

ANA BIRTALAN

BUSINESS COMMUNICATION:

Strategies and Practice

WORKBOOK

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- Strategies and Practice -

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COMMUNICATION STRATEGIES IN BUSINESS CONTEXTS

WORKBOOK

FOREWARD

In any career you would like to pursue, the level of success will depend on your ability to communicate.

This workbook is aimed to be an integrated and useful tool for those who want to improve their communication skills and vocabulary in business contexts.

It can be used as a self-contained course meant to cover the most important situations in business and organizational environment, focusing on improving communication effectiveness by a wide range of applied exercises on different organizational contexts.

The main objective is to help you acquire knowledge and skills in order to successfully:

- introduce yourself and describe your educational and professional background;
- demonstrate understanding of organizational communication practices and apply your knowledge in various communication contexts;
- communicate in meetings and small groups, expressing your opinion, agreeing, disagreeing, problem solving, decision making etc;
- apply the principles of effective business presentations.

The workbook comprises authentic readings (adapted and abridged), vocabulary development sections, conversational practice, a concise but well illustrated "Grammar Spot", (which gives an overview of the main

tenses), prepositions, introductors and connectors exercises, all of them important tools in your pursuit for a fluent and accurate discourse at your workplace. Most of the texts and exercises were adapted from different journals, specialized magazines and Cambridge examination organizers, so that the workbook may also be used as a self-study reference and a supplementary practice book for CFE and CAE exams.

UNIT ONE

APPLYING FOR A JOB

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

- **EDUCATION - FUTURE PROSPECTS**

NURSERY SCHOOL- voluntary

PRIMARY SCHOOL- at least six years primary education, from 5 to eleven

SECONDARY SCHOOL- at least five years secondary education, from 11 to 16

GENERAL CERTIFICATE OF SECONDARY EDUCATION
(GCSE) EXXAMINATIONS (TAKEN AT 15-16)

11 YEARS OF COMPULSORY EDUCATION

ADVANCED LEVEL ("A" LEVEL) EXAMINATIONS (TAKEN AT 18)

university college of education polytechnic
(teacher training)

State Education in England



HIGHER EDUCATION



The chart above explains how state education is organized in England. In each town or district, the system is decided by local authority and so it can vary, but this is the usual system. Draw up a similar of your own state education. Do they resemble?

• **VOCABULARY SPOT**

➤ **EDUCATIONAL BACKGROUND**

John Stewart tells us about his educational background. Complete each sentence with one of the words or phrases from the box below. You will need to put the verb into the right tense:

Apply	graduate	grant	higher degree
Honors degree	job	option	PhD
Place	primary school	scholarship	secondary school
Stay on	study	subject	thesis

1. I started at in London when I was 5.
2. At the age of 11, I went to, also in London.
3. At 18, I to university.
4. I got a at Manchester Engineering.
5. In fact I was awarded a
6. But at the end of the first year I changed to another
7. I from university in 1 988.
8. I have a first class in Economics.
9. I decided to at university.
10. So I did in business administration at the University of California.
11. During the course, I did an on small business development.
12. I found the topic so interesting that I applied for a to do a doctorate on the same subject.
13. Once I got the money, I had to write a 50.000 word
14. So now I have a BA, an MBA and a
15. All I need now is a

➤ **LETTER OF APPLICATION**

1. Read part of the letter of application below. Are sentences 1-7 'Right' or 'Wrong'? If there is not enough information to answer 'Right' or 'Wrong', choose 'Doesn't say'. For each sentence 1-7, mark one letter (A, B or C).

I would like to apply for the post of Personnel Officer with Alpha Bank, as advertised in the Daily News on 20 November.

I have a BA in French from the University of London. I am following a part-time course in Personnel Management at the Oxford College of Management, and I hope to pass the Diploma in Personnel Management at the end of December.

When I left university, I worked for a year in a computer company near Cambridge. Then I moved back to London to work as a French teacher in a large school, where I stayed for two years. During this time, I did some part-time work as a language trainer with factory managers, which I very much enjoyed,

Three years ago, I joined Carter's Bank, where for the past year I have worked as Assistant Personnel Officer, dealing mainly with complaints from members of staff.

Having worked in a similar organization to yours, I feel I am fully prepared for the challenges of this job.

Yours faithfully

Mary Brown

1. Ms Brown is applying for a Job with the Daily News.

A. Right B. Wrong C. Doesn't say

2. She obtained a Diploma in Personnel Management in December.

A. Right B. Wrong C. Doesn't say

3. She worked as a computer operator after university.

A. Right B. Wrong C. Doesn't say

4. While Ms Brown was a school teacher, she also taught company executives.

A. Right B. Wrong C. Doesn't say

5. In her present job, she has responsibility for internal personnel problems.

A. Right

B. Wrong

C. Doesn't say

6. She enjoys working at Carter's Bank.

A. Right

B. Wrong

C. Doesn't say

7. Ms Brown thinks she would be suitable for the job because of her previous experience.

A. Right

B. Wrong

C. Doesn't say

2. The letter of application (cover letter) can be as important as the CV in that it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains four paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job;
- say why you are interested in the position and relate your interests to those of the company;
- show that you can contribute to the job by highlighting your most relevant skills and experience;
- indicate your willingness to attend an interview (and possibly say when you would be free to attend).

Rearrange the following paragraphs in the correct order to make up a covering letter. Check your version with your partner.

Remember that extensive letters for job application are drafted nowadays in case the applicant sends his professional documents to all firms likely to employ his services even if they have not made a public announcement of vacancies. This is called the SHOT-GUN approach.

A. At the moment I am working part-time as an independent agent for Romanian and German importers of Chinese textiles and chemical products. I find the relevant Chinese factories for the buyers, negotiate for them and translate their contracts into Chinese, Romanian or English.

B. I would appreciate it if you would consider meeting or speaking with me within the next two months about the possibility of my working for your company.

C. I am writing in order to enquire about the possibility of an opening in your company. My goal is to find a position in an international company and I would be interested in either research and development or marketing and sales.

D. Please find enclosed my CV containing further details of my educational background experience.

E. I am particularly interested in finding a position that would offer me management training and that would involve my knowledge of chemical processes and my foreign language skills.

F. My long experience of actively participating in committee meetings as a representative of my student unit has given me good presentation skills, as I am able to present ideas clearly and concisely to an audience.

G. The liaison work I have been doing has been challenging: I have learnt a great deal about the cultural differences in conducting business with Asian and Europe clients.

H. I see my strong points as my ability to lead teams and manage tasks and groups, take the initiative, solve problems, make decisions and open and maintain friendly relationships with people from all walks of life. I have limitless energy and I am willing to work hard to achieve all the goals of any task I am set.

➤ RECRUITMENT

Reading 1 Read the following text which explains how job advertisements differ in three European countries.

Job Ads: Reading between the Lines

Checking out job advertisements is popular with executives worldwide. But though the activity is universal, is the same true of the advertisements? Are executive positions in different countries advertised in the same way? A comparison of the jobs pages of The Times of London, Le Monde of Paris and Germany's Frankfurter Allgemeine Zeitung suggests not.

First, what UK job seekers consider an essential piece of information - what the post pays - is absent from French and German adverts. It is often left to applicants to raise this themselves. In contrast, most British advertisements mention not only salary, but also other material incentives including a car and fringe benefits. French or German advertisements rarely refer to these.

The attention given to rewards in the UK indicates the importance of the job and its responsibility. In France and Germany, this information is given by the level of experience and qualifications demanded. Salary can be assumed to correspond with this.

If French and German adverts are vague about material rewards, they are precise about qualifications. They usually demand "a degree in ...", not simply 'a degree'. In Germany, for example, a technical director for a machine tool company will be expected to have a Diploma degree in Mechanical Engineering

French advertisements go further. They may specify not just the type of *grande école* degree, but sometimes a particular set of institutions (Formation supérieure X, Centrale, Mines, HEC, ESSEC), these being the most famous *grandes écoles*.

All this contrasts with the vague call for "graduates" (or "graduate preferred") which is found in the UK. British companies often give the impression that they have a particular type of applicant in mind, but are not sure about the supply and will consider others. Their wording suggests hope and uncertainty, as in this advertisement from *The Times*: "Whilst educational standards are obviously important, a large measure of personal oomph* is likely to secure the success of your application."

In the UK qualifications beyond degree level make employers nervous, but in France or Germany it is difficult to be "overqualified". Many people on German executive boards have doctorates and the French regard five or six years of intensive post-baccalauréat study at a *grand école* as ideal training. British managers are not selected primarily for their intelligence, as managers are in France, or for their expert knowledge, as in Germany. Instead, the British give importance to social, political and leadership skills.

* oomph = enthusiasm.

This difference also shows in the personal qualities mentioned. British advertisements stress energy, ability to communicate and motivate. German advertisements like achievement, but it tends to be less personality-driven. German companies want candidates with sound knowledge, experience and competence in their field. They rarely recruit novices as do British employers. French advertisements refer more to intellectual qualities like analytical aptitude and independence.

Even the tone of the job advertisements is different in the three countries. By French and German standards, British advertisements are very racy**. They attract young executives with challenges such as: 'Are you reaching your potential?', whereas French and German advertisements are boringly direct, aiming to give information about the job rather than to sell it.

All this points to three different conceptions of management. The French regard it as intellectually complex, the Germans as technically complex, and the British as interpersonally complex. But they agree on one thing: it's complex. '

Jean-Louis Barseux
International Management
(adapted)

Now complete the chart with the information each country provides in its advertisements.

	UK	France	Germany
Salary	<i>1. Essential piece of information</i>	<i>2. Not mentioned</i>	<i>3. Not mentioned</i>
Material incentives	4	5	6
Degree / qualifications	7	8	9
School attended	10	11	12
Personal qualities	13	14	15
Tone of job advertisement	16	17	18
Conceptions of management	19	20	21

** racy = bold exciting.

✓ Complete the chart with the pieces of information you find about Romanian job advertisements.

• **VOCABULARY PRACTICE**

Match the words and expressions in the box with the headings below.

job seekers	doctorate	initiative	interviewees
bonus	candidates	company car	job offer
applicants	advertisement	diploma	independence
confidence	qualifications	interview	pension plan
shortlist	enthusiasm	degree	health insurance

1. fringe benefits

.....
.....

2. education

.....
.....

3. stages in recruiting

.....
.....

4. personal qualities

.....
.....

5. people looking for work

.....
.....

Reading 2

• Read the article below about the methods some companies are now using for recruitment.

- Choose the best word to fill each gap from A, B, C or D on the opposite page.
- For each question (1-10), mark one letter (A, B, C or D) on your Answer Sheet.
- There is an example at the beginning, (0).

The Scientific Approach to Recruitment

When it ...(0)... to selecting candidates through interview, more often than not the decision is made within the first five minutes of a meeting. Yet employers like to ...(1)... themselves that they are being exceptionally thorough in their selection processes. In today's competitive market place, the ...(2)... of staff in many organizations is fundamental to the company's success and, as a result, recruiters use all means at their disposal to ...(3)... the best in the field.

One method in particular that has ...(4)... in popularity is testing, either psychometric testing, which attempts to define psychological characteristics, or ability/aptitude testing. The idea is that testing ...(5)... an organization with an extra way of establishing a candidate's suitability for a role. It ...(6)... companies to add value by identifying key elements of a position and then testing candidates to ascertain their ability against those identified elements.

The employment of psychometric or ability testing as one ...(7)... of the recruitment process may have some merit, but in reality there is no real ...(8)..., scientific or otherwise, of the potential future performance of any individual. The answer to this problem is experience in interview techniques and a strong definition of the elements of each position to be ...(9)... As the whole recruitment process is based on few real certainties, the instinctive decisions that many employers make, based on a CV and the first five minutes of a meeting, are probably no less valid than another tool employed in the ...(10)... of recruitment. (adapted)

Example			
A. runs	B. goes	C. approaches	D. comes

- | | | | | |
|----|-------------|-------------|----------------|----------------|
| 1 | A. suggest | B. convince | C. advise | D. believe |
| 2 | A. worth | B. credit | C. quality | D. distinction |
| 3 | A. secure | B. relies | C. attain | D. achieve |
| 4 | A. lifted | B. enlarged | C. expanded | D. rise |
| 5 | A. provides | B. offers | C. contributes | D. gives |
| 6 | A. lets | B. enables | C. agrees | D. admits |
| 7 | A. portion | B. member | C. share | D. component |
| 8 | A. extent | B. size | C. amount | D. measure |
| 9 | A. occupied | B. met | C. filled | D. appointed |
| 10 | A. business | B. topic | C. point | D. affair |

• **VOCABULARY PRACTICE**

1. Match the words and phrases (1-10) from the recording with the definitions (a-j).

- | | |
|------------------------------------|---|
| 1. job market | a. a term used to describe jobs done with the hands |
| 2. employable | b. areas of interest or study |
| 3. a living wage | c. the supply of jobs available |
| 4. blue-collar jobs / manual labor | d. a term used to describe office jobs |
| 5. white-collar jobs | e. series of jobs that will lead to your goal |
| 6. job vacancies | f. learning while you work |
| 7. career paths | g. enough pay to live on |
| 8. vocational education | h. having the right skills to get a job |
| 9. on-the-job training | i. positions available |
| 10. fields | i. skills and education that prepare you for a job |

2. Read the two job advertisements and complete the gaps. Some letters have been given to help you.

Do you have c.....y (10 letters) and an eye for detail? Can you 2 i.....t (9 letters) your ideas practically and work well in a team? We're a small design company, with a friendly 3 a.....e (10 letters), looking for a new recruit, someone with a lively 4 p.....y (11 letters) and plenty of self-motivation. We can offer you training and a good basic 5 p.....e 7 letters) as well as some long-term 6 i.....s (10 letters), such as share options.

Chief Executive

City of London

7 P.....e(11 letters) related pay up to £150,000 p.a. Our company is a great UK success story which enhances economic growth, employment.

8 i.....n (10 letters) –development of new ideas – and enterprise. You will be a highly skilled communicator, showing excellent 9 i.....n (11 letters) with both colleagues and senior management, facilitating 10 c.....e (11 letters) between different interest groups. You will be responsible for a 11 b.....t (6 letters) of about £ 30,000 and be in charge of a 12 d.....t (10 letters) of 150 people.

3. Complete each gap by writing the correct form of the words given in brackets at the end of the sentence.

1. The industry has beenby one or two key players. (large/ monopoly)

2. The company was found to have by demanding payments from suppliers to be placed on a “preferred” list. (act/ legal)

3. The banking industry has become much more since the financial crisis. (heavy /regulate)

4. We have become since our acquisition by P&G. (increase / global)

5. Last year the company in new equipment which has significantly increased our production rates. (invest /heavy)

6. There's variety of structures, such as hierarchical or centralized, which experts have identified in different companies. (organize)

7. The company is its policy on employee promotion after the unions raised objections to the current system. (consider)

8. The company's stock price fell sharply after it was revealed that they were using products in their so-called 'natural' range. (gene / modify)

• **GRAMMAR SPOT**

Present Simple- habitual action, permanent state, arranged future action, permanent truth, instructions;
Present Continuous- temporary action, repeated action with always, definite arrangement or plan

Present Simple Tense OR Present Continuous Tense

1. Supply the right tense of the verbs in brackets:

- She(run) because she's late for her lesson.
- Our teacher always..... (give) us lots of homework.
- We (nor/want) to go to the concert.
- People (speak) Turkish in Turkey.
- Richard(not/use) his computer at the moment.
- (he/ live) near the park?
- Sally (get up) at 8.00 o'clock every morning.
- John often (do) his homework every evening, but he (play) football at the moment.
- Look! They (watch) TV.
- At weekends my mother (wake up) late because she (not /work) on Saturdays and Sundays.
- I (like) hanging out with my friends.
- Listen! Suzy (sing) in the bathroom.

- I (chat) with my friends at the moment.
- Cats (eat) mice.
- Shhhh! Be quiet! My daughter(sleep).
- I can't come for the party because I(go) cinema tonight.
- Where is Mrs Brown?
 - She (talk) on the phone.

