</tr>
<tr>
<td>the green market</td>
<td>people who are concerned about the environment</td>
<td></td>
</tr>
<tr>
<td>blue collar workers</td>
<td>people who work with their hands</td>
<td></td>
</tr>
<tr>
<td>ethnic minorities</td>
<td>people who are of a different race from the majority of people in a country</td>
<td></td>
</tr>
</tbody>
</table>

2 🎨 Now discuss which target markets these brands are for: McDonald’s, Disney, Mercedes-Benz, Levi’s.

MARKETING AND YOU

🎨 Explain your answers to these questions:

1 What image does the most important product of your company (or one you know) have?
2 What is its target market?
3 How is it advertised?
**OBJECTIVE**  Review of present perfect and past simple tenses

---

**GRAMMAR REVIEW**

**HAVE YOU EVER ...?**

1. Look at these pairs of sentences. In each pair, put a line through the sentence which is *not* grammatically correct.

2. Compare your answers and explain your choices.

   1. a. Have you ever been to New York?
      
      b. Have you been to New York last week?
   2. a. Have you seen Frank yesterday?
      
      b. Did you see Frank yesterday?
   3. a. I haven't spoken to him since last year.
      
      b. I didn't speak to him since last year.
   4. a. I am here for half an hour.
      
      b. I have been here for half an hour.

---

**CHECK**

Notice that when you are talking about a period of time from the past up to the present, you use the present perfect.

*Have you done that work yet?*

When you are talking about a finished action at a definite time in the past, you use the past simple.

*When did you do it?*

---

**A LAUNCH CHECKLIST**

On the recording, a marketing manager called Kate Philips talks to her boss about the preparations for a product launch.

1. As you listen, put a tick or cross in the first column, to show if she has done each task. If she has done a task, make a note of when she did it in the second column.

2. Take turns to ask and answer questions about Kate’s checklist, using one of these two patterns:
   - Has Kate booked the flights?
     - No, she hasn’t.
   - Has Kate booked the flights?
     - Yes, she has.
     - When did she book them?
     - She booked them last week.

3. Why are different tenses used for the two questions in pattern 2?
From past to present

A PRODUCT LAUNCH
... BEFORE AND SINCE

Read this story about the invention of one of the most common products for the office and put the verbs in brackets into the correct tenses.

THE POST-IT® STORY

Over the past twenty years, the yellow Post-it® note (become) 1 has become a part of everyday office life around the world. But when the 3-M researcher, Dr Spencer Silver, (invent) 2 the Post-it® note in 1970, his company’s market research (show) 3 that there (be) 4 no market for such a product. In fact, 3-M (not launch) 5 it until 1980. However, since then the product (be) 6 an extraordinary success and (make) 7 millions of dollars for the company.

THE SEVEN MODERN WONDERS OF THE WORLD

In 1994, the magazine, The Economist, listed its seven modern wonders of the world (see pictures). Work in small groups and discuss these points, giving your reasons.

1 Which of these has had the biggest influence on our daily lives?
2 How has it changed our lives?
3 Which of these has had the biggest effect on business?
4 How has it changed business?
5 What other recent inventions have changed your life?
   What was life like before these products?
A PHOTOCOPIER
SALESMAN

Patrick Allen is a salesman for a photocopier company. He visits Mr Jones, the owner of a small business.

1. Listen to their conversation and answer these questions.
   1. What is Patrick offering free?
   2. What is he trying to sell?

2. Now listen again and answer these questions.
   1. Do you like Patrick Allen's style?
   2. Why? Why not? Make a list of its good and bad points.
   3. In Patrick Allen's situation, what would you do differently?

3. Compare your answers.

THE GODFATHER

The Godfather is a film about the New York Mafia. In the film, Sollazzo, a gangster, makes a business proposal to the man they call 'The Godfather', Don Corleone. Read the script and make a summary of the deal in the box at the top of the next page.

SOLLAZZO: Don Corleone, I need a man who has powerful friends. I need a million dollars in cash. I need, Don Corleone, those politicians that carry in your pocket like so many nickels and dimes.

DON CORLEONE: What is the interest for my family?

SOLLAZZO: 30%. In the first year, your end should be 3… 4 million dollars. And then it would go up.

DON CORLEONE: And what is the interest for the Tattaglia family?

SOLLAZZO: I'll take care of the Tattaglias... out of my share.

DON CORLEONE: So I receive 30% for finance, political influence and legal protection. That's what you're telling me.

SOLLAZZO: That's right.

DON CORLEONE: Why did you come to me? Why do I deserve this generosity?

SOLLAZZO: If you consider a million dollars in cash just finance... ti salute, Don Corleone.

THE GODFATHER (PART 1)

GLOSSARY

nickels and dimes
small American coins of not much value (5c. and 10c.)

your end
your return

the Tattaglia family
one of Don Corleone's big rivals

Marlon Brando plays Don Corleone, the boss of one of New York's top criminal organisations.
STRUCTURING A PROPOSAL

1. Now look again at the script and notice how the meeting is structured. In which order do these stages occur?
   - Don Corleone summarises.
   - Don Corleone asks what is in it for him.
   - Sollazzo says what he wants.
   - Sollazzo explains what he's offering.

2. Here is some of the language you can use for each of those four stages. Write the phrases and sentences in the appropriate boxes.

   **If you're making an offer ...**

<table>
<thead>
<tr>
<th>HOW TO SAY WHAT YOU WANT</th>
<th>HOW TO SAY WHAT YOU'RE OFFERING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **And if you're listening to an offer ...**

<table>
<thead>
<tr>
<th>HOW TO ASK ABOUT YOUR INTERESTS</th>
<th>HOW TO SUMMARISE THE DEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Add any other appropriate phrases that you know.

NEGOTIATING ROLES 1

- Use some of the phrases in the boxes to create your own version of Sollazzo and Don Corleone's meeting, following this structure:

   A
   1. Say what you want.
   2. Ask about A's interests.
   3. Say what you're offering.
   4. Summarise the deal.

   B
2 doing business Refusing and accepting

SAYING NO

1 In small groups, look again at the script from *The Godfather* in *Doing Business 1*. In Don Corleone's position, if you wanted to refuse Sollazzo's proposal, which of these phrases would you use?
   - I'm sorry, but that's out of the question.
   - I must say no to you and I'll give you my reasons.
   - I'm afraid we can't agree to that, but I hope to do business with you some other time.
   - I need some time to think about that.

2 Which of the above phrases is the strongest form of refusal?

3 Which phrase suggests the possibility of compromise?

4 Think of other phrases that Don Corleone could use to refuse the offer.

A REFUSAL

Now read what Don Corleone actually says in the script below.

1 Underline the phrase that he uses to refuse the offer.

2 How does he 'soften' this refusal? Find at least two ways.

DON CORLEONE

I said that I would see you because I heard that you were a serious man, to be treated with respect. But I must say no to you and I'll give you my reasons. It's true I have a lot of friends in politics, but they wouldn't be friends for very long if they knew my business was drugs and not gambling – which they regard as a harmless vice. But drugs is a dirty business ...

SOLLAZZO

Don Corleone ... 

DON CORLEONE

It doesn't make a difference to me what a man does for a living, you understand. But your business is a little dangerous ...

Glossary

a harmless vice

behaviour which is bad but not very dangerous

Don Corleone and Sollazzo shake hands at the end of their meeting
NEGOTIATING ROLES 2

1. Propose to B that you should go on holiday together to Spain for two weeks.
   B: Refuse. (Think of at least one way of 'softening' this refusal.)
2. Propose to A that you should plan an office party to celebrate your manager's promotion.
   A: Disagree.

SAVING YES

1. Some negotiators say that you should never accept the other person's first offer. Discuss. Why do you think they give this advice? Do you agree? (Where relevant, give examples from your own experience.)

2. Here are four ways of accepting a proposal. But which ones are unconditional acceptances and which allow space for a negotiation to develop?

   - I like the sound of the idea.
   - I think we have the basis of an understanding.
   - That seems like a reasonable offer.
   - OK, it's a deal.

3. How else can you accept a proposal?

FOUR ACCEPTANCES

You will hear four different ways of accepting an offer in the style of the Godfather. Which of these are definite acceptances and which leave room to negotiate? As you listen, tick the appropriate box.

<table>
<thead>
<tr>
<th>Acceptance</th>
<th>DEFINITE ACCEPTANCE</th>
<th>ROOM TO NEGOTIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NEGOTIATING ROLES 3

1. Find out what car B drives. Make an offer for it.
   B: Respond as appropriate!
2. Propose that A should provide finance for a small business that you want to start (you choose which kind of business).
   A: Respond as appropriate.
Take a quick look at the advert below and decide:

1. What product is this advertising?
2. Which two adjectives best describe its image?
3. What kind of person is this product for?

THE CAMERA FOR PEOPLE WHO TRAVEL LIGHT

Have you ever wanted a camera that will capture the truly great moments in your life? Are you looking for a camera that's as tough and adventurous as you are?

The new Melbolta 19C has been specially designed for people who lead an active life. One of the smallest, lightest 35mm cameras ever produced, the 19C is protected by a tough shock-proof case that means you can take it virtually anywhere. Its unique sports grip allows you to point and shoot one-handed, while its automatic focus and zoom make sure that you take great pictures - even when your mind's on other things!

For more information about the Melbolta 19C, zoom in on your local Melbolta dealer.

We dare you!
FEATURES AND BENEFITS

Before advertisers write an advertisement, they look at the important facts about the product (its features). After this they think about how they will help the customer (its benefits). They then write the advert based on its benefits.

Here is a description of some of the Melbolta 19C’s features.

1. Compare the list of features with the text of the advert opposite and discuss these points.
2. According to the advert, what benefits does each feature bring to customers?
3. What other benefits could each feature bring to customers?

CREATE YOUR OWN ADVERT

Write an advert for this running shoe, based on this information sheet. Try using the approach suggested underneath.

1. Use the camera advert opposite as a model and follow this procedure:

   1. **Target market**  Who do you want to sell these running shoes to? Think of at least five things about the kind of person who will buy them. (e.g. Age? Sex? Income? Social class? Interests?)

   2. **Image**  Now decide what kind of image you want to give to the shoes. Choose two adjectives to describe it and then think of a picture and a headline which will communicate this image immediately.

   3. **Create a need**  Think of the needs that this shoe will meet. Begin the advert with questions like:

      - Have you ever wanted ...
      - Are you looking for ...
      - Have you ever tried ...

   4. **Features and benefits**

      Here are five benefits of these running shoes. Match the benefits to the features listed in the information sheet.

      Now write a few sentences about the features and benefits of these shoes. You could use linking phrases like these:

      FEATURE means that ...
      FEATURE makes sure that ...
      FEATURE helps you to ...

      BENEFIT
      BENEFIT
      BENEFIT

   5. **The call to action**  End your advert by asking the reader to take some action. Here are a few ideas:

      For more information, write to this address ...
      Visit your local sports shop today.
      Buy them now, before it’s too late.

2. Compare your adverts with those of others in the class.
Arrangements

LOOK AT IT THIS WAY

At the bottom of the page is an extract from a novel by Justin Cartwright called *Look at it this Way* – a comedy about business life in London.

In the extract, Victoria, a senior manager at an advertising agency phones Timothy Curtiz, who is the star of a TV commercial for a credit card called American Eagle. They discuss the arrangements for the filming of the commercial.

Read the extract and answer these questions.

1. Why does Timothy Curtiz want to make the arrangement for the filming as soon as possible?
2. When do they make an arrangement for?
3. Have they met before?
4. Why is it funny when Timothy Curtiz says ‘Me too’?
5. Who will pay for their lunch?

‘Could you give me the dates as soon as possible, Victoria? My daughter is coming to visit.’
‘I’m afraid I don’t know yet. We’ll have to get the copy agreed, the director lined up and so on. Let’s say a month from now at the earliest.’
‘Try and bring a schedule when you come round with the copy.’
‘Right. I’ll get the men in suits working on it. I’m looking forward to meeting you.’
‘Me too,’ I said. ‘I mean I’m looking forward to meeting you, not me.’

She had a quick nervous laugh ... ‘Let’s have lunch. On American Eagle,’ she added.

GLOSSARY

- **copy**
  - the text of an advertisement
- **the director**
  - the person who has artistic control of the filming process
- **lined up**
  - arranged
- **the men in suits**
  - advertising slang to describe people who work in the non-creative side of the advertising industry
MAKING AN ARRANGEMENT

1. Here are five pairs of sentences which have roughly the same meaning. Underline the five phrases in the text which have the same meanings as each of the pairs.

1 Invitations
   a. Would you like to have lunch?
   b. I would be honoured if you would have lunch with me.

2 Arranging a time
   a. Tell me when it will be.
   b. Can we fix a time?

3 Suggesting a time
   a. How about a month from now?
   b. I will not be available until a month from now.

4 Being polite
   a. I anticipate our meeting with great pleasure.
   b. It'll be great to meet you.

5 Apologies
   a. I'm sorry. I can't tell you at the moment.
   b. I apologise. No one has informed me.

2 Although both sentences in each pair have similar meanings, one sentence in each pair is an appropriate replacement for a sentence in the text; the other one isn't. Decide which sentence in each pair is an appropriate replacement and explain why. (Think about being too formal/too informal, polite/impolite, etc.)

3 You will hear an imaginary alternative version of the conversation in the book. Listen and compare your choices.

4 Think of at least one new sentence that you could add to each of the five categories above.

MAKING EXCUSES

If you can't agree to an arrangement, you normally need to make an excuse or you may sound impolite. Here are two common excuses:

I'm sorry, I'm away that day.
I'm afraid I can't make Tuesday.

How many more excuses can you think of?

ARRANGING ROLES

A Invite B to lunch tomorrow.
B Accept the invitation.
A Arrange a time.
B Finish the conversation politely.

A Invite A for dinner tomorrow.
A Explain that you can't go.
B Suggest an alternative.
A Respond appropriately.
management

Management VOCABULARY

TRUE OR FALSE?
Read the article opposite about Ford and then decide whether these statements are true or false.
1 Ford's new boss had spent his whole career at Ford.
2 Ford's American and European working practices were very similar.
3 The Ford 2000 plan had a lot of problems.
4 The main aim of the Ford 2000 plan was to cut costs.

FORD 2000: A SUMMARY
When you've read about Ford 2000, look at this summary and replace the phrases in italics with words or phrases that are underlined in the text.

Ford is one of the world's most famous (1) companies which operate in many different countries. The project Ford 2000 was the (2) coming together of Ford's American and European operations. It involved great changes to the (3) way that management is organised, but it was more than just a change to the (4) diagram of the company hierarchy. Among other things, Ford hoped to get (5) lower costs due to the increase in the scale of production. The success of the project was partly due to the way that Ford's (6) boss communicated with the (7) people who work for the company.

1 ____________________________ 5 ____________________________
2 ____________________________ 6 ____________________________
3 ____________________________ 7 ____________________________

MANAGEMENT JARGON
1 Below are three pieces of management jargon which are used in the text. Try to explain what they mean.
   globalisation    re-engineering    change management

2 Match them to the three definitions.
   a way of completely reorganising a company which ignores both its past and present working practices
   b introduction of new ideas and new working practices
   c using the same products and methods in all parts of the world

3 What does the adjective 'Disneyesque' mean in the Ford 2000 text?

GLOBALISATION AND YOU
In small groups, discuss these points:
1 Do you think that this globalisation strategy has been a good idea for Ford?
2 Could a similar strategy be successful for your company (or one you know)?
ONE AFTERNOON IN 1993, 15 senior managers from Ford's American and European divisions met in London. At the head of the table sat Alex Trotman, an Englishman who had just become the company's chairman and chief executive officer.

Mr Trotman is a perfect example of a company man. His entire career had been at Ford, starting in 1955 as a clerk at one of its factories near London. But he was about to change Ford dramatically.

At the meeting, Mr Trotman introduced the 'Ford 2000' initiative which brought together the company's European business (sales: $23 billion) with its North American one ($105 billion). Since each continent had separate management structures, products, factories and ways of doing things, it was, in effect, a huge corporate merger.

Full-scale globalisation, like this, is a difficult thing to do. In theory, a company can get rid of lots of unnecessary duplication and benefit from huge economies of scale. But, in practice, things can easily go wrong.

One of the reasons that Ford 2000 went relatively smoothly was because Mr Trotman worked hard to involve his workforce. In a video shown to all Ford's 320,000 employees, he explained that Ford 2000 was not just a re-drawing of an organisation chart, but a whole new way of working. The aim was not just to cut costs and increase efficiency, but to produce cars to delight their customers.

Perhaps this seems like a Disneyesque approach to re-engineering a major multinational. But, by 1996, Ford had become a very different organisation.

How far have Ford's high hopes been realised? As an exercise in change management, Mr Trotman can claim considerable success, but there is a suspicion that Ford 2000 may be a solution to yesterday's problems rather than a great leap forward. As one leading analyst observed: 'All Ford 2000 is aimed at doing is solving a problem that they had created.'
OBJECTIVE Review of future tenses

GRAMMAR REVIEW

MANAGEMENT PLANS

1. Look at this conversation and underline the four verbs in the future tense.

MANAGER: OK. This is the plan. We’re going to launch our new product at the beginning of the year.
And we’re going to start the advertising campaign in early December.

SALESMAN: Sorry, John. When are we going to tell our main customers about this?

MANAGER: Good question. I’ll deal with that in a minute.

2. Two different future tenses are used above. Explain why.

CHECK

You can use both will (or ’ll) and going to to talk about a future intention.

Use will when you make your decision at the moment of speaking.

I’ll deal with that later.

Use going to when you have taken your decision in advance.

We’re going to launch our new product at the beginning of the year.

For more on the future tenses, turn to page 133.

A STAFF MEETING

1. Listen to some workers asking questions about a new management policy. They ask about these four issues. Put a tick next to the issues on which the manager has already made a decision and a cross next to the ones that he hasn’t.

redundancies
a new bonus scheme
health and safety
shorter hours

2. Compare your answers.

3. Listen again and notice the future form that the manager uses in each answer.

PRACTICE 1

Take turns to ask and answer these questions. When you answer, use going to if you have already taken a decision and will or won’t if you haven’t decided.

1. What are you going to do this weekend?
2. Where are you going to go on your next business trip?
3. What is your next car going to be?
4. Are you going to work late any night this week?

Now ask a few more questions about each other’s intentions.
**Talking about the future**

**THE FUTURE OF BUSINESS**

We can also use *will* or *won't* to talk about predictions. Here are some predictions by Professor John Kay of the London Business School about the future of business.

1. Complete the text with *will* or *won't*.

   In the future, there *won’t* be so many differences between the countries of the world and so companies *will* become even more international. New technology *will* create new opportunities. Personal space travel *will* be possible and a space tourism industry *will* develop. Meanwhile life *will* be so easy for some of today's top companies. For example, the oil industry and car manufacturing *will* almost certainly become less important. But some things *will* change. Children *will* have the same tastes and so companies like Coca-Cola and Disney *will* continue to be successful.

2. Discuss which predictions you agree with.

**PRACTICE 2**

Draw a line that represents your idea of the ups and downs of the past, present and future of your career. Put a cross to show where you are at the moment. It could look like this.

Show your line graph to your partner and ask and answer questions about the future. Ask questions like:

- *What are you going to do next year?*
- *What do you think you'll do after you retire?* etc.

**PRACTICE 3**

- Try the following activities.
  - A Explain briefly your view of the situation of your company in five years’ time.
  - B Ask at least three questions.
  - Swap roles.
THE FIRM
In the film *The Firm*, Tom Cruise plays the part of Mitch McDeere, a brilliant young lawyer with several job offers from America's leading law firms. At the end of a job interview with the partners (senior lawyers) of the law firm Bendini, Lambert & Locke, they give him a sealed envelope.

Read the scene below and answer these questions:
1. In the room, which of the characters is the boss?
2. The four men are pretending to be in a particular situation. What is it?
3. What is the salary offer?

**McDEERE** Do I open it here?
**McKNIGHT** Of course.
**BENDINI** Unless you can tell us what's in it. A lawyer worth that offer shouldn't have to open the envelope.
(Pause)
**McDEERE** Mr McKnight, you are the managing partner at Bendini, Lambert and Locke, is that correct?
**McKNIGHT** Yes.
**McDEERE** Did Mr Lambert as senior partner give you any instructions regarding my employment?
**McKNIGHT** He did.
**McDEERE** And Mr McKnight, do you usually follow Mr Lambert's instructions?
**QUINN** Objection. Vague, imprecise.
**BENDINI** Sustained.
**McDEERE** What precisely were those instructions?
**McKNIGHT** That you were in great demand and that I should make sure that we obtained your services before a bidding situation developed.
**McDEERE** How did you go about making certain?
**McKNIGHT** I bribed a clerk at the Harvard law placement centre for the exact amount of the highest offer ... and added 20%.

**GLOSSARY**
- objection
  a word that a lawyer uses in court to say that a question is not fair
- sustained
  a word used by a judge to show that s/he agrees with an objection
- a bidding situation
  a situation in which competing companies make higher and higher offers for something
- to bribe
  to buy information illegally
- the Harvard law placement centre
  an office at Harvard University that helps young lawyers to find jobs
OPEN AND CLOSED QUESTIONS

Closed questions ask for specific information. You can often answer with one piece of information or with Yes/No.

Open questions give people the chance to talk more freely. They often begin with What, Why, or How.

Look again at the film script and decide which of McDeere's questions are open and which are closed.

MEET THE STAFF

Lora, a new manager, is preparing for a series of individual meetings with the members of her new department. She wants to hear their opinions of recent changes in the company. Before the meetings, she makes a note of five things that she particularly wants to find out about.

1 Write the five questions that you would use to find out someone else's opinion on these five subjects. (They could be open or closed questions.)

new arrangements in the office
new management structure
morale in the department
training needs
the department's progress over the past year

2 Compare your questions. Which are open and which are closed?

3 1 Compare your questions to the manager's questions that you hear.
   2 Could the manager have been more effective in the meeting? How?

QUESTIONING ROLES

Try the following activities.

A Think of a product that you use every day, but don't tell B what it is.
B Try to find out what product A has thought of, but do not ask directly what the product is.

A Think of a job, but don't tell B what it is.
B Try to find out what job A has thought of without asking directly.
A JOB ADVERT

Read this job advertisement and answer these questions.

1. What kind of company is advertising?
2. Where is the job based?
3. What special skills are required?

AFRICA General manager

A large international energy company is looking for a general manager to run its east African office. Based in Nairobi, you will work closely with technical and operational specialists and play a leading role in all the company’s commercial activities in the region.

You should be a graduate with a working knowledge of English. You must also have excellent communicative and interpersonal skills.

In addition to a performance-related salary, we provide an attractive benefits package.

Please reply with c.v. to:
Nicholl Executive Search, PO Box 1997, London, UK

THREE CANDIDATES

In small groups, discuss which of these people you think would be the best candidate for the job. Give your reasons.

A 25-year-old graduate from Harvard Business School who grew up in Kenya.

A 35-year-old major in the South African army who is looking for a new career.

A 40-year-old communications consultant who has worked in 12 different countries.
PREPARING FOR AN INTERVIEW

To make its decision on the best person for the job, the company needs to find out about these four areas:

- the skills the candidates have
- their experience
- their personality
- their expectations

1. In groups, think of two or three questions to ask about each area.

2. Now look at the questions below. Which of the four areas is each of the questions asking about?
   1. Do you think that you're a natural communicator?
   2. What did you like most about your last job?
   3. How do you try to motivate the people that you manage?
   4. How do you spend your free time?
   5. What kind of job would you like to have in five years' time?
   6. Why did you leave your last job?
   7. What do you think are your weak points?
   8. How much do you expect to earn?

INTERVIEWING THE MAJOR

Now you will hear an interview with one of the candidates for the job.

1. Listen and then give the candidate marks out of ten in each of the four areas.
   - Skills
   - Experience
   - Personality
   - Expectations

2. Compare your marks with those of others in the group and discuss the differences. Would you give him the job?

INTERVIEWING ROLES

- A You are a senior manager who has recently joined B's company. You want to get to know B, so you invite B into your office to discuss a few personal and job-related questions.
- B Play yourself.

- A You are a journalist who is interviewing A for a magazine.
- B You are applying for the job below.
- A Play yourself.
- B Interview A.

SALESPEOPLE FOR YOUNG BIOTECH CO.

We are a biotechnology company based in Boston, Mass. and we are looking for new salespeople. You don't have to have specialist knowledge or years of experience. But you do need confidence, ambition and unlimited potential.

Do you have excellent communication skills? Do you have the right image for this young, thrusting organisation?

Then you could be the person for us!

Call 0101020 for an interview – right now!
The photo above shows a manager from the UK's Lloyds Bank getting a ballet lesson as part of his management development. What lessons can managers learn from ballerinas?

**THE X-Y TEST**

1. Look at these pairs of statements. In each case, decide which statement you agree with.
   1. a) People are lazy and don't like work.
      b) People have a psychological need to work.
   2. a) People need control and the threat of punishment in order to work effectively.
      b) People want to achieve objectives.
   3. a) Most people avoid responsibility.
      b) Under the right conditions, most people want responsibility.

2. Work in small groups and give examples from your own experience to support your choices.

**THEORY X AND THEORY Y**

The management thinker, Douglas McGregor, used the terms Theory X and Theory Y to define two different management cultures. If you chose two or more 'a's in the section above, you probably agree with Theory X. If you chose two or more 'b's, you agree with Theory Y.

Here are definitions of Theory X and Theory Y. Which definition applies to which theory?

Theory? ______ was based on traditional carrot and stick thinking. It said that work was a necessary evil to provide money.

More optimistically, Theory? ______ argued that people wanted and needed work.
Read these two descriptions of young people's experiences of American companies. In small groups, discuss which of the two theories best explains the management cultures in each.

1. Michael Lewis was a bond salesman for the American investment bank, Salomon Brothers, in the 1980s. Here he describes some advice he was given on his first training course.

**LEARNING**
to love your corporate culture

The man was telling us how to survive. ‘You’ve got to think of Salomon Brothers as like a jungle ... and the guy you end up working for is your jungle leader. Whether you succeed here or not depends on knowing how to survive in the jungle. You’ve got to learn from your boss. He’s key.’

