Real Business English B2

21st century skills at work

Student's Book with audios

by
Rebecca Buller

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Real Business English

REAL Business English was developed for REAL companies with input from REAL international companies.

Each unit deals with a specific topic commonly found in companies around the world.
Through a variety of activities, you will gain practical experience talking and writing about your own company. The aim is to offer you as much personalized practice as possible, while still dealing with a variety of topics which companies in various industries encounter. Example:

Discuss these questions in class.

- Do you apply kaizen in your company or organization?
- If so, tell the class about your experience. If not, do you think it would be a good idea to try it out?

English can be spoken and written differently around the world. Therefore, each unit contains tips on the differences between British English and American English. Example:

BE	AE
enquiry	inquiry
to enquire	to inquire
centre	center

In addition to highlighting differences in global English, REAL Business English offers a look at cultural differences when doing business internationally. Example:

Read the text. Can you think of other common gestures in different cultures?

Grammar explanations with exercises and vocabulary practice can be found in the Workbook, along with the answers to all activities.

The DETLA Augmented App lets you access all audio files and PDF versions of this book. Simply download the app onto your device and scan the pages with an audio symbol to access the audio files. To access the PDFs, scan the first page of every unit, where you see this symbol .

We're happy to support you in learning REAL Business English!

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1 Training

What kind of training does your company offer its employees? How important is training for you?

1 Training courses

A **In groups, write down as many words as you can associated with *training*.**

Examples: workshop, instructor, handout, sign-in sheet, etc.

B **Match the definitions on the right to the correct course names on the left.**

f	1. seminar/intensive course	a. a course in which a student learns alone
	2. blended learning course	b. a course which takes place in the company
	3. self-study course	c. a combination of self-study, Internet and classroom learning
	4. one-to-one course	d. a course where a student stays on-site or in a host family
	5. residential course	e. a course in an online environment
	6. in-company course	f. normally a full-day, weekend or week-long course
	7. virtual training course	g. a course with one student per teacher

C **Tell the group about a training course you have attended in the last three years.**

- What type of training course was it? What was it about?
- What did you particularly like about the course? Where do you see room for improvement?

D **Work in small groups and discuss the following questionnaire on training.**

1. What sort of training should a company offer its employees?

☐ specialized knowledge ☐ business skills ☐ language training ☐ soft skills

comments: .....

2. Who ought to decide what training an employee gets?

☐ the boss ☐ the employee

comments: .....

3. When should the training take place?

☐ on company time ☐ on the employee's own time

comments: .....

2 Finding the best course

A **Read the ads below. Then listen and match the speakers to the ads.** ▶ 1

a.

Managing your time
This weekend workshop will teach you how to manage your time effectively. We have reserved twelve rooms in the Conference Hotel Elisa. The workshop begins Friday afternoon and ends with lunch on Sunday. Meals and a social program are included. For further details, please contact Ms. Leila Dobbing in Personnel.

Speaker .....

b.

Spanish courses
offered by qualified teacher, native speaker, five years of experience. Only one-to-one classes, flexible hours and fair prices. For further information, please contact:
Miguel Gonzáles
at 902 565 3935.

Speaker .....

c.

Managers from different companies join us for a week-long course on communication skills. The workshops and seminars take place from 8:00 a.m. to 5:00 p.m. The evenings are free. For more information about this seminar in a quiet country hotel, please contact Louise Bradshaw.

Speaker .....

B **Listen to the conversation and mark the sentences true (T) or false (F).** ▶ 2

☐ 1. Nobody has seen the new training program yet.
☐ 2. The weekend motivation course is in Holland.
☐ 3. You learn better when you're away from home.
☐ 4. The woman likes weekend courses.
☐ 5. The SAP course was a two-week seminar.
☐ 6. One of the men took a German course last year.
☐ 7. In-company courses take place in the evenings.
☐ 8. The company is offering blended learning courses next year.

C Listen again and discuss the questions below. You may want to take notes. 2

- What courses do the speakers mention?
- According to the speakers, what are the advantages and disadvantages of these courses?
- Do you share any of their opinions? Give reasons and examples.

D Giving advice: Study the example. In what way are the three responses different?

"I'll be working in Latin America a lot in the coming years".

1. "Well, you should learn Spanish then".
2. "Well, you ought to learn Spanish then".
3. "Well, you'd better learn Spanish then".

E Think of additional words and expressions you can use to give advice.

If I were you, I'd ...

You could ...

.....

.....

.....

.....

.....

F With a partner, ask for and give advice. Use the ideas below or your own ideas.

1. I need to improve my Spanish conversation skills fast. What do you think I should do?
2. My boss asked me to take a six-day training course that is spread over three weekends. But I want to spend weekends with my kids!
3. I think a course in social media marketing would help me with my work, but the company doesn't want to pay for it. Any advice?
4. The training course I wanted to take is already full. What should I do now?

G Do some research on the Internet and find a training course that suits you.

Course title: .....

Course type: .....

Course objective: .....

.....

Location: .....

Start date and time: .....

Price: .....

H Tell the group about the course you have chosen and give reasons for your choice.

3 Getting course information

A Put the email in order.

- ☐ a. Since I'll be working in China and Vietnam a lot in the coming years, I am very interested in this course and would like further information:
- ☐ b. I look forward to hearing from you.
- ☐ c. Dear Ms Johnson
- ☐ d. Could you please tell me where and when the course takes place and what is included in the course fee?
- ☐ e. Also, I would like to know the deadline to register. I have heard that the course is quite popular and spots fill up quickly.
- ☐ f. Sincerely
  Ethan Davis
- ☐ g. I just saw in an ad online that you are offering an intercultural training course that focuses on doing business in Asia (course number IC003).

B Complete the response with the words below.

limited | covers | printable | enquiry | assist | suggest | place | registration | allocated | payable

BE	AE
enquiry	inquiry
to enquire	to inquire
centre	center

send

Subject: Re: Course IC003: Doing Business in Asia

Dear Mr Davis

Thank you for your ..... (1) concerning the course "Doing Business in Asia".

This course will take ..... (2) from 30 May to 3 June in our training centre in London. The cost of the course is € 1,200 plus VAT, ... (3) at registration. The fee ..... (4) all course materials, lunches and refreshments. Accommodation is not included but we are happy to ..... (5) you.

The group is ..... (6) to ten participants, and places are ..... (7) on a first-come, first-served basis. If you would like to attend, I ..... (8) that you register as soon as possible. You can register online simply by clicking the "Sign up" button on the top right of the screen. You can also download the ..... (9) registration form and return it to us by email or post.

If you need help with the ..... (10) process or have any further questions, please feel free to contact me.

Yours sincerely
Sarah Johnson

C **Use the examples in "A" and "B" to talk about writing emails in English.**

- What are the most important components of an email?
- Discuss different ways of beginning and ending emails. Are they formal or informal?
- What do you know about the difference between British and American email-writing conventions?

D **Write an email asking for more information about a professional training course.**

- Write to Sarah Johnson, the course coordinator. Start your email with a proper greeting.
- Say which course you are interested in.
- Find out about the following: costs, maximum number of participants, registration, venue and times, and payment methods.
- End your email with a proper closing.

E **Swap with a partner and give each other constructive feedback.**

4 The need for training

A **Match the definitions on the right to the words on the left.**

[g] 1. to ensure	a. to change	
[ ] 2. retention	b. the ability to keep good employees	
[ ] 3. to leverage	c. to exceed, to be better than	
[ ] 4. benefits package	d. to use to get a result	
[ ] 5. enticement	e. ending the employment of a worker	
[ ] 6. to shift	f. incentives (non-salary)	
[ ] 7. layoff	g. to make sure	
[ ] 8. to surpass	h. to attract someone by offering something pleasant	

B **Read this text about the need for training. Does this apply to your company, too?**

The need for training

Many companies have tried over the past few years to maintain their businesses with a reduced workforce. Having fewer employees increases the pressure to **ensure** that workers are capable of dealing with increased workload or with fewer resources. The need for employee development programmes is therefore just as important.

Technological advancements and employee **retention** influence the way that companies **leverage** learning. A strong economy with low unemployment rates means qualified employees can take their pick of the best companies with the most appealing **benefits packages** and salary rates. A variety of **enticements**, including training opportunities on company time, are necessary to attract good people. In a weaker economy the basis for the need for training **shifts**. In an attempt to survive **layoffs**, employees are concerned not only with keeping themselves up-to-date and employable, but also about staying employed.

C Listen to a meeting about a training budget and answer the questions below. 3

1. What does Alan, the HR manager, say about the training budget?
2. How do Annette and Julie, the training managers, feel about the news?

D Here are a few sentences from the dialogue. Complete them with the words below.

run | sign | benchmarks | surpassed | suffers | belts | revenue

1. I'm afraid we're going to be tightening our ..... for a while.
2. Sales are down and there's no ..... of improvement.
3. In the long ....., it's going to cost more than it saves.
4. We won't be able to generate any ..... at all.
5. When times are tough, it's training that .....
6. We ..... our objectives and now we're being punished for it.
7. How about the board ..... other departments' performance against ours for a change?

E Here are some useful phrases for meetings. Write them in the correct category.

I feel that … | Let me put it another way. | Why don't we … | What exactly do you mean? | I couldn't agree more. | Surely … | Excuse me for interrupting, but … | I see it differently.

1. Getting attention: .....
2. Giving an opinion: .....
3. Making a suggestion: .....
4. Expressing agreement: .....
5. Expressing disagreement: .....
6. Clarifying a statement or opinion: .....
7. Asking for clarification: .....
8. Expressing certainty: .....

F Come up with at least two additional phrases for each of the situations from "E".

G In groups, simulate a meeting following the guidelines below.

- Come up with a training program for your company or department.
- Consider the company's needs as well as the employees' skills and areas of interest.
- Do some research on the Internet and make a list of courses that would be suitable.
- When you are finished, present your ideas to the class and compare.

2 HR Management

"It's not what you know, but who you know that gets you the job". Do you agree with this statement?

1 Job postings

A Look at the job postings. Are they British or North American? How can you tell?

DELI FOODS CORP.
Engineering/Manufacturing Opportunities

The Corporation
We are an internationally renowned brand, synonymous with quality and innovation. We are a global player with a workforce of 20,000 spread across four continents.

The Vacancy
We are looking to recruit talented graduates who want to develop a long-term career in engineering or manufacturing. Join our eighteen-month program. Candidates will benefit from a personal mentor.

Salary
We offer you a competitive salary and a company vehicle.

Degree
Engineering

Apply online at DELI FOODS!

DELI FOODS

CAD DESIGNER

Premier Parts Ltd is a dynamic company with an international clientele. We are looking for a **CAD designer** to complete our team. Candidates should be recent graduates in engineering who are multi-skilled and highly motivated.

We offer an excellent remuneration package including a competitive salary and flexible working hours.

Send your application to:
Ms Holly Whitehurst
h.whitehurst@ambleside-house.com

B Look for an online job posting in Britain or North America that fits your profile.

What is the job title? .....

Where is the workplace located? .....

What responsibilities does the job entail? .....

.....

.....

Who is the employer? .....

What skills and qualifications should the ideal candidate have? .....

.....

.....

C With a partner, create a job posting for a position in your company.

Include the following:
- company information (e.g. history, location, market position, mission statement)
- job information (e.g. job title, responsibilities, pay or salary range, benefits)
- ideal candidate profile (e.g. education and qualifications, skills, personal qualities)
- information on how to apply

D Discuss the questions below.

- Have you ever worked in another country? If so, tell the group about your experience. If not, would you consider working abroad? Where would you like to go?
- What work experience have you had with business partners or colleagues from other countries?
- What are some cultural differences between your country and other countries that your company does business with?

2 Job applications

A Match the words on the right to the definitions on the left.

[g]	1. a job in a company	a. interviewee
[ ]	2. someone who applies for a job	b. current
[ ]	3. a job or position that is available	c. resume
[ ]	4. someone who is being interviewed	d. former
[ ]	5. existing in the past	e. concise
[ ]	6. a letter of application	f. applicant
[ ]	7. a list of the jobs you have done so far	g. position
[ ]	8. short and to the point	h. job history
[ ]	9. happening now	i. cover letter
[ ]	10. a document outlining your education, qualifications and experience	j. vacancy; job opening

BE
CV/Curriculum Vitae
covering letter

AE
resume/résumé
cover letter

B **Read the text. In what way is the application process in your country different?**

Applying for a job

There are several ways of **applying for a job**. A lot of companies have **application forms** that the **applicant** has to fill in. These forms can either be requested from the person responsible for **job openings** or be filled in online. The advantage is that all applications have the same format. The applicants profit in that all **applications** will be treated the same. For the company it means they get the information most relevant for them, and it also speeds up the process of going through applications.

In some companies it is more common to ask for a **CV** or **resume*** (also spelled: résumé) and often **a letter of application**. A letter of application should be concise and include the following information:

- 1st paragraph: Explain your **purpose for writing**. Say which **position** you are applying for and how you found out about the **vacancy**.
- 2nd paragraph: Explain why you would like the job and why you are qualified. Try to match your **qualifications and experience** with those requested.
- 3rd paragraph: Highlight any **personal qualities or skills** you think may support your application.
- 4th paragraph: Say when you would be available for an **interview**.

** The terms CV and resume are generally used synonymously. There is, however, a small difference in meaning. Resumes are usually only one to two pages long. CVs, on the other hand, are more detailed and can be many pages long. In North America, with the exception of academics, people by and large use resumes instead of CVs.*

C **Complete the following sentences from a letter of application.**

attached | current | responsible | require | apply | have | available | hesitate | convenient | knowledge | posted

1. I am writing to ..... for the position of Sales Manager, currently ..... on your website.
2. As you can see from my ..... CV, I ..... an MBA with an emphasis in Marketing and over four years' experience in sales.
3. In my ..... position I am ..... for the acquisition of new customers.
4. I am bilingual in English and Polish, but I also have a working ..... of German.
5. I am ..... for an interview at any time that is ..... for you and look forward to hearing from you soon.
6. Please do not ..... to contact me if you ..... any further information.

D Write a short letter of application responding to the job posting you found in "1B".

- Start the letter with an appropriate greeting or salutation; e.g. *Dear Ms … / Dear Mr … / Dear Sir or Madam*
- Keep in mind that there are differences between British English and American English letter-writing styles. Choose one and be consistent.
- Then, follow the four steps outlined in the text in "2B".
- End the letter with an appropriate closing.

BE	AE
12 June 2017	June 12, 2017
Dear Mr Reed	Dear Mr. Reed,
Yours sincerely	Sincerely,

E Listen to Liv, the HR manager of an American company, talking about resumes. 4

1. According to Liv, what are some of the mistakes that applicants make?
2. How long should the resume be?
3. What does a resume function as?
4. What should be included in the resume?

F Complete the text with the section headings below.

Skills and certificates | Personal details | Education and qualifications | Interests and hobbies | References | Professional experience

BE	AE
referees	references

Your CV or resume is a brief account of your professional life. It should be concise, well organized and easy to understand.

CVs or resumes are made up of several sections:

1. .....: List your name, phone number, email address and postal address. In some cases (not in the US!) you may want to include your date of birth, marital status and nationality.
2. .....: Briefly describe your work history, usually starting with your most recent job. List the job title, name of the employer, location, dates and job duties.
3. .....: List your degrees, the names of the schools and years of attendance in reverse chronological order.
4. .....: List any special abilities you have (e.g. language or computer skills) that may be relevant to the job. Include documentation of any job-related trainings or courses here as well.
5. .....: This section is optional. Do not include any information that is not relevant to your employer.
6. .....: In most cases, you can simply state: "Available on request".

G Discuss the questions below.

- Are people in your country expected to attach a photo to their CV or resume? How do you feel about that?
- How do you feel about including personal information (age, marital status, number of children, hobbies) on your CV or resume?

H Create your own CV or resume after searching for examples on the Internet.

3 Job interviews

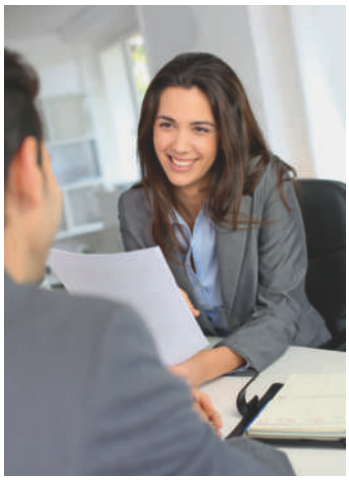
A **Tell the group about a job interview you had.**

B **A standard job interview has several phases. Put them in the correct order.**

Phase 1	Warm up: Breaking the ice	**Information exchange**
Phase 1A	.....	Obtain information from the candidate
Phase 1B	.....	Invite the candidate to ask questions
Phase 2	.....	Thank the candidate once more for coming
Phase 2A	.....	Provide information to the candidate
Phase 2B	.....	~~Warm up: Breaking the ice~~
Phase 3	.....	Kick-off: "Tell me a little about yourself"!
Phase 3A	.....	**Conclusion**
Phase 3B	.....	Greet and welcome the candidate

C **Match the phrases to make interview questions.**

[d] 1. Can you tell me	a. strengths and weaknesses?
[ ] 2. What do you	b. which one would you like to be?
[ ] 3. What are your	c. ideal working environment?
[ ] 4. What did you like	d. a little about yourself?
[ ] 5. Where do you see	e. any questions for me?
[ ] 6. What would be your	f. yourself in five years?
[ ] 7. What is your greatest	g. least about your last job?
[ ] 8. If you were an animal,	h. achievement outside of work?
[ ] 9. Do you have	i. from your mistakes?
[ ] 10. What have you learned	j. know about our company?



D **Come up with additional interview questions that are frequently asked.**

E **Identify three particularly tricky questions and think of ways to answer them.**

F **Listen to the interview and mark the sentences true or false.** ▶ 5

- [ ] 1. The woman is looking for a job because her former employer didn't renew her contract.
- [ ] 2. The woman has spent some time working abroad.
- [ ] 3. She mentions that her supervisors helped her develop professionally.
- [ ] 4. Five years from now, she doesn't want to be working in the insurance business anymore.
- [ ] 5. In the future, she would like a leadership position.
- [ ] 6. Currently, she is not doing anything to improve her language skills.

G Come up with six tips to help candidates succeed in an interview at your company.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

H Do you think it is okay to lie in a job interview? Read the statements and discuss.

"In my opinion, a little white lie during an interview is perfectly acceptable. After all, a job interview is a marketing tool. If you really want that job, you'll have to do what it takes to sell yourself to the employer".

"I think you should always be honest, especially when it comes to your career. Lying is totally unprofessional. Besides, getting caught in a lie might damage your reputation. It's just not worth it".

I Which linking words or phrases does the speaker use? Listen and tick the boxes. ▶ 6

☐ therefore	☐ unfortunately	☐ however	☐ although
☐ besides	☐ so that	☐ before	☐ consequently
☐ in addition	☐ in spite of	☐ finally	☐ ideally

J Complete the letter with words from "I". Then compare and discuss in class.

Dear Ms Grimes

Thank you for your interest in working for our company. ..... (1), we have decided to offer the position to another candidate. ..... (2), we were very impressed by your application and your performance in the interview. ..... (3), we would like to offer you an alternative position in our company. We believe the position of team leader in our foreign business section would be ideal for someone with your qualifications. Please contact me ..... (4) we can discuss this matter further. I look forward to hearing from you soon.

Best regards
Hector Ferror

3 Working Conditions

What are some important factors affecting job satisfaction?

1 Working nine to five

A **Describe a typical day at your work. Compare with the other students in class.**

B **In pairs, write the words and phrases next to the definitions.**

staff fluctuation | common business practice | absenteeism | ~~premises~~ | empowerment |
to be glued to your desk | in the driving seat | the name of the game | to take things a step further

1. a company's buildings and grounds ..premises.....
2. not present at work .....
3. an accepted way, method or procedure .....
4. to be in control of the situation .....
5. letting the employees make their own decisions .....
6. employees joining and leaving a company .....
7. the fundamental meaning or reason .....
8. to be busy with work .....
9. to move to a more advanced stage in a process .....

C **Read the text and answer the questions below.**

Is your company getting it right?

Do you spend hours **glued to your desk**? Are your eyes permanently fixed to your computer? Is the only real exercise you get the walk to and from the photocopier or coffee machine? Does your day begin and end in darkness?

After decades of these things being **common business practices**, staff dissatisfaction, **absenteeism**, **staff fluctuation**, poorly produced products and bad service are the results.

A lot of companies are finally getting the message and are looking for ways to change this. Some companies actively try to encourage their employees to leave the office at a reasonable time. Their methods range from getting security to escort staff off the **premises** to throwing the company into darkness at 8:00 p.m.

Others have **taken things a step further**. **"Empowerment"** is **the name of the game** at AveX PLC. At this company, the staff are truly **in the driving seat**. "We believe you can have both a private life and a career. We let our staff decide when, where and how they want to work. We don't believe in operating rigid working conditions", explains Hilton Goring, the personnel officer. And does it work? "Since introducing the scheme two years ago, we have managed to increase output by 20 per cent" he says.

- According to the text, what exactly does "empowerment" mean?
- How do you feel about the idea of empowerment?

BE
in the driving seat

AE
in the driver's seat

2 Ideal working conditions

A **What are good working conditions? Give examples and discuss.**

Here are some ideas to help you get started:

- Working hours
- Protective clothing
- Stress level
- Workload
- Noise level
- Equal rights
- Equipment
- Lighting and heating
- Cleanliness

B **Describe the working conditions in your company. Make notes first.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

C In small groups, think of ways to improve the working conditions in your company.

Follow the three steps below:

1. Your company is looking into ways to improve working conditions and has appointed a committee. In groups decide on three suggestions that you wish to present to the committee. Use the space below to make notes. Select a spokesperson to present your ideas.

   a. .....

   .....

   b. .....

   .....

   c. .....

   .....

2. Each spokesperson has the chance to present the groups' suggestions. Listen to the other groups' presentations. Feel free to ask questions.
3. Now that you have listened to the suggestions, decide on the best ones. Why would or wouldn't your company introduce them?

D Read the text about *feng shui* and discuss the questions below.

Office Feng Shui

Feng shui (pronounced "fung shway") literally means wind and water. Feng shui originated in ancient China and is still used by most businesses in the Far East, but not only there. In the West, many successful companies have also discovered the ancient art of feng shui. By applying feng shui principles, they try to increase productivity, attract new customers or improve the working conditions of their employees.

Feng shui creates and maintains harmony in your working environment. This reduces stress and other negative influences and thus allows employees to work to their full potential.

Here are some general guidelines on how to create the perfect working environment:

- When you sit at your desk, make sure your back is not facing the door.
- Ensure that offices and desks are not cluttered or disorganized.
- Place a fountain or an aquarium in your office to invite success into your life.
- If possible, have a chair opposite your desk. This encourages new business.
- Use (healthy) plants to reduce stress and attract positive energy.
- Placing a dragon or a turtle in the eastern sector of your office brings good luck.
- Aromas such as lavender create a relaxing and calm environment.

- Should feng shui or other such practices play a role in the business world?
- Do such practices exist in your company? If not, could you imagine your company adopting them? Why or why not?

3 Comparing working conditions

A Listen to the conversation and mark the sentences true or false. 7

- ☐ 1. Mark has been offered a better job at the headquarters of his company.
- ☐ 2. The job is a temporary one. It would last two years.
- ☐ 3. The company's name is RDLA.
- ☐ 4. Mark's new company is located in Cologne.
- ☐ 5. Mark would have a performance-linked salary.
- ☐ 6. Mark would not get a company car.
- ☐ 7. His colleague Aaron has also been offered a job at RDLA.

B Listen again. Then match the definitions on the right to the words on the left. 7

[g] 1. entitled	a. the amount of money that you earn after taxes, etc.
☐ 2. subsidiary	b. the amount of money that you earn
☐ 3. bonus	c. to get a better position in a company
☐ 4. promotion	d. a company that is owned by another company
☐ 5. position	e. extra things (e.g. a company car) that an employee receives
☐ 6. take-home pay	f. someone who has the same job as you, but in a different place
☐ 7. counterpart	g. to have the right to do something
☐ 8. perks	h. a job in a company
☐ 9. earnings	i. extra money that is given to an employee

C Read these extracts from the conversation and circle the correct word.

1. I would have ten **staff** / **stuff** in my group.
2. I thought it was company **policy** / **police** to post employees for a maximum of two years at a time.
3. I have a meeting with him and someone from the **Personal** / **Personnel** Department tomorrow.
4. Well, obviously I would get a substantial **rise** / **rice** in my earnings.
5. And are you going to **except** / **accept**?

BE	AE
pay rise	pay raise
flexitime	flextime

D Make questions and discuss.

	a flexitime system in your company or organization?
How many …	work overtime?
Is there …	get paid for overtime?
Do you often …	hours a week do you work on average?
How long …	a canteen or cafeteria where you can have lunch?
Do you …	is your lunch break on average?
…	vacation days do you get per year?
	…

E **Listen to the conversation and mark the sentences true or false.** 8

- ☐ 1. In Germany, Mark's working week will be shorter.
- ☐ 2. There is no flexitime system in the Cologne company.
- ☐ 3. Mark will be expected to do unpaid overtime.
- ☐ 4. There is no performance-linked bonus.
- ☐ 5. The canteen food is cheaper in Germany.
- ☐ 6. Mark will get more holidays per year.
- ☐ 7. He will receive more training per year.

BE
working week
canteen

AE
work week
cafeteria

F **Compare the working conditions between countries or groups of employees.**

You can use these pictures for inspiration.

G **Listen to an interview and answer the questions.** 9

Michelle Martin set up her own company ten years ago. She is now the owner and CEO of a leading public relations agency in London.

1. Why did Michelle decide to quit her job?
2. What does she say about her former company?
3. How does she feel about working conditions for women?
4. According to Michelle, how can working conditions improve?
5. Do you share Michelle's opinions? Why or why not?

H **Discuss the statements below. Do you agree or disagree? Give reasons.**

Good working conditions don't necessarily guarantee a satisfied workforce and high productivity.	Working conditions are the responsibility of the employers. The government and unions should not get involved.

4 Rules and regulations

A Which of the sentences below express obligation? Tick the boxes.

- ☐ 1. Construction workers must wear protective clothing.
- ☐ 2. All employees have to clock in and out.
- ☐ 3. Laboratory workers should wear disposable gloves.
- ☐ 4. You must store chemicals in an appropriate container.
- ☐ 5. All employees have to wear a company name badge.
- ☐ 6. Student workers can work up to 40 hours a week.

B Complete the text with *must*, *have to*, *can* or *should*. Then compare.

Working in Germany

Germany is more than schnitzel, beer and sauerkraut – especially if you're planning to live and work there. Here are seven things you need to know before packing your bags:

BE
driving licence

AE
driver's license

1. You ..... carry an ID at all times.
2. All residents ..... be registered with the local authority.
3. Non-EU nationals ..... have a residence permit.
4. On most forms of public transport you ..... buy a ticket on the bus or tram.
5. UK nationals ..... have a work permit.
6. UK nationals ..... have a German driving licence.
7. You ..... familiarize yourself with the local traffic regulations and road signs.

C In groups, write down some important rules and regulations in your company.

.....
.....
.....
.....
.....
.....
.....
.....
.....

D Present your results to the class and compare with the other groups.

E To what extent are the rules and regulations in your company reasonable? Discuss.

4 Going Abroad

What do you miss most when you are away from home?

1 Up and away

A **Make up a story about the photo above. Then compare and vote on the best one.**

Where do you think the woman is? .....

What is the situation? .....

What do you think happened before? .....

What is going to happen next? .....

B **Tell the class about a memorable travel experience you have had.**

C **In small groups, ask and answer questions about traveling.**

What …
Which …
Who …
Do you …
Do you prefer to …
Do you like to …
Have you ever …

travel by plane, car, bus or ship? Why?
are your travel plans for this year?
type of vacations do you enjoy? Why?
been in a dangerous situation while travelling?
is your favorite travel companion? Why?
usually travel with a lot of luggage?
countries would you (not) like to visit? Why?
always try to learn a few phrases of the local language?

BE
traveller
travelling

AE
traveler
traveling

D **What are your best travel tips? Make a list and compare. Consider the following:**

packing | trip planning | air travel tips | money | travel health and safety | eating and sleeping

make photocopies of important documents

pack light

.....

.....

.....

.....

2 Working abroad

A **In groups, talk about the pros and cons of working abroad. Follow the steps below.**

Many large companies run international transfer programs which offer employees the chance to work at a foreign subsidiary or a branch abroad for a limited time.

Group 1	Group 2
What are the advantages and disadvantages of such programs for the employers?	What are the advantages and disadvantages of such programs for the employees?

Discuss and make a list. Once you have finished discussing your ideas, compare them with the other group's results.

Advantages	Disadvantages
.....	.....
.....	.....
.....	.....
.....	.....

Finally, tell the class about the transfer policy at your company. Have you ever participated in it?

B **Listen to the conversation and mark the sentences true or false.** ▶ 10

Mike is telling his colleague about the offer he has just accepted: He will soon be moving from the USA to Britain with his family.

- ☐ 1. Mike has signed a contract for a new position.
- ☐ 2. The new job will be better paid.
- ☐ 3. This is the first time Mike's wife has lived abroad.
- ☐ 4. Mike wants to send his children to an American or International school.
- ☐ 5. It will take at least eight weeks for him to get a work permit.
- ☐ 6. Mike is starting a newly created job.

C **Now listen to Mike discuss his job with his wife. What issues do they mention?** 11

- ☐ renting a car
- ☐ passports
- ☐ health insurance
- ☐ nanny agency
- ☐ driver's license
- ☐ entry clearance
- ☐ credit cards
- ☐ movers
- ☐ real estate agent
- ☐ medication

D **Discuss the following questions in class. The phrases below will help you.**

I'm certain that … | I'm absolutely convinced that … | In my opinion … | It seems to me that … | I'd say that … | I agree! | I don't quite agree with you. | No, actually …

- Does your company offer its employees the opportunity to work abroad?
- What things would affect your decision before accepting a job offer in another country?
- How do you feel about living in another country for the rest of your life?

E **Read about some relevant facts regarding working life in the USA and the UK.**

Working in the USA and UK

Annual vacation
Vacation time in the US often starts at one to two weeks in the first year. After that, it gradually increases until it reaches a maximum of three weeks after about five years' work. Workers in the UK start with three weeks holiday. In time this increases to six weeks or more.

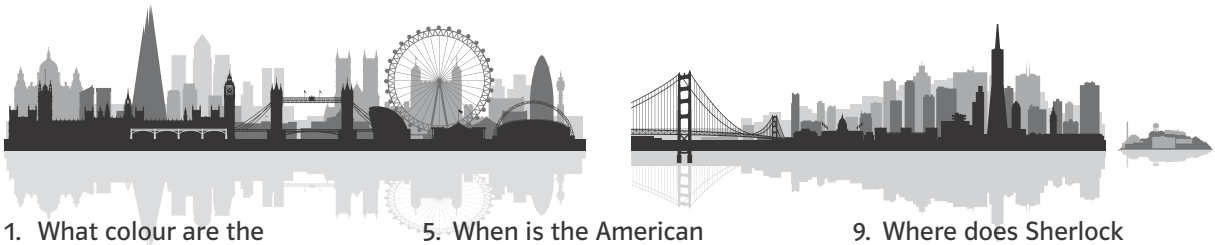
Public holidays
US employers are not required by law to pay employees for any days that they do not work, including national holidays. However, paid holidays are usually part of the **benefits package** that most companies offer to their employees. Among the most common paid holidays are Thanksgiving Day, Christmas Day, New Year's Day, Easter, Independence Day (the 4th of July) and Labor Day. In the UK all public holidays are given as paid (although these vary between countries) and can be between 8 – 13 days. They are often called "bank holidays".

Pension plans
Pension plans are generally referred to as retirement plans in the US. Instead of providing pension contributions, many American companies now use what is called a 401(k) – a **retirement plan** that is almost fully funded by the employee. Those companies that do make a contribution will contribute between 5 % and 15 % of the amount that the employee contributes. In the UK, companies normally contribute 100 % and more of what the employee pays.

Salaries
In the US most workers (including management) are paid every two weeks. In the UK most workers are paid monthly, normally shortly before the end of the month (such as on the 25th). Salary increases in the US are called "getting a raise", while in the UK this is called "getting a rise".

F **Compare the situation in your country with the one in the USA or the UK.**

G Could you live and work in the UK or USA successfully? Take this quiz and find out!



1. What colour are the traditional London taxis?
   - ☐ white
   - ☐ yellow
   - ☐ black

2. What is "haggis"?
   - ☐ an Irish beer
   - ☐ a Scottish dish
   - ☐ an American dessert

3. Which cities do you see in the pictures above?
   - ☐ London & New York
   - ☐ Chicago & New York
   - ☐ London & San Francisco

4. What is the British flag also called?
   - ☐ Big Wig
   - ☐ Jack O'Lantern
   - ☐ Union Jack

5. When is the American Independence Day?
   - ☐ May 25
   - ☐ July 4
   - ☐ September 5

6. What does "Soho" stand for?
   - ☐ South of Houston
   - ☐ Social Hotspot
   - ☐ Southern Homes

7. How many countries are there in the United Kingdom?
   - ☐ three
   - ☐ four
   - ☐ five

8. Who lived at Southfork Ranch?
   - ☐ the Ewing family
   - ☐ George Bush
   - ☐ Robert Redford

9. Where does Sherlock Holmes live?
   - ☐ 21 A Oxford Street
   - ☐ 121 Abbey Road
   - ☐ 221 B Baker Street

10. What is a 401(k)?
    - ☐ a work visa for the UK
    - ☐ a retirement plan in the US
    - ☐ an academic degree

11. Which job does the Chancellor of the Exchequer do in the UK?
    - ☐ Minister of Finance
    - ☐ Minister of Justice
    - ☐ Minister of Foreign Affairs

12. What is the street address of the White House?
    - ☐ 110 Washington Avenue
    - ☐ 1600 Pennsylvania Avenue
    - ☐ 1 Independence Avenue

3 Booking holidays

A Listen to the conversation between a travel agent and two women and answer the questions. ▶ 12

1. Where are the two women thinking of going?

   .....

2. What does the travel agent say about Kardamena?

   .....

3. What does he say about the hotel?

   .....

4. How much does a two-week trip cost?

   .....

5. How many rooms are still available at the hotel?

   .....

B Match the words on the right to the definitions on the left.

[c] 1. large; having a lot of room	a. resort	
[ ] 2. a beach made of small pieces of stone	b. sunlounger	
[ ] 3. a holiday village	c. suite	
[ ] 4. a chair used when sunbathing	d. rollaway	
[ ] 5. large and fancy room(s) in a hotel	e. spacious	
[ ] 6. a small extra bed	f. parasol	
[ ] 7. an umbrella used for protection against the sun	g. shingle beach	

BE
sunlounger
shingle beach

AE
lounge chair
rocky beach

C Complete the hotel description with some of the words from "B".

FILOXENIA HOTEL

Families and young people will love the easy-going atmosphere and quiet location of this stylish and friendly hotel with its bright and ..... (1) rooms.

Location: 700 m to nearest sandy beach, 500 m to ..... (2) and 2.5 km to ..... (3) centre.

Facilities: Swimming pool, sundeck with ..... (4) and parasols, poolside bar serving sandwiches and snacks, kids' pool, money exchange, cozy restaurant overlooking the bay, à la carte menu with Greek and international specialties.