2. Complete the questions and negative sentences in the simple present using the verb in brackets. Be careful with the word order.

Example: What / the company? (sell)
What does the company sell?

1. Where / the trainees? (be)
2. He/his own desk. (not have)
3. I|/a lot of time today. (not have)
4. you/ your office? (like)
5. She / her work. (enjoy)
6. Where / the new photocopier? (be)
7. Laura / hard? (work)
8. He/a good communicator. (not be)

B. Use the verbs in brackets to make sentences and questions using the simple present or the present progressive. Explain your decisions.

1. The assistant ... (talk) to his boss just now.
2. She always ... (work) carefully.
3. Peter... (produce) a spreadsheet this morning.
4. She never... (meet) her colleagues after work.
5. (he/make) coffee for his colleagues every day?
6. Mike... (not know) the name of the new office assistant.
7. (you/speak) English at work with your colleagues?
8. (she/write) a report in English at the moment?

3. Supply the right tense of the verbs in brackets:

1. The Guggenheim Museum in Bilbao *houses/is housing* Spain's largest collection of modern art.
2. We *try out/ are trying* out a new paper supplier at the moment.
3. The children *don't eat/ aren't eating* sweets and chocolate before they go to bed.
4. These animals *display/are displaying* a great deal of aggression if disturbed.
5. We currently *show/are showing* the film "Star Wars" at all Odeon cinemas in the region.
6. Quick! Get rid of all this mess. Here *come/are coming* Mum and Dad!
7. The rubbish collectors *come/are coming* on Fridays in this area.
8. You always *complain/are always complaining* and it really gets on my nerves!
9. *Does the orchestra play/ Is the orchestra playing* at the Town Hall this week? I'd really like to see their new concert.
10. Swimming *provides/ is providing* exercise for more muscle groups than any other physical activity.

4. Complete this news report. Write the verbs in brackets in the correct form, present simple or present continuous:

It's summer. A man is out for a quiet walk. He's walking along country road and he (mind) his own business, when he..... (be knocked out) and seriously injured by a minivan. The man, a writer of thrillers and horror fiction, (survive) but he (become) obsessed with the vehicle that mimed him. He doesn't bear a grudge against the driver, Instead, he (buy) the minivan and(hide) it.

This sounds like the plot of a Stephen King thriller, but it is in fact the latest chapter in the writer's real life. King has bought the van and(intend) to take sledgehammer to it. At present King..... (recover) from his injuries at home , where he (suffer from) a broken hip and a

fractured leg. The story is uncannily like the plot of his novel 'Thinner', in which the victim's family (put) a curse on the driver. King, however..... (demand) only the withdrawal of the driver's license. As for the minivan, we.....(not know) if King will actually carry out his revenge or if he is simply hatching the plot for a new novel.

- **FURTHER READING**
Career Drivers Questionnaire

What are your drivers? How do they influence your career? Complete the questionnaire below to help you assess your own career drivers.

There are no right or wrong answers. You have a total of 50 points. Allocate ten points – no more, no less, between the nine items in each of the five sections. If you wish, you may allocate ten points to one item if the other items in the section are of no importance to you.

Section one

These things are important to me:

1. I seek a high standard of living
2. I want to influence others
3. I only feel satisfied if the output from my job has real value in itself
4. I want to be an expert in the things I do
5. I seek to be creative at work
6. I strive to work only with people I like
7. I choose jobs where I am 'my own boss'
8. I take steps to be 100% financially secure
9. I want to acquire a social status that other people will respect

Section two

In my working life I want to:

10. become an expert in a chosen field
11. build close relationships with others at work
12. become a leader in teams and organizations
13. be part of 'the establishment'
14. take decisions that I really believe in
15. get the highest paid job
16. have a job with long term security
17. take my own decisions about how I spend my time at work
18. create things that people associate with me alone

Section three

I am considering a new career opportunity:

19. I am drawn to roles with high social status
20. I wish to be seen as a real specialist in my field
21. I want to work to make a contribution to the wider community
22. I want to look ahead at life and feel that I will already be okay
23. I seek influence over others
24. I wish to build warm personal relationships with people at work
25. I want a high standard of living
26. I want a degree of control over my own job
27. Producing things that bear my name attracts me

Section four

I would be disappointed if:

28. my work was not part of my 'search' for 'meaning' in life
29. I did not practice highly skilled work
30. I could not afford a high standard of living
31. my job gave me no opportunity to create something new or different
32. I did not know where I would stand on retirement day

33. I worked without friends
34. I did not receive recognition or honours
35. I had to refer to others for decisions
36. I wasn't in charge of people

Section five

A 'good' job means to me:

37. avoid being a cod in the big wheel
38. an excellent income
39. plenty of time to study specialist subjects
40. being a person who takes important decisions
41. producing products or services that have my name on them
42. having good relationships with other people
43. being in 'charge' of others
44. being secure
45. doing what I believe it's important

• **FURTHER STUDY**

You have seen an advert in your college in England for a part-time assistant in the local library.

Write a letter applying for the job. State any suitable qualifications and experience you have and why you have a suitable personality for the job (140-190)

Dear Sir or Madam, formal greeting

A. 1) **I just wanted to ask about** the position of part-time library assistant which was advertised on the college notice board. 2) **I'd love to have a go at this job since** I have a great love for books. use of past tense

formal linking ord. formal greeting

B. I am twenty-two years of age and am currently studying English Literature. In addition, 3) I'm really good at both written and spoken Russian and French.

C. 4) **Although I've never done anything quite like this before, I have often helped** out at the library in my hometown. 5) **I'm sure I'd be great at this job** as I am well-organized and patient. I also consider myself to be friendly when dealing with people

← advanced vocabulary

D. I am available for work for up to 20 hours a week during the afternoons and would be glad to attend an interview 6) **whenever is good for you. I look forward to hearing from you.**

← formal expression

7) Best wishes, ← formal ending
Rosa Ramirez ← full name

Plan

Dear Sir/ Madam,

(Para 1) formal greeting, reason for writing, where post was advertised

(Para 2) what you are doing now

(Para 3) reference to past work

(Para 4) when available for interview, contact details, closing details

Yours faithfully, + (your full name)

➤ **USEFUL LANGUAGE**

○ Apply for a job/course:

- I am writing to apply for the position of ... advertised in (yesterday's 'Evening Post')
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years

- Despite my lack of ... experience, I feel I would be...
- I consider myself to be (punctual, hardworking etc)
- I enclose a reference from my previous employer
- I would be grateful if you would consider my application
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details
- Is it possible to enroll online?
- I look forward to hearing from you

○ **Read the letter and replace the informal expressions in bold to the formal ones below**

_|a I have a good command of

_|b I feel I would be well-suited for this position

_|c At any time convenient to you

_|d Yours faithfully

_|e I am writing to apply for

_|f Despite not having any formal work experience

_|g I am interested in

2. Match the paragraphs to the headings.

1|_what you are doing now/qualifications

2|_experience/character

3|_when available for interview

• **LANGUAGE IN USE**

○ **Collocations**

1. Match each noun in the box with the verbs below. (Some nouns go with more than one verb.) Then think of more nouns to add to each column.

a mistake	shopping	a party	a shower	swimming	a photo	skiing
a noise	the bus	some homework	a job	a break	friends	
fun	the dishes	sports	riding	time	notes	progress

do	make	take	have	go
<i>sports</i>	.....	.....	.....	.....
.....
.....
.....
.....
.....
.....

• **LANGUAGE IN USE**

○ **Verb + Preposition**

Complete the sentences below using the following verb + preposition phrase.

- | | | |
|---------|------------------|-------------|
| depend | consist | remind |
| suffer | prevent somebody | recover |
| wait | approve | succeed |
| smile | laugh | belong |
| believe | apologize | concentrate |

1. Our grandmother loves this song. It her her childhood
2. Romeo and Juliet is the story of two young lovers whose families. them..... marrying,
3. A day at the seaside is a real possibility, but it all....., the weather.
4. I'm confident about the listening and speaking exams but what I need to is my grammar.
5. Margaret. life after death. She thinks dying is a beginning, not an end.
6. The reason why I don't..... smoking is the harm it does to people's health.
7. If I'm not there by the time the concert begins, don't..... me, I'll see you at the interval.
8. A park isn't private property. It everybody.

9. I always need lots of hand cream. I..... very dry skin.
10. It will take the company years to.....this latest financial disaster.
11. The new driving test a written exam and a practical test.
12. Much to everyone's surprise, the local football team winning promotion.
13. Why does everyone me? Why can't anyone take me seriously?
14. I knew she liked me when she me across the room.
15. Jane, I'd like to my behavior last night. It was all my fault.

UNIT TWO

YOU 'VE GOT A JOB!!!

*Find a job you enjoy doing, and you will never have
to work a day in your life.*

Confucius

- **VOCABULARY SPOT (1)**
- **JOBS AND RESPONSIBILITIES**

1. Match the names and titles (1-11) with the job descriptions (a-k):

- | | |
|---|--|
| 1. John Brown
Civil Engineer | a. We have two teams calling possible clients to fix meetings with the reps. |
| 2. Sarah Dorset
General Practitioner | b. We try to adapt our courses to the needs of each individual learner. |
| 3. Sidney Craig
Bank Manager | c. We deal with most users' problems by phone. |
| 4. Mary Duncan
Management Consultant | d. I have the biology chair. |
| 5. Professor Alan Michael | e. We do mainly children's titles and dictionaries |
| 6. Anne Steer
Publisher | f. We examine and (usually) approve company accounts. |

- | | |
|--|---|
| 7. Jack Cobain
Sales Representative | g. I have about 1,500 patients on my list. |
| 8. Sally Carson
Telesales Manager | h. I specialize in advising on management reporting systems. |
| 9. Alan Dodge
Technical Support | i. We are always ready to discuss lending possibilities with our clients. |
| 10. Tracy Blue
Trainer | j. I visit my clients two or three times a year to tell them about our latest products. |
| 11. Carl Bacon
Auditor | k. I build bridges. |

2. Your responsibilities

Sarah James is talking about his job responsibilities but is having problems with his prepositions, Complete the following sentences with a preposition from the box, where necessary. You need some of the prepositions more than once. Some of the sentences do not need an extra word. You can then make similar sentences about your own job responsibilities.

after in on out to with
--

1. I head The marketing department at Power Enterprises.
2. I report directly Mr Power himself.
3. I look a department of about 30 people.
4. I deal all the major aspects of the company's marketing strategy.
5. I connectthe other members of the management committee.
6. I listen carefully what our customers say.
7. I handle one or two of the major accounts myself.

8. I'm working a very important account at the moment.
9. I also monitor the general situation in the market place.
10. We carry market surveys regularly.
11. We test new products on groups of consumers.
12. I am also involved one or two of Mr Power's takeover projects.

○ **Learning tips**

Some word combinations are based on grammatical relationships e.g. responsible for; others are based on meaning relationships e.g. advertising campaign. Try to learn these words combinations as units as well as individual words.

carry out
deal with
in charge of
responsible for

product range
recruitment and selection
to solve a problem
advertising agencies

Match words from columns a and b to find eight word combinations.

a	b
1. department	arrangements
2. travel	control
3. market	information
4. quality	meeting
5. product	systems
6. support	research
7. team	unit
8. information	members

● **READING SPOT**

Read the text below about the origins of company structure. For each question mark one letter (A, B, C or D) for the answer you choose.

WHAT ARE THE ORIGINS OF COMPANY STRUCTURE?

If we look at the structures of companies, we can see how they have reflected the current mix of ideologies at any one time: political, social,

legal and economic, to mention but four. On the other hand, we can also say that structure is a normal feature of human nature. In other words we prefer organization to chaos and we respond well to clearly defined areas of activity. In this way we can see in the earliest communities the beginnings of organisational structure.

If we look for the practical applications of this thinking, a good starting point is the Ford Motor Company. Henry Ford, who set up his automobile manufacturing company in 1903, firmly believed that efficiency in the workplace was based on providing just that mix of knowledge and skills required to carry out a single, often repetitive task. Therefore, the training provided to his workers focused on what was needed to do the job.

Today, companies structured according to this approach would be considered very minimalist, since they are only concerned with narrow areas of competence. Modern management has had to pay much more attention to the needs of the work force and find ways to motivate them. Today's worker is not only a unit of production, but also a resource with clearly defined needs and wants. This, in turn, has had implications for companies in the way they structure and organise their activities. This move to a more human face came at a time of rapid industrial change and gave the workers a new position in the company hierarchy. In addition, management began to change moving away from more autocratic models where a single leader has total power, to broader ones involving a greater degree of power-sharing. This breach was reflected in the particular mix of skills needed for success. These can be summarised as:

- Planning what needs to be done;
- Leading the team of colleague and workers who are going to do it;
- Organize the work in the most efficient manner;
- Controlling what has been done to ensure that it meets the plan.

These four areas have remained the cornerstone of management. While companies may have changed their hierarchies and became leaner and flatter, the tasks carried out by managers have remained largely unchanged. The Marketing Manager needs to prepare the marketing plan in terms of activities and budgets; then he or she needs to ensure that the

plan is communicated to all those who are to be involved in its implementation; after this stage comes the implementation itself and the manager needs to organize the work of those who are to carry it out; and finally, to complete the process, the results need to be compared against the plan. What we have stated for the Marketing Manager is repeated by the company with minor “adaptations to fit each department’s activities and concerns” (adapted from

1. Company structures are based on
 - A. four principles
 - B. more than four principles
 - C. human nature
 - D. primitive societies

2. According to the author, people like to
 - A. live in a well –ordered society
 - B. work together on shared tasks
 - C. have a degree of risk in their lives
 - D. work in clearly defined organisations

3. Henry Ford provided
 - A. wide-ranging training for his workers
 - B. very repetitive training for his workers
 - C. helps and visions to his workers
 - D. railway focused training for his workers

4. Today’s workers
 - A. are simply tools of production
 - B. have lower expectations than their predecessors
 - C. have recognizable requirements and wishes
 - D. are more efficient than their predecessors

5. According to the authors successful managers need
 - A. to exercise a range of skills
 - B. to be good at planning tasks
 - C. to lead by example
 - D. to follow models from

6. Why does the author give marketing as an example?
- A. because it is a typical management area
 - B. because it is a unique management area
 - C. because marketing is central to all company structures
 - D. because companies today are marketing driven

• **VOCABULARY SPOT (2)**

○ **WORK**

1. VERBS

Read the text in the box below and match the words in bold with their definitions underneath. Use your dictionary to check your answers.

Brian James left University and decided **to apply for a job** which he saw advertised in the paper. He **filled in** the application forms and, a few weeks later, was asked to **attend an interview**. He was offered the job that same day.

As he lived in a small town outside the city, he had to **commute** every day. He was good at his job and very soon **was promoted**. However, the company he worked for was having problems. Two people **were dismissed** for stealing and two of their friends **resigned** in sympathy, the directors decided to **lay off** five more because the company couldn't afford to keep them, and the managing director decided **to retire** early. The atmosphere was so bad that Brian eventually decided to **hand in his notice**.

1. to give up a job.
2. to ask for a job, usually by writing a letter
3. to be removed from a job, usually because you have done something bad.
4. same as 1
5. to stop work and take a pension, usually when you are in late middle age
6. to write in the empty spaces on a form.
7. to be given a better job in the organization you work for.

8. to be questioned by one or more people when you are applying for a job so that they can decide if you are suitable for that job.
9. to travel to work from home each day, usually from one town to another. -
10. to be dismissed from your job for a time until more work is available.

2. NOUNS

Read the text which follows and fill in the gaps with an appropriate word from the box below. Use your dictionary to help you. In some cases, more than one answer is possible.

commission * prospects * candidates * references * manager * salary *promotion * applicants increment *vacancy * employee * perks * qualifications * shortlist * pension *salesman

A computer company had a (1)for position of (2), and decided to advertise for anew (3) A lot of (4) with good (5)and (6) applied for the job and after all the interviews had finished, the directors made a (7) of the best (8)then invited them to come back for another interview.

