

Coursebook

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with

Digital Resources

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B1

Business Partner



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Career choices

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➤ *'Be prepared to develop attributes that work across sectors so you can make the best moves for your career.'*

Ashley Hayward,
Careers Advisor



Unit overview

1.1 ➤ Transferable skills

Lesson outcome: Learners can use vocabulary related to skills and personal qualities.

Video: Transferable skills

Vocabulary: Transferable skills

Project: Writing a job description

1.2 ➤ Careers advice

Lesson outcome: Learners can use a range of phrases for giving advice and making suggestions.

Listening: Careers advice programme

Grammar: Advice and suggestions

Speaking: Advising how to improve an online profile

1.3 ➤ Communication skills: Building rapport

Lesson outcome: Learners are aware of simple ways to build rapport at first meetings and can use a range of appropriate questions.

Video: Building rapport

Functional language: Asking questions to build rapport

Task: Building rapport during a short conversation

1.4 ➤ Business skills: Networking

Lesson outcome: Learners can use a range of expressions to start, close and show interest in simple, face-to-face conversations on familiar topics.

Listening: Advice on networking

Functional language: Networking at a careers event

Task: Meeting a recruiter at a careers event

1.5 ➤ Writing: Emails – Introducing yourself

Lesson outcome: Learners can write an email introducing themselves to work colleagues.

Model text: Email introducing yourself

Functional language: Formal and informal language

Grammar: Adverbs of degree

Task: Write an introduction email

Lesson outcome

Learners can use vocabulary related to skills and personal qualities.

Lead-in



Life skills are abilities that are useful in daily tasks at home, work or in education.

1 Tick (✓) the three words or phrases that best describe you.

calm good with computers good with numbers good with people
good at problem-solving organised reliable resourceful

2 Work in pairs and compare your answers. Then discuss these questions.

- 1 Is there an expression in Exercise 1 that definitely *doesn't* describe you?
- 2 Which is a) the most important b) the least important life skill in the box? Why?

VIDEO

3A Work in pairs or groups. Discuss the question.

According to the video you're going to watch, employers want *skills that can be applied to a range of tasks and roles*. What skills do you think this means? Give examples.

B Watch the video. Were any of your ideas mentioned?

4A Watch the video again. Answer the questions.

- 1 What skills and personal qualities do the speakers talk about? Add them to the list of skills you discussed in Exercise 3.
- 2 What five ways of communicating are mentioned in the video?
In person, ...
- 3 What are the three main pieces of advice the video gives?

B Work in pairs and compare your answers. Then think of two or three words to describe *unsuccessful* twenty-first-century workers.

5 Work in pairs or groups. Discuss these questions.

- 1 Choose one of the transferable skills or personal qualities you listed in Exercise 4A. Think of at least two different situations where it might be useful.
- 2 Which transferable skills are the most important in your current situation, either as a student or a professional? Are there any that aren't important?

T Teacher's resources:
extra activities

Vocabulary

Transferable skills

6 What do these words and phrases from the video mean? Match them with the best situation (a-h).

You ...

- 1 can **think outside the box**.
- 2 have a **can-do attitude**.
- 3 can **set goals**.
- 4 use **critical thinking**.

You ...

- 5 have a lot of **determination**.
- 6 are a **team player**.
- 7 have **integrity**.
- 8 have good **communication skills**.

You ...

- a decided to save money for a holiday a year in the future.
- b did a difficult project without complaining.
- c carefully checked information you found on the internet to make sure it was true.
- d asked your teacher if you could make a short film instead of handing in an essay.

You ...

- e found a wallet with a lot of money in it and returned it to the owner.
- f took four tries to pass your driving test, but never gave up, and kept studying and practising.
- g worked with a group of friends to start a weekend cycling club.
- h spoke clearly when you gave a presentation and really listened to questions from the audience.

7 Complete the tables with the correct words.

Adjective	Noun
1 _____	adaptability
flexible	2 _____
3 _____	motivation
confident	4 _____
5 _____	dependability
resourceful	6 _____

Adjective	Noun
7 _____	independence
ambitious	8 _____
9 _____	passion
enthusiastic	10 _____
11 _____	honesty
authentic	12 _____

8 Work in pairs or small groups.

- 1 Think of three or four more transferable skills. Use your dictionary if necessary.
- 2 For each skill, think of a way that a student could develop or demonstrate the skill.

T Teacher's resources:
extra activities

➔ **page 114** See Pronunciation bank: Word stress

PROJECT: Writing a job description

9 Look at the jobs below. Discuss how some of the transferable skills from Exercises 6 and 7 are necessary for each job.

accountant construction worker factory worker journalist personal trainer
politician professional athlete salesperson teacher

10A Work in pairs. Think of a job: one from Exercise 9, one you know about or one you would like to do.

- Write down the name of the job, e.g. personal trainer, accountant, salesperson, etc.
- List 3–5 things the person needs to do, e.g. lead classes, take care of company money, meet customers, etc.
- Identify skills that the person needs to have to take care of the responsibilities you've listed. Use skills from Exercises 6 and 7, or your own ideas.

B Write a job description based on your research.

C Work with another pair and read each other's job description. Does your partner's description:

- list 3–5 things the person needs to do?
- identify skills that the person needs to have to take care of the responsibilities you've listed?

D Circle any skills or personal qualities that you think have been used incorrectly. Would you like to apply for the job? Why / Why not?



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.2 > Careers advice

Lesson outcome

Learners can use a range of phrases for giving advice and making suggestions.

Lead-in

1 Work in pairs or small groups. Discuss the questions.

- 1 Can you name three or four different social media platforms?
- 2 What role does social media play in finding a new job?
- 3 What information does an online profile on a professional networking site usually have?
- 4 Is there anything you should avoid putting in an online profile? What? Why?

2 Have you ever received any advice about your career? Talk about:

- who gave it to you.
- what he/she said.
- if the advice was useful in any way.

Listening

3 Work in pairs or small groups. Read the situation and answer the questions.

A recent graduate has phoned a careers advice programme to ask how he can make his online profile more noticeable to employers.

- 1 What advice do you think he gets?
- 2 What advice would you give?


4 1.01 Listen to the programme. Were any of your ideas from Exercise 3 mentioned? What advice did the host give?

5 Listen to the programme again. Decide if these sentences are *true* (T) or *false* (F).

- 1 The caller has recently had a job interview.
- 2 He doesn't know how to make contacts in his industry.
- 3 The host doesn't recommend using professional networking sites.
- 4 The caller wants advice about how to improve his online profile.
- 5 The host asks the caller for specific examples that show his qualities.
- 6 The caller has experience in web design.
- 7 He has experience as an outdoor skills instructor.
- 8 He liked the host's advice.

6 How could you follow the host's advice? What activities do you do that show transferable skills?

I enjoy repairing my car. That shows that I'm good with my hands.

 Teacher's resources:
extra activities

Grammar Advice and suggestions

7A Complete the sentences from the programme using the words and phrases in the box.

could How ought should Why don't you Why not try

- 1 _____ deleting everything you've written about yourself?
- 2 _____ take your description of yourself ... and for each word, think of an example from your own experience that *shows* who you are?
- 3 _____ about telling me about something creative that you've done?
- 4 You really _____ put that on your social media profile - you designed and built a website.
- 5 You _____ consider putting something about that on your profile.
- 6 You _____ to think outside the box.

B What three different verb forms are used after the expressions of advice or suggestion?

C Choose the correct option in italics to complete the sentences.

- 1 Why don't you *send / to send* an email to some companies?
- 2 How about *to set up / setting up* your own website?
- 3 You should *to research / research* the companies you're interested in.
- 4 Why not try *make / making* a video for YouTube?
- 5 You ought *to spend / spending* some time improving your online profile.
- 6 You could *think / to think* about meeting some people who work in the industry.
- 7 What about *asking / to ask* your teacher for some help?

→ **page 118** See Grammar reference: Advice and suggestions

8 Correct the errors in these sentences.

- 1 You shouldn't to use words that explain the obvious – like *hard-working*.
- 2 Why don't you trying giving more details about your IT skills?
- 3 Should you show your transferable skills rather than explaining them.
- 4 What about join some online groups to make more contacts?
- 5 Why not to try writing a blog about your experience?
- 6 You could doing some volunteer work, then add it to your profile.
- 7 How about to include more information about your hobbies?
- 8 You ought give some information about the languages you speak.

T Teacher's resources:
extra activities

Listening**9** 1.02 Listen to the second programme. Answer the questions.

- 1 Was the expert's advice in the first programme useful or not? How do we know?
- 2 What problem does the caller have now?

10A Match the halves of the host's questions. Then listen again and check.

- | | |
|-------------------------------|---|
| 1 What can I | a what was your problem? |
| 2 Can you remind me - | b right? |
| 3 Why don't you tell me | c help you with today? |
| 4 You're a recent graduate, | d no kids? |
| 5 And you're single - | e which is more important: money or excitement? |
| 6 Why not try asking yourself | f about the two jobs? |

B Match the answers with questions 1-6 in Exercise 10A. Listen again and check.

- | | |
|--|----------------------|
| a One looks very interesting, but not very well paid. The other is probably a bit boring, but the money is good. | e Yep, that's me. |
| b We spoke a few weeks ago ... and I still have a problem. | f Yes, that's right. |
| c That's the problem, Jenny - I really can't decide! | |
| d My professional networking profile - it wasn't working. | |

11A At the end of the recording, Jenny says *Let me ask you a few more questions*. Work in pairs and think of 3-5 more questions that Jenny might ask the caller.**B Work in pairs. Act out a continuation of the dialogue. Then present your dialogue to another group and compare ideas.**

→ **page 114** See Pronunciation bank: Voice range

Speaking 12 Read the online profile and other information on page 126. With a partner, give advice to the person who wrote the profile, so he/she can improve it.**13A You are going to roleplay helping a friend set up a profile on a professional networking website. Student A: Turn to page 126. Student B: Turn to page 128.****B When you have finished, change partners and do the roleplay one more time.**

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners are aware of simple ways to build rapport at first meetings and can use a range of appropriate questions.

Lead-in 1A Read the definition of building rapport. Discuss how you can build rapport with someone you meet for the first time.

Building rapport is about developing a shared understanding with another person or group of people that facilitates and improves communication.

B In small groups, think of two examples of spoken and non-verbal (body language) techniques for building rapport with new colleagues or students in your class.

spoken: asking questions, non-verbal: lean forward slightly (if sitting)

VIDEO

2 1.3.1 Watch the video as Daniel and Alex prepare for the graduate trainees' induction meeting and answer the questions.



- 1 How does Daniel describe Beata?
- 2 What is Jessica looking for in an employee?
- 3 What do we learn about Alex?
- 4 What does Alex do to try to build rapport with Beata?

3A In small groups, discuss which is the best approach (Option A or B) for Beata to take as she meets members of the team for the first time. As a class, decide which video to watch first.

Option A – Beata tries to build rapport by listening to her new colleagues.