Rooms: Double rooms and suites, air-conditioned, sea view or garden view. Big flat-screen TV and free Wi-Fi in all rooms. ..... (5) available on request.

Activities: Weekly barbecue with Greek entertainment.

D Write these descriptions in the correct category and add some ideas of your own.

kitchenette | playground | king-size bed | ~~historic town center~~ | lively neighbourhood | beach bar | popular ski resort | hairdryer

Location	Hotel facilities	Room amenities
historic town center	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

E Write a hotel description for a hotel you would love to stay at.

4 Eating and drinking

A **Listen to the conversation and choose the correct option.** ▶ 13

- ☐ 1. The women have some questions about the menu.
- ☐ 2. "Spanakopita" is not on the menu.
- ☐ 3. "Kleftiko" is the house speciality.
- ☐ 4. Neither of the women likes garlic.
- ☐ 5. One of the women orders a side salad.
- ☐ 6. One of the women orders a glass of wine.

B **Write the cooking methods next to the definitions.**

poach | boil | bake | steam | fry | simmer | roast

1. to heat or cook in a hot liquid .....
2. to keep bubbling or boiling gently .....
3. to cook in a small amount of liquid .....
4. cooked above, not in boiling water .....
5. to cook in an oven (especially meat) .....
6. to cook in hot oil .....
7. to cook in an oven (bread, pizza, etc.) .....

C **In class, talk about your favourite international dishes.**

- What is the name of the dish? Which country is it from?
- What ingredients are in it? How do you prepare it?

D **Read the text. What else do you know about pubs and bars in the USA and the UK?**

Pubs & bars

The **British pub** is more than just a place where drinks are sold and consumed. For centuries, it has been a place where friends meet, colleagues talk shop and business people negotiate deals. It is a place where people gather to celebrate, play games or to seek quiet relaxation. A lot of pubs have a **lounge area** with very comfortable seats.

In the US, you go to a **bar** for a drink. However, bars only serve alcohol to people older than 21, so young people are often **carded at the door**. You won't find many beer gardens in the US, as drinking alcohol in public is not allowed in most states.

In Britain, guests normally order their drinks at the bar and pay for them there and then. It is common for people to take turns to **buy rounds**, i. e. everybody buys one round of drinks for the group they are with. It is often considered impolite if you only buy your own drink.

In most British pubs you can also get good **simple food** (often referred to as **pub grub**). Food is ordered at the bar: you place your order, give your table number and pay. The food will be brought to your table. **Last orders** are called just before 11:00 p.m. (unless the pub has a licence to serve drinks longer), but you are given plenty of time to finish your drinks.

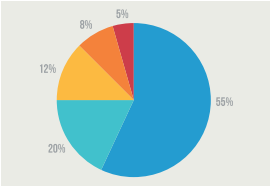
5 Talking Facts

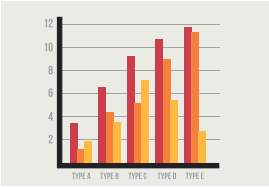
"It's not what you say but how you say it that matters". Do you agree with this statement?

1 Presentations

A **Match the words with the correct picture. Some words do not fit.**

pie chart | script | screen | marker | projector | speaker | bar chart | extension cord | loudspeaker | laser pointer | microphone





B What makes a good presentation? Brainstorm ideas. The words below will help you.

eye contact | equipment | audience | lights | handouts | visual aids | time | notes | body language | intonation | slides | Q&A | voice | interruptions | humor

Do's	Don'ts
• make / keep eye contact	• mumble
• use visual aids	• turn your back on the audience
•	•
•	•
•	•
•	•

C Compare your ideas in class and discuss.

D Describe your experience in giving presentations.

- How important are presentation skills in your current job?
- Have you ever had to give a presentation in English? If so, what was the occasion? What was your presentation about? How did it go?
- Are you nervous when speaking in public? Do you have any tips for calming your nerves before an important presentation?
- Have you ever experienced any technical problems during a presentation? What happened? How did you solve them?

2 Getting your message across

A Match the words on the right to the definitions on the left.

[g] 1. to help or assist	a. briefly
[ ] 2. given the task or job	b. purpose
[ ] 3. something you should or must do	c. requirement
[ ] 4. a process or way of doing something	d. to perform
[ ] 5. to do or carry out	e. appointed
[ ] 6. in a short and concise way	f. procedure
[ ] 7. reason	g. to support
[ ] 8. a tip or suggestion	h. recommendation

B Listen to the presentation and answer the questions. 14

1. What does Caroline Horan do?
2. What is an audit?
3. What does an auditor do?
4. What are Caroline's responsibilities?
5. Why are audits necessary?

BE	AE
stock exchange	stock market
shareholder	stockholder

C Read the presentation phrases. Choose the best heading for each set of examples.

Summing up a point
Clarifying and giving examples
Analyzing a point
~~Greeting the audience and introducing yourself~~
Ending the presentation
Structuring the presentation
Referring to visuals
Stating the purpose of the presentation
Handling questions
Introducing the first topic
Moving on to another point
Distributing handouts

1. *Greeting the audience and introducing yourself*
- Ladies and gentlemen, welcome and thank you all for coming.
- Good morning, everyone. As some of you may already know, I'm …

2. .....
- I'm here today to talk about …
- I would like to take this opportunity to talk to you about …

3. .....
- My presentation is divided into three parts.
- There are three parts to my talk: Firstly …, Secondly …, And lastly, …

4. .....
- Let me start by giving you some background information.
- I'll start off by looking at …

5. .....
- As you can see from this chart …
- Let's take a look at this diagram.
- This graph illustrates …

6. .....
- Let's look at this in more detail.
- Now, what exactly does this mean for …
- The significance of this is …
- Why is this important?

7. .....
- Does anyone have any questions before I move on?
- I'd like to come back to that later if you don't mind.
- I would appreciate it if you kept your questions until the end.

8. .....
- I've got copies of the …
- Can you take one and pass them along, please?

9. .....
- To summarize the main points …
- That was a brief outline of …
- I'd now like to recap …

10. .....
- The next topic I'd like to talk about is …
- That leads me to the next point.
- Now, let's turn to …

11. .....
- In other words …
- So, what I'm saying is …
- A good example of this is …

12. .....
- That brings me to the end of my presentation.
- I'd like to wrap up by saying …
- Thank you for listening.

D In groups, come up with additional presentation phrases for each category.

E **Listen to these extracts from Caroline's presentation and fill in the gaps.** 15

1. I'd like to *begin by* ..... introducing myself. My name is Caroline Horan.
2. The ..... my presentation is to tell you a little about auditing.
3. My presentation is ..... three parts.
4. I would appreciate it if you kept your questions ..... .
5. Okay, ... started. What is an audit?
6. Now let's look at my job. As I ....., I work as a certified auditor.
7. That was a ..... of my job.
8. I would like to ..... that I believe auditing plays a crucial and extremely important role.
9. Thank you ..... Does anybody have any questions?

F **Formal vs. informal: Match the phrases or sentences that are similar in meaning.**

[b] 1. Good morning, ladies and gentlemen.	a. I'm sure a lot of you know …
[ ] 2. My talk is divided into three parts.	b. Hello, everyone.
[ ] 3. As you may know …	c. Well, that's all for today.
[ ] 4. Now I'd like to draw your attention to …	d. Take a look at …
[ ] 5. To conclude, I'd like to summarize.	e. I'm going to talk about three things today.
[ ] 6. That brings me to the end of my presentation.	f. Okay, let's recap what we've looked at.

G **Look at the phrases in "C" and "D" again. Are they formal or informal?**

H **Imagine the situations below. Working with a partner, decide what you would do.**

Situation 1

While you are giving a presentation, someone is talking loudly and distracting the other members of the audience.

Situation 2

You realize that you have accidentally skipped a very important part of your presentation.

Situation 3

You have completed only a third of your presentation and realize that you are running out of time. There is no way that you can complete the presentation in the allocated time.

Situation 4

One of the members of the audience keeps on asking questions about items that have nothing to do with the subject of your presentation.

Situation 5

Someone asks you a question that you do not know the answer to.

I Give a team presentation following the guidelines below.

Your company has decided to open its doors to the general public. The public relations department believes this will reinforce your company's good image and attract not only school leavers and graduates but also potential customers.

- In teams, prepare and give a presentation on your company, your department, a typical process or your company's products.
- The presentation should last about five minutes. Each member of the team should contribute. Consider using visuals to support your message.
- Remember to pitch it at the right level as some of your audience may have no specialist knowledge or vocabulary.
- The other students will give you constructive feedback.

J Evaluate your presentations. What went well? Where do you see room for improvement?

3 Building business relationships

A Complete the dialogue with some of the words below. Then listen and check. 16

mind | date | with | borrow | ~~help~~ | seat | copy | appointment | by | lend | get

Receptionist Good morning. How can I help (1) you?

Caroline Horan Hello, my name is Caroline Horan. I have an ..... (2) with Dominic Price.

Receptionist I'll just call him and tell him that you are here …
Hello. Caroline Horan is here at reception …
Yes, I'll tell her.
He'll be ..... (3) you in a moment.

Caroline Horan Thanks.

Receptionist Would you ..... (4) completing this form?

Caroline Horan No, of course not. Can I ..... (5) a pen, please?

Receptionist Yes, of course. Sorry. Here you are.

Caroline Horan Thanks.

Receptionist You're welcome. This ..... (6) is for you. Here you are.

Caroline Horan Thank you.

Receptionist Before you leave, can you ..... (7) it signed and hand it back in at reception, please?

Caroline Horan Yes, of course.

Receptionist Would you like to take a ..... (8) while you wait?

Caroline Horan Thanks.

B **Put the dialogue in the correct order. Then listen and check.** ▶ 17

- [ ] a. **Dominic Price** Yes. If you wouldn't mind following me, we'll take the lift.
- [ ] b. **Caroline Horan** Nice to meet you too, finally, after all our phone calls and emails.
- [ ] c. **Dominic Price** Nice to meet you. I'm Dominic Price.
- [ ] d. **Dominic Price** How was the journey?
- [ ] e. **Caroline Horan** Yes, that's right.
- [ ] f. **Caroline Horan** Don't ask. There was so much traffic. I thought I wouldn't make it in time.
- [1] g. **Dominic Price** Hello. You must be Caroline Horan?
- [ ] h. **Caroline Horan** Fine.

C **Discuss these questions in class.**

- How do you feel about making small talk in business? Do you find it easy or difficult?
- Why do you think small talk is considered important in some business cultures?
- Is small talk common among business people in your country?
- What advice would you give someone who feels uncomfortable making small talk?

D **Which topics are safe for small talk? Which topics should be avoided? Make a list.**

Safe	Not safe
your trip, traffic,	*serious health problems,*

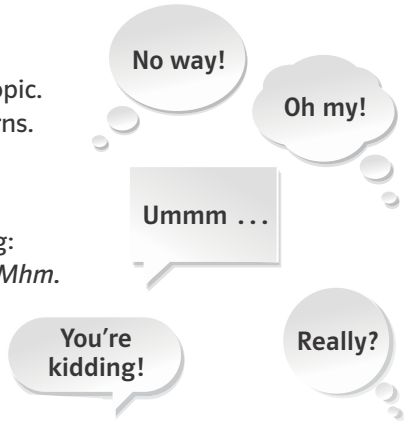
E **Compare notes in class and discuss.**

F **Make small talk following the guidelines below.**

Get together in groups of four (two pairs). The first pair decides on a topic. The other pair has to talk about this topic for 90 seconds. Then take turns.

To keep the conversation going, try using these techniques:

- Use some of the following expressions to show that you are listening:
  Really? Uh-huh. Wow, that's incredible! You've got to be kidding! Sure. Mhm. I see. Oh, I know the feeling. That's interesting!
- Combine these expressions with a follow-up question:
  I love bungee jumping. – Oh really? What do you like about it?



6 Purchasing

What are the duties and responsibilities of a purchaser in an organization?

1 Purchasing language

BE
quotation

AE
quote

A Match the definitions on the right to the words on the left.

[b]	1. a bargain	a. to use all of something; have nothing left
[ ]	2. to bargain	b. something that costs much less than normal
[ ]	3. in bulk	c. a statement indicating the price of goods and services
[ ]	4. to run out (of)	d. material used to make a product (e.g. steel, iron)
[ ]	5. quotation, quote	e. to prepare a written agreement or contract
[ ]	6. raw material	f. to negotiate; to persuade someone to give you a better price
[ ]	7. procurement	g. to buy or sell something in large quantities
[ ]	8. to draw up	h. process of obtaining supplies or equipment

B Read the sentences below and guess the meaning of the idioms.

1. I'm looking for several suppliers because I don't want to *put all my eggs in one basket*.
2. I wouldn't buy that low-quality equipment. That's just *throwing money down the drain*.

C Do you know any other idioms or expressions related to buying and selling?

D Read the text about purchasing and discuss the questions below.

Purchasing:
Since all companies need **supplies and services**, purchasing is an essential part of business. Depending on the type of business, companies may buy finished products **for resale**, equipment and **raw materials** needed for production, or everyday necessities such as pencils, printer paper, soap and toilet paper.

A purchasing department ensures that supplies meet specifications, are delivered on time, meet quality standards and are also **good value for money**.

All major purchases follow a procedure:
- ✔ Determining a company's needs in terms of quantity, quality, deadlines, delivery, etc.
- ✔ Looking for suppliers
- ✔ Inviting quotations from potential suppliers; comparing offers
- ✔ Shortlisting and visiting potential suppliers
- ✔ Negotiating
- ✔ Drawing up contracts; making sure all details are correct before signing

Five ways buyers can cut costs:
- ✔ Placing **bulk orders** (as long as these do not tie up working capital and increase storage costs)
- ✔ **Grouping supplies**; i. e. buying several items from one supplier (although this carries the risk of becoming too dependent on one supplier)
- ✔ Implementing **JIT** (just-in-time); i. e. receiving deliveries just before supplies run out to lower storage costs
- ✔ **Collective purchasing**; i. e. joining up with other businesses to purchase goods together
- ✔ Using **e-procurement**; i. e. purchasing goods or services through the Internet.

- What type of goods or services does your company buy on a regular basis? Give examples.
- Does your company have a purchasing department? If so, what do you know about it (e. g. its relationship with other departments, the purchasing process, purchasing strategies)? If your company doesn't have a purchasing department, who is responsible for buying supplies and services?
- To what extent are you involved in purchasing decisions or activities in your company?

E Listen and fill in the gaps. ▶ 18

1. A purchasing department has the task of ..... that supplies meet specifications.
2. Purchasers start by determining a company's ....., in terms of quantity, quality, etc.
3. The next step is to invite ..... from lists of potential suppliers.
4. ..... reduces the number of potential suppliers.
5. Buyers have to engage in many ..... before everyone agrees on prices and ..... .
6. ..... have to be agreed and signed by both parties.
7. Buyers can cut costs by making ..... orders.
8. Just-in-time (JIT) leads to lower ..... costs.
9. If you don't want to throw money down the ....., look for high-quality products.
10. It's never a good idea to put all your eggs in one .....

2 Persuading

A What skills and characteristics should salespeople have? In pairs, make a list.

.....

.....

.....

B Listen to a sales talk. Write down the product details of the 7500 photocopier. ▶ 19

1. Type of copier: ☐ analogue ☐ digital
2. Copying speed: ..... ppm
3. Duplex function: ☐ yes ☐ no
4. Colour copier: ☐ yes ☐ no
5. Energy efficient: ☐ yes ☐ no
6. Warm-up time: ..... seconds
7. Paper capacity: ..... sheets

C Complete the information about the company's after-sales service.

qualified | manager | problems | ~~guarantee~~ | replacement | minimum | dissatisfied | supplies | response | hotline

We believe that selling a photocopier is only a small part of our job; our main concern is service and support. Our many years of experience have put us in an ideal position to meet your needs. Our unique service package includes the following features:

1. Lifetime *guarantee* .....
2. Immediate replacement if you are in any way .....
3. Repair ..... time within three hours
4. Highly ..... technicians
5. 95.5 % of all ..... resolved after first visit
6. ..... support 24 hours a day, seven days a week
7. Full installation with ..... downtime
8. Regular servicing: ..... of all worn parts before they fail
9. Account ..... to oversee all aspects of sale and after-sale
10. Consumable ..... (toner, paper, etc.) available: same-day delivery

D Discuss these questions in class.

- Are you good at persuading others?
- How do you persuade people to do the things that you want them to do? Give examples.
- Have you ever been persuaded to buy something you don't need or want?

E Listen and decide if the information is true (T), false (F) or not mentioned (–). 20

Jon is trying to convince his colleague, Lorraine, of the benefits of leasing the copiers.

- ☐ 1. According to Lorraine, leasing copiers is a waste of money.
- ☐ 2. Jon and Lorraine compare leasing a copier with renting a flat.
- ☐ 3. Jon is expecting to change the photocopiers within five years.
- ☐ 4. The company has just invested in new servers.
- ☐ 5. The company can deduct the full amount of the leasing rates from tax.
- ☐ 6. The company can deduct 40 % of the purchase price for the first three years.
- ☐ 7. In the end, Lorraine is convinced that leasing the copiers is a good idea.

BE
flat

AE
apartment

F What is the difference between *persuade* and *convince*? Discuss in class.

- Jon is trying to *convince* Lorraine of the benefits of leasing the copiers.
- Jon is trying to *persuade* Lorraine to lease the copiers.

G Listen again. Which of these phrases does Jon use? Tick the boxes. 20

- ☐ That's true, but …
- ☐ I think you'll find …
- ☐ If you just look at …
- ☐ I can assure you …
- ☐ … wouldn't you agree?
- ☐ You've got to admit …
- ☐ But you can't deny …
- ☐ … don't you think so, too?
- ☐ I can guarantee …
- ☐ There's no doubt about it.

H What else can you say or do to sound more persuasive? Brainstorm ideas in class.

I Think of a product you enjoy using and try to "sell" it to another person in class.

- Describe the product in as much detail as you can.
- Explain why you like it and why you are convinced that your partner will like it, too.
- Use some of the phrases from "G" to make your arguments more persuasive.

3 Meetings and negotiations

A Listen and put the six steps involved in selecting a supplier in order. 21

Three purchasers are having a project meeting. The project is concerned with finding a supplier of a new component part, the AP40.

- ☐ a. shortlist suppliers, i.e. make a first selection
- ☐ b. visit suppliers
- [1] c. make a list of all potential suppliers
- ☐ d. go into negotiations
- ☐ e. compare details of shortlisted suppliers
- ☐ f. ask for quotes

B **Listen to the second part of the meeting. Which of these items are mentioned?** 22

- ☐ faulty goods
- ☐ late delivery penalty
- ☐ bulk orders
- ☐ credit note
- ☐ one supplier or more
- ☐ returning goods
- ☐ payment terms
- ☐ delivery on demand
- ☐ storage problems

C **To what extent do you agree or disagree with the statements below? Discuss.**

Good negotiators . . .

- view their counterpart as an opponent.
- try to undermine the arguments of their counterpart.
- create a relaxed atmosphere for the negotiations.
- show their emotions.
- repeatedly rephrase what they have heard.
- try to avoid disagreement at all costs.
- make concessions if necessary.
- adopt the negotiating style of the other side.
- don't accept new terms and conditions immediately.
- research their counterpart's strengths and weaknesses.

D **Discuss these questions in class.**

- Have you ever had to negotiate in English?
- Is it harder to negotiate with English native speakers or non-native English speakers? Why?
- How do you usually prepare for important negotiations?

E **Use the ideas below (or your own ideas) to create a negotiations checklist.**

What is/are . . .	my objectives?
What issues may block me . . .	am I willing to make?
What does . . .	is the deal?
What compromises . . .	my relationship to my counterpart?
How important . . .	if I fail?
What happens . . .	my counterpart want?
	from achieving my objectives?
	the major areas of conflict?
	my strengths and weaknesses as a negotiator?

Negotiations checklist (to help you get what you want!)

- ✔ *What are my objectives?* .....
- ✔ .....
- ✔ .....
- ✔ .....
- ✔ .....
- ✔ .....
- ✔ .....
- ✔ .....

F **Usually negotiations consist of six major stages. Put them in order and compare in class.**

- ☐ Rejecting or compromising
- ☐ Bargaining
- ☐ Stating your goals
- ☐ Reviewing and checking the proposals
- ☐ Getting acquainted
- ☐ Discussing and seeking new terms and conditions

G **Here are some key phrases for negotiations. Come up with additional examples.**

Rejecting or compromising

- I'm afraid I really can't agree to your proposal.
- Well, that's not exactly what we had in mind.
- We are ready to meet you halfway.
- .....

Stating your goals

- What we are looking for is …
- .....
- .....

Bargaining

- Okay, what would you charge us if …?
- Provided that …, we could …
- I'm afraid that's as far as we can go.
- .....
- .....

Discussing and seeking new terms/conditions

- We might be able to get around this problem if …
- How does … sound to you?
- .....
- .....

Getting acquainted

- You said you were interested in …
- .....
- .....

Reviewing and checking the proposals

- Would that be acceptable?
- Would that be more what you had in mind?
- .....
- .....

H **Working with a partner, negotiate a contract following the guidelines below.**

Student A – the buyer

You have three suppliers. Unfortunately, two are often unreliable.

Your objectives are

- to introduce penalties for incorrect or late deliveries, as they hold up production and ultimately cost your company time and money.
- to reduce the prices by about 10 %.
- to introduce a system of quality checks on the production techniques and processes of the suppliers. Naturally, the costs should be covered by them.

Student B – the supplier

In the past few years, the buyer has dictated the terms and conditions of the contract. As a result, the prices per unit have fallen and the deadlines are becoming shorter and shorter. If your business volume were to increase accordingly, it would be no problem. But that is not the case.

Your objectives are

- to renegotiate better conditions (e.g. higher prices, more realistic deadlines).
- to increase the volume of your business – ideally to become a single-source supplier. You know that there have been some problems with the competitors.
- to try to establish a better working relationship with the buyer's company.

7 Logistics

"Forget manufacturing and retailing! The big money is made in logistics". Do you agree or disagree?

1 About logistics

A Look at the photo above. Describe the situation in as much detail as you can.

- Where are they, what are they doing and what do their jobs entail?

B Discuss these definitions of logistics. Which one do you think is most appropriate? Why?

1. Getting things right is what logistics is about. Ensuring the right quantity of the right things are at the right location, at the right point of time with the right documentation.
2. Logistics is the process of planning, organizing and managing the flow and storage of goods or services and relevant, related data.
3. Logistics is a process which involves planning, implementing and controlling the movement and storage of goods, services and information efficiently and effectively.

C Read the definitions again and find words that are similar in meaning.

1. making certain ensuring
2. procedure .....
3. movement .....
4. place, destination .....
5. putting into action .....
6. amount .....
7. includes, incorporates .....
8. paperwork .....

D **Write down as many words as you can related to logistics. The photos will help you.**

Examples: container ship, port/harbor, loading docks, distribution center, cargo

E **Compare notes in class. Then develop your ideas into a mind map.**

BE	AE
harbour	harbor

2 The role of logistics in business

A **Read the text and answer the questions below.**

Just-in-time (JIT)

There are many problems associated with keeping a large **inventory**. Holding stock increases warehouse costs, demands and internal transport and ties up working capital. When there is a large stock to work from, quality can seem less important and wastage viewed as less of a problem. Most companies aim to minimize stock levels and turn the responsibility of delivery over to suppliers.

Just-in-time (JIT) is a **system of stockholding** which has developed as part of the business philosophy of total quality. It is based on the idea of keeping a minimum amount of stock and ordering more just before stock runs out.

Stocktaking is an essential part of a JIT system. Bar-coding systems, often called **kanbans**, can help keep an overview of the situation. Information is fed into a central computer system and orders can be made when needed.

JIT systems only work properly when **suppliers** are committed to working in the same way and if suppliers are located relatively near to avoid transport delays. Some suppliers are even located within the premises of large manufacturing companies.

1. According to the text, what are the disadvantages of keeping a large inventory?
2. How does JIT work? What are its benefits and limitations?
3. What are kanbans and how are they used?

B Listen in on part of a presentation. Which expressions does the speaker use? ▶ 23

- [x] In other words …
- [ ] Now I'd like to talk about …
- [ ] Another reason is …
- [ ] In addition …
- [ ] In fact …
- [ ] Let's move on to …
- [ ] This means …
- [ ] As you all know …
- [ ] To conclude …

C Tell the class about the logistics of your company. You may want to take notes first.

Here are some questions to get you started:
- How are goods and supplies transported to and from your company (by rail, by air, etc.)?
- Where are the goods and supplies stored?
- Do you make decisions related to the logistics of your company? If not, who or what department does?

D Read the text about ICP. Discuss and make suggestions following the guidelines.

Improvement and Change Programme – ensure excellence!

Your company has decided that the best people to improve the company are the employees themselves. Therefore, it has adopted a new programme called ICP – **Improvement and Change Programme**. As part of the programme, **cross-functional teams** go in and assess other departments. Their aim is to make **improvement proposals**. The observations and recommendations are then presented to the board member who is responsible for the programme.

You and the other class participants are members of one of these **ICP teams**. It is your task to look at the responsibilities and processes of the Office Supplies Department. This department orders stationery, office furniture and equipment for the employees. In groups, look at the case study.

Take notes during the discussion. Write your observations and suggestions on a separate sheet of paper.

Below is the current **procedure** used by the Office Supplies Department:
- Each employee completes a form to request office supplies. This form is sent to their boss, who then gives his or her approval and sends all the forms to the Office Supplies Department once a month.
- This department collects all the forms from the various departments and then first checks whether they can supply the goods from the stock they have in the storerooms. If this is not the case, they order the requested material or equipment from their various suppliers. Obviously, in an attempt to cut costs, the department orders in bulk or only if there is a real demand for certain items. Thus, some new recruits have been left waiting a considerable time before receiving their computers, etc. Some of the suppliers are abroad, which means that there are sometimes delays in deliveries.
- Once the suppliers have dispatched the goods and they have been delivered, the goods have to be unloaded and checked. Then the Office Supplies Department sends the requested goods to the department managers, who then in turn allocate them to the employees.

E Do you think a system like ICP would work at your company? Why or why not?

F Talking numbers: Listen and write the numbers into the gaps. 24

1. A fully loaded truck weighs about ..... pounds.
2. Some of the world's largest container ships are about ..... feet long.
3. They sold the business for £ ..... million.
4. Our warehouse has a size of ..... square feet.
5. This container is ..... meters long and ..... meters wide.
6. We spent € ..... on equipment last year.

BE
metre
litre

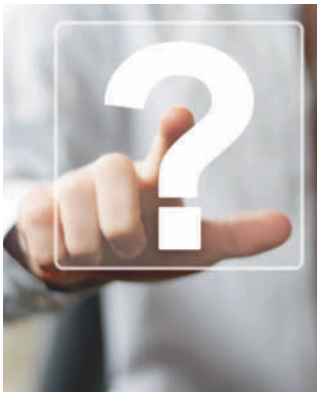
AE
meter
liter

G Try to guess the answers to the questions first. Then do some research and find out the real answers.

1. How many containers fit on a large container ship? .....
2. How far do bananas travel before they get to our supermarkets? .....
3. How much does a fully grown elephant weigh? .....

H In groups, come up with similar questions. Then swap with another group.

.....
.....
.....
.....
.....
.....
.....
.....



3 Phone calls

A Put the phone call in order. Then listen and check. 25

Patrick Porter, a logistics service provider, is calling to speak to George Tyrrell, a potential customer.

- [ ] a. **Jackie Baker** Hello, Mr Porter. I'm putting you through now.
- [ ] b. **Operator** Certainly. Who should I say is calling?
- [1] c. **Operator** Tyrrell Paints. How can I help you?
- [ ] d. **Jackie Baker** Good morning, Mr Porter. Would you mind holding? Mr Tyrrell is talking on the other line at the moment. It shouldn't take too long.
- [ ] e. **Patrick Porter** Patrick Porter of Swift, Quick & Easy Logistics.
- [ ] f. **Operator** Please hold the line, Mr Porter. And I'll put you through to his secretary, Jacqueline Baker.
- [ ] g. **Patrick Porter** Good morning. I'd like to speak to George Tyrrell, please.
- [ ] h. **Patrick Porter** No, of course not.

B Listen to the second part of the phone call. Mark the sentences true or false. ▶ 26

- ☐ 1. This is a cold call by Patrick Porter.
- ☐ 2. George Tyrrell contacted the company two days ago.
- ☐ 3. Swift, Quick & Easy Logistics are currently working with a manufacturer of white goods.
- ☐ 4. A supplier recommended Swift, Quick & Easy Logistics to George Tyrrell.
- ☐ 5. Some companies outsource their logistics activities to Swift, Quick & Easy Logistics.
- ☐ 6. Tyrrell Paints have recently won a contract with a manufacturer of white goods.
- ☐ 7. George Tyrrell is not satisfied with the service of his company's current logistics service provider.

C Match the words and phrases that are similar in meaning.

~~feasible~~ | excess inventory | white goods | to cope | a cold call | consultants

1. possible to do ...feasible...
2. to deal with .....
3. advisors .....
4. too many goods in stock .....
5. household appliances, e.g. washing machines .....
6. an unexpected phone call from someone trying to sell a product or service .....

D Complete the telephone phrases with the words below.

take | hear | spell | ~~ask~~ | out | dialled | put | returning | reached | called | back | on | catch

1. May I ...ask... who's calling?
2. I'm sorry, I didn't ..... your name.
3. Could you ..... that, please?
4. Could you ..... me through to Mr Tyrrell, please?
5. You must have ..... the wrong number.
6. Hold ....., please.
7. I'm sorry, Mr Tyrrell is ..... for lunch.
8. Can I ..... a message?
9. At what number can you be .....?
10. Could you call ..... later today?
11. I'm sorry, I cannot ..... you very well.
12. I'll tell Mr Tyrrell that you .....
13. Thank you for ..... my call.

BE
mobile phone
give somebody a ring

AE
cell phone
give somebody a call

E In groups, write down additional telephone phrases.

.....

.....

F In pairs, use the phrases from "D" and "E" to come up with mini dialogues.

Example: Could you put me through to Mr Porter, please? – I'm sorry, Mr Porter is in a meeting.

G What is your experience talking on the phone in English?

4 Changes and developments

A First, listen to the text. Then, complete the sentences. Some words do not fit. 27

founded | was realized | ~~was founded~~ | was established | believed | increased | established | realized | became | was increased

1. The company *was founded* in Birmingham.
2. Almost overnight, Swift, Quick & Easy's business ..... dramatically.
3. By the mid-eighties, Mr Porter ..... that his company could do more than just pack, store and deliver goods.
4. He ..... that the future lay in developing even better processes.
5. As a result the company's IT department ..... in 1986.
6. His company ..... one of the first logistics service providers to offer full services.

B Listen again and answer the questions. Take notes while listening. 27

1. Who founded the company? .....
2. What was the company's main business? .....
   .....
3. What happened in the mid-seventies? .....
   .....
4. Why was the factory in Britain operating a three-shift system?
   .....
5. What happened in the mid-eighties? .....
   .....
6. Who runs the company today? .....

C In class, talk about important changes and developments in the world of logistics.

- How have modes of transport changed over the years?
- Do you think many products will be delivered by drones in the near future?
- How do you think e-commerce has changed the logistics industry?
- How has your company developed its logistics operations over the past ten years? What do you think will change in the next ten years?

8 Production

Comment on this statement: "The same old story – created by the Japanese and copied in the West".

1 Production and manufacturing

A What are the leading manufacturing companies in your country? List examples.

Company	Products
.....	.....
.....	.....
.....	.....

B What role does manufacturing play in your company?

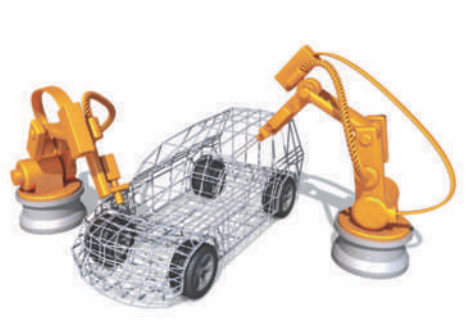
C Look at a world map and discuss these questions:

- Which countries will be the producers or service providers of the future?
- What will their products or services be?
- What will their method of production or service levels be?
- What will the other countries' businesses be?
- What about your company?

D **Match the words and phrases that are similar in meaning.**

TQM | plant | prototype | faulty | assembly line | maintenance | out of order

1. production line .....
2. not made correctly, defective .....
3. keeping something in good condition .....
4. short for "total quality management" .....
5. not working correctly (e.g. a machine) .....
6. the first model of a new product .....
7. a factory .....



E **In groups, come up with at least ten additional words related to production.**

.....

.....

.....

2 Describing processes and concepts

A **Before you read the texts, look at the terms below. What can you say about them?**

- Kaizen
- Kanban
- Lean manufacturing

B **Read the text and complete the checklist with the missing words.**

The Practice of Kaizen

Kaizen means "continuous improvement". It comes from the Japanese word "kai" (school) and "zen" (wisdom). Kaizen is a Japanese business philosophy of making **continuous improvements** and enhancements **in business processes**. Kaizen costs a relatively small amount and can achieve cost-effective increases in productivity, quality and profit. Improvements at all levels, however small, can lead to better value being achieved in the following areas:

■ People ■ Machines ■ Material ■ Methods ■ Measurement

discipline | tidiness | cleanliness | personal cleanliness

Kaizen in the workplace uses the following checklist, amongst other things:

1. ..... (always keeping the workplace clean)
2. ..... (adhering to methods and maintaining the checklist)
3. ..... (pride in the worker's own appearance)
4. ..... (having no unnecessary materials or tools)

C Discuss these questions in class.

- Do you apply kaizen in your company or organization? If so, tell the class about your experience. If not, do you think it would be a good idea to try it out?
- How important are the four points listed in the checklist on the previous page in your company? What does your company do to enforce them?
- Do you think kaizen can only be used to improve business processes or could it also be applied to your personal life?

D Complete the sentences with the words and phrases below.

enhance | state of the art | brand new | dust-free zone | lean system

1. A production area that must not have dirt particles in the air is called a .....
2. Something you have just bought and that has never been used is .....
3. Something that is very modern and uses the most recent ideas or methods is .....
4. A company that uses a ..... does not produce more than necessary.
5. To improve the quality, amount or strength of something is to ..... it.

E Read the text. Try to remember as much information as you can.

Lean Manufacturing & Kanban

What is lean manufacturing?
Traditional manufacturing operated on a **push** system. Manufacturers pushed the goods through production and supplied customers from a stock, regardless of customers' requirements. Lean manufacturing systems are based on customers' requirements **pulling** the process.

Lean manufacturers know that they must provide products only when and where they are wanted. They work **JIT**, i.e. they try not to tie up capital or waste resources. This also means that they do not order more materials than needed, and stocks arrive just before they run out and are not stored for long periods of time. A lean system depends on constant communication. This can be achieved by using a kanban.

What is a kanban?
Kanban is a Japanese term for indicator. Kanbans tag the order through the system.

Kanban systems link **customer wishes** (demand) to **internal operations** (supply), sending signals about what to produce when, and the exact quantities needed. Kanban systems are based on the idea of **using up** and **filling up**. When a customer uses a set quantity of the product, they send a kanban instructing that the time has come to make that product. The customer therefore pulls products from the manufacturer.

F Close your books. Explain lean manufacturing and kanban in your own words.

G Listen and decide which option is correct. 28

Taikwoo is a manufacturer of automotive electronic equipment. Alan Wells, head of Taikwoo's UK production facility, is taking two purchasers on a tour of the factory.