The person who eventually got the job was very happy. After all, he would receive an annual (9) of £25,000, with a 5% (10) twice a year, a 15% (11) for each computer he managed to sell, excellent (12) such as private health insurance and a company car, a company (13) to make sure he would be well-off when he retired, and the chance of (14) from salesman to sales (15) if he was successful. All in all, his future (16) looked very good.

3. IDIOMS, COLLOQUIALISMS AND OTHER EXPRESSIONS

Match the sentences on the left with an appropriate sentence on the right. The sentences on the right include an idiom or colloquialism connected with work in bold. Use your dictionary to help you.

1. My brother is a manual worker in a factory (A) She's always been a **high-flyer**.
2. My cousin is a secretary in an office. (B) He **put in for a rise**
3. I need to do some more hours at work so that I can make more money. (C) Like me, he's a **blue collar worker**
4. The train drivers are refusing to work. (D) He's such a **slave driver!**
5. I work from 10.00 pm to 6.00 am. (E) I'm glad to say **it's business as usual**
6. I work for a very small amount of money. (F) Of course, I get paid more for working the **night shift**.
7. Jo is unemployed and receiving unemployment benefit. (G) If he continues like that, he'll **burn himself out**
8. Jim applied to his boss for more money. (H) I really hate **working for peanuts**.
9. Our boss makes his staff work too hard. (I) I think I'll ask if I can **work overtime**.
10. Bob works too hard. Yesterday, he started at 7.30 in the morning and didn't finish until almost midnight! (J) They've decided **to come out on strike**.
11. Our company director was given a large sum of money when he retired before the end of his contract. (K) I hate it when I have **to carry the can** for someone else
12. Sarah has great potential and ambition (L) I wish I could get a golden handshake like that!
13. My boss made a mistake and made me take 'responsibility for it (M) Like me, he's a **white collar worker**
14. Our company is still working in the usual way in spite of difficulties. (N) I always knew he'd **get fired** one day
15. Steve has an unusual job; he looks for top managers and offers them jobs in other companies. (O) He's a **head hunter**
16. Have you heard? John has been dismissed for coming late all the time! (P) There's nothing worse than **being on the dole**

○ **REWARDING WORK: SALARY AND WAGES**

1. Choose the verbs that can be used with money

do		buy
make		fly
wash		win
pick		earn
steal		find
withdraw		spend
Save	MONEY	sell
dry		pay back
waste		donate
invest		find
own		owe
invite		lose
shop		spend
save		borrow
raise		lend

2. Identify six pairs of opposites. Then make sentences using them.

make, win, borrow, earn, raise, donate, find, withdraw, steal, save, lose, spend, pay back, invest, lend, owe

E.g.: win - lose; After years of trying his luck, my uncle won the bite Every lime he gambles, he loses all his money.

3. Fill in the gaps with the correct word.

1. He..... \$100 from me last year and he still hasn't paid me back.
2. Can you. me \$10 until tomorrow?
3. How much do you if you don't mind me asking?
4. We're up for a house in the suburbs.
5. She \$200, 000 a year as a doctor.
6. Don't your money on toys.

- 7. They held a ball to money for sick children.
- 8. I him \$3,000. I have to pay it back soon.
- 9. He al his money to a charity.
- 10. I want to \$ 300 from the ATM.

4. Rewrite the sentences using the words: afford, collect, pay back, borrow, cost, earn, waste, charge

1. They never returned the money I gave them.
.....

2. I paid \$200 for a hotel room in Paris.
.....

3. My salary is \$150,000 a year.
.....

4. That flat is too expensive for me.
.....

5. She lent me \$300.
.....

6. I had to pay \$150 to the dentist.
.....

7. I spent a lot of money on a dress I have never worn.
.....

8. We raised \$50 dollars to buy Jim a birthday present.
.....

5. Complete this paragraph with verbs from the box.

command cut dock draw earn fall offer pay raise rise reduce

An employee can (a)or (b) a wage or salary, An employer can (c), (d),, (e), (f), (g)..... salaries or wages. If an employee is persistently late or does something wrong, the employer can (h) his wages. Wages and Salaries can (i) or (j) An experienced worker who is in great demand can (k) a high wage or salary from a new employer.

6. Complete these dictionary definitions with words from the box.

brands ceiling cut deductions drift expectation review structure

- (a) Salary refers to money which a company removes from salaries to pay to the government tax, National Insurance etc.
- (b) A salary is the organisation of salaries in a company with different rates of pay for different jobs.
- (c) Salary is a situation where an increase in pay is greater than that of officially negotiated.
- (d) Salary are the hopes of an employee that their salary will increase.
- (e) A salary is a re-examination by an employer of an employee's pay.
- (f) A salary is the highest level on a pay scale that an employee can achieve under his or her contract.
- (g) Salary are all the salaries at different levels in a company.

○ **FURTHER READING**

Read the article below about getting a pay rise. For each question (31-40), write one word in CAPITAL LETTERS on your Answer Sheet. There is an example at the beginning, (0).

Example: 0 a

Getting a pay rise

There is a commonly held view that the only way to get(0).... decent pay increase is to move on: to go out into the job market and find someone(1).... is prepared to pay you a figure more in line ... (2).... the talents you can offer. Whilst changing employers from time(3).... time is something we probably all need to do to advance our careers in the directions we want them to take, it is nevertheless an activity that carries quite definite risks, Irrespective of(4).... well we research prospective employers, a new job is still largely a step into the unknown. It may turn....(5).... to be a good move or it could prove to be a complete disaster: most of us(6).... had experience of both. The point here, though, is that changing employers is not something we want to be doing all the time and certainly not ...(7).... time we feel the urge for better pay. We'd(8).... taking more risks than we needed to just to achieve a pay rise. Getting a pay rise should always be viewed(9).... a serious business: There are no quick fixes or gold methods with 'guaranteed' results. Quick fixes only serve to trivialise the issues and could ...(10)... some circumstances, get you into very serious trouble indeed.

• **GRAMMAR SPOT (PAST SIMPLE versus PAST CONTINUOUS)**

Past Simple - action completed in the past where there is direct or indirect time reference; past habitual action; past actions happening one after the other; past actions which won't be repeated;

Past Continuous - past action in progress at a given point in time; past action in progress interrupted by another action; simultaneous past actions, polite inquiries.

1. Choose the correct alternative:

Edison, Thomas Alva (1847-1931) | US inventor

Thomas Edison (1) started / was-starting work on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do, so he (2) built /was building himself a little laboratory in the luggage van. He could carry out experiments there when he (3) didn't sell / wasn't selling things to passengers. He also (4) joined /was joining a library and (5) read / was reading every single book in it.

One day, when he (6) waited / was waiting at the station, he (7) noticed / was noticing a small boy. The boy (8) played / was playing by the track, unaware that a train (9) approached /was approaching. Edison (10) ran / was running out and (11) grabbed / was grabbing the child just in time. The child's father was so grateful that he (12) offered / was offering to teach Edison to be a telegraph operator. Edison accepted the offer and soon he (13) had / was having regular lessons. After a year, he was good enough to get a job in the telegraph office. He continued to read and experiment whenever he (14) had / was having time. At twenty-one he (15) left/was leaving the telegraph office to devote all his time to being an inventor. He (16) went on /was going on to invent the electric light bulb, the phonograph and the movie camera.

2. Put the verbs into the correct form: past simple or past continuous.

My sister Naomi (1)...met... (meet) her husband when she (2) ... (travel) around New Zealand. She and some friends (3) ... (tour) the South Island when they (4) ... (stop) in Christchurch for a few days. While her friends (5) ... (shop), she (6) ... go to look around at an art gallery. She (7) ... (look) at a sculpture when a young man (8) ... (come) into the room and (9) ... (start) to put it into his rucksack. She (10) ... (call) the security guard because she (11) ... (think) the young man (12) ... (try) to steal it. She (13) ... (be) very embarrassed to discover that the sculpture (14) ... (belong) to the young man. However, while he (15) ... (pack it away), they (16) ... (chat) and then he (17) ... (ask) her to have a coffee with him. They (18) ... (get married) three months later.

VOCABULARY SPOT (3)

Decide which answer (A,B,C or D) best fits each space:

Choosing a job

One of the most difficult decisions is choosing what to do for a (1) for example, do you want to follow a definite (2) ..., and (3) ... a low (4) ... at the beginning but have good (5) ... in a company that trains its (6) ... ? Or are you more interested in taking any kind of work, because you need a/an (7) ... ? You may have to (8) ... the fact that a good (9) ... can be difficult to find. In that case, why not take a (10) ... one? You will gain some useful (11) Remember that even if you have the right (12) ..., you may have to (13) ... lots of application form before you are asked to (14) ... an interview. But don't worry if you don't know what you want to (15) ... exactly. You'll enjoy finding out!

A. salary	B. living	C. employee	D. work
A. company	B. training	C. business	D. career
A. earn	B. gain	C. win	D. take
A. money	B. profit	C. cheque	D. salary
A. hopes	B. prospects	C. futures	D. promotion
A. employers	B. crew	C. staff	D. persons
A. money	B. cash	C. account	D. income
A. face up to	B. go over	C. come up with	D. call off
A. work	B. labour	C. job	D. seat
A. temporary	B. overtime	C. profitable	D. short
A. experiences	B. experienced	C. experience	D. experiencing
A. qualifications	B. exams	C. letters	D. degrees
A. fall through	B. get on	C. turn down	D. fill in
A. be	B. attend	C. make	D. advertise
A. work	B. job	C. do	D. employ

• **LANGUAGE IN USE: Working words**

This exercise lets you review some of the more common uses of grammar-type words (prepositions, conjunctions, pronouns etc) in context. Use one word to complete each gap in the sentences. In some cases, more than one answer may be possible. There is an example at the beginning.

1. I enjoy working ...*with*... people who come ... a wide range of backgrounds ... is the reason why I'm so keen ... working in Human Resources.
2. 'Hands On', is in the city centre, is ... of the biggest employment agencies in ... country.
3. A few years ..., people ... to have the same career for life. ... days, they can reasonable expect ... change career two ... three times.
4. In spite ... being rather lazy, he always ... to get god results.
5. He spent ... second year of his contract working in the Melbourne office ... he helped double the sales figures.
6. ... 2001 and 2005, the accession rate in this company increased ... about 20% each year.
7. One ... two of our employees commute from London, but ... of them live ... from the office.
8. I'm afraid ... say he has absolutely ... chance ... getting the job.

9. Staff are ... allowed to leave early, ... if they promise to work overtime ... the weekend.
10. Please come ... time to the meeting, and ... prepare to stay late.
11. ... you do really well in your attainment test, you ... be asked to attend ... retraining course.
12. We discussed holding the interviews ... our Bristol branch, but ... now many people ... apply for the position, we decided to use our bigger offices ... Birmingham.
13. In most respects he was a typical employee, but ... made him different ... everybody else in the company ... his enthusiasm for working at weekend.
14. ... least 60 people turned up for the presentation, which was far ... than the organisers expected, and ... there were only 20 chairs, most of us ... to stand.
15. Managers are ... capable of making mistake as ... else.
16. Anne Carter, a production manager ... works in our Chicago department, has ... received an 'Employee of the Year' award.
17. He approached the training course ... enthusiasm, and ... excellent progress as a result.
18. She worked for the company ... the age of 26 ... she retired and during ... time she only took one or two days ...
19. Her sudden change of heart took everyone ... surprise, since previously she ... been very interested in the project.
20. Reduction ... demand has led ... the cancelation ... several new project ... we had hoped to implement.

- **SPEAKING SPOT**

BUILDING AN ARGUMENT

1. FIRST, STATE THE ISSUE!
2. THEN, GIVE YOUR OPINION!
3. THEN, GIVE EVIDENCE FOR YOUR OPINION!

4. NEXT, GIVE A COUNTER ARGUMENT!

5. THEN, GIVE EVIDENCE FOR YOUR ARGUMENT!

USEFUL EXPRESSIONS

It could be argued that...

To start with.....

It is true to say.....

In terms of.....

Research has shown than

It should be clear that.....

From the point of view of.....

On the grounds that.....

In the sense that.....

In this sort of situation.....

On the one hand.....

On the other hand.....

That's the reason why.....

Increasingly, we find that.....

So, it should be clear that.....

To some extent

• Presenting an argument

1. Read the text below, in which somebody is trying to decide whether to go straight to university from school, or spend a year travelling around the world. Put their argument into the correct order, using the key words and expressions in italics to help you. The first one and last one have been done for you.

A.(1) I'm really in two minds about what to do when I leave school. Should I go straight to university or should I spend a year travelling around the world?

B. *It is often said that* knowledge is the key to power, and I cannot disagree with this. t

C. *On the one hand*, I would experience lots of different cultures.

D. Unfortunately, *another point is that* if I spend a year travelling I would need a lot of money.

C. And I'm not alone in this opinion. *Many consider* a sound career and a good salary to be an important goal.

F. *However*, it could be argued that I would also meet lots of interesting people while I was travelling.

G. *Secondly*, if I go straight to university, I'll learn so many things that will help me in my future life.

H. *First of all*, there are so many benefits of going straight to university.

I. *But I believe that* it would be easy to make a bit while I was travelling, giving English lessons or working in hotels and shops.

J. *Moreover*, I'll be able to take part in the social activities that the university offers, and meet lots of new friends who share the same interests.

K. *The most important* point is that the sooner I get my qualifications, the quicker I'll get a job and start earning.

L. *Nevertheless*, these inconveniences would be an inevitable part of travelling and would be greatly outweighed by the other advantages

M. In my opinion, starting work and making money is one of the most important things in life.

N. *On the other hand*, I could end up suffering from culture shock, homesickness and some strange tropical diseases.

O. *Furthermore*, if I spent a year travelling, I would learn more about the world.

P. (16) All right, I've made my mind up. Now, where's my nearest travel agency?

2. Using the key words and expressions in italic from the last exercise, present an argument for one of the following issues: |

1. A government's main priority is to provide education for its people.
2. The only way to save the environment is for governments to impose strict quotas on the energy we use (for example, by restricting car ownership, limiting the water we use).

3. Satisfaction in your job is more important than the money you earn.
4. Living in a town or city is better than living in the countryside.
5. It is our responsibility to help or look after those less fortunate than ourselves (for example, the homeless, the mentally ill).

• **LANGUAGE IN USE: CONNECTORS OF CONTRAST, ADDITION, REASON AND PURPOSE**

In order to build up a strong argumentative discourse you need to use appropriate connectors.

1. Put the words and expressions in the box under the correct heading below.

although	so	on account of	and
despite (the fact that)	due to (the fact that)	in order to	because
provided (that)	as well as	but	(and) yet
though	unless	in order that	whereas
if	as long as	even so	since
in case	besides	while	owing to
so as to	even though	to	in spite of
however	in addition to	because of	

reason	contrast	purpose	addition	conditional
because	but	to	and	if
.....
.....
.....
.....
.....

Circle the correct alternative in *italics*.

1. The city is unhealthy *because/because* of the pollution in the air.
2. *Although/In spite of* these problems, would you still like to invite me next month?
3. *Unless/Besides* you live in a big town, there are no traffic jams.
4. Please do not hesitate to contact me *if/in case* you need more detailed information.
5. I think that people should use their bicycles *so/so as to* reduce traffic.
6. I hope you will stay at our house *in order/in order that* you can visit our country.
7. The green hills and valleys need protecting *because/owing to* many people are building modern houses.
8. The other staff patiently explained the job to me even *though/even so* they were very busy themselves.
9. *Since/As long as* I love swimming and your club seems to be suitable, I would like to join it.
10. There are many ways of getting to school *in case/if* you study far away from your neighbourhood.

2. Complete the text with words from Exercise 1. Sometimes more than one answer is possible.

It was getting late by the time Sam and Marco approached the summit, on (1) ...account..., of the terrible weather on their way up. In (2) ... to high winds that nearly swept them right off the mountain, they faced freezing temperatures and heavy snowfalls. And (3)... neither of them had any thoughts of giving up. In (4)... of the awful conditions they were determined to keep climbing even (5) ..., every step was now a huge effort, (6) ... to the fact they were so high up and the air was so thin. As (7) ... as that, Marco was feeling quite ill, probably (8) ... of the height and a lack of food. But they knew that (9) reach the top they couldn't stop for anything, even meals. They also knew that (10) ... they got there this time, they would probably never have another chance to try. And Sam was sure

that as (11)... as they could begin going down by three o'clock, they would make it safely back to base camp tonight - (12) ... they would both be very, very tired.