Option B – Beata tries to build rapport by demonstrating her knowledge of the product and the company.

B Watch the videos in the sequence the class has decided and answer the same questions for each video.

- Option A** 1.3.2 1 How does Beata try to build rapport with Alex/Jessica?
- Option B** 1.3.3 2 Is she successful? Why / Why not?
- 3 What will be the long-term effect of this?

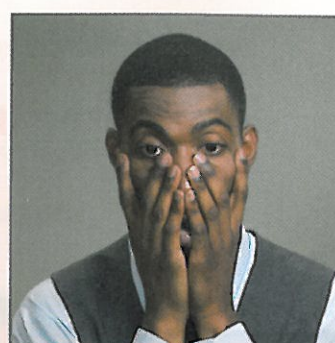
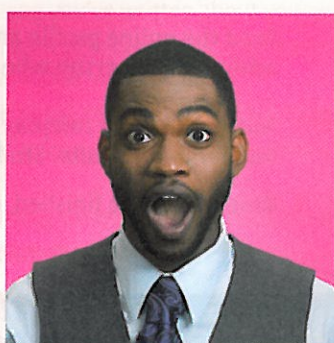
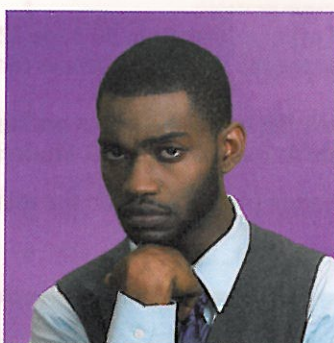
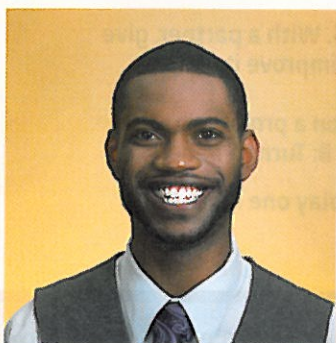
4 In pairs, discuss what you have learnt from the two options about building rapport.

5 1.3.4 Watch the Conclusions section of the video and compare what the speaker says with your answers in Exercise 4. Note down the main learning points about building rapport.

Reflection

6 Reflect on how you build rapport when you meet someone for the first time. Then work in pairs and discuss these questions.

- 1 Which of the verbal techniques mentioned in Exercise 1B do you use in your language?
- 2 Which of the non-verbal techniques do you use?
- 3 Which of the techniques you have seen would you like to learn or start using? Which do you consider especially useful?



Functional language

Asking questions to build rapport

One way of building rapport is to try to find something in common with the other person, then use follow-up questions to continue building rapport.

7A Complete this extract from the conversation between Alex and Beata using the phrases in the box.

do you know how long what did you (x 2) when were where exactly

Alex: I hear you lived in Tokyo. ¹ _____ did you live?

Beata: Suidobashi. ² _____ it?

Alex: Ah, yes, near the baseball park. I lived there myself for a while. Loved it. ³ _____ were you in Japan for?

Beata: Five years. ⁴ _____ you in Tokyo?

Alex: 2013 to 2015. About eighteen months.

Beata: ⁵ _____ do there?

Alex: Teaching English, mainly.

Beata: Teaching. Interesting. ⁶ _____ like best about it?

Alex: Mainly the food!

B Match a question from Exercise 7A to each category, to ask about:

a duration b likes c location d timing e purpose

C Match the questions to the categories in Exercise 7B.

1 Which places did you visit?

5 What were you doing there?

2 What did you like about it?

6 Did you stay long?

3 How long did you stay?

7 What did you and your partner do while you were there?

4 So when did you go to Berlin?

8A Work in pairs and read the scenario below. Student A: Read the information on page 126. Student B: Read the information on page 128. Note down questions you can ask to build rapport with your partner.

Scenario

You attend a networking/birthday party and you start chatting to another colleague/guest. You introduce yourself. As you chat, you realise you have both been to Barcelona.

B Practise asking and answering the questions you noted down in Exercise 8A.

T Teacher's resources:
extra activities

9A Work in small groups. Choose one of the situations below to practise building rapport.

- 1 Your experience of learning English, in your home town or abroad.
- 2 A meeting, conference or other event that you attended at your place of work or study.
- 3 A city or country you have visited or lived in.
- 4 Your last holiday.

B Have a conversation for about two minutes and try to build rapport. Before you start, think about:

- questions you can ask to find out about your partner's experience (location, duration, timing, purpose, likes).
- your own experience and the information you will need to answer your partner's questions.

C At the end, tell the class what you learnt about the members of your group. How successful were you at building rapport?

D In your groups, discuss which questions you used to build rapport and what you found difficult.

TASK



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can use a range of expressions to start, close and show interest in simple, face-to-face conversations on familiar topics.



JOB FAIR

Lead-in 1A In pairs, discuss these questions.

- 1 Why do people attend careers events?
- 2 What are employers looking for at a careers event?
- 3 Have you ever attended a careers event? What was your experience?

B Work in pairs. Look at these tips on how to prepare for a careers event. Choose the three most important tips for you. Explain your choices to another pair.

- 1 Look at the list of attending companies and target those that interest you most.
- 2 Update your CV and bring several copies.
- 3 Take a file to collect business cards and brochures.
- 4 Research your target employers and prepare a list of questions you want to ask.
- 5 Write an online profile.
- 6 Prepare a short, professional introduction (your experience, strengths, career interests and goals).
- 7 Dress professionally, as if you were going to an interview.
- 8 Arrive early, and plan extra time for locating your target employers.

Listening 2A 1.03 Listen and complete the advice on networking at a careers event.

1	Before the event	<i>Research, ...</i>
2	On the day of the event	<i>Dress professionally, ...</i>
3	After the event	<i>Email, ...</i>

B In small groups, discuss what you think of the advice the recruiter gave.

3A 1.04 Ella and Jamie are attending a careers event. They both speak to Ben, a recruiter from a large specialised travel agency. Listen to the two conversations. Who was better prepared, Ella or Jamie?

B Listen again and answer the questions.

- 1 How did Ella prepare for the careers event?
- 2 What relevant skills and qualifications can Ella offer the company?
- 3 What was the outcome of the conversation with Ben for Ella?
- 4 What relevant skills can Jamie offer the company?
- 5 How did Jamie prepare for the careers event?
- 6 What was the outcome of the conversation with Ben for Jamie?
- 7 How could Ella and Jamie have been better prepared?

C Work in pairs and discuss the questions.

- 1 How easy or difficult would it be for you to network at a careers event?
- 2 What could you do to prepare for this type of event?

Functional language

Networking at a careers event

4A Complete the questions and phrases from the two conversations in Exercise 3 with the words and phrases in the box. Then listen again to check your answers.

ask you a few questions been nice talking could I just ask for your time
how are you in charge of in touch with really see tell me more sounds

- 1 Can you put me _____ the person _____ your marketing projects?
- 2 Can you _____ about that?
- 3 I'd like to _____, if possible.
- 4 Good morning. _____ enjoying the fair?
- 5 It's _____ to you.
- 6 That _____ interesting.
- 7 I _____, wonderful.
- 8 Sorry, _____ you a few questions about Travelogue?
- 9 Thank you _____, Ben. I really appreciate it.
- 10 Oh, _____?

B Put the phrases from Exercise 4A into the correct category in the table below.

Starting a conversation	Showing interest	Closing a conversation

C Here are more phrases that you might use during a conversation. Put them into the correct category in the table above.

- 1 That's interesting.
- 2 Do you have a few minutes to explain ... ?
- 3 I really appreciate your time, thank you.
- 4 Could I give you a call next week to discuss this in more detail?
- 5 Uh-huh.
- 6 Right.
- 7 Can I talk to you for a minute?

T Teacher's resources:
extra activities

5A Work in groups of three. Roleplay a meeting at a careers event between a recruiter for a web design company, Your World, and a candidate for a job. There are three candidate profiles: each person will take the roles of recruiter, candidate and observer once.

Student A (recruiter): Read the information about Your World on page 126.

Student B (candidate): Choose one of the candidates on page 128 and read his/her online profile.

Student C (observer): Look at your instructions on page 130.

B Take a few minutes to prepare, then roleplay your meetings. Remember to show interest and close the conversation when appropriate.

C When you have finished, listen to the observer's feedback. Discuss how easy or difficult it is to participate in a conversation with someone you have just met. Share your group's ideas with the class.

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can write an email introducing themselves to work colleagues.

Lead-in

1A Read the two emails below and choose the correct options in italics.

A

To: Marketing staff
From: Elenor Rinna
Subject: Good morning!

¹Dear / Welcome colleagues,
I would like to introduce *²me / myself* as the new Account Executive in your department.
Before I *³joined / join* this company, I was working in a similar position in a **very** small company in Sweden. However, I *⁴wanted / am wanting* to work for a larger company so I am **really** excited to be working *⁵by / for* this company.
Please feel free to contact me by email or phone *⁶if / so* you have any questions.
I **very much** look forward to *⁷meet / meeting* you all in person.
⁸Kind / Truly regards,

B

To: All staff
From: Alexis Pinar
Subject: Good morning!

Hi everyone,
I'm Alexis Pinar and I want to introduce myself to you. I've just started work here as the new Assistant Designer. I finished *⁹study / studying* business finance at university in June, and I'm excited to be working here. It's **a bit** *¹⁰scary / afraid* as it's my first job, but I'm sure I'll soon fit in OK.
I'm looking forward to working with you *¹¹all / everyone*.
Bye for now,

B Which of these emails do you think is more formal?

Functional language

2A Look at the emails again. Put the phrases in blue from Exercise 1 into the correct place in this table.

	More formal	Less formal
Greeting		
Opening		
New job		
Previous job		
Invitation		
Closing		
Sign off		

B Write these words and phrases in the correct place in the table above. Some phrases may be used in both formal and informal emails.

Best wishes, Good morning Helen,
I have been appointed as the new Marketing Manager
I hope to meet you all soon
I'm sending this email to introduce myself
I've just got the job of IT Supervisor
I was a Store Manager before
My previous job was as Customer Services Manager
Perhaps we can meet up over lunch today. Yours,

T Teacher's resources: extra activities

L The email contains examples of adverbs of degree. Go to MyEnglishLab for optional grammar work.

→ **page 118** See Grammar reference: Adverbs of degree



3A Work in pairs. Turn to page 126 and read an email from a new HR Manager to all company staff. Discuss whether the email needs to be formal or informal and how you could improve it.

B You are the new HR Manager. Write your own introduction email in around 80 words.

C Exchange emails with your partner. Did you both write formal or informal emails? How many phrases from the functional language section did your partner use? What did you like about your partner's email?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Business sectors

2

➤ *'The rate of change is not going to slow down anytime soon. If anything, competition in most industries will probably speed up even more.'*

Dr John P. Kotter,
Kotter International
- Boston, Seattle, London



Unit overview

2.1 ➤ Japan's economy

Lesson outcome: Learners can use vocabulary related to different sectors and industries which drive economic activity.