2. Here one of America's top businessmen, Stanley Bing, describes a job interview with an enthusiastic young man.

**BOOGA-BOOGA!**

‘I'm looking for an entry-level position in corporate relations. Maybe corporate marketing, if I get lucky,’ he says. ‘Really?’ I say, ‘Out of the entire realm of human possibility, that’s what you want to do?’ I’m sorry. What twenty-four-year-old really and truly wants to be in corporate marketing, for God’s sake? The guy makes me want to stand up on my desk and yell, ‘Booga-booga!’ Instead, I say, ‘Didn’t you ever want to be a rock musician or a forest ranger or anything?’ There is no poetry in this dude. No soul. He makes me sad. I kick him out of my office.

**GLOSSARY**

realm area
dude American slang for ‘man’

**X, Y AND YOU**

Work in small groups.

1. Do you think that your company works according to Theory X or Theory Y? Explain your reasons.

2. Which of the two theories is most effective for motivating people in your industry? Again, explain your reasons.
In *Riding the Waves of Culture*, his book on cultural diversity in business, the Dutch writer Fons Trompenaars, shows how conversations develop in three different cultures. A and B are two people who are having a conversation. The black line shows when each one speaks, the spaces show when they are silent.

**Anglo-Saxon**

**Latin**

**Oriental**

1. What does the diagram tell you about conversations in different cultures? Decide which of these sentences are true and which are false.
   1. When speaking English, it is a good idea to leave long pauses.
   2. People in Latin cultures often interrupt each other.
   3. There are often short silences during conversations in Oriental cultures.
   4. In Anglo-Saxon cultures, people often interrupt each other.

2. Compare these ideas to your experience of conversations with people from the three cultures.

**REALLY?**

Here are five sentences that a friend might use to start a conversation with you.

1. Have you heard that the price of phone calls is going to fall dramatically?
2. Someone told me that we're all going to do our shopping by computer within a few years.
3. Apparently, an American company is taking bookings for holidays in space.
4. Did you know that scientists are developing ways of building skyscrapers out of diamonds?
5. I heard that Ferrari are bringing out a new sports car next year.
1. How would you respond to each of the five sentences? Choose from:

- disbelief
- interest
- surprise
- lack of interest
- enthusiasm

2. Listen to the way the woman responds to each sentence.
   1. Which sentence doesn't she believe?
   2. Which sentence does she find surprising?
   3. What are her reactions to the other sentences?

**REALLY ROLES**

- A: Say one of the sentences in the speech bubbles opposite.
- B: Say 'Really?' to express one of the five emotions already mentioned.
- A: Guess which emotion B is expressing.
- B: Swap roles.

**THAT'S INTERESTING**

Listen to the next part of the recording. This time the woman says more than 'Really'. Write down her responses and decide which of the five emotions above she is expressing.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>EMOTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINDING OUT MORE**

Here are two ways of developing a conversation further.

**PROBING**

You can use these phrases to ask for more information:
- So, what are you saying?
- What do you mean?
- Tell me more.

**RESTATING**

You can also repeat a part of what the other person has just said. For example:
- MAN: Have you heard that the price of phone calls is going to fall dramatically?
- WOMAN: Dramatically?
- MAN: Yes, you see ...?

Listen to the next conversation and, as you listen, answer these questions:

1. What information does the woman get by probing?
2. What information does she get by restating?
3. When does she lose interest?
4. How does she end the conversation?

**SOME INTERESTING ROLES**

- A: Tell B an interesting fact.
- B: Find out more by probing and restating.
- B: Swap roles.
the customer

Sales VOCABULARY

NINE QUALITIES

Here are nine things that you may need to be when dealing with customers. Which do you think are the most important? Rank them from 1 to 9.

WHAT THEY DON'T TEACH YOU

Mark McCormack is probably the most successful sports agent in the world. He represents the interests of hundreds of top sports stars. In his best-selling book, What They Don't Teach You At The Harvard Business School, he tells this story about dealing with a customer.

Which of the above nine qualities does he show? Explain why.

FOR SEVERAL YEARS, I had been trying to convince Andre Heiniger, the world-wide chairman of Rolex, to sponsor the construction of a new electronic scoreboard at Wimbledon, but he felt it was a waste of money.

I knew the only chance of changing his mind was to take him there, which I finally managed to do during one Wimbledon championship.

As we sat in the Royal Box, I could see him taking everything in: the elegance of the Centre Court, the excitement of the match, the beauty and the charm of this very special place.

When the match was over, Heiniger turned to me and made a slow sweeping gesture with his hand.

'This,' he said, 'is Rolex.'
SPONSORSHIP

1 Mark McCormack talks about four of Wimbledon's special qualities. What are they? Write them in the box below.

<table>
<thead>
<tr>
<th>WIMBLEDON</th>
<th>A PAVAROTTI CONCERT</th>
<th>THE WORLD CUP FINAL</th>
<th>A BOLSHOI BALLET</th>
<th>THE OSCAR CEREMONY</th>
</tr>
</thead>
</table>

2 Now think of at least two words that you associate with the other four events.

3 What kind of company do you think is the best sponsor for each of these events? Give your reasons.

4 What kind of event do you think that your company should sponsor? Again, give your reasons.

FROM COMPANY TO CUSTOMER ... Here are four activities that connect a business to its customers.

1 Match the number of the appropriate definition to each verb.
   1 to give goods to someone else in exchange for money
   2 to make something known to the public, for example in a newspaper or on television
   3 to supply goods in a particular area
   4 to pay for a show, broadcast, sports event, etc. in return for advertising

2 Work in groups and make as many words as you can from each verb and write them in the form of a network, like the example.

3 Ask and answer questions about the way your companies handle these six activities.
   (e.g. Do you do a lot of advertising? How do you distribute your products? How many salespeople do you have?)

McCORMACK AND YOU

In his book, Mark McCormack also makes these statements about dealing with customers.

'I can't imagine anyone being effective in business without having some insight into people.'

'All things being equal, people will buy from a friend.'

'Effective selling is directly tied to timing, patience and persistence.'

'Just as there is a right time to make a sale, there is a right place for it as well.'

1 Read them and then look again at his story about Andre Heiniger and Wimbledon. Which of these ideas does the story illustrate?

2 Do you agree with Mark McCormack's four statements? Give examples from your own experience to justify your opinions.
OBJECTIVE Review of the first and second conditional tenses

GRAMMAR REVIEW

A LOAN ADVISER

You will hear a loan adviser at a bank discussing the arrangements for a loan with a customer. As you listen, fill in the details on this form.

LOAN APPLICATION DETAILS

| Amount of loan | £ __________ |
| Period of loan | __________ |
| Total amount repayable | £ __________ |
| Monthly repayments | £ __________ |
| Loan protection scheme? | YES/NO |

FIRST OR SECOND CONDITIONAL?

Here are two sentences from the conversation on the tape.

1

Notice that different forms of the verb are used in the two sentences. Discuss why this is.

2

Listen again to the recording and fill in the gaps using the correct form of the verbs that are used.

1 If I __________ (borrow) £3000, how much __________ (I pay back)?
2 If you __________ (take) a three-year option, that __________ (be) £106 per month.
3 If you __________ (die), __________ (your family be able to) pay back this loan?
4 So if anything __________ (happen) to you, you __________ (not have to) worry about repayments.

3

Why are different forms of the verb used in these sentences?

CHECK

Here is a way of remembering the use of first and second conditional sentences in English.

First conditional

<table>
<thead>
<tr>
<th>REALISTIC CONDITION</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you do that, present simple</td>
<td>this will happen.</td>
</tr>
<tr>
<td>past simple</td>
<td>&quot;will&quot; future</td>
</tr>
</tbody>
</table>

Second conditional

<table>
<thead>
<tr>
<th>HYPOTHETICAL CONDITION</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you did that, past simple</td>
<td>this would happen.</td>
</tr>
<tr>
<td>&quot;would&quot; + verb</td>
<td></td>
</tr>
</tbody>
</table>

For more on first and second conditional sentences, turn to page 130.
**Conditionals**

**PRACTICE**

1. Put the verbs into the correct forms.
   1. What ________ (you do) if it ________ (rain) this weekend?
   2. What ________ (you do) if another company ________ (offer) you a job with a much bigger salary?
   3. What ________ (you do) if your boss ________ (ask) you to work late tomorrow?
   4. What ________ (you do) if you ________ (find) a burglar in your house after work this evening?
   5. What ________ (happen) to your company if the price of oil ________ (double)?

2. Which of the above are realistic and which are hypothetical speculations?

**ELISION**

When *will* or *would* are used to make questions, they are normally pronounced in full. However, in other situations, some sounds from these words can be left out – or 'elided'.

For example:

- **will** → ‘I, will not → won’t, would → ‘d, would not → wouldn’t**

1. Take turns to answer the five questions in Practice above, eliding the words when appropriate.

2. Check your answers.

**A MARKET DILEMMA**

1. At the moment, company A and company B both have a good position in the market. But both companies are worried that the other one will decide to cut its prices. This matrix sums up the position. Study it and complete these sentences.
   1. If company A cuts prices and company B doesn't, __________
   2. If company B cuts prices and company A doesn't, __________
   3. If neither company cuts prices, __________
   4. If both companies cut prices, __________

2. Discuss what you would do if you were one of the companies in this situation. Give your reasons.
WHY NEGOTIATE?
In small groups, discuss which of these statements you most agree with. Explain why.
- In any negotiation, you should always try to get the most for yourself.
- A negotiation is an opportunity to create a long-term business relationship.
- A negotiation should bring benefits to both sides.

HANDLING A DIFFICULT CUSTOMER
Patrick Ellis is an international expert on sales. Here are some of his ideas on handling a difficult situation with a customer.

1. Read the text and then, in small groups, discuss these points.
   1. Which of the three approaches do you think would be most effective? Give your reasons.
   2. Can you think of any other ways of dealing with the situation? Decide what you would say to this customer.

SITUATION
You are selling a product for £1800, but your customer only wants to pay £1500. Here are three things that you could say to the customer.

1. ‘If I were in your position, I would also want to get the best possible price. But we’re both in business to make a profit and we’re only talking about a £300 difference. If you meet me half way, I’ll work out a nice little deal for you. What do you say?’

2. ‘This is crazy. If we were criminals, we would try to help each other. But we’re not. We’re honest businesspeople and we can’t reach an agreement. Now I want to help you, so this is what I’ll do. I’m going to take a coin out of my pocket and toss it. You can call “Heads” or “Tails”. If you call correctly, I’ll give you the product for £1750. But if you call incorrectly, you’ll pay me the full price. How does that sound to you?’

3. ‘If you make me a reasonable offer, say £1750, then we can shake hands. If I accepted anything less, I wouldn’t make a profit. If you don’t want to pay that much for it then, I’m sorry, but I won’t sell it to you.’
2 Look again at the three solutions offered by Patrick Ellis and underline the eight conditional sentences that are used.

3 Which of these sentences describe hypothetical situations? Decide why these situations are hypothetical.

**A PHOTOCOPIER SALESMAN**

1 Listen and make a note of who says each of these sentences, then fill in the blank spaces with the correct forms of the verbs.

1 If you _________ (buy) this copier from me today, I _________ (give) you a two-year guarantee and 15% off the normal purchase price.

2 If I _________ (buy) a new photocopier now, my bank manager _________ (go) crazy.

3 What _________ (you say) if I offered you six months’ interest-free credit?

4 If you _________ (give) me a two-year guarantee, 15% off and six months’ interest-free credit, I _________ (take) one.

2 For each sentence, decide why different conditional forms are used.

**SALES ROLES**

A You want to buy a car. Its price is £9,000 but you only want to pay £8,000.

B You are a secondhand car salesman.

Look at these instructions, work out what you will say and then have the conversation.

**A**

1 Offers £8,000.

3 Offers £8,350. Condition: free car radio is included.

5 Offers £8,450. Condition: free car radio and a two-year guarantee.

7 Offers £8,500 cash. Condition: he can take the car that day.

**B**

2 Refuses offer.

4 Refuses offer.

6 Agrees to free car radio and two-year guarantee. Condition: £8,550 in cash.

8 Agrees.
In small groups, talk about these questions:

1. Why is it stupid to ask too much for a product?
   And - why is it stupid to ask too little?

2. Does this proverb tell you anything about good negotiating?

THE SKI PASS NEGOTIATION

You are on holiday with a friend at a ski resort in Colorado, USA. A lift pass at this resort costs $25 a day, but to avoid the long daily queues at the ticket office, you both decide to buy a ten-day ski pass for $200 at the beginning of your holiday.

Sadly, on the third day, your friend falls and breaks his leg. Early next morning, you go to the queue at the ticket office and try to sell the remaining seven days of your friend's pass for the best price you can get.

- A You are the person selling the pass.
- B You are waiting in the queue at the ticket office.

At the end of your negotiation, compare your results with those of others in the class.
THE ANTIQUE STALL
NEGOTIATION

A You want to buy a few things from this antique stall. Although the prices are clearly displayed, you think you can get a better deal.

B You are the owner of this antique stall.

Before starting the negotiation, A should turn to page 125 and B should turn to page 126.

At the end of your negotiations, compare what was bought and what was spent with other pairs in the class.
Four negotiating problems

Gavin Kennedy runs a consultancy firm specialising in negotiating and has written several books on the subject. In his book, *Everything Is Negotiable*, he asks his readers to solve a number of negotiating problems. Here are four of them.

**WHAT'S YOUR BEST PRICE?**

1 **Read this problem and make a list of pros and cons for each of the four possible solutions. Choose the solution which you think is best.**

You are a manufacturer of engine parts. After many cancellations, you have been given an interview with the boss of Europe's largest car firm. But he insists that you meet him at the airport a few minutes before he flies to Australia. This is your big chance! While walking towards passport control, he opens with a demand for your best price for a six-month contract to supply parts. What do you do?

- a) Give him your lowest price immediately.
- b) Start slightly higher than your lowest price.
- c) Start with a high price to give yourself room to negotiate.
- d) Say 'Have a nice flight!'

2 **Find a different partner and have the conversation between you and the car firm's boss.**

3 **Compare your ideas with Gavin Kennedy's solution to this problem on page 125.**

**GOING ROUND IN CIRCLES**

Read this problem and discuss what each solution communicates to the Japanese producer. Choose the solution which you think is best and then read Gavin Kennedy's thoughts on page 125.

You are in Tokyo negotiating for a long-term contract with a Japanese producer and the negotiations have been stuck for several days. It feels like you are going round in circles. What do you do?

- a) Wait for them to make the first move?
- b) Make a small concession.
- c) Change the subject entirely.
- d) Take a break.
DAMAGED GOODS

1. Choose your solution to this problem and then have the conversation between you and the manager of the bookshop.

You are in a bookshop, looking for a book to read on holiday. There are several copies of the book you want but one of them is slightly damaged. What do you do?
- a) Select a non-damaged copy.
- b) Take the damaged copy to the desk.
- c) Take the damaged copy and the non-damaged copy to the desk.

2. Discuss which solution gets the best result.

3. Again compare your ideas with those on page 125.

A SHARPLY-DRESSED MAN

1. Choose your solution to this problem and give your reasons.

You’re negotiating with a man who’s wearing a beautiful Savile Row suit, a gold Rolex watch and Gucci shoes. How do you rate his status?
- a) low
- b) high
- c) difficult to decide

2. Discuss what kind of clothes you would wear to an important negotiation. Give your reasons.

Gavin Kennedy’s ideas are on page 125.

FOLLOW-UP

When you’ve discussed all the problems and have read Gavin Kennedy’s suggestions, talk about these points:

1. Do you agree with Kennedy’s solutions to all the problems? Give your reasons.
2. What lessons about good negotiating is he trying to teach?
Restaurants

**MENUS**  It is often difficult to translate menus from one language into another. In this menu, there is at least one mistake in every line!

1. Find as many mistakes as you can. (It will probably help to use a dictionary.)

**RESTAURANT MENU**

**BEGINNERS**
- Asparagus soap
- Stuffed fungus
- Mixed things

**FEATHERED DISHES**
- Chicken's chest with tomatoes and cheese
- Little duck with the orange
- Roast peasant (hung)

**FLESH**
- Part of cow in cognac (enflamed by chef at the table)
- Slice of pig (heated)
- Boiled sheep pieces with root vegetables

**SEA FRUIT**
- Just dead lobster
- Grilled leg of salmon in sauce
- Peeled trout and nuts

**BUDDINGS**
- Ice cream (imposed from the USA!)
- A selection of fruit from the car

*All our main dishes are equipped with choice of salad or a selection of plucked vegetables*

2. Compare your findings with those of other people in the group. Can you guess what the items should be?

3. Which dishes on the menu do you still not understand? Think of questions that you could ask a waiter to find out more about them.

4. Compare your ideas with the correct version of the menu on page 125.
A FEW QUESTIONS ABOUT THE MENU

1 You'll hear two people talking to a waiter about the menu opposite. Listen and answer these questions.

1 Which three items do they ask about? Fill the gaps in these questions.
   - What do you mean by __________?
   - How exactly is the __________ cooked?
   - And what's a __________?
2 What does the waiter recommend?

2 Now listen again and answer these questions.

1 What is the first item they discuss normally called?
2 How is the second item cooked?
3 What's wrong with the third item?

PAYING

Read the story below about the end of a business dinner in a restaurant.

1 From this list, choose the most appropriate phrase for each step in the story.
   a Can I have a receipt, please?
   b OK. This is on me.
   c Do you accept credit cards?
   d No, really, I insist.
   e Can I have the bill, please?
   f Is service included?

<table>
<thead>
<tr>
<th>THE STORY</th>
<th>THE PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 At the end of the meal, he said that he would pay for everyone.</td>
<td></td>
</tr>
<tr>
<td>2 We said that he shouldn't pay for us all, but he didn't want to listen.</td>
<td></td>
</tr>
<tr>
<td>3 So, he asked the waiter for the bill.</td>
<td></td>
</tr>
<tr>
<td>4 When it arrived, it wasn't clear whether he should tip or not.</td>
<td></td>
</tr>
<tr>
<td>5 He looked in his wallet and found that he didn't have enough cash.</td>
<td></td>
</tr>
<tr>
<td>6 But, of course, he wasn't worried because his company was paying for everything.</td>
<td></td>
</tr>
</tbody>
</table>

2 Can you think of other phrases that you can use in each of the above situations?
Production

Production VOCABULARY

1 What makes an efficient production process? Here are seven things which could be important. Rank them from 1 to 7.

- large inventories of parts
- plenty of space
- good communication
- strict quality control
- fair division of labour amongst workers
- smooth flow of production through the factory
- good safety procedures

2 What other factors do you think are important in an efficient production process?

The Machine That Changed The World is a book that contains the results of a $5 million research project which examined the reasons for the success of Japanese car manufacturers.

Below is its description of two car factories: a General Motors plant at Framingham in the USA and a Toyota plant at Takaoka in Japan.

1 Read the text and make notes like those in the table on the opposite page, listing the differences between the Toyota and GM factories.

THE DIFFERENCES between Takaoka and Framingham are striking to anyone who understands the logic of lean production.

Toyotas philosophy about the amount of plant space is just the opposite of GMs at Framingham: Toyota believes there should be as little space as possible. This means that face-to-face communication among workers is easier, and there is little room to store inventories. GM, by contrast, believes that extra space is necessary so that people can work on vehicles which need repairs. They can also store the large inventories required for smooth production.

The final assembly line revealed further differences. Less than an hour's worth of inventory was next to each worker at Takaoka. The parts went on more smoothly and the worker tasks were better balanced, so that every worker worked at about the same pace. When a worker found a defective part, he sent it to the quality control area in order to obtain a replacement...

At Takaoka, each worker can pull a cord just above the work station to stop the line if any problem is found; at GM only senior managers can stop the line for any reason other than safety – although it stops frequently ... At Takaoka the line is almost never stopped.

At the end of the line the difference between lean and mass production was even more striking. At Takaoka, we observed almost no rework area at all. Almost every car was driven directly from the line to the boat or trucks taking cars to the buyer.

The Machine That Changed The World by Womack, Jones and Roos
GENERAL MOTORS | TOYOTA
---|---
lots of extra space | as little space as possible
room to do repairs | easy face-to-face communication

2 Discuss your lists.

A FEW DEFINITIONS

1 Explain the meanings of these expressions that you met in the text.
   - assembly line
   - work station
   - defective
   - rework area
   - lean production

2 Check your answers in a dictionary.

GM v. TOYOTA

Look again at your lists and make at least five sentences comparing GM with Toyota.

You can use the words *whereas* or *while* to make a comparison,
e.g. GM believes there should be plenty of plant space *whereas* while Toyota believes there should be as little space as possible.
or use comparative adjectives,
e.g. There is *more* plant space at GM.
Face-to-face communication is *easier* at Toyota.

PRODUCTION AND YOU

Now work in small groups and compare your company's production process to the system used by Toyota. (If you don't work for a manufacturing company, talk about any production process that you know e.g. making wine, pottery or even a wooden table!)

What lessons could your company learn from Toyota?
FACTORY CONDITIONS

1. Which of these sentences do you agree or disagree with?
   - Workers are more productive when music is being played in a factory.
   - Output is improved when conditions are made more comfortable for workers.
   - Less management time is wasted when managers spend more time talking face-to-face with factory workers.
   - Breaks should be taken at regular intervals, but production should not be interrupted at any other time.

2. Underline the verbs in the sentences above which are in the passive form.

THE HAWTHORNE EXPERIMENTS

In the Hawthorne Experiments, researchers tried to find out how working conditions affected productivity.

1. Listen to the description of the Hawthorne Experiments and complete this summary by putting the verbs in brackets into the correct passive form.

The Hawthorne Experiments

A SUMMARY

The Hawthorne experiments (1) …………… (conduct) by Elton Mayo in Chicago in the 1920s. More than 20,000 workers at Western Electric’s Hawthorne Plant (2) …………… (involve).

In the first experiment, lighting conditions in the Hawthorne factory (3) …………… (improve); in this case, it (4) …………… (find) that output also improved. In the second experiment, lighting conditions (5) …………… (make) worse. Unexpectedly, output went up again. Finally, lighting conditions in the factory (6) …………… (return) to normal. Much to Mayo’s surprise, once again, the workers’ productivity improved.

2. Check your summary by listening again.

THE HAWTHORNE EFFECT

1. Work in small groups. Discuss the explanation for the increases in productivity in the Hawthorne Experiments.

2. Compare your ideas with Elton Mayo’s interpretation of his experiments.
The passive of a verb is formed by using to be in the appropriate tense and adding the past participle of the verb.

For example:

Active | Passive
---|---
He is doing it. | It is being done (by him).
He will do it. | It will be done (by him).
He did it. | It was done (by him).

For more on passives, see page 137.

A HAMBURGER PRODUCTION PROCESS

This flow diagram is one way of showing a production process that might be used in a hamburger restaurant.

Take turns to describe each step in the process, using the passive form as appropriate.

COMPARING PROCESSES

1. Listen to the way that burgers are produced at a fictional hamburger restaurant.
2. Work in small groups. List the differences between the process in the flow chart and the process described on the tape. (Remember to use the passive as appropriate.)
3. Compare your lists with others in the class.

PRACTICE

Describe one of these processes:
- making a pizza
- changing the wheel of a car
- building a brick wall.
The South Korean company, Daewoo, was founded in 1967 and now employs more than 100,000 people. But its success hasn’t always come easily. In fact, some parts of this giant corporation have had many ups and downs.

Take turns to describe this bar chart year by year.

**THE OKPO SHIPYARD**

Read the story behind the Daewoo bar chart and answer these questions.

1. What was the condition of the shipyard when Kim Woo Chong took it over?
2. Why was 1986 a bad year?
3. Why was 1993 a great year for the company?

---

**Daewoo and the Okpo shipyard**

*Kim Woo Chong, the founder of the South Korean company, Daewoo, never really meant to get into the shipbuilding business.*

In fact, he only took over the giant shipyard at Okpo in 1978 as a result of government pressure. ‘I did not have a chance to say no,’ he explains.

At the time, only 30% of the shipyard had been built and the company was nearly bankrupt. Its problems got worse following the year when South Korea’s president, Park Chung Hee, was assassinated – an event which led to serious political instability in the country. On top of that, a slump in shipping in the early 80s caused a sharp fall in the price of ships.

Things improved slightly in 1982 due to an order for 12 large ships from US Lines. To cope, the shipyard’s workforce was increased dramatically. Then, in 1986, US Lines went bankrupt still owing Daewoo hundreds of millions of dollars. The company was again plunged into crisis.

In 1988, Daewoo’s losses were still rising, when Mr Kim worked out a rescue package. Hundreds of millions of dollars were invested in the company and the production process was completely reorganised. By 1991, things were getting slightly better and in 1993 the company won orders for 54 ships worth $2.8 billion – the largest number of new orders for any shipyard in the world!
**REASONS WHY**

1. Look again at the text and match these causes and effects.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. an order for 12 ships</td>
<td>a. a fall in the price of ships</td>
</tr>
<tr>
<td>2. government pressure</td>
<td>b. political instability</td>
</tr>
<tr>
<td>3. the president's assassination</td>
<td>c. Daewoo's takeover of the Okpo shipyard</td>
</tr>
<tr>
<td>4. a slump in shipping</td>
<td>d. the improvement in 1982</td>
</tr>
</tbody>
</table>

2. In the text, these four phrases link the above causes and effects together. Look at the text and decide which links a cause to an effect and which links an effect to a cause.

For example,

CAUSE → EFFECT

"The assassination of the president led to political instability ..."

3. Use the links to complete these sentences.

1. The shipyard's workforce increased in the early 80s **due to** the order for 12 ships.
2. The bankruptcy of US Lines **caused** the company's crisis in 1986.
3. Mr Kim's investment and reorganisation **led to** an improvement in 1991.

**REASON ROLES**

1. Look at this graph of Daewoo's sales. Try to explain its ups and downs over the period.

![Graph of Daewoo's sales]

2. Explain the ups and downs of your company (or a company you know well) over the past five years. Give reasons for what you describe.
WRITE IT OR SAY IT?

In business, is it better to write something down or to say it on the phone or in a meeting? Here are three reasons why you might prefer to write something down on paper:

- You don't want to speak to the other person.
- The material needs to be kept for future reference.
- You need proof that you have taken action.

Work in small groups. What other reasons would you add to the list?

TWO REPORTS

Work in pairs and compare the accident report form and the memo. Talk about these questions.

1. What is the difference in the content of the two?
2. What is the difference in style?

ACCIDENT REPORT FORM

1/8/98

Dear Bob,

I thought you should know that we've had a few problems on the night shift. I'm afraid that one of the lads has caught his arm in a machine. He went off to hospital - but it's nothing too serious. He's made a mess of the machine, though, I'm afraid. I had to shut the line down for a couple of hours, so we lost a fair amount of production last night.