3. Classify the following into connectors of contrast (C) or connectors of addition (A)

also	however	on the other hand	moreover	too	while
although	in addition	not only but also	though		
whereas					

In the following text the connectors of contrast and addition are missing. Complete the sentences by choosing the most suitable word or phrase in brackets.

Rapid change in the labour market challenges organisations (1) (not only / also) to improve working strategies (2) (on the other hand / but also) to deliver and keep talented employees. (3) (Although/ however) it is vital to offer training, this may not be immediately available and employees (4) (though / also) need to feel empowered in their current positions. (5) (While / whereas) the right training at the right moment can provide big advantages for the employer, organisations need to make certain that the training is delivered in the right way. (6) (Too/ in addition), employers need to make sure that training is the best solution to the problem. (7) (Moreover/ Whereas) some employees can benefit from a training opportunity, others may not have the temperament or talent for their current position and no offered training will change that. Once you've decided on training and informed the training department, inform the trainee (8) (too/ on the other hand). Make sure they know what is expected of them. (9)

(Though/ In addition) this may be obvious to you, it may be less than obvious to the prospective trainee. (10) (However/ Moreover), the trainee may see the training as criticism. If (11) (on the other hand/ although) you explain the targets and procedures, this can reduce worry and improve the outcome.

UNIT THREE

EFFECTIVE BUSINESS COMMUNICATION

*Wise men speak because they have something to say; fools
because they have to say something.*

Plato

- **READING SPOT**

1. Read the article below about the importance of communication in business and choose the best word to fill each gap from A, B, C or D. There is an example at the beginning (0):

Business communication

One of the most important features in any business is communication. Good communications are required at all (0)...A... of the business process. Businesses employ, and are owned and run by, various groups of people. Workers, directors and shareholders are three important groups closely(1)... with a business. Other influential groups include customers, suppliers and the government.

Communication (2) ... between these groups and the individuals who make up the groups. Within (3) ...companies internal communications occur at, and between the various levels, Directors communicate with one another concerning the company's overall strategy. They (4) ... managers of their plans, and the managers then communicate with the other

employees. (5)... are conducted concerning pay and working conditions. Managers communicate decisions and orders and try to (6)... morale and motivation through good communication. Employees (7) ... communicate with each other, for example over production and wages.

External communication occurs when a company's directors or employees communicate with those individuals and groups who (8)... with the company. Shareholders receive copies of the company's annual accounts, together with the (9)... of the Chairman and Directors. Government departments require statistical and financial information from the company. An advertising agency is (10) ... about the company's advertising policies. Customers need to know if goods have not been dispatched and suppliers contacted if their goods have not been delivered. Reliable and effective communication is one of the key elements which leads to efficient management of a company.

Example				
0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|-----|-------------------|--------------|-----------------|---------------|
| 0 | A. stages | B. grades | C. parts | D. degrees |
| 1. | A. implicated | B. committed | C. involved | D. interested |
| 2. | A. takes place | B. takes in | C. takes over | D. takes hold |
| 3. | A. singular | B. lone | C. individual | D. unique |
| 4. | A. reply | B. show | C. acquaint | D. inform |
| 5. | A. interrogations | B. questions | C. negotiations | D. interviews |
| 6. | A. grow | B. mount | C. gain | D. improve |
| 7. | A. besides | B. also | C. such | D. like |
| 8. | A. cope | B. engage | C. deal | D. relate |
| 9. | A. files | B. reports | C. articles | D. profits |
| 10. | A. enquired | B. prepared | C. consulted | D. warned |

2. Write one word for each gap:

Write clearly to prevent problems later

Business communication has never been quicker. Faxes, emails and text messages can be written and sent almost as (0) ... as the thought has occurred to the writer.

Yet messages sent with too (1) ... consideration can cause serious problems, (2) ... as damage to budgets or business relationships. They can also lead to long and expensive disputes. Because many contractual relationships between organisations are based on a series of communications, (3) ... a single detailed agreement, those communications must be prepared carefully to ensure they are clear and unambiguous. Problems can be avoided if a (4) ... basic rules are followed.

The favored style in English, these days, is that communications should be accurate, brief and clear. Everyone they are devised (5) ... should be able to understand them easily, and (6) ... should anyone who may have to deal with them at a later stage. Use plain language without unnecessary words, and write positively (7) ... a negative is necessary.

Avoiding ambiguity is surprisingly difficult. For instance, 'Priority should be given to on-time delivery' does not specify (8) ... party has the relevant obligation, but 'Company X must deliver on time' is unambiguous.

Make sure the subject and purpose of the document are apparent, and that the communication follows a logical structure. Short sentences, with one idea per sentence, are easier to understand and considerably (9) ... prone to ambiguity.

Tips like these may seem like common sense, but if they were more widely observed, (40) ... would be far fewer disputes. Clear business communication can really pay off.

• GRAMMAR SPOT

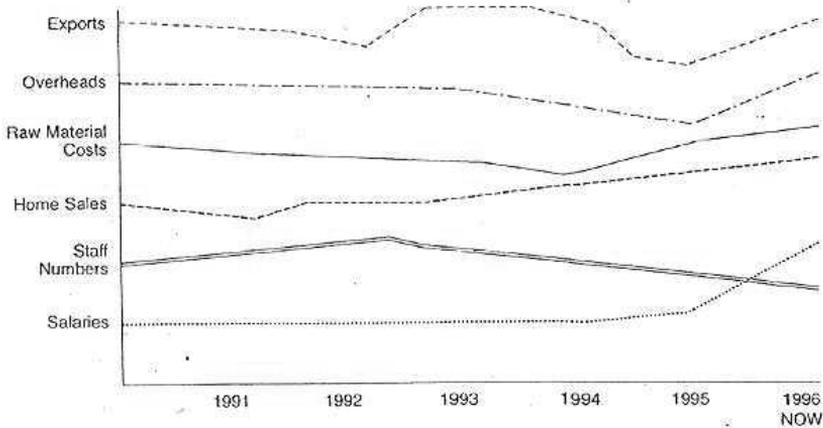
PAST SIMPLE AND PRESENT PERFECT

<p>Past Simple- action completed in the past where there is direct or indirect time reference; past habitual action; past actions happening one after the other; past actions which won't be repeated;</p>

Present Perfect- action beginning in the past and continuing up to the present; indefinite past action; recently completed action

Present Perfect Continuous- past action producing visible result in the present; duration of an action beginning in the past and continuing up to the present.

1. Look at the following graph.



Now use the information shown to complete the following sentences using an appropriate form of the verb given. There may be more than one possible answer in some cases..

1. Exports ... significantly between 1991 and 1992. (fall)
2. Since 1995 they... steadily, however. (rise)
3. Overheads ... sharply since last year. (rise)
4. There ... a gradual fall in the price of raw materials between 1993 and 1995, but the price ... considerably in 1996. (be, rise)
5. Domestic sales ... steadily over the past 4 years. (increase)
6. The workforce ... by 25% since 1994. (shrink)
7. The workforce ... by 10% between 1991 and 1992, (grow)
8. Salary costs ... sharply over the last few years. (go up)
9. Overheads ... slightly in 1993. (fall)
10. There ... slight fall in domestic sales in 1991. (be)

2. Underline the correct word or phrase in each sentence.

- a) I can't believe it, Inspector. You mean that Smith *stole/has stolen/has been stealing* money from the till all this time!
- b) You three boys look very guilty! What *did you do/have you done/have you been doing* since I *left/have left* the room?
- c) Why on earth *didn't you tell/haven't you told* me about that loose floorboard? I *tripped/have tripped* over it just now and hurt myself.
- d) It's a long time since I *saw/have seen/have been seeing* your brother Paul. What *did he do/has he done/has he been doing* lately?
- e) I can't believe that you *ate/have eaten/have been eating* three pizzas already! I only *brought/have only brought* them in fifteen minutes ago!
- f) Don't forget that you *didn't see/haven't seen* Mrs. Brown. She *has waited/has been waiting* outside since 10.30.
- g) What did you think/have you thought of London? *Did you stay/Have you stayed* there long?
- h) I feel really tired. I *weeded/have weeded/have been weeding* the garden for the last three hours and I *didn't rest/haven't rested* for a single moment.
- i) I'm having problems with Paul. *He has called/has been calling* me up in the middle of the night and *told/telling* me his troubles.
- j) How long *did you have/have you had/have you been having* driving lessons? And did you *take/have you taken/have you been taking* your test yet?

3. Put each verb in brackets into the most appropriate perfect or past verb form.

- a) So far we ... (not/notice) anything unusual, but we ... (not/pay) very close attention.
- b) I'm sorry I ... (not/come) to class late.
- c) I ... (work) late in the evenings for the past fortnight.
- d) I wonder if Mary ... (reach) home yet? She ... (leave) too late to catch the bus.

- e) Here is the news. The Home Office ... (announce) that the two prisoners who ... (escape) from prison earlier this morning ... (give themselves up) to local police
- f) ... (you/make up) your minds? What ... (you/decide) to do?
- g) Harry ... (leave) home rather suddenly and we ... (not/hear) from him since
- h) Recent research ... (show) that Columbus ... (not/discover) America, but that Vikings ... (land) there five hundred years before him.
- i) I think that people ... (become) tired of the poor quality of television programmes, though they ... (improve) lately.
- j) ... (something/happen) to the phone lines? I ... (try) to get through to Glasgow for the past hour.
- k) Bill ... (get) that new job, but he ... (complain) about it ever since.

4. Fill in the correct verbs in the dialogues

1. (be, have, break)

... you ever ... involved in a bad accident?

- Yes, I ... actually. I ... a very bad accident on my motorbike about a year ago. I ... both legs.

2. (be, be, go)

... you ever ... to the top of a very high building?

- Yes, I ... — only last month. When I ... in Paris. I ... to the very top of The Eiffel Tower.

3. (win)

... you ever ... a lot of money?

No, I ... , but once I ... £10 in a lottery.

4. (find, take, hear)

... you ever ... anything valuable?

-Yes, I once ... a diamond ring. I ... it outside the station and I ... it to the police. I ... never ... anything more about it.

5. (lose, take, go)

... you ever ... anything of any value?

- Yes, I ... watch off at the swimming pool, and when I ... back for it, it wasn't there.

6. (feel, be, go, come)

... you ever ... a fight with anyone?

— Twice in my life, and both times on a boat. The first time ... when we ... to France last summer, and the second time ... when we ... back!

7. (have, argue)

... you ever ... a fight with anyone?

-Yes, I ... a fight with one of my best friends last week. We ... about something really silly and unimportant.

8. (do, wear, carry, ask, say, think)

... you ever ... something really crazy?

- I ... something really silly last summer, On one of the hottest days, I ... a winter coat and an umbrella. Everyone ... me why. I ... I ... it was going to rain.

- **LANGUAGE IN USE**

- **Dates and times**

Fill in the missing prepositions in the sentences below by choosing a word from the box. Sometimes more than ONE preposition can be used.

at from by before during to for between in on until after

1. I have an appointment to see Chris Yang at two o'clock on Friday 16th.
2. Jules Frost is in New York ... the moment and I'm unable to make any arrangements ... he returns.

3. She's due back in the office ... a few minutes if the meeting ends ... time.
4. He's away ... two weeks, but Ruth Michael is dealing with the matter.
5. I'm afraid the office will be closed ... Christmas ... four days but ... this time you can ring our emergency number.
6. I'll confirm the details ... Tuesday morning ... the latest.
7. Could you send me details-bf the conference ... the same time?
8. I'm sorry Barry can't make it ... the morning but the afternoon would be possible.
9. They would like you to speak ... the beginning of the conference.
10. Michael Stone doesn't work ... Tuesdays!
11. You will receive the papers ... the next few days and then we can arrange a meeting ... a week's time.
12. John Garret won't be available ... 4th and 10th September.
13. Please check the details ... returning the form.
14. It would be best to discuss contracts ... lunch as the morning agenda is pretty full.
15. The training sessions are to take place ... 26th February and ... 2nd March.

○ **VOCABULARY SPOT- THE LANGUAGE OF MEETINGS**

- **The role of chairperson includes the following responsibilities:**
 - getting the discussion started;
 - giving a brief overview of the topic (introducing it);
 - possibly giving definitions;
 - keeping the discussion going by encouraging everyone to participate;
 - clarifying what people say, if necessary;
 - ensuring that one person does not dominate;
 - checking that all contributions were understood;
 - managing the time;

Useful language: Chairing a discussion

Getting started

Shall we begin?

Today, we're looking at the following question/topic ...

Who would like to begin?

Clarification

So what you mean is ...

If I've understood you correctly, ...

Managing contributions

Thanks, Pete, for your contribution ...

OK, Pete, would anyone else like to comment?

Concluding

So, to sum up, ...

We're running out of time, so ...

Does anyone want to make a final point? Have I forgotten anything?

1. Complete the text below with the words and phrases from the box below. There is one word which you will not need to use.

Clarify participate dominate overview sum up contribution conclusion time dominate

The role of the chairperson

In a seminar, the chairperson is responsible for keeping the discussion going but should not control or _____ it. They normally get the discussion started by giving a brief _____ of the topic and clarifying key concepts. They then help the discussion run smoothly by encouraging everyone to _____. This means ensuring that one person does not _____ and inviting quieter people to speak where necessary so that everyone makes at least one _____. They may also ask people to _____ any points

that are unclear. The chairperson also manages the _____ and should _____ the main points at the end.

o **Linking Words / Phrases used in business meetings**

To state personal opinion	In my opinion, | In my view | To my mind, | (Personally) I believe that | I feel (very) strongly that | It seems to me that | I think that people should be encouraged to use public transport in the city.
To list advantages and disadvantages	One advantage of | Another advantage of | One other advantage of | The main advantage of | The greatest advantage of | The first advantage of having your own business is that you do not have to take orders One disadvantage of | Another disadvantage of | One other disadvantage of | The main disadvantage of | The greatest disadvantage of | The first disadvantage of having your own business is that you have to work long hours.
To list points:	First(ly), | First of all, | In the first place, | To start with, | To begin with, | Secondly, | Thirdly, | Finally, everyone knows that smoking is extremely bad for one's health.
To show sequence:	BEGINNING: First, | To start with, | To begin with, | First of all, get everyone out of the building. CONTINUING: Secondly, | After this/that, | Then, | Next, call the fire brigade, CONCLUDING: Finally, | Lastly, | Last but not least keep a safe distance from the fire.

<p>To add more points on the same topic:</p>	<p>What is more, | Furthermore, | Moreover, | Apart from this/that, | In addition (to this), | Besides (this), dogs are very useful in police work. Dogs are also very useful in police work. Dogs are very useful in police work too, Not only do dogs help the blind, but they are very useful in police work as well.</p>
<p>To show cause:</p>	<p>The BBC decided not to show the programme because | due to the fact that | since | as it would upset too many people. The programme would upset too many people; for this reason | therefore the BBC decided not to show it.</p>
<p>To show effect/ result / consequences:</p>	<p>She won a scholarship therefore, | so | consequently, | as a consequence, | as a result, |for this reason, she was able to continue her studies</p>
<p>To show purpose:</p>	<p>He decided to learn Russian so that he could read Tolstoy. He decided to team Russian so as to | in order to read Tolstoy.</p>
<p>To give examples:</p>	<p>For instance, | For example, by running, swimming or jogging three times a week you feel younger and live longer. By taking regular exercise such as | tike running, swimming or jogging you feel younger and live longer. If you want to feel younger and live longer, you should take regular exercise, particularly, | in particular, | especially, running, swimming or jogging.</p>
<p>To show contrast:</p>	<p>Seatbelts are known to save lives, yet | however, | nevertheless |but | nonetheless, many people</p>

	<p>refuse to wear them.</p> <p>Although | Even though | In spite of the fact that | Despite the fact that seatbelts are known to save lives, many people refuse to wear them.</p>
To show time:	<p>Turn the dial when | whenever | before | as soon as | the buzzer sounds.</p> <p>I haven't been back home since 1982.</p> <p>We met as I was crossing the street.</p> <p>I saw him while I was crossing the street.</p> <p>We never see each other now that they've moved to another neighborhood.</p>
Relatives:	<p>That's the woman who lives next door to me.</p> <p>He's the man whose car was stolen yesterday.</p> <p>That's the cat which scratched me.</p> <p>London is the city where I was born.</p>
To introduce a conclusion:	<p>Finally, | Lastly, | All in all, | Taking everything into account, | On the whole, | All things considered, | In conclusion, | To sum up, no one is likely to find a cure for the common cold in the near future.</p>

<p>A. consequently in case in contrast meanwhile otherwise whereas while unless</p>	<p>B. she's looking for a new flat it isn't very heavy there's a power cut in Marketing they get an hour the weather's bad we'll have to walk miles to the bridge I prefer Italian my parents are letting me borrow theirs</p>
---	--

• **USEFUL LANGUAGE:**

- **Ordering points; adding information; showing reason, purpose; conditioning:**

1. Where would you use these linking expressions? Put them under the correct headings.

In conclusion	Next	Firstly,	
Last but not least	Then	To begin with	
To sum up	Secondly	Lastly	
On balance	Finally	First of all	
To conclude			
for the first point	for further points	for the last point	in the conclusion
.....Firstly.....	.....	.....	.....
.....
.....
.....