1. Alan is showing his visitors …

☐ three lines where wiper units are produced. ☐ two lines where multi-function relays are made. ☐ two lines where wiper units are produced.

2. Two wiper unit assembly machines were replaced …

☐ three years ago. ☐ last summer. ☐ two years ago.

3. Kaizen is when companies try to improve their …

☐ employees all the time. ☐ processes all the time. ☐ products all the time.

4. The production facility is in …

☐ London. ☐ Bristol. ☐ Oxford.

5. The company has …

☐ decreased the rate of faulty parts. ☐ an increased rate of faulty parts. ☐ a very high rate of faulty parts.

H Give a short presentation following the guidelines below.

Think of a process or service that is relevant to your company or department. Imagine that you have to explain it to visitors or new colleagues. Prepare a two-minute talk. Write down some key words first:

.....

.....

.....

.....

.....

.....

3 Meetings

A These are the opening stages of a meeting. Write the missing words into the gaps.

introduce | allocate | apologies | minutes | ~~open~~ | agenda | purpose

1. open the meeting
2. ..... new participants
3. explain the ..... of the meeting
4. ..... for absence
5. ..... from the last meeting
6. present an .....
7. ..... roles and discuss ground rules

B This is the beginning of a meeting. Put the text in order. Then listen and check. 29

- ☐ a. We'll break for coffee around 10:30 and lunch is at 12:00. Right, so first of all we have the question of …
- ☐ b. I know you've all got a lot of work and the guys from Wales have had a long journey. I'm very pleased to welcome Mike Philips, head of production at Johnson's, together with his assistant, Hilary Price.
- ☐ c. So, there are three items on the agenda. First, a report on Johnson's TQM and its results, second we're going to look at how we can maybe cut the failure rate even more, and third, a presentation of our newest developments and some production plans.
- ☐ d. So, let's get down to business, shall we? First of all, I'd like to thank everyone for coming here today.
- ☐ e. As you know, the reason we're here today is to hear how things are going over there and how we can both continue to thrive in the future. By the way, I'm afraid Dave White can't be with us today. He's at a board meeting and sends his apologies, Mike.

C Read the text from "B" again. Which of the stages listed in "A" does the speaker go through?

D Listen to ten phrases from a meeting. What is their function? Tick the boxes. 30

1. ☒ a. stating the purpose
   ☐ b. moving on to another point
2. ☐ a. giving examples
   ☐ b. keeping the meeting on target
3. ☐ a. allocating roles
   ☐ b. asking for contributions
4. ☐ a. thanks
   ☐ b. dealing with matters arising
5. ☐ a. inviting another person to speak
   ☐ b. giving apologies for absence
6. ☐ a. opening the meeting
   ☐ b. concluding
7. ☐ a. summarizing and recording
   ☐ b. preventing questions
8. ☐ a. inviting questions
   ☐ b. clarifying
9. ☐ a. handing over to the person responsible
   ☐ b. summing up a point
10. ☐ a. agreeing on ground rules
    ☐ b. ending the meeting

E In pairs, ask and answer questions about meetings in your company.

Example: What types of meetings do you have in your company?

- Types of meetings (project meetings, meetings with suppliers, etc.)?
- Formal or informal?
- How often (weekly, monthly, etc.)?
- Face-to-face or videoconferencing?
- Last meeting? Purpose? Your role (chairperson, minute taker, participant)?
- …

4 Quality management

A **Listen to a voicemail message from a quality manager to a purchasing manager.** 31

- Briefly summarize what you have heard.
- What does the man say about the quality of the supplier?

B **Read the information about TQM and mark the sentences true or false.**

Total Quality Management

One system of **ensuring** quality and continuously improving all processes is Total Quality Management. The main focus of TQM is **customer satisfaction**, i.e. providing products and services of the highest quality and **eliminating** non-value-added costs. TQM is a structured system for satisfying internal and external customers and suppliers by combining continuous improvement, new development, maintenance and changing organizational culture.

The main hindrance to total quality is **waste**. There are different kinds of waste sources, for example, unnecessary actions, such as lifting or bending, **defects** (failures), using wrong equipment or inefficient machines, poor transporting, overproduction (spending time producing more than necessary or storing extras), or simply waiting time.

Although reducing waste may require some investment, it should be considered that in an average company the cost of failures alone is about 20 % – 25 % of turnover.

- ☐ 1. The main focus of TQM is low cost.
- ☐ 2. Inefficiency is mainly caused by the staff of a company.
- ☐ 3. Producing more than necessary causes waste.
- ☐ 4. Training is an important part of waste prevention.
- ☐ 5. The cost of faulty products usually forms 10 % of a company's turnover.

C **What is ISO 9001? Do some research if necessary and write a short definition.**

.....

.....

.....

.....

.....

.....

D **What does your company do to ensure the quality of its products or services?**

9 Marketing

What are some ways that companies compete with each other? Give examples and discuss.

1 Logos and slogans

A **In pairs, think of a successful logo and slogan you've seen. Take notes and compare in class.**

1. What are the products or services that the company offers? .....

   .....

2. What does their logo look like? Why is it memorable? Consider the following: style, color, associations, size, font, etc. .....

   .....

   .....

3. What is their slogan? What makes it work? .....

   .....

B **Tell the class about your company's logo and slogan and discuss the questions.**

- What does your company's logo look like? What is your company's slogan?
- How effective do you think your company's logo and slogan is?
- How important are company logos and slogans in general?
- Is it a problem if two companies have similar logos? Why or why not?
- Do companies in your country use English in their slogans? Why?

C In groups, come up with a new company logo and slogan.

Your board has decided that it is time to breathe some fresh air into the company. The board members believe that by introducing a new logo and slogan, business will pick up at home and internationally. You are part of the working group which has been asked to take on this task. Develop a new logo and punchy slogan.

D Present your ideas to the class. Follow the guidelines below.

Prepare a semiformal presentation. Your target audience will expect you to use appropriate terminology and presentation language. Consider using visuals to support your points. You may wish to have more than one presenter.

BE	AE
behaviour	behavior
advert	ad

2 Marketing essentials

A Match the marketing terms to the definitions.

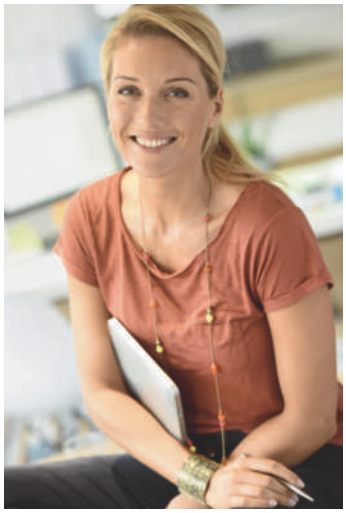
[d]	1. the percentage of total sales that a company has in a market	a. marketing mix
[ ]	2. the seller of a product or service with the most sales	b. target group
[ ]	3. a company which is trying to get control of the market	c. market follower
[ ]	4. an area or part of a market	d. market share
[ ]	5. a defined group of consumers or customers	e. market challenger
[ ]	6. a product which can be clearly identified by its name, label, etc.	f. market segment
[ ]	7. a combination of variables which affect customer behavior	g. brand
[ ]	8. a segment of a market often involving specialized products	h. market leader
[ ]	9. a company that follows the leader without challenging them	i. market research
[ ]	10. collecting and analyzing data about a market	j. market niche

B Come up with additional marketing terms that are relevant to your work.

C Listen to a presentation and write the words below in the correct category. ▶ 32

~~design~~ | value | advertising | sales force | environmentally friendly | cost-plus-profit | distribution channels | packaging | retailer | safety features | competitive | public relations

1. **Product** design, ...
.....
2. **Place** .....
.....
3. **Price** .....
.....
4. **Promotion** .....
.....



D Complete the presentation phrases. Some letters are already given.

1. So, I think we should get __ t __ r __ __ __ .
2. As most of you already k __ __ __, my name is Stephanie Bishoff.
3. The p __ __ __ o __ __ of my talk today is to __ o __ k at the so-called marketing mix.
4. In the first __ __ r __ of my presentation, I will briefly __ u __ l __ __ e each of the elements.
5. Then I would w __ l __ __ m __ any questions or comments you may have.
6. I would like to end by l __ __ v __ n __ the theoretical side of things and …
7. So, let's f __ c __ s on the first element.
8. Now I'd quickly like to m __ __ t __ o __ the second element, place.

E Tell the class about the marketing activities of your company.

- What is your company's target market?
- What role do the marketing elements mentioned in "C" play in your company?
- Are you involved in any activities or decisions related to marketing?
- How important is social media marketing for your company?
- How does your company advertise its products or services?

3 Advertising

A Many companies use celebrities in advertising. In pairs, come up with examples.

Celebrity	Product advertised
.....	.....
.....	.....
.....	.....
.....	.....

B Why do you think companies like using celebrities in their advertising campaigns?

C Listen to marketing experts Bob and Sonya. Mark the sentences true or false. 33

- ☐ 1. Daniel Buller is a young rugby player.
- ☐ 2. Sonya believes that he would be the best person for the marketing campaign.
- ☐ 3. Daniel Buller is very popular all over Europe.
- ☐ 4. The company's target group are rich upper-class young men.
- ☐ 5. Bob is worried about focusing the whole campaign on Daniel.
- ☐ 6. They also want to use Daniel for the global marketing campaign.
- ☐ 7. Global campaigns are normally cheaper.

D **In groups, talk about advertising. Come up with a list of discussion questions first.**

1. What have been some of the most successful ad campaigns of all time?
2. How do you feel about ads that target children?
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....

E **Complete the text with the words below.**

popular | legal | ~~fun~~ | suspect | general | impossible | manipulative

Watchdog

I work for a watchdog group for marketing and advertising. It is my job to make sure that manufacturers and service providers adhere to the ..... (1) regulations when marketing their products or services. As it is ..... (2) for my colleagues and me to check all advertisements, commercials and marketing campaigns, we rely on the ..... (3) public to voice their complaints to us. Once we receive a complaint, we can act. More and more I see our role as trying to protect different groups of society from the unfair and ..... (4) marketing practices of many companies.

One example of a recent case we had was the use of a pop star for selling so-called fun ..... (5) drinks. These drinks are basically ready-made cocktails that you can buy at supermarkets. All of the drinks contain alcohol. So that means the target group the manufacturer should be trying to reach is adults. However, the pop star who is leading the marketing campaign is ..... (6) amongst teenagers, especially girls between the ages of 11 and 18. That makes the company's choice of celebrity very ..... (7).

You have to realise that children are a very easy target group to manipulate. Most companies try it at one time or another. And it's my job to make it harder for them to succeed.

F **What regulations do you have in your country to protect consumers?**

G Read the text and discuss the questions below.

Cross-cultural issues in marketing

Cross-cultural issues play an important role in international **marketing campaigns**. If companies do not research the countries in which they advertise thoroughly, then lots of things can go wrong.

Imagine the following scenario:

A British company is trying to **break into** the American underwear market. To do this, they have invested a lot of money in an impressive campaign building on a slogan that is short and memorable. The slogan "Make it big in smalls" is placed on **billboards** all over the United States. The ad contains no pictures or graphics, only words. It had worked successfully in the UK a few years before. Why shouldn't it work again?

Well, it was doomed to fail, because the Americans are not familiar with the key word in the slogan: "smalls" is British slang for underpants. By the time the follow-up advertisements and commercials were shown, the public had lost interest. In addition, the products themselves didn't **fit the tastes** of American consumers who preferred natural materials to synthetic ones at the time.

So, the moral of this story is: always research your market! People might laugh at such a statement as it seems to be common sense. However, there are a lot of examples where not knowing the market was the reason for the failure of a marketing campaign.

1. Why did the marketing campaign fail?
2. Can you think of other marketing campaigns that failed? What happened? Why weren't they successful?

4 Color psychology

A What do you associate with different colors? Write down key words and compare.

cherry red	black	bright yellow
energy, strength,		

green	navy blue	white

B **Read the text below about the meaning of colors.**

The color of success

Not only what you say and how you say it is important; color also plays a major role in marketing.

Colors have different meanings in different countries. For example, **red** is symbolic of good fortune and prosperity in many Asian countries, but in South Africa it is associated with mourning.

White is the color of sadness and death in some Asian countries. In Britain and the United States, however, it represents purity and cleanliness. In Thailand white elephants are a symbol of royal power.

The meaning of **yellow** can be contradictory in the UK and the US. It is the color of joy, sunshine and happiness, but it is also associated with cowardice and betrayal. In Egypt, yellow is the color of mourning, in China the color of royalty.

Not knowing about the meanings of colors can have serious consequences in marketing campaigns. A marketing campaign for a type of alcohol flopped in Hong Kong because the leading actor in the commercial was wearing green. In that area, the color **green** symbolizes that the man's wife is cheating on him!

C **What other examples of color symbolism can you think of?**

D **Discuss these questions in class.**

- How do different colors affect your mood?
- Why are most electronics black, silver or white?
- What is the most popular car color in your country? Why do you think that is?
- What color clothing do you usually wear? What does that say about you?

E **Complete the idioms with the correct color.**

~~blue~~ | green | blue | gray | red | golden | white | pink

Idiom	Meaning
1. to feel *blue*	to feel sad or depressed
2. a ..... slip	a termination notice from your employer
3. a ..... opportunity	a very good opportunity
4. out of the	completely unexpected
5. ..... collar	office work, people working in offices
6. ..... with envy	to be very envious or jealous
7. to be in the	to be in debt
8. ..... area	not clearly defined

BE
colour
colourful
grey

AE
color
colorful
gray

10 Sales

"Sales agents are the most important link in the distribution chain". Do you agree with this statement?

1 Up for sale

A Complete the sentences with the expressions below. Then compare in class.

up for sale | shop around | a great buy | a rip-off | on sale | hot cakes | ~~for sale~~ | half price | come down

1. I'm sorry, this car isn't *for sale*.
2. Winter clothes usually go ..... in January.
3. They've put the office building .....
4. These running shoes are very popular. They sell like .....
5. I got the salesman to ..... in price, so I bought it!
6. The entrance fee is reasonable, but the parking fee is .....
7. Before you buy a new phone, you should ..... for the best deal.
8. I'm surprised you didn't pay more! For that price, the camera is .....
9. This leather bag was a real bargain. I bought it at ..... in the sales.

BE
to buy sth. in the sales

AE
to buy sth. on sale

B Tell the class about a time when you have successfully sold something to someone.

C **In pairs, come up with useful questions and answers for bargaining.**

That's …
Is that …
How much …
I can / can't …
Can / Would you …
I'll …
…

give you …
a bit pricey / too expensive.
quite reasonable / very inexpensive.
the best you can do?
the best price you can give me?
do you want for this?
my last offer.
lower the price?
afford it.
…

D **Now "sell" something to someone in your class. Follow the guidelines below.**

On a card, write down three or more "things" you have always wanted to get rid of. This can be anything from your old sofa to a used baseball cap or your neighbor's dog. Swap cards with a partner. Choose one of the items from your partner's list and "sell" it to another person in class at a good price!

2 Sales promotions

A **Read the text below. What is the best sales promotion your company has ever had?**

SALES PROMOTIONS

Sales promotions are used to reduce stock, introduce new products, keep customers loyal and encourage customers to switch brands – in other words, to increase sales.

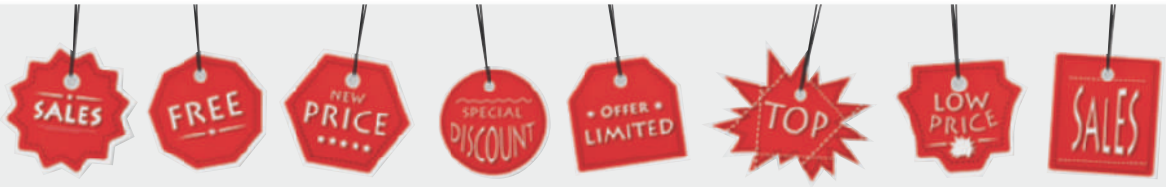
The easiest way to increase sales is to cut prices, but most companies try to avoid this method. Firstly, the customer may perceive a decrease in the value of the product and secondly, it is expensive for the company. Sales promotions are a way of solving these problems.

Promotions can be divided into two basic categories: on-the-spot offers, where customers receive an immediate benefit and those where the benefit to the customer is delayed.

B **Match the words on the right to the definitions on the left.**

[9]	1. an organization that raises money to help people in need	a. donate
[ ]	2. to give money, food, etc. to a charity or other organization	b. refund
[ ]	3. a way of showing customers the uses and advantages of a product	c. redeemable
[ ]	4. an amount of money that is paid back to you	d. sweepstakes
[ ]	5. to test (or taste) a small amount of a product to see what it's like	e. demonstration
[ ]	6. a game of luck involving a draw	f. coupon
[ ]	7. a way to test the popularity of a product	g. charity
[ ]	8. can be exchanged for money or goods	h. sampling
[ ]	9. a piece of paper which allows you to buy something at a reduced price	i. trial

C **Read the text about different types of sales promotions and offers.**



Promotional tools

In-store demonstrations and sampling
These create an immediate **awareness of products**. They are an effective way of persuading customers to **switch brands** and to purchase something for the first time. Sampling can also be offered as a delayed mail-in reward to increase database information.

Banded offers
This is when two or more products are sold together at a lower price than the separate products. Such offers can be used to **reduce stock** that is not selling well. Multi-purchase offers encourage consumers to try other products for the first time.

Coupon refunds and premium offers
Coupon refunds require customers to purchase a product and send in a **coupon** in order to receive the reward.

Refund offers require the consumer to mail in a certain proof of purchase in return for a set amount of cash or coupons **redeemable** against further purchases. This encourages purchase continuity.

Premium offers reward the customer with free or **discounted merchandise** and are also an incentive for the customer to purchase more.

Money-off coupons
These can be distributed in several different ways; for example, in magazines or door-to-door. They are short-term and immediate price **incentives** designed to make consumers purchase a product. They are effective ways of introducing new products to the public, retaining current customers and reducing stock in low selling periods.

Money-off coupons and money-off-next-purchase give the customer extra value, but only when they buy the product or make a repeat purchase.

Free product or extra product
Typically used, for example, in children's fast-food meals, breakfast cereals, comics or middle-end cosmetics, free products offer something **free of charge** at the time of purchase and give an immediate reward. Collectible items such as toys or trading cards are a particularly powerful marketing tool because they encourage repeat purchases.

Free product is often used in product trials as an incentive for first-time buyers. Extra product (offering more product for the same price) has the advantage for the company of only costing the raw material content but the consumer feels the full benefit.

Sweepstakes and other competitions
Sweepstakes involve a random drawing of a winner in which little or no skill is required. Sweeps generate interest and awareness in a product or brand. Other competitions may require some skill, and offer more attractive prizes. Instant-win competitions involve the consumer opening the package to see if they have won a prize.

In general, competitions allow a company to offer larger rewards to smaller groups of customers and ensure that all those taking part feel some benefit.

Phone-ins or text-ins are normally aimed at people using mobile phones; these competitions usually offer a fashionable and fun prize and can be helpful in building up a database.

Charity promotions
Companies donate money to a charity in return for proof of purchase. Such promotions provide a good means of improving a company's public image.

D Which promotional tool completes each sentence correctly?

Competitions | Premium offers | Refund offers | Money-off coupons | Extra product | In-store demonstrations and sampling | Charity promotions | Banded offers

1. ..... create an immediate awareness of products.
2. ..... can be used to reduce stock that is not selling well.
3. ..... require the consumer to mail in proof of purchase in return for cash.
4. ..... reward the customer with free or discounted merchandise.
5. ..... can be distributed in several different ways.
6. ..... costs the company only the raw material content.
7. ..... allow a company to offer larger rewards to smaller groups of customers.
8. ..... provide a good means of improving a company's public image.

E Decide whether the following sales promotions are on-the-spot or delayed.

~~free mail-in samples~~ | money-off magazine coupons | instant win | cash refund | charity promotion | store sampling | phone-ins | banded offers | in-store demonstration | sweepstakes

On the spot	Delayed
.....	*free mail-in samples*
.....	.....
.....	.....
.....	.....
.....	.....

F What promotional tools does your company use to sell its products or services?

3 Advertising strategies

A Read the information below. Then listen and put the steps in order. ▶ 34

These steps are important in any advertising strategy:

- [ ] a. take into account corporate identity (CI)
- [1] b. select form of promotion that best suits objective
- [ ] c. examine best time for promotional activity
- [ ] d. have a realistic (advertising) budget
- [ ] e. select medium (should match needs of company)
- [ ] f. conduct market research
- [ ] g. examine target group (who, how to reach them)
- [ ] h. evaluate advertising campaign
- [ ] i. clarify responsibilities from the beginning

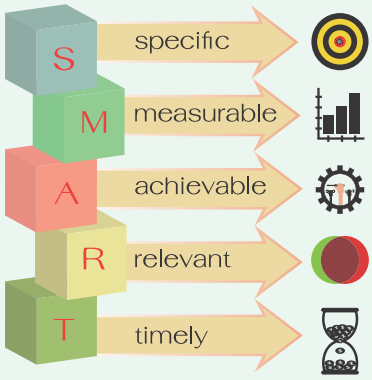
B **Read the text about advertising.**

Be SMART

In general, the **objective** of promotional activities will probably be to **increase sales**, either directly or indirectly. But before deciding what form of advertising or other form of promotion to use, a company should know exactly what it wants to achieve. It is useful to draw up a set of **SMART objectives**, in other words, objectives which are specific, measurable, achievable, relevant and timely.

Examples of objectives: One objective may be to create awareness or to provide information. Another may be to prompt an action of some sort; for example, a visit to a website. Alternatively, a company may wish to convey a special message (e.g. to announce special offers), to reassure existing customers or to acquire new ones.

You will find that SMART objectives can be (and are) applied to a variety of business areas. SMART is an **acronym**: each letter stands for an individual word. At the same time, this is a **play on words** as the word smart means **clever** or **intelligent**.



C **Write three statements about the text. They can be true or not true.**

- ☐ *One objective of promotion is to create awareness.*
- ☐ .....
- ☐ .....
- ☐ .....

D **Now swap with a partner. Read his or her statements and mark them true or false.**

E **In groups, discuss the questions below and brainstorm ideas.**

- What makes an effective advertisement?
- Is there actually a formula for making a good advertisement?
- In your country, do advertisers have to follow any regulations concerning advertisements?

F **Listen to an interview with an advertising expert. Complete the statements.** ▶ 35

1. Advertisements should present a clear ..... with a strong .....
2. There's no real magic ....., but there is a bit of ..... behind it.
3. ..... should be eye-catching and clear; ..... should attract attention.
4. ASA stands for Advertising ..... Authority.

4 Sales strategies

A Which sales strategy is best and why? Read the statements and discuss.

Selling is simple. All it is about is the relationship a company or sales agent has with the customers. It is crucial to listen to the customers and answer their questions. If you take the time to do this, the next steps will follow automatically and the customer will end up buying the products and services that they really want. It is important that throughout the selling process no false claims are made. In sales, honesty really is the best policy.

Selling is simple. It is a combination of different things. It is essential for a company to have an aggressive sales force, one which is naturally better than the competitors'. Having a good (if not the best) product on the market also helps. A thorough understanding of the customer is also vital in order to develop the best sales strategy. And, of course, do not take no for an answer! Make sure the signature is on the dotted line and keep in touch with the customer. They are a potential buyer of other products.

B Listen to an interview with a sales manager and answer the questions below. ▶ 36

1. In order to sell a product, a company needs the right …

☐ customer base. ☐ sales manager. ☐ product and sales team.

2. According to Ian, good salespeople should …

☐ be passionate. ☐ have a touch of arrogance. ☐ not use humor.

3. Commission varies according to …

☐ age. ☐ product. ☐ gender.

4. The company offers seminars in …

☐ team building. ☐ market research. ☐ report writing.

5. Ian thinks an important motivating factor is …

☐ the freedom to work alone. ☐ setting realistic targets. ☐ free-time occupations.

C In groups, develop a sales strategy. Follow the guidelines below.

Consider the following questions:

- Who are our customers?
- Which customers do we want to attract?
- What is the best way to reach them?
- What do we expect to achieve?
- How can we achieve our sales expectations?

Develop a new sales strategy for one of your company's existing products or services. At the end of the allotted time, you should be able to present your strategy.

11 Customer Service

"The customer is always right". Do you think this is true?

1 Great customer service

A **Discuss and prioritize the nine "commandments" and come up with a tenth one.**

The Ten Commandments of Customer Service

Companies should ...

1. accept no excuses for poor quality or service.
2. treat their customers individually.
3. never see the loss of a customer as justified or inevitable.
4. regularly benchmark themselves against their most successful competitor.
5. know their customers – their requirements and desires.
6. ensure that all staff members are fully committed to customer satisfaction.
7. perceive customer dissatisfaction as a valuable opportunity to improve their services.
8. continuously measure, monitor and share feedback on customer service.
9. have complaints procedures which are easy for the customer to use.
10. .....

.....

B **Are these "commandments" applicable to all fields of business? Discuss.**

C **Rate your company's customer service on a scale from 1 (excellent) to 5 (very poor) and explain.**

D **In groups, develop a customer satisfaction survey. Follow the steps below.**

- Write a short introduction in which you explain what you want your customers to do and why.
- Come up with a maximum of eight questions that you want to ask your customers.
- Decide on a rating scale.
- When you are finished, compare your results with the other groups' results.

TIP: If you need help, look for customer satisfaction survey templates on the Internet.

E **Have you ever experienced poor customer service? Tell the class about it.**

2 Complaints and apologies

A **Listen to a voicemail message and discuss the questions below.** 37

1. Why is the woman dissatisfied?
2. On a scale from 1 to 10, how angry do you think the woman is? Give reasons for your opinion.
3. How would you describe the language the woman uses (polite, aggressive, direct, indirect, etc.)? Do you think it is appropriate for the situation? Why or why not?
4. Are you a complainer? Is your "complaining style" similar to the woman's? If not, what differences are there?

B **Complete the complaints with the phrases below.**

still waiting | may have forgotten | ~~expected a bit more~~ | pretty unhappy | seems to have been | have to say | get me wrong | like to say | just about

1. I must say, we *expected a bit more* ..... for our money.
2. I think you ..... to send the parcel.
3. Don't ..... but your delivery was very slow.
4. I'm ..... with the service I received.
5. I want to speak to the manager. I've ..... had enough.
6. I don't ..... this, but your quality standards have dropped.
7. There ..... a misunderstanding about quantities.
8. I'm sorry to ..... this, but your salesman was very rude.
9. Actually, we're ..... for your service team to come out.

BE
parcel
post

AE
package
mail

C **Look at the complaints in "B" again. Are they polite or rude?**

D **In groups, come up with additional phrases for making polite complaints.**

.....

.....

.....

.....

.....

E **Listen to the conversation and answer the questions.** 38

1. Why didn't Jim call back sooner?
2. Why does Jim offer to give the woman his mobile number?
3. What does the woman say about the repairman?
4. What solution does Jim offer?
5. How much will the woman have to pay for the repairs?
6. Do you think the woman is still angry at the end of the conversation? Give reasons for your opinion.

F **Listen again and circle the phrases Jim uses to apologize.** 38

1. Yes, I know, I **do apologise** / **am awfully sorry**.
2. **Please accept my apologies** / **I'm terribly sorry**, but you see, there was no one at reception.
3. This kind of thing **doesn't normally happen** / **has never happened before**.
4. I'm **very sorry indeed** / **very surprised** to hear that.
5. I can quite understand that it's very **frustrating** / **annoying** when something like this happens.
6. Well, I'll **certainly look into that** / **try to find out what happened**.
7. That shouldn't have happened – very **unfortunate** / **regrettable**.

G **Put the dialogue below in the correct order. Then listen and check.** 39

- [ ] a. **LTRB** No, that's not good enough at all. I expect your delivery by Friday, okay?
- [ ] b. **VG** Yeah, it's not ready yet.
- [ ] c. **LTRB** This is LTRB Magazine. Um, well, we're still waiting for some artwork from you.
- [ ] d. **VG** That's right, yes, how can I help you?
- [1] e. **LTRB** Oh, hello, is that Vague Graphics?
- [ ] f. **VG** Right, I'll tell the artist to hurry up then.
- [ ] g. **LTRB** I'd appreciate that, thank you.
- [ ] h. **VG** But we haven't even started yet. Would it be okay if we got it to you next week?
- [ ] i. **LTRB** Right, there seems to have been a misunderstanding about the deadline. You see, we wanted it by today.

H **Discuss the dialogue with a partner. Then rewrite it and make it more polite.**

I Here are some idioms related to anger. Complete them with the words below.

flies | nerves | wall | hit | piece | fit

1. Don't tell Sue about the budget cuts yet – she'll ..... the roof!
2. Alan's really difficult to work with – one bit of criticism and he ..... off the handle.
3. When Zoe got back, Gary was sitting with his feet on her desk. She nearly had a .....
4. They've been renovating the office for weeks now – it's driving us all up the .....
5. The customer service agent was very rude, but I really gave him a ..... of my mind.
6. Can you close the door, please? This noise is really getting on my .....

J In small groups, talk about the questions below.

- What is the most effective way of making a complaint?
- Have you ever made a complaint over the phone? If so, what did you complain about?
- Have you ever asked to speak to the manager? What was the situation? What happened?
- Do you have to deal with customer complaints at work? Tell the class about your experience.

3 Customer service elements

A Read the text below. Do you have service level agreements in your company?

Service level agreements

Many companies use an agreement to set out and control the provision of services, whether they are between two different companies or as an in-house arrangement. These **service level agreements (SLAs)** are particularly used in today's highly competitive technology industry. Internet service providers are just one example of those companies required to offer guaranteed service levels to customers.

For the **provider** of the service, SLAs provide an opportunity to set its service apart from that of its competitors. For **customers**, an SLA is a way of ensuring that they receive the level of service they pay for.

Of course SLAs must also define what action must be taken if a provider is unable to deliver the agreed levels. The SLA will contain a clause to **compensate the customer** in the form of credit or a refund. An SLA will also include **provisions for emergency events**, such as a website crashing through failure of electrical power. Naturally, availability of data is mostly more important to a customer than any refund, so **response and repair times** are a key part of an SLA.

The SLA sets out the average time which the service provider will take to restore a service. This is normally the **MTTR** (Mean Time To Restore/Repair). If it is not possible to solve a problem within this MTTR, then a procedure of fault **escalation**, agreed upon by the provider and customer, will take place: the problem is "escalated" from the lowest to the highest level in the service company, depending on the urgency of the situation.

B **Listen to the conversation and mark the sentences true or false.** ▶ 40

- ☐ 1. The first step in drawing up an SLA is to draft the agreement.
- ☐ 2. IT and business managers often have different ideas about levels of service.
- ☐ 3. The man says that his company's IT budget is cut if it fails to reach its SLA targets.
- ☐ 4. The company's IT department gets cash bonuses if it exceeds its SLA targets.
- ☐ 5. The company's IT department rarely exceeds its SLA targets.
- ☐ 6. SLA are always reviewed at the end of each month.

C **Read and discuss. Does your company make use of call centers and help desks?**

Call centers and help desks

One way of providing services to customers is by using call centers. A call center is a place in which a company establishes a means of communication with customers or supports a particular business function. Call center operations are typically split into **inbound** (order taking, response management, etc.) and **outbound** (cold calls, promotions, etc.).

Call centers and help desks both provide customer service and use similar technology. The difference lies in the customer. Call centers normally focus on **external customers**; help desks on the other hand provide technical support for machinery, hardware or software for **internal employees**. However, due to the tendency towards **outsourcing** call centers and help desk functions, it is becoming increasingly difficult to differentiate the two.

D **What qualities or skills should someone who works in a call center have?**

patience, ...

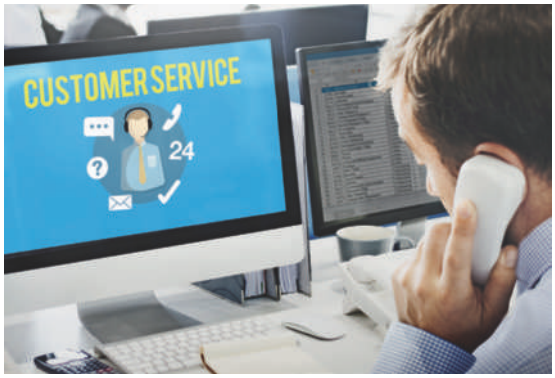
.....

.....

E **Do you think people who work in call centers need to receive special training?**

F **Put the stages of the customer service cycle in the most logical order.**

- ☐ company delivers goods or service
- [1] customer makes enquiry
- ☐ company sends order confirmation
- ☐ customer phones helpline
- ☐ customer places order
- ☐ customer receives refund
- ☐ company registers customer's problem and takes steps to solve it



G Listen to the presentation and mark the sentences true or false. 41

- ☐ 1. The sale is the end of the supplier-customer relationship.
- ☐ 2. Customer service starts with the customer finding out about the product or service.
- ☐ 3. The customer service cycle involves a good flow of information between the customer and the supplier.
- ☐ 4. After-sales support involves giving notification of delivery.
- ☐ 5. Call centers are a way to find out which problems customers are experiencing.
- ☐ 6. It is important that companies give refunds rather than replacing goods.

H Read what these four managers say about customer care. Add the missing phrases.

a. the key to customer care is good organization
b. training your people to value your customers
c. listen to your customers' complaints
d. I always tell my team to follow up the sales

1. ..... Criticism's not nice to hear, but it's the only way you're going to improve anything. Keep in mind that only about one in ten customers even bothers to complain. And don't be defensive when you get complaints: listen and sympathize. Then do something about it.

2. ..... I mean, you put all that energy into getting a new customer and then just let them go to the competition next time round. What a waste! Send them information, even quite a while after the sale; they often come back.

3. Well, I think ....., doing as much behind the scenes as possible: keeping enough in stock, keeping quality high so you don't get returns, that sort of thing …

4. I guess good customer care is all about ...., and not just the ones in the shops – all of them. It's also important to be a good example. If a manager doesn't treat his staff with respect, the staff won't treat the customers with respect.

I Look at the opinions in "H" again. Which of them do you agree with the most?

J Write a short text about customer service in your country.

Before you start, brainstorm ideas in groups. Consider the following:

- How would you describe the quality of customer service in your country compared with other countries? Can you think of possible reasons for the differences?
- Which countries have the best (or worst) customer service?
- What businesses in your country have the best (or worst) customer service?
- Has the quality of customer service in your country changed over the past few years? If so, is it getting better or worse?

12 Company Structures

Has your company or department ever been restructured? What were the reasons?

1 Company culture

A **Read the information below. How would you describe your company's culture?**

Company culture

Most analysts generally agree that there are four main company cultures. However, in reality companies may be a mixture of more than one.

The power culture
Decision-making and power are in the hands of the leader of the company. To ensure ultimate control and block challengers to the leader's position, information is simply not circulated and employees are often kept in the dark.

The role culture
Roles and procedures are clearly defined and exercised. Senior executives ensure that everyone knows their place and do no more than is expected of them. Employees are not expected to comment on issues which are not directly involved with their jobs.

The task culture
Task groups are formed and quickly disbanded as soon as the project is over. The concentration of power regularly shifts from one person to another. Empowerment is at the centre of this model. However, conflicts and power struggles can arise between so-called experts and managers when it comes to who has the final say.

The people culture
Power is spread equally among all personnel. Decision-making can be a time-consuming process and in-company struggles may occur.