Video: Japan's economy

Vocabulary: Sectors and industries

Project: Research sectors and industries

2.2 ➤ The energy industry

Lesson outcome: Learners can use the Past Simple and Past Continuous to talk about past events.

Reading: Big oil: From black to green

Grammar: Past Simple and Past Continuous

Writing: A short story

2.3 ➤ Communication skills: Dealing with interruptions

Lesson outcome: Learners are aware of ways to take turns and can use a range of expressions to interrupt and manage interruptions in a meeting.

Video: Induction meeting

Functional language: Interrupting and dealing with interruptions

Task: Discussion during a meeting

2.4 ➤ Business skills: Voicemail messages

Lesson outcome: Learners can use a range of expressions to leave a clear and concise voicemail message.

Listening: Four voicemail messages

Functional language: Leaving a voicemail message

Task: Leave a voicemail message

2.5 ➤ Writing: Emails - Action points

Lesson outcome: Learners can write an email containing action points from a meeting.

Model text: Email with action points

Functional language: Action points

Grammar: *will* and *going to*

Task: Email with action points

Business workshop 2: p.90

Review 2: p.105

Pronunciation 2: 2.2 Stress in compound nouns and noun phrases
2.3 Stress in phrases for turn taking p.114

Grammar reference: p.119

2.1

Japan's economy

Lesson outcome

Learners can use vocabulary related to different sectors and industries which drive economic activity.



Lead-in 1 Look at the photos from Japan. What can you see? What other iconic images represent the country?

2 Discuss these questions.

- 1 In what ways do you think Japan is very traditional and in what ways is it very modern?
- 2 How has Japanese popular culture had an impact on the world? Give examples.
- 3 How has Japanese industry had an impact on the world? Give examples.
- 4 What do these Japanese companies make or do?

Canon Mitsubishi Nikon Nintendo SoftBank Sony Toyota

VIDEO 3A Look at the list of industries. Tick (✓) the ones you predict will appear in a video about the development of Japan's economy.

agriculture cars energy electronics finance fishing



B 2.1.1 Watch the video and check your predictions.

4 Decide if these sentences are *true* (T) or *false* (F). Watch the video again and check. Then correct the incorrect sentences.

- 1 We think of the USA leading in the internet technology sector.
- 2 Japan is the second largest industrialised economy in the world.
- 3 The country's banks and financial market are an important part of the economy.
- 4 Japan was slow to use robots in car manufacturing.
- 5 Japanese cars were not popular in other countries in the 1970s.
- 6 Japan's car manufacturers continue to invent new vehicles in the twenty-first century.
- 7 The Sony Walkman was a revolutionary product because it was very cheap.
- 8 Both Nintendo and Sony sell popular video game consoles.

5 Discuss the questions.

- 1 According to the video, how was Japan able to build a strong car industry?
- 2 What two examples of more recent innovations in Japan's car industry are mentioned in the video?
- 3 How did the Sony Walkman change the way we live today?

Teacher's resources:
extra activities

Vocabulary Sectors and industries

6 Complete the extracts from the video using the words and phrases in the box.

automotive manufacturing retail service sector transportation

Japan's ¹ _____, which includes finance, trade, entertainment, tourism, ² _____ and ³ _____, accounts for a massive three-quarters of Japan's total economic output.

But it has been Japan's ⁴ _____ industries that have made the most global impact. The ⁵ _____ industry has been particularly successful.

7 Match the three economic sectors (A–C) with the descriptions and the examples (1–3).

Economic sectors

A Primary → B Secondary → C Tertiary

Description and examples

- This involves using raw materials to develop and build products. Examples include the manufacturing and construction industries.
- Also called the service sector, this includes all the commercial services that connect products and services with consumers. Examples are financial services, retail, the tourism industry as well as transportation. It also includes other public and private services such as education and health care.
- This involves working with basic materials. For example, extraction of raw materials, agriculture and fishing.

8 Write the correct industry and sector next to each group (1–8).

- bank, credit card company, insurance agent _____
- campsite, cruise ship, hotel chain _____
- furniture maker, steel factory, textile manufacturing _____
- coal mining, gas extraction, oil drilling _____
- animal farming, crop growing, wine producing _____
- airline, courier service, port _____
- chemical plant, pharmaceutical company, robotics factory _____
- clothes shop, restaurant, supermarket _____

9 Look at the types of businesses in Exercise 8 and discuss the questions.

- Which of the sectors and industries were important in the past in your country or region?
- If any of these industries declined, do you know why?

T Teacher's resources:
extra activities

PROJECT: Research sectors and industries

10A Work in pairs or small groups.

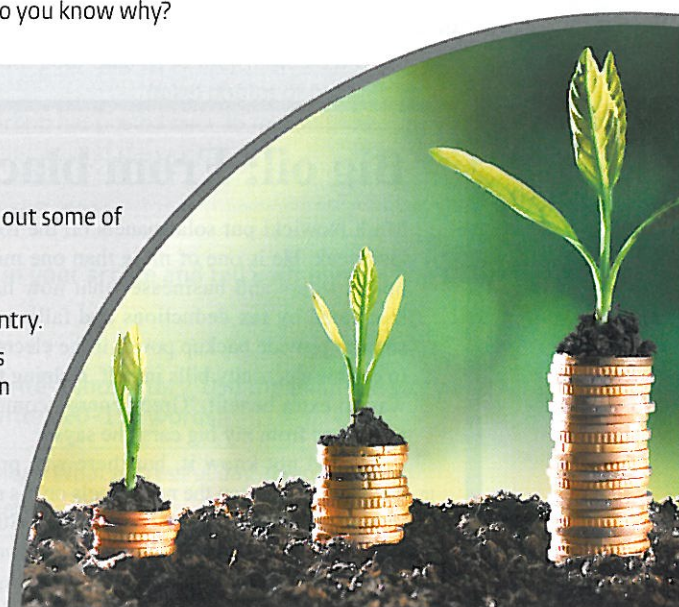
Research one industry that is active in your country or region. Find out some of the following information:

- a description of the industry.
- the size of the industry.
- the number of employees.
- its economic impact on the country.

Prepare a short presentation with suitable images for some visitors to your region or country. Write 100–120 words. See an example on page 126.

B Give your presentation to the class.

C Watch another group's presentation. Which of the industries has a bigger impact on the economy today?



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.2 The energy industry

Lesson outcome

Learners can use the Past Simple and Past Continuous to talk about past events.

Lead-in 1 Match words from each circle to form compound nouns.

climate fossil
electricity global renewable
greenhouse solar

bill change
fuel warming panels
energies gases

2A Complete the questions with a compound noun from Exercise 1.

- 1 Can you name two types of traditional and _____ ?
- 2 What are some of the advantages of installing _____ on your home?
- 3 Which of these is not a _____ ? Coal, gas, oil, wood.
- 4 Do you think _____ is affecting the weather where you live? How?

B Work in groups. Answer the questions above.

→ page 114 See Pronunciation bank: Stress in compound nouns and noun phrases

Reading

Mark Nowicki ✓

So, it was snowing all last night, and at about nine o'clock we were just watching TV when suddenly all the electricity went out. These power cuts sometimes happen when there's a big storm. While I was sitting in the dark, I thought we really must do something about this.

3 Look at the social media post on the left. What was the problem and what do you think Mark did about it?

4 Read the first paragraph of the article and check your predictions.

5 Read the whole article and answer the questions.

- 1 What do you understand by the article headline?
- 2 In what two ways will Mark save money with his solar panels?
- 3 What type of company is Total?
- 4 What was significant about Total buying two-thirds of SunPower?
- 5 What future risks are there for the oil and gas industry?
- 6 What two options does the writer say the oil and gas industry has?

6 Discuss the questions.

- 1 In what ways does it make good or bad business sense for big oil companies to move into renewable energies?
- 2 Why do you think the transition from fossil fuels to renewable energies will be slow?

T Teacher's resources:
extra activities

FT

Big oil: From black to green

Mark Nowicki put solar panels on the roof of his house last week. He is one of more than one million American homeowners and businesses that now have the panels, motivated by tax deductions and falling costs. He went
5 solar to provide backup power if the electricity failed, and to cut his electricity bills in half. Helping the environment was an extra benefit. 'Green energy compensates for the emissions from my big cars,' he says.

He did not know it, but there was probably another
10 connection between the new panels on his roof and the fuel in his vehicles. The panels came from SunPower, a U.S. solar company controlled by one of the world's largest oil groups, Total of France.

Total bought 66 percent of SunPower five years ago for
15 about \$1.4bn, making the biggest investment in renewable energy by any of the large oil and gas companies. The

investment was one answer to the growing threat that many analysts,
20 investors and executives now see facing* the oil and gas industry: the prospect of a long-term transition away from fossil fuels and towards renewable energy.

Total, along with the other large international oil companies, is facing a critical choice. Do they diversify into wind and solar power to compete in a world of stricter regulations on greenhouse gas emissions and competition from renewable energy? Or do they stick to oil and gas,
25 knowing the world will continue to need fossil fuels for many years to come? Their decisions will shape the future of the industry, of energy supplies and of the climate.



*If you face a difficult situation, it is going to affect you and you must deal with it.

Grammar Past Simple and Past Continuous

... it **was snowing** all last night

... at about nine o'clock we **were** just **watching** TV when suddenly all the electricity went out.

While I **was sitting** in the dark, I **thought** we really must do something about this.

7A Look at the phrases from Mark's post. What is the tense of the verbs in bold? How do we form these tenses?

B Complete the sentences with *Past Simple* or *Past Continuous*.

- We use the _____ to give some background details to the main story, for example, describing the weather at the time.
- We use the _____ for an action in the past that was interrupted. It also describes actions or events in progress at a specific moment in the past.
- We use the _____ for shorter, finished actions or events, which can interrupt a longer situation or action in progress. We also use it with a series of short, completed actions.
- We often use *when* before the _____ and *while* before the _____.

→ page 119 See Grammar reference: Past Simple and Past Continuous

8 Choose the correct option in italics to complete the sentences.

- She *was studying* / *studied* IT when she *started* / *was starting* her first business.
- He *told* / *was telling* me he wanted to quit his job while we *had* / *were having* lunch.
- While I *presented* / *was presenting* the slides, the electricity *went out* / *was going out*.
- We *got* / *were getting* tired so we *decided* / *were deciding* to have a break.
- What *did you do* / *were you doing* this morning? I *tried* / *was trying* to phone you twice.
- I *thought* / *was thinking* about Carla when she *phoned* / *was phoning* me.
- It suddenly *started* / *was starting* to rain while we *sat* / *were sitting* in the park.
- When I *got* / *was getting* to the office, everyone *already worked* / *was already working*.

9A Student A: Complete the article using the Past Simple or Past Continuous form of the verbs in brackets. Student B: Turn to page 127.