2. Complete these extracts from emails. Choose from the words and phrases in the boxes.

A. although at first because because of
 despite during even so even though firstly
 while

I'm in Jamaica for a week: (1)...Although... it's a work visit, I've had a few days free, so I decided to have a go at windsurfing (2)..... I'm here. I'd never tried it before (3) I'm not a very good swimmer.

(4)..... I found it really difficult to stay upright, but it wasn't long until I was going quite fast. (5) didn't go far from the beach.

B. as well	as well as	before	even though	hardly
in addition	in spite of	no sooner	until	what's
more				

The weather here is terrible. (1) heavy rain, we've had gale force winds. (2) the bad weather, we're doing a lot of walking. Yesterday was typical. When we got up it was wet - of course - and we decided to wait (3) the rain stopped. The sun came out by midday and we set off for Heather Hill. We had (4) started to climb than it began pouring down! (5) the wind was so strong, we were almost blown over. But we still got to the top!

3. Some linking expressions are used at the beginning of a sentence, some are not. Circle the correct words in *italics*.

1. In the city there are more places to go. *Also/Too*, they stay open later.
2. Working in a coal mine is a hard job. *Furthermore/As well*, it can be dangerous.
3. Travelling by train is more relaxing than driving. It is better for the environment, *besides/too*.
4. You have to find somewhere to play. *As well/As well as* that, you need to buy all the sports equipment.
5. In winter, the nights are much longer. *Too/In addition*, it is a lot colder then.
6. Making your own furniture is an enjoyable hobby. It saves money, *as well/in addition*.

4. Circle the correct alternative in *italics*.

1. The city is unhealthy *because/because* of the pollution in the air.
2. *Although/In spite of* these problems, would you still like to invite me next month?
3. *Unless/Besides* you live in a big town, there are no traffic jams.

4. Please do not hesitate to contact me *if/in case* you need more detailed information.
5. I think that people should use their bicycles *so/so as to* reduce traffic.
6. I hope you will stay at our house *in order/in order that* you can visit our country.
7. The green hills and valleys need protecting *because/owing to* many people are building modern houses.
8. The other staff patiently explained the job to me even *though/even so* they were very busy themselves.
9. *Since/As long as* I love swimming and your club seems to be suitable, I would like to join it.
10. There are many ways of getting to school *in case/if* you study far away from your neighbourhood.

5. IDIOMS Use a dictionary to check the meaning of the phrases in the box. Then complete sentences 1-8 with the correct phrase.

There is something to be said for, You can say that again, When all is said and done, Needless to say, having said that, That is to say, have a say, to say the least.

1. Bill Hello, Sam, what a surprise meeting you here!
Sam
2. Nuclear power has its problems. However,..... many people believe it is the energy source of the future. ,
3. switching to solar energy, although it is still too expensive for many people.
4. Life without a constant supply of water can be difficult
5. ,there is little we can do to save the environment without the full support of industry and the government.
6. The tanker spilled 5,000 megalitres of oil into the ocean this had a devastating effect on marine life in the area.

- 7. There is a clear link between humans and environmental problems wherever humans live, they damage the environment in some way.
- 8. I think it's important for everyone to in how the government is elected.

6. Tick the linkers that can be used to contrast information.

Be that as it may	Even so	Nonetheless
By the same token	In contrast	On the other hand
Conversely	In other words	Similarly
Despite this	Likewise	Whereas

Read the paragraph below about effective leadership and introducing the two management styles. Complete linking phrases 1-5 with one or two words. Which phrases are used to contrast information?

To be an effective leader in business, it is essential to have vision, with a steady grasp of the bigger picture. 1 What is, senior management figures need to show determination and a firm belief in their ideas for change. 2 That assertiveness can sometimes go too far and this will only serve to alienate staff. To avoid this 3 the case, any major shift in direction must be fully explained to all members of the company. 4 In much way, organizational change needs to be handled carefully, within an adequate timeframe that allows for some downward consultation. 5 that, strong leadership requires decisiveness and hasty U-turns should be avoided at all costs.

- **SPEAKING SPOT- The language of meetings**

Strong Agreement

- I completely agree,
- I agree entirely with your point of view,
- I'm of exactly the same opinion,
- I'm in 'total 'agreement,

Neutral Agreement

I agree.
I think we are in agreement on that,
I think you're right.
I think we 'can accept your position on that.

Partial Agreement

I would tend to agree with you on that,
I agree with you on the whole, but it could be said that...
I agree in principle, but. . .
By and large I would accept your views, but...
Although I agree with most of what you've said, I find it difficult to agree with your point about.

Strong Disagreement

'Frankly, ...,
'To be quite frank, ...
To put it 'bluntly, ...
'With respect, ...

Strong Disagreement

I totally disagree with you,
I don't agree at all,
You're completely mistaken,
I disagree entirely,
'Under no circumstances could I agree to that.
What you are saying is just not 'feasible,

Softening Strong Disagreement

I'm afraid...
I'm sorry
With respect
I respect your opinion of course, however ...

Neutral Disagreement

I don't completely agree with you on that
I really can't agree with you on that
I can't say that I share your view
We'll have to agree to differ.
I'm not 'totally convinced by your argument,
I can't accept your point of view.
I can't help feeling that...
I feel I must disagree.
I really must take issue with you here.

Tactful Disagreement

I agree up to a point but ...
To a certain extent I agree with you, but...
You have a point there, but...
I take your point, Mr. Hoffman, but have you considered ...?
I can see your point of view, but surely...
I have some sympathy with your position, but...

Asking for Confirmation

'Would I be correct in saying that ...?
If I've understood you correctly, you're saying that...?
'Correct me if I'm wrong, but...
Am I correct in assuming that... ?
When you say... do you mean that ...?
Are you saying that... ?
'Basically, what you're saying is...

Asking for a Repetition

I'm afraid I'm not 'quite clear what you mean by that. I'm sorry,
I didn't quite follow what you said about ...
I'm afraid I don't understand what you mean.
I'm afraid I didn't 'quite "get your last point. Could you go over it
again please?

Correcting Misunderstandings

I'm afraid there seems to have been a 'slight misunderstanding.

"We seem to be talking at cross purposes. I think you've misunderstood me.

That isn't quite what I meant.

With respect, that is not what I said.

Re-phrasing

Perhaps I haven't made myself clear. 'Basically, what I'm trying to say is..

Sorry, I'm probably not making myself clear. Let me put it another way...

Perhaps I should make that clearer by saying..

Allow me to rephrase that.

To be more specific, ...

Put simply, ...

Clarifying and confirming understanding

Confirming understanding as a listener

So, what you're saying is

So in your view,... ...

If I understand you correctly, you're saying

Checking understanding as a speaker

Do you understand what I mean?

Do you follow what I am saying?

Am I making sense?

Showing that you do not understand

I'm not sure I understand what you mean.

I didn't quite follow you. Could you explain that point again, please?

Could you repeat that, please!

1. Read the extract from a discussion about health below. Fill the gaps with suitable phrases for clarifying and confirming understanding.

A: I think people worry too much about their diet. The government keeps saying our society is overweight because we eat the wrong things, but I don't think it's true.

B: So, what you're _____ is that obesity is not an important issue?

A: Well, I agree that a lot of people are overweight, but it may be due to other factors. Am I _____? People used to have very active lives and they had to keep warm, so they ate a lot but still kept thin.

B: I don't quite _____ . Could _____ a bit more clearly?

A: I mean that people are putting on weight because they have a modern lifestyle. Do you _____?

B: If I _____ correctly you think we are overweight because of our lifestyle and that it's an inevitable part of modern life.

Neutral suggestions

I recommend that we should...

I think we should...

My recommendation is that we should...

I would suggest that we...

We should /ought to...

If I were you I would...

Tentative suggestions

We could always...

It might be a good idea to...

Have you thought of _____ ing..

One solution would be to...

What about _____ ing...

2. Give suggestions and recommendations to respond to the following problems, Follow the example.

EXAMPLE

Problem: Sales of a new electric car have not been as good as predicted, and stocks are high.

Suggestions: 1 Stop production, (strong)

2 Cut prices. (neutral)

As I see it, we have no alternative but to stop production. In addition, I think we should cut prices to move the stock and improve cash flow

a Problem: Deliveries of goods have been delayed frequently in recent months, due to rail strikes

Suggestions: 1 Investigate road transport. (**neutral**)

2 Set up small regional warehouses. (**tentative**)

UNIT FOUR

WORKPLACE COMMUNICATION

The two words 'information' and 'communication' are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.

Sydney J. Harris

- **READING SPOT**

1. Read the text below about workplace communication. In most of the lines there is one extra word. It is either grammatically incorrect or does not fit in with the meaning of the text. If a line is correct, write CORRECT. If there is an extra word in the line, write it in CAPITAL LETTERS.

A guide to good communication

- | | | |
|-----|--|---------|
| 0 | Many employees complain about the lack of effective communication in which their | WHICH |
| | | CORRECT |
| 00. | organisations. In addition, research shows that ineffective communication often results in | |
| 01. | lower productivity, and makes employees want to leave for their jobs. Therefore | ..... |
| 02. | we have been prepared the following brief guidelines on different channels of | ..... |
| 03. | communication and some tips on their use. The written communication is necessary if you | ..... |

- 04. want your reader to have a permanent record of your
message, However if you should
- 05. remember that written communication is not always read as
soon as it is received. Memos
- 06. and emails can be easily overlooked at or delayed for later
consumption. So, if your
- 07. information needs immediate action, don't use this medium
When you preparing a longer,
- 08. written document, outline the key points before you write out
the first draft. Then write
- 09. short notes before composing your full text. At the next stage,
review it carefully with the
- 10. intention of reducing down the word count by 25 per cent.
Proof-read the final version
- 11. Before sending it off. E-mail can be an excellent means of
follow-up, so as to ensure
- 12. correct understanding of the next steps after a meeting. When
you write an e-mail or a memo, write a brief, clear reference
to your topic in the 'Subject' field.

2. Read the following article about mobile phones. For questions 1-8 mark the answer (A, B, C or D) which you think it's best according to the text.

Mobile phones: Are they about to transform our lives?

We love them so much that some of us sleep with them under the pillow, yet we are increasingly concerned that we cannot escape their electronic reach. We use them to convey our most intimate secrets, yet we worry that they are a threat to our privacy. We rely on them more than the internet to cope with modern life, yet many of us still believe advertisements saying we need more advanced services.

Sweeping aside the doubts that many people feel about the benefits of new generation phones and fears over the health effects of phone masts.

Recent reports claim that the long term effects of new mobile technologies will be entirely positive so long as the public can be convinced to make use of them. Research about users of mobile phones reveals that the mobile has already moved beyond being a mere practical communications tool to become the backbone of modern social life, from love affairs to friendship to work. One female teacher, 52, told the researchers 'I love my phone, it's my friend'

The close relationship between user and phone is most pronounced among teenagers, the report says, who regard their phones as an expression of their identity. This is partly because mobiles are seen as being beyond the control of parents. But the researchers suggest that another reason may be that mobiles, especially text messaging, are seen as a way of overcoming shyness. Texting is often used for apologies, to excuse lateness or to communicate other things that make us uncomfortable, the report says. The impact of phones, however, has been local rather than global supporting existing friendships and networks rather than opening users to a new broader community. Even the language of texting in one area can be incomprehensible to anybody from another area.

Among the most important benefits of using mobile phones, the report claims, will be a vastly improved mobile infrastructure, providing gains throughout the economy and the provision of more sophisticated location-based services for users. The report calls on government to put more effort into the delivery of services by mobile phone with suggestions including public transport and traffic information and doctors' text messages to remind patients of appointments. 'I love the idea', one user said in an interview. 'It would mean I wouldn't have to write hundred messages to myself'.

There are many other possibilities. At a recent trade fair in Sweden, mobile navigation product was launched. When the user enters a destination, a route is automatically downloaded to their mobile and presented by voice, pictures and maps as they drive. In future these devices will also be able to plan around congestion and road works in real time. Third generation phones will also allow for remote monitoring of patients by doctors. In Britain scientists are developing an asthma management solution using mobiles to detect early signs of an attack.

Mobile phones can be used in education. A group of teachers in Britain use new generation phones can provide best internet service to children who live beyond the reach of territorial broadband services and can have no access to online information. As the new generation of mobile takes off, the social potential of the mobile will vastly increase, the report argues.

1. What does the writer suggest in the first paragraph about our attitude to mobile phones?

- A. We can't live without them
- B. We are worried about using them so much
- C. we have contradictory feeling about them
- D. We need them more than anything else to deal with modern life

2. What is the connection between social life and mobile phones?

- A. Modern social life relies heavily on the use of mobile phones.
- B. Mobile phones make romantic communication easier.
- C. Mobile phones encourage people to make friends.
- D. Mobile phones enable people to communicate while moving around.

3. Why do teenagers have such a close relationship with their mobile phones?

- A. They use text messages more than any other group.
- B. They are more inclined to be late than other people.
- C. They feel independent when they use them.
- D. They tend to feel uncomfortably in many situations.

4. How might mobile phones be used in the future?

- A to give the address of the nearest doctor's surgery
- B to show bus and train timetables
- C to arrange deliveries
- D to cure diseases

5. The navigation product launched in Sweden is useful for drivers because

- A. It can suggest the best way to get to a place
- B. It downloads maps of the area
- C. it tells them which roads are congested
- D. it shows them how to avoid road works

6. What is the general attitude of the report described here?

- A. Manufacturers need to produce better equipment.
- B. The government should take over the mobile plan networks.
- C. There are problems with mobile phones that cannot be overcome
- D. Mobile phones can have a variety of very useful applications

- **VOCABULARY SPOT**

- 1. INFORMAL EMAIL**

Informal letters/emails are sent to **people you know well** about your recent news, personal problems, information you need. They are written in an informal style with a chatty, personal tone. An informal letter should consist of:

1. An informal greeting (Dear...)
2. An introduction in which you write your opening remarks (asking about your friend's health etc) and mention your reason for writing E.g. Hello! How are you? I thought I'd write to let you know that.....)
3. Main body in which you write the main subjects in detail, starting a new paragraph for each topic.
4. Conclusion in which you write your closing remarks E.g. That's all my news for you. Write back soon,
5. An informal ending (e.g. Lots of love, best wishes + your first name)

Opening remarks

- A) Questions/wishes about recent events, the person's health etc.
- B) A thank you to the person for their last letter/email, comments about their news

- C) An apology for a delay in writing/replying
- D) The reason you are writing

Closing remarks

- A) The reason why you must end the letter
- B) Greetings to the person's family, friends
- C) Wishes, a promise, an invitation
- D) A request to the person to reply soon.