We followed all the procedures, so there's nothing to worry about but I'll talk you through it when I get back to work this evening.

Alf

MEMORANDUM

Date 1.8.98

From Bob Russell, FACTORY MANAGER

To Cynthia Prytherch, PRODUCTION CONTROLLER

RE: Accident on production line

I have been informed that there was an accident at the factory last night involving a worker and one of our machines.

The man in question was taken to hospital, although I understand that he was not seriously hurt.

However, the machine was damaged and, as a result, the production line had to be shut down for two hours with a corresponding loss of production.

I have been assured that proper health and safety procedures were followed, but I am, of course, investigating the incident to see if any lessons can be learned.
COMPARING STYLES

Look at these pairs of phrases from the two documents.
1  a  I thought you should know ...
   b  I have been informed that ...
2  a  I had to shut the line down for a couple of hours.
   b  The production line had to be shut down for two hours.
3  a  We followed all the procedures, so there's nothing to worry about.
   b  I have been assured that proper health and safety procedures were followed.

In each case, Bob Russell has used the passive rather than the active form of the verb. This moves the focus of the sentence from the subject to the object.

1  Why do you think Bob Russell has done this? Here are a few ideas:
   1  He wants to give an 'official' impression.
   2  He wants to make it less personal or more formal.
   3  He doesn't know who the subject of the sentence was. (Or at least he wants to give that impression!)

2  What other examples of differences in style can you find?

WRITING ROLE

1  You are Angela's manager. How would you write to your manager to explain this situation?

```
Urgent Message

To  Mike  From  Angela
Date  10/8/98  No. of pages 1

Dear Mike,
I've done something terrible. You know the laptop computer? Well, I borrowed it from the office to do some work at home last night - and I left it on the train this morning. I called the railway company, but they say there's almost no chance of getting it back. What am I going to do?

Angela
```

2  Compare your memo with those of others in the class.
Building a team

A SUCCESSFUL TEAM

In his book *Key Management Ideas*, the management writer Stuart Crainer lists these five roles which, he says, contribute to a successful team.

1. Match the roles to these descriptions.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>CHARACTERIZED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>helps the team to solve problems by having ideas or finding resources from outside the team.</td>
</tr>
<tr>
<td>2</td>
<td>concentrates on the job. Gets it started, gets it done and makes sure that it's finished.</td>
</tr>
<tr>
<td>3</td>
<td>shows concern for the whole process and realism. Provides a balanced view of quality and time.</td>
</tr>
<tr>
<td>4</td>
<td>shows concern for individuals in the team and their progress.</td>
</tr>
<tr>
<td>5</td>
<td>provides specialist knowledge or experience.</td>
</tr>
</tbody>
</table>

CHARACTERIZED BY
- innovation, imagination, good at socializing and negotiating
- high energy, good at motivating others, attention to detail
- good judgement, critical thinking, good use of individual talents
- supportive and democratic approach, flexibility, concern for others
- dedication, high standards

2. Work in small groups. Which of these roles do you play in your job? Give at least two examples of things that you do, to support your answer.

BUILD YOUR OWN TEAM

Imagine that you have to put together a management team to run a new global media business with interests in interactive TV, pop music and digital publishing. The team will be responsible for the group's strategy as well as the day-to-day running of the group.

1. Read the profiles of the seven international personalities opposite and discuss what else you know about them and their business style.

2. Think of two adjectives to sum up each of them.

3. Work in small groups and decide which five of these seven people most closely match the five roles above. Do you think that the five people you've chosen would really work together successfully as a team? Give your reasons.

4. Compare your ideas with the rest of the class.
With interests in property, retail and TV, Italian tycoon Silvio Berlusconi, is one of Italy’s top businesspeople. But he has also proved that his skills are not limited to the commercial world. Not only is he the boss of AC Milan, one of Europe’s top football clubs, but, for a short period of time in 1994, he was even Italy’s Prime Minister!

Bill Gates started in the computer industry when he was at school and was a billionaire by the age of 31. A combination of technical brilliance and fiercely competitive business tactics quickly made him the most powerful man in Silicon Valley – but he wanted his company Microsoft to be more than just a software house and in recent years it has diversified into many new fields.

Since her first hit in 1981, Madonna has proved that she is more than just an ordinary pop star. She has had considerable success in film, video and publishing, while her business skills have helped her to become one of the highest-paid women in the world. (In 1992 she earned $40 million.)

In the business world, the Austrian, Nikki Lauda, has shown the same courage, dedication and attention to detail that once made him the world’s top Formula One racing driver. At his airline, Lauda Air, he is very much a ‘hands-on’ boss and even flies his own planes!

Akio Morita was one of the founders of Japan’s giant Sony corporation – and its boss for many years. He trained as an engineer and throughout his career he made sure that Sony was at the leading edge of technology. He also had a brilliant understanding of the market and was responsible for the success of the Sony Walkman.

Since it started in 1976, Anita Roddick’s Body Shop has grown from a one-woman business to become a multinational cosmetics company. Roddick is famous for not using advertising – instead she gets publicity through campaigns on international social and environmental issues.

Ted Turner launched the international TV news network CNN in 1980. Much of its success has been due to Turner’s bold risk-taking and tough, inspirational management. He once told his employees, ‘We’re on a pirate ship at sea. We’re going to go out and raid all the other ships on the ocean.’
**Mixing business and pleasure**

**CULTURE AND LUNCH**

Polly Platt is a consultant who specialises in helping people from different cultures to communicate. Read her description of a way of doing business and, in groups, discuss these questions.

‘If you have some time, go to a current art exhibition, so you can discuss it over lunch, which is where 80% of the deals are made. It’s important to realise that most of the conversation over lunch is not about business, it’s about culture, politics, people in the news. Very often, the business at hand is only brought up at the end of lunch, or on the walk back to the office.’

1. Which of the following countries do you think is being described: USA, Germany, Italy, Japan, UK, France?
2. Explain why you think this is the case.
3. Would you give this advice to a visitor to your country? In what ways would your advice be different?

**HIGH AND LOW CONTEXT**

When discussing the relationship between business and pleasure, business thinkers talk about the two kinds of culture described below. Read the two descriptions and then discuss the questions underneath.

**HIGH CONTEXT**

People from high context cultures believe that you need to get to know the other person before you can do business with them. So you begin by discussing general points and then move on to the specific detail of the business deal.

1. Which of the countries listed above do you think are high context and which do you think are low context?
2. How would you classify other countries that you have visited?
TOPICS OF CONVERSATION

When you go out for a business lunch or dinner, what do you expect to discuss? Here are a few ideas.

economics family only business
sport politics news art
people you know films

TALKING ABOUT INTERESTS

1. Listen to the first extract from a conversation between two businesspeople in a restaurant and answer these questions.

   1. Which of the topics of conversation in the box above is being discussed?
   2. Which three phrases from the list below are used in the conversation?
      a. How do you find that?
      b. Did you watch the news this morning?
      c. Have you seen the new Spielberg movie yet?
      d. What did you like about it?
      e. Are you interested in sport?
      f. What do you do in your spare time?
      g. What do you play?
      h. What do you think?

2. Write the letters of the three phrases that are used in the appropriate place in this table.

<table>
<thead>
<tr>
<th>INTRODUCTORY QUESTIONS</th>
<th>BEING MORE SPECIFIC</th>
<th>ASKING FOR AN OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Listen to the next two extracts from the conversation and write the letters of the remaining sentences above in the appropriate places in the table.

SOME MORE INTERESTING ROLES

Have the following conversations. Try to use this pattern:

   Introductory question → More specific question → An opinion

   A Ask B questions about how he or she spends their free time.
   B Ask A about a recent programme on TV.
   C Develop short conversations on at least two other interests, following the same pattern.
On the opposite page are extracts from speeches made by these four national leaders.

Match the politicians to their speeches and discuss the reasons for your choices. Turn to page 126 for the answers.

**WHO SAID THAT?**

**BILL CLINTON**
Bill Clinton – the Democrat politician from Arkansas who won his second term as American president in November 1996.

**TONY BLAIR**
Tony Blair became the UK's youngest prime minister of the twentieth century when his Labour party won the UK General Election in May 1997.

**VACLAV HAVEL**
After the end of Communism in Czechoslovakia in 1989, the playwright Vaclav Havel was elected as the country's new president.

**NELSON MANDELA**
Nelson Mandela spent twenty-seven years in prison, before becoming President of South Africa in 1994.
1 'So tonight let us resolve to build that bridge to the 21st century... Let us build a bridge... to break the cycle of poverty and dependence, to protect our environment for generations to come and to maintain our world leadership for peace and freedom.'

2 'The apartheid destruction of our subcontinent is incalculable. The fabric of family life of millions of my people has been shattered. Millions are homeless and unemployed. Our economy lies in ruins and our people are embroiled in political strife.'

3 'Our country is not flourishing. The enormous creative and spiritual potential of our nation is not being used sensibly. Entire branches of industry are producing goods which are of no interest to anyone, while we are lacking the things we need.'

4 'I certainly believe that when there is no overriding reason for preferring the public provision of goods and services... then the presumption should be that economic activity is best left to the private sector with market forces being fully encouraged to operate.'

GLOSSARY
- embroiled
- involved
- strife
- troubles
- overriding
- most important
- presumption
- principle

ECONOMIC PROBLEMS
Excerpts 1–3 describe some problems associated with the economy.

1 Which of these problems are described in each of the three extracts? Put the appropriate number in the box.

2 Write three sentences which summarise the first three extracts.

3 Compare your sentences in small groups and talk about the differences between them.

PUBLIC AND PRIVATE SECTORS
Extract 4 talks about the public (state) and private (commercial) sectors of an economy.

1 Match the terms in the left-hand column with the appropriate descriptions in the right-hand column.

| transport infrastructure | the army, navy and air force |
| utilities | payments for people who have retired from work |
| defence | help for people who are unemployed or very poor |
| pensions | the supply of gas, water, electricity |
| social security | road and railway networks, airports, etc. |

2 In your country, which of the above areas are in the public sector and which are in the private sector?

3 In small groups, discuss how you think the speaker of extract 4 would divide the items in the list between the public and private sectors.

THE ECONOMY AND YOU
In small groups, discuss these points.

1 What do you think is the biggest economic problem facing your country at the moment?

2 In your ideal economy, how would you divide the above list between the public and private sectors? Add other areas that you think are interesting for your discussion (e.g. health, education, telecommunications).
UK DEDUCTIONS

Here are some facts about the economy of the UK.

1 Match each fact with one of the deductions below.

- Nearly 50% of families with children have a computer; only around 20% of families without children have a computer.

- GDP rose between 1981 and 1990, fell for the next two years and then rose again in 1993.

- Nearly 1 million people enter Central London every morning between 7 a.m. and 10 a.m.

- The number of people in full-time education over the age of 16 has doubled since 1981.

1 It can't be easy travelling into Central London in the morning.
2 A lot of parents must buy computers for their children.
3 There must have been economic problems in the early 90s.
4 There can't have been very many college and university students in the early 80s.

2 Look at the form of the verbs in the four sentences. How do you make a positive deduction and how do you make a negative one?

CHECK

When you're making a deduction in a positive sentence, use must before the main verb.

A lot of parents must buy computers for their children.

In negative sentences or questions, use can't.

It can't be easy travelling into Central London in the morning.

For more on positive and negative deductions, see page 135.
MORE UK FACTS

In the box are some more facts about the economy of the UK.

Complete these sentences to make four deductions.

1. People _________ be earning more today than in the past.
2. There _________ a very high demand for houses in Northern Ireland.
3. Industrial relations _________ improved since 1984.
4. There _________ been quite a lot of inflation over that period.

TRINIDAD AND TOBAGO

What deductions can you make about the Caribbean islands of Trinidad and Tobago? Compare your deductions with those of others in the class.

- Trinidad and Tobago is an English-speaking country and is a member of the British Commonwealth.
- Oil accounts for 23% of GDP.
- Between 1985 and 1993, real GDP fell by 1.3%.
- Its murder rate is nearly as high as the USA.
- Its population density is 254 people per square kilometre.
- There is one TV for every 3 people.
- In the early 90s, its foreign debt was $2.2 billion.

PRACTICE

Work in small groups and write down a few unusual things to be found in your home or office. Then get others in the group to make a few deductions about you or your company.

Example: I've got a boomerang in my garage. → You must have been to Australia.
I always keep a towel in my desk drawer. → You must do sport at lunchtime.
This is what the American writer Steven Silbiger writes about presentations (or public speaking) in his book, *The Ten Day MBA*.

**THE MINI-COURSE ON PUBLIC SPEAKING**

1. Know your audience.  
   Their interests, attention span.

2. Know your own capabilities.  
   Can you deliver a joke?

   Detailed information is best delivered in print. 
   Speeches should deliver concept and motivate.

---

1. According to Steven Silbiger, are the following true or false?

- You shouldn't allow the audience to influence what you say.  
  [ ] True  [ ] False

- You should always use humour in your presentations.  
  [ ] True  [ ] False

- Presentations should be about ideas.  
  [ ] True  [ ] False

- There should always be lots of facts and figures.  
  [ ] True  [ ] False

- Presentations should inspire people.  
  [ ] True  [ ] False

2. Do you disagree with any of Stephen Silbiger’s points? What extra advice would you give to someone who is making a business presentation for the first time?
Nearly all speakers plan their presentations carefully. Here are three ways of preparing a presentation.

1. Practise the presentation beforehand and then deliver it without notes.
2. Give the presentation from notes.
3. Write the presentation in full and read it.

What are the pros and cons of each approach?

Would you prepare a presentation in one of these ways? If not, describe how you would do it.

Compare these two visual aids. Which do you think would be more effective on a screen during a presentation? Think about these points.

1. Which has more visual impact?
2. Which is easier to read?
3. Do you want people to read or to listen to you?

**Audience**

1. It is important that you know as much as possible about your audience.
2. You should try to find out who will be in the audience before the presentation starts. (Phone the organiser or speak to the boss!)
3. You should also try to find out whatever you can about their interests. (You don't want to make jokes about soccer in a room full of Americans!)
4. Think about their attention span. Make sure that you don't give them too much information or spend too long on a subject which they find boring.

**Audience**

Who are they?

What are they interested in?

What do they want to know?

When giving presentations, it is important to keep things as simple as possible. If you have got lots of detailed information, it is probably best to put it in print and allow people to read it either before or after the presentation. Presentations work best when they talk about ideas rather than facts. They can also be good for motivating and inspiring people. But, of course, that very much depends on your personal qualities!

Compare your visual aid with those of others in the class.
COMPARING PRESENTATIONS

1. Listen to the first presentation on the recording and, in small groups, discuss what is wrong with it. Make a list of your ideas.

2. Listen to the second presentation on the recording and discuss in what ways it is better.

STARTING A PRESENTATION

Listen to the second presentation again and answer these questions.

1. What is the purpose of the presentation?

2. These are the four main sections of the presentation. Put them in the correct order by completing the sentences underneath.
   a. some recommendations
   b. the current financial situation
   c. our prospects for the next twelve months
   d. our performance over the past year

Firstly, I want to talk about ____________________________
Secondly, I’d like to examine ____________________________
Thirdly, I’ll look at ____________________________
Finally, I’ll make ____________________________
When will the presenter answer questions?

Which of the phrases below does the presenter use to ...

a explain the purpose of the presentation
b describe the structure of the presentation
c say when she'll answer questions.

My main aim today is to tell you about our company’s financial position.
I’ll be happy to answer questions at the end of the presentation.
There are four parts to today’s presentation.
I’m here today to tell you about our company’s financial position.
I’ve divided my presentation into four parts.
I’ll take questions at the end.

Here are four phrases that you can use to link the sections of your presentation together. Which phrase would you use ...

1 ... before a summary?
2 ... before the conclusion?
3 ... between any two points?
4 ... to introduce a visual aid?

Right. Let’s recap, then.
Let's move on, shall we?
I’d like you to have a look at this.
I’d like to conclude by saying this.

Use some of the phrases above to practise starting two presentations, based on the notes below.

Greet audience
Purpose: talk about new working practices
Four parts:
1. Health and safety procedures
2. Security measures
3. Pay and conditions
4. Management meetings
Questions at the end
Introduce bar chart

Greet audience
Purpose: talk about a new marketing campaign
Three parts:
1. The product
2. The launch
3. Advertising and promotion
Questions during the presentation
Introduce graph
Is profit the only goal?

Business Goals

Is profit the only real goal of a company? In the United States, 47% say ‘Yes’, but most Japanese people think that other goals are more important. Work in small groups. Discuss these points:

1. Do you agree that profit is the only real goal of a company?

2. Here are some other possible goals of business. Circle the three which you think are the most important. Compare your choices.

- to protect the environment
- to provide a service
- to support government policies
- to make products for customers
- to develop new ideas
- to employ workers

3. Add any other goals to the list that you think are important.

What the Bosses Say

Here is what four businesspeople say about the priorities of their businesses. Read the extracts and discuss these points in small groups.

1. For each person, decide which of these groups of people is the most important:

- shareholders
- employees
- customers
- the community
- society
- management

2. Which person has the shortest term view of business?

John Akers

‘IBM exists to provide a return on invested capital to its stockholders.’

While John Akers was its boss, the American company IBM was the biggest computer company in the world. Akers left his job in January 1993.

Akio Morita

‘The investor and the employee are in the same position, but sometimes the employee is more important, because he will be there a long time, whereas an investor will often get in and out on a whim in order to make a profit.’

Akio Morita was the boss of Japan’s giant Sony Corporation. He introduced the Sony Walkman® to the world.
WALTER SCHUSser

‘Maximum profit for shareholders cannot be the essential aim of a company, because maximum profit today is not necessarily maximum profit for tomorrow. For us, economic performance and motivation are the basis of a company’s capacity to perform socially.’

Walter Schusser is Vice President of Human Resources Management and Development for the German company Siemens.

ANITA RODDICK

‘... the responsibility of business is not to create profits but to create organisations with a real commitment to the community. To do this business has to become a major educator of staff, customers and shareholders.’

Anita Roddick and her husband started the British cosmetics company, The Body Shop, in 1976. It now has over 1,500 shops in around 40 countries.

WRITE YOUR OWN CREDO

General Robert Wood Johnson, who was once president of the American cosmetics company, Johnson & Johnson, summed up his view of business in the company credo.

Johnson & Johnson

CREDO

Service to customers comes first

Service to employees and management comes second

Service to the community comes third

Service to stockholders comes last

1 Write a similar piece that sums up your view of business.

2 In small groups, compare your ‘credos’ and explain your thinking behind them.
Parties!

INVITATIONS AND REPLIES

Mr & Mrs Edward Connor
request the pleasure of your company
for dinner
at 97 Kensington Close
on Friday 13 February
7:30 for 8.00

Wednesday evening

Hugo,
Welcome to Rio! Hope you had a
good flight. Would you like to go out
for dinner on Friday night? Renata
and I can pick you up at reception
at around 7.00. We’re out of town
tomorrow, but you can fax me on
my home number!

Paulo

Martha - do you fancy
something to eat on Friday?
What about the wine bar
on the corner at 6.30?

Jethro

1 Use these sentences to make appropriate replies to the three invitations above.
(Two of the replies are refusals and one is an acceptance.)

Thank you very much for your kind invitation to dinner on Friday.
Dinner on Friday sounds great.
Thanks for the invitation.
I hope we get the chance to meet again some time soon.
Sorry, I can’t make it on Friday.
I’m looking forward to seeing you again.
Maybe another time?
With best wishes
I’m afraid that I will be unable to attend.

2 Now rewrite the three replies to make two acceptances and one refusal. Make any changes
that are necessary.

3 Compare your answers.
PARTY TALK

Here are some things your host might say as he or she introduces you to guests at a business party.

1. In response to each, choose two sentences from this list.
   - How are things?
   - Congratulations!
   - But it was delicious.
   - That must have been fascinating.
   - Did you get a chance to travel around the country?
   - How are you finding the job?
   - Where did you go?
   - No, thanks.
   - Pleased to meet you.
   - Good to see you again.

2. What other things could you say in this situation?

THE BONFIRE OF THE VANITIES

In his novel, *The Bonfire of the Vanities*, Tom Wolfe describes what happens when the Wall Street banker, Sherman McCoy, is invited to a formal dinner at an apartment on New York’s Fifth Avenue.

Read the extract and answer the two questions underneath.

Belatedly it occurred to Sherman that he should be talking to the woman on his left. Rawthrote, Mrs Rawthrote; who in the name of God was she? What could he say to her? He turned to his left — *and she was waiting*. She was staring straight at him, her laser eyes no more than eighteen inches from his face ... He opened his mouth ... he smiled ... he ransacked his brain for something to say ...

1. Which of these subjects do you think that Sherman should choose to start the conversation?
   - her job
   - another person/other people at the party
   - the food
   - any other ideas?

2. What two questions could you ask Mrs Rawthrote about your chosen subject? Compare your subjects and questions.

BONFIRE ROLES

1. Take turns to be Sherman and Mrs Rawthrote in the situation above and develop the conversation.

2. To find out what Sherman actually said, turn to page 126.
business ethics

Ethical Vocabulary

Law, Ethics and Common Sense

When you make judgements about business, you can use the law, you can use a set of moral principles (ethics), or you can use your own feelings (common sense). Here are some adjectives you can use when you're making these kinds of judgements.

<table>
<thead>
<tr>
<th>THE LAW</th>
<th>ETHICS</th>
<th>COMMON SENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>legal</td>
<td>moral</td>
<td>honest</td>
</tr>
<tr>
<td>just</td>
<td>ethical</td>
<td>fair</td>
</tr>
</tbody>
</table>

Add un-, im-, il- or dis- to the beginning of each adjective in the table to make words which have the opposite meaning and compare your answers.

The Law

1. Here are four activities which are against the law in many countries. Match each activity to its definition, by writing the appropriate letter in the middle column.

<table>
<thead>
<tr>
<th>CRIME</th>
<th>DEFINITION</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>bribery</td>
<td></td>
<td>to bribe</td>
</tr>
<tr>
<td>theft</td>
<td></td>
<td>to steal</td>
</tr>
<tr>
<td>fraud</td>
<td></td>
<td>to defraud</td>
</tr>
<tr>
<td>deception</td>
<td></td>
<td>to deceive</td>
</tr>
</tbody>
</table>

   a. the crime of taking someone's property
   b. making someone accept that something which is false or bad is true or good
   c. unfairly influencing someone by giving them money or gifts
   d. dishonest behaviour for the purpose of making money

2. Quickly read the text opposite and find one (or more) activity that could match each of the crimes above. (Remember that there is lots of room for interpretation in all legal systems!)

3. Compare your answers with a partner.

4. Which of the activities described opposite are illegal in your country/countries?

Ethics

1. Look again at the text and make a list of activities which you think are immoral.

2. Compare your lists and give reasons for your choices.

Common Sense

Are there any activities opposite which you think are not illegal or immoral but which shouldn't be allowed? Discuss your ideas with your partner and give your reasons.
This extract comes from Khoo Kheng-Hor's book *Sun Tzu and Management*. Sun Tzu was an ancient Chinese military strategist whose ideas are still seen as relevant to the modern business world.

This is the area commonly known as industrial espionage. Although some people have condemned such activities, my personal feeling is that all is fair in war. The following shows some of the ways one can obtain information from men who know the enemy position:

1. **Getting information from potential recruits**
   In the past when conducting job interviews, I found some applicants ... would often unknowingly or even deliberately become invaluable sources of information.

2. **Conducting false job interviews**
   Here the intention is not really to employ but rather to get the selected candidates to talk and hopefully reveal some useful information.

3. **Hiring people away from competitors**
   A deliberate 'headhunting' activity.

4. **Deliberately planting spies in a competitor's firm**
   There have been cases where a person leaves his organization to join a competitor for a while before returning to his original organization.

5. **Encouraging key customers to talk**
   From my experience, key customers such as my wholesalers and industrial buyers are always more than ready to talk.

6. **Interviewing competitors**
   A way of interviewing your competitors is to pretend to be a potential customer or supplier.

7. **Taking factory tours**
   Highly trained and observant engineers have been known to take in what they see and reproduce blueprints after visiting their competitors' factories.

8. **Taking competitors' products apart**
   Some companies spend years in research and development activities. But the moment they put a new product on the market, you can buy it, take it apart and improve on it.

9. **Buying competitors' garbage**
   A disgusting business but high returns for the enemy if one is not too careful what one throws into the wastepaper baskets!

---

**GLOSSARY**

- industrial espionage
- spying on another company
- blueprints
- plans
- garbage
- rubbish

---

**AND FINALLY ...**

1. Choose adjectives from the table on the opposite page to describe each of the nine activities on the list in the article.

2. Compare and discuss your conclusions with the rest of the class.
THE HOOVER FIASCO

1 Read this article about one of the biggest business mistakes of the 1990s and choose your answers to these two questions.

1 What would you have done if you had heard about Hoover's special offer?
   I would have ...
   ... ignored it.
   ... bought £100 vacuum cleaner and applied for free flights.
   ... bought £100 vacuum cleaner, applied for free flights and then sold the vacuum cleaner on the secondhand market.
   ... bought as many vacuum cleaners as possible and applied for as many free flights as possible.

2 If you had applied for free flights, but hadn't been given them, what would you have done?
   I would have ...
   ... ignored it.
   ... complained to the company.
   ... taken legal action.
   ... gone to a consumer advice organisation.

2 Explain the reasons for your choices.

CHECK

When you're speculating about something in the past that didn't happen, use this kind of construction (called a 'third conditional').

If I had heard about the offer, I would have bought a Hoover.
   past perfect  would + have + past participle

When you're talking about a possibility, use could or might instead of would.

I could have bought a hundred vacuum cleaners.

And when you're giving your opinion about the past or talking about an idea that you think is morally correct, use should.

I should never have stolen that vacuum cleaner.

For more on the third conditional, turn to page 130.
PRONUNCIATION

In normal speech, some of the sounds in third conditional sentences are elided (left out).

1. Listen to the three ways that this sentence is pronounced on the tape.
   If I had heard about the offer, I would have bought the vacuum cleaner.