How it started

Airbnb's co-founders, Joe Gebbia and Brian Chesky, were friends from design school in New York. In 2007, they ¹ _____ (share) an apartment in San Francisco. They ² _____ (both / look) for work and having a hard time paying their rent. When they ³ _____ (hear) a design conference was coming to San Francisco, and the city's hotels were fully booked, they ⁴ _____ (decide) to offer their flat as cheap accommodation to participants. They quickly designed a simple website and soon ⁵ _____ (find) three paying guests who slept on airbeds on their living-room floor. They even cooked their guests breakfast and that's where

the Airbnb name came from. They charged \$80 each a night. As they ⁶ _____ (wave) their guests goodbye, they thought they had a new business concept – the idea of a sharing economy.

In the summer of 2008 they had 800 listings but the site ⁷ _____ (not make) any money. So they ⁸ _____ (fly) to New York, the city where they had the most customers, to find out what problems people ⁹ _____ (have) with the service. They found that many of their listing photos were poor quality, so they rented a professional camera and ¹⁰ _____ (take) photos of people's apartments. Today, Airbnb has hosted over 35 million guests in 34,000 towns and cities around the world.

T Teacher's resources:
extra activities

B Make brief notes about the story in your article and tell your partner the story using your notes.

Writing 10A Choose a title from the box and write a short story. Use the example story and notes on page 127 to help you. Write 120–150 words.

A memorable day at work/university What a stressful day at work
That was a nightmare journey/meeting The holiday of a lifetime

B Work in pairs. Tell each other your story, then ask questions to find out more.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome


Learners are aware of ways to take turns and can use a range of expressions to interrupt and manage interruptions in a meeting.

Lead-in 1A Think about meetings in your country. Is interrupting a speaker during a meeting considered positively or negatively? Explain your thoughts to a partner.

B Work in pairs and discuss the statements. Do you agree or disagree? Why / Why not?

To participate effectively in a meeting you need to:

- 1 listen to others.
- 2 ask questions to be sure you have understood.
- 3 prepare your contribution in advance.
- 4 never interrupt someone even if you disagree with him/her.
- 5 be respectful even if you disagree with someone.

VIDEO 2A  2.3.1 Watch the video as Beata prepares for an induction meeting with the CEO of Evromed. Choose the correct option in italics to complete the information about Evromed.

- 1 Evromed is a *multinational / global player / family business*.
- 2 Evromed currently employs *more than 145 / fewer than 145 / 145* people.
- 3 Evromed is successful in *Europe / Eastern Europe / China*.
- 4 Evromed recently won a contract to supply a *hospital / children's home / chain of drugstores* in Brazil with a device for diabetes patients.

B Jessica invites the audience to ask questions 'as we go along'. Work in pairs and discuss the questions.

- 1 What does she mean?
- 2 What might happen as a result of this invitation?

3A In small groups, discuss which is the best approach (Option A or B) for Beata to take as she participates in Jessica's induction presentation. As a class, decide which video to watch first.


Option A – Beata should ask lots of questions to show she is motivated and enthusiastic.

Option B – Beata should listen carefully and only ask questions when it is really necessary.

B Watch the videos in the sequence the class has decided and answer the questions for both videos.

- 1 How did Beata show enthusiasm and motivation during the presentation?
- 2 How did the other trainees react to Beata?
- 3 How did Jessica react to Beata?
- 4 How does Beata feel at the end of the meeting?

4 In pairs, discuss which approach seems more effective. Why?

5  2.3.4 Watch the Conclusions section of the video. Compare what is said with your answers in Exercise 4.

Reflection 6 Think about how you participate in meetings. Then work in pairs and discuss the questions.

- 1 How comfortable are you interrupting during a meeting or class discussion in your own language?
- 2 What strategies would you use to interrupt during a meeting or class discussion?

diabsensor


The reliable and pain-free way to manage your diabetes.




The Diabsensor uses a sensor to read the patient's glucose level. It collects the data through a patch on the skin and then sends it to a remote monitor.

Option A  2.3.2

Option B  2.3.3

 Teacher's resources: extra activities

 Go to MyEnglishLab for extra video activities.

Functional language Interrupting and dealing with interruptions

7A Look at this extract from the video. Which phrases in bold are a) accepting an interruption, b) asking permission to interrupt, c) going back to an earlier point?

Beata: **Sorry to interrupt**, Jessica.

Jessica: That's OK. **Please go ahead**.

Beata: When you say 'blood sugar', do you mean 'glucose'?

Jessica: Glucose. Exactly, yes.

Graduate 2: Ah, good, thanks. I was wondering about that, too.

Jessica: **So, as I was saying**, ... no more pricking of fingers.

B How does Jessica prevent Beata's final interruption in Option A?

C Match the expressions (1-10) with the correct category (a-d).

- | | |
|--|----------------------------------|
| 1 What did you want to say? __ | a Asking permission to interrupt |
| 2 Sure, please continue. __ | b Accepting an interruption |
| 3 Excuse me for interrupting. __ | c Preventing an interruption |
| 4 Can I just finish (my point)? __ | d Going back to an earlier point |
| 5 Sorry, I just have one more thing to say. __ | |
| 6 Can I just say something here? __ | |
| 7 Before you speak, let me just say ... __ | |
| 8 The point I was making was ... __ | |
| 9 Going back to what I was saying ... __ | |
| 10 If I could just ask you ... __ | |

8 Work in small groups. Choose a situation and roleplay the conversation using phrases from Exercise 7. Students offering advice: interrupt the conversation several times.

- Student A asks for directions to the nearest restaurant. Students B and C have different directions.
- Student B wants to know how to make an omelette. Students A and C have different instructions.
- Student C wants advice on the best way to study English. Students A and B have different pieces of advice.

T Teacher's resources:
extra activities

→ page 114 See Pronunciation bank: Stress in phrases for turn taking

9A Work in groups. Choose one of the scenarios or think of one of your own.

Your company or place of study wants to:

- introduce a compulsory system of car sharing for anyone using the car park.
- close the onsite company restaurant.
- relocate your department to cheaper premises several kilometres away.

B Think of arguments for and against the scenario. If necessary, turn to page 127 for example arguments. Decide which arguments you agree with.

C Hold a meeting to discuss your scenario. Choose one person to lead the meeting. Take turns to say what you think, and allow other people to speak. Use appropriate expressions to interrupt and respond to interruptions.

D At the end, discuss how well the group participated in the meeting. How could you improve your approach to turn-taking in future?

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.4

BUSINESS SKILLS Voicemail messages

Lesson outcome

Learners can use a range of expressions to leave a clear and concise voicemail message.

- Lead-in 1A** In pairs, compare how many times you listen to voicemail messages before you understand them. Why?
- B** In small groups, discuss why it is sometimes difficult to understand a voicemail message.
the caller speaks too fast, the caller doesn't leave his/her full name
- C** How do you feel about leaving a voicemail message in English on a scale of 1–5 (1 = very comfortable, 5 = totally uncomfortable)? Explain your thoughts in pairs.

Listening 2A 2.01 Anya is the assistant to the Human Resources Manager, Emma Newman. It is Monday morning and Anya has four voicemail messages. Listen to the first three messages and tick the correct box.

	is unclear	speaks too fast	sounds annoyed
Caller 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caller 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caller 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B 2.02 Listen to message 1 again and complete the information below. Listen as many times as necessary.

MESSAGE

FOR: ¹ _____

CALLER: ² _____ DATE/TIME: 12 March / 9.15

REASON FOR CALL: ³ Discuss position

ACTION: ⁵ _____ TEL: 00⁶

ACTION DEADLINE: ⁷ _____

COMMENTS: ⁸ _____ *if can't call*

- ⁴ CALLED
- RETURNED YOUR CALL
- PLEASE CALL
- WILL CALL AGAIN

3A 2.03 Listen to message 4. What is/are the aim(s) of the message?

The caller is ...

- 1** asking for action. **2** asking for information. **3** asking for a call back.

B Listen again and tick (✓) the things the caller did.

- | | | | |
|--|--------------------------|---|--------------------------|
| Leave a greeting | <input type="checkbox"/> | Leave her contact details | <input type="checkbox"/> |
| Identify herself | <input type="checkbox"/> | Repeat her contact details | <input type="checkbox"/> |
| State the reason for the call | <input type="checkbox"/> | Offer an alternative communication mode | <input type="checkbox"/> |
| Request action / information / a call back | <input type="checkbox"/> | Provide a deadline | <input type="checkbox"/> |

Teacher's resources: extra activities

C In pairs, note down the message. Compare your message with the sample on page 128.

Functional language Leaving a voicemail message

language

4A Complete the phrases from message 4 below. If necessary, use the audioscript on page 148 to help you.

- | | |
|---|----------------------|
| 1 Identify herself | This is _____. |
| 2 State the reason for the call | Emma asked _____. |
| 3 Request action | Can she also _____. |
| 4 Leave her contact details | In case _____. |
| 5 Offer an alternative communication mode | Maybe she can _____. |
| 6 Provide a deadline | I'm _____. |
| 7 Finish the call | I _____. |

B Match the sentences/questions (a–k) with the categories (1–7) in Exercise 4A.

- a Please call me back and I'll go over the issue with you in more detail.
- b I think my previous message may have been cut off, so I'm calling again.
- c It's Thom. I'll spell that for you: that's T for Tango, H for Hotel, O for Oscar, M for Mike.
- d My number is 0081 for Japan, then 03-9245-6229. That's 0081-03-9245-6229.
- e This is a message for Colleen Baker.
- f Could you call me back on my mobile?
- g My name's Kaori Akiba from UCI-Tokyo.
- h I look forward to hearing from you.
- i Could you get back to me by Monday?
- j I'd like to discuss ... in more detail if possible.
- k Can you send me an email or a text message so we can we fix another time to speak?