Informal style. Use informal style. Informal writing is characterized by:

- Everyday vocabulary (e.g. I had a great time...)
- Colloquial expressions/idioms (e.g. drop me a line)
- Phrasal verbs (get on, settle in)
- Short forms (can't, don't etc)

The body of the letter: E.g. asking for advice (Do you think I should/ Do you have any idea about...?/I'd like to know what you think about....?/ can you think of anything that...?/ I was wondering if you.../ what would you advise me to do....?)

Giving advice: Opening remarks (I was sorry to hear that.../ Cheer up. Don't worry too much/ I'm only glad to help..... and then..... if I were you I wouldn't...../ It might be a good idea to...../I think the best thing you should do.../Have about/of.... Result: this would mean that.../ if you do this you would...../.....Closing remarks: / hope that my advice helps/ Let's hope that things get better, that everything turns out right/ Let me know what happens.'

Types of Letters

A. Beginnings

In an informal letter to a friend, it may be appropriate to begin by mentioning a letter which you have recently received or by making general friendly comments.

Useful language:

Many thanks for your letter ...

It was lovely/very nice to hear from you recently ...

I was glad to hear that you had a good holiday

I hope you and the family are well

B. Invitation

Say what the event is and explain the details of date, time and place clearly. You may need to add other details such as who else is coming, what you would like your friend bring (if anything), whether they can bring a partner or friend, when you need a reply by, and how to get there. Use separate paragraphs for each main piece of information.

Useful language:

I'm having a birthday party on Saturday the 22nd and I hope you'll be able to come.

I was wondering if you'd like to come to see 'Wild Lives' at the Theatre Royal with me?

Would you like to/Why don't you come and stay for the weekend?

Could you (possibly) let me know if you can come by ...

C. Request

Describe the situation or problem and explain exactly what needs to be done. Make it clear how grateful you would be for the help you ask for and give an opportunity for the recipient to agree or refuse, if appropriate

Useful language

I'm writing to ask you a favor.

I wonder if I could ask you a favor?

I was wondering if I could ask you a favor?

I'd be terribly grateful if ...

Please don't hesitate to say no if you can't manage it

D. Apology

Explain why you are apologizing, give reasons for your behavior express regret for any damage, inconvenience, offence which was caused, and offer to put things right if possible

Useful language:

I'm writing to apologize

-about...

- for the fact that {+ clause}

- for (not) (+ -ing)

I'm terribly sorry that ..

I do hope that...

Please let me know where you bought it/ how much it cost and I'll gladly replace it/pay for it

E. Information/News

Useful language:

I thought you'd like to know/hear about ...

This is just to let you know that...

F. Giving Advice

Useful language:

You asked me for advice on ...

Have you thought about ... ?

It might be a good idea to ...

One thing I would suggest is ...

G. Thank you/Congratulations/Good Luck

Useful language

I'm writing to thank you/Thank you so much for (+ noun/-ing)

It was very kind of you to ... (+ verb)

I'm writing to congratulate you/Congratulations on (+ noun)

I'm writing to wish you (the very best of) luck in/with(+ noun)

H. Endings

It is usual to end letters which expect a reply with a sentence on a separate line. This could be:

Looking forward to hearing from you/seeing you.

Hope to hear from you soon/see you soon.

Write soon/See you soon.

• LANGUAGE IN USE

1. Read the advertisement and use the information from one text to complete another text, which has been written under the form of an informal letter.

Feeling stressed? Worn out? Need to wind down?

Relax in luxury at beautiful Blandings Manor!

Superb accommodation, delicious cuisine and a range of activities which is quite simply unrivalled.

Blandings is for everyone, male or female, young or old, active or inactive, There is no pressure as to how you spend your time. Our highly-trained staff will be happy to advise but we want you to get what you want from your stay.

Special All-Inclusive Weekend Offer: £80+ (normal rate £180)

- Accommodation - all rooms look on to the magnificent gardens ©

- All meals from dinner on arrival to lunch on the day of departure.

Complimentary tea, coffee and mineral water served throughout the day e

- A choice of daily treatments: sauna, spa bath, or steam treatment

- Personal programme to meet your individual needs

- Unlimited use of all sports and leisure facilities

- A choice of over 20 daily activities

Selected dates only. Call for information. (adapted)

Dear Michael,

Do you remember me telling you about a health farm I'd seen advertised? Well, I've looked at the ad again and I must peat say it looks fantastic. Now I'm hoping to persuade you to join me there for a weekend!

The rooms you (0) ...stay in... sound really luxurious and apparently they all have a (1) the gardens. The meals are all (2) the price and you can also get (3) whenever you want.

The brochure says that what you do is entirely (4)... to you. You can have a whole programme specially designed to (5) you, or you can just ask staff to make a few (6) ... about activities to do. You can use (7) ... of the sports and leisure facilities for as (8) as you like, and the brochure also mentions loads of other activities every day. But don't worry, nobody will (9) you do anything. You could just spend the whole time relaxing in the sauna if you wanted or there are a (10) of other treatments you could choose instead if you prefer)!

There's a terrific offer on at the moment with weekends costing (11) half the normal price although that only (12) ... certain dates. Anyway, let me know what you think.

Best wishes,
Anne

Questions 1-3
Write two
words in each
gap.

Questions 4-10
Write one word
in each gap

Questions
11/12
Write two
words in each
gap.

2. In groups, try to put this letter back into the correct order. Read the sentences aloud until all agree on the correct order. Pay particular attention to the words at the beginning of the sentences.

1	Dear Anna, Thank you so much for your lovely letter. It was really great to get all your news. I should apologize for not writing earlier but life has been rather hectic recently
2	Seeing the city was a wonderful experience despite the heavy rain.
3	I'd like to know if you're free the weekend after next. It's been ages since we had a good chat and I'm looking forward to it.
4	Actually, I didn't have time to look round it properly but hopefully I'll be able to pay a return visit.
5	Write soon. All my love, Michael
6	Let me tell you what I've been doing. The other weekend I was in Canterbury and I was really interested in the Cathedral.
7	I accepted, of course, and I start in two weeks' time.
8	I've got some fantastic news. You're not going to believe this but I've got a permanent job.
9	By the way, before starting work, I'm thinking of doing some travelling around Britain so perhaps I'll see you.
10	You remember Premium Software, the firm I had a temporary job with for six months? Well, quite unexpectedly, they got in touch with me and offered me a job right out of the blue.

3. FORMAL EMAILS

BEGINNINGS

It is usual to begin by referring to a letter you've received, or by making some other polite introductory comment:

- Thank you for/Many thanks for your (recent) letter/postcard.
- It was good/nice to hear from you recently.
- I'm sorry I haven't written/been in touch for such a long time.
- It's ages since I've heard from you, I hope you're well/you and your family are well.

ENDINGS

It is usual to end with a polite remark, written on a separate line:

- Look forward to/Looking forward to hearing from/seeing you.
- See you soon./Write soon./Hope to hear from you soon,
- Once again, thank you for all your help.
- Give my regards/love to ...

APOLOGIES

Say what you are apologizing for and give reasons to explain your behavior. Try to suggest a way of putting things right, if possible.

- I'm writing to apologize for missing your party last week but I'm afraid I was in bed with flu.
- I'm really sorry that I forgot to send you a birthday card but I was so busy with my new job,
- If you let me know where you bought it/how much it cost, I'll gladly pay for it/replace it.
- Please let me know how much the bill is and I'll gladly pay it.

INVITATIONS — ACCEPTING/REJECTING

Say what the event is and give clear details of the date, time and place. It may be helpful to give other information such as how to get there,

who else is 'coming and what (if anything) to bring. It is usual to ask for confirmation:

I'm/We're having a party on Friday 19th and we hope you'll be able to come.

Would you like to come/go to see "Room With a View" with me at the weekend?

I was wondering if you'd like to go to the theatre/come on holiday with us?

Could you let me/us know if you can come/would like to join us?

Thank you very much for your invitation. I'd love to come

Thank you for asking me/inviting me to... but I'm afraid I won't be able to come/join you because ...

REQUESTS

In some cases, you may want to introduce your request immediately. In others, you may prefer to begin your letter with some brief news before going on to make the request. Either way, explain exactly what the request is, with reasons, and emphasize how grateful you would be for the help you are asking for:

- I'm writing to ask for your help/you (if you could do me) a favor,
- I wonder if/ I was wondering if you could help me/do me favor.
- I hope you don't mind me asking but could you (possibly) ...?
- I'd be very/really/terribly grateful if you could
- I'd appreciate a reply as soon as possible.
- Could you please send me the file?
- We would appreciate some information on.....

REPLIES

- Please, find attached/please find attached the file you requested.
- I'm pleased to send you the file.
- Thank you for your email.
- Do not hesitate to contact us if you require further questions.

- We hope you find this satisfactory.
- Thank you for your interest.
- Your request is being processed.

THANK YOU/ CONGRATULATIONS/GOOD LUCK

When thanking someone for something, it is usual to say as much as possible about how useful/enjoyable/helpful it was. When offering congratulations for some success, you usually mention how well deserved it is. When wishing someone good luck, try to reassure them or offer some friendly advice:

- I'm writing to thank you for your hospitality/the wonderful present.
It was so kind of you to invite me to stay with you.
- I really appreciated all your help/advice.
- Congratulations on passing your exams/your excellent exam results!
- You really deserved to succeed after all your hard work!
- I wish you good luck/Good luck in/with your exam/ your interview.
- Don't worry, I'm sure you'll do well/pass.

NEWS/INFORMATION

- I thought you might be interested to hear about/know that...
- This is just to let you know that...
- I would like to inform you that.....
- With reference to your request, we are glad to let you know that...

1. Read the direct mail letter below from a company which provides professional training. Choose the best word to fill each gap from A, B, C or D below.

MULTILEVEL INTERNATIONAL

Dear Ms Brown,

We are very pleased to (0)... C...the launch of our new programme of professional training. As you will see from the enclosed (1) ..., we have extended the range of courses considerably while (2)... the very high quality of course design and delivery.

Above all I would like to (3)... your attention to a suite of courses aimed at internationalizing your management team, Our (4) ... course in this area is *Breaking into overseas markets*, a three-day Programme (5)... at appointed export managers. Alongside this course, we are also (6)... a two-day programme on *Communicating your message internationally* and a half-day factory workshop on *Handling foreign agents*. All these programmes have been devised (7) ... extensive research into the (8) ... of dynamic Dutch companies like yours. For this reason, you can feel (9) ... that the investment in both time and money in both time and money will be rewarded with (10) ... business overseas.

Multilevel International has maintained its policy of (11)... pricing. You will find some very (12) ... deals including:

- two for the price of one delegate on our winter programme.
- evening in-house training at discount (13)...
- major reductions on quantity bookings.

All our courses are available on both an open and in-house basis. In-house programmes can be (14) ... to suit your needs.

Please do not (15) ... to contact me and my team if you have questions.

Yours sincerely,
Anna Michael

0. A tell B describe C announce D sell
1. A listing B catalogue C record D schedule
2. A holding B protecting C maintaining D keeping
3. A draw B hold C pay D keep
4. A prime B main C premier D different
5. A fired B sent C aimed D delivered
6. A giving B offering C promising D rewarding
7. A following B resulting C preceding D causing
8. A desires B necessities C needs D argues
9. A right B safe C definite D sure
10. A increased B extra C added D improved
11. A sensitive B competitive C low D deep
12. A irresistible B demanding C attractive d desirable
13. A fares B penalties C costs D prices
14. A programmed B designed C cut D agreed
15. stop B hesitate C trouble D bother

3. NOTES AND REPORTS

APPROACH

A report should be practical and business like. It should present the necessary information as clearly as possible so that the reader can follow it easily, and it should express an overall opinion at the end. You can simply begin with a heading or you can write the report in the form of a memo to a particular person or group if you wish.

STRUCTURE

- Give your report a clear, factual heading;
- Divide the report into paragraphs or sections to deal with separate aspects of a subject and use numbers, letters or subheadings to make this clear;
- Start by saying what the report is about and/or how you gathered information.
- End with a conclusion which gives a summary of the situation (and a recommendation if necessary)

INTRODUCTION

The aim/purpose of this report is to...

This report looks at...

In order to prepare this report, I visited/ interviewed/ studies ...

REPORTING IMPRESSIONS AND FINDINGS

It seems/ appears that ...

Most people/ The majority of people seem to/ tend to ...

It is interesting/surprising/strange that...

Interestingly/ Surprisingly/ Strangely...

QUOTING

According to X, Y said /felt/mentioned that...+ reported speech

GENERALISING

In general, On the whole

SUMMING UP

In conclusion, To sum up, On balance

MAKING A RECOMMENDATION

In my opinion/view

I would recommend (+-ing)

• LANGUAGE IN USE

1 Your English pen friend is doing a project on the subject of television and has asked you for information about the different TV channels and the most popular programmes in your country. Write a report

2. You belong to an English students' club which has a meeting room and a small library of books, videos and tapes. The club has recently received a small grant. You have been asked to write a short

report on the club's facilities and to suggest the best way in which to spend the money.

3. Read the sample report and write one word/ phrase from the box in each gap:

accounted for	the aim	as a consequence	due to	means
meant	resulted	so as	the effect	the result

English-language TV programmes in my country

Introduction

1 ... of this report is to comment on the popularity of imported English-language television programmes in my country, to explain how they are affecting local culture and to recommend changes that could be made in the way these programmes are shown.

Popularity of imported programmes

Approximately fifty percent of the programmes shown on TV in this country have been made in an English-speaking country and were originally in English. The popularity of these programmes can be 2 by their larger budgets, which 3 ... they are generally more spectacular than locally made programmes and may include internationally famous stars in their casts. On most channels viewer can choose which language they wish to watch the programme in, with 4 ... that people with a good command of English tend to watch programmes in their original versions.

Effects on local culture

The popularity of English-language programmes has 5 ... that is hard for local programme-makers to compete, given their limited budgets.

6 ..., local culture has been heavily influenced by American values of consumerism. Moreover, exposure to mistranslations of English-language films has 7 ... in words in our language being used with new or wrong meanings. However, a positive effect has been that people have become

more opened and ready to change 8 ... the fact that they see other ways of living and thinking.

Recommended changes

I would recommend that the government should subsidize national television companies 9 ... to encourage them to make more quality programmes. This would have 10 ... of reducing our reliance on imported programmes while at the same time promoting local values and culture.

MEMOS

In general, the language in a memo is more formal than in a note or message, but the degree of formality in all three types of writing depends on the relationship between the writer and the recipient, and also on the subject matter. A note to an acquaintance would be more formal than a note to a friend. A memo to a close colleague about servicing the coffee machine would be less formal than a memo to the boss apologizing for a mistake you'd made.

A) Query

Useful language:

Could you let me know

- *what happened about..*
- *what you decided about...*

Can you tell me

- *what you think about...*
- *if you're interested in...*
- *if you'd like to...*

Would you (please) clarify the situation regarding...

B) Information/ News

Useful language:

Just to let you know (that)...

Thought you might like to know (that)...

For your information, the next meeting will be held...

C) Request

Useful language:

Could you/ Would you (please)

- let me have...

- send me...

- look into...

- find out about...

D) Apology

Useful language:

(I'm) Sorry I couldn't/ wasn't able to/ didn't forgot to...

I (would like) apologize for missing the meeting

E) Thank you / Congratulations/ Good Luck

Useful language:

Many thanks for ... (+noun/-ing)

Just to thank you for ... (+noun/-ing)

I'd like to take this opportunity of thanking you / to thank you

...

May I take this opportunity of thanking you/to thank you...?

Congratulations on ... (+noun)

Best of luck with...(+noun)

F) Notes and Messages: Beginnings and Endings

C5.1 Beginnings

Useful language:

No special introductory phrases but notes often begin with expressions like:

Just (a note) to let you know/tell you/check (that)

A quick note to ask/see if..

thank you for/apologize for/about

C5.2 Endings

Useful language:

No special final phrases are needed but note and messages may end with expressions like:

See you soon

Speak when you can

All the best

In this task you have to use information from one text to complete another which has been written for a different audience and purpose.