2. Pronounce your answers to questions 1 and 2 in the Hoover section opposite in three different ways.

HOOVER'S REACTION

1. When Hoover realised that 600,000 people had applied for its special offer, what could the company have done? Listen to the two people on the tape discussing Hoover's options. Tick the ideas that they mention.
   1. say the special offer was a joke
   2. delay a decision for as long as possible
   3. offer a different (and cheaper) gift to all the applicants
   4. get legal help immediately
   5. give all the applicants their free flights
   6. offer one free flight instead of two
   7. apologise and say the offer was a mistake
   8. wait and forget

2. Write sentences from the ideas on the list, using the third conditional.

3. Explain what you would have done if you had been Hoover's boss in this situation.

THREE MORE BUSINESS PROBLEMS

Discuss these three real situations from business history. What would you have done in these business situations from the past? Compare your ideas with those of others in the class. To find out what actually happened, turn to page 126.

In 1846, an American called Elias Howe invented the sewing machine – but it seemed that in the USA no one wanted it. He travelled to England and tried to get people interested, but again he was a failure. However, when he returned to the USA he discovered that a man called Isaac Singer had stolen his patent, started a factory and was making a huge amount of money from his invention.

In 1983, Coca-Cola announced that it had changed the recipe of the best-selling soft drink in the world. Two months later research showed that 80% of people thought that the change had been a bad idea.

In 1990, the French company Perrier discovered that there were traces of a poisonous substance called benzene in some of its bottled water.

What would you have done, if you'd been Elias Howe?

What action would you have recommended if you had been a part of Coca-Cola's top management?

What do you think the company should have done in that situation?
The film *How To Get Ahead In Advertising* starts with part of a formal presentation given by an advertising executive called Bagley. The script below is from the middle of his presentation. Read it and answer these questions.

1. What are Best Company supermarkets worried about?
2. How would you describe the kind of food that Best Co sells?
3. What do you think that Best Co wants the advertising agency to do?
4. What is Bagley's opinion of the British sausage?

Let me try and clarify some of this for you. Best Company supermarkets are not interested in selling wholesome foods. They are not worried about the nation's health. What is concerning them is that the nation appears to be getting worried about its health. And that is what's worrying Best Co. Because Best Co wants to go on selling them what it always has, i.e., the white breads, baked beans, canned foods and that suppurring, fat-squirting little heart attack traditionally known as the British sausage. So, how can we help them with that?

Richard E. Grant as Bagley

Many business presenters introduce each step of their presentation.

1. Which one of the five things in the table below does Bagley introduce in the first line of the extract?

<table>
<thead>
<tr>
<th>a visual aid</th>
<th>a digression</th>
</tr>
</thead>
<tbody>
<tr>
<td>an example</td>
<td>an important opinion</td>
</tr>
<tr>
<td>a point of clarification</td>
<td></td>
</tr>
</tbody>
</table>

2. Match these four sentences to the remaining four things in the table.
   a. I'd like to give you an example.
   b. What I'm getting at is this.
   c. Let's have a look at this.
   d. To move off the point for a moment ...

3. Which of the above phrases would you use to introduce each of the four extracts on the recording?

4. Compare your answers.
A LIST OF THREE

1. Look at the script again and answer these questions.
   1. What two things are Best Co not concerned about?
   2. What are they concerned about?
   3. Why do you think that Bagley introduces his point in this way?

2. Listen to the next two extracts. Both speakers use a list of three in their presentations. Just like Bagley’s presentation, their lists follow this pattern: not x ... not y ... but z. Summarise what you hear in this table.

<table>
<thead>
<tr>
<th>SPEAKER 1</th>
<th>SPEAKER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not ...</td>
<td>Not ...</td>
</tr>
<tr>
<td>Not ...</td>
<td></td>
</tr>
<tr>
<td>But ...</td>
<td></td>
</tr>
</tbody>
</table>

3. Work with a partner and write a short paragraph using the not x, not y, but z pattern to express these ideas.
   1. Your company needs both excellent products and excellent customer service.
   2. Your company is offering its customers a discount of 50% on its main product.

RHETORICAL QUESTIONS

1. Both the extracts on the recording end with questions. One is a ‘rhetorical question’ – that the speaker answers; the other is a question for the audience. Listen again and decide which is which.

2. Look again at the end of the extract from Bagley’s presentation. What kind of question does he ask?

3. Return to the two lists of three you made above. Think of a question that you could use to conclude each list.

PRESENTATION ROLES

 council Use some of the phrases and ideas above to practise extracts from these two presentations, based on the notes below.

1. Signpost an example.

2. Use a list of three to say that in the past year your company has increased profits by 50%.

3. Ask a question about how this has been done.
In the film *Wall Street*, the New York financier, Gordon Gekko, makes a famous speech to the shareholders of a company called Teldar Paper.

1. Read the speech and then, working in pairs, try to sum up its message in your own words. (Don't worry if you can't understand every word: just try to summarise its general meaning.)

2. In small groups, discuss if you agree with Gekko's main idea.

**Glossary**
- for lack of a better word
- because there is no better word
- captures the essence
- sums up
- the upward surge
- the development
- you mark my words
- listen to what I say
- malfunctioning corporation
- a company that is not working properly

**Repetition**
Many speakers use repetition to help them put their message across. Look at Gekko's speech and find the following:

1. a word that is repeated
2. a pattern of words that is repeated
3. a sound that is repeated.
EMPHASIS

1 In English, speakers also use their voices to draw attention to the key ideas in their speeches. Underline the three words in this sentence that you would emphasise.
   ‘The point is, ladies and gentlemen, that greed, for lack of a better word, is good.’

2 Compare your ideas about emphasis with the way that the actor says the sentence.

3 Practise saying the above sentence out loud, in the same way as the actor on the tape.

PAUSES

1 Obviously, you need to make brief pauses while you talk, but how should you time your pauses? Which of these options would you choose?
   a Pause only when you need to breathe.
   b Pause at regular intervals.
   c Pause according to the meaning of what you say.

2 Here are three ways of pausing during part of the first sentence of the speech. Work in pairs and say them aloud to each other. Which way do you think is best?
   a greed for lack of a better word/ is good
   b greed/ for lack of a better word/ is good
   c greed for lack of a better / word/ is good

3 Check by listening again to how the actor pauses.

THE VOICE

1 What is the best way to stand so that you can speak in a relaxed way? Try saying a few words in these two positions.

2 Which of these three parts of the body does an actor imagine that the voice comes from? Try saying a few words while imagining that your voice is coming from each of these three places.

GEKKO ROLES

1 Look again at Gekko’s speech. Underline the key words that you want to emphasise and mark the places where you are going to pause. Now, work in groups and take turns to deliver Gekko’s speech while the other group members give feedback on your performance.
Levi Strauss & Co. is not just famous for the jeans and casual clothing that it makes. In the business world it is also known as a company that is run according to strict ethical principles. But, as Levi's Chief Executive, Robert D. Haas, says, doing business like this is not always easy.

'We are far from perfect. We are far from where we want to be. But the goal is out there and it is worth striving for.'

Here are two incidents from its recent history. Read them and then in small groups, discuss what you would have done.

**LEVI'S AND CHILD LABOUR**

1. Before you read the text, discuss these points.
   1. What are the arguments against the use of child labour?
   2. Are there any situations in which child labour is acceptable?

2. Now read the text and answer these questions.
   1. Why did child labour become an issue for Levi's in 1992?
   2. What are the arguments in favour of child labour in this situation?
   3. What would you have done, if you had been a member of the Levi's management team faced with this dilemma?

In 1992, to meet the requirements of its own ethical code, Levi's began taking action on child labour violations, by enforcing a ban on employment of children under the age of 14. Two Bangladeshi contractors admitted to Levi's that they hired children and agreed to fire them.

They also argued to Levi's officials, however, that the girls and boys provided their families' only economic support - most of them were the only children in large, single-parent families.

'We don't support child labour,' says Robert H. Dunn, Levi's corporate-communications and community-affairs chief. 'But our intention is not to have a devastating effect on families.'

Levi's could have ignored its code or it could have fired the kids...

Business Week, September 12, 1994

3. To find out what Levi's actually did, turn to page 126 and then, in small groups, discuss whether Levi's acted according to the principle in the Mission Statement above.
LEVI'S AND THE FACTORY CLOSURE

1. Before you read the text discuss these points in small groups.
   1. In business, whose interests are more important: a company's shareholders or its employees?
   2. Should a company manufacture its products in its own country or in the country which has the lowest costs?

2. Now read the text and answer these questions.
   1. Why did Levi's close its San Antonio factory?
   2. Does it matter that Levi's faced a storm of protest?
   3. What would you have done if you had been a member of Levi's management team in this situation?

The trouble began in January 1990, when Levi's management announced the closure of a large factory in San Antonio, Texas, which employed 1,115 workers. The factory, which had been purchased from another firm in the early 1980s, wasn't operating as efficiently as Levi's wanted, so the company decided to move its production to other US facilities and to subcontract to factories in Costa Rica, where labour costs were a fraction of those in San Antonio.

A senior vice-president from San Francisco delivered the news to San Antonio workers on the morning of January 17 and started a storm of protest that continued for years afterwards.

The Frontiers of Excellence, Robert Waterman

3. Again, to find out what Levi's actually did, turn to page 126. In small groups, discuss whether Levi's acted according to the principle in the Aspiration Statement above.

A PRESENTATION

1. Choose one of the two Levi's case studies as the basis for a short presentation. Your presentation could follow this pattern.
   1. introduction
   2. a brief summary of the case study
   3. a brief summary of the issues discussed by your group
   4. conclusion (your own views).

2. Work in small groups and take turns to give your presentations.
In the mid 1970s, the Saudi Arabian businessman, Adnan Khashoggi, became famous for his role in a major business scandal. It was said that in five years he received $106 million in commissions from the American company, Lockheed. Here is a brief description of his business style.

Read the article and then talk about these questions in small groups.
1. What do you think is meant by the idea that there is no distinction between business and hospitality? Do you agree?
2. How would you have reacted if you had been one of his visitors in Paris?
3. Can you think of any similar examples of this style of doing business?

Khashoggi's attitude to business and hospitality was that there was no basic distinction between the two ... In Paris his visitors would find themselves caught up in his 'cast of thousands' with attentive executives ... To some of the senior executives, Khashoggi showed a hospitality which seemed almost magical. A private plane just happened to be waiting at the airport to fly them to some resort: Khashoggi's yacht just happened to be waiting ...

The Observer, 14.3.76

1. Put these sentences into the appropriate column.
   a. Can I invite you to dinner this evening?
   b. This is a small token of our gratitude.
   c. Thank you. That's very kind of you.
   d. Thanks very much for everything.
   I'd like you to have this.
   e. That's very kind of you, but I must refuse.
   f. I'm sorry but my company doesn't allow me to accept gifts.
   g. Would you like to go to the concert tonight?

<table>
<thead>
<tr>
<th>INVITATIONS AND OFFERS</th>
<th>ACCEPTANCES</th>
<th>REFUSALS</th>
</tr>
</thead>
</table>

2. Can you think of any other appropriate phrases?

Sounding Polite

Listen to three short conversations based on some of the phrases above. Although all the speakers are using polite phrases, they sometimes sound rude. In each case, decide whether you think the speakers are being rude or polite.
Gifts and Ethics

You are on a business trip to visit one of your company's suppliers. Which of the things below would you accept and which would you refuse? Work in small groups and explain your reasons.

- Tickets for the opera
- A teddy bear for your child
- An invitation to a meal at the most expensive restaurant in town
- A case of wine
- A cash incentive

Giving Roles

Have five conversations based on the five gifts above. Take turns to offer/invite and accept/refuse, using the phrases above and others that you know. Then try to finish the conversation in an appropriate way.
A REVOLUTION IN BUSINESS

Tom Peters is probably the most influential management thinker in the world. He says we live in ‘crazy times’ and ‘crazy times call for crazy organizations’.

This painting shows what he thinks of a crazy organization.

In small groups discuss:
What does he mean? Think about these issues:

**power** creativity
communication control hierarchy

(Tom Peters’ explanation is on page 126.)

A REVOLUTION IN LANGUAGE

Major revolutions in the industrial or business world also produce changes in language. Here are some examples of the way the digital revolution is changing the English language.

Fill in the gaps using the definitions underneath.

<table>
<thead>
<tr>
<th>WORD</th>
<th>ORIGINAL MEANING</th>
<th>NEW MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>to boot</td>
<td>to kick</td>
<td>an error in a computer program</td>
</tr>
<tr>
<td>a bug</td>
<td></td>
<td>an insulting or unfriendly e-mail</td>
</tr>
<tr>
<td>to crack</td>
<td>to make something split</td>
<td></td>
</tr>
<tr>
<td>a flame</td>
<td></td>
<td>an entertainer who bites the heads off live chickens</td>
</tr>
<tr>
<td>a geek</td>
<td></td>
<td>a person who illegally copies software</td>
</tr>
<tr>
<td>a pirate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to surf</td>
<td></td>
<td>to ride on a board on the waves of the sea</td>
</tr>
</tbody>
</table>

- to move around the Internet
- a person who robs ships at sea
- to start a computer
- to break a computer code
- a small insect
- a red or yellow burning gas
- a rich successful person in the computer industry
1. Read what J.B. Morgan, the Chief executive of IBM UK wrote about the digital revolution.

'That we are in the midst of a new revolution must be obvious to everyone. There is a revolution in the technologies; ... There is a revolution in the services being offered; ... In many ways the communications revolution has only just begun.'

J.B. Morgan Chief Executive, IBM United Kingdom

2. In the gaps in the article above, J.B. Morgan listed the technologies and services which were in a state of revolution. Which of these do you think he called technologies and which did he call services? Write them in the appropriate column.

<table>
<thead>
<tr>
<th>Technologies</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>television</td>
<td>video-conferencing</td>
</tr>
<tr>
<td>interactive television</td>
<td>optical fibre</td>
</tr>
<tr>
<td>mobile radio</td>
<td>cable TV</td>
</tr>
<tr>
<td>digital telephony</td>
<td>the Internet</td>
</tr>
<tr>
<td>telephone marketing</td>
<td>satellite broadcasting</td>
</tr>
</tbody>
</table>

3. Add to the list other technologies and services which you think are in the middle of a revolution.

WORD STRESS

1. Listen to this phrase.

Notice that the main stress falls on 'soft', marked ' and the secondary stress falls on 'in' marked , .

2. Listen to the way the phrases above are stressed. Try to mark the main stress and secondary stress in each case.

3. Take turns to say the words to each other, getting the main stress and the secondary stress in the right place.

THE REVOLUTION AND YOU

1. Which technologies have had the biggest impact on your business life over recent years? Explain why.

2. Which technologies will have the greatest effect over the next ten years? Again, explain why.
A BAD PREDICTION

Many years ago, Thomas Watson, the founder of IBM, made this prediction.
'I think there is a world market for about five computers.'

How would you report this statement to another person?

Cross out the two sentences which you think are not correct.

I He says there is a world market for about five computers.
II He said there was a market for about five computers.
III He said there had been a market for about five computers.

CHECK

If the reporting verb is a past tense, the verb in the other clause moves one tense back.
'I'm leaving.' ⇒ He said he was leaving.
If you're talking about the future, use would in the other clause.
'I will see you tomorrow.' ⇒ He said he would see me tomorrow.
If the reporting verb is in the present, there's no change.
'I can't do it today.' ⇒ He says he can't do it today.

For more on reported speech, turn to page 144.

SOME MORE QUOTATIONS

1 Here are some more thoughts people have had in the past, on the digital world. Put them into reported speech.

The computer industry, as an industry, has never made a dime.

Peter Drucker, management thinker

THE WEB IS NOT GOING TO CHANGE THE WORLD, CERTAINLY NOT IN THE NEXT TEN YEARS.

2 Steve Jobs, the man who founded Apple

What's really exciting about the digital revolution is that everyone is going to have a computer.

Steven Holzmann, writer and digital entrepreneur

Finance is a pure information-processing game. A lot of people in the business are doing things that should be done by computers.

David Shaw, Wall Street financier and computer expert

2 Which of the quotations do you agree or disagree with? Explain why.
Reported speech

THE GEORGE LUCAS INTERVIEW

In an interview with Wired magazine, George Lucas, the film director and creator of Star Wars, talks about the impact of digital technology on the film industry.

1. Quickly read the interview and answer these questions.
   1. When will George Lucas make a digital movie?
   2. What advantage of digital movie-making is mentioned?
   3. How important is this development in the history of the film industry?

WIRED: Everything seems to be going digital. When do you expect to make a movie using just a video camera and no film?
LUCAS: In two or three years.
WIRED: The new films will be cheaper, too. What will your new Star Wars movies cost?
LUCAS: I'm hoping to do the new Star Wars films for between US$60 and US$70 million. These are maybe $120 to $140 million movies.
WIRED: That's amazing! How are you making it so cheaply?
LUCAS: The first film will be a big experiment. Some of it is going to work; some of it is not. We're going out there in a whole different style of film-making.
WIRED: Is this approach revolutionary?
LUCAS: Digital technology is the same revolution as adding sound to pictures and the same revolution as adding colour to pictures. Nothing more and nothing less.

George Lucas, film director and creator of Star Wars

2. Look again at the interview and make some sentences reporting the questions that the interviewer asked. e.g. The interviewer asked him when he expected to make a movie with just a video camera and no film.

3. Now make sentences reporting what George Lucas said. e.g. He said that he would make a digital movie in the next two or three years.

PRACTICE

1. Write a questionnaire of five or more questions, asking about the digital revolution (e.g. How has it affected your life? How will it change business over the next ten years?).
2. Visit someone from another 'pair' and take turns to ask and answer the questions on the questionnaire. Make notes on the other person's replies.
3. Return to your original pair and report back. (He said it hadn't changed his life much. She didn't think it would have a big effect on business.)
MICROSERFS is a novel about a group of young computer programmers who work for the giant software company, Microsoft. Here, one of the characters talks about his experience of e-mail.

1. Read the piece and answer these questions.
   1. Why are so many e-mail messages sent at Microsoft?
   2. What advantage does e-mail have over answerphone messages?
   3. How much of his e-mail does the writer read?

I've been thinking: I get way too many pieces of e-mail, about sixty a day. This is a typical number at Microsoft. E-mail is like highways — if you have them, traffic follows.

I'm an e-mail addict. Everybody at Microsoft is an addict. The future of e-mail usage is being pioneered right here. The cool thing with e-mail is when you send it, there's no possibility of connecting with the person on the other end. It's better than phone answering machines because, with them, the person on the other line might actually pick up the phone and you might have to talk.

Typically, everybody has about a 40% immediate cull rate — those pieces of mail you can delete immediately because of a frivolous tag line. What you read of the remaining 60% depends on how much of a life you have. The less of a life, the more mail you read.

2. How does this compare with your experience of e-mail? Talk about these questions.
   1. How many pieces of e-mail do you get a day?
   2. What percentage of this is useful to you?
   3. What percentage of your messages do you delete immediately?
   4. What percentage do you read?
   5. What percentage do you save?
   6. Do you prefer to write an e-mail or to leave an answerphone message? Explain why.

E-MAIL AND CHANGE

1. How do you think that e-mail has changed business life? Choose the statement from each of these pairs which comes closest to your opinion.

   e-mail saves time:
   It wastes time.

   e-mail means that people spend more time at their desks:
   It allows people to have a more flexible working life.

   e-mail is now more important than the telephone:
   It could never be more important than the telephone.

2. In small groups, compare your choices.

3. What do you think are the three most important ways in which e-mail has changed the way we work?
Listen to two professional people talking about the effect of e-mail on business life.

1 Which of the above six statements you have just discussed do you think that each of them would agree or disagree with?

Alan Davies is an information technology trainer for the oil company, Shell International.

Susan Fearn is a radio producer for the international broadcasting organisation, BBC World Service.

2 Who said each of the things below?
   - When I first started using e-mail back in '86, I really just used it to transmit simple text messages.
   - I understand that some organisations are establishing e-mail filters.
   - This product is not just text, it is digital information.
   - In my view, e-mail is very definitely a mixed blessing.
   - Probably 75% of the e-mails that I get are not directly relevant.
   - The other thing that is happening now is the mobile office.

Check your answers by listening again.

E-MAIL AND YOU

1 In small groups, discuss what you think are the advantages and disadvantages of e-mail.

2 Write an e-mail message of no more than 100 words summarising your view of the way that e-mail is changing working life.

3 Compare your messages.
EFFECTIVE WRITING

There are no rules for writing e-mail messages in English. But it will probably help if you write clearly and concisely. However, the English writer, George Orwell, gave these rules for writing effectively.

1. Read the rules and then check your comprehension with the true/false activity.

THE RULES OF EFFECTIVE WRITING

Never use a metaphor, simile or other figure of speech which you are used to seeing in print.

Never use a long word when a short one will do.

If it is possible to cut a word out, always cut it out.

Never use the passive where you can use the active.

Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.

Break any of these rules sooner than say anything outright barbarous.

George Orwell

True or false?

1. Use clichés as often as possible.
2. Try to use short words.
3. Delete words where possible.
4. Base your sentences on this word order: subject – verb – object.
5. Avoid ordinary everyday English.
6. Never break any of these rules.

2. According to Orwell’s rules, what is wrong with these sentences?
   1. One of our highly-qualified, dynamic sales and marketing representatives will make your acquaintance over the next two weeks.
   2. You will be visited by one of our salespeople during the next two weeks.

3. How do you think that George Orwell would rewrite these two sentences?
EDITING ACTIVITY

1. Delete as many unnecessary words as possible from this e-mail message, while keeping the meaning.

My dear Mr Adebayo,

I was informed earlier today by your colleague, Jane Rodber, that your company is now ready to consider our proposal. It goes without saying that I am delighted to hear this news. However, I will be on vacation in Berlin for the next four days and so, regrettably, during this period I will not be available to attend personally to any queries that you may have.

Notwithstanding the above, you will be telephoned by my secretary to arrange a little 'rendez-vous' after my return, when I hope this matter can be discussed further.

May I say that I very much look forward to meeting you.

With best wishes,
Brian de Glanville

2. Rewrite the remaining text according to Orwell's rules. (Change foreign words to English ones, change passive verbs into active ones, etc.)

3. Compare your version to the version on page 126. Which do you think is better? Explain why.

WRITING REPLIES

Write e-mails in reply to the following messages. Compare your replies with those of your colleagues.

1. DRINKS

Would anyone like to go for a drink at 18.00 today in the bar across the road?

2. BUSINESS ENGLISH COURSE

I am thinking of taking a course in business English - I guess I'm about the same level as you. Do you have any recommendations? What book(s) should I buy? Is it better to study intensively or extensively?

3. DEPARTMENTAL MEETING

There will be a departmental meeting at 1500 today in the main conference room. Please let me know if you can attend.

CHAIN E-MAIL

Work in groups of three. One person in the group should write a short message of around 30 words and pass it to the person sitting next to him or her. This person should summarise the message in less than 20 words and pass it to the next person. This person should sum up the message in less than 10 words and give it to the person who started the chain. Compare the first message with the final message and discuss how much of the meaning has been lost.
focus

The digital future

Nicholas Negroponte is director of the Media Laboratory at the Massachusetts Institute of Technology. Here are a few ideas from his book, Being Digital.

TECHNOLOGY AND CHANGE

Discuss these three ideas in small groups.

1. If a doctor from the middle of the nineteenth century walked into a modern hospital, how many pieces of equipment would he or she recognise? Most of the equipment? Some of it? Or almost none at all? Explain.

2. If a teacher from the middle of the nineteenth century walked into a modern classroom, how different would the technology be? Look round your own classroom and find things that he or she would find difficult to use.

3. If a teacher and a doctor of today went forward just ten years in time, how much more different do you think their jobs would be?

TECHNOLOGY AND VALUE

I recently visited the headquarters of one of America’s top five integrated circuit manufacturers. I was asked to sign in and, in the process, was asked whether I had a laptop computer with me. Of course I did. The receptionist asked for the model and serial number and for its value.

‘Roughly between one and two million dollars,’ I said.
‘Oh, that cannot be, sir,’ she replied. ‘What do you mean? Let me see it.’
I showed her my old Powerbook and she estimated its value at $2000.

1. Why do you think that Negroponte’s estimate of his computer’s value is so different from the receptionist’s?

2. Whose estimate do you think is closer to the computer’s true value?

3. What does this tell you about the value of things in the old world and the value of things in the digital world?
TECHNOLOGY AND CONTENT

Here is a conversation between President John F. Kennedy, his scientific adviser, Jerry Wiesner, and Vladimir Zworykin, one of the scientists who developed television technology. Read it and then, in small groups, discuss:

1. What is the point of the story?
2. What do you find more impressive about the digital age: the technology or the content? Give examples to support your answer.

WIESNER: Mr President, I'd like you to meet Vladimir Zworykin, the man who got you elected.

JFK: How is that?

WIESNER: Well, Mr Zworykin is the man who invented television.

JFK: That's a wonderful achievement, Mr Zworykin.

ZWORYKIN: You can't have watched much TV recently.
Mr President.

John F. Kennedy

A DIGITAL ASSISTANT?

Here, Negroponte describes a business dinner with Nobutaka Shikanai, a very wealthy Japanese businessman and art collector. Read the story and then, in small groups, discuss these questions.

1. What is so good about Mr Shikanai's private secretary?
2. What characteristics would Negroponte's ideal personal computer have?
3. What would your ideal digital assistant be like?

'At dinner with Mr and Mrs Shikanai, we were joined by Mr Shikanai's private male secretary who, quite significantly, spoke perfect English ... The conversation was started by Wiesner, who expressed great interest in the work of the artist, Alexander Calder. The secretary listened to the story and then translated it from beginning to end, with Mr Shikanai listening attentively. Mr Shikanai reflected, paused and then looked up at us and said “Ohhhh.”

The male secretary then translated: “Mr Shikanai says that he too is very impressed with the work of Calder and Mr Shikanai’s most recent acquisitions were made under the circumstances of ...”

Wait a minute. Where did all that come from?

... I said to myself that night if I really want to build a personal computer, it has to be as good as Mr Shikanai's secretary.'
In the film, *Pretty Woman*, a businessman, Edward Lewis, takes his girlfriend, Vivian, to meet Jim Morse, the boss of a large American corporation and his grandson, David (who also holds an important position in the company). Over dinner, they discuss a future business deal and David Morse accuses Edward Lewis of working with corrupt politicians. Below is how the conversation ends.

1. Do the people in the scene finish on good or bad terms?
2. Do you think that the final line in the scene is serious, ironic or humorous? What else could Edward Lewis say in that situation?