T Teacher's resources:
extra activities

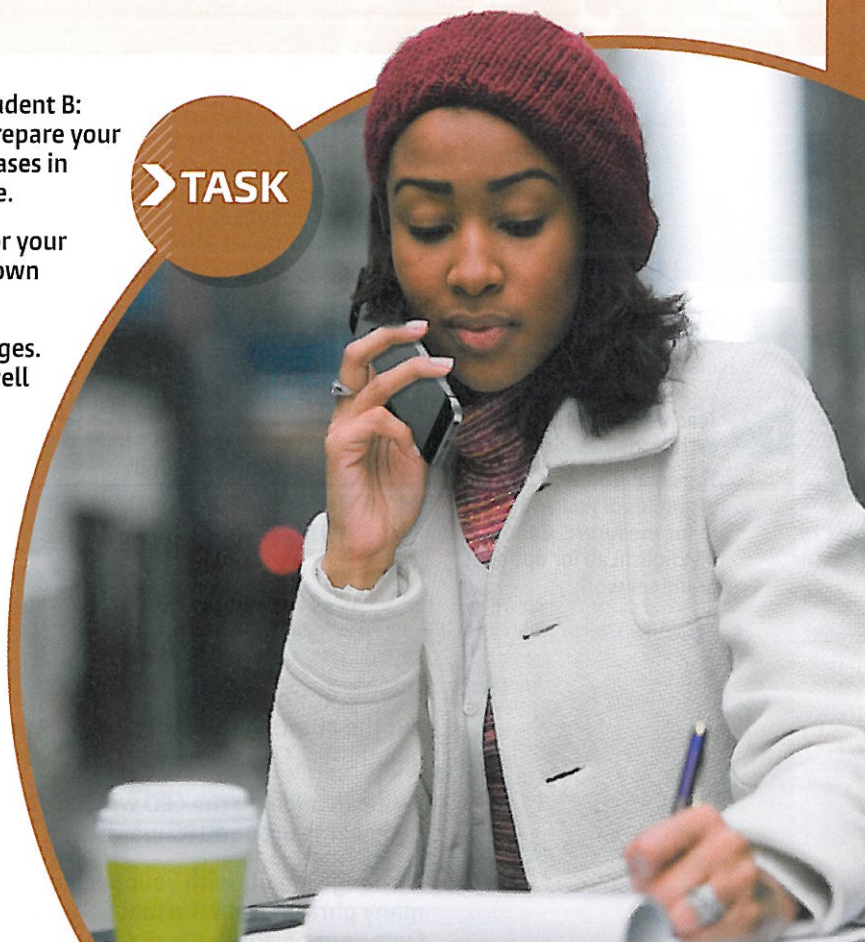
5A Work in pairs. Student A: Go to page 128. Student B: Go to page 130. Read the information and prepare your message: write notes, review the useful phrases in Exercise 4 and practise leaving your message.

B When you are ready, record your message for your partner. Your partner will listen and write down your message.

C Use the checklist below to review the messages. Reflect on what went well, what didn't go well and how you can improve next time. Then change roles.

- | | |
|---|--------------------------|
| 1 Identified himself/herself | <input type="checkbox"/> |
| 2 Stated the reason for the call | <input type="checkbox"/> |
| 3 Requested action | <input type="checkbox"/> |
| 4 Left his/her contact details | <input type="checkbox"/> |
| 5 Offered an alternative communication mode | <input type="checkbox"/> |
| 6 Provided a deadline | <input type="checkbox"/> |
| 7 Finished the call | <input type="checkbox"/> |

TASK




Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can write an email containing action points from a meeting.

Lead-in 1A  2.04 Listen to the meeting between Alice, Matthew and Stanley and complete the key action points below.

To: Project team
Subject: Factory in Indonesia

As you know, we **are going to** build a factory in Indonesia next year. The project **will involve** a lot of organisation and planning, so we had a meeting with Stanley Dongoran, our Indonesian partner, yesterday to discuss the next stages. Here are the key action points which resulted from the meeting.

KEY ACTION POINTS

- get licence from Indonesian ¹_____ Board
- visit Indonesia next ²_____
- ³_____ bank account
- choose good ⁴_____ for factory
- ⁵_____ the business premises
- organise other necessary ⁶_____
- interview candidates for ⁷_____ position
- book ⁸_____ and accommodation – Matthew by tomorrow

Please note that there **will be** a full team meeting next Monday. We expect everyone to attend.

B Check your answers with the audioscript on page 148.

Functional language

2 Look at the tips for writing an email that includes action points. Complete the table with examples of each tip from the email above.


Tips	Examples
1 Give brief background about the meeting which led to the actions points.	
2 List the points in the order in which you must do them.	
3 Use the same grammatical structure at the beginning of every action point.	
4 Add the name of the person who is going to do the task if possible.	
5 Put the date you want the task finished if possible.	

T Teacher's resources: extra activities

L The email contains examples of *will* and *going to* for the future. Go to MyEnglishLab for optional grammar work.

→ **page 119** See Grammar reference: *will* and *going to*



3A  2.05 Turn to page 128 and look at the points. Then listen to the meeting and put the points in the order they are going to do them. Delete any which are not mentioned. Check your answers with a partner.

B Write an email to the CEO with the action points for informing people about the takeover in around 100 words.

C Exchange emails with your partner. Did you both write formal or informal emails? How many phrases from the functional language box did your partner use? What ideas from your partner's email can you use to improve your email?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Business Workshops

1 >

Global recruitment agency p.88

Lesson outcome: Learners can discuss candidates for a job and choose the best person based on their online profile.

Reading: Job listing

Listening: Initial job interviews

Reading: Online candidate profiles

Task: Discuss job candidates

2 >

Investing your money p.90

Lesson outcome: Learners can ask and answer questions about companies and industries and present ideas and suggestions.

Listening: Investing

Speaking: Investor's checklist

Task: Choose a company to invest in

3 >

The grand opening p.92

Lesson outcome: Learners can participate in a project management meeting and make a decision on the main priorities for an event.

Listening: Understanding project priorities

Reading: Analysing follow-up emails

Task: Hold a project meeting

4 >

Hand-made p.94

Lesson outcome: Learners can consider market research and devise a marketing strategy.

Listening: Key factors for a global business

Speaking: Doing market research

Task: Choose market for a global strategy

5 >

Smart fabric p.96

Lesson outcome: Learners can understand the principles of the marketing mix and talk about products.

Reading and listening: Market research

Task: Choose a product to develop

6 >

Visitor safety p.98

Lesson outcome: Learners can assess safety and security procedures for visitors to office and factory buildings.

Reading: Safety and security

Listening: Risk assessment

Task: Prepare a visitor safety and security report

7 >

Red Cushion Furniture p.100

Lesson outcome: Learners can identify problems in customer service and find solutions.

Reading: Customer complaints

Listening: Dealing with unhappy customers

Task: Turn failure into success

8 >

Global communication p.102

Lesson outcome: Learners can identify and talk about communication problems.

Listening: Communication problems

Reading: Email exchanges about a problem

Task: Recommend ways to improve communication

Lesson outcome

Learners can discuss candidates for a job and choose the best person based on their online profile.

Background 1 Read the background and answer the questions with a partner.

- 1 What service does JobNow provide?
- 2 Have you ever used this type of service?
- 3 If you could choose any field to work in, what field would you choose?



BACKGROUND

JobNow is a global recruitment agency – a company that matches jobs with job-seekers all over the world. Companies give details of vacancies to JobNow. The recruiter checks its database of job-seekers for someone with the right skills and experience, and also actively uses online professional networks to find suitable candidates. In addition, job-seekers can search the listings to find jobs to apply for. Companies pay JobNow a commission when they fill a position.

According to JobNow Director, Elena Paz, ‘We look at thousands of online profiles, and it’s amazing how many people leave out basic information – their university studies, the field they want to work in, some description of their skills.’ She adds, ‘We want to see specific information about actual experiences – tell us what you can do by showing us what you’ve done.’

A job vacancy 2A Read the job listing that JobNow has received. In each category below, tick (✓) one item from each group that you think best matches this job. More than one answer may be possible, so prepare an argument to explain your choice.

Medical Insurance Product Writer

London

We’re looking for a graduate or experienced professional to write marketing and training materials for GIG – a growing medical insurance group. You will be responsible for working with several departments to develop documents for both internal company use and customer-facing product promotion, including website copy, social media updates and blogs. We will provide training as necessary.

Skills and experience:

- A degree in a related field • Good team player
- Confident, can-do attitude • Willingness to try new things
- Creative, with attention to detail

Degrees

- medicine
- engineering
- economics or finance
- English
- fine art (painting)

Professional experience

- retail sales – clothing
- nursing
- insurance sales
- accounting
- freelance writing


Other interests and activities

- playing team sports
- cooking
- volunteering in a local hospital
- travel
- reading and going to the movies

B Work in pairs and compare your answers. Explain your choices.

I think a finance degree would be the best match. Insurance is more about money than medicine.

I’m not sure. The job requires writing. Maybe a degree in English would be more useful.

3A  BW 1.01 **JobNow** short-listed five job-seekers for the job with GIG. Listen to part of the initial interview with three of them. Match each name with two descriptions.

- | | |
|---------|---|
| 1 Maria | a has no professional experience. |
| 2 Agata | b wants to try a different profession. |
| 3 Taro | c is a little bit worried about the issue of age. |
| | d enjoys sports. |
| | e wants a steadier income. |
| | f has travelled a lot. |

T Teacher's resources:
extra activities

B What skill or experience does each person have that could be useful for the job?

Online professional profiles

4 Read the three online profiles of applicants for the job of Medical Insurance Product Writer. Complete the table below.

JobNow



Agata

Three years ago, I moved from Reading to London to begin my studies in economics. I love my courses and I'm doing well in them so far. Outside of my studies, I love training for and playing football with a local club. I also work as a volunteer two evenings a week in a children's hospital near my university. When I graduate six months from now, I hope to find a position in the finance sector, ideally in an international environment.



Taro

When I graduated from Tokyo University with a degree in English, I wanted to see the world. After three or four months of travelling in Australia and New Zealand, I ran out of money and decided to try my hand at travel writing rather than return home. Since that time, my travel writing has been published in newspapers and magazines both in Japan and around the world. I'm currently looking for a permanent position as an in-company writer and would consider working in any sector.



Maria

When people are ill or in pain, you want to help them. Fifteen years ago, after completing my medical studies at Universidad Autónoma de Guadalajara, I opened a clinic in the town of Santa Clara. I hired two partners who helped the clinic grow and better serve the community. I usually work seven days a week, fifty weeks a year. I'm currently looking for an opportunity to change the focus of my work and use my skills in a different sector. I would be happy to move to a new area and to consider additional training.

	Activity or experience	Item mentioned in the vacancy listing
Agata	<i>studying economics, playing football</i>	<i>degree in a related field, good team player</i>
Taro		
Maria		

5A Work in groups of three. You work for JobNow. Your client – GIG – wants to interview a total of three candidates for the position of Medical Insurance Product Writer. You've already sent two for an interview, so there's one place left. Discuss the pros and cons of Agata, Taro and Maria and choose which candidate to send.

- Talk about each candidate's skills, experience and interests and how they match the job. Use the table in Exercise 4.
- Think about the relationship between experience and salary. Which candidate will probably cost the employer the least?
- Decide on the best choice. Which candidate has the most to offer?

B Work in new groups of three with different people. Take turns explaining the decision your group made in Exercise 5A.

C As a class, vote on the best candidate for the job.

Sometimes, interviews are done as an online video chat.

TASK

Discuss job candidates



T Teacher's resources:
extra activities

6 Write an online profile for yourself.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can ask and answer questions about companies and industries and present ideas and suggestions.

Background 1 Read the background and answer the questions with a partner.

- 1 What do the three friends want to do?
- 2 Why do they join an investment club?
- 3 What are the key benefits of joining an investment club?
- 4 What are club members doing now?
- 5 What kind of business do you think you would invest in if you had the money?