B Discuss these questions with a partner. Then compare in class.

- Which of the four models in "A" do you think is the best for a company? Why?
- Which combinations seem reasonable to you?
- What countries or branches of industry do you associate with the four models? Give examples.
- Which company culture suits you best? Why?

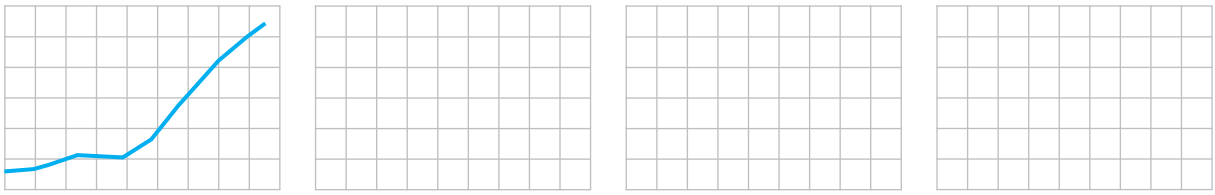
C In groups, develop a plan for restructuring your company. Follow the steps below.

An investor has decided to invest € 1 million in your company. You are part of a team of consultants who have been asked to put forward a detailed restructuring proposal. The new structure should make the company more competitive and, ultimately, increase its market share and profit.

- In your team, discuss different options and decide on the best one.
- When you are finished, present your proposal in class. Explain how the money will be spent and what the future benefits will be.
- Be prepared to answer questions.

2 Describing trends

A Draw a simple line graph for each of the descriptions below.



1. The number of units sold improved dramatically in the last quarter.
2. Due to higher production costs, profits fell slightly at the end of last year.
3. There has been a significant decrease in the number of job applications.
4. Analysts believe that outsourcing will grow steadily in the next few years.

B The words below are used to describe trends. Write them in the correct category.

~~fall~~ | increase | climb | improve | cut | stagnate | drop | remain stable | level off | decline | decrease | soar | recover | pick up | fluctuate | slump

Upward movement	Downward movement	No or hardly any movement
.....	*fall*	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

C What other words can you use to describe trends?

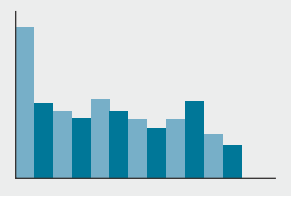
D **In each sentence, replace the word in bold with a word that is opposite in meaning.**

dramatically | sharply | slowly | gradually | barely | moderately | suddenly | slightly

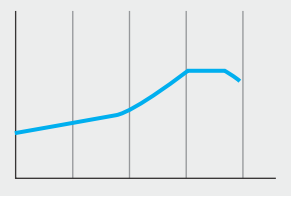
1. Mike's salary has gone up **steadily** over the past four years.
2. Production costs dropped **significantly** for a number of reasons.
3. Unemployment rates fluctuated **noticeably** after the financial crisis.
4. Supplies decreased **rapidly** as the holiday season came to a close.
5. Sales picked up **considerably** in October and November.
6. Unfortunately, the number of visitors declined **slightly** last year.

E **Listen and put the graphs in the order in which the speaker refers to them.** 42

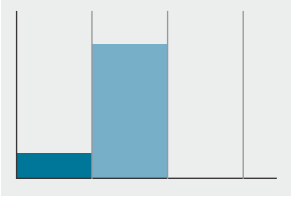
☐ a.



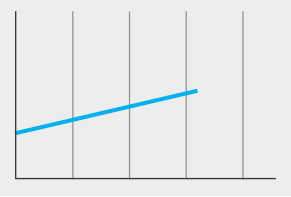
☐ b.



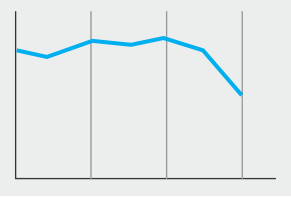
☐ c.



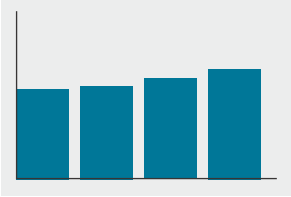
[1] d.



☐ e.



☐ f.



F **Draw a graph and swap with a partner. Explain the graph your partner has drawn.**

.....

.....

.....

.....

.....

.....

.....

.....

G **What do you associate with the word "trend" in general? Brainstorm ideas.**

.....

.....

.....

H **What are current trends or developments in your industry or company?**

3 Outsourcing

A **Match the words on the right to the definitions on the left.**

[g] 1. a section within a company (e.g. Personnel, IT, Marketing)	a. guarantee
[ ] 2. an association which represents the interests of workers	b. reputation
[ ] 3. another word for aim or objective	c. reduce
[ ] 4. another word for warranty	d. union
[ ] 5. the way a person or company is thought of by others	e. deficit
[ ] 6. to become less	f. core competencies
[ ] 7. a lack; not enough of something	g. department
[ ] 8. something that a company does very well (better than others)	h. target

B **Read and discuss. Has your company outsourced any business activities recently?**

Outsourcing

Outsourcing has become big business, especially for countries such as India. As more and more corporations adopt a **strategy** which focuses on their **core competencies**, non-essential business activities are being transferred to **service providers**. Non-essential business can range from marketing to accounting and from logistics to call centers. But why are global companies outsourcing? The answer is simple: Outsourcing has many **advantages**.

→ It frees capital for essential business.
→ It reduces personnel costs.
→ It allows companies to use specialist and expert support when necessary.
→ It permits them to offer their products and services at competitive prices.

However, outsourcing can have a **downside**. Allowing external agents to make key decisions for a company can be dangerous and can cost a company their reputation and customers. In addition, service providers very often offer unrealistic prices in their contracts, which means the risk of them going out of business is quite high.

C **Listen and mark the sentences true or false.** ▶ 43

- [ ] 1. Headcount reductions is another way of saying to fire people.
- [ ] 2. A pay-freeze means to stop paying employees for a few months.
- [ ] 3. A company that goes bust has gone bankrupt.
- [ ] 4. To enter a low margin contract means to make less profit.
- [ ] 5. Light at the end of the tunnel means there is no hope left.
- [ ] 6. Core competencies are a company's weaknesses.
- [ ] 7. To cut costs means to spend less.
- [ ] 8. Recovery means to remain stable.

D Listen again and complete the phrases below. 43

a contract | activities | costs | a crisis | bust | for joy | ~~prayers~~ | terms and conditions

1. to answer *prayers* .....
2. to outsource .....
3. to cut .....
4. to suffer .....
5. to go .....
6. to dictate .....
7. to enter .....
8. to jump .....

E How do you feel about outsourcing? When does outsourcing make sense? Discuss.

4 Doing business in India

A What images come to mind when you think of India? Make a list and compare in class.

.....
.....
.....
.....
.....
.....
.....
.....

B In class, discuss the questions below.

- Have you ever been to India? If so, tell the class about your experience. If not, would you like to go? Why or why not?
- How do you like Indian food? Do you have a favorite dish?
- Does your company have any business partners in India?
- What do you know about Indian business culture?
- What do you know about Indian companies, products or services?

C Listen to a promotional announcement and mark the sentences true or false. 44

☐ 1. You should consider outsourcing if you have answered "Yes" to at least three of the questions.

☐ 2. In the past three years, fewer American companies have outsourced their business activities to India.

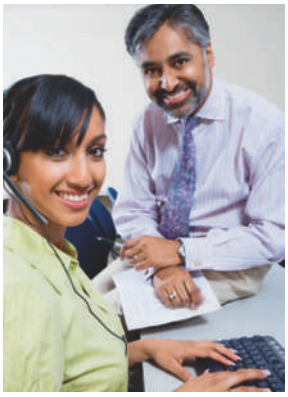
☐ 3. The Indian government offers incentives to foreign companies.

☐ 4. Among others, IT tasks and billing can be easily outsourced.

☐ 5. Indian Outsourcing Partnerships is the market leader.

☐ 6. Indian Outsourcing Partnerships works with big companies only.

☐ 7. The agency's partners are located in Mumbai.



D Complete the sentences with some of the words below.

eyes | hand | chin | feet | hands | finger | knee | mouth | head | feet | leg | ears

1. The traditional greeting in India is "Namaste". While saying it, you should place your hands together under your ..... and lower your .....
2. You should keep a distance of at least three ..... between you and the other person you are talking to.
3. Pointing your ..... at another person is regarded as rude.
4. Holding your ..... is a sign of sincerity or repentance.
5. Men and women do not normally shake ..... with each other.
6. ..... are considered unclean in Indian culture.
7. You eat with your right .....

E Listen to the conversation. What is the meaning of the expressions below? 45

in a nutshell | to keep mum about something | to dig your own grave | bigwigs

1. not to tell anyone about something

   .....
2. to do something that will cause problems for you

   .....
3. to say something in a few words

   .....
4. very important people in a company

   .....

F Listen again. Which of these phrases do the speakers mention? 45

- ☐ cost reductions
- ☐ company's profits
- ☐ shareholder value
- ☐ imported services
- ☐ low productivity
- ☐ high productivity
- ☐ increase exports
- ☐ salaries and wages
- ☐ job losses

G The following statements are from the conversation. Fill in the missing words.

for | in | on | under | on | about | for

1. And Accounts is also ..... discussion.
2. That's it ..... a nutshell.
3. I saw a programme ..... outsourcing ..... TV.
4. It could be bad ..... business.
5. We'll become dependent ..... imported goods.
6. They should try thinking ..... a change!

13 Leadership

What is a "natural born leader"? Can you think of anyone you would consider a natural born leader?

1 Good managers

A **Write the adjectives next to the descriptions and compare in class.**

bossy | submissive | assertive | persistent | committed | ~~consistent~~ | systematic

1. People who are dependable and don't change their mind all the time: consistent
2. People who are commanding and authoritative: .....
3. People who express their opinion in a confident and positive way: .....
4. People who never give up and keep trying: .....
5. People who are dedicated and loyal to their aim: .....
6. People who are methodical and do everything in order: .....
7. People who are willing to do what they're told without arguing: .....

B **In pairs, write down five qualities and skills managers should possess. Discuss in class.**

.....

.....

.....

C Read the information below. In teams, decide which candidate should get the job.

Your American subsidiary is looking for a new manager. Two candidates, one external and the other internal, have been shortlisted. Below are the personnel manager's notes:

External – Amina Harrison single, 32	Internal – Marek Roman married, two children, 43
• highly qualified, speaks two foreign languages • excellent references from current employer and professor • performed very well during the interview • a model candidate • enthusiastic, motivated and professional • only drawbacks I feel could be her lack of experience and her age	• what he lacks in professional qualifications, he makes up for in experience • seventeen years at the company • well-liked by both colleagues and bosses • reliable and responsible • friendly, mature personality • unfortunately, his answers to the leadership questions during the interview concern me somewhat

D Compare in class and give reasons for your decision.

E Listen to the conversation between Dan and Mike and discuss the questions. 46

1. What's the reason for Dan's phone call?
2. What's Mike's advice?
3. Do you have an additional piece of advice that might help Dan?

2 Communication

A Listen and put the communication mistakes in the order they are mentioned. 47

☐ 1. First mistake	a. carelessly formulated emails or memos from managers
☐ 2. Second mistake	b. imprecise instructions from managers
☐ 3. Third mistake	c. lack of information from the management
☐ 4. Fourth mistake	d. lack of management interest in suggestions
☐ 5. Fifth mistake	e. manager has no time to discuss problems

B In pairs, come up with additional communication mistakes people frequently make.

.....

.....

C These expressions are linked with common first names. Guess their meaning.

☐ 1. a moaning Minnie	a. someone who is behaving in a foolish way
☐ 2. the average Joe	b. someone who complains a lot
☐ 3. a nosy parker	c. someone who is able to do many things
☐ 4. Jack of all trades	d. someone who is annoying and wants to know everything
☐ 5. a silly billy	e. someone who is just like everyone else

D **Can you think of similar examples in your own language?**

E **Read the text and answer the questions below.**

Assertiveness training

What does "assertive" mean and why do we need assertiveness training?

There are three types of counterproductive behavior in the workplace: **aggressive** behavior, which often harms a large number of people who are affected by it; **submissive** behavior which normally harms only the person him- or herself; and **aggressive-submissive** behavior, which is a mix of the above, resulting in extreme mood swings, in which an employee may behave aggressively towards colleagues and then submissively towards managers. All are disruptive to good working practice.

Assertive people, on the other hand, have a positive, confident style of communication, which means they are neither submissive nor aggressive. People like this try to find a reasonable solution which works for everybody. An assertive person is a positive influence on others and an asset to any workplace.

The basic **techniques** for assertiveness can be trained. Participants are trained how to state clearly and simply what they feel and what they want. They are told to make brief, concise statements without detracting, hinting, using flattery or manipulating to get what they want. They are also trained not to be apologetic or aggressive as this will hinder their complaint being taken seriously.

Assertive people stand their ground in the face of **opposition or criticism** when they believe in what they are saying or doing. One of the most important points of assertiveness training is that participants are taught how to stay calm and not to give in to anger or frustration since this only leads to a loss of control and is highly unproductive. Techniques may be as simple as counting to ten before answering and expressing reasons.

Assertiveness training is based on the idea that individuals have **rights and responsibilities** to themselves and their colleagues. If people feel these rights are respected, their confidence, motivation and productivity will improve. In order to achieve this, these rights and responsibilities must be communicated (and negotiated), which may create potential for disagreement, complaint or conflict. Assertiveness training can show people how to deal with this type of communication in a productive and reasonable way.

1. According to the text, which types of behavior are counterproductive in the workplace? Explain why they are counterproductive.
2. What is assertiveness training?
3. How do assertive people communicate? How do they deal with opposition or criticism?
4. Why is it important to discuss people's rights and responsibilities in the workplace?

F **Discuss these questions in class.**

- Have you ever participated in an assertiveness training workshop or a communication skills course? If so, tell the class about your experience.
- Do you think communication training is useful or a waste of time? Give reasons.
- Should all employees receive communication training or just managers?

3 Time management

A **Find words or phrases in the text that are similar in meaning to the words below.**

1. limit .....
2. worries .....
3. to invest .....
4. to work more than average .....

Hours that executives work

Although maximum working hours for employees are legally defined in many countries, there is no restriction on the number of hours executives put in each week. Consequently, many managers burn the candle at both ends: they are the first to arrive in the office, and the last to leave in the evening.

Although many people might say that this is to be expected, there are serious concerns that many managers are working unhealthily long hours. In Europe managers spend, on average, five hours longer in the office than other employees and this is rising. Statistics across Europe show that around 80 % of executives work over 40 hours a week, and around 30 % more than 50 hours.

Managers admit that these long hours are not only affecting their health but also their personal relationships, which is not surprising perhaps when you consider that many managers take work home in the evenings and at the weekends.

B **Match the sentence halves to create idioms related to work. Discuss their meaning.**

[f] 1. Many managers **burn the**	a. **the go** all day.
[ ] 2. Ed's really **swamped**	b. **your plate** at the moment, but could I ask you a favor?
[ ] 3. Unfortunately, I'm **tied**	c. **full** with this project. I can't take on another one.
[ ] 4. I have **my hands**	d. **yourself into the ground** again.
[ ] 5. Phew, home at last! I've been **on**	e. **up** all day, but we could meet tomorrow morning.
[ ] 6. You look exhausted. Don't **work**	f. **candle at both ends**.
[ ] 7. I know you **have a lot on**	g. **with work**. Can you help him out?

C **In pairs, decide on five words that you would like to add to the word cloud.**

1. .....
2. .....
3. .....
4. .....
5. .....

D **Compare in class and explain your choice.**

E In groups, come up with strategies for better time management.

- Discuss different strategies for effective time management that you are familiar with.
- Decide on four strategies that you find particularly useful.
- When you are finished, present your ideas in class and vote on the best strategy.

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

F Complete the phrases with the verbs below.

monitor | ~~schedule~~ | set | delegate | get | allocate

1. schedule ..... a meeting
2. ..... time to something
3. ..... tasks to others
4. ..... your use of time
5. ..... priorities
6. ..... a task out of the way

G Listen and decide if the information is true (T), false (F) or not mentioned (–). 48

- ☐ 1. Prioritizing is the first strategy the speaker mentions.
- ☐ 2. The speaker advises against using time management apps.
- ☐ 3. According to the speaker, to-do lists are no longer effective in today's business world.
- ☐ 4. The speaker thinks companies should invest more money in time management software.
- ☐ 5. The speaker suggests delegating routine tasks.
- ☐ 6. The speaker believes the Pareto Principle applies to all areas of business.

H Do you think people are too concerned with time and time management? Discuss.

4 Delegating

A Match the words on the right to the definitions on the left.

☐ 1. to frighten someone by a display of power	a. to grasp
☐ 2. to understand	b. to oversee
☐ 3. to be angry or upset about something	c. conducive
☐ 4. to give someone more control or power	d. to intimidate
☐ 5. to supervise	e. to resent
☐ 6. helpful; causing something to happen	f. to empower

B First, answer the questions on your own. Then, listen and compare. 49

1. A manager's job is …

☐ to handle all tasks. ☐ to delegate work. ☐ to control employees.

2. A demotivated or confused team is a sign of …

☐ bad management. ☐ insufficient delegation. ☐ recent changes in management.

3. "Empowering" employees means …

☐ that all employees do the manager's job. ☐ that employees make all important decisions. ☐ giving them a chance to develop certain skills.

4. "Hands-on" experience is …

☐ frustrating. ☐ challenging. ☐ motivating.

5. Delegation helps the manager to …

☐ spend time with his family. ☐ focus on future goals. ☐ get work done quicker and better.

C Read Part 2 of the talk and underline the words or phrases that mean the following:

~~to help, make easier~~ | at the beginning, first | longer lasting | large amount

The Art of Delegating: Part 2

It is important for managers to decide which jobs to delegate. In order to facilitate this decision, it may be necessary for them to make a list of all the activities and decisions they are responsible for in a week. The tasks which are not priorities and do not demand the manager's individual skill can be delegated. This may involve initial training but could save a great deal of time over an extended period.

D Now listen to Part 3. Put the tasks in the order in which they are mentioned. 50

☐ a. welcome any suggestions
☐ b. give employee the authority necessary to carry out the task
☐ c. give employee the space to carry out the task independently
☐ d. explain the short-term purpose of the task
☐ e. identify a suitable person
☐ f. explain how task relates to long-term goals
☐ g. explain task in a calm and detailed way
☐ h. allow employee to ask questions

E Discuss the question below.

- Do you ever delegate tasks?
- How do you decide which tasks to delegate and to whom?

14 Global Business

How would you define "globalization"?

1 Non-verbal communication

A What messages do you send if you do the following?

- avoiding eye contact with someone
- pretending to zip your mouth shut
- fiddling with a pen (or your hair) while talking
- shaking hands firmly
- putting your hands in your pockets
- shrugging your shoulders
- leaning forward when talking to someone
- slumping in your chair during a meeting

B Complete the phrases below with the correct verb.

point | ~~raise~~ | stroke | stick | bite | cross

1. to raise your eyebrows
2. to ..... your arms
3. to ..... out your tongue
4. to ..... at someone
5. to ..... your beard or chin
6. to ..... your nails

C In groups, discuss the questions below.

- How does body language help communication?
- Do you pay attention to your own body language? Why or why not?
- Do you notice other people's body language?

D **Read the text. Can you think of other common gestures in different cultures?**

Hand gestures around the world

The ring
- In North America and many European countries it means **okay**.
- In France, however, this gesture means **zero**.
- In Brazil and Russia it is an **offence**.

The eyelid pull
- In the UK, France and Greece it means **you can't fool me**.
- In Italy it means **be careful** or **pay attention**.

Fingers crossed
- In North America and the UK it means **good luck**. In Vietnam, however, this is an **offensive** gesture.

The chin flick
- In France and northern Italy it means **get lost**.

The nose tap
- In the UK it means that something is **confidential** or shouldn't be spread around.
- In Italy it is a friendly way to say **watch out** or **be careful**.

The thumbs-up gesture
- In most countries it means **everything is great**.
- In Australia, however, it is an **offensive** gesture.

The palm back V sign
- In Australia and the UK this is a very **offensive** and **insulting** sign. It is often confused with V for victory.

The fingertip kiss
- In France, Italy, Spain and Latin America it means **that's fantastic** or **beautiful**.

2 Globalization

A **In pairs, write down three advantages and three disadvantages of globalization.**

Advantages	Disadvantages
1.	1. .....
.....	.....
2.	2. .....
.....	.....
3.	3. .....
.....	.....

B **Compare your results in class. Then discuss the questions below.**

- Do you work for a multinational company?
- What impact has globalization had on you and your company?
- Should consumers make an effort to purchase products made in their own country? Why or why not?
- Does globalization foster a better understanding between different cultures and ethnic groups?

BE	AE
globalisation	globalization
offence	offense

C Come up with ideas for opening a new branch or subsidiary. Follow the steps below.

Step 1:
Your company wants to set up a branch or subsidiary abroad, preferably in Asia, Africa or South America. You are part of the project group responsible for making the decision where it should be. Which aspects should a company consider before it ventures abroad? Brainstorm ideas with a partner. When you are finished, compare your ideas in class.

financial incentives, political stability in the region, ...

.....

.....

.....

.....

.....

.....

Step 2:
As a group, decide on three countries that might be a good choice for your company. Discuss the different options and decide where and under which circumstances you want to open your new branch or subsidiary.

D Listen to a news program. Take notes and answer the questions. 51

1. What are the two news items about? .....

.....

2. Where is the conference centre located? .....
3. How many people were injured? .....
4. Which company is the economic news item about? .....

.....

5. Where are the company's headquarters? .....
6. Where does the company produce its products? .....

E Match the words that are similar in meaning.

injured | decrease | smash | venue | refuse | ~~route~~ | labour

1. way	*route*
2. place / location	
3. hurt	
4. reject	
5. decline	
6. workforce	
7. break (e.g. a window)	

F **Listen to the interview and mark the sentences true or false.** 52

BE	AE
labour	labor
football	soccer

- ☐ 1. Demonstrators and police officers were injured.
- ☐ 2. Irmgard Gassner is the police spokesperson.
- ☐ 3. The police didn't want the demonstrators to march in front of the conference hall.
- ☐ 4. The World Economic Forum opened earlier today.
- ☐ 5. Football hooligans, families, youth groups and religious groups were in the demonstration.
- ☐ 6. Multinational companies use child labour.
- ☐ 7. The economies of the so-called developed countries are improving.

G **Complete the leaflet with the words below. Do you agree with the statements?**

minority | safe | decreasing | cheap | majority | dangerous | large | poor | increasing

Five good reasons to say NO to globalisation:

- African workers work on oil platforms which are not ..... (1).
- Indian workers are forced to use ..... (2) materials and production methods.
- Children are used as ..... (3) labour to manufacture exclusive and expensive products.
- Unemployment in developed countries is ..... (4). Only a select ..... (5) is becoming rich. The ..... (6) is ..... (7) and their living standards are ..... (8).
- The ..... (9) multinationals are modern-day bandits, robbing the developing countries of their resources and destroying the environment, too.

H **Which of these words do you not associate with protests or demonstrations?**

☐ banner	☐ megaphone	☐ squirt gun
☐ teargas	☐ mantra	☐ chant
☐ billboard	☐ water gun	☐ barricades

I **In class, discuss the questions below.**

- What protests are going on right now (either in your country or other countries)?
- Are protests a good way to bring about change? Why or why not?
- What other options do you have to voice your opinion?
- How should the police deal with protestors?

3 About India

A **In pairs, decide if the statements are true or false.**

- ☐ 1. India is the largest English-speaking nation in the world.
- ☐ 2. Bengali and Urdu are languages spoken in India.
- ☐ 3. Jaipur is the city with the largest population in India.
- ☐ 4. The majority of the population is employed in agriculture.
- ☐ 5. India gained independence on 18 August 1966.
- ☐ 6. Yoga originated in India and has existed for over 5,000 years.
- ☐ 7. India is the world's biggest producer of mangoes.

B **Do some research and come up with three additional interesting facts about India.**

C **Complete the interview with the reporters' questions. Then listen and check.** ▶ 53

a. But isn't it true that your company is saving millions, if not billions, by producing in India? And didn't you receive grants from the Indian government?

b. Mr Walker, do you feel that you and your company are exploiting the developing countries, such as India?

c. What about your employees in Britain and other European countries? How safe are their jobs?

d. Above-average salaries? Don't the employees earn less and aren't they expected to work more hours than their British counterparts?

Reporter 1 ☐

R. Walker Absolutely not. On the contrary, we are a major producer in India. We've created jobs. Therefore, we have helped to improve the economy and raise the living standards of a lot of Indian people. Our employees are paid above-average salaries and our plants are modern and use the most up-to-date safety procedures. In addition to this, we believe that the Indian market has great potential and will be extremely important for us in the near future.

Reporter 2 ☐

R. Walker It is company policy to comply with the legal regulations of the countries in which we're located. So by this I mean that the conditions of employment will depend on the country. That means, yes, our British workforce have different salaries and working hours compared with those of our German subsidiary or, in this case, our Indian subsidiary.

Reporter 3 ☐

R. Walker Concerning your first question, yes, we are saving money by producing in India. But these savings benefit our customers. That's why our products are so reasonably priced. Now, with regard to your second question: yes, we did receive support and assistance from the Indian government, but no, not financial aid. So in other words, the same assistance that all foreign companies are entitled to.

Reporter 4 ☐

R. Walker If I understood you correctly, you are asking me whether or not there will be any job losses?

D Choose the correct option according to the interview in "C".

1. According to Richard, S.A.I.D. Communications is a …

☐ major producer in India. ☐ minor producer in India. ☐ major producer in Delhi only.

2. The Indian employees receive …

☐ below-average salaries. ☐ average salaries. ☐ above-average salaries.

3. S.A.I.D. Communications received …

☐ financial assistance from the Indian government. ☐ general assistance from the Indian government. ☐ no assistance from the Indian government.

4. The plants …

☐ are not very safe. ☐ are not very modern. ☐ use up-to-date safety procedures.

5. The terms of employment are …

☐ the same worldwide. ☐ different in every country. ☐ different in every subsidiary.

E How do you feel about Richard's arguments? Discuss in class.

F Read or listen again and form word partnerships. Then compare in class. ▶ 53

1. to create jobs
2. to improve .....
3. to raise .....
4. to pay .....
5. to use .....
6. to comply with .....
7. to save .....
8. to receive .....

G You're one of the reporters. Write down additional questions you want to ask Richard.

.....

.....

.....

.....

.....

.....

.....

.....

H Discuss the future of globalization. What role do you think the English language will play?

15 Performance

"Employees are a company's biggest asset". Do you agree with this statement?

1 Your company's performance

A **Rate your company's performance on a scale from 1 (very poor) to 10 (excellent).**

	Rating
1. All employees are aware of the company's philosophy, strategy and targets.	
2. The employees are able to identify with the company and its products or services.	
3. All employees are made to feel valued.	
4. The working environment allows employees to perform to the best of their abilities.	
5. The managers or senior executives are well-qualified and experienced people.	
6. The company encourages its employees to develop and realize their true potential.	
7. Emphasis is placed on empowerment and teamwork.	
8. The company is up to date on the latest business developments.	
9. The company's future looks good.	

B **Compare your ratings in class and discuss the following question:**

- What works well in your company and where do you see room for improvement?

C In pairs, complete the table. Add comments to describe the factors in more detail.

It is quite often said that "a company is only as good as its employees". Which factors can help improve employees' performances?

Ratings: irrelevant (1), less important (2), important (3), very important (4), indispensable (5)

Factor	Rating	Comments
job prospects		
job security		
remuneration		
type of work		
fringe benefits		
other		
other		

2 Performance reviews

A Listen to the first half of a meeting and mark the sentences true or false. 54

- ☐ 1. Appraisal is another word for performance review.
- ☐ 2. According to Nigel, performance reviews are used for development purposes.
- ☐ 3. The company conducts performance reviews twice a year.
- ☐ 4. The first step is for the employee to evaluate the manager.
- ☐ 5. The manager uses the job descriptions to evaluate the employee's performance.
- ☐ 6. The woman is skeptical about performance reviews.
- ☐ 7. Nigel thinks performance reviews can lead to greater job satisfaction.
- ☐ 8. The employee meets with the manager after filling out a self-assessment form.
- ☐ 9. During the meeting, goals for the following year are set.
- ☐ 10. The appraisal form is an informal document.

B Put these performance review steps in the correct order.

- ☐ a. The employee's performance, development opportunities, etc. are discussed.
- ☐ b. The assessment form is put into the employee's personnel file.
- ☐ c. The manager invites the employee to come to a meeting.
- ☐ d. Any additional information is noted on the manager's form.
- ☐ e. The employee signs the assessment form.
- ☐ f. The manager meets with the employee.
- [1] g. The manager assesses the employee's performance using the job descriptions.
- ☐ h. The employee completes a self-assessment form.

C Form word partnerships from the meeting in "A". Listen again if necessary.

~~performance review~~ | performance | employees | recommendations | information | form | objectives | job

1. to conduct a *performance review* .....
2. to set .....
3. to sign a .....
4. to record .....
5. to perform a .....
6. to assess .....
7. to make .....
8. to develop .....

D Now listen to the rest of the meeting. Take notes and answer the questions. 55

1. Clara thinks a performance review system might strengthen the company's hierarchy. What are her arguments?

   .....

   .....

2. How does Nigel respond to her arguments?

   .....

   .....

3. Clara thinks professionalism and productivity have declined in companies that use appraisal systems. What are her arguments?

   .....

   .....

4. What is Nigel's response to those arguments?

   .....

   .....

E How do you feel about performance reviews? Discuss the questions below.

- "Performance reviews are a necessary evil". Do you agree with this statement?
- What are the benefits of performance review systems?
- Does your company operate such a system?
- Is it effective? If so, why? If not, how could it be improved?

F Come up with alternative methods companies could use to develop their staff.

.....

.....

.....

3 Mentoring and giving advice

A Read the text. Find words or phrases that are similar in meaning to the ones below.

1. a good thing you own or possess .....
2. to extend or make bigger .....
3. advantages .....
4. to come from .....

Mentoring

When listing possible problems, most companies would list them in the following order: depressing end-of-year results, angry **shareholders**, badly produced products, **dissatisfied** customers and frustrated personnel. But some companies are rethinking things and recognizing the fact that their personnel should come first, as they are, in fact, a company's greatest asset. "Improve the personnel's performance and the rest will naturally fall into place", or so the theory goes.

Mentoring (or coaching by its other name) is one way of doing this. The idea behind it is very simple. An experienced business person, the mentor, guides, helps and supports a less experienced person, the **mentee**. It's that easy!

Research shows that in companies which have adopted mentoring, the benefits have been impressive. For employees, careers have developed much faster due to helpful, professional assistance and broadening of networks. For the companies, mentoring helps the transfer of technical know-how and business skills.

B Read the text again and answer the questions below.

1. What is another name for mentoring?
2. What exactly is a mentor?
3. How can mentoring be beneficial to companies?
4. How can mentoring help employees?

C Have you ever had a mentor at work or at school? Talk about your experience.

D When would you expect to hear these questions? What is their purpose?

Tell me about a problem that you were confronted with at work.	Tell me about a difficult situation you have recently faced in your job.

E In pairs, practice giving advice. Follow the steps below.

- Choose one of the two questions from "D" and think of an answer.
- Give your partner a detailed description of the situation, while he or she takes notes.
- Then switch roles and take notes about your partner. Analyse the problem and come up with suggestions on how to handle the situation. Discuss your results with your partner.

Description of the problem: .....

.....

Possible approaches: .....

.....

F In class, discuss the questions below.

- Is it easier to deal with problems if you are not directly involved? Why or why not?
- Are external people able to see problems from a different perspective?
- What role do consultants play in business today?
- Does your company have a set procedure or a recognized process on identifying and solving problems?

4 Stress management

A Have you ever taken a stress management training course? Tell the class about it.

B Put the conversation in order. Then Listen and check. 56

☐ a. **Steven** Ah-ha, stress management! And … was it any good?

☐ b. **Claire** Well, I learned some very useful relaxation techniques. For example …

☐ c. **Steven** For example?

☐ d. **Claire** Oh, hi Steven, no, not at all. Please sit down.

☐ e. **Steven** Where have you been hiding? I didn't see you at the staff meeting yesterday.

☐ f. **Claire** Believe it or not, it was. I actually learned a lot.

[1] g. **Steven** Hi Claire, mind if I join you?

☐ h. **Claire** I know. I was at a seminar for the last three days: stress management. It was one of the seminars my boss recommended at my last performance review.

C Listen to the telephone conversation and answer the questions below. 57

1. When is the next Stress Management seminar? .....
2. Where is it being held? .....
3. What will Steven receive together with the invitation? .....
4. Which form should Steven complete? .....
5. When should Steven submit the form? .....

D What are common causes of work-related stress? In pairs, make a list.

.....

.....

.....

.....

.....

.....

.....

E What situations do you find particularly stressful? How do you handle them?

F **Read the text. Find words or phrases that are similar in meaning to the ones below.**

1. location .....
2. sign (of a problem or illness) .....
3. stimulate, inspire .....
4. harmful .....
5. to deal with .....
6. source (of stress) .....

Stress Management

Overview
Everyone experiences stress and pressure of some sort during their working day and at home. Stress is part of everyday life.

"Good" stress can energize us and motivate us to achieve what we want in life. "Bad" stress, however, can be detrimental to our physical and emotional health, especially when experienced over long periods of time.

This course will help you identify common causes of stress in your life. You will learn simple techniques to manage stress and become more effective in handling everyday pressures in a healthy way.

Who is this course for?
✔ Managers, supervisors and team leaders working in high-pressure environments
✔ Employees who would like to reduce and manage work-related stress

Course content
✔ Common causes of stress
✔ Symptoms of stress
✔ Positive and negative stress
✔ Identifying stress in your life
✔ Five techniques for coping with stress
✔ Learning to relax

Duration
Run as a 3-day course or 4 half days

Trainers
Laura Munroe, PhD, Phil Jenkins

Venue
Post Hotel, 43 Glanville Rd., Oxford OX2 8AL

More details

G **Discuss these questions in class.**

- Do you think there is such a thing as "good" stress? Give reasons for your opinion.
- What are some typical symptoms of stress?
- How dangerous do you think stress is?
- What are some positive and negative ways people deal with stress? Give examples.
- Do you know any relaxation techniques that you can recommend?

16 Responsibility

What should companies be concerned about besides making money?

1 Companies and ethics

A **Read the statements and discuss. How do you feel about these business practices?**

1. A leading international electronics group has asked all its employees to go without their holiday bonuses next year to ensure that the company will have healthy end-of-year results and good shareholder value.

2. A powerful drug company is condemning seriously ill people in the developing world to certain death by refusing to lift the patent on the company's products, thus stopping the necessary drugs from being manufactured at prices that are affordable to these poorer countries.

3. A furniture company imports wood from tropical rainforests. They are well aware that some of the trees are being harvested illegally and that ecosystems are being destroyed in the process.

4. A well-known global player has no qualms about trading with businesses in countries which are headed by repressive and tyrannical regimes.

5. A newspaper survey revealed that Britain's CEOs paid themselves an average of £1.7 million per year. In contrast, the average pay of British workers is around £30,000.

B **Can you think of similar examples of unfair business practices in your country or field of business?**

C Read the article and discuss the questions below.

#65

BUSINESS NEWS

Laughing all the way to the bank

Yet again, the British public has been left shaking their heads in horror and disgust. Yesterday's revelation was the latest in a series of extravagant compensation packages to top business people.