<table>
<thead>
<tr>
<th>LEWIS</th>
<th>There will be no contract. The contract is buried in Appropriations Committee and it will remain there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAVID MORSE</td>
<td>And how the hell did you pull something like that? What, you ... you got dirty politicians in your pockets now or something?</td>
</tr>
<tr>
<td>JIM MORSE</td>
<td>Easy, easy, calm down, calm down, David. Mr. Lewis plays hardball.</td>
</tr>
<tr>
<td>LEWIS</td>
<td>Yes, yes I do.</td>
</tr>
<tr>
<td>DAVID MORSE</td>
<td>I've heard enough of this. Vivian, it was a great pleasure to meet you. I'm sorry, grandfather, I've got to get some air.</td>
</tr>
<tr>
<td>JIM MORSE</td>
<td>(To Mr. Lewis) I'd better join my grandson. You two enjoy your dinner, I'm sure it'll be delicious. (To Vivian) Good luck, miss. (To Lewis) Watch out, Lewis, I'm going to tear you apart.</td>
</tr>
<tr>
<td>LEWIS</td>
<td>I look forward to it, sir.</td>
</tr>
</tbody>
</table>

**Glossary**

- Appropriations Committee: a body that buys things on behalf of the US government
- how the hell did you pull something like that?
- how did you manage to organise that?
- dirty politicians
- corrupt politicians
- to play hardball
- to operate in a ruthless way

Richard Gere plays Edward Lewis
PARTING SHOTS

Here are six things that you might say at the end of a conversation.

1. Find six phrases in the film script with similar meanings. Which of the phrases is unfriendly?
   
   a. Have a nice meal.                                
   b. I'm not going to listen to any more.             
   c. All the best.                                    
   d. I'm afraid I have to go outside.                 
   e. It was nice meeting you.                         
   f. Excuse me, I have to find my friend.             

2. Add any other phrases with similar meanings that you can think of.

APOLOGISING

1. Here are three ways of apologising ... Match them with the appropriate situation.

   **APOLOGY**                                **SITUATION**
   
   1. I beg your pardon.  a. You want someone to move out of the way.
   2. I'm sorry.          b. You've bumped into someone.
   3. Excuse me.          c. You want someone to repeat what they've said.

2. You can also use two of the above phrases to apologise when you leave a social situation. Which are they?

SAYING GOODBYE

... and here are six ways of saying goodbye. Again, match them with the appropriate situation.

**PHRASE**                                **SITUATION**

1. Thank you for your attention, ladies and gentlemen.  a. A chat with a friend.
2. See you. Take it easy.                            b. A business meeting.
3. It's been a pleasure doing business with you.     c. A successful negotiation.
4. Let's call it a day.                              d. An unsuccessful interview.
5. Don't call us, we'll call you.                    e. A business trip.
6. Have a good journey.                             f. A presentation.

LEAVING ROLES

Use phrases from the script and others that you know in these situations.

1. You are in the middle of a business lunch, when suddenly you feel ill and have to leave the room. What do you say to the other people at the table?
2. On a business trip abroad, you have to leave a party early because you have an early flight the next morning. What do you say to your host?
3. After a few minutes' conversation with someone at a reception, you are bored. How do you finish the conversation?
connections

focus  Culture and communication

A CULTURE QUESTIONNAIRE

Q.1 Percentage of people who do not show emotions at work:
   Italy 29%       UK 71%
   France 34%      Japan 83%
   USA 40%

Q.2 Percentage of people who say that respect does not depend on family background:
   Russia 53%      UK 76%
   Italy 64%       USA 77%
   Germany* 65%
   * This figure is for the former West Germany.

Q.3 Percentage of people who think that the individual should take responsibility:
   Austria 28%     Spain 47%
   Japan 36%       Russia 68%
   USA 40%

Q.4 Percentage of people who think that a good manager allows people to work alone:
   China 57%       USA 83%
   Japan 71%       France 89%
   Italy 78%

Q.5 Percentage of people who would not help the boss with his house-painting:
   China 28%       USA 89%
   Austria 65%     UK 92%
   Spain 71%

[Source: Riding The Waves of Culture, Fons Trompenaars]

2 the company

focus  Hanson

HANSON'S EMPIRE
James Hanson decided to divide his companies up in the following way:

1 Millennium Chemicals
   Includes: SCM, Quantum

2 Energy
   Includes: Peabody, Eastern

3 Imperial Tobacco

4 New Hanson
   Includes: ARC, Cornerstone, Hanson Brick

NB There are no right and wrong answers to this case study. Many businesspeople think that these groups will change dramatically over the next few years.

money

doing business

1 Figures

ACCOUNTING ROLES

BALANCE SHEET AT MARCH 31

<table>
<thead>
<tr>
<th>FIXED ASSETS</th>
<th>£</th>
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<tbody>
<tr>
<td>Land</td>
<td>30,000</td>
</tr>
<tr>
<td>Buildings</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>50,000</td>
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<table>
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<tr>
<th>CURRENT ASSETS</th>
<th>£</th>
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<tr>
<td>Debtors</td>
<td>10,000</td>
</tr>
<tr>
<td>Cash</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>50,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CREDITORS</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>(falling due within 12 months)</td>
<td>90,000</td>
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<tr>
<td>NET CURRENT LIABILITIES</td>
<td>(40,000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL ASSETS LESS CURRENT LIABILITIES</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>CAPITAL</td>
<td>10,000</td>
</tr>
</tbody>
</table>
the **customer**

doing **business 2** *Negotiating roles*

THE ANTIQUE STALL NEGOTIATION

**A** (the buyer): You have a maximum of £150 to spend, but don’t really want to spend more than £100. You would love to get the picture, but you also want to buy three presents for your family.

---

**focus** *Four negotiating problems*

**WHAT’S YOUR BEST PRICE?**

Gavin Kennedy says ...

- *a* He eats people like you for breakfast! His intimidation has worked and he knows what you can do.
- *b* If you concede at your first meeting, what will you do at a longer meeting in six months’ time?
- *c* A bit better, but this is still not your best move.
- *d* Yes. Tell him to call you when he gets back and say that you will talk to his technical people about exactly what they need. After all, they may desperately want your parts and he can worry about that all the way to Australia — and back!

---

**GOING ROUND IN CIRCLES**

Gavin Kennedy says ...

- *a* With the Japanese, you could wait a long time!
- *b* Concessions like these just encourage the other person to sit and wait for the next free gift.
- *c* Yes. The Japanese will get the message.
- *d* Weak. It shows your impatience.

**DAMAGED GOODS**

Gavin Kennedy says ...

- *a* Only do this if you think you can get a discount for the non-damaged copy.
- *b* This gives you a case for a discount.
- *c* Yes. Evidence always helps to get a price reduction. If they still say no, leave both copies at the desk and go to another bookshop.

**A SHARPLY-DRESSED MAN**

Gavin Kennedy says ...

- *a* A strange choice.
- *b* You’ve been intimidated.
- *c* Yes. Don’t judge status by clothes.

[Source: *Everything is Negotiable*, Gavin Kennedy]
doing business 2 Negotiating roles

THE ANTIQUE STALL NEGOTIATION
B (the owner of the stall): You have had a bad day and really need to make some more money today. All the antiques are on sale for twice the price that you paid for them.

focus. Levi Strauss & Co.

LEVI'S AND CHILD LABOUR
What Levi's did was to work out a compromise with the contractors: if they continued to pay wages and agreed to hire the children back when they reached 14, Levi's would pay for school uniforms, books and tuition. The deal sounds expensive all around. But, between the two of them, Levi's and its contractor have spent just a few thousand dollars.
[Source: Business Week, September 12, 1994]

LEVI'S AND THE FACTORY CLOSURE
What Levi's did was to make generous payments to all the workers at the San Antonio factory, pay for extra education and training and help them find new jobs. But many former workers still complained that Levi's had not acted fairly.
[Source: The Frontiers of Excellence, Robert Waterman]

social skills Parties!

BONFIRE ROLES
What Sherman actually said (he did the best he could) was: ‘Would you do me a great favor? What is the name of the gentleman to my right, the thin gentleman?’

The Bonfire of the Vanities, Tom Wolfe

8 business and society

Economic VOCABULARY
WHO SAID THAT?
1 Clinton 2 Mandela 3 Havel 4 Blair

9 business ethics

GRAMMAR REVIEW

THREE MORE BUSINESS PROBLEMS
When Elias Howe discovered that Singer had stolen his patent, he took him to court and, after a lengthy legal battle, Singer agreed to pay Howe a royalty on every machine that was built. Strangely, rather than enjoying his new wealth, Elias Howe then went off to enlist in the Union Army as an ordinary foot soldier.

In response to pressure from the Coke-drinking public, less than 90 days after the launch of New Coke, old style Coca-Cola was re-introduced to the market under the name ‘Classic Coke’.

Benzene (the substance found in Perrier water in 1990) is an industrial solvent and carcinogen, but the amount detected in Perrier was far too low to be any danger. The problem, that workers had failed to replace a filter at Perrier's spring, was soon rectified. However, the company realised that it needed to take dramatic action to safeguard its image, so it withdrew of every bottle of Perrier in circulation (all 160 million of them) and simply poured the water away. The total cost to the company was estimated at around $200 million.

10 the digital revolution

Hi-tech VOCABULARY

‘Anyone who has followed my work knows that I’m no fan of organization charts. I think they’re a waste of even recycled paper. I recently ran across ... a Jackson Pollock painting which to me looks the way a corporate organization chart should look like. It’s a depiction of ... a total intertwining of people without regard to rank or function or location.’
[Source: The Tom Peters Seminar, Macmillan]

doing business 2 e-mail 2

EDITING ACTIVITY

Dear Mr Adebayo,

Your colleague, Jane Rodber, told me that you are now ready to consider our proposal. Of course, I’m delighted to hear this news. However, I am on vacation for the next four days and so won’t be able to deal personally with any queries until I get back.

My secretary will call you to arrange a meeting after my return when I hope we can discuss the matter further.

I look forward to meeting you,

With best wishes,

Brian de Glanville
<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articles <em>(a/an, the and zero article)</em></td>
<td>128</td>
</tr>
<tr>
<td>2</td>
<td>Comparisons</td>
<td>129</td>
</tr>
<tr>
<td>3</td>
<td>Conditionals <em>(0, 1, 2, 3)</em></td>
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<td>Countable and uncountable nouns <em>(2)</em></td>
<td>132</td>
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<td>6</td>
<td>Future forms</td>
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<td>7</td>
<td>Linking words</td>
<td>134</td>
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<td>8</td>
<td>Must <em>and</em> have to</td>
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<td>9</td>
<td>Nouns in groups</td>
<td>136</td>
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<td>Past continuous and past perfect simple * v. continuous</td>
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<td>Past simple and present perfect</td>
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<td>14</td>
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<td>15</td>
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<td>Relative clauses</td>
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<td>17</td>
<td>Reported statements <em>(1)</em></td>
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<tr>
<td>18</td>
<td>Reported statements <em>(2)</em></td>
<td>145</td>
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<tr>
<td>19</td>
<td>Reported questions</td>
<td>146</td>
</tr>
<tr>
<td>20</td>
<td>Verb <em>+ -ing or to-infinitive</em></td>
<td>147</td>
</tr>
</tbody>
</table>
1 Articles

Uses of a/an

1 Before unspecified singular countable nouns:
   If you start a business you may need a loan.
   She works for an international organisation.
   He’s bought a new Rolls Royce.

2 Before the names of professions:
   John Baker is a lawyer. His wife is an accountant.

3 In expressions of measurement:
   The fund produces a return of 35% a year.
   Their minimum wage is about £5 an hour.

Uses of the

1 Before a specific noun that we have mentioned before:
   I bought a computer and a modem but took the modem back because it was defective.

2 When it is clear what particular thing or place we are referring to:
   The photocopier isn’t working.
   I’ll meet you in the lobby at the hotel.

3 Before adjectives to specify a category of people or things:
   The unemployed the rich the public
   Business couldn’t be done without the telephone.

4 Before some institutions:
   The World Bank the United Nations
   The Stock Exchange the IMF

5 In superlative expressions
   Intel is the biggest producer of microchips.

Uses of zero article

We use no article (zero article):

1 Before nouns used with a general meaning:
   Time is money.
   Profit today isn’t necessarily profit tomorrow.
   Managers should be good leaders.

2 Before the names of most countries, cities, roads and people:
   My boss, Dr. Foster, lives in Station Road, Canterbury and has a holiday home in Scotland.

Practice

1 Fill in the blanks with a, an, the or Ø (zero article).
   1 _____ money makes _____ world go around.
      Internet access costs about $10 _____ month.
   2 I’ll meet you in _____ reception area.
   3 She goes skiing at least twice _____ year.
   4 You can find all _____ information you need on our web site.
   5 She always wanted to be _____ engineer in _____ multinational corporation.
   6 He’s worked at _____ Stock Exchange ever since he left his job in _____ insurance.
   7 _____ politics is said to be _____ art of _____ possible.
   8 We’re exporting more to _____ China and _____ Pacific Rim.
   9 The new left-wing government wants to transfer _____ wealth from _____ rich to _____ poor.
   10 He’s got two cars: _____ Volvo and _____ Porsche
      but he doesn’t drive _____ Porsche to _____ work.

2 Complete the following extract with the or Ø article.

There is only one meeting place in 1_____ Africa like this. Lying in 2_____ heart of 3_____ Ethiopian capital, 4_____ Addis Ababa, 5_____ new United Nations Conference Centre (UNCC-AA)
combines 6_____ architectural elegance with 7_____ very latest technology to offer 8_____ ideal venue for 9_____ meetings of all 10_____ kinds.

Here, in a fully integrated complex under one roof, 11_____ conference planners will find 12_____ environment to ensure their aims are achieved with 13_____ greatest of success.

From welcoming 14_____ government delegates to facilitating 15_____ press, from staging 16_____ exhibitions to hosting 17_____ dinners, UNCC-AA meets every need efficiently and professionally, a promise backed by more than 40 years’ experience.
Comparisons
comparative and superlative adjectives; comparisons with whereas + while

1 To make comparisons we add -er to adjectives of one syllable. We form the superlative by adding -est.
I've never worked harder in all my life.
Tokyo is Japan's largest city.

2 The majority of two-syllable adjectives, all longer adjectives, and adverbs ending in -ly use more/less for the comparative and most/least for the superlative.
The new packaging is more attractive than the old one.
Lisbon is less expensive than London.
Please drive more carefully.
I think Venice is the most beautiful city in the world and Pittsburgh is the least.
The take-over affected our firm most seriously.

3 After a comparative adjective or adverb, we often use than.
Tokyo is larger than Hong Kong.
For me Monday is less convenient than Friday.
When the crash came, it happened more dramatically than anyone had expected.

4 We also use comparative and superlative adjectives in front of a noun.
Self-employed people often sell their services to more than one organisation.
McDonald's has hamburger restaurants in more than 100 countries serving more than 30 million people a day.
Warren Buffett has a personal fortune of more than $8.5 bn and is one of the richest men in the world.

5 When we want to say that one situation depends on another, we can make a 'parallel comparison'.
The bigger an organisation is, the more difficult its administration becomes.
The wider investors spread their bets, the less risky their portfolios are.

6 It is possible to link comparatives with and.
Goods are getting more and more expensive.
Our firm is doing better and better.

7 We use as ... as to compare people or things that are similar or identical.
They're just as competitive as we are.
We're doing as well as we did last year.

8 We can use the words whereas or while to make a contrast.
I believe in spending more whereas he wants to make economies.

Practice

1 European companies trading within the EU can recover value added tax on certain categories of expenditure. But it may take time!

Look at the table below and make comparisons using these adjectives:
fast slow high low long

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NAME OF TAX</th>
<th>RATE</th>
<th>AVERAGE DELAY (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>MOMS</td>
<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Finland</td>
<td>ALV</td>
<td>22%</td>
<td>6</td>
</tr>
<tr>
<td>Ireland</td>
<td>VAT</td>
<td>21%</td>
<td>4</td>
</tr>
<tr>
<td>Italy</td>
<td>IVA</td>
<td>19%</td>
<td>24</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>BTW</td>
<td>15%</td>
<td>18</td>
</tr>
</tbody>
</table>

1 Sweden has the _____ rate.
2 Luxembourg has the _____ rate.
3 The rate in Italy is _____ in Ireland.
4 The rate in Finland is _____ in Ireland.
5 The rate in Finland is not _____ in Sweden.
6 It takes _____ to get a refund from Finland _____ from Sweden.
7 Recovery of VAT is _____ from Sweden and _____ from Italy.

2 Rewrite the sentences using a superlative, as in the example.
I had never been to such a boring meeting.
It was the most boring meeting I had ever been to.
1 I'd never made such an unsuccessful deal.
2 I'd never paid so much for a meal before.
3 I've never read such a confusing set of instructions.
4 The chemicals division was not as profitable as any of the other divisions.

3 Make parallel comparisons as in the example, using these prompts.
He speaks fast ⇒ it is difficult to understand.
The faster he speaks, the more difficult it is to understand.
1 we leave soon ⇒ we arrive early
2 people wait long ⇒ people become impatient
3 I get old ⇒ I feel young!
4 you work hard ⇒ the rewards are high
We use *if* to talk about a situation that might possibly happen and to say what its results could be.

1. When we talk about something that is generally true or often happens, we use the present simple or present perfect tense in the main clause and the present simple in the conditional clause.
   
   If you press this button, you get coffee with sugar. They usually tell the accountant if they have overspent.

2. It is also possible to use an imperative or a modal verb in the main clause.
   
   Give me a ring if anything goes wrong. They must change their product range if they want to survive.

3. To talk about something that may happen in the future, we use *will* in the main clause.
   
   If you go to Tehran, you will need a visa. If I see her today, I’ll give her her report.

4. If... not and unless have a similar meaning. Compare:
   
   You cannot dine in the club if you don’t have a membership card.
   
   You cannot dine in the club unless you have a membership card.

5. When we talk about something we think is impossible or unlikely to happen, we use the past simple or past continuous in the conditional clause and would in the main clause.
   
   If I knew the answer, I would tell you. If he was coming, he would ring.

6. When we talk about things that did not happen and imagine how things might have been different in the past we use
   
   if + past perfect + would/could/might + have + past participle.
   
   If he had bad more experience, we could have given him the job.
   
   What would you have done if you had been on the management team?

7. Were is sometimes used instead of was in the conditional clause.
   
   If the world were run by economists, would it be a better place?
   
   If I were you, I’d take proper advice.
   
   If he were CEO, he’d downsize.

---

**Practice**

1. Match the two halves of these sentences.
   
   1. If you send a parcel by UPS,
   2. If you use a freephone number,
   3. If a firm does not invest in R and D,
   4. If income tax rates go down,
   5. If you pay in cash,
   6. If payment has already been made,
   a. British exporters find it more difficult to sell abroad.
   b. please disregard this letter.
   c. you don’t have to pay for the call.
   d. it arrives the following morning.
   e. its products rapidly become obsolete.
   f. you get a 10% discount.

2. Rewrite these sentences using a first conditional sentence with *if*.
   
   Send $100 today and get your free gift by return. If you send $100 today, you’ll get your free gift by return.
   
   1. Unless payment is made by the end of the month, we will be forced to take legal action.
   2. Defective items will be exchanged on production of a receipt.
   3. You can learn more about our products by consulting our website http://www.gbpro.co.uk.
   4. Your audience won’t hear you unless you speak clearly.

3. Write sentences to say what you would do in these imaginary situations.
   
   1. work in Beijing → learn Chinese
   2. take a cut in salary → work fewer hours
   3. have more time → take up golf
   4. win the national lottery → retire

4. Write a sentence beginning with *if* for each of the following situations.
   
   1. I didn’t know the post was vacant so I didn’t apply.
   2. I missed my flight because there was a road accident.
   3. I didn’t get in touch with you because my mobile phone wasn’t working.
   4. He wasn’t insured so he had to pay for his medical expenses himself.
Countable and uncountable nouns (1)

Countable nouns include:
individual things, people and places:
* a building, a computer, a manager, an office, a report 
units of measurement:
* a metre, a mile, a pound, a gallon, a kilo 
Countable nouns:
1. can be used in the plural 
2. follow words such as *many, these, those, several, few, a few 
3. are used with *a/an 

Uncountable nouns include:
substances:
* gas, gold, plastic, water 
many abstract ideas:
* profitability, progress, safety, travel, weather 
verbal nouns: *brainstorming, engineering, job-sharing, timing, video-conferencing 
Uncountable nouns:
1. take the singular form of the verb 
2. have words like *much, a little, little, some before them 
3. do not take *the when used in a general sense 
Some of the more common uncountable nouns are:

<table>
<thead>
<tr>
<th>accommodation</th>
<th>advertising</th>
<th>advice</th>
<th>baggage</th>
</tr>
</thead>
<tbody>
<tr>
<td>cash</td>
<td>damage</td>
<td>employment</td>
<td>equipment</td>
</tr>
<tr>
<td>furniture</td>
<td>information</td>
<td>insurance</td>
<td>legislation</td>
</tr>
<tr>
<td>luggage</td>
<td>merchandise</td>
<td>money</td>
<td>news</td>
</tr>
<tr>
<td>research</td>
<td>software</td>
<td>transport</td>
<td>traffic</td>
</tr>
<tr>
<td>weather</td>
<td>work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice**

1. Cross out the incorrect alternative in the following sentences.
   1. I've ordered *also* new software.
   2. I have *also* good news for you.
   3. I need *also* information about visas.
   4. We've made *also* progress since we met.
   5. The fire didn't cause *much/many* damage.
   6. They say that *the/*no travel broadens the mind.
   7. She never uses public *transport/transport*.
   8. There was *a heavy/*some heavy traffic this morning.
   9. We've done *a little/*a few research into the causes of the problem.
   10. I was given *another/*some more training when I started my present job.

2. Find five pairs of words with similar or related meanings in the list below. One of each pair must be countable and the other uncountable. Write them in the appropriate columns as in the example.

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>suitcase</td>
<td>luggage</td>
</tr>
</tbody>
</table>

3. Complete the dialogues, using an appropriate noun in each case.
   1. Was it difficult to find _____?
      No, I found a nice flat overlooking the river.
   2. Have they done much _____ into new uses for radioactive material?
      Yes, they did some interesting experiments last year.
   3. Did she give you any _____?
      Yes, she made a very good suggestion.
   4. Did you find _____ easily?
      No, it was difficult to find a suitable job.
1 Many nouns have both countable and uncountable uses. For example:

There was a time when all our products were made in the UK. **C**

We have very little time left. **U**

Waiter, there's a hair in my soup. **C**

He has short red hair. **U**

The director has put up a notice on the bulletin board. **C**

He's been given notice of dismissal. **U**

The court awarded $1 million in damages. **C**

The insurance company estimated the damage at £850 000. **U**

He gave a talk at the annual conference. **C**

Be careful of what you say: talk is cheap round here. **U**

2 Some uncountable nouns (travel; work) have a countable equivalent which is a completely different word (trip/journey; job/task; advice/suggestion).

Business travel is a big industry. **U**

I'm going on a business trip to Beijing. **C**

The journey from Paris to Geneva took five hours. **C**

I've got a lot of work to do. **U**

Each section head is responsible for a particular job/task. **C**

She gave me some good advice. **U**

One suggestion she made was excellent. **C**

3 There are nouns which only occur in the plural. For example:

The goods are being sent by air freight.

Earnings per share have risen slightly.

We've opened new premises in Rio.

Could you pass me the scissors?

Don't leave valuables in your car.

4 We can refer to parts of a mass by using a suitable singular expression in front of the noun.

a piece of advice, a pair of scissors

a barrel of oil, a bottle of perfume

a sheet of paper, a sheet of music

a spell of bad weather, a spell of rain

a show of strength, a show of force

5 Practice

1 Decide what is wrong in the following sentences. Make the necessary corrections.

1 She's slim, quite tall, attractive and has black hairs.

2 She's received a notice to quit the firm by the end of the month.

3 I need a scissor to cut out the article.

4 A paper is made of wood.

5 Did you have a good travel to Tokyo?

6 A light travels at 186,000 miles a second.

7 The equipment is made of an iron and a reinforced glass.

2 Match the words in box A with those in box B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bottle</td>
<td>inspiration</td>
</tr>
<tr>
<td>a barrel</td>
<td>work</td>
</tr>
<tr>
<td>a stroke</td>
<td>applause</td>
</tr>
<tr>
<td>a pair</td>
<td>oil</td>
</tr>
<tr>
<td>a flash</td>
<td>perfume</td>
</tr>
<tr>
<td>a mountain</td>
<td>luck</td>
</tr>
<tr>
<td>a round</td>
<td>jeans</td>
</tr>
</tbody>
</table>

3 Use the expressions in Exercise 2 appropriately in the following sentences.

1 The solution to the problem came to him in a moment.

2 He made a passionate speech and got a huge round of applause.

3 He bought a pair of scissors for his wife from the duty-free store.

4 He surprised everybody by coming to work wearing a pair of sunglasses.

5 OPEC has fixed the price of a barrel of oil at $19.

6 Please don't disturb me under any circumstances.

I've got a round of applause to get through.

7 I had a pair of scissors at the airport – they gave me an earlier flight and an upgrade to a first-class cabin.
1 To make a prediction about the future, we can use either will or going to.
   I'm sure you will/are going to enjoy your visit to our Head Office.

When we talk about present intentions for the future we use going to rather than will.
She is going to retire in two years' time.

2 When making a promise or an offer, we use will, often contracted to 'll, when the decision has just been made.
   I'll get the report to you by tomorrow.
   I'll give you a lift to the airport if you like.

3 To talk about plans or future arrangements, we use either the present continuous or the future continuous.
   I'm meeting Mr Wong next week.
   During your internship, you'll be learning about negotiation strategies.

4 For a future event based on an official calendar or schedule, we use the present simple. The event is unlikely to change between now and then.
   The train leaves from Waterloo at 10.59.
   Our next planning meeting is on Wednesday.

5 For events that will be completed before a time in the future, we use the future perfect simple.
   By the time she arrives we will have finished.

If the event is still in progress, we use the continuous form.
   This time next year I'll be lying on the beach in Malibu.

6 If a condition has to be met before something can happen, we use the present perfect to refer to the future event.
   We won't start until everyone has arrived.
   I'll e-mail you when I've made all the arrangements.

7 In time clauses, we use the present simple to refer to the future. It is incorrect to use will in a time clause.
   Please get in touch when you know her answer.
   We won't start until everyone arrives.
   Switch off the computer before you leave.
   As soon as I get home, I'll pour myself a gimlet.

---

**Practice**

1 Decide which of these sentence pairs is grammatically correct. Cross out the sentence which is wrong.

   1 I'm going to give you a lift if you like.
      I'll give you a lift if you like.

   2 The agreement will have expired by the end of the month.
      The agreement will have been expiring by the end of the month.