For questions 1-12, read the following Guest Comment Card and use the information to complete the numbered gaps in the formal memo to staff. Use no more than two words for each gap. The words which you need do not occur in the Comment Cards. This exercise begins with an example (0).

Guest Comment Card

We would appreciate your opinion and suggestions for evaluating our services

Reception

Obviously reception staff have never heard of 'service with smile'. Any question we asked was treated as an annoying interruption.

Doorman/ Porters

Their uniforms were a disgrace! Doesn't the hotel have irons? Staff were usually too busy having a quick puff of cigarette (surely this can't be allowed?) to be of any help.

Housekeeping

The bedspread was torn, which we mentioned on the first day, but the Housekeeper seemed totally uninterested and nothing was done about it.

Restaurant

Service unbelievably slow, and when the food finally came there was a mix-up with our order on two occasions. Even that would have been alright if we had once heard the word 'sorry'

Any other comments

My husband and I have stayed at the hotel on many previous occasions and have never had cause to complain before, but we were extremely disappointed by the service we received this time.

• **GRAMMAR SPOT**

PAST SIMPLE VS. PAST PERFECT

Past Simple- action completed in the past when there is direct or indirect time reference

Past Perfect- past action which happened before another past action

1. We (get down) to business as soon as the chairman (tell) the agenda.
2. When Queen Victoria (die) in 1901, she (reign) for over 60 years.
3. Once they (settle) the agenda, the committee (circulate) it to all the members of the society.
4. He (refuse) to sign the agreement until after certain points. (clear up-passive)
5. We all (realize) what a lucky escape we (have).
6. A friend of mine (return) to his house after a holiday to find that the burglars (break) into his house.
7. None of the teachers (understand) how he (manage) to fail examination.
8. I (call) at the manager's office, but I (discover) I just (miss) him. He (go out) for lunch.
9. A search party (set out) to look for the two climbers, who (leave) their hotel early that morning and who still (not return).
10. The company (decide) to continue with a design that (stand) the test of time.

RECYCLING

A. Complete this story, using the verbs in brackets in their correct form.

Last week I 1) ____ (be) at my desk in the classroom as usual. I 2) ____ (feel) rather tired, and 3) ____ (can / not) concentrate on the lesson. I 4) ____ (look) round and 5) ____ (notice) a door behind me. 'I'm sure it 6)

_____ (be / not) there before!' I 7) _____ (say) to myself. Very quietly I 8) _____ (get up), 9) _____ (open) the door, and 10) _____ (see) a long, dark corridor ahead of me. I 11) _____ (start) walking down the corridor. Soon I 12) _____ (find) myself in an underground room.

There 13) _____ (be) a lot of unpleasant-looking machines, and people 14) _____ (move) around in white coats. Suddenly I 15) _____ (hear) a scream from another room, and 16) _____ (begin) to feel frightened. Just then a tall, cruel-looking man with white hair 17) _____ (come) towards me.

'I am the Professor,' he 18) _____ (tell) me. 'How nice to see you! 19) _____ (you / come) to help with our little experiment?' I 20) _____ (not / like) the Professor, and I 21) _____ (not / want) to stay. I 22) _____ (try) to run away, but my legs 23) _____ (not / move). He 24) _____ (come) closer. 'Don't worry,' he 25) _____ (say), smiling. 'We're just doing a few tests ...' '*No!' I 26) _____ (shout). 'No tests! He 27) _____ (put) his hand on my arm and 28) _____ (repeat), 'A few tests, tests, tests ...'

Just then I 29) _____ (wake up). I 30) _____ (be) back in the classroom, and someone 31) _____ (shake) my arm. I listened to the teacher. "Tests this week and next week,' she 32) _____ (say). "That's better, 33) I _____ (think).

B. Match the two halves of the sentences Use each item only once

- | | | |
|----------------------------|----------------------------------|-----------|
| 1. My mother always laughs | A. flows through Stratford. | 1. _____ |
| 2. The River Avon | B. buy a bike | 2. _____ |
| 3. Jamie often forgets | C. understand Russian at all | 3. _____ |
| 4. Why don't you | D. eating cheese or strawberries | 4. _____ |
| 5. Ella's parents | E. at my father's jokes | 5. _____ |
| 6. Roger doesn't | F. people's names, | 6. _____ |
| 7. The students come | G. both live in Bonn. | 7. _____ |
| 8. Hilary doesn't like | H. all kinds of fish. | 8. _____ |
| 9. Cats eat | I. hope to stay here? | 9. _____ |
| 10. How long do you | J. from the Czech Republic. | 10. _____ |

C. The following text describes the feelings of Michael Hunter, a successful bond dealer, on reaching the age of thirty. Complete the text by putting the verbs in brackets into the correct tense. Choose from the present perfect simple or continuous, simple past or used to forms. Make any necessary changes to word order.

'I don't mind being 30 at all except that in work terms it does mean I pretty much 1 ... (reach) the last stage of my career as a bond dealer. In the old days it 2 (be) possible to carry on until you 3 ... (be) 40, but in today's market people burn themselves out more quickly. The pressure on the trading floor is unbelievable and since my late twenties 4 (find) it increasingly difficult to cope with the stress. And I don't really want to anymore! Work 5... (be) the most important thing in my life but that is changing as I get older.

For example, I 6..... (get married) recently and in fact I just 7... (return) from my honeymoon in Europe. While we 8 (be) there, we 9 (go) to the opera and ballet several times and I 10 (love) it. I 11... (not have) much time for leisure and cultural activities up to now, but that's going to change from now on.

I also 12..... (change) in that I now try and see more of my parents than I 13..... (do) when I was younger. I hardly ever 14, (see) my father when I was a child because he always 15 (be) away at work, so in the last couple of years I 16 (try) to make up for lost time.

When I 17 (reach) my late twenties I 16 (feel) the need to settle down and I 19 (be) lucky enough to meet the right person. I really feel that I 20 (mature) over the last couple of years and I think I can face the future with a reasonable sense of optimism.'

• VOCABULARY SPOT

1. Verb + Noun + Preposition-2

Complete each sentence with the correct form of make or take and one of the prepositions below. You may use each preposition more than once.

for from in off with

1. He's very shy so it's not easy to ... friends ...him.
2. I've still got to ... all the arrangements the party next weekend.
3. He refused to ... all the credit the success and said that it had been a team effort.
4. Many local people have ... an active interest ... our plans to bring live music back to the town.
5. For the-first few months he great pride showing people around his new house.
6. I watched a comedy programme to try and ...my mind ... what had happened.
7. Why should I ... the blame ... the mix-up?
8. We've moved the wardrobe to ... room ... an extra bed.
9. We don't ... a charge ... repairs if the item is still under guarantee.
10. I finally ... contact ... him at his New York office.
11. She's ... a remarkable recovery ... her illness.

2. Idioms with "on"

Fill in the missing words in the sentences below. Choose from the following

on account of	on principle	on the contrary	on the run
on and off	on purpose	on the dot	on the shelf
on average	on tenterhooks	on the house	on the spur
on board	on the cards	on the other hand	of the moment
on call	on the carpet	on the rocks	on the whole
on one's toes*			

(* change as appropriate)

1. When I was growing up in Wales, a girl was considered to be if she wasn't married by the time she was twenty-five.
2. "The drinks are"! said the smiling landlord to his customers on f Christmas morning.

3. My mother, being an ardent socialist, disagrees with everything the Conservative Party does
4. We mustn't be late tomorrow, so I expect you all to be here at 9 o'clock
5. The football match had to be postponed the bad weather.
6. James and I hadn't really planned to get married; we just did it one day
7. "How much do teachers earn in your country?" "It varies, but about £1,000 a month."
8. Sales have really fallen off this year. If this goes on much longer, the company will soon be
9. His work is quite good, but there are still one or two things I'm not really happy with.
10. Arnold has been learning Russian for three years.
11. Selling computers is very competitive. You really have to be to keep your job.
12. You'll be if the boss ever finds out that you forgot to deliver those parcels on time last week.
13. She didn't know whether to take the job or not. On the one hand the salary was much better, but it meant a lot more travelling every day.
14. I hate travelling by boat. As soon as I get I start to feel seasick.
15. After ten days of being he finally gave himself up to the police.
16. One of the disadvantages of being a doctor is that you are frequently at weekends.
17. The students were all as they awaited the results of the exam.

UNIT FIVE

PRESENTING IN ENGLISH

*Effective communication is 20% what you know and
80% how you feel about what you know*

Jim Rohn

How to give a successful presentation

You've been working on your presentation for a long time now and you think it's perfect. You're well- prepared; you've made your slides and checked your visuals. All you have to do now is walk into the room and give the presentation.

Stop! Is that really all you have to do? Have you thought about HOW you're going give the presentation? How you deliver your talk is just as important as the content.

Use these tips to give your most successful presentation ever.

First impressions count

Your audience will check out your clothes and the way you walk into the room and form an opinion of you before you even open your mouth.

TIP! Make sure that your appearance gives you a look of authority

Dealing with nervousness

It's normal to be nervous. Even experienced speakers feel a bit nervous until they get started.

If possible, greet your audience as they arrive and chat with them. It's easier to give a presentation to people you “know” than to speak to strangers.

TIP! When you do start, speak slowly. After a few moments, you'll relax and gain confidence.

Audience rapport

Build a friendly relationship with your audience as soon as you start your presentation.

TIP! Establish eye contact with each member of your audience. Look at everyone in turn so that they feel that you're speaking to them directly.

Body language

If possible, avoid giving your presentation from a sitting position. Stand or walk slowly from side to side. If you do want to sit, try to sit on the edge of a desk. Always try to talk to your audience from a slightly higher position.

TIP! Try to keep your body still; don't wave your hands about while you talk.

Intercultural competence

Cultural differences may influence the way you give your presentation. Differences in body language can be important, for example, using your hands when presenting to an Italian audience will probably make your presentation come over as dynamic.

TIP! Use the internet to check the cultural points you should be aware of.

Vary your voice

You can keep your audience interested in what you're saying by changing how you speak.

Start your presentation slowly, then speed up, then talk slowly again. Pause before you make an important point. Speak at normal volume, speak loudly, then speak quietly. Change your intonation; speak in a high tone or a low tone.

TIP! Never speak in a flat, monotonous voice when giving your presentation, If you do this, your audience might fall asleep!

- **READING SPOT**

A. Complete the text with items from the box. You will only need six of the eight sentences given.

Preparing for your presentation

What you really need to think about before you face your audience

Before you actually get down to the nitty-gritty of planning the presentation itself, you need to reflect on a number of crucial questions. First of all ask yourself what exactly your aim isyou can then decide how many stages are necessary to get there, what the aim of each individual stage is and how each one contributes to your overall aim 2... In other words, you-can sift the essential: data from the rest and get rid of any irrelevant or unnecessary detail.

However, content and structure are not everything. The talks we give are not just about a certain topic, they also have a specific purpose. Talks may be delivered in order to convey information, to persuade, to spur people into action as to countless other reasons. Obviously the purpose the purpose of our talk will have a significant effect on the language we use 3 ... Although the importance of clear aims cannot be overstated, most-experienced presenters seem to agree that its only secondary to the human factor.

Which brings us to the second question we should all be asking ourselves at the planning stage: Who are the audience? 4... What you say has to be appropriate not only to your aim, but also to your audience.

Therefore, it is always a good idea to find out as much as you can about the audience well before you face them. 5... You can also anticipate how much they already know about your topic, and so pitch your talk at the right level.

Finally, never underestimate the importance of the physical environment in which you will deliver your talk. 6 ... Walking around the room where your talk is going to be will help you focus on your audience

rather than your surroundings. This also gives you the chance to check the equipment you need is there and in working order.

- a) A presentation cannot be successful unless it takes the needs and interests of the audience into account.
- b) Having a clear objective in view enables you to map out the most convenient route to get to your destination.
- c) Once you have established that, you can prioritize your material.
- d) In addition, make sure you plan carefully how you are going to introduce yourself.
- e) It will also affect the manner in which we choose to deliver our talk.
- f) Most presenters feel more relaxed in they have had the opportunity to go to the conference venue beforehand
- g) Of course it is better to plan in advance when you want to deal with questions
- h) With such information, you can tailor both the style and the content of your talk to your audience's expectations.

• **LANGUAGE IN USE- PRESENTATION STRATEGIES**

- a. Complete the 'Five Rules for Presenters' below. Use the notes to find the missing words. The first letters have been given.

Five Rules for Presenters

1. **Start on time**
Don't wait for l_____
2. **Keep to the t_____ in your plan.**
3. **Don't _____ a particular point.**
4. **Don't d_____**
5. **Don't r_____ o_____ time**

Notes

Start on time. Don't wait for people who get to the presentation after the starting time.

Keep to the time that you have allocated to each point in your plan. Don't go on and on about a particular point for a long time.

Don't go off the point and talk about things that aren't in your plan.

Don't go on past the time when the presentation is supposed to finish.

Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

'Here is some advice for making a presentation. People want to hear you, so (1) your voice to the back of the room. If you are using a (2)... make sure you know how to turn on. Speak in a natural (3) and not too quickly, Don't speak in a monotone — vary the (4) ... of your voice. Try to gain your audience's (5) from the beginning. Start with an interesting (6)... . In the main part of your talk, use some surprising (7) And don't forget to leave time for participants to ask (8)

- | | | | | | |
|----------------|--------------|--------------|-----------------|-------------|-------------|
| 1 A shout | B project | C pass | 5A digression | B objective | C attention |
| 2 A microphone | B microscope | C microlight | 6 A anecdote | B antidote | C antelope |
| 3 A tone | B sound | C note | 7 A truths | B facts | C words |
| 4 A court | B pitch | C field | 8 A discussions | B practices | C questions |

1. Stating your purpose

TIP: It is essential to state the purpose of your presentation near the beginning.

To do this clearly and effectively you need a few simple presentation verbs

take a look at, report on, give an overview of etc.

Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given. Combining the sentences with the number 1 will give you a complete introduction. Then do the same with those numbered 2 etc.

"OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning I'm going to....."

show talk take report tell

1. to you about the videophone project.

2. you about the collapse of the housing market in the early 90's.
3. you how to deal with late payers.
4. a look at the recent boom in virtual reality software companies.
5. on the results of the market study we carried out in Austria.

... so, I'll begin by:

making outlining bringing giving filling

1. you in on the background to the project.
2. a few observations about the events leading up to that collapse.
3. company policy on bad debt.
4. you an overview of the history of VR.
5. you up-to-date on the latest findings of the study,

... and then I'll go on to:

put discuss make highlight talk

1. what I see as the main advantages of the new system.
2. the situation into some kind of perspective.
3. you through our basic debt management procedure.
4. detailed recommendations regarding our own R&D.
5. in more depth the implications of the data in the files in front of you.

TIP

When you give a presentation in English, clarity is very important, particularly if there/are non-native speakers in your audience. It often helps if you state your purpose at each stage-of your talk as well as at the beginning.

Cross out the verbs which do not fit in the following presentation extracts. The first one has been done for you as an example.

1. First of all, I'd like to ~~preview~~ / ~~overview~~ / **outline** the main points of my talk.
2. Perhaps I should start off by **pointing** / **stressing** / **reminding** that this is just a preliminary report. Nothing has been finalized as yet.
3. But later on I will, in fact, be **putting forward** / **putting out** / **putting over** several detailed proposals.
4. One thing I'll be **dealing with** / **referring** / **regarding** is the issue of a minimum wage.
5. And 'll also be **asking** / **raising** / **putting** the question of privatization
6. So, what we're really **driving at** / **aiming at** / **looking at** are likely developments in the structure of the company over the next five to ten years.
7. If we could just **draw** / **focus** / **attract** our attention on the short-term objectives to begin with.
8. The eighteen-month plan, which by now you should've all had time to look at, **outlines** / **reviews** / **sets out** in detail our main recommendations.
9. Basically, what we're suggesting / asking / reviewing is a complete reorganization of staff and plant.
10. I'd now like to **turn** / **draw** / **focus** my attention to some of the difficulties we're likely to face.
11. I'm sure there's no need to **draw out** / **spell out** / **think out** what the main problem is going to be,
12. But we do need to seriously **ask** / **answer** / **address** the question of how we are going to overcome it.
13. The basic message I'm trying to **get through** / **get across** / **get to** here is simple. We can't rely on government support for much longer.
14. Disappointing end-of-year figures **underline** / **undermine** / **underestimate** the seriousness of the situation.