This time the person in question is the British-based entrepreneur Harry Lumumba, the chief executive officer and owner of the retail clothing chain "Stylish Wear". Much to the disbelief of many financial analysts, Lumumba has paid himself a staggering £150 million for his efforts this year. Not bad, considering that the group itself is predicted to make a profit of less than half of that. Lumumba's generosity has not just been limited to himself. Huge bonuses are also said to have been received by his board members.

This is only the latest revelation to be connected to the flamboyant, 34-year old businessman. Lumumba, who made his fortune through his chain of supermarkets and who acquired the clothing group last year, hit the headlines in January after he announced plans to close numerous stores and reduce staff. In his defence, Lumumba argued that such steps were necessary to ensure the survival of the group. He also said that past mismanagement and a lack of financial common sense were to blame for the company's current poor performance. He did, however, add that he expected a turnaround in the group's situation by the end of next year.

- Do you think such huge salaries are justified? Why or why not?
- Should governments introduce measures to prevent such huge salaries?
- In your opinion, how much should a top manager earn?
- Are performance-linked salaries the best way to pay the management?

D Listen to an interview. Take notes while listening and answer the questions. 58

The interviewer is talking to Dr Thompson, a university lecturer in business administration. She is trying to find out about the role of business ethics in large companies.

1. What challenge are multinational companies facing?

.....

.....

2. How are companies reacting to demands of greater transparency?

.....

.....

3. Why do some companies use ethics programs?

.....

.....

4. What does a company need to have a good ethics policy?

.....

.....

2 Corruption

A **Spend two minutes writing down all the words that you associate with corruption.**

B **Read the text. Find words or phrases that are similar in meaning to the ones below.**

1. getting something by forceful methods .....
2. getting money or advantages by deceiving people .....
3. moving funds through business so that they appear legal .....
4. failure to act correctly or legally in your job .....

Bribery and corruption

Bribery can be defined as paying money to illegally obtain a commercial advantage, whereas **corruption** encompasses various dishonest practices, such as extortion, fraud and money laundering. Globalization has increased the need for companies to take action against corruption and bribery.

These days corruption and bribery are no longer tolerated as a way of life, but are viewed as a form of **malpractice** which is harmful to business. Large companies have been leading the way in establishing anti-corruption and anti-bribery programs and there have also been considerable efforts made by organizations such as the UN and the OECD.

The OECD agreed upon the **Convention on Combating Bribery of Foreign Public Officials** which came into force in January 1999. The EU **Convention on Corruption**, which deals with corruption involving officials of the European Communities or officials of member states of the European Union, was signed in 1997. In the same year, the Lima **Declaration Against Corruption**, designed to persuade companies, governments and international organizations of the need for tough anti-bribery programs, was signed in Peru.

C **What types of people might be corrupt? In groups, come up with five examples.**

police officers, sports officials, ...

.....

D **Now think of examples of corruption for each of the people on your list.**

Example: A driver who gets pulled over for going above the speed limit offers the police officer $50. The police officer doesn't give him a speeding ticket.

E **Share your examples in class and discuss how serious each case of corruption is.**

F **Discuss the questions below. Add one or two questions of your own.**

- Why do you think people are corrupt?
- How much corruption do you think there is in your country, compared with other countries?
- Can you think of a corruption scandal that was recently in the news?
- .....
- .....

3 Corporate social responsibility

A In what ways can companies be socially responsible? Write down six examples.

Provide …	eco-friendly products whenever possible.
Treat …	to local charity organizations.
Use …	with politically incorrect governments.
Work …	stress in the workplace.
Support …	a safe working environment.
Don't do business …	with socially responsible suppliers.
Donate …	energy in the workplace.
Invest in …	local businesses.
Save …	with companies that behave unethically.
Reduce …	your employees respectfully.
…	…

B Now rank the items on your list in order of importance. Compare in class.

C In groups, discuss the questions below.

- Which companies are good examples of corporate social responsibility?
- What are the advantages of working in a company that is socially responsible?
- What can the employees, shareholders or customers do to make sure that companies behave responsibly?
- What is the role of the government? Should legislation ensure corporate social responsibility? If so, how?

D First, read the text below. Then, listen to a different version of the same text. 59

ISO 14000 is …

- a series of voluntary guidelines designed to create environmental standards for companies and their products around the world.
- an internationally accepted standard which sets out **key components** necessary for the development of a good environmental management system (EMS).

If all elements of the standard are **incorporated** into a company's EMS, it can **obtain** registration from a third-party organization (not from ISO itself). ISO 14001 provides the framework for companies to improve environmental performance and integrate environmental considerations into all areas of business.

The ISO 14001 EMS standard requires commitment, policy documentation, planning, implementation, measurement, evaluation, review and improvement. The first important **prerequisite** is, of course, the **commitment** from the company management and employees to **establish** and keep high environment standards. This commitment must then be documented in a published environmental policy. The planning part, in other words, the creation of realistic and achievable environmental objectives and procedures to review the environmental **impact** of products and activities is the next step. As soon as this has been done, implementation programs need to be established.

The EMS should include measuring and monitoring mechanisms to ensure that it functions correctly, and management must conduct ongoing reviews and **implement** improvements where necessary.

E **Listen again and match the expressions that are similar in meaning.** 59

responsibility | to record | to put into action/introduce | consequences/effect | to start/begin | to get | ~~main elements~~ | requirements | to mix in/include

Written version	Spoken version
1. key components	*main elements*
2. to incorporate	
3. to obtain	
4. prerequisite	
5. commitment	
6. to establish	
7. to document	
8. impact	
9. to implement	

F **In what ways do many companies damage the environment? List five examples.**

1. .....
2. .....
3. .....
4. .....
5. .....

G **Discuss these questions in class.**

- What can be done to solve the problems that you have listed above?
- How eco-friendly is your company?

H **Listen to an interview. Try to guess the meaning of the phrases in bold.** 60

A journalist is talking to the CEO of a large British plastics company. The interviewer wants to find out about companies and the environment.

1. **to have a knock-on effect (BE)** 2. **to be environmentally sound** 3. **to comply**

I **Listen again. Which of these word partnerships are mentioned?** 60

- [x] to break laws
- [ ] to be worth investing in
- [ ] to improve earnings
- [ ] to win contracts
- [ ] to cut costs
- [ ] to reduce waste
- [ ] to make millions
- [ ] to produce results
- [ ] to decrease profitability
- [ ] to reduce risks
- [ ] to lose your reputation
- [ ] to invest in policies

4 Community investment

A **Read the text below. Does your company have similar programs?**

Community investment

All companies, whether large or small, have an impact on various aspects of society and the environment. Unfortunately, it is usually the negative impacts (disturbance, pollution, etc.) that get noticed by the media and the general public.

Many companies, however, are making a **conscious effort** to take responsibility for the

consequences of their decisions by implementing a variety of social responsibility programs.

Community investment is the part of a company's **social responsibility program** which is often most visible to the public. It can take the form of charitable donations of money, equipment, food, or staff time and skills. The most popular schemes tend to be **educational charities** or youth projects, but companies also support local environment and arts organizations.

Many companies are realizing that long-term partnerships with community organizations in the towns and cities where they operate can meet both business objectives and community needs, i.e. that giving benefit to a local community will, in turn, benefit the business. It can help to increase **brand familiarity**, boost **staff morale** and create positive **media coverage**. Apart from this, corporate **charitable donations** can be made tax free, a **considerable incentive** for many companies.

B **In the text, the phrases in bold may be difficult to pronounce. Practice saying them.**

C **Listen in on a meeting between three managers. What are they discussing?** ▶ 61

They are discussing .....

.....

D **Now read the transcript on page 126 and look for relevant meeting phrases.**

Underline all phrases that the speakers use to:

- make suggestions
- explain a point
- (dis-)agree

E **In groups, decide on a community project for your company. Brainstorm ideas first.**

.....

.....

.....

F **Present your idea in class. How would the community (and your company) benefit?**

Transcripts

Unit 1

1

1. I'd like to learn more about giving constructive performance feedback to my team. The problem is that I've got so many appointments every week. The phone never stops ringing, and it's hard to make time for regular, ongoing training sessions. What I need is total immersion: no interruptions and peace and quiet in the evening.
2. I'm new in the company. My main reason for doing a course is to meet some people from other departments. But I also want to learn more about staying organized and avoiding stress. That's something I need to get better at, both in my personal and my professional life.
3. I have to admit that I'm a bit of a perfectionist. Unfortunately, I've never been good at languages, and the thought of giving presentations in a language other than English really scares me. What I need is someone to help me prepare and rehearse my presentations. That would make me feel a lot more confident, I think.

2

Trish: So, have you all seen the new training programme for next year?

Gary: Yeah, some of the residential management seminars look really good. I'm thinking about doing the week-long motivation course in Belgium. All I have to do is motivate myself to register!

Andrew: Seriously though, why go to Belgium? It'd be better if they put those courses on here. Then I could see my family in the evenings, instead of being away so long. Linda will kill me if I go away again next year!

Trish: Isn't that the point though? Look, if you're away from home, away from the office, then you automatically concentrate more on what you're learning. A whole week's a bit long for me though. I really like those weekend courses. They're lots of fun!

Paul: You're kidding, aren't you? A load of people from the office stuck in a hotel together – aaagh! Last year I was on an SAP course – weekend seminar – work, work, work all weekend. Not for me, folks!

Gary: You have to admit, though, if you want to learn a language, nothing beats an intensive course in the actual country. It's really motivating.

Paul: True, yeah, if you stay with a host family that helps you and takes you out. I should've done that German course last year but didn't get round to it.

Andrew: I really like the weekly in-company course we have in the evenings. It's not long, so you've got time for your family afterwards and the group's really nice. I was a bit shy to start with, but everyone's really easy-going. You ought to come along, Trish.

Trish: Oh, I don't think so. I'm so lazy and unmotivated, I'd probably never go. I'd never do the homework either; I'm no good at self-study.

Gary: Hey, maybe you should think about doing one-to-one classes then.

Paul: Come off it! Just you and the teacher – that must be so exhausting.

Andrew: By the way, did you see they're offering blended learning courses next year?

Paul: Now that sounds like a good idea. Do you know what kind of courses they offer as blended learning? And when do they start?

3

Alan: So, I'm afraid we're going to be tightening our belts for a while, folks.

Annette: I'm not with you, Alan. Tighten the belt?

Alan: What I mean is, they're cutting our budget.

Julie: I don't believe it. That's out of the question!

Alan: Julie, look, the CEO and the board are in agreement – we're going to have to make some cuts one way or the other. Sales are down and there's no sign of improvement. Things just aren't looking good.

Annette: I'm afraid I can't agree with that at all. The forecasts for next year were really positive!

Julie: Doesn't the board understand? Cutting training – it might look like a good solution in the short term, but in the long run it's going to cost more than it saves. Surely it would make more sense to wait a bit longer.

Annette: Absolutely. We've already reduced expenditure as far as possible. Alan, any more and we won't be able to generate any revenue at all.

Alan: I know you managed to make a profit last year, what with offering IT training courses to external firms. Certainly, the balance sheets look good, but what I'm trying to say is, when times are tough, it's training that suffers and …

Julie: Excuse me for interrupting, Alan, but we achieved our objectives, no, we surpassed them, and now we're being punished for it. How about the board benchmarks other departments' performance against ours for a change?

Alan: It's unfair, I know, but you're both going to have to meet these targets with a budget far below the one you planned.

Unit 2

4

Well, the mistake that most applicants make is that their resumes go on and on and on. Ideally, a resume should be no longer than two pages. And most of the time they send a standard resume – that means something that they wrote who knows when and that's very general, not targeted to the position that they are applying for.

What applicants forget or perhaps don't realize is that most companies don't have endless amounts of time to read through applications. In fact, nowadays a lot of companies use scanning machines or software programs – if the applications are online – to sort through the resumes. So, that means a resume can be accepted or rejected in a matter of minutes, if not seconds.

A resume's purpose is to get the applicant the job. It's a marketing tool. It should highlight education, qualifications, experience, accomplishments and skills which are relevant to the job on offer. Resumes should be written concisely and be well organized, so the most important and relevant information should come first. And they should most definitely be free of typing, spelling, grammar or punctuation mistakes.

5

Hector Ferror: Why do you wish to change your job?

Carrie Grimes: Well, as you can see from my CV, I've worked for my current employer for eight years. A long time, which I believe is a reflection of how good the company is. However, I feel that I've achieved all that I can. I believe in a global company, I'd be able to develop further as it can offer more opportunities.

Hector Ferror: I see. Connected to this, how do you feel about your progress to date?

Carrie Grimes: If I'm perfectly honest, then I'd say very happy. I've successfully completed two courses of studies, had the invaluable experience of living and working in another country, and I think I've been very lucky to work in jobs that really interest me. Also, I've had bosses who've encouraged me to develop professionally. I was the youngest person to become a board member's PA, something I'm quite proud of.

Hector Ferror: What do you hope to be doing five years from now?

Carrie Grimes: Five years from now? Um, I hope I will still be working in the insurance business. Perhaps abroad, in France, Germany or Spain. Ideally, I'd like to have a position with more responsibility, maybe even be leading a team.

Hector Ferror: Ah-ha. And which of your skills would you most like to improve?

Carrie Grimes: My German. Unfortunately, it's a language which is not very easy to learn. I'm currently taking lessons at evening school. And I intend to go on holiday there later this year.

Hector Ferror: If I were to offer you the job, when would you be able to start?

Carrie Grimes: I can begin in about four weeks' time, but I could also start sooner …

6

An interviewer's task is to find and select the best candidate for the job on offer. Before the interview takes place, the applications should have been thoroughly screened, so that only suitable candidates are invited. In order to do this, an analysis of the position should have been carried out. This acts as a basis for screening. Therefore, only applicants with the desired qualifications, experience and skills should make it through to the next round. Time is generally limited, especially in the first

interview. Ideally, it should last no longer than sixty minutes. Therefore, you should try to concentrate on obtaining job-relevant information – information that will help you to decide if the candidate should proceed further through the selection process. However, remember it is important that you create a good atmosphere. By doing this, the candidate's true potential will become evident. In addition, interviewees are customers or potential consumers of the company's products or services. It is important that even if the result is a rejection letter, their impression of the company remains positive.

Unit 3

7

Aaron: What was all that about? What are they blaming you for now?
Mark: Nothing. But you won't believe it. I've been offered a promotion.
Aaron: Hey, that's great!
Mark: Yeah, I know. I still can't believe it.
Aaron: So what have they offered you?
Mark: The position of senior consultant in corporate development at our German subsidiary. I'd have ten staff in my group.
Aaron: At RDLA? It's located in Cologne, isn't it?
Mark: Yes, that's right.
Aaron: So how long do they want you over there for?
Mark: Indefinitely.
Aaron: No way! I thought it was company policy to post employees abroad for a maximum of two years at a time.
Mark: Yes, you're right. That is normally the case. But for this position, they're looking for someone who is willing to commit themselves long-term. It would be a permanent move. That means taking on an RDLA contract.
Aaron: Ah-ha! Was Frank able to talk figures with you?
Mark: Yes and no. He could give me a rough outline. But he wasn't able to provide me with all the details. He should be able to tell me more tomorrow. I have a meeting with him and someone from the Personnel Department.
Aaron: So what could he tell you?
Mark: Well, obviously I would get a substantial rise in my earnings. My salary would be in line with my German counterparts. Can you believe those lucky devils get thirteen salaries a year?
Aaron: What? Do you think they've got something for me, too?
Mark: Yeah, I know. Not bad, eh? In addition to that, I would be entitled to a performance-linked bonus at the end of the year. And, I would get thirty days holiday a year and that does not include public and bank holidays.
Aaron: Wow! And would you get a company car?
Mark: No, unfortunately that isn't one of the perks on offer.
Aaron: Well, it sounds great – almost too good to be true.
Mark: Yeah, you guessed it, there is a catch. Frank warned me that the income tax and national insurance contributions are quite high, so that would take a big bite out of my take-home pay.
Aaron: They have to pay more than here?
Mark: Apparently.
Aaron: And are you going to accept?
Mark: I'm not sure. I'll wait and see what they tell me tomorrow before I make a decision.

8

Daniella: Hello, Mark. Please come in and take a seat.
Mark: Thanks.
Daniella: First of all, congratulations.
Mark: Thank you.
Daniella: I think before we look at your job description and contract in detail, it might be a good idea to quickly run through the conditions of employment. In many respects they are the same as ours, but there are some differences. So I'll just go through those.
Mark: Yes, okay.
Daniella: RDLA employees have to work 38.5 hours a week.
Mark: That's fewer hours than here, isn't it?
Daniella: Yes, that's right. The company also operates a flexitime system. The earliest employees can begin work is 7:30. The core time is between nine and two. And on Fridays, employees can leave at 1:00 p.m. Apparently, a lot of companies do this.
Mark: Wow.

Daniella: However, I have to warn you. In your position you can expect to work overtime. Unlike here, it is unpaid. But instead you do get a performance-linked bonus at the end of the year, which I believe will definitely put a smile on your face.
Mark: And how is the bonus calculated?
Daniella: If that's okay, I'll explain that later, as that kind of information is covered in your contract.
Mark: Okay.
Daniella: Right, so where was I? Ah, yes. All employees can have a half-hour lunch break. And RDLA has a canteen on site. It's subsidized by the company so it isn't as expensive as it is here. And apparently the food is really good.
Mark: Well, the food can't be more expensive or worse than here. That would be impossible. But half an hour?! That's much shorter. I guess I'll have to learn to eat more quickly.
Daniella: I think Frank already mentioned to you yesterday that you're entitled to 30 days holiday a year. That does not include public and bank holidays. And the best bit is still to come. Because if I'm not mistaken, they have more of them in Germany than here.
Mark: Really? Not bad.
Daniella: You are, of course, entitled to a German course which will be paid by the company and can be taken during working time. Regarding training in general, RDLA has the same rules as we do. So, as you already know, everyone can have up to ten days training a year. The courses or seminars naturally have to be approved and signed for by your boss. I think I've covered the most important points. Is there anything I've missed?

9

Journalist: Well, my first question is why? Why did you decide to quit your former job and set up your own agency?
Michelle: You won't believe how often I was asked that question by my family and friends in the past. Well, I guess the simple answer is that I was frustrated and disillusioned. I realized that at the age of thirty I had already achieved everything that I could. Or should I say, I was allowed to achieve.
Journalist: What do you mean?
Michelle: I mean that I had the impression that no matter what I did, I wouldn't make it to the top or get a position in management. At the company at which I worked, all the top jobs were filled by guys.
Journalist: Do you believe this is still the case in companies today?
Michelle: Yes. I am absolutely sure that in most companies this kind of thing is normal.
Journalist: So you don't think that working conditions have improved for women?
Michelle: In theory and on paper, yes, things have got better. Laws concerning equal rights have been around in this country for over thirty years. But in practice, I am pretty much certain that no, things have not got better.
Journalist: Why not?
Michelle: That's a good question. As you know, the financial and business world is not only extremely conservative but also male-dominated. People give jobs to people they like and who don't threaten them. That's why the city is full of pale white male faces dressed in dark suits. And of course there is the other reason or excuse: women will ultimately leave to have babies.
Journalist: Is that not a rather simplistic view of the situation?
Michelle: No. If I had stayed at my former company, I would still probably be a project manager.
Journalist: How can working conditions improve?
Michelle: Well, some international companies are already trying. Positive discrimination or quotas are one way.
Journalist: What exactly does that mean?
Michelle: That means making it company policy to try to attract and recruit female staff. In some companies they attempt to have quotas. That means they want a certain percentage of women working at their company.
Journalist: But is this the answer?
Michelle: Yes!
Journalist: But …

Unit 4

10

Sandy: Alan says you've accepted the offer?
Mike: Yep, told the board Monday, signed the dotted line Tuesday.
Sandy: They must have made you an offer you couldn't refuse, huh?
Mike: Something like that – pay raise, promotion, performance-related bonus, plus 20 days vacation a year. Need I say more?
Sandy: Stop! You're making me ill! But seriously though … Britain? It's a hell of a long way away.
Mike: Yeah, but I'll be head of the Oxford plant! It's just the challenge I've been waiting for. There's no way I'd get that sort of thing here.
Sandy: Listen, I'm just wondering about what'll happen when you want to come back. I mean, have you thought about what this means long term?
Mike: Hang on a moment, we only just made the decision. But, yes, as a matter of fact, I had a long talk with HR about it and they were very positive. I know it won't be a bed of roses, but hey, nothing ventured, nothing gained!
Sandy: Well, I suppose it's not the first time you've lived abroad. You were in Asia, right?
Mike: Yeah, Beth and I were there for two years before the kids were born – bit different now though. We won't be checking out all the bars this time round!
Sandy: Do you get help with schooling?
Mike: Well, the UK is what they call state education, they're for free, but we're going to look into private education, maybe an American school, or an International school. They're going to help us look – plus there's a whole relocation package they offer.
Sandy: Right, sounds good. So, when are you guys leaving?
Mike: Um, they say it takes a minimum of eight weeks to get the work permit through. Then Beth and the kids need entry clearance, so, I guess we'll move earliest in August. Anyway, the guy I'm replacing only retires end of August.

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Beth: So, it shouldn't be a problem for me and the kids to get entry clearance, huh?
Mike: No, Andrew Lloyd over there doesn't seem to think so. He's looking into it though. He'll also get in touch with an education agency to find a decent school. Shouldn't be a problem either though – Oxford's got a load of good schools. I'll find out where his kids go.
Beth: And banking?
Mike: It's all taken care of. We should keep our checking account here though – for vacations and so on. Oh, and he gave me the number of a good nanny agency.
Beth: So, what's left?
Mike: Well, we should get in touch with the movers and work out arrangements with them. And, of course, we have to rent this place. Would you call the real estate agent?
Beth: Sure. What about the cars?
Mike: I guess we'd better sell them; the Brits have left-hand drive.

12

Travel agent: Can I help you?
Megan: Um, actually, we were wondering if you had anything last-minute.
Travel agent: Could you tell me if you've got anywhere in particular in mind?
Sophie: We were thinking about Greece, maybe one of the islands …
Travel agent: I do have something, yes. Let me see … A couple wanted this holiday, but the woman just phoned to cancel. The man she was travelling with has broken his leg. Here it is, Kos.
Megan: Oh, Kos is supposed to be really nice.
Travel agent: Yes, it is. I was there last year. Um, Kardamena – that's where all the action is.
Sophie: Sounds just up our street then! Would you mind turning the screen round so we can see the picture?
Travel agent: Oh, certainly. Here you are. "Filoxenia" it's called: nice little hotel, only 25 rooms, 3-star.
Megan: Looks lovely; could you tell us how much it is? We're on a bit of a tight budget.

Travel agent: Right, it's a two-for-one special offer at the moment. Two weeks for the price of one, that's £585 leaving on Wednesday.
Megan: Now, that's not bad at all.
Sophie: I know, but Wednesday? That's the day after tomorrow!
Megan: Would it be all right if we had a chat about it and get back to you?
Travel agent: No problem, but just don't leave it too long. That's the last room. Here's the printout of the details and my card.

13

Waiter: Are you ready to order, ladies?
Megan: Not quite. We were wondering if you could explain some of the things on the menu for us.
Waiter: Well, I'll certainly try.
Sophie: Could you tell us what spanakopita is?
Waiter: Spanakopita? Sure. It's a mixture of spinach and feta cheese, wrapped in filo pasty.
Megan: Sounds delicious. And what about kleftiko?
Waiter: Kleftiko? Oh, that's baked chicken with a lemony taste, served with fresh vegetables. It's good, but I would actually suggest trying the fish plaki – it's the house speciality.
Sophie: Plaki?
Waiter: Yes, a mixed plate of fish, um …, with onions and quite a lot of garlic.
Megan: Oh yes, I'll have that, if my friend doesn't mind me smelling of garlic?
Sophie: No problem! By the way, what's keftedes made of?
Waiter: Keftedes are seasoned meatballs made of minced beef and served with a yoghurt sauce.
Sophie: That sounds nice. Can I have a side salad with the keftedes?
Waiter: Certainly. Anything to drink?
Megan: A bottle of dry white wine, please. The same one as last night.
Sophie: … and a bottle of sparkling water, please.
Waiter: Right.

14

Hello, good morning. I'd like to begin by introducing myself. My name is Caroline Horan. I am a certified auditor and work for one of the leading accounting and auditing groups.
The purpose of my presentation is to tell you a little about auditing. My presentation is divided into three parts. Firstly, I shall briefly explain what an audit is. Secondly, I will tell you a little about my job and responsibilities. Finally, I'm going to conclude by explaining why auditing companies are essential in today's business world. I would appreciate it if you kept your questions until the end.
Okay, let's get started. What is an audit? In my line of business, an audit is a legal requirement under the Companies Act 1985. It is an independent examination of the financial statements of an organization by an external body. The organizations are normally public limited companies and very often listed at the stock exchange. Although auditors are appointed to perform the audits by senior executives, their real customers are the shareholders, as the auditor must ensure that the company's financial statements give a "true and fair view" or in other words an accurate representation of the company's performance for that year. So, that's all I wish to say concerning an audit.
Now let's look at my job. As I already mentioned, I work as a certified auditor. However, I do not perform external audits. My job is to work closely with our clients either to improve their internal audit procedures or to set them up. Our clients need internal audits to ensure that their business is operating correctly, efficiently and effectively at all times. Used correctly, they act as an early warning system. In addition to establishing tools and processes which ensure this, I also give other support. I train, or should I say, coach the staff, analyse possible risks and make recommendations. At the moment, I am working with a research company. Their internal audit procedure is being reviewed by my team and I.
That was a brief outline of my job. I would like to end by saying that I believe auditing plays a crucial and extremely important role. Internal audits and external audits protect not only the shareholders but the employees, too. They make sure that companies operate in a professional and legal way. Thank you for listening. Does anybody have any questions?

15

1. I'd like to begin by introducing myself. My name is Caroline Horan.
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8. I would like to end by saying that I believe auditing plays a crucial and extremely important role.
9. Thank you for listening. Does anybody have any questions?

16

Receptionist: Good morning. How can I help you?
Caroline Horan: Hello, my name is Caroline Horan. I have an appointment with Dominic Price.
Receptionist: I'll just call him and tell him that you are here … Hello. Caroline Horan is here at reception. Yes, I'll tell her. He'll be with you in a moment.
Caroline Horan: Thanks.
Receptionist: Would you mind completing this form?
Caroline Horan: No, of course not. Can I borrow a pen, please?
Receptionist: Yes, of course. Sorry. Here you are.
Caroline Horan: Thanks.
Receptionist: You're welcome. This copy is for you. Here you are.
Caroline Horan: Thank you.
Receptionist: Before you leave, can you get it signed and hand it back in at reception, please?
Caroline Horan: Yes, of course.
Receptionist: Would you like to take a seat while you wait?
Caroline Horan: Thanks.

17

Dominic Price: Hello. You must be Caroline Horan?
Caroline Horan: Yes, that's right.
Dominic Price: Nice to meet you. I'm Dominic Price.
Caroline Horan: Nice to meet you too, finally, after all our phone calls and emails.
Dominic Price: Yes. If you wouldn't mind following me, we'll take the lift.
Caroline Horan: Fine.
Dominic Price: How was the journey?
Caroline Horan: Don't ask. There was so much traffic. I thought I wouldn't make it in time.

Unit 6

18

1. A purchasing department has the task of ensuring that supplies meet specifications.
2. Purchasers start by determining a company's needs, in terms of quantity, quality, etc.
3. The next step is to invite quotations from lists of potential suppliers.
4. Shortlisting reduces the number of potential suppliers.
5. Buyers have to engage in many negotiations before everyone agrees on prices and conditions.
6. Contracts have to be agreed and signed by both parties.
7. Buyers can cut costs by making bulk orders.
8. Just-in-time (JIT) leads to lower storage costs.
9. If you don't want to throw money down the drain, look for high-quality products.
10. It's never a good idea to put all your eggs in one basket.

19

David: So, Jon, you mentioned on the phone that you were interested in digital photocopiers?
Jon: That's right, yes. We're still using analog at the moment and finding it hard to cope with all the copy jobs we're having to do.
David: I can imagine. Well, all of these models you see here are digital, ranging in performance and, of course, price from the 2500 model here to the 10500 model.
Jon: What does the model number stand for?
David: For the ppm, the number of pages per minute. The 2500 can handle 25 pages – that's quite a basic model actually, suitable for smaller firms with occasional copies. I think you'll be looking for something a bit quicker, right?

Jon: Indeed, something more like 70 pages.
David: Well, you might want to look at the 7500 then. It's actually our best seller at the moment. It can handle 75 pages per minute. Plus, it's got a duplex, or double-sided function, and it combines speed and power with reliability and easy handling. Very nice copier!
Jon: I take it that it only does black and white?
David: No, it does color as well.
Jon: Okay, sounds good. What other features does the 7500 have?
David: You have a wide choice of finishing and sorting functions, and it's very energy-efficient. It's got a quick warm-up time, just 45 seconds, and a paper capacity of 1,100 sheets.
Jon: Now, we're thinking of getting five of them. What kind of discount would we be looking at?
David: Well, we'd certainly be able to offer you our 10% first-time order discount and you'd get our very comprehensive after-sales service package.
Jon: Guarantee?
David: Life-time guarantee, no-fuss replacement should you be in any way dissatisfied.
Jon: Excellent! And what about a part-exchange deal?
David: We might well be able to take your old machines off your hands provided, of course, that they're still in good working order. And the next thing, then: Are you looking to purchase outright, or to lease?
Jon: We've always purchased our copiers in the past, but I'm open to offers.
David: Well, I'd be happy to go through a couple of leasing alternatives with you.
Jon: All right. Would you like some more coffee before we continue?

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Lorraine: Look, I just don't see why we need to lease the copiers. It's like renting property: money down the drain!
Jon: That's true of a flat maybe, but with photocopiers you've got a hell of an initial capital outlay for something you'll only have for a few years, five at most. We're looking at a five-digit sum at least.
Lorraine: So, we just have to budget it in, just like all the other equipment costs.
Jon: But you've got to admit – we could be putting that cash to much better use, new servers for example?
Lorraine: Yeah, but work it out – over, say, five years we'll have paid out a lot more in leasing rates.
Jon: Well, if you just look at the costs, then, yes, that's certainly true. But if you look at the aspect of tax deduction, I think you'll find it's quite a different story: rentals are 100% tax deductible.
Lorraine: And if we purchase?
Jon: A cash purchase will only allow tax relief on the capital allowances on the equipment. At the moment that's 40% of the costs in the first year and only 25% in the following years. So, compared to the huge tax relief benefits, the actual payment difference is minimal, wouldn't you agree?
Lorraine: When you say it like that, it certainly sounds pretty good.

21

May: Right, I think we'll start. So, the reason I asked you both to join me was to see how you've been getting on with the AP40 project. Um, Helen?
Helen: Yeah, er, well, what we've done so far is to make a list of all the suppliers we had in mind and write to each one for product details, price lists, etc. We got the quotes back pretty quick.
May: Have you shortlisted them?
Toby: Yeah, we picked out the ones who can offer the kind of quality level we need. Now we're comparing suitability and reliability, reputation, flexibility, location, speed of delivery, and of course price range.
May: Don't forget to find out if they can really deal with orders of this size. I bet some of them have been a little over-optimistic.
Helen: Yeah, we've arranged a visit with two of our guys and Ken from quality assurance to assess that, and just to check out their professionalism and general attitude.
May: And if they're financially stable.
Helen: Right, yeah.
May: So, we're down to how many at the moment?
Toby: Three.

May: Good. Okay, after the visit we'll get into negotiations – prices, discounts, levels of service and all that. We don't want to purchase on price alone.

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Helen: I think a big point will be: what if goods are faulty? Do we get a free replacement or a credit note? Who's going to pay for delivery of the replacements?

Toby: I think the key issue is still payment terms. Can we get a discount for early payment?

Helen: Yeah, but Toby, we've got to think about how reliable their delivery is. We need to agree on some late delivery penalties, yeah, and what happens if we run out of stock early?

May: You're both right. But look, we have to decide if we're really going to go for just one supplier or whether it would make more sense to have more, in case they have supply problems, financial problems, etc. I'd tend to go with a couple of suppliers.

Helen: Hmm, it would make us pretty vulnerable. I think we'd be better off with two as well.

Toby: And then we won't have the bulk orders, and no bulk orders, no bulk discounts.

May: Let's wait and see how the talks go. I think we should have a meeting beforehand though to set our objectives, see what areas are negotiable, what strengths and weaknesses are involved and then we can see what kind of leverage we've got …

Unit 7

23

In other words it is our job to manage the flow and storage of goods. So that was a brief definition of logistics. Now I'd like to talk about why there has been a growth in our business over the last two decades. One reason for that are the changes that have been taking place in industry, specifically manufacturing. For example, "just-in-time" production practices have meant that suppliers need to have their goods at the customer, at the assembly line at the right time. If a delivery is delayed, at best production is halted, at worst costs could run into millions, if not billions – if you consider loss of production, labour costs, etc. Another reason is the current trend within many companies to concentrate on their core competencies or business. This means focusing on producing personal computers or selling books. In fact, a quarter of all new contracts at our company are a result of this. Partnerships and total outsourcing of logistics are becoming more and more common. Logistics service providers are the experts. They are able not only to reduce company costs with regard to transportation and storage – some of our customers are saving up to 25%.
But they also know about trade agreements, customs and the legal situation when crossing borders and doing business globally. And of course we can support them with the necessary IT software and tools. And of course I have to mention the impact that electronic commerce, e-commerce, has had on logistics. The amount of business done over the Internet is phenomenal. Not just business to business but also electronic retailing or e-tailing by private individuals has increased.
Just as ordering products in the Internet is quick and easy, customers expect the delivery of them to be too. And that's where we come in. The final reason for growth in our business that I would like to talk about is …

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1. A fully loaded truck weighs about 80,000 pounds.
2. Some of the world's largest container ships are about 1,300 feet long.
3. They sold the business for £14.6 million.
4. Our warehouse has a size of 19,200 square feet.
5. This container is 6.1 meters long and 2.4 meters wide.
6. We spent € 185,379 on equipment last year.

25

Operator: Tyrrell Paints. How can I help you?

Patrick Porter: Good morning. I'd like to speak to George Tyrrell, please.

Operator: Certainly. Who should I say is calling?

Patrick Porter: Patrick Porter of Swift, Quick & Easy Logistics.

Operator: Please hold the line, Mr Porter. And I'll put you through to his secretary, Jacqueline Baker.

Jackie Baker: Good morning, Mr Porter. Would you mind holding? Mr Tyrrell is talking on the other line at the moment. It shouldn't take too long.

Patrick Porter: No, of course not.
Jackie Baker: Hello, Mr Porter. I'm putting you through now.