   3 She says she's not going to apply for the vacancy.
      She says she doesn't apply for the vacancy.

   4 I'll phone you as soon as I will know the price.
      I'll phone you as soon as I know the price.

   5 During the course you'll be improving your communication skills.
      During the course you'll have improved your communication skills.

2 Mr Baxter is visiting Germany next week. Describe his schedule for each day of the week.

3 Make predictions using either the future continuous or the future perfect.
   1 In a few years' time many more employees (work) from home.
   2 Over the next ten years voice telephony over the Internet (increase) rapidly.
   3 By 2010 most European textile firms (go bankrupt).
   4 By 2025 paper money (disappear).
   5 By 2050 75% of businesspeople (use) Chinese for their commercial transactions.
   6 By the end of the 21st century small, family aircraft (replace) privately-owned cars.
Linking words

To help people to understand a written or spoken message clearly, we use linking words to connect one idea to another. These words and phrases are like signposts, making it easier for the reader or listener to understand. Linking words have several functions:

1 Ordering and sequencing:
   - before at the same time then earlier
   - simultaneously next previously meanwhile
   - subsequently first (of all) in the meantime
   - afterwards finally in the end lastly

   **First** we did our market research, **then** looked for an agent. **Next** we ran a promotional campaign **but in the meantime** we found out our competitors had got there **beforehand** and **subsequently** we decided to concentrate on another region.

2 Making a contrast:
   - although conversely nevertheless alternatively even so on the other hand by contrast however

   The government may try to increase the rate of income tax.
   **Alternatively**, it could put up VAT.
   **Although** some people condemn industrial espionage, it is **nevertheless** a fact of life.
   Last year we made a large profit. **However**, we are operating in an unstable market and results may not be so good next year.

3 Indicating cause and effect:
   - as a result so consequently therefore

   **CAUSE**
   The machine was damaged and,

   **EFFECT**
   as a result, the assembly line had to be shut down.

   **CAUSE**
   There was a lot of fog at the airport

   **EFFECT**
   so the plane couldn’t take off.

4 Indicating a change in topic:
   - anyhow by the way anyway incidentally

   Oh, **by the way**, have you heard that Derek has decided to resign?

   **Anyway**, as I was saying earlier, quality control is the key to success.

5 Correcting a statement that is the opposite of what people would expect:
   - actually as it happens as a matter of fact in fact

   Actually, I do know why he changed his mind.

---

**PRACTICE**

1 Choose the best alternative in each case to complete the sentences.

I ______ we’ve been doing well, we must remain vigilant.  
(a) In the meantime (b) Although (c) However

2 Some people say they want a good job — ______, they’re not prepared to work hard to get it.  
(a) consequently (b) then (c) on the other hand

3 The firm was facing a cash flow crisis. ______, it had to borrow money from the bank.  
(a) As a result (b) Earlier (c) By the way

4 We thought we were only going to stay in the area for a year but ______ we ended up staying for ten years.  
(a) conversely (b) as a result (c) actually

2 Complete the following section from a report using these words.

at the same time first of all so in conclusion secondly

There are many reasons for the decline. 1 ______, the quality of management has been uninspired. 2 ______, output has not kept up with demand. Failure to identify suitable markets has, 3 ______, meant that demand has peaked, 4 ______ saturation point will be reached very quickly. 5 ______, unless there are radical changes, future prospects are not encouraging.

3 Complete the memo using these words.

however although nevertheless alternatively therefore as a result on the contrary

---

**MEMO**

1 ______ we have agreed in principle to reduce staffing levels, there is 2 ______ a problem in my own section. Mrs Baxter, who works in reception during the morning, is also in charge of reprography. 3 ______, there are times when senior staff members are having to make their own photocopies which means they are wasting valuable time doing routine tasks.

1 6 ______ suggest we take on a part-time receptionist. 5 ______, we could take up Bill’s suggestion and ask Mrs Davies, who is shortly to return from maternity leave, to work in reception during the morning. 6 ______, this would not, in my opinion, be a satisfactory solution. 7 ______, it would create a certain amount of disruption elsewhere.
Must and have to

1. We use must and have to to indicate what is compulsory in the present and future.
   A senior manager often has to make tough decisions.
The longer people have to wait, the more impatient they become.
In order to make its products known, a firm must advertise.
All tenders must be submitted by 31 March.

2. We prefer to use must when we impose the obligation on ourselves. We prefer have to when the obligation is imposed by other people or external circumstances.
   I must remember to send a fax to Mr Warner; I keep forgetting.
   We have to wear a badge at work; it's a rule.
   I enjoy going to conferences unless I have to make a speech.

3. If you do not have to do something, there is no obligation—you can do it if you want to.
   I can work from home so I don't have to go into the office very often.
   Do not confuse not have to with must not. We use must not to say that something is forbidden or unacceptable.
   Passengers must not smoke during take-off.
   You mustn't sign the contract on those terms.

4. If something was necessary or obligatory in the past, we use had to.
   When we lived in Tokyo we had to learn some Japanese.

5. If we want to say that an action is obligatory in the future, we use will have to.
   We will have to monitor progress carefully.
   The absence of obligation is expressed by will not/won't have to.
   With this employment protection policy, you won't have to worry about losing your job.

6. Must is used to make deductions about the present and must have is used for past circumstances.
   It must be difficult to have five young children, a husband and a top job in the City.
   In 1995, Nick Leeson must have been a very worried man.
   If you infer that something is untrue, you use cannot.
   Sell at a loss! You can't be serious!
   He can't have been at that meeting—he was 2,000 miles away.

Practice

1. Complete the following travel information using must, have to, must not and do not have to.

   **PASSPORTS AND VISAS**
   All travellers must hold a valid passport. For certain destinations, you must have a full 10-year passport and not simply a 1-year visitor's passport. For many countries, you must also apply for a visa.

   **HEALTH REGULATIONS**
   For certain countries, you must be vaccinated against cholera and yellow fever and other tropical diseases.

   **INSURANCE**
   Although you must take out extra cover, you may want to think about insuring yourself against unexpected medical expenses or loss of baggage and personal possessions.

   **FLIGHT DEPARTURES**
   Passengers must check in an hour before departure. Remember that you are allowed to take one piece of hand luggage on board but it must measure more than 55 x 40 x 20 cm.

   **CUSTOMS**
   Please check which goods are eligible for duty before you pass through customs. You must attempt to enter with firearms, drugs or narcotics.

2. How would you interpret these signs? Use must, have to, don't have to and must not.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 

3. Cross out the inappropriate alternative in the following sentences.
   1. It's my wife's birthday! I really must have to remember to get her a present.
   2. All visitors must have to report to the reception area and obtain a badge.
   3. Unfortunately, he must have to wear a hearing aid—he's a bit deaf in one ear.
   4. You must have to visit us again, it's been a real pleasure.
9 Nouns in groups

apostrophe’s (‘ s)

1 We use ’ s to express a relationship between a person or animal and another person, animal or thing.
   Peter’s friends his wife’s job the lion’s share

2 ’ s can be used to show that something belongs to or is associated with a group of people, a place or an organisation.
   the board’s decision Singapore’s success
   New York’s Fifth Avenue our company’s policy
   the bank’s corporate clients

3 ’ s is used with nouns referring to the duration of an event or a specific time.
   a week’s holiday yesterday’s newspaper
   at a moment’s notice a day’s work

4 ’ s is added to a noun that specifies a part of an object or a quality it has.
   the computer’s memory the car’s design

Compound nouns

These are commonly formed by placing two or three nouns together. The first noun classifies the second.

an assembly line a credit card a bank account
a parking meter an air traffic controller
a sales training seminar

When compound nouns are used in expressions of measurement with a numeral, the first noun is singular.

a fifty-dollar bill a five-day course

of

1 We tend to combine two nouns with of when referring to more abstract concepts.
   the history of business the meaning of life

2 With words that indicate a part of something, we use this of structure:
   the end of the meeting the top of the page
   the front of the building the moment of truth

3 We also prefer the of structure with words that refer to units or a certain quantity of something.
   an article of clothing an ounce of gold
   a round of negotiations a stroke of luck

Practice

1 Only one of the following a, b, or c is an acceptable noun combination. Choose the correct one.
   1 a yesterday’s paper
      b a paper of yesterday
      c yesterday paper
   2 a a network of telephone
      b a telephone’s network
      c a telephone network
   3 a a bonus scheme
      b a scheme of bonus
      c a scheme’s bonus
   4 a the book of Charles Handy
      b Charles Handy’s book
      c the Charles Handy’s book
   5 a economies of scale
      b scale economies
      c scale’s economies
   6 a a bear market
      b a bear’s market
      c a market of bears

2 Match the nouns in the two columns of box A. Then do the same with those in box B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>market</td>
<td>voice</td>
</tr>
<tr>
<td>consumer</td>
<td>brand</td>
</tr>
<tr>
<td>laser</td>
<td>costs</td>
</tr>
<tr>
<td>balance</td>
<td>labour</td>
</tr>
<tr>
<td>service</td>
<td>asset</td>
</tr>
<tr>
<td>chief</td>
<td>time</td>
</tr>
<tr>
<td>spending</td>
<td>resort</td>
</tr>
<tr>
<td>sheet</td>
<td>mail</td>
</tr>
<tr>
<td>forces</td>
<td>stripper</td>
</tr>
<tr>
<td>executive</td>
<td>industry</td>
</tr>
<tr>
<td>printer</td>
<td></td>
</tr>
</tbody>
</table>

3 Put the three words into the right order to make acceptable noun phrases.
   1 programme training management
   2 trade world centre
   3 project generation power
   4 rate exchange mechanism
   5 control procedure quality
   6 opportunity investment overseas
   7 analysis questionnaire needs
1. We often choose a passive construction when we are not interested in who performs an action or it is not necessary to know.

   The company was founded in 1986.
   A new extension is being built.

2. If we want to mention the person who performs the action, we can use a phrase beginning with by.

   The report was written by Mr Reed.

   In this sentence, the focus of attention is on the report; if we were more interested in the writer, we would choose an active construction.
   Mr Reed wrote the report.

3. The passive is very often used when we describe a process or a procedure because we are less concerned with who has done something than in what is done.

   Applicants are short-listed and interviewed. The best candidate is then offered the job.
   The manufacture of the components is sub-contracted to outside suppliers.

4. Changes of state and completed actions are described using the present perfect passive.

   She has been promoted to the post of Regional Sales Director.
   The department has been reorganised.
   The meeting has been cancelled.

5. When writing in a formal style (e.g. reports/minutes), we often choose an impersonal style by using the passive and beginning sentences with It.

   It was felt that some cuts had to be made.
   It was decided that the package design would be changed.

6. Passive structures beginning with someone’s name or a personal pronoun are followed by an object and infinitive.

   I was asked to send you a copy of the programme.
   He has been told not to come back.
   Mrs Fry will be asked to chair the meeting.

---

**PRACTICE**

1. Match the two halves of these sentences.

   1. A detailed conference programme
   2. Please make sure that your portable telephone
   3. All tenders and supporting documents
   4. Please wait, your transaction
   5. As requested, the sum of $19,500
   6. It has to be admitted that
      
      a. structural unemployment cannot easily be solved.
      b. has been transferred to your off-shore account.
      c. will be sent to you on receipt of your fee.
      d. is switched off in this restaurant.
      e. should be returned by 31 March.
      f. is being processed.

2. Change the verbs in brackets into an appropriate active or passive form.

   DAVID LEE (recognise) 1 world-wide as a leading scholar in the field of marketing. Since 1985, he (involve) 2 extensively with foreign companies doing business with China. Mr Lee (develop) 3 invaluable expertise in setting up and operating in the People’s Republic. One of his latest articles ‘Business in China: Managing Culture Shock’ (publish) 4 in last month’s issue of Harvard Business Review.

3. The following sentences are stages in the production and sale of a new model of car. Put them into the most logical order.

   a. The production tools and assembly lines are set up by the Process Engineering department.
   b. A prototype is built and tested for performance.
   c. The new model is distributed to dealers and sold to the public.
   d. The new model is built in selected factories.
   e. Each model is inspected by quality control personnel.
   f. The new model is developed by the Design and Product Planning department.
   g. The target market is predicted and defined by the Market Research department.
   h. The new model is launched to the press at official presentations.
11 Past continuous and past perfect simple v. continuous

The past continuous

1. We use the past continuous to say that something was in progress at and around a particular time in the past.
   - He was working on the final report all night.
   - I was trying to get in touch with you all day yesterday.

2. It can also be used for repeated actions.
   - We got rid of the photocopy because it was always breaking down.

3. The past continuous and past simple are often used together in a sentence; the past continuous describes a longer event which was interrupted by another.
   - I was just leaving the building when he arrived.
   - My car broke down while I was driving from Milan to Rome.

4. We sometimes use the past continuous to make a polite request.
   - I was wondering if you could give me a lift back to the station.

5. We use was going to to refer to events planned in the past, but which did not take place.
   - I was going to phone her yesterday but I didn't find time.

The past perfect

1. We use the past perfect to talk about an event that happened before a particular time in the past.
   - Before I joined IBM, I had had seven other jobs.
   - By 1996, we had sold over two million copies.

2. The past perfect can be used with I wish, If only and I'd rather to talk about events that did not happen.
   - I wish she had told me about it earlier.
   - I'd rather she had asked me before taking my car.

3. If we want to emphasise the recent nature and/or duration of continuous activity that took place in an earlier past, we use the continuous form.
   - They had been testing the drug for years before it finally appeared on the market.
   - I was tired because I'd been waiting in the airport for hours.

Practice

1. Match the two halves of these sentences.

   - a. I couldn't show my slides.
   - b. Her phone was disconnected.
   - c. I couldn't access the file.
   - d. The mail wasn't being delivered.
   - e. The downtown area was closed to traffic.
   - f. The satellite couldn't be launched.
   - g. The cheque was refused.

   Because
   - a. He had gone beyond his credit limit.
   - b. The firm had changed address.
   - c. An engineer had discovered a fuel leak.
   - d. It had been corrupted by a virus.
   - e. Someone had stolen the overhead projector.
   - f. A terrorist group had planted a bomb.
   - g. She hadn't paid her bills.

2. Complete the passage using either the past simple, past continuous, past perfect simple or past perfect continuous. Sometimes more than one answer is possible.

   On February 26 1995, the world (wake up) to the news that Britain's oldest bank, Barings, (collapse) because of the actions of just one man - a trader called Nick Leeson.

   Leeson (start) working at Barings' Singapore office in 1992, when he (be) 25 years old. Using the bank's money, he (buy) and (sell) derivatives contracts on the Singapore Monetary Exchange. This can be a risky business, but Barings (think) it (know) what it (do).

   Leeson quickly (become) the star of the Singapore office, and its profits from derivatives trading (be) substantial. But in fact, he (hide) even greater losses in a secret account.

   The truth was that Nick Leeson (not behave) like an ordinary trader. He (consider) the financial markets as a gambling casino and, just like a losing gambler, he (believe) that he would win in the end. So, towards the end of 1994, he (decide) to solve his problems by making a very big gamble.

   He (think) that the Tokyo stock market would remain stable for the next few months. He (know) that he could make a good profit by selling a special kind of option contract but, unfortunately for him, Japan (enter) a very unstable period.

   On 17 January 1995, a huge earthquake (hit) the industrial city of Kobe. In response, the Tokyo stock market (plunge) Leeson's gamble (go) badly wrong and by February 23, he (lose) more than £300 million and the game was over. The following day, he and his wife (fly) to Malaysia for a holiday.
Past simple

1. The past simple is used to talk about completed actions in the past.
   Did you check the figures?
   Yes, and I sent them back to the purchasing department.

2. The past simple is often used with expressions which refer to a definite moment or period in the past.
   He founded the business 20 years ago.
   The railways expanded during the nineteenth century.
   I met her yesterday.
   The exchange rate went up in 1997.
   We discussed it at last week's meeting.

The present perfect cannot be used in the above examples.
   I have founded the business 20 years ago.
   I have met her yesterday.
   We have discussed it at last week's meeting.

3. We use the past simple after I wish and If only to talk about unfulfilled desires.
   I wish I had more time.
   If only I knew how to get rich quickly.

Present perfect

1. The present perfect connects both past and present time.
   Have you ever visited Thailand?
   I've never been to the Taj Mahal.
   Have you decided what to do yet?
   She's had the same job for three years.

2. We use the present perfect to say that a finished action in an unspecified past is relevant now.
   Our telephone number has changed.
   We've redesigned our website.
   We have updated our prices.

3. We use the present perfect to talk about recent events.
   Here is the news for Monday, 26 July. The Prime Minister has announced an increase in the tax on cigarettes. And we have just learnt that there has been an earthquake in Japan.

4. We often use the present perfect to say how long a present situation has existed.
   We've known each other for twenty years.
   He's had the same job since 1995.
   He's always been a workaholic.

Practice

1. Match the two halves of these sentences.
   1. National firms are finding it easier to export because
   2. The workforce is smaller and more flexible because
   3. Sales are now improving because
   4. Ford wanted to expand into Eastern Europe so
   5. The economy is badly in need of investment capital so
      a. the government has applied to the World Bank for a loan.
      b. we have started an aggressive advertising campaign.
      c. the Finance Minister has devalued the currency.
      d. it has opened an assembly plant in Belarus.
      e. they have made many employees redundant.

2. Complete the following dialogues, using the past simple or the present perfect.
   A. (You/every/be) to Cannes?
   B. Yes, I have. I (go) for the film festival last year.
   A. Where (you/stay)?
   B. We (book) a room at the Carlton Hotel. It (be) fabulous.
   A. (You/every/make) a presentation in English?
   B. Yes, I have. I (have to) make one last month in fact.
   A. What (you/talk) about?
   B. I (present) our sales performance for the current year.

3. Complete the following passage, using either the past simple or the present perfect.

CHRISTIE HEFNER (be) just one year old when her father, Hugh, (launch) Playboy in 1963. In the early 70s, the magazine (sell) more than 7m copies a month. But, by the 1980s, the business (be) in decline and he (decide) to make his daughter president. She (be) the firm's chief executive since 1988.

Ms Hefner (become) a case study on how to squeeze life from a tired brand without spending too much. She (reorganise) the firm's finances and (get rid of) its loss-making operations. She (take) advantage of globalisation and technology. There are now over 15 overseas editions of Playboy and she (set up) joint venture TV operations around the world.

Technologically, Playboy (become) a leader. It (begin) a few years ago to use digital satellite technology, a strategy that so far (prove) a success because a larger proportion of satellite-TV viewers than cable-TV ones buy its programmes. It (be) also the first big American magazine with a site on the World Wide Web. The result is that, last year, Playboy (make) a $13.9m operating profit on its entertainment revenues, an increase of 276% on the year before.
Present perfect simple and present perfect continuous

1 Sometimes it is possible to use either the simple or continuous form with little or no change of meaning.

London has stood on the banks of the Thames for hundreds of years.
London has been standing on the banks of the Thames for hundreds of years.

She's lived in Madrid since 1995.
She's been living in Madrid since 1995.

2 At other times, the use of the simple implies that an action is complete and the continuous suggests that it is incomplete. For example:
(a) We've dealt with your complaint.
(b) We've been dealing with your complaint.

In (a) the implication is that there is nothing more to say or do. In (b) there is a suggestion that the matter is still being looked into.

Similarly:
(a) He's prepared his presentation. (it is finished)
(b) He's been preparing his presentation. (it may be finished, but there is an implication that he hasn't finished it yet)

(a) She's learnt how to use the new spreadsheet. (and can use it now)
(b) She's been learning English for 10 years. (this process is never complete!)

3 We use the continuous form to emphasise the duration of an event.

So, ladies and gentlemen, what I have been describing is a crisis in our industry.

4 We often use the continuous form to talk about the reasons for someone's present appearance.

'You look tired.' 'Yes, I've been running around all day.'

5 The present perfect continuous cannot be used with verbs describing states or beliefs, e.g. believe, contain, know, realise, remain, remember, understand, seem, etc.

I've known Mr Schmidt for years.
(NOT I've been knowing)

6 The continuous form is not used with yet, still and already.

Has he left yet?
(NOT Has he been leaving yet?)
He's already gone home.
(NOT Has he already been going home.)

Practice

1 Complete the following letter appropriately.

Dear Sirs,

Please note that we (move) to new premises in Paris and our address is now:
18 rue Saint Dominique
Paris 75350 Cedex 07

However, our telephone and fax numbers (not change) and we (add) a new line dedicated to after-sales service. This number is 00 33 1 44 77 11 99.

Monsieur Cuisnier is no longer sales manager for the Paris region and (move) to our office in Brussels. We (appoint) Mme. Douai as our new Paris region manager and she will be contacting you shortly.

I am enclosing a copy of our present catalogue. You will notice that, as the franc (fall) all year against the dollar, the products we distribute for American firms (increase) in price. However, these will be readjusted accordingly if and when the dollar falls.

We look forward to doing further business with you.

2 Match the two halves of these sentences.

1 They're still not fluent even though
2 They've been losing a lot of money
3 They've been selling up-market leather goods
4 They've been trying to get in touch
5 They've been talking about a merger

a to Harrods for over 25 years.
b but haven't agreed on the terms and conditions.
c because of the transport strike.
d they've been learning German for several years.
e while you've been away.

3 Complete the following fax, using either the present perfect simple or continuous.

Dear Leslie,

Sorry I (not be) in touch sooner. I (mean) to send you this fax for some time but I (be) very busy since my arrival in Hong Kong.

To cut a long story short, I (try) to negotiate a deal with a local manufacturer of cigarette lighters. We (reach) an agreement on 500,000 items at 8 pence each. They (guarantee) to have the order ready for May 26. I (do) a lot of travelling over the last ten days but we still (not sign) the most important contract. But I (make) an appointment to see Peter Wu tomorrow and hope to finalise everything then.
Uses of the present simple

1. To talk about routines:
   - Mr Cheung phones head office every day.

2. To describe permanent situations and facts:
   - Unilever makes a wide variety of household products.
   - Low interest rates discourage investment.

3. With verbs of perception, possession, emotion and belief:
   - The coffee tastes good.
   - The firm belongs to the Pearson group.
   - She detests inefficiency.
   - I believe in strong management.

Other verbs in this category include: appear, cost, doubt, involve, know, own, possess, prefer, recognise, regret, remember, seem, sound, understand, want, wish

Uses of the present continuous

1. To talk about an event at the moment of speaking:
   - I'm afraid Mrs Bell can't speak to you at the moment.
   - She's talking to someone on the other line.

2. To describe current situations and on-going projects:
   - I'm dealing with your enquiry now.
   - We're designing a new advertising campaign.

3. To describe temporary situations:
   - He's staying at the Hyatt Regency Hotel until the end of next week.
   - My car is being repaired this week.

4. To refer to changing, developing situations:
   - Some people feel the traditional company is dying.

5. To talk about repeated actions:
   - His son is taking driving lessons.

(For more information about the use of present tenses to refer to future time, see page 133.)

**Practice**

1. Make sentences about these organisations.

| Benetton | chocolate and food products. |
| Yamaha  | motor vehicles. |
| Indesit  | washing machines. |
| Compaq   | motorcycles and musical instruments. |
| Nestlé   | computers. |
| Fiat     | clothing. |

2. What do the graphs below portray? Use these verbs:
   - soar  plummet  grow  decline

<table>
<thead>
<tr>
<th>Foreign direct investment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unemployment levels</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Profit margins</td>
<td></td>
</tr>
</tbody>
</table>

3. Put the verbs into the present simple or the present continuous.

   1. They (launch) a new product in Indonesia.
   2. Good management (involve) both technical competence and people skills.
   3. The new model (cost) $50,000.
   4. We (regret) to inform you that your services are no longer required.
   5. She (work) in a travel agency to get some practical experience.
   6. Philips (manufacture) a wide range of consumer goods.
   7. He (own) a 49% stake in the business.
   8. They (perfect) a revolutionary computer game.
   9. A laptop computer (enable) you to work on the plane as you (fly) to your next meeting.
   10. Sorry, I'll be late for the meeting – I (sit) in a traffic jam on the M25.
   11. I'm sorry about the noise. They (put in) a new central heating system.
   12. The agency (try) to create a logo that (look) attractive.
   13. We (organise) a market survey to find out what potential customers (require).
   14. I (not understand) your comment. It (depend) on what you (mean) by 'effective'.
15 Quantifiers

When we want to talk about a number or amount of something we use quantifiers such as:
both each few a few little a little many much

The choice of quantifier often depends on the kind of noun that follows it.

1 Both and each are used in front of plural noun groups.
   Both (of the) documents have to be sent in triplicate.
   (NOT the both documents)
   Note that each (of) is followed by a singular verb form.
   Each document has to be countersigned.
   Each of the documents has to be countersigned.

2 Few means 'not many'. It is used before countable nouns and has a negative meaning.
   If there are few opportunities for promotion, young high-fliers will look for another job.
   Few people like their boss interfering with their work.

3 A few means 'some/a small number of'. It is used before countable nouns.
   We’ll all be doing our shopping by computer in a few years' time.
   You’ll settle in after a few weeks.

4 Little means 'not much' and is used with uncountable nouns. It is often preceded by 'very' and has a negative meaning.
   There is little time left for discussion so we need to make a decision right away.
   There's very little space in my office.

5 A little means 'a small amount' and is also used with uncountable nouns.
   I need a little more time to think about your proposal.
   I like to mix business with a little pleasure.

   It can also mean 'to some extent' when used with an adjective.
   Profits were a little disappointing.

6 We use much with uncountable nouns and singular noun groups. Many is used with plural nouns.
   How much money have you got?
   Much of his day is spent doing paperwork.
   How many people work in your firm?
   We operate in many different countries.

---

PRACTICE

1 Read these sentences. Put a tick (✓) next to the ones that are right and correct those that are wrong.
   1 'Are there any seats left on the next flight to London?'
      'Yes, but only a few.'
   2 We've made a few progress but not many.
   3 Each of the invoices have a different reference number.
   4 There are two fools in any market: one asks too little, one asks too many.
   5 Little expatriates want to live overseas for more than a few years.
   6 The both candidates were excellent.
   7 Research scientists spend too much time on administration and routine meetings.
   8 How many times will it take you to finish?
   9 There’s very few data available about market trends in Myanmar.
   10 Much of the money given in aid goes to the army.

2 Complete the memo appropriately using few, a few, little and a little.

---

MEMO

3RD QUARTER RESULTS

Sales were 1____ disappointing as very 2____ stores are willing to stock and promote our goods. Their profit margin is low and there is consequently 3____ incentive for them to display our products. However, sales have picked up 4____ in the last two months or so.