BACKGROUND

Three friends, Melanie, Franco and Toni, want to invest their own money in the stock market but, individually, they did not have enough money so they decided to join an investment club. These clubs are set up to offer people with a limited amount of money the chance to invest in companies with other people. Everyone shares their ideas and knowledge about investing and makes joint decisions about which companies to invest in. As a result, they all share the risk as well as the benefits of investing. It is a great way for people who do not have a lot of experience to learn about investment. The club is now looking at the best industry to invest in. Each of the friends has decided to research different industries and select one they all agree on.

Investment possibilities 2A BW 2.01 Listen to the conversation between Melanie, Franco and Toni and decide if these sentences are true (T) or false (F).

- | | |
|--|--|
| 1 Melanie researched the graphite mining industry. | 4 We already use it to upload data very quickly. |
| 2 Graphite has been in pencils for a long time. | 5 Nuclear waste includes some graphite. |
| 3 Graphene is both very strong and lightweight. | |

B Listen again and complete the notes.

Graphene

- made from ¹_____ which is found all over world
- much stronger than ²_____ and extremely flexible
- good conductor of ³_____ and electricity
- used in phone and ⁴_____ touchscreens and sports equipment
- potential uses: could ⁵_____ phones in five minutes and clear up nuclear waste

3A BW 2.02 Listen to Toni talking about her research. Put a tick (✓) by the things she mentions.

- | | | | |
|---------------------------------------|----------------------------------|---------------------------------|---|
| <input type="checkbox"/> hotels | <input type="checkbox"/> camping | <input type="checkbox"/> sports | <input type="checkbox"/> package holidays |
| <input type="checkbox"/> train travel | <input type="checkbox"/> cooking | <input type="checkbox"/> spas | <input type="checkbox"/> cruises |

B Listen again and complete the notes.

- ¹_____ industry
- includes ²_____ travel providers, cruise companies, hotel ³_____ and mega-resorts
- mega-resorts provide everything a guest needs in one place
- companies are building huge new cruise ships

4 BW 2.03 Listen to Franco talking about his research and answer the questions.

- 1 What industry does he want to invest in?
- 2 Which market is he interested in within the industry?
- 3 What kind of companies are making big profits?
- 4 Why does he think this is a good time to invest in this market?

- 5A** Work in groups of three. Look at the charts on page 131. In your groups, compare the charts and discuss why you think each industry would be a good investment.
- B** Decide together which industry you think the club should invest in.
- C** Write a short summary for other investment club members, saying which industry you think seems to be the best one to invest in, and give your reasons.
- 6A** Work in small groups. Discuss what you would like to know about a company before investing in it. Here are some factors to start with. See how many more you can add.

Company investment checklist

profits sales figures size

- B**  BW 2.04 Listen to a podcast about investing in a company. Check to see how many of your ideas the speaker mentions, then add to the notes below.

Company ¹_____ Who ²_____ it _____ and _____ ?

Financial performance look at financial ³_____ for last three years
check what the company is ⁴_____
identify trend in sales and revenues
identify ⁵_____

⁶_____ **team** assess ⁷_____ and skills
How effectively do they use the skills of ⁸_____ ?

⁹_____ **plans** How ¹⁰_____ are the plans?
Additional factors environmental and ¹¹_____ responsibilities

- C** Work in pairs or small groups. Make a list of five questions you need to answer before you invest in a company. Use these ideas to help you.

T Teacher's resources:
extra activities

date founded employee skills management team

7A Work in three groups.

Group A: Look at Company 1 on page 132.

Group B: Look at Company 2 on page 134.

Group C: Look at Company 3 on page 138.

- Study the company information.
- Think of ways to expand the information in the notes.
- Discuss the key factors which would interest potential investors.
- Decide how you will present the information to the class.

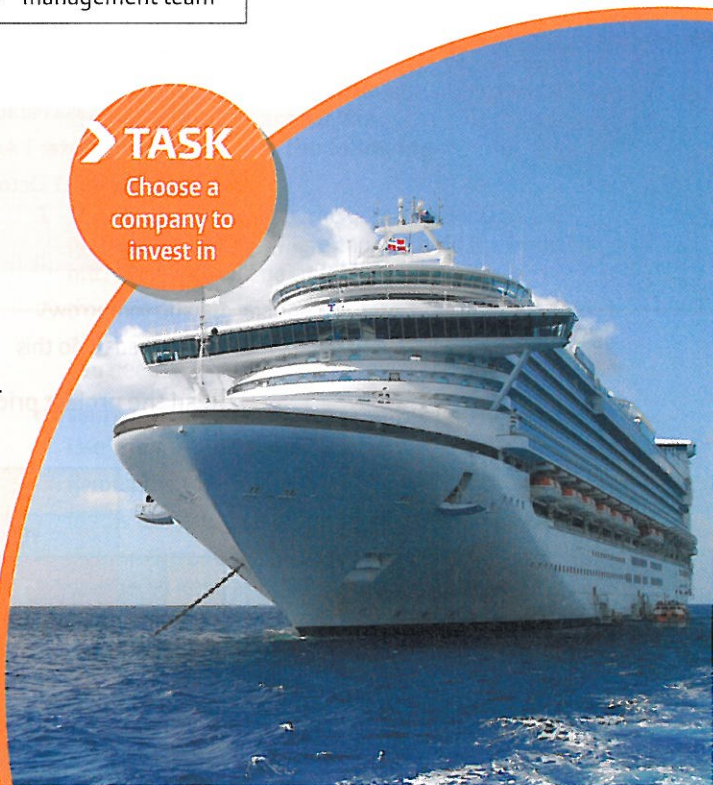
B In your groups, present your companies to the class. Follow these steps:

- Introduce each company and its history.
- Talk about current projects and future plans.
- Outline key factors which would interest investors.
- Ask the audience for any questions and answer them.

C As a class, discuss which of the three companies would be best to invest in and why.

TASK

Choose a company to invest in



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can participate in a project management meeting and make a decision on the main priorities for an event.

Background 1 Read the background and answer the questions with a partner.

- 1 What kind of business is Casa Paradiso?
- 2 Why is wind energy an important selling point for the hotel?
- 3 Would you choose to stay in this sort of hotel? Why / Why not?

BACKGROUND

Casa Paradiso, a new 20-room boutique hotel, is opening in the popular seaside resort of Miramar. The hotel will generate some of its electrical power using wind turbines on the roof – an important selling point. The owners have hired M&PR, a marketing and public relations firm, to create and manage the grand opening event to get media attention for the new business.

Decisions so far:

- The event will be held at the hotel.
- An A-list celebrity will attend and endorse the hotel.
- The guests – representatives of travel magazines and tour operators – will be treated as VIPs.
- A tour of the hotel will include a visit to the roof, to see the wind turbines and discuss the environmentally friendly nature of the resort.

With only two months to go, there is still a lot of work to do.



Understanding project priorities 2A BW 3.01 Read the agenda for a meeting between Lily, M&PR's Account Manager and Carlos, the Project Manager for the grand opening. Then listen and match each item on the agenda with the time it should be completed (a-d).

AGENDA

- | | |
|---|--|
| Project: Casa Paradiso grand opening | 1) 'Save the date' invitations to guest list |
| Meeting date: 1 August | 2) Contract with actress Lana Gabler-Jones |
| Event date: 1 October | 3) Engineer to explain wind turbines |
| | 4) Food order for the event |

- | | |
|-------------------------|--|
| a Can do tomorrow | c Get Sarah to do this on 15 September |
| b Don't need to do this | d Need to do today |

B Read the project priority box. Match each item on the agenda with a number in the box.

		IMPORTANT	
		YES	NO
URGENT	YES	1 Do this now	3 Delegate someone to do this
	NO	2 Decide when to do this before it becomes urgent	4 Delete this - don't waste your time

Teacher's resources: extra activities

Analysing meeting minutes

3A Read the document on page 134. Was it written before or after the meeting? How do you know?

B Answer the questions.

- 1 Did they discuss every item on the agenda?
- 2 What four tasks does Carlos now need to complete?

Analysing follow-up emails

4A Read the three emails. Match each one with a numbered item in the minutes in Exercise 3A.

Dear Constance,

I hope you're well. I'm writing regarding the grand opening of Casa Paradiso in Miramar. You may recall that I sent the contract six weeks ago for immediate signature, but I haven't received it back from you. We'd like to promote the event with Lana's photo, but we can't do that until we have a signed contract. I know you're busy, but would it be possible to get this sorted out today? Could we perhaps have a phone call?

Yours sincerely,
Carlos

Hi Sarah,

I'd like you to take care of the food order for the Casa Paradiso grand opening, please. The event is on 1 October, so we need to finalise the menu on 15 September. By that time, we should have an exact number of guests. We've already agreed the menu and paid a deposit. On 15 September, we need to give final numbers and pay 50 percent, minus the deposit. We'll pay the final 50 percent after the event.

Let me know if you have any questions.
Cheers,
Carlos

Dear Jim,

We spoke a few weeks ago about possibly getting one of your engineers to give a talk about the wind energy system at Casa Paradiso, for the grand opening. The owners have decided not to include that as part of the event. Thanks anyway for agreeing to help us.

All the best,
Carlos

B Decide if the sentences below are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Carlos sent the contract to Constance about a month and a half ago.
- 2 Carlos wants to speak with Lana on the phone.
- 3 Carlos isn't sure how many people will attend the grand opening.
- 4 Carlos has already paid some money for the food.
- 5 The email to Jim is Carlos's first contact with him.
- 6 Carlos wants Jim to come to the grand opening.

T Teacher's resources:
extra activities

TASK

Hold a project meeting

5A Work in pairs. Student A is a representative of M&PR and Student B works for Casa Paradiso.

It's now 21 September, ten days before the grand opening. M&PR is meeting representatives from Casa Paradiso to finalise the plans for the grand opening. Here is the agenda for the meeting:

AGENDA

Project: Casa Paradiso grand opening

Meeting date: 21 September

Event date: 1 October

- | | |
|-----------------------------------|----------|
| 1) Progress of hotel construction | 4) Music |
| 2) Update on guest list | 5) Food |
| 3) Special celebrity guest | 6) AOB |

Student A: Go to page 135.

Student B: Go to page 137.

Work through the agenda for the meeting, sharing the information you have.

B As a group, decide what the current priorities are for the project and answer the following questions.

- 1 Will you try to continue the grand opening on the planned date? If so, where can you hold the event? If not, what date will be suitable?
- 2 If you decided to change the date, how does that affect other parts of the project? What additional changes do you need to make?

C Work individually. Write minutes for the meeting. Use the form on page 135.

Remember to:

- follow the structure of the agenda in Exercise 5A.
- include *Discussion*, *Decision* and *Action* for each numbered item, as in the minutes in Exercise 3A on page 134.
- decide who is responsible for each action.

D Work in groups. Compare your minutes. Are they similar?