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George Tyrrell: Hello, Mr Porter. Sorry for keeping you waiting. And thank you for returning my call so quickly.
Patrick Porter: Not at all.
George Tyrrell: The reason I contacted you yesterday is because we are interested in hearing about your services. In fact, you were recommended to us by one of our suppliers.
Patrick Porter: That's always nice to hear. Well, as you already know, we are a logistics service provider. The service we provide basically depends on what the customer's requirements are.
George Tyrrell: What exactly do you mean?
Patrick Porter: By that I mean that in some cases we are requested by our clients to improve their existing logistics operations. We look at the company's needs and resources in detail and we try to offer feasible solutions to ensure that incomplete deliveries, excess inventory, delays or confusion due to uncertainty concerning trade agreements between different countries are a thing of the past. For example, one of our major projects at the moment is with a manufacturer of white goods. We were requested by them to develop software that would meet their logistics needs. And now the staff are currently being trained by us to use it. Once this has happened the project will come to an end.
George Tyrrell: Ah-ha. I didn't realise that software development and training were also part of your business.
Patrick Porter: Yes. We also have a team of lawyers and tax consultants who are able to give advice on legal and customs considerations to companies doing business in different countries.
George Tyrrell: Sounds very interesting.
Patrick Porter: However, more and more of our business over the last five years has involved taking over full responsibility for the client's logistics.
George Tyrrell: Does that mean outsourcing?
Patrick Porter: Yes, that's right. But in other cases we work hand in hand together with the client's own logistics personnel. Such partnerships may be project based or an on-going business activity.
George Tyrrell: I see.
Patrick Porter: What exactly are your company's requirements?
George Tyrrell: Well, we have just won the contract to be the full-service supplier of paints for a leading manufacturer of trucks. That means supplying our paints to their plants. And they are located in five European countries. Not all of these are EU members. I believe that the logistics company we are currently working together with is too small and will not be able to cope with the increase in business.

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The company was founded by Paul Porter in 1966. It was located in Birmingham, which is still the company's headquarters today. Its main business was storage, packaging and transportation for a local automobile manufacturer. In the middle of the seventies, its major client, the automobile manufacturer, was taken over by a German company. The German parent company moved production of some of its own cars to Birmingham. This meant the factory in Britain was operating a three-shift system. Almost overnight, Swift, Quick & Easy's business increased dramatically. Not just within the UK, but also delivering the finished models to and from the parent company in Germany.
To deal with this, Swift, Quick & Easy had to employ more people. Their professional and reliable service won them more and more contracts from suppliers and other companies.
By the mid-eighties, Paul Porter realized that his company could do more than just pack, store and deliver goods. He believed that the future lay in developing even better processes which could react faster and deal with the changing demands of the market. As a result, the company's IT department was established in 1986. Paul Porter was right. His company became one of the first logistics service

providers to offer a total and complete service for the movement of goods and information.
Today the company is run by his son Patrick. Swift, Quick & Easy Logistics has offices all over Europe and can boast clients in most areas of industry. Business has almost doubled since the end of the nineties. Patrick believes that this is due not only to the trend of large concerns outsourcing their logistics and the rise of e-business, but also because they give the customers what they want.

Unit 8

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Alan Wells: So, gentlemen, we're now entering the dust-free zone. That's why I asked you to put on these overalls. Right, if you'd like to follow me … Here you can see the two lines where wiper units are assembled and over there three lines where our multifunction relays are made.

Andrew Black: Um, how old are the wiper unit assembly machines?

Alan Wells: Well, these two are about two years old. They're going to be replaced in the summer. But the rest over there are brand new. State of the art – all part of our programme of continuous upgrading to increase efficiency.

Karl Fedderson: Very impressive. I don't think I've ever seen such a clean and tidy production facility either.

Alan Wells: Well, cleanliness and tidiness are integral parts of what the Japanese call kaizen, the process of continuously improving and enhancing business processes.

Karl Fedderson: Sounds good.

Andrew Black: Um, could you tell me a little about your manufacturing system?

Alan Wells: Certainly. Well, of course we run a very lean system working just-in-time. As I explained earlier, we have had our own computer software developed to link all customers' orders with assembly and our suppliers. We have a system of kanban to ticket the whole process.

Karl Fedderson: So you use bar-coding?

Alan Wells: Amongst other things, yes. We also have designated zones, as you can see on this plan, and a system of colour-coded parts bins. We think we have here in Bristol one of the most technologically advanced production facilities in the UK. Of course, we conduct regular benchmarking studies – not good to get too complacent.

Andrew Black: Absolutely not, no.

Karl Fedderson: You mentioned before that you had had some problems that had been causing high failure rates?

Alan Wells: Yes, indeed. It was all down to our cutting machine, which was supposed to have been replaced last year. Well, we had problems with the supplier we had and it took a while to find another. That's all been sorted out now, though, and as you can see we've got a brand new cutting machine. Since then the failure rate's gone down by 5%.

Andrew Black: Well, we're certainly glad to hear that …

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So, let's get down to business, shall we? First of all, I'd like to thank everyone for coming here today. I know you've all got a lot of work and the guys from Wales have had a long journey. I'm very pleased to welcome Mike Philips, head of production at Johnson's. Together with his assistant, Hilary Price. As you know, the reason we're here today is to hear how things are going over there and how we can both continue to thrive in the future. By the way, I'm afraid Dave White can't be with us today. He's at a board meeting and sends his apologies, Mike. So, there are three items on the agenda. First, a report on Johnson's TQM and its results, second we're going to look at how we can maybe cut the failure rate even more, and third, a presentation of our newest developments and some production plans. We'll break for coffee around 10:30 and lunch is at 12:00. Right, so first of all we have the question of …

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1. I called this meeting in order to …
2. We'll have to deal with that next time.
3. Neil, how is the benchmarking going?
4. I'd like to thank everyone for coming today.
5. Jen sends her apologies. She's in Paris today.
6. Right, if everyone's here, I think we should get started.
7. It was unanimously agreed that we should outsource that department.
8. Can I just go over that?
9. Mark, would you like to start us off?
10. I'd like to keep each point to fifteen minutes, so we get through everything.

31

Hi Ken. Just to report back quickly on our inspection of Johnson Ltd in Leamington last week. Had a very successful visit. They've really achieved a turnaround over there. They've spent a lot of time developing their quality systems: they've implemented ISO 9001. Staff are more motivated and involved, failure rates are down by 7% and they've got a good team to monitor the results. The guys there even thanked us for the advice and suggestions! I'll be making a full report at the project meeting next week. Just thought you'd like to hear the good news first!

Unit 9

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So, I think I should get started. As most of you already know, my name is Stephanie Bishoff and I am your professor for the module on marketing this term. The purpose of my talk today is to look at the so-called marketing mix. I'm sure most of you are already familiar with the term. The marketing mix and the combination of its main elements or variables, the 4Ps (product, place, price, promotion) are what you need to market and thus, sell a product or a service. In the first part of my presentation, I will briefly outline each of the elements. Then I would welcome any questions or comments you may have. I would like to end by leaving the theoretical side of things and discuss some case studies, which show how the marketing mix is used in practice. So, let's focus on the first element or variable: product. Let's assume that a company's product is as good if not better than the competitors'. Therefore, to make it stand out against the others, it has to have something the rest don't have. That something could be the design, the packaging, the safety features or perhaps it's "green". By that I mean environmentally friendly. Okay, that was the first P. Now, I'd quickly like to mention the second element: place. Its name can be a little misleading. Place doesn't mean the location of the company. It refers to distribution. It means getting the product or service to the customer. Nowadays there are a lot of different channels that a company can use: these can vary from a company's own sales force, to a retailer, to the Internet and direct selling. The third P is price. There are three strategies available. Competitive pricing means selling at the lowest price, i.e. lower than that of the competitor. The second is cost-plus-profit. As its name suggests, this strategy means that a company sets a price by adding the profit it needs to make to its costs. The third strategy is value pricing. Value pricing is common with luxury items. Very often a product or service sells better if it is more exclusive, in other words, if it has a higher price. In some customers' eyes, "expensive" means better and of course, there is the snob factor: not everyone will have this product or service. That leads us onto the final P: promotion. Advertising and public relations are closely linked to sales and the volume of units to be produced. Let's take a closer look at these …

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Bob: So Sonya, you don't share Gregor's opinion. If we accepted and followed your recommendations, then Daniel Buller would be the best person to front our new marketing campaign for our new line of clothes.

Sonya: Without a doubt. Daniel is young, successful, good-looking and generally a nice guy. He is the new hope of English rugby. Since he started playing for the national team, the general public's interest in rugby has grown dramatically. He alone is responsible for transforming it from a sport for the upper classes to something that everyone wants to watch.

Bob: You don't think you are over-estimating his role and significance? After all, the World Cup is currently being played and hosted here in the UK. So the interest is naturally much higher than usual.

Sonya: Not in the least. Haven't you noticed the amount of coverage he's getting? There are reports about him almost every day on

TV and in the press. People want to know more about him. In addition, he is the typical rags-to-riches story: ordinary kid brought up by a single working mum, has a talent and makes it big. He represents exactly our target group. Young guys from normal homes whose main love and interest is sport. Haven't you noticed how many young guys are walking around with his hairstyle?

Bob: Yes, you are right there. In fact, my nephew has the same haircut.

Sonya: See, that's exactly what I mean. Just imagine how quickly sales would increase if he wore our clothes.

Bob: I understand your point. But isn't it dangerous relying on just one person to market our products? What would happen if he had a serious injury? If his career were over prematurely, he would become yesterday's news. Nobody would be interested in him anymore. And if he did something illegal, that could have a very negative impact on us. People would connect our clothes with him.

Sonya: Those risks will always exist no matter who you used in the campaign.

Bob: Another thing I think we should consider is the fact that Daniel is only big here in the UK. In the rest of Europe nobody knows him. That would mean that we would have to use different campaigns. And that is usually more expensive than having a global one, as you know …

Unit 10

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A company must now decide whether advertising or another form of promotion is the most suitable, effective and efficient way to fulfill its objective. In order to do this, a company should examine who the target audience is and how to reach them; that is, which media should be used. Market research should be able to tell a company what its customers read, see, hear and so on. A medium should be chosen which matches the needs of the company. For example, a local provider advertises in the classified sections of the local newspaper. A catalogue clothing company may find banner advertising on a fashion website the most effective means of advertising. Of course, budget plays a large role in decision making. An advertising budget should be realistic and roughly match the amount the competitors are also spending. A good advertising strategy also examines the best time at which advertising or other promotional tools are used. For example, a TV advertisement aimed at selling children's toys is best aired on weekend morning slots and not during prime time. The CI (corporate identity) should be borne in mind, in other words, what the company stands for. This should be presented through the use of brand, color, words or slogans. It should be clear from the beginning who is responsible for what in the advertising campaign. Last, but certainly not least, it's important for a company to evaluate an advertising campaign afterwards. For example, if the aim of the activity was to increase awareness, a market research team should test for product awareness before and after the campaign, pre- and post-test analysis. In most cases, both short-term and long-term effects should be examined.

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Interviewer: Kieran, what makes an effective advertisement?

Kieran: Well, an ad can be funny, serious, shocking; it can establish an image or status for a product or tell the public about the features of the product. But really, all advertisements should present a clear message with a strong image.

Interviewer: Is there actually a formula for making a good advertisement?

Kieran: Well, there's no real magic formula, but there is a bit of psychology behind it. Take newspaper and magazine adverts, for example. It's been proven that when consumers scan adverts, they start at the top looking at different parts of the advertisement in order of illustration, headline and copy (that is, the text body of the advert). This means graphics should be eye-catching and clear, headlines should attract attention but also mention benefits and lastly, the copy should consist of short sentences and paragraphs, expanding on the benefits mentioned in the headline.

Interviewer: Do advertisers have to follow any regulations concerning advertisements?

Kieran: That's different in different countries. Mostly the rule is: advertisements must be decent and honest, and the company must be able to prove any claims it makes. In Britain, standards for non-broadcast media are laid down by the Advertising Standards Authority (ASA) and the CAP code. Television advertisements are regulated by the Broadcast Advertising Clearance Centre (BACC) and the Independent Television Commission (ITC). But it's different in the US, for example …

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Ian: Well, obviously the product's got to be good. You can have the best sales people in the world but if your product's lousy, they won't have any reasons, any arguments to sell it. But it works the other way, too. A product rarely sells itself: you need the right sales team.

Interviewer: And how do you know who's right for the job?

Ian: Um, that really depends on your sales strategy. If you are going for cold calls for example, where the salesperson doesn't know the potential customer or there is maybe no known need for the product, you'll need someone very good at tele-sales, or you bring in someone who already has the contacts in your business. Of course, they all need to be good sales people.

Interviewer: But what makes a good sales person? I mean, what kind of soft skills do they need?

Ian: The best sales people are incredibly motivated, enthusiastic, confident but not arrogant; independent but capable of working in a team as well, and they have to have a good deal of humour. That's important in this business, hard mix really!

Interviewer: Wow, certainly is! Have you got any tips about how to recruit people like this?

Ian: Well, you've got to make them an attractive, competitive offer; that's for sure. But you've also got to strike the right balance between basic salary and commission. It's always different depending on the product, on the people really. Commission could be anywhere between 5 to 30%. What you also need to be able to offer though are good working conditions, nice incentives, um, smart car, gym membership, that sort of thing, the right equipment, on-going training and so on.

Interviewer: You mention training? What would this include?

Ian: Obviously, you've got your basic induction: product knowledge, company facts and figures, you know. But customer contact skills always need refreshing, as do selling techniques. We do a lot of confidence building seminars, team building, motivation, that sort of thing.

Interviewer: What else is important for motivation?

Ian: Well, money certainly isn't everything! Um, I think communication's very important. Sales people often work alone and lose touch with the rest of their team. I'm responsible for passing on news: successes and losses of course. You have to remember that selling is a stressful occupation – the staff need encouragement, praise, a word of advice. On the practical side, we try to set realistic objectives, individual targets, which we don't keep raising even if performance is high. I think it's important that we set key performance indicators together with them, and that we always try to monitor profitability rather than looking at sheer volume. On the organisational side, we have a good CRM system to let sales people do what they do best: sell …

Unit 11

37

Holden Alarms: Holden Alarms Ltd. We're sorry, but no one's available at the moment to take your call. Please leave your name and message and we'll call you back as soon as possible.

Secretary: Yes, hello, this is Asic Software again. I tried calling you all day yesterday but couldn't get hold of anyone. The thing is, our new

alarm isn't working. Yesterday it kept going off and today we couldn't get it to work at all. We've had it fixed five times now and it's still going wrong. We've just about had enough. The engineer last week just took one look at it and virtually accused us of being too incompetent to work it. He got it working again but that only lasted a few days. This really is not good enough. We paid a lot for this system and for your service and I must say, we expect a bit more for our money. Now, we want someone to come out here straight away and solve the problem once and for all. Failing that, we'll expect a full refund. Thank you. Good-bye.

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Secretary: Asic Software, how can I help you?
Jim Holden: Um, yes, this is Jim Holden from Holden Alarms. You phoned about your system?
Secretary: Yes, but that was hours ago!
Jim Holden: Yes, I know, I do apologise. We've got some problems at the moment due to staff shortages.
Secretary: You do realise that I've been trying to get hold of you since yesterday afternoon? I've phoned five times! You promise a 24-hour service!
Jim Holden: I'm terribly sorry, but you see, there was no one at reception. This kind of thing doesn't normally happen. How about I give you my mobile number though, just in case there's another emergency?
Secretary: Yes, well, that would be the best thing, I suppose. But it doesn't solve the problem we've got at the moment with the alarm. It's not working at all! Our MD is going spare. He expects a replacement.
Jim Holden: I'm very sorry indeed to hear that. I can quite understand that it's very annoying when something like this happens. But we did send one of our guys over last week, isn't that right?
Secretary: Yeah, and that's another thing: he was incredibly rude to our security people, and then he didn't even hang around long enough to check the system.
Jim Holden: Well, I'll certainly look into that. That shouldn't have happened – very regrettable. What I can offer you though is this: I'll come on over there myself in the next hour and bring a senior engineer with me. We'll check the whole system and get to the bottom of this once and for all. There's no point replacing the system though: there's probably just a wiring defect somewhere that's a bit tricky to find. And I'll organize some additional training for your staff, free of charge of course. How does that sound to you?
Secretary: And the repairs will be free, too?
Jim Holden: They'll be covered by the guarantee, don't worry.
Secretary: Okay, well that certainly sounds fair enough.
Jim Holden: Right, see you in a bit then.
Secretary: Okay, bye.
Jim Holden: Bye.

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LTRB: Oh, hello, is that Vague Graphics?
Vague Graphics: That's right, yes, how can I help you?
LTRB: This is LTRB Magazine. Um, well, we're still waiting for some artwork from you.
Vague Graphics: Yeah, it's not ready yet.
LTRB: Right, there seems to have been a misunderstanding about the deadline. You see, we wanted it by today.
Vague Graphics: But we haven't even started yet. Would it be okay if we got it to you next week?
LTRB: No, that's not good enough at all. I expect your delivery by Friday, okay?
Vague Graphics: Right, I'll tell the artist to hurry up then.
LTRB: I'd appreciate that, thank you.

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Daniel: So, Fiona, you wanted to know something about the SLAs we have within the company?
Fiona: Right, yeah. I was wondering how you go about creating an internal SLA.
Daniel: Uh-huh. Well, the first step is to set up meetings between IT and the department

managers. We ask them what they need and expect, and then tell them what we can do.

Fiona: So I take it it's not always the same thing?

Daniel: You bet! Business managers often don't realise what we have to do and how many resources it takes, for example. As you can imagine, one-day response time for all problems is just not realistic for our IT department. But, then again, the heads of departments won't accept two. We all have to compromise some. Oh, but it's all just a question of negotiation. Yeah, and then we draft the agreement for approval.

Fiona: So, that's it?

Daniel: No, no, that's just half the story. Um, once the requirements are clear, we have to set up a system of rewards and penalties. If we don't meet the targets here at Textco, we have to pay back a part of the service fees. Other companies cut the IT budget.

Fiona: And if you do better than planned, you get a reward?

Daniel: That's it! We get cash bonuses, others do things like extra vacation days, parties, that kind of thing.

Fiona: Sounds good!

Daniel: Doesn't it? Problem is, it doesn't happen much.

Fiona: Oh, okay. So, you all sign the SLA and that's it.

Daniel: Yeah, I guess. Well, of course, you have to review your SLAs.

Fiona: Ah-ha. How often?

Daniel: Oh, minimum once a year, maybe more often, even monthly. Things change pretty quickly in this business!

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So, this brings us to the question of customer service. The first thing to be said here is that many companies still make the mistake of thinking that the sale is the end of the supplier-customer relationship. There's a lot more to it than that. Basically, customer service involves every business activity which accompanies the customer's purchase, from the point at which a company informs the potential customer of the product or service, right through to when the customer has purchased and is satisfied with his or her purchase. One of the first key elements in the customer service cycle is the initial contact: a good impression is vital here if you want to keep that customer. In practice, this means that a company's staff be trained to handle all enquiries quickly, competently and in a friendly manner. Another important point is that after receiving an initial enquiry, the company should keep the customer informed of the progress of the order or purchase in the form of a confirmation, etc. The delivery of the goods or service is another very important part of customer service. Products should arrive in a time and in a manner that meets the customer's expectations. After-sales support (helplines, maintenance, repairs, returns policy, etc.) should be effective and helpful. Finally, problems should be registered, taken seriously and solved so that they don't occur in the future. This may sound simple but it's often the stage at which customer service fails. Customer service is incredibly important. In many cases it's the level of customer care which decides whether a customer returns to buy again. In general, customer service will work best if companies keep these points in mind: customers should be encouraged to tell you about problems (e.g. through call centres or help desks); customers should be clear about what to expect from the service; customers should know what they are entitled to if they are not satisfied (i.e. warranty agreements, guarantees, service level agreements). And finally, any follow-up action which is then taken, be it a refund, replacement or repair, should be prompt and uncomplicated.

Unit 12

42

1. So, as you can see, profits have risen constantly throughout the whole year and look to be holding this course in the last quarter.
2. This next graph shows the growth in sales for the first two quarters. We don't have the third period figures yet, I'm afraid, but as you can see, sales boomed in the second quarter – a fantastic development!
3. Moving on. This graph shows our recruitment statistics for the past nine months. As you will notice, we have responded to cost-cutting measures by dramatically decreasing the number of new recruits in the past couple of months.
4. The fourth graph here shows the number of trainees taken on over the year. As you can clearly see, we take on most of our trainees in January.
5. Now, I'd like to show you our prediction for the coming year. We expect sales to grow steadily for the first three quarters and to level off or even drop slightly towards the end of the year due to reduced demand in the winter.

6. And finally, let me end by showing you just how well our company has done over the last four years. Despite the economic situation we have managed to continually increase our profits, and if all goes well, we'll continue to do so.

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Information technology has been suffering its worst crisis in years. Dramatic headcount reductions, pay-freezes and companies going bust are just a few of the symptoms. The companies which have managed to survive have had to drop their prices significantly and often enter into low-margin contracts, with the client dictating most, if not all of the terms and conditions. But it seems that light is at the end of the tunnel. With more and more organisations focusing on their core competencies in an attempt to cut costs, outsourcing of IT activities has been steadily increasing over the last few years. So, it seems that outsourcing is the answer to IT companies' prayers, offering them a real chance of future growth. However, economists and market observers warn us not to jump for joy too soon as the recovery will be slow rather than quick.

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Why do companies outsource? Are you losing your market share? Are your costs increasing at an alarming rate? Are you struggling to meet the increasing demands of the market? Are your personnel lacking the necessary specialist skills? Is quality becoming a thing of the past? Are you failing to keep to your project deadline? If you answered "Yes" to even one of these questions, then it is time you considered outsourcing. Here are some key facts:

1. The number of American companies outsourcing their business activities to India has doubled in the last three years.
2. India is a country rich with highly qualified and skilled professionals.
3. The Indian government offers attractive financial packages to foreign companies.

Now, you might wonder: What business activities can be outsourced? Our aim is to find the best outsourcing solutions for you and your company. Our partners help you with:

- IT tasks,
- Billing,
- Payroll,
- Accounting,
- Customer Service Centers.

Who are we and who are our partners? We are a company which specializes in finding the best outsourcing partners for foreign companies. We are the market leader. Our clients range from huge multinationals to smaller business units. Our partners are companies located in Bangalore, India. They are all experts in their fields. Let us help you and your company to prosper.

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Bob: Here you are.
Simon: Thanks. Cheers.
Bob: Cheers.
Simon: Have you heard the latest rumours?
Bob: No.
Simon: They're planning to outsource the customer service centre to India.
Bob: What?!
Simon: And accounts is also under discussion.
Bob: I just can't believe it. Why?
Simon: Cost reductions. Salaries and wages are much lower in India. They speak English and are just as qualified as us.
Bob: So they are basically outsourcing to increase the company's profits and improve shareholder value?
Simon: That's it in a nutshell.
Bob: I saw a programme about outsourcing just recently on TV. Did you know that most of the big names have outsourced to India and China? And in India they actually train the personnel to sound exactly like us. And they make them use English sounding names.
Simon: You're joking!
Bob: I wish I was. Yeah, and apparently most of the big companies outsource but they like to keep mum about it. Because they think it could be bad for business if their customers knew that they had used external companies to do the work.
Simon: Unbelievable! But do you know what really worries me is where will it all end? Outsourcing can't be the answer. If the bigwigs tried thinking for a change, they'd see that they are in fact digging their own graves. It means job losses and low productivity. We'll become an economy dependent on imported goods and services.

Bob: Yeah, and when we're all out of a job, who'll be able to buy them?
Simon: Exactly. Do you want another drink?
Bob: Yes. But this time only a half, please.
Simon: Shall I get you a bag of crisps, too?
Bob: Mmh, yeah – salt and vinegar, if they've got them …

Unit 13

46

Dan: Hi Mike, Dan here.
Mike: Hey, how's it going?
Dan: Not so bad, not so bad. And yourself?
Mike: Oh, nothing new. But hey, I heard you're a team leader now. Congratulations!
Dan: Cheers. Well, you know, that's really why I'm calling,
Mike: Need some advice?
Dan: Kind of, yeah. Mike, you were a team leader, right? Where do I start?
Mike: Well, don't panic first of all.
Dan: I mean, basically, the team leader takes the final responsibility for the success or failure of the team. I don't know if I'm ready for so much responsibility. And it's all so much work. I don't know if it was a good idea.
Mike: Sure it was. Listen, you don't have to do all the work yourself. That's why you delegate. Break down the work you have to do into smaller projects that individuals or small groups can tackle. Ask your team what they feel they're best at and give them the chance to do it.
Dan: Yeah, but they all seem so lethargic.
Mike: So motivate them, show them you're positive about this team. Trust them with challenging projects and targets and tell them what a good job they're doing. Let people know they're going to be taken seriously; they'll soon be brimming with energy!
Dan: But everyone keeps saying, there's no point, the company's doing so badly, what can we do? I mean, they're right!
Mike: Well, you've got to lead by example. If you're all negative about this, they will be too.
Dan: I've got the feeling they're talking about me behind my back already.
Mike: Well, they may be, but you're going to have to take a few blows. You're not always going to be Mr. Popular. But try to get communication out in the open. Listen to them, even if they criticize you. But whatever you do, don't have favourites.
Dan: But until last week, they were just my colleagues.
Mike: Yeah, and not much has changed, you've still got to work together. Tell you what, why don't you do some kind of social event, you know, take some time to relax together.
Dan: That's a good start. Kind of show them I don't think I'm God. We could go bowling or so …
Mike: See, that's the right idea …

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Beth: I guess what really bugs me is that we never really know what's going on in this place. I mean, which of us, apart from the management, knew about the takeover bid last year?
Rebecca: Yeah, our manager didn't tell us.
Nick: No, you know what I think is the worst, when your manager tells you to do something, but like, in a real vague way, so you do it, and hey, guess what, it's wrong!
David: Well, you know what you gotta do in that kinda situation? Don't be a moaning Minnie. Go tell your boss, talk to the guy!
Beth: A moaning what?
David: Minnie! You know what I mean, don't complain all the time.
Beth: Right, okay.
Nick: Yeah, I tried that, but he just kinda managed to make me feel like I was the one to blame. Why didn't I ask more? That kinda thing.
Rebecca: Well, he's got a point.
Nick: But he never listens when I ask something, and he's always in a hurry. It's like, okay, ask me, but I'm on my way out the door.
David: He sounds like he could do with some lessons in time management. I mean, it's obvious, first come the misunderstandings; that leads to poor performance and – voilà – next stop: low morale and demotivation.
Rebecca: You know what would be really great? If we could get some assertiveness training to teach us how to approach our bosses.

Nick: Hey, good idea. Why don't you put it in the suggestion box?
Beth: You mean the paper bin, don't you? Do you honestly think anyone ever empties that thing?
Rebecca: No, I prefer to talk to people face-to-face. I'll suggest it at the next performance appraisal.
Nick: Aaagh! Don't talk about it!
David: We have regular department meetings for things like that. Our boss always asks us for suggestions.
Beth: Lucky you! Our boss doesn't ask, he just tells. And that means he sends us all a mail. You should see some of them – how many spelling errors!

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Barbara: Managing time is all about learning to plan and prioritise, having systems, and making the most of the time management tools out there. First of all, setting the priorities: work out your goals and allocate your time to those activities which help you to achieve those goals. Do urgent tasks first, less urgent tasks later, or delegate them. This sounds a simple thing to do, but a large number of people spend a disproportionate amount of time on tasks which take a lot of time but yield very little in the end. It may be useful for you to monitor your use of time over, say, a week. You will be surprised how much time you spend on unnecessary activities. Next comes planning. Try to plan each day in 30-minute blocks. Then fill in these blocks with realistic tasks. Time the tasks to when you know you're best at them. If you're sleepy in the morning, don't schedule important meetings but get small tasks out of the way, like emails or desk clearing. Work through the tasks, one at a time, trying not to let work take longer than the time you allocated.
Member of the audience: How do you feel about time management apps? Do you think they're overrated?
Barbara: Personally, I don't think so. Technology has brought us a number of wonderful tools, and there's no reason not to take advantage of them. The problem is there are so many options out there, and it can be difficult to find the one that suits you best. However, despite all those apps and time management software that are supposed to make our lives easier, I do think that one of the best methods of time management is the good old to-do list. If you make it realistic, you can tick off the tasks each day and feel a lot better about yourself. Also, don't forget about the mundane tasks: spend time organizing a good filing system and make sure it stays that way. Empty your in-tray daily. And finally, try to delegate routine tasks wherever possible. I know that's easier said than done, but it's the only way to really work effectively. Keep in mind that it's impossible to do everything yourself. Delegate routine jobs which demand no special skills or are time-consuming. Time management is critical for success. It is worth investing time in. Organize your time sensibly and realistically. Don't try and do everything, and don't try to do everything perfectly. After all, wouldn't you rather have a good job, completed on time, than a perfect job, two weeks late? It's something to bear in mind …

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It is simply not possible for one person to handle all the tasks in a department or company. Furthermore, the task of a manager is to oversee the work done by others and this involves delegation. A demotivated or confused team is often a sign that a manager is not delegating sufficiently. Empowering employees with tasks that a manager would normally do provides them with an opportunity to develop and expand their own skills in decision making and problem solving and demands initiative and creativity. This hands-on experience is a very motivating factor. For the manager, delegation is a way of relieving time pressures and freeing up space to allow the manager to focus on the future goals of the company, and not only on everyday business.

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The next step is to identify a suitable person for the task. A manager should then explain the task in a calm and detailed way allowing the employee to ask questions and without intimidating them.
The manager should explain the short-term purpose of the task and also how it relates to long-term goals. In this way an employee grasps the significance of the work and becomes more motivated.
Although it may be hard for a manager to admit that an employee could do a task better, any suggestions should be welcomed and not resented. The employee to whom the task has been delegated will now need the authority necessary to carry out the task properly. This also means informing other colleagues and partners of the development. As well as authority, an employee needs the space to carry out the task independently; having a manager standing over their shoulder is not conducive to this aim. Despite the fact that there may be errors in the short-term delegation hopefully means long-term benefits.

Unit 14

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The demonstration against globalization started quite peacefully. Protestors carried banners and shouted "stop the exploitation". However, shortly before reaching the conference centre in London, where the World Economic Forum is due to start tomorrow, the violence started. The demonstrators began throwing objects and fights broke out between them and the police. Cars were overturned and shop windows were smashed. At least ten demonstrators and six police officers were injured and had to be taken to hospital. The demonstration organisers issued a statement in which they blame the police for causing trouble. Now, let's take a look at the economic news. S.A.I.D. Communications, the British based telecommunications company, has announced plans to switch more of its operations to India. This follows the decision last year to relocate production there. A company spokesperson said that this latest move is part of the company's long-term strategy to become a global player. The company believes that they will be able to save millions. Concerning job losses at the British headquarters and the European subsidiaries, the spokesperson refused to comment.

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Newsreader: That was the sports news. Now let's return to our main story – the violent demonstrations before the opening of the World Economic Forum tomorrow. Joining us in our Swiss studio is one of the demonstration's organisers, Irmgard Gassner. Good evening. Ten demonstrators and six police officers were injured, cars were overturned and shop windows were smashed. Who is to blame?

Irmgard: The police. I hold them totally responsible for the violence. As you know, things were very peaceful until we came nearer to the Forum's venue. Then, at the last minute, the police refused to allow us to march in front of the conference hall, as planned, and as was agreed by them. Then they began to use force, to try to make us change our route.

Newsreader: The police claim that they had no alternative. They had reason to believe that there were some dangerous people in the crowd.

Irmgard: Complete lies. This was not a crowd of football hooligans. There were families, youth groups and religious leaders. Caring people who wished to voice their feelings about globalization: the fact that third world workers are made to work in unsafe conditions; the fact that big multinationals are using child labour; the fact that the economies of the so-called developed countries are declining; the fact that in the developing world unemployment is out of control.

Newsreader: I'm afraid I have to stop you there as we have run out of time. Once again, thank you for joining us.

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Reporter 1: Mr. Walker, do you feel that you and your company are exploiting the developing countries, such as India?

Richard Walker: Absolutely not. On the contrary, we are a major producer in India. We've created jobs. Therefore,

we have helped to improve the economy and raise the living standards of a lot of Indian people. Our employees are paid above-average salaries and our plants are modern and use the most up-to-date safety procedures. In addition to this, we believe that the Indian market has great potential and will be extremely important for us in the near future.

Reporter 2: Above-average salaries? Don't the employees earn less and aren't they expected to work more hours than their British counterparts?

Richard Walker: It is company policy to comply with the legal regulations of the countries in which we're located. So by this I mean the conditions of employment will depend on the country. That means, yes, our British workforce have different salaries and working hours to those of our German subsidiary or in this case, our Indian subsidiary.

Reporter 1: But isn't it true that your company is saving millions, if not billions by producing in India? And didn't you receive grants from the Indian government?

Richard Walker: Concerning your first question, yes we are saving money by producing in India. But these savings benefit our customers. That's why our products are so reasonably priced. Now, with regard to your second question: yes, we did receive support and assistance from the Indian government, but no, not financial aid. So in other words, the same assistance that all foreign companies are entitled to.

Reporter 2: What about your employees in Britain and other European countries? How safe are their jobs?

Richard Walker: If I understood you correctly, you are asking me whether or not there will be any job losses?

Unit 15

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Chairman: Perhaps we should start with you, Nigel. As most of you know, Nigel is the new personnel manager and therefore can best explain what a performance review or an appraisal system is.

Nigel: Yes, of course. A performance review system is basically a method of reviewing the performance of employees. The primary purpose for doing this is to look at ways of developing the personnel. That means suggestions concerning training or career development, etc.

Chairman: How often does an appraisal, or should I say performance review, take place?

Nigel: Both terms are used. However, the parent company tends to use "performance review". But in answer to your question: We would conduct one annually – ideally, towards the end of the year, so that the recommendations can already be put into practice at the start of the following year.

Chairman: Ah-ha. And how exactly does it work?

Nigel: There are several steps involved. The first step is for the manager or superior to evaluate the performance of his or her direct staff. This is done by using the job descriptions as the basis of this assessment.

Clara: Sorry to interrupt, but I don't understand what you mean by using the job description as the basis of the assessment.

Nigel: By this I mean the manager looks at the description and decides how well the employee has managed to perform his or her job, i.e. the responsibilities described. The manager should make a note of any other observations he or she feels are relevant and should be discussed at the meeting. All of this information is recorded on a standard appraisal form.

Clara: It sounds like being back at school.

Nigel: Sorry?

Clara: Yes, like getting your end-of-term school report from the teachers. The only thing that's missing is that you don't want to speak to the employee's parents.

Nigel: I'm sorry if I gave you that impression. I can only repeat again that the purpose of

the performance review is to develop the employee. That means the boss actively encourages his or her development by recommending training opportunities or tries to help steer the career; this will lead to greater job satisfaction. And that means better performance in the job and less staff fluctuation, which can only be good for the company.

Clara: It all sounds too good to be true.

Chairman: I think it might be a good idea if any comments were put forward at the end, once Nigel has finished explaining the system.

Nigel: So, as I was saying, once the manager has prepared the assessment, the employee is requested to attend a meeting to discuss it. Ideally, notification is given well in advance so that the employee can prepare as well. To help do this, each employee is given a self-appraisal form. This form helps the employee to evaluate their own job performance. The form is almost identical to the one that the manager has completed.

Chairman: Ah-ha.

Nigel: The next step is the meeting. Both sides then discuss the employee's performance. Recommendations or proposals are made on how to improve certain areas, for example certain skills, etc. Also, the employee's career development is looked at. In addition, during this meeting the working objectives are set for the following year. Any comments and recommendations are added to the manager's appraisal form and the employee is requested to sign it.

Chairman: What happens to this form?

Nigel: It is put into the employee's personnel file.

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Nigel: Right, I think I've covered everything.

Chairman: Thank you. Does anyone have any questions before we move on to the next item on the agenda, the time frame for implementing the performance review system?