15. And the main conclusion we've **thought / got to / come to** is that massive corporate restructuring will be necessary before any privatization can go through.

2. Signposting

In a good presentation, what you say - the content - is much more important than anything else. But a clear structure helps. When you move on to your next point or change direction, tell the audience. You can do this easily and effectively, using simple phrases as 'signposts' to guide the audience through your presentation:

To move on	To go back	To summarize
To expand on	To recap	To turn to
To digress	To conclude	To elaborate on'

TASK 4

Choose one of the 'signpost' expressions from the box above for the following situations:

1. When you want to make your next point. To
2. When you want to change direction. To
3. When you want to refer to an earlier point. To
4. When you want to repeat the main points. To
5. When you want to give a wider perspective. To
6. When you want to do a deeper analysis. To

7. When you just want to give the basics. To
8. When you want to depart from your plan. To
9. When you want to finish your talk. To

Once you know the nine basic signposts, you can build them into the points you make to give direction and coherence to your presentation.

Complete the following signpost phrases and sentences using the notes to help you. Say them first. Then write them down. The first one has been done for you as an example.

1. 1 Moving on / question / the US market
Moving on to the question of the US market,
.....
2. Let's expand / the figures / last year,
.....
3. I'd like/ recap/ the main points
.....
4. Let's go back / question / clinical research methods.
.....
5. Digress/ a moment, let's consider / alternatives.
.....
6. Going back/ a moment/ the situation last year
.....
7. Let's turn now/ our targets/ the next five years
.....
8. I'd like/ turn now/ our projections/ year 2005
.....
9. Go back/ the main reason/ our collaboration/the Germans
.....
10. I'd like / expand/ that / little, before we move on.
.....
11. Let's go back / a moment / what we were discussing earlier.
.....

- 12. Let me expand / some / the main points / our proposal.
.....
- 13. Elaborate / that/ little / those of you / aren't familiar / Russian
business practices,
.....
- 14. If I could just move on / some / the problems we face / Central /
Latin America,
.....
- 15. I'd like / conclude / I may / repeating what I said / the beginning /
this presentation.
.....

Present the signpost sentences above until you feel comfortable saying them,

TIP Neat, short signposts are more effective than long explanations of the structure of your presentation. Remember, the simplest way to signpost the end of one stage of your presentation and the beginning of the next is to say:

OK, so...

3. Commenting on Visuals

Visuals help you to give a lot of information in a short space of time. They are really quick snapshots of situations, developments, events and processes which would take a long time to explain fully in words. Good visuals speak for themselves and require little or no description, but you often need to draw your audience's attention to one or more key points before you discuss them in more detail:

- 1. Highlights Which parts of the visual are most significant?
- 2. Comments Why?
- 3. Interpretations What conclusions can you draw?

These expressions highlight important information in a visual. Complete them using the following words:

	on	to	at	out	about
	us	to	look	1.	... this part of the graph in more detail
	us	to	focus our attention	2.	... particularly important feature.
I'd like	to	think	3.	... the significance of this figure here.	
	to	point	4.	... one or two interesting details	
	to	draw your attention	5.	... the upper half of the chart.	

These expressions comment on important information in a visual. Complete them using the following words:

If As Whatever Whichever However

1. you can see, there are several surprising developments.
2. you look at it more closely, you'll notice a couple of apparent anomalies.
3. you try to explain it, this is very bad news.
4. the reasons for this, the underlying trend is obvious.
5. way you look at it, these are some of our best results ever.

4. Survival Tactics

Giving a presentation in a foreign language is a challenge. Concentrate too hard on the tactics and you make language mistakes. Concentrate too hard on your English and you get your facts wrong!

If you have problems during your presentation, don't panic. Pause. Sort out the problem and continue. Here are the eight most common problems people face. Match what you think with what you say:

WHAT YOU THINK	WHAT YOU SAY
1. I've got my facts wrong!	a. So, let's just recap on that
2. Too fast! Go back.	b. So, basically, what I'm saying is this...
3. I've forgotten to say something!	c. Sorry, what I meant is this ...
4. Too complicated! Make it simple.	d. Sorry, I should just mention one thing
5. I'm talking nonsense	e. So, just to give you the main points here
6. How do you say this in English?	f. Sorry, let me rephrase that
7. Wrong! Try again.	g. Sorry, what's the word / expression?
8. I'm running out of time!	h. Sorry, perhaps I didn't make that quite clear

Notice how some of the words are stressed in each phrase. Repeat the phrases until you feel comfortable saying them.

5. Closing and questions

- The statements below were made by presenters responding to questions from the audience. Write one word in the gap to complete each statement.

1. 'That's a fair p___. This model does assume that inflation is below 2%.
2. 'I can't tell you the bid price because that's c_____ information,
3. 'That's not really my f___, but I think that my colleague Simon will be able to help you,'
4. 'Ah. That really goes b___ the scope of this presentation, Perhaps we can talk afterwards?'
5. 'I'm afraid we've run out of t___ We can return to that after lunch.'
6. 'I'm sorry. I didn't c___ the question. Were you asking about stagflation?'

- Choose the best word to fill each gap from the alternatives given below, Put a circle around the letter, A, B or C, of the word you choose.

“OK. Let me (1) ... up what we’ve done today. (2) ... we looked at what makes a good leader. (3) ... we looked at key leadership skills. Then, last, but by no means (4) ..., we talked about the consultation process. Are there any final (5) ... that you'd like to ask? No? Well then, that's a good (6) ... to stop. (7) ... you for listening.”

- | | | |
|-----------------|-------------|----------------|
| 1. A. run | B. add | C. sum |
| 2. A. Firstly | B. Starting | C. Openly |
| 3. A. Seconds | B. Secondly | C. Seconded |
| 4. A. last | B. lost | C. least |
| 5. A. questions | B. answers | C. information |
| 6. A. position | B. place | C. pointer |
| 7. A. Thank | B. Thanks | C. Thanking |

• VOCABULARY SPOT

1. For questions 56-65, read the text below, Use the word given in capitals at the end of each line to form a word that fits in the Space in the same line.

The ideal speech

Giving the ideal speech is a matter of (56) ... in yourself and in what you're going to say. This may be (57) ... said than done, but part of the answer lies in your careful (58) ...

Note down your key points, (59) ... on postcards or other small slips. Don't make the mistake of trying to script your speech word for word. You may gain a sense of (60) ... from doing this but when you come to deliver your speech it will sound (61) ...

Keep it brief. It's no good saying afterwards, 'I delivered it well but they fell asleep.' To grab their (62) ..., begin your speech with a few arresting thoughts or phrases, but steer clear of jokes. As a (63) ... you'll show your

CONFIDENT

EASY

PREPARE

PREFER

SECURE

NATURE

ATTEND

BEGIN

(64) ... in your face as you wonder whether your joke will
succeed. Be a top-class speaker- not an amateur (65) ...

NERVOUS
COMEDY

2. Look at the following answer to the question in 3.1 and complete it with the words and phrases in the box.

What I mean is But in spite of all of that So, I would say that's
Because of that That's because When it comes to On top of that
that's the reason

When I think about a person who has influenced me a great deal in my life, the first person who comes to mind is my grandfather. 1 ___ he was young, he had a really hard life. His family had to work very hard and they didn't have a lot of money. So they couldn't afford for him to go to school, and when he was only 14, he had to go to work in the family business. 2 ___ his own father became very ill so he and his mother had to work extremely hard to make enough money to keep his family together. 3 ___ I think of my grandfather, I think of a man who is always happy and smiling. I think 4 ___ what makes him special — his outlook on life is always so positive 5 ___ way that he's influenced me, I think he's made me a calmer person. 6 ___ me to see that you can achieve a lot just by persevering and getting on with whatever task needs to be done. You see, my grandfather used to look after me when I was very small and he would build things with me. But I was very impatient and if we didn't get it finished quickly, I would become very angry. But my grandfather taught me to relax and enjoy the work and to not always be in a hurry to get it finished. 7 ___ I learned to slow down. And I'm sure 8 ___ why I enjoy my work and my studies now. 9 ___ has been a very big influence in my life so far.

• **GRAMMAR SPOT- REVISION OF THE TENSES**

1. Put the verbs in brackets into the correct tense: the Present Tense, the Present Perfect, the Past Tense or the Past Perfect:

- A. It (be) the first time that Jane and Katie ever (be) out so late.
- B. It was not until long after she (say) "yes" that she (wonder) whether she (do) wrong. After all, she really (not know) him. But he (be) so old and (be) so kind when she (be) in trouble.
- C. I know I smoked one or two cigarettes while we (talk) business. And I (smoke) probably a couple more afterwards, when we (drink) our whisky, They would be either in the fireplace or in that ashtray. Sir John (smoke) one cigar directly after dinner.
- D. But Mister Smith has been touchy in a way I (never know) before, and it (seem) to me that he (not be) on the friendly terms with John that you'd expect with a son-in-law.
- E. I went to the doctor's yesterday. I (wait) for an hour before he (can) see me. "I (work) in the garden when I suddenly (feel) the pain, I (have) this pain for two days. (Think) it is serious?" "To tell you that, I (have) to examine you first",
- F. The inspector (not be) in his office long when he (receive) a message that a gentleman (call) and (ask) to see him on urgent private business. For myself it (be) twenty years since I (be) brave enough to eat strawberries.

2. Put the following verbs into the correct tense.

We (1 to found) the company in 1998 and ever since it (2 to make) money. At present we (3 to expand) our range of products and as always, this (4 mean) big investments in research and marketing. Recently we (5 to negotiate) a loan with our bank and they (6 to agree) to give us a reasonable interest rate. If the bank (7 not to accept), we (8 to have to) postpone our plans to expand our product line. If everything (9 to go) according to plan, we (10 to launch) the first new item as early as next March. We are happy about this as some

of our old products .. (11 not to sell) as well in recent years so they (12 to replace) by the new, improved ones as soon as possible.

The last few months (13 to be) difficult for the people in our research and development department who (14 to work) an average of ten hours a day and they now (15 to need) a break.

The marketing people are also complaining about the lack of staff and if we (16 to have) more money, we (17 to employ) more people. However, decisions about taking on more staff (18 to make) after careful and long consideration, For the moment we (19 to feel) that we (20 not to be) in a financial position to do so.

3. Complete the text with the past simple, present perfect simple or present perfect continuous form of the verbs in brackets.

Three weeks ago I (1) ... (move) to London, full of enthusiasm, to start a new job, but ever since I (2) ... (arrive) in the capital, I (3) ... (wonder) whether this was the right decision. Before coming here, I (4) ... (hear) a lot of great things about life in London, but since arriving I can't really say that the city (5) ... (make) a favorable impression on me. It's so crowded and the people are so unfriendly, and I (6) ... (spend) hours every day on the underground going to and from work, You see, (7) ... (grow up) in a small town in Wales and I (8) ... (not be) away from home before. Of course, I (9) ... (always/want) to see the world, so when my company (10) ... (offer) me a post in the London office, I (11) ... (jump) at the chance. The problem is that now I (12)... (actually/start) living here, I can see that there are lots of reasons for being back in Wales. In fact, according to a piece I (13) ... (come across) in the paper the other day, a lot of large companies (14) ... (choose) to move away from the centre of London recently. I feel so miserable that I (15) ... (secretly/hope) my company might decide to move too, and that I'll be able to go back to Wales.

4. Underline the correct forms of the words in italics

My name' is Alexander Stewen, I'm a 27-year-old mechanical engineer and at the moment 1 I am working/I have worked for a company in the South of Germany where I am/ have been since I 3 have left / left

France last July. Actually have 4 already /recently spent most of my life here in Germany because that is where I 5 complete / completed my secondary and university education.

Before I 6 have graduated / graduated I went on a European study programme in 7 Britain / British for one year. After university I 8 join / joined an American company in Berlin and subsequently 9 moved / have moved to France when the headquarters were transferred there.

In my present job my duties 10 are including / include supervising our activities in what we call 'the rest of the world'. Basically this 11 means / is meaning that I'm responsible for giving our representatives there our commercial and technical: support. It's a new job for me so I'm 12 currently /usually learning exactly what it 13 involves / is involving. However, there are many new things that I'm still not 14 used to do / used to doing.

At present our company 15 is expanding / has expanded its activities outside of its main market, which is Europe, and we 16 develop / are developing our network of agents, particularly in South Africa and Brazil.

I 17 used to think / am used to thinking that it was enough to speak two foreign languages but I now realize that the more languages you speak the better you communicate. That is why I 18 always / sometimes take every opportunity to develop my language skills.

In order to prepare for my future as a manager, I 19 intend / have intended to study for an MBA. In fact my boss 20 has agreed / agrees to give me one day a week off work for this.

• **VOCABULARY SPOT- REVISION**

1. Complete each sentence by using an adjective from the list on the left and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

absent	opposed	suitable	at	for
better	satisfied	suspicious	from	of
guilty	short	terrified	on	to
keen	similar	terrible	with	
late	sorry	tired		

1. Because of the flu epidemic many staff were ...work.
2. They were ...strangers so they kept following us around and watching what we were doing.
3. I feel really ... her because she has to do all the work while the others go out and enjoy themselves.
4. They won't be ... just a small party! They'll want to invite: every single one of their friends!
5. I must hurry or I'll be ... work.
6. She's never been very going to meetings so I wouldn't be surprised if she doesn't turn up.
7. The jury found him ... of robbing the bank.
8. We're totally the road-widening scheme and will fight it all the way.
9. She's much ... driving than he is.
10. I'm a bit ... money at the moment so could you pay?
11. She's not really ... this-job. We wanted someone older.
12. This incident is very what happened yesterday except that it was later on in the day.
13. She wouldn't tell her father because she was ...what he might do if he lost his temper.
14. I can recognize faces but I'm ... remembering names!
15. He got ... hearing the same old excuses, day after day.

2. Word Partnerships. Complete each of the blanks with one word only:

By (1) ... the most terrifying day of my life was the day I met my girlfriend's family. Her father (2)...to her going out with somebody he had never met and insisted (3) ...meeting me to see if he approved (4)... his daughter's "young man".

I spent hours getting (5)... for the dreaded event. I spent so long trying to choose clothes suitable (6)... the occasion that I (7).... the bus and had to (8)... my way to my girlfriend's house (9).... foot!

I had been instructed to be there for afternoon tea at three o'clock and as I did not want to be (10) ... for this first meeting, I ran the last 500 meters. As I (11) ... the corner of the street where her house was situated, I took a quick (12) ... at my watch. It was five to three. I was just (13) ... time.

My girlfriend, Sandra, opened the door, startled to see me out of (14)...because I had been running. The family (15) ... barked an unfriendly welcome at me but she told me not to (6) ... any attention as he was quite friendly, really.

I'm sure my heart was (17)... twice as fast as I went into the house. I was shown into a room which was so dark that (18)... first it was impossible to make out who was inside. Gradually, I became (19)..... of four figures standing by a table. They stared at me (20)..... Silence. There was no escape, I was doomed.

3. Add the missing prepositions to these texts.

A: I'm really fed up my job. I've been doing the same thing at Trimstep for ten years and I'm tired of the same old routine.

B: But I thought you were keen your job. You've always seemed so enthusiastic it.

A: Well, I used to be very impressed the managers, But now they're only interested making money and they seem indifferent how the staff feel. There are rumours that business isn't going well, so a lot of people are worried their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied the way the company's being run. Maybe it's time I started looking around for something new, too,

B (This is part of a speech made by a senior manager at Trimstep to employees)

I know that some of you have expressed anxiety Mr. Madison's sudden departure the company last week. I was very disappointed his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves the future of the company. However, we have now developed an association a firm of

retailers in South-East Asia, and we're extremely pleased this development. We did at first have a disagreement safety standards, but this has been resolved and they have now indicated their satisfaction the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude your belief the company and your continuing support the management team.

References

Note. Most of the texts were adapted from different specialized journals and magazines in the field.

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