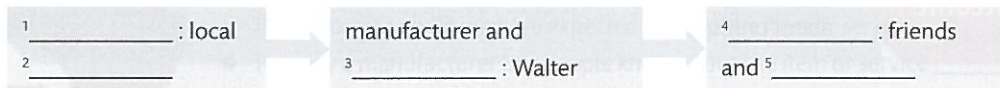
T Teacher's resources:
extra activities

Self-assessment

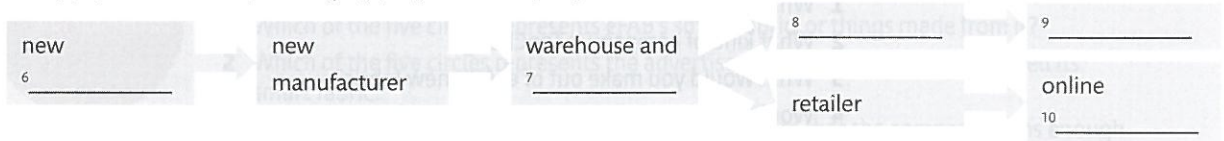
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Supply chain 4A BW 4.03 Listen to the expert talking about a simple supply chain model and complete the diagrams below.

1 Supply chain for organic apple juice start-up



2 Supply chain for expanding apple juice company



B Work in pairs or small groups. Look at the problems below and indicate where they might occur in the supply chain.

- | | |
|------------------------|---|
| 1 stock running out | 4 increase in costs |
| 2 poor-quality product | 5 customers can't find product in shops |
| 3 production delays | 6 online order deliveries delayed |

Market research 5 Work in pairs. Discuss what kind of skincare products are popular in your country with both men and women. Consider why they are popular and who the target markets are. Do both men and women use skincare products?

6 Work in small groups. Discuss what research you think Isabella needs to do before selling into new markets. Consider these points and try to add at least four more of your own.

- rules and regulations / legal system
- marketing
- potential customer base
- shipping costs

T Teacher's resources:
extra activities

7A Work in pairs or small groups.

Student/Group A: Look at the market research notes for India on page 135.

Student/Group B: Look at the market research notes for Russia on page 136.

- Exchange information about the two markets.
- Study the information together and discuss how HappyPure meets the market demands.
- Consider the potential difficulties of selling to those markets.
- Discuss what HappyPure must do now if it is serious about going global.

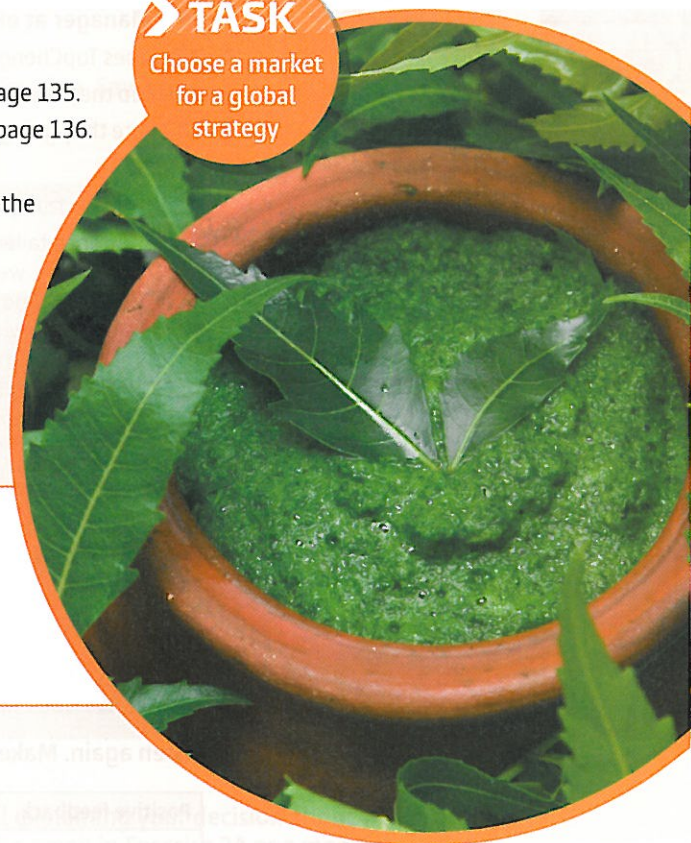
B Work in two groups with people from both A and B. Hold meetings to come up with a strategy for HappyPure to go global. Here is the agenda.

- Which market should HappyPure enter: India or Russia?
- What changes will the company have to make to go global?
- Manufacturing
- Pricing
- Branding and marketing
- Next steps / action points

C Share the results of your meeting with another group. Did you come to the same conclusions?

TASK

Choose a market
for a global
strategy



T Teacher's resources:
extra activities

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.1 Transferable skills

1 Complete the text using the words in the box.

attitude communication determination
goals integrity player outside thinking

Geoff works hard and has a can-do ¹ _____, which makes him a very good team ² _____. He has a lot of ³ _____ and never gives up when things are difficult. He also uses critical ⁴ _____ to solve problems and is able to think ⁵ _____ the box. He sets realistic ⁶ _____ for himself and his team. Geoff shows he has great ⁷ _____ - he never blames other people for his mistakes. All this, together with his excellent ⁸ _____ skills, makes him a valuable employee.

2 Complete the sentences with the correct form of the words in capitals.

- Ewa is very _____ and can work in many different job areas. ADAPT
- We need _____ people to do this kind of work. RESOURCE
- _____ is an important quality for this job. We can't have someone who is often late or off sick. DEPEND
- He doesn't have as much _____ as we would like. CONFIDENT
- I would like to see more _____ in the way he works. FLEXIBLE
- We want someone who is _____ to reach the top level. AMBITION
- I am _____ about the work I do. PASSION
- I'd like a job which gives me a lot of _____ to make my own decisions. INDEPENDENT

1.2 Advice and suggestions

3 Complete the sentences with the correct form of the verbs in brackets.

- You should _____ (write) a blog about your work placement.
- Why don't you _____ (go) to a networking meeting?
- How about _____ (give) me an example of your creative skills?
- He could _____ (send) his details to the company.
- Why not try _____ (use) social media to find a job?
- You shouldn't _____ (list) all your hobbies, just a few.
- You ought _____ (find) out about the company before the interview.

Functional language

1.3 Asking questions to build rapport

4 Complete the conversation with one word in each gap.

- A: So, you worked in Brazil. How ¹ _____ did you work there?
B: A couple of years.
A: ² _____ exactly did you work?
B: Recife. Do you ³ _____ it?
A: No, I don't. ⁴ _____ did you like best about it?
B: It was a great place to live and work.
A: ⁵ _____ did you come back to live in the UK?
B: Last month.

1.4 Networking at a careers event

5 Put the words in the correct order.

- me / experience / about / tell / more / could / your / you?
- you / put / in / with / me / charge / the / touch / person / in / can?
- questions / like / ask / a / the / few / about / to / you / I'd / company.
- your / for / you / time / thank.
- your / are / job / enjoying / how / you / new?
- week / you / a / give / could / call / next / I?

1.5 Introducing yourself

6 Complete the email using the phrases in the box.

any questions appointed as by email feel free
hope to meet similar position to meeting you
would like to



Dear colleagues,

I ¹ _____ introduce myself. I have just been ² _____ the new Sales Manager for KINDLO plc. Before I joined KINDLO, I was working in a ³ _____ in a much smaller company.

I ⁴ _____ you all on Friday, but please ⁵ _____ to contact me ⁶ _____ or phone if you have ⁷ _____ before then.

I very much look forward ⁸ _____ all in person.

Kind regards,

2.1 Sectors and industries

1 Complete the sentences using the words in the box.

automotive agriculture card drilling
extraction financial manufacturing primary
retail secondary tertiary

- Alia works in _____ services and has a job in a credit _____ company. This kind of business is in the _____ sector.
- Most economic activity is in the _____ sector with most of the population working in _____ (animal farming, crop growing, etc.).
- We make furniture in our factory, which means that we're in the _____ industry. Therefore our business is part of the _____ sector.
- The Japanese _____ industry is strong, with their vehicles sold worldwide.
- That supermarket chain is one of the most successful companies in the _____ industry.
- The _____ of raw materials is part of the primary sector and includes things such as coal mining, and gas and oil _____.

2.2 Past Simple and Past Continuous

2 Complete the text with the Past Simple or Past Continuous form of the verbs in brackets.

A few years ago, while I ¹ _____ (study) engineering at university, I ² _____ (have) to spend three months as an intern in a large engineering company. One day, I ³ _____ (work) in the office when I ⁴ _____ (meet) someone who changed my life. While I ⁵ _____ (explain) one of the projects I ⁶ _____ (be) responsible for to a visitor who ⁷ _____ (own) a company, he suddenly ⁸ _____ (offer) me a job with his company. At first I ⁹ _____ (not hear) what he said, so he ¹⁰ _____ (repeat) the offer. He ¹¹ _____ (wait) for me to reply when my manager ¹² _____ (interrupt) us and asked the visitor, 'What are you doing?' 'I've just offered your intern a job!' he replied. I'm now Senior Engineer in a very successful company.

Functional language

2.3 Interrupting and dealing with interruptions

3 Complete the conversation using the phrases in the box.

before we speak can I for interrupting
going back to I was making just say something
sorry to interrupt

- Anna:** Let's look at the new project in Paraguay first.
Benito: I'm ¹ _____, but I think we should discuss the construction project in Rio first.
Anna: Well, ² _____ about that, let me just say that Paraguay is the most urgent item on the agenda.
Carlos: Can I ³ _____ here? Benito's right. Rio's more urgent at the moment.
Anna: ⁴ _____ what I was saying, I know Rio's important, but if we don't finalise Paraguay first ...
Dina: Excuse me ⁵ _____ but ...
Anna: ⁶ _____ just finish my point? The point ⁷ _____ was that Paraguay is really urgent at the moment.

2.4 Leaving a voicemail message

4 Choose the correct option in italics to complete the text.

Hello, ¹*this / here* is Johannes Marks from JOHAMA Supplies. This is a ²*phone / message* for David Kiteman. I'm ³*returning / getting back* your call. Please ⁴*call back to me / call me back* so we can discuss the contract in more detail. And, er, can you call me on my mobile please as I'm away from the office all day? Could you ⁵*get / call* back to me by the end of the day? I look forward to ⁶*hearing / returning* from you.

2.5 Emails - Action points

5 Complete the email using the words in the box. There are three extra words you do not need to use.

aware by decision decide involve know
organise meeting with

As you ¹ _____, we're going to build a new factory. The project will ² _____ a lot of planning, so we had a ³ _____ to discuss the next stages. Here are the key action points:

- ⁴ _____ on location for factory
- choose construction company
- ⁵ _____ permissions (Barbara)
- plan schedule (Juan ⁶ _____ end of month)

3.1 Managing projects

- 1** Choose the correct option in italics to complete the sentences.
- We have reached an important *milestone / setback* in the project, so we're celebrating.
 - There has been another *risk / setback* with the project and it's now behind schedule.
 - We don't *anticipate / manage* any further problems or delays with the project.
 - It's impossible to accurately *anticipate / predict* the future.
 - A Project Manager is responsible for *milestone / risk* management - planning for possible problems.