Clara: Yes, indeed. I have quite a lot of questions concerning the benefits of a performance review system. Firstly, doesn't a performance review system only strengthen the company's hierarchy?

Chairman: I'm afraid I don't quite understand.

Clara: Well, the whole system depends on the opinion of basically one person – the employee's boss. Therefore, the boss has power over his or her direct report. He or she can make or break that person's career. As far as I am concerned, this is yet another tool or method to reinforce the existing power structure in this company.

Nigel: If I may just come in here. As I mentioned, all managers will receive extensive training on how to conduct performance reviews. In addition, the employee is also requested to complete a self-appraisal form. This allows everyone to give their side of the story.

Clara: Sure, and the employee's opinion will carry the same weight as that of the boss?

Chairman: I think you have made a good point. What would happen if the employee feels that the boss's assessment is totally biased and unfair?

Nigel: That's when we would step in. We would speak to both parties concerned. The next step would be to ask other management for their opinions on the employee.

Chairman: I see. Clara, would you like to ask another question?

Clara: Yes, I would. Isn't it true that in companies that operate such appraisal systems, professionalism and productivity have declined? Perhaps I should explain that in more detail. Employees no longer work as teams but adopt an individual approach. That means they see their colleagues as competitors. It is important that the boss thinks that they are the better person. After all, promotions and the possible merit they could receive depend on this. Also, it has been proven that in setting their objectives for the following year, employees tend to select targets that are more easily achievable by year end. Thus,

perhaps more important and necessary objectives, which are perhaps not so easy to get off the ground, are not even attempted.

Nigel: I'm afraid I can't agree with that at all. And when you say that it has been proven, by who?

Clara: There was an article on this in last month's issue of "Personnel Matters".

Nigel: Well, before I comment any further on this, I'd be interested in looking at the report.

Clara: Also, don't the costs of implementing such a system far outweigh the results that they deliver? In most companies only about 10% of the personnel can be termed as poor achievers. So why make the whole workforce suffer based on this statistic?

Nigel: I think you are confusing two very different issues. A performance review system is not there with the purpose of making the workforce suffer. It is, as I explained, a well-recognized tool for improving quality, promoting better communication between management and the staff and a way of developing employees.

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Steven: Hi Claire, mind if I join you?

Claire: Oh, hi Steven, no, not at all. Please sit down.

Steven: Where have you been hiding? I didn't see you at the staff meeting yesterday.

Claire: I know. I was at a seminar for the last three days: stress management. It was one of the seminars my boss recommended at my last performance review.

Steven: Ah-ha, stress management! And … was it any good?

Claire: Believe it or not, it was. I actually learned a lot.

Steven: For example?

Claire: Well, I learned some very useful relaxation techniques. For example, if you're feeling really …

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Rita: Extension 768. How can I help you?

Steven: Good morning. This is Steven Green from Marketing. I'm interested in participating in the next stress management seminar.

Rita: One moment please. I'll just check when it is. The next one begins on the 13th of next month. And it goes on until the 15th.

Steven: And where does it take place?

Rita: At the Post Hotel in Oxford.

Steven: Is that near here?

Rita: About half an hour away. You will receive directions on how to get there together with your invitation. If you wish to register for it, you must complete an R342 form. You should have copies of those in your department.

Steven: Sorry, I'm afraid I didn't catch that. Which form should I complete?

Rita: An R342. Please don't forget to get the signature of your boss. Oh, and could you try to get it to me by the end of next week? We only have a few places left.

Steven: Yes, of course. I'll send it over as quickly as I can.

Rita: Great. I'll put you down as "interested" and will confirm the registration as soon as the form gets here.

Steven: Thanks.

Rita: You're welcome. Bye.

Unit 16

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Interviewer: Dr Thompson, has globalization played a part in increasing awareness of business ethics?

Dr Thompson: I'd say so, yes. Multinational companies are facing the challenge of communicating values and ethical practices to sometimes thousands of employees working in different cultures with different legal systems. Shared values and common ethical practices are a basis for building a global corporate culture. Apart from that, the boom in communications technologies has created new ethical dilemmas for businesses: consumer privacy, online marketing, access to unsuitable material for children, etc. But another point you have to bear in mind is that the public is now being allowed into the world of corporate ethics and responsibility.

Interviewer: What do you mean?
Dr Thompson: Stakeholders are now demanding greater transparency and, as a result, companies are putting their ethics codes on the web for public access to show just how committed they are to ethical behavior.
Interviewer: But surely lots of companies are simply scared of what could happen to them if they don't behave "ethically"?
Dr Thompson: Certainly, companies can use ethics programs to help them avoid expensive lawsuits, to increase sales, enhance their reputation and to avoid activist pressure and boycotts.
Interviewer: Really?
Dr Thompson: Yes. Large companies which are believed to behave unethically toward shareholders, the community, or their own employees are likely to find themselves the target of activist pressure, boycotts. For example, companies that use cheap child labour to produce their goods at rock bottom prices.
Interviewer: Yes, I see … um, what does a company need to do to have a good ethics policy?
Dr Thompson: Well, first of all, there needs to be real commitment from senior managers. That means participating in training sessions and generally making sure that their own behavior corresponds with company standards. The next essential thing for a company to do is to identify its values. After all, a company without a clear set of values won't be able to develop an ethics program. And then, it has to develop an ethics code or a code of business conduct: the key way of expressing values. The ethics code should be a comprehensive document which addresses all ethical dilemmas employees are likely to face. It should also outline where employees can go for advice if they're not sure about something and which ethical issues are non-negotiable.
Interviewer: Can employees be involved in this process?
Dr Thompson: Oh, it's absolutely essential that they are, yes, as well as the management. After all, they have to understand and welcome the code. And there are key departments which should be involved, for example, Product Development, Quality Assurance, Purchasing, Sales, and Human Resources.

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The ISO 14000 series is a series of voluntary guidelines. These were designed to create environmental standards for companies and their products around the world. ISO 14001 is an internationally accepted standard. It describes the main elements that are necessary for developing a good environmental management system, also called EMS. If all elements of the standard are included into a company's EMS, then the company can get registration from a third-party organization, but not from ISO itself. ISO 14001 provides the framework for companies to help them to improve their environmental performance and integrate environmental considerations into all areas of business. The ISO 14001 EMS standard is made up of several components. The first important requirement is, of course, that the company management and employees feel responsible for establishing and keeping high environment standards. The company must then record and publish these as their environmental policy. The next step is the planning part. In other words, they have to create realistic and achievable environmental objectives and procedures in order to review the environmental consequences of products and activities. As soon as they have done this, they have to start programs to put these objectives and procedures into action. The EMS should also include measuring and monitoring mechanisms to make sure that it functions correctly. In addition, management must conduct ongoing reviews and introduce improvements where necessary.

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Interviewer: Um, Mr. Brown, is the environment an important factor for your business?
Dave Brown: Oh, certainly. I think it's a major factor in every business, actually. I mean, breaking environmental laws can be a costly affair, as well as

being very bad PR, which can lose you millions.

Interviewer: So, it's well worth investing in environmental policies?

Dave Brown: Absolutely. In fact, there have been studies which showed that top environmental performers in our business also produce higher annual returns than poor environmental performers. I think it's safe to say that developing environmentally-friendly products and behaving in an environmentally-conscious manner can definitely improve company earnings per share and increase profitability.

Interviewer: So, environmentally sound companies are more attractive?

Dave Brown: I think a long-term EMS is becoming more and more important in winning contracts. Well, it's clear, by reducing environmental risks, companies can lower their insurance costs. Many companies have also recognized the fact that environmental policies can give a business that necessary edge over its competitors by improving their reputation and brand image, leading to increased sales and investment. Nowadays, customers prefer to buy from environmentally responsible businesses, and that means looking at the whole supply chain. So, it's a knock-on effect, if you like. Larger companies are now insisting that suppliers show the same level of environmental compliance, maybe implementing ISO 14001, as they do. If they don't comply, well, there are other suppliers who will.

Interviewer: Can being environmentally sound also save you money?

Dave Brown: Oh, yes, certainly there are cost savings. For example, we have reduced waste, which means less spent on disposal, less energy and less transport. In many cases, our environmental policies have led to more efficient practices.

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Sam: Well, my idea was to make donations to schools or colleges so they can buy computers or any other equipment they need. The way I see it, those kids are the future workforce. Plus, people like anything to do with helping kids.

Ruth: I'd be more inclined to go for something involving employee time, say, helping in a project for young people with problems at home. I mean, it's cheaper, and we'd still be helping the kids.

Gemma: Actually, that's a really good idea, and it might get us away from the stuffy old suit-wearing image we've got.

Sam: What's wrong with my suit?

Ruth: Nothing, but you've got to admit we're seen as a predominantly white middle-class traditional company.

Gemma: That's true enough, but I think we should be using our core competence here. Our business is consulting, so, let's give business advice to local charities, community projects for elderly people, that sort of thing.

Ruth: Whatever we do, it has to be done well, plus, it has to be linked with our business goals, and they are to build familiarity with our name, increase confidence in our service, boost staff morale, and generate positive media coverage.

Gemma: I think we need to ask the community in more detail about what it needs. When we've drawn up a list of possible projects with the costs and time involved, we can make a qualified decision.

Sam: And then, of course, we should ask the staff what they'd like to do.

Gemma: Yeah, I agree.

Ruth: And then, we'll need to look into how we can publicize what we're doing, we'll have to get the press involved. Could you look into that one, Sam? Thanks.

Gemma: What about putting something on the website?

Sam: Good idea, yes. I'll make sure the MD mentions it in the next AGM as well.

Ruth: I know! We can include a little feature on whatever it is we decide to do in our corporate video.

Sam: Nice. Now we're really getting somewhere.

Useful Phrases

Advice

Here are some phrases we use when we are giving advice:
May I suggest …
If I were you, I'd …
Why don't you …?
It would be good if …

And we use these phrases when we are asking for advice:
Could you recommend …?
What would you suggest …?
What would / do you recommend …?
Can / Could you help me, please?

Agreeing

To agree with something, we can say:
I think you're right. I agree with you.
You're absolutely right.
I couldn't agree with you more.

Being polite

Try to use some key words to show politeness:
Excuse me …
May / Can I …?
We're sorry for …
We apologise for …
Would you please …
Would you mind …

Conditions

When we speak about something that is not true but could be true, we use phrases like these:
If I had …, I would …
If I were you, I'd …
In the event (that) …
Provided that …
Should you be …

To express a condition in the negative, we can use phrases like these:
We can't change that unless …
We won't buy more even if …

Correspondence

Starting a letter
Remember to use the correct opening and punctuation in a letter:
Dear Sir or Madam
Dear Madam / Dear Sir
Dear Mr … / Dear Ms …
Dear [first name]

Closing a letter
Make sure to use the correct phrase and punctuation at the end of a letter:
Yours faithfully,
Yours sincerely,
Kind regards,
Regards,
All the best,
Best,

Making enquiries
Here are some key phrases we use to begin a letter:
I am writing in regard to / regarding …
We are writing concerning / about / in reference to …
I am writing in connection to / to enquire about …

Customer service
Thank you for your interest in …
As you requested, please find …
Enclosed / Attached please find …
Please do not hesitate to …
We will be in touch …
We look forward to hearing from you …

Complaining
I am writing to complain about …
I am writing to express my dissatisfaction with …
I am disappointed because …
I would be grateful if you could …

Apologising
I apologise for …
I am (very) sorry for / about / that …
Please accept my apologies.

Disagreeing

We use these phrases to express disagreement:
I'm not sure I agree with you.
I'm sorry, but I disagree.
I don't quite agree with you.
I don't share your opinion.
I see it differently.
I think that's debatable.

Expressing thanks

It's important to tell people that you are thankful:
Thanks for …
Thank you so much for …
I really appreciate …
I'd be grateful for …
That's very kind of you. Thank you.

Education and training

Education
Here are some phrases to talk about your educational background:
I have a degree in [subject].
I majored / minored in [subject].
I'm taking classes in …
I'm taking a course on …
I went to high school (AE) / secondary school (BE) in …

Qualifications
When we speak about our work, we can use these phrases to give information:
I'm in [type of work].
I'm a certified (AE) / qualified / trained (BE) [job title].
I have (got) training in …
I have (got) five years' experience in …
I'm able to …

Training
When we speak about what kind of training we are planning to take, we can say:
I'll be taking a course in …
I plan to take part in a course in …
I'm going to take a course in …

Introductions

The first time we meet someone, we want to make a good impression. Here are ways to introduce yourself:
Hello, may I introduce myself? My name's …
Please call me …

We can use these phrases to introduce someone to someone else:
I would like to introduce you to …
Have you met …?
I'd like you to meet …

If we didn't hear someone's name, we use:
Sorry, I didn't get / catch your name.

We can respond to an introduction with these phrases:
Nice to meet you.
Pleased to meet you.
How are you doing?

If you've already met someone before, you can use these phrases:
Nice to see you again.
I think we've met, but I can't remember your name.
How have you been?

Meetings

Getting attention
Excuse me for interrupting, but …
Sorry to interrupt, but …
Could I just say something here?

Giving an opinion
In my opinion …
My feeling is that …
I'm sure / convinced / positive that …
It seems to me that …
I think it would be fair to say that …

Making suggestions
We could always …
Why don't we …?
How about …?
We ought to …
I suggest that we do (sth.)
I suggest doing (sth.)

Persuading
Surely it would make sense to …
Have you thought about …
You must admit there is …

Asking for clarification or repetition
Sorry, I'm not with you. Could you explain that again?
Could you go through that again, please?
Could you give an example?
What exactly do you mean by that?

Clarifying
What I mean is that …
What I'm trying to say is that …
Let me put it another way …

Giving reasons
because of …
due to …
that's why …
therefore …
for that reason …

Negotiating

Stating your goals
What we're looking for is …
Let's try to reach (an) agreement (about …).
Let's try to reach (a) consensus (about …).

Bargaining
That's quite expensive!
Is that your best offer?
What I had in mind is …
What would you charge us if …
In return for this, would you be willing to …
If you look at it from our perspective …
What we'd be able to offer you is …
I'm afraid that's as far as we can go.
Those are the best terms we can offer.

Justifying the price
Our price is very low.
These prices are very competitive.

Compromising
Well, I'm prepared to make certain concessions.
How flexible are you?
Would that be more what you had in mind?
Would you be willing to accept a compromise?

Refusing a proposal
I'm sorry, we can't accept that.
I'm afraid we can't agree to that.
I'm afraid I have to say no.

Accepting a proposal
That sounds reasonable.
I suppose I could live with that.
We have no objections to that.

Closing the deal
I think we've found a win-win situation.
Great! It's a deal then!

Presentations

Greeting the audience
Ladies and Gentlemen, welcome and thank you all for coming.
Good morning, everyone. As some of you may already know, I'm …

Stating the purpose of the presentation
I'm here today to talk about …
I would like to take this opportunity to talk to you about …

Introducing the first topic
I'd like to start by …
First of all …

Summing up a point
We've just looked at …
That was a brief outline of …
I'd now like to recap …

Starting a new subject
Let's now move on to …
Let's turn to …
That leads me to the next point.

Analysing a point
Let's look at this in more detail.
What does this mean for us?

Giving an example
A good example of this is …
An illustration of this is …

Handling questions
I'll come back to that later.
I won't comment on that now.
Does anyone have any questions before I move on?

Ending
In conclusion, …
I'd like to wrap up by saying …
Thank you for listening.

Questioning

We have many different ways to ask questions:
I'd like to enquire about …
May I just ask something?
I was wondering if …
Do you happen to know if …

Regret

When we wish we had or hadn't done something, we can say:
If only we hadn't …
If I'd just …
If we'd only …

Requests

Direct requests
When we want something to be done, we can say:
Would / Could / Can you …, please?
I'd like you to …
… must / has to be done.

Indirect requests
We can use these phrases to be a bit more indirect:
I was (just) wondering if / whether …
I just wanted to …
Do you mind if …?
Would it be okay if …?

Sequencing

When we give information, we want it to be in the correct order:
First(ly) … / First of all …
Second(ly) …
Third(ly) …
Next … / Then … / After that …
Last(ly) … / Finally …

Small talk

To make small talk before a meeting, you can use these phrases:
How was your flight / your trip?
Did you have any trouble finding us?
Beautiful day, isn't it?
Is this your first time in …?

To end the small talk politely, you can say:
I'd love to chat more, but …
Anyway, …

Talking about the future

To speak about plans for the future, we can use:
I'm going to (begin / study …).
My goal / aim is to …
I'm planning to …
We intend to …

If we want to set a time limit on something, we can use:
By the time …
Until …
By …

When we want to say what we think will happen:
It looks like it'll …
I hope I'll …
She believes she'll …
I guess we'll …
I suppose she'll …
I presume he'll …
I wouldn't be surprised if …

Telephoning

Answering the phone
We often use these phrases at work:
Good morning / afternoon [name of company], …
[Name of company], my name is …
[Name of company], how may I help you?

Getting connected
When we are the caller, we have to say what we want:
I'd like to speak to …
May / Can I speak to …, please?
Would / Could you put me through to …, please?

Connecting someone
When we want to connect a caller to someone else, we say:
I'll connect you (to …).
I'll put you through.
Please hold the line.
Please hold on a minute.
One second, please.

Taking a message
Sometimes we cannot connect a call and need to find out what the caller wants:
May / Can I take a message?
Would you like to leave a message?
May I have your name, please?
Would / Can you give me your number, please?

The workplace

Where you work
We can use *in*, *for* and *at* to say where we work.
Laura works in [name of department].
Steve works for / at [name of company].

What you do
We have different ways to say what our jobs are:
My job is to …
I am responsible for …
It's my job to …
I'm in charge of …

Travel arrangements

Airlines
Here are some key phrases for airline travel:
I'd like to book a flight to …
Are there any direct / nonstop flights to …?
I'd like a seat in first / business / economy class.
I'd like a window / a middle / an aisle seat.

Hotels
Here are some key phrases for hotels:
I'm looking for a hotel in …
Do you have anything last-minute?
I'd like to reserve a …
I have a reservation for …
Do you also provide room service?
What time is breakfast?
What is the latest I can check out?

Trends

Positive changes
Here are some key phrases for describing positive trends:
There's been a slight / slim / minor increase.
We've experienced a major /dramatic / significant / impressive upswing.
There's been a gradual / steady / consistent climb.
We've experienced a fast / sudden / rapid gain.

Negative changes
Here is some key vocabulary for describing negative trends:
Their sales dropped (from … to …).
Our profit plummeted.
We suffered a huge loss …
The prices fell (from … to …).

Wordlist

You can find further resources online at: www.deltapublishing.co.uk

Unit 1

company ['kʌmpəni] .....
to offer ['ɒfə] .....
employee [ɪm'plɔɪi:] .....
1A to associate [ə'səʊʃiət] .....
workshop ['wɜ:kʃɒp] .....
instructor [ɪn'strʌktə] .....
sign-in sheet ['saɪnɪn ˌʃi:t] .....
1B seminar ['semɪnɑ:] .....
intensive course
[ɪnˌtensɪv 'kɔ:s] .....
blended learning course
['blendɪd ˌlɜ:nɪŋ kɔ:s] .....
self-study course
[ˌself'stʌdi kɔ:s] .....
one-to-one course
[ˌwʌntəwʌn 'kɔ:s] .....
on-site [ɒn 'saɪt] .....
host family ['həʊst ˌfæmli] .....
residential course
[rezɪˌdenʃl 'kɔ:s] .....
online environment
[ˌɒnlaɪn ɪn'vaɪrnmənt] .....
in-company course
[ɪnˌkʌmpeni 'kɔ:s] .....
virtual training course
['vɜ:tʃuəl treɪnɪŋ ˌkɔ:s] .....
1C to attend [ə'tend] .....
1D questionnaire [ˌkwestʃə'neə] .....
2A ad (advertisement)
[æd (əd'vɜ:tɪsmənt)] .....
qualified ['kwɒlɪfaɪd] .....
native speaker [ˌneɪtɪv 'spi:kə] .....
communication skills
[kəmju:nɪˌkeɪʃn 'skɪlz] .....
immersion [ɪ'mɜ:ʃn] .....
2B residential management
[rezɪˌdenʃl ˌmænɪʤmənt] .....
folks [fəʊks] .....
to admit [əd'mɪt] .....
shy [ʃaɪ] .....
exhausting [ɪg'zɔ:stɪŋ] .....
2C to mention ['menʃn] .....
advantage [əd'vɑ:ntɪʤ] .....
disadvantage [ˌdɪsəd'vɑ:ntɪʤ] .....
1D to give advice [ˌgɪv əd'vaɪs] .....
2F spread [spred] .....
2G objective [əvb'ʤektɪv] .....
3A course fee ['kɔ:s ˌfi:] .....
intercultural [ˌɪntə'kʌltʃrl] .....
to focus on [ˌfəʊkəs ˌ'ɒn] .....
3B enquiry (BE) [ɪn'kwaɪəri] .....
allocated ['æləkeɪtɪd] .....
3C component [kəm'pəʊnənt] .....
convention [kən'venʃn] .....
4A to ensure [ɪn'ʃɔ:] .....
retention [rɪ'tenʃn] .....
to leverage ['li:vrɪʤ] .....
to exceed [ɪk'si:d] .....
benefits package
[ˌbenɪfɪts 'pækɪʤ] .....
enticement [ɪn'taɪsmənt] .....
redundancy [rɪ'dʌndənsi] .....
to shift [ʃɪft] .....
incentive [ɪn'sentɪv] .....
layoff ['leɪɒf] .....
to surpass [sə'pɑ:s] .....
4B to maintain [meɪn'teɪn] .....
to be capable of
[bi: ˌkeɪpəbl ˌ'əv] .....
advancement [əd'vɑ:nsmənt] .....
employee retention
[ɪm'plɔɪi: rɪˌtenʃn] .....
4C to tighten one's belt
[ˌtaɪtn wʌnz 'belt] .....
CEO [ˌsi:i:'əʊ] .....
board [bɔ:d] .....
forecast ['fɔ:kɑ:st] .....
expenditure [ɪk'spendɪtʃə] .....
to generate ['ʤenreɪt] .....
revenue ['revnju:] .....
balance sheet ['bæləns ˌʃi:t] .....
to surpass [sə'pɑ:s] .....
to benchmark ['benʃmɑ:k] .....
target ['tɑ:gɪt] .....
4E clarification [ˌklærɪfɪ'keɪʃn] .....

Unit 2

1A job posting ['ʤɒb ˌpəʊstɪŋ] .....
deli ['deli] .....
corporation [ˌkɔ:pr'eɪʃn] .....
renowned [rɪ'naʊnd] .....
synonymous [sɪ'nɒnɪməs] .....
vacancy ['veɪknsi] .....
clientele [ˌkli:ən'tel] .....
to recruit [rɪ'kru:t] .....
multi-skilled [ˌmʌlti'skɪld] .....

remuneration package [rɪmjuːnrˌeɪʃn ˈpækɪʤ] .....
competitive salary [kəmˌpetɪtɪv ˈsælri] .....
company vehicle [ˈkʌmpəni ˌvɪekl] .....
1B **to entail** [ɪnˈteɪl] .....
1C **market position** [ˌmɑːkɪt pəˈzɪʒn] .....
mission statement [ˈmɪʃn ˌsteɪtmənt] .....
responsibilities [rɪˌspɒnsəˈbɪlətiz] .....
2A **interviewee** [ˌɪntəvjuˈiː] .....
résumé, resume [ˈrezjuːmeɪ] .....
former [ˈfɔːmə] .....
applicant [ˈæplɪkənt] .....
concise [kenˈsaɪs] .....
2B **application form** [æplɪˈkeɪʃn ˌfɔːm] .....
requested [rɪˈkwestɪd] .....
format [ˈfɔːmæt] .....
2C **attached** [əˈtætʃt] .....
current [ˈkʌrnt] .....
to hesitate [ˈhezɪteɪt] .....
convenient [kenˈviːniənt] .....
acquisition [ˌækwɪˈzɪʃn] .....
2D **salutation** [ˌsæljəˈteɪʃn] .....
2E **to reject** [rɪˈʤekt] .....
purpose [ˈpɜːpəs] .....
marketing tool [ˈmɑːkɪtɪŋ ˌtuːl] .....
accomplishment [əˈkʌmplɪʃmənt] .....
2 **degree** [dɪˈgriː] .....
reverse [rɪˈvɜːs] .....
2G **marital status** [ˌmærɪtl ˈsteɪtəs] .....
3B **to obtain** [əbˈteɪn] .....
to provide information [prəˌvaɪd ɪnfəˈmeɪʃn] .....
3C **achievement** [əˈtʃiːvmənt] .....
3D **frequently** [ˈfriːkwəntli] .....
3F **to renew** [rɪˈnjuː] .....
supervisor [ˈsuːpəˈvaɪzə] .....
insurance business [ɪnˈʃʊərns ˌbɪznɪs] .....
leadership [ˈliːdəʃɪp] .....
invaluable [ɪnˈvæljuəbl] .....
to intend [ɪnˈtend] .....
3G **to succeed** [səkˈsiːd] .....
3H **white lie** [ˌwaɪt ˈlaɪ] .....
reputation [ˌrepjəˈteɪʃn] .....
3I **unfortunately** [ʌnˈfɔːtʃnətli] .....
in spite of [ɪn ˈspaɪt ˌəv] .....
thoroughly [ˈθʌrəli] .....
suitable [ˈsuːtəbl] .....
to proceed [prəˈsiːd] .....
to become evident [bɪˌkʌm ˈevɪdnt] .....
3J **foreign** [ˈfɒrɪn] .....

Unit 3

working condition [ˌwɜːkɪŋ kənˈdɪʃnz] .....
to affect [əˈfekt] .....
satisfaction [ˌsætɪsˈfækʃn] .....
1B **staff fluctuation** [ˈstɑːf flʌʤktʃuˈeɪʃn] .....
absenteeism [ˌæbsnˈtiːɪzm] .....
premises [ˈpremɪsɪz] .....
rigid [ˈrɪʤɪd] .....
empowerment [ɪmˈpaʊəmənt] .....
grounds [graʊndz] .....
procedure [prəˈsiːʤə] .....
advanced [ədˈvɑːnst] .....
1C **to be glued to** [ˌbiː ˈgluːd tə] .....
dissatisfaction [dɪsˌsætɪsˈfækʃn] .....
to encourage [ɪnˈkʌrɪʤ] .....
reasonable [ˈriːznəbl] .....
personnel officer [pɜːsnˈel ˌɒfɪsə] .....
to range [reɪnʤ] .....
to escort [ɪˈskɔːt] .....
scheme [skiːm] .....
2A **workload** [ˈwɜːkləʊd] .....
equipment [ɪˈkwɪpmənt] .....
protective clothing [prəˌtektɪv ˈkləʊðɪŋ] .....
equal rights [ˌiːkwəl ˈraɪts] .....
2C **to improve** [ɪmˈpruːv] .....
to appoint [əˈpɔɪnt] .....
spokesperson [ˈspəʊksˌpɜːsn] .....
2D **ancient** [ˈeɪnʃnt] .....
to apply [əˈplaɪ] .....
cluttered [ˈklʌtəd] .....
disorganized [dɪˈsɔːgənaɪzd] .....
fountain [ˈfaʊntɪn] .....
to activate [ˈæktɪveɪt] .....
turtle [ˈtɜːtl] .....
lavender [ˈlævndə] .....
calm [kɑːm] .....
to adopt [əˈdɒpt] .....
3A **headquarters** [ˌhedˈkwɔːtəz] .....
temporary [ˈtemprri] .....

performance-linked [pə'fɔ:mənsˌlɪŋkt] .....
salary ['sælri] .....
promotion [prə'məʊʃn] .....
senior consultant [ˌsi:niə kən'sʌltnt] .....
corporate development ['kɔ:prət dɪˌveləpmənt] .....
subsidiary [səb'sɪdiri] .....
indefinitely [ɪn'defɪnətli] .....
substantial [səb'stænʃl] .....
rise (BE) / raise (AE) [raɪz/reɪz] .....
earnings ['ɜ:nɪŋz] .....
counterpart ['kaʊntəpɑ:t] .....
perks [pɜ:ks] .....
catch [kætʃ] .....
income tax ['ɪŋkʌm ˌtæks] .....
national insurance contribution [ˌnæʃnl ɪn'ʃʊərns ˌkɒntrɪbju:ʃn] .....
take-home pay ['teɪkhəʊm ˌpeɪ] .....

3B **entitled** [ɪn'taɪtld] .....
to earn [ɜ:n] .....
taxes ['tæksɪz] .....
bonus ['bəʊnəs] .....
to receive [rɪ'si:v] .....

3C **extract** ['ekstrækt] .....
company policy ['kʌmpəni ˌpɒləsi] .....

3D **flexitime** ['fleksitaɪm] .....
overtime ['əʊvətaɪm] .....
on average [ˌɒn 'ævrɪʤ] .....

3E **in many respects** [ɪn ˌmæni rɪ'spekts] .....
subsidized ['sʌbsɪdaɪzd] .....

3G **to quit** [kwɪt] .....
disillusioned [ˌdɪsɪ'lu:ʒnd] .....
quota ['kwəʊtə] .....

3H **workforce** ['wɜ:kfɔ:s] .....
union ['ju:njən] .....

4 **rule** [ru:l] .....
regulation [ˌreɡjə'leɪʃn] .....

4A **obligation** [ˌɒblɪ'ɡeɪʃn] .....
construction worker [kən'strʌkʃn ˌwɜ:kə] .....
to clock in [ˌklɒk‿'ɪn] .....
to clock out [ˌklɒk‿'aʊt] .....
laboratory worker [lə'bɒrətri ˌwɜ:kə] .....
disposable [dɪ'spəʊzəbl] .....
badge [bæʤ] .....

4B **local authority** [ˌləʊkl ɔ:'θɒrəti] .....
residence permit [ˌrezɪdns 'pɜ:mɪt] .....
work permit ['wɜ:k ˌpɜ:mɪt] .....
to familiarize [fə'mɪliraɪz] .....

Unit 4

1B **memorable** ['memrəbl] .....
experience [ɪk'spɪəriəns] .....

1C **travel companion** [ˌtrævl kəm'pænjən] .....
luggage ['lʌɡɪʤ] .....

1D **to consider** [kən'sɪdə] .....

2A **pros and cons** [ˌprəʊz‿ən 'kɒnz] .....
transfer program ['trænsfɜ: ˌprəʊɡræm] .....
branch [brɑ:nʃ] .....

2B **to refuse** ['refju:s] .....
plant [plɑ:nt] .....
Nothing ventured, nothing gained. [ˌnʌθɪŋ 'ventʃəd ˌnʌθɪŋ 'ɡeɪnd] .....
relocation [ˌri:lə'keɪʃn] .....
entry clearance [ˌentri 'klɪərns] .....

2C **issue** ['ɪʃu:] .....
health insurance ['helθ ɪnˌʃʊərns] .....
real estate agent ['rɪəl ɪˌsteɪt 'eɪʤnt] .....
checking account ['tʃekɪŋ əˌkaʊnt] .....

2D **certain** ['sɜ:tn] .....
convinced [kən'vɪnst] .....

2E **annual vacation** [ˌænjuəl və'keɪʃn] .....
public holidays [ˌpʌblɪk 'hɒlədeɪz] .....
required by law [rɪˌkwaɪəd baɪ 'lɔ:] .....
pension plan ['penʃn ˌplæn] .....
referred to as [rɪˌfɜ:‿tə 'əz] .....
retirement plan [rɪ'taɪəmənt ˌplæn] .....
to provide [prə'vaɪd] .....
pension contribution ['penʃn kɒntrɪˌbju:ʃn] .....

1G **Chancellor of the Exchequer (BE)** [ˌtʃɑ:nslə əv ðə ɪks'tʃekə] .....

3A **tight budget** ['taɪt ˌbʌʤɪt] .....

3B **resort** [rɪ'zɔ:t] .....
sunlounger ['sʌnˌlaʊnʤə] .....

rollaway ['roʊləˌweɪ] .....
spacious ['speɪʃəs] .....
parasol ['pærəsɒl] .....
shingle beach [ˌʃɪŋgl 'biːtʃ] .....
3D **kitchenette** [ˌkɪtʃɪ'net] .....
4B **to poach** [pəʊtʃ] .....
to steam [stiːm] .....
to simmer ['sɪmə] .....
to bubble ['bʌbl] .....
4C **ingredient** [ɪn'griːdiənt] .....
to prepare [prɪ'peə] .....
4D **to talk shop** [ˌtɔːk 'ʃɒp] .....
to get/be carded
[ˌget/ˌbiː 'kɑːdɪd] .....
to buy a round [ˌbaɪ ə 'raʊnd] .....
impolite [ˌɪmpl'aɪt] .....
pub grub ['pʌb ˌgrʌb] .....

Unit 5

1A **pie chart** ['paɪ ˌtʃɑːt] .....
marker ['mɑːkə] .....
bar chart ['bɑː ˌtʃɑːt] .....
extension cord
[ɪk'stenʃn ˌkɔːd] .....
loudspeaker [ˌlaʊd'spiːkə] .....
1B **visual aid** [ˌvɪʒuəl 'eɪd] .....
intonation [ˌɪntə'neɪʃn] .....
slide [slaɪd] .....
Q & A (Questions and Answers)
[ˌkjuː‿ən 'eɪ] .....
interruption [ˌɪntə'rʌpʃn] .....
to mumble ['mʌmbl] .....
1D **occasion** [ə'keɪʒn] .....
to solve [sɒlv] .....
2A **requirement** [rɪ'kwaɪəmənt] .....
recommendation
[ˌrekəmen'deɪʃn] .....
2B **audit** ['ɔːdɪt] .....
auditor ['ɔːdɪtə] .....
stock exchange (BE)
['stɒk ɪksˌtʃeɪndʒ] .....
stock market (AE)
['stɒk ˌmɑːkɪt] .....
shareholder (BE) ['ʃeəˌhəʊldə] .....
stockholder (AE) ['stɒkˌhəʊldə] .....
line of business
[ˌlaɪn‿əv 'bɪznɪs] .....
financial statement
[faɪˌnænʃl 'steɪtmənt] .....
to ensure [ɪn'ʃɔː] .....
crucial ['kruːʃl] .....
2C **to sum up** [ˌsʌm‿'ʌp] .....
to clarify ['klærɪfaɪ] .....
to distribute [dɪ'strɪbjuːt] .....
opportunity [ˌɒpə'tjuːnəti] .....
to recap ['riːkæp] .....
graph [grɑːf] .....
to wrap up [ˌræp‿'ʌp] .....
significance [sɪg'nɪfɪkəns] .....
2E **to appreciate** [ə'priːʃieɪt] .....
2F **to draw attention to**
[ˌdrɔː ə'tenʃn tə] .....
to conclude [kən'kluːd] .....
2H **to skip** [skɪp] .....
allocated ['æləkeɪtɪd] .....
2I **to reinforce** [ˌriːɪn'fɔːs] .....
school leaver [ˌskuːl 'liːvə] .....
to pitch [pɪtʃ] .....
3A **to borrow** ['bɒrəʊ] .....
to lend [lend] .....
3D **to avoid** [ə'vɔɪd] .....