5____ customers (only 12%) feel that the design is attractive and sales have suffered as a consequence. However, artwork for the new design has been commissioned and 6____ samples will be available for store buyers to look at.

However, we usually get 7____ or no feedback from them and I'm beginning to get 8____ worried about the situation in general.
Relative clauses

1. We use a relative clause beginning with *who* or *that* to identify a person or people.
   - *Mr Lee was the person who set up the deal.*
   - *The consultants who advised us were proved wrong.*

2. A relative clause beginning with *that* or *which* identifies a thing or things.
   - *He's got a private yacht that he uses to entertain corporate clients.*
   - *The equipment that we bought was expensive.*

3. If *who*, *which* or *that* is followed by a noun or pronoun + verb, we can leave it out.
   - *The spare parts Mr Spencer ordered have been delivered.*
   - *He's the man I met in St Petersburg.*

4. We use *whose* to indicate possession or a relationship. It can be used to refer to people or things.
   - *He's the man whose wife has just been appointed Managing Director.*

5. *Where* is used to refer to places.
   - *The village where we stayed was very pleasant.*
   - *If there is a preposition at the end of the clause, *where* is omitted.*
   - *(NOT) The village where we stayed in ...*
   - *This can also be reformulated as:* *The village in which we stayed was very pleasant.*

6. Relative clauses identify or define the previous noun or just add extra information.
   - *The firm that I work for has a good pension scheme.* (this identifies a particular firm)
   - *The American firm MCI, which is the second largest US telecoms operator, has formed an alliance with British Telecom.* (the relative clause is extra information and could be left out)
   - *Mr Wells, who is the CEO of the Harmer Group, refused to speak to the press.* (the relative clause is extra information and could be left out)

**Practice**

1. Finish the sentences about these famous people as in the example.
   - *Laslo Biro was the man who made the first ball-point pen.*
   - 1. *Henry Ford/ manufacture/mass-produced motor car*
   - 2. *Alexander Graham Bell/ patent/ telephone*
   - 3. *Nelson Mandela/ become/ black South African president*
   - 4. *John Logie Baird/ produced/ television pictures*
   - 5. *Elias Howe/ invent/ sewing machine*

2. Make definitions from the sentence halves below.

   | A bear market is one in which | a. unlisted securities are bought and sold |
   | The black market is a market in which | b. the supply of goods is plentiful |
   | A buyer's market is one in which | c. prices are tending to fall |
   | The over-the-counter market is one in which | d. raw materials are sold, often at a stated price for future delivery |
   | A commodity market is one in which | e. the sale of goods is not controlled by government order |

3. Combine the sentences in an acceptable way, using a suitable relative pronoun. Be careful of the punctuation.
   1. *He works for Quantum. Quantum is an American chemical company specialising in plastics.*
   2. *Sony has decided to produce a recordable digital video disc to replace the videocassette. Sony lost the videocassette war in the 1980s.*
   3. *The bank lent us the money. It went bust.*
   4. *The branch managers were all given a pay rise. They worked hard to get it.*
   5. *Imperial Tobacco is number two in the British cigarette market. Its operating profits are £350 million.*
   6. *They live in a city. The public transport network is excellent.*
   7. *We are making gains in productivity. They will make our company even more efficient.*
   8. *She offered to type up the report for me. It was kind of her.*
Reported statements (1)

When reporting speech, we can either use ‘direct’ speech or ‘indirect’ speech.

1 We use direct speech when we quote the words that were used or reformulate them.

**Actual words:** My boss is not going to accept a 10% increase.
**Report:** So then he said, ‘My boss is not going to accept a 10% increase.’

2 In indirect speech, we make the speaker’s words part of our sentence, changing pronouns and verb forms as necessary.

He said (that) his boss was not going to accept a 10% increase.

Basic rules

1 What someone said at a particular time or place may be reported by another person in different circumstances. The tense used relates to the time when the report is made.

**Oh, hello, Jane, Bill has just phoned and he says he wants to speak to you about his trip to Rome.**
**(the situation is present)**

**James said that he didn’t enjoy his interview. They insisted that he didn’t have enough experience.**
**(the interview took place some time ago)**

2 After past reporting verbs, we normally put the tense of the verbs originally used one tense back in the past.

<table>
<thead>
<tr>
<th>ORIGINAL VERBS</th>
<th>REPORTED VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘It is difficult for me to do.’</td>
<td><em>She felt it was difficult for her to do.</em></td>
</tr>
<tr>
<td>‘She is getting the next flight.’</td>
<td><em>He said that she was getting the next flight.</em></td>
</tr>
<tr>
<td>‘I’ve forgotten her name.’</td>
<td><em>He said he had forgotten her name.</em></td>
</tr>
<tr>
<td>‘We will do our best.’</td>
<td><em>They said they would do their best.</em></td>
</tr>
<tr>
<td>‘David sent you a fax.’</td>
<td><em>She said that David (had) sent me a fax.</em></td>
</tr>
</tbody>
</table>

3 These modal verbs do not change.

| ‘You could/might/should try to get in touch with them.’ | *She said that we could/might/should try to get in touch with them.* |

Practice

1 The second sentence is a reaction to what was said in the first. Match the two parts of each conversational exchange.

1 Would you like a game of chess?
2 Michael’s waiting for us in the next room.
3 We will need to get everything translated.
4 I posted the cheque yesterday.
5 I’m visiting the production facility tomorrow.
6 I’ll sell you it for half the price.

   a I thought you said you were going next month.
   b But you said you would give it to me for free.
   c But I thought you could speak Spanish.
   d But you said you didn’t know how to play.
   e But you said you had sent it ten days ago.
   f I thought you said he had gone away.

2 These are some of the things that the CEO said at a meeting you attended a week ago. A colleague who was unable to attend wants you to tell him what she said.

1 Last year total sales amounted to $121m.
2 We will be investing more in R & D.
3 Our market share has grown by 16%.
4 I don’t want to diversify in the immediate future.
5 Net profits this year should be in the region of $300m.
6 Nothing succeeds like success.
7 I am not planning to increase our debt-equity ratio.
Reported statements (2)

1. Note that say is more common with direct speech and tell is followed by the person who is told.
   He said, 'Don't park there.'
   He told me not to park there.

2. Tell also means 'to instruct' or 'to inform'.
   She told him to improve his performance.
   She needs to tell you what time the meeting will be.

3. Changes of time and place and orientation can normally be indicated by changing the original words.

   **ORIGINAL WORDS**  
   'I'll see you again next week.'
   'I'll ring you back tomorrow.'
   'I'm not going to sign this - it isn't what we agreed on at all.'

   **REPORTED WORDS**  
   He said he'd see me the following week but he never came back.
   He said he would ring me back the following day.
   He said he wasn't going to sign it/the contract because it wasn't what they had agreed on.

4. Reporting verbs can be used to indicate the speaker's intention.

   *advise, warn* and *remind* are followed by a person + infinitive.
   'If I were you, I'd leave early.'
   She advised her colleague to leave early.
   'Don't pay too high a price.'
   He warned me not to pay too high a price.
   'Don't forget to take your passport.'
   She reminded him to take his passport.

   *promise, threaten, and offer* are followed by an infinitive.
   'I'll be in touch soon.'
   He promised to be in touch soon.
   'We'll sue you if you use our brand name.'
   They threatened to sue us if we used their brand name.
   'I'll give you a hand if you like.'
   She offered to give me a hand.

   *suggest* and *recommend* are followed by the -ing form.
   'Why don't you try a different supplier?'
   She suggested trying a different supplier.

---

**PRACTICE**

1. Complete the sentences, using *say, tell, said, and told*.
   1. Anita has just phoned to _____ she can't come to the conference.
   2. Did she _____ you how she was going to raise extra capital?
   3. It was John Kennedy who _____: 'Ask not what your country can do for you; ask what you can do for your country.'
   4. He _____ the committee that the chairman had never been involved in corruption.
   5. The CEO has _____ the Financial Controller to make economies.

2. Using a dictionary if necessary, divide these verbs into two groups; ones followed by *that* and ones followed by *to*.

   **VERBS FOLLOWED BY THAT**
   **VERBS FOLLOWED BY TO**

3. Transform the direct speech into reported speech using the verbs in italics.
   1. 'I'm not accepting 10%. No way!'  
      He refused …
   2. 'I think you should seek legal advice.'  
      She recommended …
   3. 'Don't buy shares in BIY, they're about to go into liquidation.'  
      He warned …
   4. 'Would you like me to get you a taxi?'  
      She offered …
   5. 'I'll send you a copy of the feasibility study.'  
      He promised …
   6. 'We'll withdraw from the project if you deal with our competitors.'  
      They threatened …
   7. 'OK, I'll increase your budget allocation.'  
      She agreed …
   8. 'Initial profit projections appear to be favourable.'  
      He claimed …
Reported questions

1. When we report yes/no questions, we use if or whether and make any necessary tense changes.
   ‘Will you be going to the summer party?’
   She asked me if I would be going to the summer party.
   ‘Can I see him at five o’clock?’
   He wanted to know if he could see you at five o’clock.
   ‘Were you by any chance born in India?’
   He wondered whether I was born in India.

2. When the original question begins with a question word (i.e. which, what, where, why, when, how, etc.), we report these questions using a different word order: verb + subject changes to subject + verb.

   ORIGINAL QUESTION  REPORTED QUESTION
   ‘Which airport are you leaving from?’  He asked me which airport I was leaving from.
   ‘How old are you?’  He wanted to know how old I am/was.

3. The auxiliaries do, does and did are not used in the reported question.
   ‘Where do you live?’  He asked me where I lived.
   (NOT He asked me where do I live.)
   ‘How much did it cost?’  He wanted to know how much it cost.
   (NOT He wanted to know how much did it cost.)
   ‘What time will the shuttle leave?’  He asked her what time the shuttle would leave.
   (NOT He asked her what time would the shuttle leave.)
   ‘Who did you talk to?’  He wanted to know who I’d talked to.
   (NOT He wanted to know who did I talk to.)

   There is no question mark in the reported question.

4. The same word order principle applies in questions beginning with Do you know or Could you tell me.
   Do you know where the station is?

PRACTICE

1. These are some of the questions that were asked during a job interview for a post in an American firm. Report these questions using ‘They wanted to know …’ and ‘They asked me if/whether …’
   1. Where did you see the advertisement?
   2. Why are you interested in joining our firm?
   3. What attracted you to the post?
   4. How long ago did you leave ICI?
   5. How well did you get on with your colleagues?
   6. Do you know how to use EXCEL?
   7. Can you speak English?
   8. What other languages can you speak?
   9. Do you have the TOEFL or TOEIC?
  10. Do you have any friends living in the USA?
  11. How soon can you start?

2. You have been taking messages for a colleague who has been on a trip abroad for the last two weeks. He is now in your office and you are briefing him on what has been happening in his absence.

   1. While you were out...
      Mr Vaughan: 'How many items do we have to sell before we reach break-even point?'
      (NOT He asked me how many items we had to sell before we reached break-even point."

   2. While you were out...
      Mr Postett: 'How soon will the laboratory samples be ready?'

   3. While you were out...
      Mrs Cole: 'When did we last review the complaints procedure?'

   4. While you were out...
      Christine: 'Should we take out political risk insurance for the Albanian consignment?'

   5. While you were out...
      Herr Lüdove: 'How long does the guarantee last?'

   6. While you were out...
      Richard: 'Which car hire firm do we normally use?'

   7. While you were out...
      Elaine: 'Who is responsible for authorising expenses?'

9. While you were out...
   Mr Gould: 'Could you please check the specifications for order no. 549/77?'

8. While you were out...
   Dorothy: 'When was the last time we had an order from Patagonia?'
20  Verb + -ing or to-infinitive

It is common for a verb to be followed by another verb. But it is often difficult to know whether the second verb is a to-infinitive or terminated by -ing.

1 These verbs are followed by a verb + -ing but not a to-infinitive.

admit avoid consider count on delay enjoy finish imagine involve justify look forward to miss mind postpone recommend risk

Have you considered working from home?
The new design will involve changing the packaging.
The situation doesn’t justify taking legal action.
We postponed launching the new model.
We look forward to seeing you soon.
We risk losing our position as market leader.

2 The following verbs take a to-infinitive.

afford appear arrange attempt claim
decide demand expect fail guarantee
hesitate hope manage offer plan
proceed promise tend undertake wish

Please arrange to transfer the money to our account.
I expect to see you in Shanghai shortly.
We plan to open a new branch in Brazil.
We promise to replace any damaged items.
They refused to give us credit.
We do not wish to be involved in the deal.

3 Some verbs are followed by either an infinitive or another verb + -ing. Sometimes there is a change in meaning as in the examples below.

We do not allow/authorise smoking on our premises.

(to = in general)
She allowed/authorised him to smoke a cigar in the office. (= on this specific occasion)
I will never forget meeting Bill Gates.

(to = I will always remember)
I often forget to turn off my mobile phone.

(to = fail to remember)
I mean to see her later this week.

(to = I intend to)
I could get a better job but it would mean moving.

(to = involve)
They stopped sending us junk mail after a while.

(to = they ceased)
She stopped to have a cigarette.

(to = so as to)

1 Put the verb in brackets into the correct form.

1 The staff were asked to avoid (speak) to journalists.
2 The firm attempted (take over) its nearest competitor.
3 We cannot count on (remain) market leader forever.
4 We had to delay (launch) the new product.
5 I have arranged (be) replaced during my absence.
6 She doesn’t mind (work) overtime if it’s paid.
7 I hope (see) you again in the near future.
8 He actually enjoys (travel) over 20 hours a week.
9 We guarantee (provide) total quality.
10 Personally, I can’t afford (buy) a Rolls Royce.
11 Would you mind (wait) a few minutes?
12 I never wished (appear) rude.
13 We promise (refund) your money if you are not entirely satisfied.
14 Since I left England, I miss (go out) for a pub lunch.
15 She tends (believe) that governments should not interfere in the free market.
16 The bank has undertaken (back) us in the venture.
17 Have you ever considered (move) abroad?
18 We don’t expect conditions (improve) for some time.
19 She offered (give) me a lift to the airport.
20 At first Elias Howe failed (get) people interested in his new sewing machine.

2 Complete the following letter.

Dear Mr Magnusson,

Further to your phone call, I confirm that we cannot afford (purchase) the furniture at the price you propose. However, if you could arrange (reduce) your price by 5%, we would undertake (make) an initial order of 50 office desks and swivel chairs. If you agree, we would not mind (pay) at 30 rather than 60 days.

I hope (hear) from you soon and look forward (receive) your acceptance of this proposal.

Yours,
1 connections

GRAMMAR REVIEW page 6
Two business failures

THE OFFICE
RADCLIFFE Morning, Jill.
JILL Morning, Mr Radcliffe. Oh, I'm afraid you can't go in there.
RADCLIFFE What do you mean?
JILL Well, they're having a meeting.
RADCLIFFE I know they're having a meeting. We have a meeting in there every Monday at this time.
JILL Yes, but this week ... it's a bit different.
RADCLIFFE Don't be ridiculous. Out of my way. I'm going in.
JILL No, Mr Radcliffe, I'm sorry. You see ... they're ... well, they're having the meeting without you this week, Mr Radcliffe.
RADCLIFFE But, Jill, I always go to these meetings.
THOMAS Are you having a few problems, Jill?
JILL It's ... um ...
THOMAS Ah, Bill ...
RADCLIFFE What's going on? I always come to these meetings.
THOMAS Yes, Bill, I know. But, well, you've been here a long time ...
RADCLIFFE What? I ... What are you saying?

THE MOBILE PHONE
JOHN Hello! Oh, hello, Clara. Oh, just a second, the traffic's moving ... Sorry about that. Yes. Well, I'm afraid I'm having a few problems this morning ... Yes. I'm sitting in the car on the ring road. And, well, it's not moving ... not much, anyway ... No, this doesn't happen every time ... Oh, you know me better than that. I come to you every month at the same time ... Yes. Yes, I know lots of other people are selling the same things as me ... Yes, and I know you always give me a big order ... Listen, I'm sitting in a traffic jam, what can I do? ... Well, buy from the other person then ... No, no, I'm only joking. I don't mean that. Clara? Clara, are you still there?

DOING BUSINESS 2 page 10
Not getting through!

CONVERSATION 1
GEORGE Hello. Could I speak to Dr Lowenstein, please?
WOMAN 1 Just a moment, please. ... Hello. I'm afraid that Dr Lowenstein's on another line at the moment.
GEORGE Can I hold?
WOMAN 1 Sure. ... Dr Lowenstein's line is still busy. Do you still want to hold?
GEORGE No, thanks. I'll call back later.

CONVERSATION 2
GEORGE Could you put me through to Dr Lowenstein, please?
WOMAN 2 No, I'm sorry, Mr Lowenstein is not available right now. Mr Lowenstein groups his calls and will receive calls any time after three.
GEORGE I'm sorry, could you speak more slowly?
WOMAN 2 Oh, yes. I'm sorry. I said Mr Lowenstein is not available. Could you call back after three?
GEORGE Can I leave a message?
WOMAN 2 No problem.

CONVERSATION 3
GEORGE Could I speak to Dr Lowenstein, please?
MAN 1 I'm sorry, can you speak up?
GEORGE Can I speak to Dr Lowenstein, please?
MAN 1 Sorry, caller, it's a bad line. Can you call back?
GEORGE OK. Bye.

CONVERSATION 4
GEORGE Dr Lowenstein, please.
MAN 2 Lowenstein?
GEORGE Yes. Could you put me through to him?
MAN 2 Ah. I think you've got the wrong number.
GEORGE Oh. I am sorry.

CONVERSATION 5
GEORGE Can I speak to Dr Lowenstein, please?
MAN 3 Oh, I'm sorry, Dr Lowenstein has left the company.
GEORGE Ah.
MAN 3 Would you like to speak to the new man, Mr Smythe?
GEORGE Sorry? Can you spell that for me?
MAN 3 Yes. Smythe. S.M.Y.T.H.E. Shall I put you through?
GEORGE Yes, please.
MAN 3  Can I ask who's calling, please?
GEORGE Yes. It's George Gay from Newhaven ...

SOCIAL SKILLS  page 14
Alternative versions

CONVERSATION 1
BUXTON Hmm ... It's been a long day. What are you drinking?
ROBERTS Gimlet.
BUXTON Well, let's have a couple more. I'm sorry, we haven't been introduced.
ROBERTS Roberts. Ian Roberts.
BUXTON I'm Michael Buxton. How do you do.
ROBERTS How do you do.

CONVERSATION 2
BUXTON Hmm ... It's been a long day. What are you drinking?
ROBERTS Gimlet.
BUXTON Well, let's have a couple more. May I introduce myself? I'm Michael Buxton. And you must be Ian Roberts.
ROBERTS That's right. I'm pleased to meet you.

2 the company

GRAMMAR REVIEW  page 18
A job description

JULIAN That's right. I'm the general manager of the institute, which means ... well, basically, it means I do everything. I mean I don't have to repair the equipment, but apart from that I ... well, I have to prepare the budgets, recruit new staff, conduct performance appraisals and so on. And obviously, as this is a nuclear research institute, health and safety is, like, big big news - so I have to check all the health and safety procedures on a very regular basis. But, of course, I'm not a scientist, so I don't actually have to find new uses for radioactive material or anything like that. And, obviously, I'm office-based, so I don't have to go out to foreign markets and sell our ideas or ... I don't know ... er ... is that what you want to know?

GRAMMAR REVIEW  page 19
Safety procedures

JULIAN Right, this is the rest area. Oh, excuse me, we have to keep this door closed at all times, I'm afraid. Now, obviously you don't have to wear protective clothing or anything like that in here, and you don't have to wear the special shoes, either. But I'm afraid you mustn't bring any food or drink into this area ... oh, and of course, you mustn't smoke. If you've got any questions, you will ask, won't you?

DOING BUSINESS 1 page 21
Formal and informal meetings

HARRIET Right. Are we all here? Good, well, let's get down to business. I think our objective is pretty clear. We're here today to sort out this ... this mess. We have to decide what we're going to do about the problems with our travel bookings. I don't know ... it's, well ... it's chaos.
PATTI Sorry, Harriet. What do you mean by that?
HARRIET What do I mean? Patti, I mean it looks like we're going to have to cancel our regional sales conference and, on top of that, we're going to lose $25,000 or more.
PATTI It's not chaos, Harriet, it's a problem. OK?
HARRIET OK, it's a problem. And we're here today to solve it. Now I've got another meeting at three, so I'm going to have to set a time limit of, say, 2.45. Is that OK with everybody?

BRIAN Can I say something here?
HARRIET Sure.
BRIAN Is someone taking minutes?
HARRIET Minutes. Yes. Thanks, Brian ... Mike, can you take the minutes?
MIKE I am already.
HARRIET Brilliant. Thank you. Right. Before we start, are there any questions? Mike?
MIKE Yes, I'm sorry, Harriet, can you repeat what you said about the money?
HARRIET I said ... I said we're going to lose $25,000, which is true ...

DOING BUSINESS 2 page 22
A discussion

HARRIET Right, let's move on to the next point, shall we? Violence in the workplace, I'm afraid. Again.
BRIAN Disgrace.
HARRIET It's the third assault on a member of our staff this year. I don't know what we're going to do. Has anyone got any ideas?
PATTI Well, for a start, why don't you have a clear company policy on violence? That way, at least our people will know where they stand - if they're ever threatened.
HARRIET Thanks, Patti. Yes. Good point. I... um ...
MIKE Can I say something here?
HARRIET Yes, Mike. What do you think?
MIKE Have you thought about these training courses?
BRIAN Training courses.
MIKE Yes. They're courses where you learn to see the danger signs, to ... well, to try to stay in control of the situation.
HARRIET Hmm. I'll look into it.
BRIAN I... er...
HARRIET Yes. Sorry, Brian, what's your view?
BRIAN Well, it's quite simple. I think you should just tell people to use their common sense.
HARRIET Well, thanks...
DOING BUSINESS 2 page 22

Making your point

PATTI Well, for a start, I think you should have a clear company policy on violence. That way, at least our people will know where they stand - if they're ever threatened.

MIKE Why don't you send people on training courses?

BRIAN It's quite simple. Have you thought about just telling people to use their common sense?

3 money

GRAMMAR REVIEW page 31

The Paul Reichmann story

The Canadian property developer, Paul Reichmann, was once described as the Einstein of the business world. At its peak, his company, Olympia & York, had $25 billion in assets, including 40 huge office blocks around the world. But, in 1992, a time when property markets were experiencing a serious slump, the company collapsed. Reichmann and his family lost perhaps as much as $10 billion in just five years.

Reichmann's career is the story of a business genius, ready to take bigger and bigger risks. But, in his early years, a career in business seemed most unlikely. In fact, Olympia & York was started by his brothers, while Paul was working on religious and educational projects in north Africa - and he didn't join the company until he was 26 years old. But, when he did, his talent as a property developer was soon obvious to everyone.

After two hugely successful projects in Toronto, he started doing business in New York in 1977 and, in 1980, made perhaps his greatest business decision. That was when Olympia & York bought a site in the south of Manhattan Island and started work on one of New York's biggest developments - the World Financial Center. The project made the Reichmanns the largest property owners in the city. Builders were still finishing work on the World Financial Center, when Paul Reichmann made his next huge deal. On the other side of the Atlantic, Margaret Thatcher's government was trying to develop a large area of derelict land to the east of London. In 1987, Reichmann bought the site and work began on the 24 buildings known as Canary Wharf. But the timing was all wrong. In 1989, there was a dramatic slump in the London property market. By 1991, Olympia & York's debts were $20 billion and, in 92, the company collapsed.

But that was not the end of Paul Reichmann. In 1995, he was part of another group of investors which bought back Canary Wharf and turned it into a remarkable success - which shows that, although Paul Reichmann may not be a business Einstein, he's certainly a man who doesn't give up.

DOING BUSINESS 1 page 32

Stress

1 O o o O o o O

B Sorry. Was that fifteen?
A No. fifty.
B Right.
B Eighty?
A No. eighteen.
B Thank you.
A And, finally, nineteen, eighteen, ninety.
B Nineteen, eighteen, ninety. Great.

DOING BUSINESS 2 page 34

Black Monday

The breakfast news on Tuesday, 18 October 1987. Yesterday was the worst day on the stock market this century. In London, share values fell by around £50 billion; on Wall Street, the Dow Jones index plunged 508 points - a drop of over 20%.

Share values had soared to new highs this autumn and for weeks analysts had been predicting that the bull market couldn't last. But when the crash came the market fell more dramatically than anyone had imagined.

Today, everyone is hoping that the situation will stabilise and that markets will recover quickly. In the last major stock market crash in 1929, the market fell by just 10% and that led to the great depression - a time when hundreds of banks failed, thousands of businesses closed and millions of people lost their jobs.

DOING BUSINESS 2 page 35

Sound and spelling

closed, increased, lasted, collapsed, crashed, decided, intended, invested, peaked, plunged, predicted, recovered, slumped, soared, stabilised

SOCIAL SKILLS page 38

Do you come here often?

FRANK So, where are you from?
ANNA Dallas. I'm American.
FRANK Oh. And how long are you here for?
ANNA Just a couple of weeks.
FRANK Hmm. What are you doing here?
ANNA I'm thinking of getting into computer programming. So I'm visiting quite a few companies like yours.
FRANK Really? And what are you going to do in your spare time?
ANNA Well, I love art galleries, so I’ll try to visit quite a few while I’m here ... Do you like art?
FRANK Not quite my thing, I’m afraid ... Oh, by the way, I didn’t catch your name.
ANNA Anna. Anna Keefe.

DOING BUSINESS 2 page 47
Four acceptances

ACCEPTANCE 1
That seems like a reasonable offer, which I accept on behalf of my family, I look forward to doing business with you. And I want to thank you for considering my family in your business plans.

ACCEPTANCE 2
I can see that you are a serious man and I think we have the basis of an understanding. But, clearly, there are many details for us to discuss. Now ...

ACCEPTANCE 3
OK, it’s a deal. Now I hope you’ll join with me in a small ... er ... celebration of our new relationship.

ACCEPTANCE 4
Yeah, I like the sound of the idea, but I think you can do better ... out of respect for me and for my family, you understand. Now tell me a little bit more about what you can do for us ...