Unit 6

purchasing ['pɜːtʃəsɪŋ] .....
duties ['djuːtiz] .....
purchaser ['pɜːtʃəsə] .....
1A **bargain** ['bɑːgɪn] .....
to bargain ['bɑːgɪn] .....
in bulk [ɪn 'bʌlk] .....
to run out (of)
[ˌrʌn‿'aʊt (əv)] .....
steel [stiːl] .....
iron ['aɪən] .....
quotation (BE) [kwə'teɪʃn] .....
quote (AE) [kwəʊt] .....
agreement [ə'griːmənt] .....
contract ['kɒntrækt] .....
raw material [ˌrɔː mə'tɪəriəl] .....
to negotiate [nɪ'gəʊʃieɪt] .....
to persuade [pə'sweɪd] .....
procurement [prə'kjʊəmənt] .....
quantity ['kwɒntəti] .....
to draw up [ˌdrɔː‿'ʌp] .....
supplies [sə'plaɪz] .....
equipment [ɪ'kwɪpmənt] .....
1B **idiom** ['ɪdiəm] .....
supplier [sə'plaɪə] .....
to put all one's eggs in one
basket [pʊt ˌɔːl wʌnz
ˌegz ɪn wʌn 'bɑːskɪt] .....
to throw money down the drain
[θrəʊ ˌmʌni daʊn ðə 'dreɪn] .....
1D **essential** [ɪ'senʃl] .....
depending on [dɪ'pendɪŋ‿ɒn] .....

resale ['riːseɪl] .....
necessities [nə'sesətiz] .....
purchasing department
[ˌpɜːtʃəsɪŋ dɪ'pɑːtmənt] .....
to ensure [ɪn'ʃɔː] .....
specifications [ˌspesɪfɪ'keɪʃnz] .....
delivered [dɪ'lɪvəd] .....
quality standards
['kwɒləti ˌstændədz] .....
good value for money
[gʊd ˌvæljuː fə 'mʌni] .....
procedure [prə'siːʤə] .....
to determine [dɪ'tɜːmɪn] .....
to shortlist ['ʃɔːtlɪst] .....
bulk order ['bʌlk ˌɔːdə] .....
to tie up [ˌtaɪ 'ʌp] .....
working capital
[ˌwɜːkɪŋ 'kæpɪtl] .....
to increase ['ɪnkriːs] .....
storage costs ['stɔːrɪʤ ˌkɒsts] .....
to group [gruːp] .....
dependent [dɪ'pendənt] .....
to implement ['ɒmplɪmənt] .....
just-in-time [ˌʤʌstˌɪn 'taɪm] .....
collective purchasing
[kəˌlektɪv 'pɜːtʃəsɪŋ] .....
e-procurement
[ˌiːprə'kjʊəmənt] .....
1E **to what extent**
[tə ˌwɒt ɪk'stent] .....
potential [pə'tenʃl] .....
to reduce [rɪ'djuːs] .....
to engage in [ɪn'geɪʤˌɪn] .....
needs [niːdz] .....
negotiation [nɪˌgəʊʃi'eɪʃn] .....
to cut costs [ˌkʌt 'kosts] .....
2A **salespeople** ['seɪlzˌpiːpl] .....
2B **analogue** ['ænəlɒg] .....
digital ['dɪʤɪtl] .....
copying speed [ˌkɒpɪɪŋ 'spiːd] .....
duplex ['djuːpleks] .....
energy-efficient [ˌenəʤi ɪ'fɪʃnt] .....
capacity [kə'pæsəti] .....
occasional [ə'keɪʒnl] .....
double-sided [ˌdʌbl'saɪdɪd] .....
reliability [rɪˌlaɪəbɪləti] .....
easy handling [ˌiːzi 'hændlɪŋ] .....
discount ['dɪskaʊnt] .....
comprehensive
[ˌkɒmprɪ'hensɪv] .....
no-fuss [ˌnəʊ'fʌs] .....
dissatisfied [dɪs'sætɪsfaɪd] .....
part-exchange
[ˌpɑːtɪks'tʃeɪnʤ] .....
provided [prə'vaɪdɪd] .....
outright ['aʊtraɪt] .....
to lease [liːs] .....
2C **after-sales service**
[ˌɑːftəseɪlz 'sɜːvɪs] .....
response hotline
[rɪˌspɒns 'hɒtlaɪn] .....
concern [kən'sɜːn] .....
support [sə'pɔːt] .....
immediate [ɪ'miːdiət] .....
resolved [rɪ'zɒlvd] .....
downtime ['daʊntaɪm] .....
servicing ['sɜːvɪsɪŋ] .....
to fail [feɪl] .....
consumable supplies
[kənˌsjuːmebl sə'plaɪz] .....

Unit 7

logistics [lə'ʤɪstɪks] .....
manufacturing
[ˌmænjə'fæktʃərɪŋ] .....
retailing ['riːteɪlɪŋ] .....
1A **to entail** [ɪn'teɪl] .....
1B **appropriate** [ə'prəʊpriət] .....
implementing ['ɪmplɪmentɪŋ] .....
flow [fləʊ] .....
relevant ['reləvənt] .....
related [rɪ'leɪtɪd] .....
to put into action
[ˌpʊtˌɪntə 'ækʃn] .....
amount [ə'maʊnt] .....
to include [ɪn'kluːd] .....
to incorporate [ɪn'kɔːpreɪt] .....
destination [ˌdestɪ'neɪʃn] .....
1D **container ship** [kən'teɪnə ˌʃɪp] .....
port [pɔːt] .....
harbour (BE) / harbor (AE)
['hɑːbə/'hɑːrbə] .....
loading docks [ˌləʊdɪŋ 'dɒks] .....
distribution center
[dɪstrɪˌbjuːʃn 'sentə] .....
cargo ['kɑːgəʊ] .....
2A **associated** [ə'səʊʃieɪtɪd] .....
inventory ['ɪnvntri] .....
demand [dɪ'mɑːnd] .....
internal transport
[ɪnˌtɜːnl 'trænspɔːt] .....
wastage ['weɪstɪʤ] .....
to minimize ['mɪnɪmaɪz] .....
stockholding ['stɒkˌhəʊldɪŋ] .....

stocktaking [ˈstɒkˌteɪkɪŋ] .....
overview [ˈəʊvəvjuː] .....
2B **decade** [ˈdekeɪd] .....
assembly line [əˈsembli ˌlaɪn] .....
delayed [dɪˈleɪd] .....
halted [ˈhɒltɪd] .....
billion [ˈbɪliən] .....
labour costs [ˈleɪbə ˌkɒsts] .....
core competencies
[ˌkɔː ˈkɒmpɪtnsiz] .....
outsourcing [ˈaʊtsɔːsɪŋ] .....
tools [tuːlz] .....
e-commerce [ˈiːˌkɒmɜːs] .....
phenomenal [fɪˈnɒmɪnl] .....
e-tailing [ˌiːˈteɪlɪŋ] .....
2C **goods** [gʊdz] .....
rail [reɪl] .....
2D **cross-functional** [ˌkrɒsˈfʌŋʃnl] .....
to assess [əˈses] .....
improvement proposal
[ɪmˌpruːvmənt prəˈpəʊzl] .....
observation [ˌɒbzəˈveɪʃn] .....
suggestion [səˈʤestʃn] .....
approval [əˈpruːvl] .....
storeroom [ˈstɔːrʊm] .....
to allocate [ˈæləkeɪt] .....
2F **to weigh** [weɪ] .....
pounds [paʊndz] .....
3B **feasible** [ˈfiːzəbl] .....
excess inventory
[ˌɪkses ˈɪnvntri] .....
white goods [ˈwaɪt ˌgʊdz] .....
to cope [kəʊp] .....
cold call [ˈkəʊld ˌkɔːl] .....
consultant [kənˈsʌltnt] .....
household appliances
[ˌhaʊsəʊld əˈplaɪəns] .....
3C **recommended**
[ˌrekəˈmendɪd] .....
uncertainty [ʌnˈsɜːtnti] .....
tax consultant
[ˈtæks kənˌsʌltnt] .....
logistics personnel
[ləˈʤɪstɪks ˌpɜːsnˈel] .....
4A **founded** [ˈfaʊndɪd] .....
automobile manufacturer
[ˈɔːtəməbiːl ˌmænjəˈfæktʃrə] .....
parent company
[ˈpeərnt ˌkʌmpəni] .....
to boast [bəʊst] .....
4C **drone** [drəʊn] .....

Unit 8

1C **producer** [prəˈdjuːsə] .....
service provider
[ˌsɜːvɪs prəˈvaɪdə] .....
1D **TQM (Total Quality Management)**
[ˌtiːkjuːˈem] .....
prototype [ˈprəʊtətaɪp] .....
faulty [ˈfɔːlti] .....
maintenance [ˈmeɪntnəns] .....
out of order [ˌaʊt‿əv ˈɔːdə] .....
production line
[prəˈdʌkʃn ˌlaɪn] .....
defective [dɪˈfektɪv] .....
condition [kənˈdɪʃn] .....
factory [ˈfæktri] .....
2 **process** [ˈprəʊses] .....
concept [ˈkɒnsept] .....
2A **lean manufacturing**
[ˈliːn ˌmænjəˈfæktʃrɪŋ] .....
2B **discipline** [ˈdɪsəplɪn] .....
tidiness [ˈtaɪdinəs] .....
cleanliness [ˈklenlɪnəs] .....
continuous improvement
[kənˌtɪnjuəs ɪmˈpruːvmənt] .....
enhancement [ɪnˈhɑːnsmənt] .....
to achieve [əˈtʃiːv] .....
cost-effective [ˌkɒstɪˈfektɪv] .....
profit [ˈprɒfɪt] .....
to adhere to [ədˌhɪə ˈtə] .....
pride [praɪd] .....
2C **previous** [ˈpriːviəs] .....
to enforce [ɪnˈfɔːs] .....
2D **to enhance** [ɪnˈhɑːns] .....
state-of-the-art [ˌsteɪtəvðɪˈɑːt] .....
brand-new [ˌbrændˈnjuː] .....
4A **dust-free zone** [ˈdʌstfriː ˌzəʊn] .....
lean system [ˈliːn ˌsɪstəm] .....
dirt particles [ˌdɜːt ˈpɑːtɪklz] .....
2E **to provide** [prəˈvaɪd] .....
to waste resources
[ˈweɪst rɪˌzɔːsɪz] .....
indicator [ˈɪndɪkeɪtə] .....
to use up [juːz‿ˈʌp] .....
to fill up [fɪl‿ˈʌp] .....
2G **automotive electronic**
equipment [ɔːtəˌməʊtɪv
elekˈtrɒnɪk ɪˌkwɪpmənt] .....
wiper unit [ˈwaɪpə ˌjuːnɪt] .....
relay [ˈriːleɪ] .....
assembly machine
[əˈsembli məˌʃiːn] .....
to replace [rɪˈpleɪs] .....

production facility [prə'dʌkʃn fəˌsɪləti] .....
to decrease ['di:kri:s] .....
integral ['ɪntɪgrəl] .....
to ticket ['tɪkɪt] .....
designated ['dezɪgneɪtɪd] .....
colour-coded ['kʌləˌkəʊdɪd] .....
complacent [kəm'pleɪsnt] .....
3A **apology** [ə'pɒlədʒi] .....
agenda [ə'dʒendə] .....
3D **on target** [ˌɒn 'tɑ:gɪt] .....
to arise [ə'raɪz] .....
absence ['æbsns] .....
to prevent [prɪ'vent] .....
unanimously [ju:'nænɪməsli] .....
3E **face-to-face** [ˌfeɪstə'feɪs] .....
videoconferencing [ˌvɪdiəʊ'kɒnfrnsɪŋ] .....
chairperson ['tʃeəˌpɜ:sn] .....
minute taker ['mɪnɪt ˌteɪkə] .....
participant [pɑ:'tɪsɪpnt] .....
4A **turnaround** ['tɜ:nr'aʊnd] .....
4B **to eliminate** [ɪ'lɪmɪneɪt] .....
non-value-added [ˌnɒn'vælju:ædɪd] .....
hindrance ['hɪndrəns] .....
bending ['bendɪŋ] .....
failure ['feɪljə] .....
inefficient [ˌɪnɪ'fɪʃnt] .....
turnover ['tɜ:nˌəʊvə] .....
prevention [prɪ'venʃn] .....

Unit 9

marketing ['mɑ:kɪtɪŋ] .....
to compete with [kəm'pi:t ˌwɪð] .....
1 **logo** ['ləʊgəʊ] .....
slogan ['sləʊgən] .....
1A **association** [əˌsəʊʃi'eɪʃn] .....
font [fɒnt] .....
1C **punchy** ['pʌnʃi] .....
2 **essential** [ɪ'senʃl] .....
2A **percentage** [pə'sentɪdʒ] .....
marketing mix ['mɑ:kɪtɪŋ ˌmɪks] .....
seller ['selə] .....
target group ['tɑ:gɪt ˌgru:p] .....
market follower [ˌmɑ:kɪt 'fɒləʊə] .....
market share [ˌmɑ:kɪt 'ʃeə] .....
defined [dɪ'faɪnd] .....
consumer [kən'sju:mə] .....
market challenger [ˌmɑ:kɪt 'tʃælɪnʤə] .....
market segment [ˌmɑ:kɪt 'segmənt] .....
behavior (AE) [bɪ'heɪvjə] .....
brand [brænd] .....
market leader [ˌmɑ:kɪt 'li:də] .....
market research [ˌmɑ:kɪt rɪ'sɜ:tʃ] .....
market niche [ˌmɑ:kɪt 'ni:ʃ] .....
2C **environmentally friendly** [ɪnˌvaɪrnˌmentli'frendli] .....
cost-plus-profit [ˌkɒstplʌs'prɒfɪt] .....
distribution channel [ˌdɪstrɪ'bju:ʃn ˌtʃænl] .....
safety feature ['seɪfti ˌfi:tʃə] .....
competitor [kəm'petɪtə] .....
misleading [mɪ'sli:dɪŋ] .....
sales force ['seɪlz ˌfɔ:s] .....
luxury items ['lʌkʃri ˌaɪtəmz] .....
2E **involved** [ɪn'vɒlvd] .....
3C **marketing campaign** ['mɑ:kɪtɪŋ kæmˌpeɪn] .....
to overestimate [ˌəʊvr'estɪmət] .....
rags to riches [ˌrægz tə 'rɪtʃɪz] .....
ordinary ['ɔ:dnri] .....
to rely on [rɪ'laɪ ˌɒn] .....
prematurely ['premətʃəli] .....
3E **popular** ['pɒpjələ] .....
suspect ['sʌspekt] .....
impossible [ɪm'pɒsəbl] .....
manipulative [mə'nɪpjələtɪv] .....
commercial [kə'mɜ:ʃl] .....
to voice [vɔɪs] .....
complaint [kəm'pleɪnt] .....
3G **cross-cultural** ['krɒs ˌkʌltʃrl] .....
graphic ['græfɪk] .....
doomed to fail [ˌdu:md tə 'feɪl] .....
synthetic [sɪn'θetɪk] .....
scenario [sɪ'nɑ:riəʊ] .....
4A **cherry red** [ˌtʃeri 'red] .....
navy blue [ˌneɪvi 'blu:] .....
4B **good fortune** [ˌgʊd 'fɔ:tʃu:n] .....
prosperity [prɒs'perəti] .....
mourning ['mɔ:nɪŋ] .....
purity ['pjʊərəti] .....
royal power [ˌrɔɪəl 'paʊə] .....
contradictory [ˌkɒntrə'dɪktri] .....
joy [ʤɔɪ] .....
cowardice ['kaʊədɪs] .....
betrayal [bɪ'treɪəl] .....
4D **mood** [mu:d] .....

4E **gray (AE) / grey (BE)** [greɪ] .....
termination notice
[ˌtɜːmɪˈneɪʃn ˌnəʊtɪs] .....
unexpected [ˌʌnɪkˈspektɪd] .....
envious [ˈenviəs] .....
jealous [ˈʤeləs] .....
to be in debt [ˌbiː ɪn ˈdet] .....

Unit 10

distribution chain
[ˌdɪstrɪbjuːʃn ˈtʃeɪn] .....
1 **for sale** [ˌfə ˈseɪl] .....
to shop around [ˌʃɒp əˈraʊnd] .....
buy [baɪ] .....
rip-off [ˈrɪpɒf] .....
to sell like hot cakes
[sel laɪk ˌhɒt ˈkeɪks] .....
to come down [ˌkʌm ˈdaʊn] .....
1C **pricey** [ˈpraɪsi] .....
reasonable [ˈriːznəbl] .....
inexpensive [ˌɪnɪkˈspensɪv] .....
to afford [əˈfɔːd] .....
2 **sales promotion**
[ˈseɪlz prəˌməʊʃn] .....
2A **stock** [stɒk] .....
to switch [swɪtʃ] .....
to avoid [əˈvɔɪd] .....
to perceive [pəˈsiːv] .....
decrease [ˈdiːkriːs] .....
value [ˈvæljuː] .....
on-the-spot [ˌɒnðəˈspɒt] .....
2B **to raise** [reɪz] .....
to donate [dəˈneɪt] .....
charity [ˈtʃærɪti] .....
refund [ˈriːfʌnd] .....
redeemable [rɪˈdiːməbl] .....
sweepstake [ˈswiːpsteɪk] .....
demonstration
[ˌdemənˈstreɪʃn] .....
game of luck [ˌgeɪm‿əv ˈlʌk] .....
draw [drɔː] .....
coupon [ˈkuːpɒn] .....
popularity [ˌpɒpjəˈlærəti] .....
sampling [ˈsɑːmplɪŋ] .....
trial [traɪəl] .....
2C **awareness** [əˈweənəs] .....
reward [rɪˈwɔːd] .....
banded offer [ˈbændɪd ˌɒfə] .....
to require [rɪˈkwaɪə] .....
proof [pruːf] .....
continuity [ˌkɒntɪˈnjuːəti] .....
collectible [kəˈlektəbl] .....
competition [ˌkɒmpəˈtɪʃn] .....
prize [praɪz] .....
fashionable [ˈfæʃnəbl] .....
means [miːnz] .....
3A **advertising strategy**
[ˈædvətaɪzɪŋ ˌstrætəʤi] .....
to take into account
[ˌteɪk‿ɪntə əˈkaʊnt] .....
corporate identity
[ˌkɔːprət aɪˈdentəti] .....
to conduct [ˈkɒndʌkt] .....
to evaluate [ɪˈvæljueɪt] .....
banner advertising
[ˌbænə ˈædvətaɪzɪŋ] .....
roughly [ˈrʌfli] .....
aired [eəd] .....
slot [slɒt] .....
prime time [ˈpraɪmˌtaɪm] .....
3B **measurable** [ˈmeʒrəbl] .....
achievable [əˈtʃiːvəbl] .....
to convey [kənˈveɪ] .....
to prompt [prɒmt] .....
acronym [ˈækrənɪm] .....
3E **formula** [ˈfɔːmjələ] .....
3F **eye-catching** [ˈaɪˌkætʃɪŋ] .....
to attract attention
[əˌtrækt əˈtenʃn] .....
headline [ˈhedlaɪn] .....
copy [ˈkɒpi] .....
decent [ˈdiːsnt] .....
honest [ˈɒnɪst] .....
laid down [ˌleɪd ˈdaʊn] .....
4A **claim** [kleɪm] .....
4B **confident** [ˈkɒnfɪdnt] .....
sensible [ˈsensɪbl] .....
commission [kəˈmɪʃn] .....
gender [ˈʤendə] .....
free-time occupation
[ˌfriːtaɪm ɒkjəˈpeɪʃn] .....
lousy [ˈlaʊzi] .....
tele-sales [ˈtelɪseɪlz] .....
soft skills [ˈsɒft ˌskɪlz] .....
to strike [straɪk] .....
induction [ɪnˈdʌkʃn] .....
to monitor [ˈmɒnɪtə] .....
profitability [ˌprɒfɪtəˈbɪlɪti] .....
sheer [ʃɪə] .....
4C **allotted** [əˈlɒtɪd] .....

Unit 11

customer service
[ˌkʌstəmə ˈsɜːvɪs] .....

1A **commandment** [kə'mɑ:nmənt]
valuable ['væljuəbl]
loss [lɒs]
justified ['ʤʌstɪfaɪd]
inevitable [ɪ'nevɪtəbl]
desire [dɪ'zaɪə]
fully committed [ˌfʊli kə'mɪtɪd]
1B **applicable** [ə'plɪkəbl]
1D **survey** ['sɜ:veɪ]
rating scale ['reɪtɪŋ ˌskeɪl]
template ['templeɪt]
2A **similar to** ['sɪmɪlə tə]
engineer [ˌenʤɪ'nɪə]
virtually ['vɜ:tʃuəli]
to accuse [ə'kju:z]
incompetent [ɪn'kɒmpɪtnt]
2B **parcel** ['pɑ:sl]
delivery [dɪ'lɪvri]
rude [ru:d]
2E **repairman** [rɪˌpeə'mæn]
solution [sə'lu:ʃn]
shortage ['ʃɔ:tɪʤ]
regrettable [rɪ'gretəbl]
wiring ['waɪərɪŋ]
defect ['di:fekt]
2I **to hit the roof** [ˌhɪt ðə 'ru:f]
criticism ['krɪtɪsɪzm]
to fly off the handle [ˌflaɪ ɒf ðə 'hændl]
to have a fit [ˌhæv‿ə 'fɪt]
to drive sb. up the wall [ˌdraɪv … ʌp ðə 'wɔ:l]
to give sb. a piece of one's mind [ˌgɪv … ə‿pi:s‿əv wʌnz 'maɪnd]
to get on sb.'s nerves [ˌget‿ɒn … 'nɜ:vz]
3A **service level agreement** [ˌsɜ:vɪs levl ə'gri:mənt]
provision [prə'vɪʃn]
to compensate ['kɒmpənseɪt]
availability [əˌveɪlə'bɪləti]
response time [rɪ'spɒns ˌtaɪm]
repair time [rɪ'peə ˌtaɪm]
to restore [rɪ'stɔ:]
fault escalation ['fɔ:lt ˌeskə'leɪʃn]
urgency ['ɜ:ʤnsi]
3B **to draft** [drɑ:ft]
to compromise ['kɒmprəmaɪz]
penalty ['penlti]
service fee ['sɜ:vɪs ˌfi:]
3C **inbound** ['ɪnbaʊnd]
outbound ['aʊtbaʊnd]
help desk ['help ˌdesk]
to differentiate [ˌdɪf'renʃieɪt]
3F **order confirmation** [ˌɔ:də kɒnfə'meɪʃn]
3G **to accompany** [ə'kʌmpəni]
to occur [ə'kɜ:]
warranty ['wɒrnti]
prompt [prɒmt]

Unit 12

2A **dramatically** [drə'mætɪkli]
due to [ˌdju: 'tə]
slightly ['slaɪtli]
significant [sɪg'nɪfɪkənt]
decrease ['di:kri:s]
steadily ['stedɪli]
2B **to climb** [klaɪm]
to stagnate [stæg'neɪt]
to remain stable [rɪˌmeɪn 'steɪbl]
to level off [ˌlevl‿'ɒf]
to soar [sɔ:]
to recover [rɪ'kʌvə]
to fluctuate ['flʌktʃueɪt]
to slump [slʌmp]
2C **bold** [bəʊld]
gradually ['grædʒuəli]
barely ['beəli]
moderately ['mɒdrətli]
suddenly ['sʌdnli]
2D **to boom** [bu:m]
prediction [prɪ'dɪkʃn]
demand [dɪ'mɑ:nd]
2E **to swap** [swɒp]
3A **core competency** [ˌkɔ: 'kɒmpɪtnsi]
lack [læk]
3B **downside** ['daʊnsaɪd]
3C **headcount reduction** ['hedkaʊnt rɪˌdʌkʃn]
to fire ['faɪə]
pay-freeze ['peɪ ˌfri:z]
to go bust [ˌgəʊ 'bʌst]
bankrupt ['bæŋkrʌpt]
low margin [ˌləʊ 'mɑ:ʤɪn]
to answer prayers [ˌɑ:nsə 'preɪəz]
4C **announcement** [ə'naʊnsmənt]
payroll ['peɪrəʊl]
4D **chin** [tʃɪn]
sincerity [sɪn'serəti]

repentance [rɪ'pentəns] .....
4E in a nutshell [ˌɪn‿ə 'nʌtʃel] .....
to keep mum [ˌkiːp 'mʌm] .....
to dig one's own grave
[ˌdɪg wʌnz əʊn 'greɪv] .....
bigwig ['bɪgwɪg] .....
rumour ['ruːmə] .....
4F salary ['sælri] .....
wage [weɪʤ] .....
shareholder value
[ʃeəˌhəʊldə 'væljuː] .....

Unit 13

leadership ['liːdəʃɪp] .....
1A bossy ['bɒsi] .....
submissive [səb'mɪsɪv] .....
assertive [ə'sɜːtɪv] .....
persistent [pə'sɪstnt] .....
consistent [kən'sɪstnt] .....
systematic [ˌsɪstə'mætɪk] .....
dependable [dɪ'pendəbl] .....
commanding [kə'mɑːndɪŋ] .....
authoritative [ɔː'θɒrɪtətɪv] .....
dedicated ['dedɪkeɪtɪd] .....
loyal [lɔɪəl] .....
methodical [mə'θɒdɪkl] .....
to argue ['ɑːgjuː] .....
1B to possess [pə'zes] .....
1C candidate ['kændɪdət] .....
drawback ['drɔːbæk] .....
reliable [rɪ'laɪəbl] .....
to concern [kən'sɜːn] .....
1E advice [əd'vaɪs] .....
responsibility [rɪˌspɒnsə'bɪləti] .....
success [sək'ses] .....
to delegate ['delɪgeɪt] .....
to tackle ['tækl] .....
lethargic [lə'θɑːʤɪk] .....
to brim [brɪm] .....
blow [bləʊ] .....
2A memo ['meməʊ] .....
imprecise [ˌɪmprɪ'saɪs] .....
2C moaning Minnie
[ˌməʊnɪŋ 'mɪni] .....
foolish ['fuːlɪʃ] .....
the average Joe
[ðə ˌævrɪʤ 'ʤəʊ] .....
to complain [kəm'pleɪn] .....
nosy parker (BE) [ˌnəʊzi'pɑːkə] .....
Jack of all trades
[ˌʤæk‿əv ɔːl 'treɪdz] .....
silly billy [ˌsɪli 'bɪli] .....

2E assertiveness [ə'sɜːtɪvnəs] .....
counterproductive
[ˌkaʊntəprə'dʌktɪv] .....
to harm [hɑːm] .....
disruptive [dɪs'rʌptɪv] .....
asset ['æset] .....
technique [tek'niːk] .....
to detract [dɪ'trækt] .....
to hint [hɪnt] .....
flattery ['flætri] .....
to manipulate [mə'nɪpjəleɪt] .....
apologetic [əˌpolə'ʤetɪk] .....
disagreement [ˌdɪsə'griːmnt] .....
3A to invest [ɪn'vest] .....
to burn the candle at both ends
[ˌbɜːn ðə ˌkændl ət ˌbəʊθ
'endz] .....
3B to be swamped with work
[ˌbiː ˌswɒmpt wɪð 'wɜːk] .....
to be tied up [ˌbiː 'taɪd‿ʌp] .....
to have one's hands full
[ˌhæv wʌnz ˌhændz 'fʊl] .....
to be on the go
[ˌbiː ɒn ðə 'gəʊ] .....
to work oneself into the ground
[ˌwɜːk wʌnˌself ɪntə ðə 'graʊnd] .....
to have a lot on one's plate
[ˌhæv‿ə‿lɒt‿ɒn ˌwʌnz 'pleɪt] .....
3F to schedule ['ʃedjuːl] .....
priorities [praɪ'ɒrətiz] .....
3G to prioritize [praɪ'ɒrɪtaɪz] .....
to advise [əd'vaɪz] .....
disproportionate
[ˌdɪsprə'pɔːʃnət] .....
to yield [jiːld] .....
mundane [mʌn'deɪn] .....
in-tray ['ɪntreɪ] .....
sensibly ['sensɪbli] .....
4A to frighten ['fraɪtn] .....
display [dɪ'spleɪ] .....
to grasp [grɑːsp] .....
to oversee [ˌəʊvə'siː] .....
conducive [kən'djuːsɪv] .....
to intimidate [ɪn'tɪmɪdeɪt] .....
to resent [rɪ'zent] .....
to empower [ɪm'paʊə] .....
4B hands-on experience
[ˌhænzɒn ɪk'spɪəriəns] .....
to expand [ɪk'spænd] .....
to relieve [rɪ'liːv] .....
time pressure ['taɪm ˌpreʃə] .....
4C to faciliate [fə'sɪlɪteɪt] .....

Unit 14

globalization [ˌgləʊblaɪˈzeɪʃn] .....
1A to zip the mouth shut [ˌzɪp ðə ˌmaʊθ ˈʃʌt] .....
to fiddle [ˈfɪdl] .....
1D offence [əˈfens] .....
to fool [fuːl] .....
to get lost [ˌget ˈlɒst] .....
tap [tæp] .....
confidential [ˌkɒnfɪˈdenʃl] .....
offensive [əˈfensɪv] .....
insulting [ɪnˈsʌltɪŋ] .....
2B impact [ˈɪmpækt] .....
to foster [ˈfɒstə] .....
to venture [ˈventʃə] .....
2D injured [ˈɪndʒəd] .....
peacefully [ˈpiːsfli] .....
protestor [prəˈtestə] .....
exploitation [ˌeksplɔɪˈteɪʃn] .....
to issue [ˈɪʃuː] .....
to relocate [ˌriːləˈkeɪt] .....
2E venue [ˈvenjuː] .....
labour [ˈleɪbə] .....
2F to blame [bleɪm] .....
child labour [ˌtʃaɪld ˈleɪbə] .....
to decline [dɪˈklaɪn] .....
2G minority [maɪˈnɒrəti] .....
majority [məˈdʒɒrəti] .....
oil platform [ˌɔɪl ˈplætfɔːm] .....
developed country [dɪˌveləpt ˈkʌntri] .....
developing country [dɪˌveləpɪŋ ˈkʌntri] .....
resources [rɪˈzɔːsɪz] .....
2H squirt gun [ˈskwɜːt ˌgʌn] .....
teargas [ˈtɪəgæs] .....
mantra [ˈmæntrə] .....
chant [tʃɑːnt] .....
billboard [ˈbɪlbɔːd] .....
water gun [ˈwɔːtə ˌgʌn] .....
barricade [ˌbærɪˈkeɪd] .....
3A agriculture [ˈægrɪkʌltʃə] .....
independence [ˌɪndɪˈpendəns] .....
3C grant [grɑːnt] .....
to comply [kəmˈplaɪ] .....
aid [eɪd] .....

Unit 15

1A senior executive [ˌsiːniə ɪgˈzekjətɪv] .....
emphasis [ˈemfəsɪs] .....
1C job prospects [ˈdʒɒb ˌprɒspekts] .....
fringe benefits [ˈfrɪndʒ ˌbenɪfɪt] .....
indispensable [ˌɪndɪˈspensəbl] .....
2A performance review [pəˈfɔːməns rɪˌleɪtɪd] .....
appraisal [əˈpreɪzl] .....
to conduct [ˈkɒndʌkt] .....
to evaluate [ɪˈvæljueɪt] .....
self-assessment [ˌselfəˈsesmənt] .....
annually [ˈænjuəli] .....
impression [ɪmˈpreʃn] .....
to steer [stɪə] .....
to request [rɪˈkwest] .....
2C to assess [əˈses] .....
2D to reinforce [ˌriːɪnˈfɔːs] .....
biased [ˈbaɪəst] .....
approach [əˈprəʊtʃ] .....
to attempt [əˈtemt] .....
to outweigh [ˌaʊtˈweɪ] .....
achiever [əˈtʃiːvə] .....
2E necessary evil [ˌnesəsri ˈiːvl] .....
3A mentor [ˈmentɔː] .....
mentee [ˈmentiː] .....
3B beneficial [ˌbenɪˈfɪʃl] .....
3F consultant [kənˈsʌltnt] .....
4B relaxation [ˌriːlækˈseɪʃn] .....
stress management [ˈstres ˌmænɪdʒmənt] .....
4C to submit [səbˈmɪt] .....
4F to stimulate [ˈstɪmjəleɪt] .....
to inspire [ɪnˈspaɪə] .....
harmful [ˈhɑːmfl] .....
pressure [ˈpreʃə] .....
detrimental [ˌdetrɪˈmentl] .....

Unit 16

to be concerned [biː kənˈsɜːnd] .....
1 ethics [ˈeθɪks] .....
1A to condemn [kənˈdem] .....
patent [ˈpeɪtnt] .....
ecosystem [ˈiːkəʊˌsɪstəm] .....
qualm [kwɑːm] .....
repressive [rɪˈpresɪv] .....
tyrannical [tɪˈrænɪkl] .....
1C disgust [dɪsˈgʌst] .....
revelation [ˌrevlˈeɪʃn] .....
entrepreneur [ˌɒntrəprəˈnɜː] .....
staggering [ˈstægərɪŋ] .....
generosity [ˌdʒenˈrɒsəti] .....
flamboyant [flæmˈbɔɪənt] .....

fortune ['fɔ:tʃu:n] .....
mismanagement
[ˌmɪs'mænɪʤment] .....
1D **transparency** [trən'spærnsi] .....
to behave [bɪ'heɪv] .....
lawsuit ['lɔ:su:t] .....
boycott ['bɔɪkɒt] .....
at rock-bottom prices
[ət ˌrɒkbɒtəm 'praɪsɪz] .....
non-negotiable
[ˌnɒnnɪ'gəʊʃiəbl] .....
2A **corruption** [kə'rʌpʃn] .....
2B **to deceive** [dɪ'si:v] .....
bribery ['braɪbri] .....
to encompass [ɪn'kʌmpəs] .....
extortion [ɪk'stɔ:ʃn] .....
fraud [frɔ:d] .....
money laundering
['mʌni ˌlɔ:ndrɪŋ] .....
malpractice [ˌmæl'præktɪs] .....
2C **corrupt** [kə'rʌpt] .....
sports official ['spɔ:ts əˌfɪʃl] .....
3 **corporate social responsibility**
['kɔ:prət ˌsəʊʃl rɪspɒnsə'bɪləti] .....
3B **to rank** [ræŋk] .....
3D **voluntary** ['vɒləntri] .....
key component
[ˌki: kəm'pəʊnənt] .....
incorporated [ɪn'kɔ:preɪtɪd] .....
commitment [kə'mɪtmənt] .....
implementation
[ˌɪmplɪmen'teɪʃn] .....
evaluation [ɪˌvælju'eɪʃn] .....
prerequisite [ˌpri:'rekwɪzɪt] .....
framework ['freɪmwɜ:k] .....
3E **to implement** ['ɪmplɪmənt] .....
3F **to damage** ['dæmɪʤ] .....
3H **knock-on effect** ['nɒkɒn ɪˌfekt] .....
environmentally sound
[ɪnˌvaɪrnmentli 'saʊnd] .....
earnings per share
[ˌɜ:nɪŋz pɜ: 'ʃeə] .....
edge [eʤ] .....
compliance [kəm'plaɪəns] .....
3I **to be worth investing**
[bi: wɜ:θ ɪn'vestɪŋ] .....
4A **disturbance** [dɪ'stɜ:bns] .....
conscious effort
[ˌkɒnʃəs 'efət] .....
brand familiarity
['brænd fəmɪli'ærəti] .....
to boost [bu:st] .....
staff morale [ˌstɑ:f mə'rɑ:l] .....
media coverage
[ˌmi:diə 'kʌvrɪʤ] .....
charitable donation
['tʃærɪtəbl dəˌneɪʃn] .....
4C **to be inclined** [bi: ɪn'klaɪnd] .....
stuffy ['stʌfi] .....

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