SOCIAL SKILLS page 51
Making an arrangement

WOMAN Hello.
MAN Hi, remember me?
WOMAN Oh, yes, of course I do. Hello.
MAN Listen, it’s about the shoot. Can we fix a time? My daughter’s coming to stay.
WOMAN Oh, I’m sorry, I can’t tell you at the moment. We’ll have to get the copy agreed, the director lined up and so on. How about a month from now at the earliest?
MAN Try and bring a schedule when you come round with the copy.
WOMAN Right. I’ll get the men in suits working on it. It’ll be great to meet you.
MAN It’ll be great to meet you, too.
WOMAN Would you like to have lunch? It’s on me.

management

GRAMMAR REVIEW page 54
A staff meeting

WORKER 1 I think the thing we all want to know about is job security. Are there going to be redundancies?
MANAGER No, now let me make this clear. Nobody is going to lose their job under the reorganisation.
WORKER 2 When are we going to get a decision on the new bonus scheme?
MANAGER Yes. Well, you’ll probably hear something from us next week.

WORKER 3 And what about the new health and safety arrangements?

MANAGER Good question. We’ll decide that at the management meeting at the end of the month.

WORKER 1 Are we going to get shorter working hours?

MANAGER No, I’m afraid you’re certainly not going to get that. Now, are there any more questions? Yes, Philippa ...

DOING BUSINESS 1 page 57
Meet the staff

LEORA So, Ben, tell me, do you like the new arrangements in the office?

BEN No opinion, really. I liked my old desk; the new one’s OK. My old computer didn’t work properly; my new one doesn’t either.

LEORA Ah. I see. Right. And how do you feel about the new management structure?

BEN Makes no difference to me, I just do my job.

LEORA Well, good, I suppose that’s good, anyway. So is staff morale reasonably high, then?

BEN Oh, yeah. Sure.

LEORA Anything you’d like to add?

BEN No, no, it’s good, morale’s OK.

LEORA Hmm. Have you got any special training needs?

BEN No. I know my job. No problem there.

LEORA So are you happy with the department’s progress over the past year?

BEN Happy? Progress? Huh. Now this is going to take some time, so I hope you’re ready. Are you ready?

LEORA Well, I suppose so, yes ...

BEN In my view, and this goes for a lot of us out there, we’ve had enough of management interfering with something that’s worked perfectly well for years ...

DOING BUSINESS 2 page 59
Interviewing the major

INTERVIEWER So, Major, can we start by talking about the skills that you can bring to this job?

MAJOR That’s no problem.

INTERVIEWER Now, obviously, as an army major you’ve got plenty of managerial experience, but how do you try to motivate the people that you manage?

MAJOR Hmm. Well, a little bit of carrot and plenty of stick. That’s my way.

INTERVIEWER A little bit of carrot and plenty of stick?

MAJOR Yes. What I mean is, you have to be tough with the people you manage, make them respect you. And sometimes ... once in a while, you can give them a little incentive.

INTERVIEWER I see. Would you say that you’re a natural communicator?


INTERVIEWER Can you give me an example of a situation in which your communication skills were particularly important?

MAJOR Hmm. That’s tricky.

INTERVIEWER Well, tell me about how you deal with a difficult soldier.

MAJOR Oh, that’s easy. Shout at him, punish him and make sure he knows his place.

INTERVIEWER Right. Yes. Well, er ... let’s talk a little about your experience. What did you like most about your time in the army?

MAJOR Oh, the discipline.

INTERVIEWER The discipline?

MAJOR Yes, the combination of the discipline and the adventure. I love it.

INTERVIEWER So why are you leaving?

MAJOR Well, I suppose I’m looking for a new challenge ... and more money, of course.

INTERVIEWER Challenges are obviously important to you. Tell me something more about yourself. How do you spend your free time?

MAJOR I like to keep fit. Very, very fit. I like to be outside, running, hunting, having a good time.

INTERVIEWER Well, there are plenty of those kind of opportunities in Kenya.

MAJOR I know. That’s why I want the job ... one of the reasons, of course.

INTERVIEWER And what do you think are your weak points?

MAJOR Weak? That’s not my kind of adjective. I’m ... er ... I’m ... I know ... I’m not very good with young children.

INTERVIEWER I see. So, major, let’s talk about what you want from the company. How much do you expect to earn?

MAJOR No less than US$80,000 per year.

INTERVIEWER Right. And finally, what about the future? What kind of job would you like to have in five years’ time?

MAJOR Five years’ time? I’d like to retire! Ha ha! Only kidding! No, I never think that far ahead.

INTERVIEWER Well, thank you, major. Now do you have any questions ...

SOCIAL SKILLS page 62
Oh, really?

1 MAN Have you heard that the price of phone calls is going to fall dramatically?

WOMAN Really?

2 MAN Someone told me that we’re all going to do our shopping by computer within a few years.

WOMAN Really?

3 MAN Apparently, an American company is taking bookings for holidays in space.

WOMAN Really?
4 MAN Did you know that scientists are developing ways of building skyscrapers out of diamonds?
WOMAN Really?

5 MAN I heard that Ferrari are bringing out a new sports car next year.
WOMAN Really?

SOCIAL SKILLS page 63
That's interesting

1 MAN Have you heard that the price of phone calls is going to fall dramatically?
WOMAN That's interesting.

2 MAN Someone told me that we're all going to do our shopping by computer within a few years.
WOMAN That sounds great.

3 MAN Apparently, an American company is taking bookings for holidays in space.
WOMAN How strange.

4 MAN Did you know that scientists are developing ways of building skyscrapers out of diamonds?
WOMAN I don't believe you.

5 MAN I heard that Ferrari are bringing out a new sports car next year.
WOMAN Is that right?

SOCIAL SKILLS page 63
Finding out more

MAN Did you know that scientists are developing ways of building skyscrapers out of diamonds?
WOMAN I don't believe you.
MAN It's true.
WOMAN What do you mean?
MAN Well, it's nanotechnology.
WOMAN Nanotechnology?
MAN The science of very small things. Scientists are learning how to manipulate individual atoms to create completely new kinds of material.
WOMAN Oh. Is that right?
MAN Yes. So, in theory, you see, there's nothing to stop people building skyscrapers out of diamonds...
WOMAN Sorry to change the subject, but have you seen my newspaper?

6 the customer

GRAMMAR REVIEW page 66
A loan adviser

CUSTOMER So, if I borrow £3,000, how much will I have to pay back in total?
SALESWOMAN Well, if you borrow £3,000 over three years, it'll be £3,831. If you want to borrow for longer, it'll be slightly more.
CUSTOMER So, how much are the monthly repayments?
SALESWOMAN Well, if you take a three-year option, that'll be... £106 per month.
CUSTOMER Hmm. That sounds good.
SALESWOMAN There is something else I'd like to mention.
CUSTOMER Yes?
SALESWOMAN Well, I know that it's not a very pleasant thought, but, well... what would happen if you lost your job? Would you still be able to meet the repayments?
CUSTOMER Hmm. I... er...
SALESWOMAN And what about if you were seriously ill... or even if you died, would your family be able to pay back this loan?
CUSTOMER I don't see what you're saying.
SALESWOMAN Well, we normally advise our borrowers to take out some kind of insurance on their loan. So if anything happens to you, you won't have to worry about your loan repayments.
CUSTOMER Listen, if anything bad happened to me, the last thing I'd worry about would be my loan repayments.
SALESWOMAN So you're saying you don't want to participate in our loan protection scheme.
CUSTOMER That's right. I think I can live with just a little bit of risk.

GRAMMAR REVIEW page 67
Elision

1 WOMAN What will you do if it rains this weekend?
MAN Ooh, if it rains, I'll probably stay at home.

2 MAN What would you do if another company offered you a job with a much bigger salary?
WOMAN Well, if I was offered more money, I certainly wouldn't say no!

3 WOMAN What will you do if your boss asks you to work late tomorrow?
MAN Tomorrow? Tomorrow evening? I won't do it. I can't. I'm going out.
4 WOMAN What would you do if you found a burglar in your house after work this evening?
MAN I don't know ... I'd scream ... No, I wouldn't. I'd call the police ... from the phone box round the corner, of course.

5 MAN What would happen to your company if the price of oil doubled?
WOMAN If it doubled? Oh, we'd probably go bankrupt, wouldn't we?

DOING BUSINESS I page 69
A photocopier salesman

BELEW Well, Mr Jones, I'll tell you what. We've got a special offer on at the moment. Now, what this means is, if you buy this copier from me today, I'll give you a two-year guarantee and 15% off the normal purchase price. How does that sound to you?
JONES Hmm. Well, it's tempting, but if I bought a new photocopier now, my bank manager would go crazy.
BELEW What would you say if I offered you six months interest-free credit?
JONES Six months? Interest-free? OK. If you give me a two-year guarantee, 15% off and six months' interest-free credit, I'll take one.
BELEW Right, well, let's sort out the paperwork ...

SOCIAL SKILLS page 75
A few questions about the menu

WAITER Are you ready to order?
MAN Well, actually, we've got a few questions about the menu.
WAITER Of course.
WOMAN What do you mean by 'Mixed things'?
WAITER Yes. That's not very clear, is it? It's ... erm ... well, it's a kind of salad, but with little pieces of ... sort of bread, do you know what I mean?
MAN Yes. I think you mean Waldorf salad. That's what we call it, anyway. Waldorf salad.
WAITER Hmm. Waldorf salad.
WOMAN And how exactly is the trout cooked?
WAITER Well, we put it under the grill with ... erm ... little nuts.
WOMAN Grilled trout with almonds.
WAITER If you say so ... MAN And what's a 'grilled leg of salmon'? Is that some kind of joke?
WAITER A joke? ... Oh, I see ... Well ... actually, yes. Yes, it is.
MAN Presumably you mean grilled salmon steak or something like that, don't you?
WAITER Yes, I suppose we do. Although there is another problem with that.
MAN What's that, then?
WAITER The salmon's off.
MAN Oh ... I ... er ... Well. So, what shall we have?

WOMAN Umm ... well, it's tricky, isn't it? What do you recommend?
WAITER Well, the slice of pig is wonderful.
MAN Slice of pig? What are you talking about?

7 production

GRAMMAR REVIEW page 78
The Hawthorne Experiments

The Hawthorne experiments? Yes. Extremely interesting. They were conducted by Elton Mayo in the ... the 1920s, I believe. It was at Western Electric's Hawthorne Works in Chicago ... hence the name. More than 20,000 workers were involved.

In the first experiment, the lighting conditions in the Hawthorne factory were improved — and it was found that output also improved. In the second experiment, the lighting conditions were made worse. Surprisingly, output went up again. Finally, lighting conditions in the factory were returned to normal. And do you know what? Once again, the workers' productivity improved. Quite extraordinary, really. So what did Elton Mayo make of all this? Hmm. Well, what conclusion would you draw?

GRAMMAR REVIEW page 78
The Hawthorne Effect

Yes, well, Elton Mayo's conclusion was quite interesting really. He believed that the increases in productivity had nothing to do with the changes in lighting conditions at all. Output had increased because the workers felt valued and they felt valued simply because they were part of an experiment.

GRAMMAR REVIEW page 79
Comparing processes

Okay. Well, our burgers are made like this. First, the meat is taken out of the freezer ... that's obvious, really ... and it's cooked under the grill. Now, our buns aren't heated, so as soon as the meat's ready, it's put straight into the cold bun. Oh, I should say, that normally a batch of six burgers is made at a time. Right. Now next the burgers are dressed — with lettuce, tomato, cheese and so on. Finally, the burgers are put into special little boxes so the heat is kept in and then they're slid down a chute into the serving bin near the counter. And I guess that's about it.

SOCIAL SKILLS page 87
Talking about interests

EXTRACT 1

MAN So, what do you do in your spare time?
WOMAN Well, I'm pretty busy, as you can imagine, but, when I get a chance, I try and go to the cinema.
MAN Really? Have you seen the new Spielberg movie yet?
WOMAN No, I haven’t actually.
MAN Oh, you should go. I think it’s great.
WOMAN What did you like about it?
MAN Well, you remember Schindler’s List? It’s got the same kind of feel ...

EXTRACT 2

WOMAN Are you interested in sport?
MAN Yeah, I love it, but I’m getting a bit old for it now.
WOMAN What do you play?
MAN Football. Five-a-side football, twice a week after work.
WOMAN How do you find that?
MAN Exhausting. That’s why I say I’m getting too old.

EXTRACT 3

MAN Did you watch the news this morning?
WOMAN Yes, I did.
MAN Did you see the report on customer service in the business news?
WOMAN Yes, I did. I didn’t like it much, though. What do you think?
MAN Well, it’s funny, I know the guy who made that ...

8 business and society

DOING BUSINESS 2 page 94
Comparing presentations

PRESENTATION 1

Right. Good. Well, perhaps I’ll start, shall I? Can you hear me all right? Good. Now ... er ... probably the most important thing I’ve got to say is that ... well, the company’s results are looking pretty good this year. Have you all seen the graph of sales figures? No? Well, I’ve got one here. There you are. Can you see this all right at the back? No? Well, you’ll have to take my word for it, then. Results are good. Yes. Very good, actually. But, anyway, I’ll tell you a bit more about that in a minute. Now, where was I? Um ... let’s start with what’s happening at the moment. Would that be a good idea?

PRESENTATION 2

Good morning, ladies and gentlemen. I’m here today to tell you about our company’s financial position. I’ve divided my presentation into four parts. Firstly, I want to talk about the current financial situation. Secondly, I’d like to examine our performance over the past year. Thirdly, I’ll look at our prospects for the next twelve months. Finally, I’ll make some recommendations. I’ll be happy to answer questions at the end of my presentation.

Right. I’d like you to look at this graph ...
**Doing Business 1**  page 105

A list of three

**Extract 1**
All right, ladies, I'm not asking for £100. I'm not asking for £75. Ladies, this beautiful dress is yours for just £50. So, who'll be my first customer?

**Extract 2**
Our customers aren't just asking for the cheapest prices. They're not just asking for the best quality. They are asking for the cheapest prices and the best quality and, believe me, they will accept nothing less. So, how can we make sure that we give them what they want?

**Doing Business 2**  page 107

Emphasis

The point is, ladies and gentlemen, that greed, for lack of a better word, is good.

**Social Skills**  page 110

Sounding polite

**Conversation 1**

**Man** Can I invite you to dinner this evening?

**Woman** Thank you. That's very kind of you.

**Conversation 2**

**Man** Thanks very much for everything. I'd like you to have this.

**Woman** I'm sorry, but my company doesn't allow me to accept gifts.

**Conversation 3**

**Woman** Would you like to go to the concert tonight?

**Man** That's very kind of you, but I must refuse.

**Hi-tech Vocabulary**  page 113

Word stress

1. **Woman** the software industry
   **Man** the software industry

2. **Woman** television, television
   **Man** video-conferencing, video-conferencing
   **Woman** optical fibre, optical fibre
   **Man** cable TV, cable TV
   **Woman** interactive television, interactive television
   **Man** digital telephony, digital telephony

**Doing Business 1**  page 117

Two views

**Alan Davies**
When I think of the e-mail technology and its importance to me, I think of it also as being an evolutionary process. When I first started using e-mail back in '86, I really just used it to transmit simple text messages and it took me a while before I understood its potential. Today in '97, I look at that and I think about the phone versus sending messages and for me, the e-mail is a more important technology. And that's not just myself, but I think all of Shell is looking at this technology in this way. This product is not just text, it is digital information, so I can take a sound clip, a video, a graph, a picture, scanned text and convert that into something that can come across the telephone line and sit on my PC. Whereas, with the phone, all that I can do is talk about it.

The other thing that comes into this that's happening now is the mobile office. We have people that are out meeting the customers, yet need to get information from the Shell Centre, and they can dial in from wherever they are in most parts of the world today to get information from the Shell Centre that's up to date, real time and that just wouldn't have been possible without these e-mail packages.

**Susan Fearn**
Well, in my view, e-mail is very definitely a mixed blessing. On the one hand, it enables us to communicate quickly and effectively and to send documents to people. But on the other hand, I think it wastes an awful lot of business time. Probably 75% of the e-mails that I get are not directly relevant. I'm being included in wider circulations and I spend a lot of time every morning looking at e-mails that I really would have been happier not to get at all. I understand that some organisations are establishing e-mail filters, that they're able to programme the computer in such a way that certain key words are picked out and if the e-mail does not contain that key word, for example 'meeting', those e-mails are deleted and that's one way of saving staff time. Other organisations are employing people to sort through the e-mails of their senior executives, so their time is not wasted. So it seems to me, that while saving money and being very cost effective on one level, e-mail is creating an awful lot more hassle on another level.
1 Articles
1 Ø, the, a 6 the, Ø
2 the 7 Ø, the, the
3 a 8 Ø, the
4 the 9 Ø, the, the
5 an, a 10 a, a, the, Ø

2 Comparisons
1 highest 5 as high as
2 lowest 6 longer, than
3 lower than 7 the fastest, the slowest
4 higher than

2 It was the most unsuccessful deal I'd ever made.
2 It was the most expensive meal I'd ever paid for.
3 It was the most confusing set of instructions I'd ever read.
4 The chemicals division was the least profitable division (of all).
3 The sooner we leave, the earlier we'll arrive.
2 The longer people wait, the more impatient they become.
3 The older I get, the younger I feel!
4 The harder you work, the higher the rewards.

3 Conditionals
1 if 2.2c 3 e 4 a 5 f 6 b
1 If payment is not made by the end of the month, we will be forced to take legal action.
2 Defective items will be exchanged if you produce a receipt.
3 You can learn more about our products if you consult our website http://www.gbpro.co.uk.
4 Your audience won't hear you if you don't speak clearly.
3 If I worked in Beijing, I'd learn Chinese.
2 If I took a cut in salary, I'd work fewer hours.
3 If I had more time, I'd take up golf.
4 If I won the national lottery, I'd retire.
4 If I had known the post was vacant, I would have applied.
2 If there hadn't been a road accident, I wouldn't have missed my flight.
3 If my mobile phone had been working, I would have got in touch with you.
4 If he had been insured, he wouldn't have had to pay for his medical expenses himself.

4 Countable and uncountable nouns (1)
1 a 5 many 8 a heavy
2 a 6 the 9 a few
3 an 7 transports 10 another
4 a

2 COUNTABLE UNCOUNTABLE
law legislation
coin cash
meal catering
advertisment advertising

3 accommodation 3 advice
2 research 4 work

5 Countable and uncountable nouns (2)

1 hair (not hairs)
2 notice (not a notice)
3 a pair of scissors (not a scissor)
4 Paper (not A paper)
5 good trip (not good travel)
6 Light (not A light)
7 a bottle of perfume a flash of inspiration
a barrel of oil a mountain of work
a stroke of luck a round of applause
a pair of jeans a pair of jeans

6 Future forms
1 I'm going to give you a lift if you like.
2 The agreement will have been expiring by the end of the month.
3 She's says she doesn't apply for the vacancy.
4 I'll phone you as soon as I will know the price.
5 During the course you'll have improved your communication skills.

2 On Monday morning he's flying to Berlin. The plane leaves at 16.35 and arrives at 18.05. When he has arrived he'll check into the Regency Hotel.
On Tuesday he's meeting Herr Eicher in the morning and visiting the agent's premises in the afternoon.
On Wednesday morning he's giving a presentation of the first quarter's sales results and in the afternoon he's attending a seminar on 'Selling in Eastern Europe'.
Then on Thursday he'll be driving to Potsdam for a tour of the new offices. Then he's having lunch with Frau Grabek at 1 p.m.
Finally on Friday he leaves Berlin at 10.05 and gets back to Heathrow at 11.35. He has the afternoon off and will probably go home and have a well-earned rest.

1 will be working 4 will have disappeared
2 will increase 5 will be using
3 will have gone bankrupt 6 will have replaced

7 Linking words
1 b 2 c 3 a 4 c
2 1 First of all 4 so
 2 Secondly 5 In conclusion
 3 at the same time
3 1 Although 5 Alternatively
 2 nevertheless 6 However
 3 As a result 7 On the contrary
 4 therefore

8 Must and have to
1 1 must/have to 5 don't have to
 2 must 6 must/have to
 3 must/have to 7 must not
 4 must/have to 8 must not
2 a Helmets must be worn.
  b You have to give way.
  c You must not overtake.
  d You must not turn right.
  e You must have turned.
  f You must not walk on the grass.
  g You must give priority to oncoming traffic.
  b You have to pay when parking here between 9.00 and 18.30.
3 1 have to 2 have to 3 must 4 have to

9 Nouns in groups
1 1 a 2 c 3 a 4 b 5 a 6 a
2 BOX A: market forces, consumer spending, laser printer, balance sheet, service industry, chief executive
  BOX B: voice mail, brand leader, labour costs, asset stripper, time limit, ski resort
3 1 management training 4 exchange rate mechanism
  programme 5 quality control procedure
  2 world trade centre 6 overseas investment opportunity
  3 power generation project 7 needs analysis questionnaire

10 Passive
1 1 c 2 d 3 e 4 f 5 b 6 a
2 1 is recognised 3 has developed
  2 has been involved 4 was published
  g, f, b, a, d, e, c, b

11 Past continuous and past perfect simple v. continuous
1 e 2 g 3 d 4 h 5 f 6 c 7 a
2 1 woke up 14 considered
  2 had collapsed 15 believed
  3 started 16 decided
  4 was 17 thought
  5 bought 18 knew
  6 sold 19 had entered/ was entering
  7 thought 20 hit
  8 knew 21 plunged
  9 was doing 22 had gone
  10 became 23 had lost
  11 were 24 flew
  12 was hiding 13 was not behaving/
did not behave/
had not been behaving

12 Past simple and present perfect
1 1 c 2 e 3 b 4 d 5 a
2 1 Have you ever been 6 Have you ever made
  2 went 7 I had to
  3 did you stay? 8 did you talk
  4 booked 9 presented
  5 was

3 1 was 9 (has) got rid of
  2 launched 10 has taken
  3 sold 11 has set up
  4 was 12 has become
  5 decided 13 began
  6 has been 14 has proved
  7 has become 15 was
  8 has reorganised 16 made

13 Present perfect simple and present perfect continuous
1 1 have moved 5 have appointed
  2 have not changed 6 have been falling
  3 have added 7 have increased
  4 has moved

2 1 d 2 c 3 a 4 e 5 b
3 1 have not been 6 have guaranteed
  2 have been meaning 7 have been doing/ have done
  3 have been 8 have not signed
  4 have been trying 9 have made
  5 have reached

14 Present simple and present continuous
1 Benetton makes clothing.
  Yamaha makes motorcycles and musical instruments.
  Indesit makes washing machines.
  Compaq makes computers.
  Nestlé makes chocolate and food products.
  Fiat makes motor vehicles.

2 1 Foreign direct investment is growing.
  2 Profit margins are soaring.
  3 Unemployment levels are declining.
  4 Union membership is plummeting.

3 1 are launching 3 costs
  2 involves 4 regret
15 Quantifiers

1 1 √
   2 ... a little progress but not much.
   3 ... has a different reference number.
   4 ... one asks too much.
   5 Few expatriates ...
   6 Both candidates ...
   7 √

2 1 a little 4 a little
   2 few 5 Few
   3 little 6 a few

16 Relative clauses

1 1 Henry Ford was the man who manufactured the first mass-produced motor car.
   2 Alexander Graham Bell was the man who patented the first telephone.
   3 Nelson Mandela was the man who became the first black South African president.
   4 John Logie Baird was the man who produced the first television pictures.
   5 Elias Howe was the man who invented the sewing machine.

3 1 He works for Quantum, which is an American chemical company specialising in plastics.
   2 Sony, which lost the videocassette war in the 1980s, has decided to produce a recordable digital video disc to replace the videocassette.
   3 The bank which lent us the money went bust.
   4 The branch managers, who worked hard to get it, were all given a pay rise.
   5 Imperial Tobacco, whose operating profits are £350 million, is number two in the British cigarette market.
   6 They live in a city where the public transport network is excellent.
   7 We are making gains in productivity which will make our company even more efficient.
   8 She offered to type up the report for me, which was kind of her.

17 Reported statements (1)

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

2 She said that last year total sales amounted to $121m.
   She said that we will/would be investing more in R & D.
   She said that our market share has/had grown by 18%.
   She told us that she doesn’t/didn’t want to diversify in the immediate future.
   She pointed out that net profits this year should be in the region of $300m.
   She said that nothing succeeds like success.
   She told us that she is/was not planning to increase our debt-equity ratio.

18 Reported statements (2)

1 I say 2 tell 3 said 4 told 5 told

2 FOLLOWED BY THAT FOLLOWED BY TO
   point out offer
   feel promise
   insist tell
   say threaten

3 1 ... to accept 10%.
   2 ... seeking legal advice.
   3 ... me not to buy shares in BY.
   4 ... to get me a taxi.
   5 ... to send me a copy of the feasibility study.
   6 ... to withdraw from the project if we deal(t) with their competitors.
   7 ... to increase our budget allocation.
   8 ... that initial profit projections appear(ed) to be favourable.

19 Reported questions

1 1 They wanted to know where I saw/had seen the advertisement.
   2 They asked me why I am/was interested in joining their firm.
   3 They wanted to know what attracted me/had attracted me to the post.
   4 They asked me how long ago I left/had left ICI.
   5 They asked me how well I got on with my colleagues.
   6 They asked me if I know/knew how to use EXCEL.
   7 They asked me whether I can/could speak English.
   8 They wanted to know what other languages I can/could speak.
   9 They wanted to know if I have/had any friends living in the USA.
   10 They asked me how soon I can/could start.

2 1 Mr Vaughan wanted to know how many items we had to sell before we reach break-even point.
   2 Mr Pozetti wanted to know how soon the laboratory samples would be ready.
   3 Mrs Cole wanted to know when we last reviewed the complaints procedure.
   4 Christine wanted to know whether we should take out political risk insurance for the Albanian consignment.
   5 Herr Lüdcke wanted to know how long the guarantee would last.
   6 Richard wanted to know which car hire firm we normally used.
   7 Elaine wanted to know who was responsible for authorising expenses.
   8 Dorothy wanted to know when was the last time we had (had) an order from Patagonia.
   9 Mr Gould asked us to check the specifications for order no. 549/Y.

20 Verb + -ing or to- infinitive

1 1 speaking 8 travelling 15 to believe
   2 to take over 9 to provide 16 to back
   3 remaining 10 to buy 17 moving
   4 remaining 11 to wait 18 to improve
   5 to be 12 to appear 19 to give
   6 working 13 to refund 20 to get

2 1 to purchase 3 to make 5 to hear
   2 to reduce 4 paying 6 to receiving
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