Word building - verbs and nouns

- 2** Complete the email using the correct form of the words in the box.

add attach decide construct identify
investigate solve suspend

Dear all,

I've made a ¹_____ to change the project schedule after several ²_____ problems delayed the building project. We failed to ³_____ problems with the quality of some materials and were unable to find a ⁴_____ to the problem quickly. In ⁵_____ to this, poor weather conditions are also causing delays. Therefore we decided to ⁶_____ all work for a week while we ⁷_____ why we had quality issues.

Please see ⁸_____ for further details.

3.2 Comparatives and superlatives

- 3** Complete the text with the correct comparative or superlative form of the words in brackets.

This is our ¹_____ (big) project at the moment but it is progressing ²_____ (quickly) than we would like. One problem is that not all employees are ³_____ (experienced) as we would like and we are currently looking for people who are ⁴_____ (experienced). Everyone is working ⁵_____ (hard) as they can to try to finish the project on time. Secondly, although the budget is ⁶_____ (large) than any of our other budgets, there are problems with a new material. We used it because it was the ⁷_____ (expensive) - everything else cost much more - but the quality is not ⁸_____ (good) as we expected. As a result, the job is taking us much ⁹_____ (long) to complete. Next time we must use ¹⁰_____ (good) quality materials.

Functional language

3.3 Giving and responding to instructions, standing your ground

- 4** Complete the dialogue using the phrases in the box.

can do it compromise on leave it
like you to think about need you to meet
no problem there's no flexibility up to speed

Piotr: Can you bring James ¹_____ on the project so far?

Alicia: Of course. It's going well but we really ²_____ the new deadline.

James: Sure, ³_____.

Alicia: We'd also ⁴_____ shift work, too, so you can complete the work on time.

James: The staff refuse to work shifts. They won't ⁵_____ this. We can't afford to lose them.

Piotr: I'm sorry, ⁶_____ on this. We've decided this is the best way forward.

James: I think we ⁷_____ without the need for shift work. ⁸_____ with me. I'll sort it out.

3.4 Asking for and giving updates

- 5** Choose the correct option in italics to complete the sentences.

- The new design is *in progress / up to date* and I expect to complete it today.
- Where / What* are we with the new design?
- What's the *last / latest* on the Indian contract?
- Can you please give me a *schedule / an update* on the construction?
- How are we *happening / doing* with the project scheduling?
- I don't see any *impediments / deadlines* at the moment.
- We hope to *finish / follow up* drawing up the plans today.

3.5 Email requesting an update

- 6** Match the sentence halves.

- | | |
|---------------------------|---|
| 1 I'd like to know | a me know what supplies you need? |
| 2 Would you mind | b possible to visit the site tomorrow? |
| 3 I'd like to | c grateful if you could do this for me. |
| 4 Could you let | d if the project is on schedule. |
| 5 Would it be | e request a meeting with the project manager. |
| 6 I'd appreciate | f it if you could give me some more information. |
| 7 Could you | g sending me the staff files? |
| 8 I'd be very | h possibly send me photos of the site? |

1.2 >> Advice and suggestions

We use **should**, **shouldn't**, **ought to** and **could + infinitive** to give advice:

You **should** give detailed information about your experience.

You **shouldn't** use words like 'passionate' on your profile.

You **could** include information about your interest in hiking.

You **ought to** think outside the box.

We use **Why not** and **Why don't you + infinitive** to make suggestions:

Why not try connecting with people in other industries?

Why don't you give more information about your latest project?

We use **What about** and **How about + -ing form** to make suggestions:

What about changing your profile picture?

How about giving more details about the website you designed?

1.5 >> Adverbs of degree

We can make adjectives weaker or stronger by using adverbs of degree.

- **Making adjectives stronger**

very, really

*I was working in a similar position in a **very** small company.*

*I am **really** excited to be working for this company.*

- **Making adjectives weaker**

quite, a bit

A bit is used with negative words.

*The meeting was **a bit** boring.*

Quite is used with positive words.

*This company is **quite** large compared to my last company.*

- **Making comparative adjectives stronger**

much, a lot

*The company is **much** bigger than I expected.*

*The job is **a lot** more interesting than my last one.*

- **Making comparative adjectives weaker**

a bit, a little

*The company is **a bit** bigger than my old one.*

- **Making verbs stronger**

very much, really, a lot

Very much can go before or after the verb (and object).

*I **very much** look forward to meeting you all in person.*

*I look forward to meeting you all in person **very much**.*

Really goes before the verb.

*I **really** like this job.*

A lot goes after the verb and object.

*I like this job **a lot**.*

2.2 > Past Simple and Past Continuous

• Past Simple

*Suddenly all the electricity **went out**.*

*I **thought** we really must do something about this.*

*She **walked** into the room, **made** herself a cup of coffee and **turned on** her computer.*

Form:

regular verbs: infinitive + -ed

Many of the most frequently used verbs have an irregular form, e.g. *think* – *thought*, *go* – *went*.

Use:

We use the Past Simple to talk about completed actions and events in the past. We also use the Past Simple to describe a sequence of completed events and actions.

• Past Continuous

*It **was snowing** all last night.*

*About 9 o'clock we **were just watching** TV.*

Form:

was/were + verb + -ing

Use:

1 We use the Past Continuous to talk about actions and situations happening at a specific moment in the past.

*A: What **were** you **doing** at 10 o'clock this morning?*

*B: I **was waiting** at the airport for the visitors to arrive.*

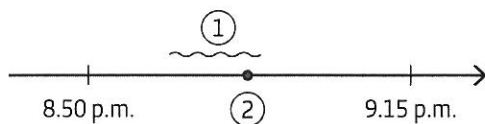
2 We use the Past Continuous in a story to give 'background' details, e.g. the weather, the location, the season, or extra details about someone's life at the time.

*She **was spending** the summer studying English in London when she met him.*

3 We use the Past Continuous to talk about a situation or action in progress which is interrupted by another event or action (expressed in the Past Simple).

1 *About 9 o'clock last night we **were just watching** TV.*

2 *Suddenly all the electricity **went out**.*



*I **was talking** on the mobile when the battery ran out.*

4 We use the Past Continuous with *while* to talk about two events or actions happening at the same time.

*She **was preparing** the presentation **while** he **was organising** the chairs in the meeting room.*

5 We generally use *when* before the Past Simple for actions and events of a shorter duration.

*I was talking on the mobile **when** the battery ran out.*

6 We generally use *while* with the Past Continuous for actions and situations of a longer duration.

***While** I was reading the report, I made notes about the main points.*

We often use the Past Simple and the Past Continuous tenses together.

Notice the important difference between these two sentences:

When we arrived, Janet was giving her presentation.

(Janet started her presentation **before** they arrived.)

When we arrived, Janet gave her presentation.

(Janet started her presentation **after** they arrived.)

Note: stative verbs

Verbs which describe states or feelings do not take the continuous form:

I ~~was liking~~ the book. ✗ I liked the book. ✓

He ~~wasn't agreeing~~ with my opinion. ✗

He didn't agree with my opinion. ✓

Some verbs can be both a state or action verb, depending on meaning:

I thought the book was interesting. ✓ (think = be of the opinion that)

I was thinking about writing a book. ✓ (think = consider)

2.5 > will, going to

Going to is used for

• a plan:

*We **are going to** build a factory in Indonesia next year.*

• an expected event:

*The boss has arrived. He's **going to** inspect the factory.*

Time expressions used with *going to*

• *soon, this evening, tonight, tomorrow, next week, next month*

Will is used for

• opinions about the future:

*The project **will involve** a lot of organisation and planning.*

• decisions made at the moment of speaking about the future:

I'll do it straight after the meeting.

• offers:

I'll help you if you like.

3.2 >> Comparatives and superlatives

We can use adjectives in their base form with *as ... as* to say two things are more or less equal or *not as ... as* to say that one thing does not match another.

*The new computers are **as good as** the old ones.*

*The new computers are **not as good as** the old ones.*

*Doing calculations on paper **isn't as easy as** using a calculator.*

Comparatives

We use comparatives to say how two or more people or things are different.

To form comparative adjectives, we use *-er* or *more/less*:

*Having a meeting on Skype will be **easier than** talking face to face.*

*Finishing the project in six weeks will be **more difficult than** finishing it in eight or ten weeks.*

*For this project, the schedule is **less important than** the budget.*

With one-syllable and some two-syllable adjectives, we form comparatives using *-er*.

new → newer, short → shorter, narrow → narrower

With adjectives that have two or more syllables, we form comparatives using *more* or *less*:

expensive → more expensive, less expensive,

modern → more modern, less modern

Some adjectives are irregular:

good → better, bad → worse, far → further

Sometimes we change the spelling when we add *-er*.

- Change *-y* (after a consonant) to *-i*:

happy → happier

- Double the final consonant on adjectives ending with consonant + vowel + consonant in one-syllable adjectives:

big → bigger

We form comparative adverbs in the same way as comparative adjectives, using *-er* or *more/less*:

*You work **harder** than I do.*

*They finished **less quickly** than we did.*

Some adverbs are irregular:

well → better, badly → worse

Superlatives

We use superlatives to say that one thing has more or less of a quality than any other thing in the same group.

To form superlative adjectives, we use *-est* or *most/least*:

*The Amazon is **the longest** river in the world.*

*This is **the most expensive** hotel in Lisbon.*

*Driving my car is **the least convenient** way to get to work because there's no parking.*

Note: we use *the* with superlatives.

With one-syllable adjectives, we form superlatives using *-est*:

new → newest, short → shortest

With adjectives that have two or more syllables, we form superlatives using *the most* or *the least*:

expensive → the most expensive, the least expensive

Some adjectives are irregular:

good → best, bad → worst

Sometimes we change the spelling when we add *-est*.

- Change *-y* (after a consonant) to *-i*:

happy → happiest

- Double the final consonant on adjectives ending with consonant + vowel + consonant in one-syllable adjectives:

big → biggest

We form superlative adverbs in the same way as superlative adjectives, using *-est* or *most/least*:

*He ran **the fastest**.*

*She worked **the most efficiently** of anyone in the office.*

*They responded **the least quickly** to my emails.*

Some adverbs are irregular:

well → best, badly → worst

3.5 >> (not) enough

We can use **enough** with adjectives, adverbs and nouns. *Enough* means 'as much as you need'. *Not enough* means 'less than is needed or necessary'.

adjective + enough

*The manager is **experienced enough** for the job.*

*We can't work today. The weather **isn't good enough**.*

adverb + enough

*I'd like to know if the first stage of the building project is moving **fast enough**.*

*The project **isn't moving fast enough**.*

enough + noun

*The CFO is now worried that there **aren't enough funds**.*

adjective/adverb + enough + to and enough + noun + to

*I understand that weather conditions were **not good enough to start the second stage**.*

*We **haven't got enough funds to finish the project**.*

4.2 > Present Simple and Past Simple passive

We make Present Simple and Past Simple **passive forms** using the appropriate form of the auxiliary verb **be + past participle** of the main verb.

We use the passive form when we don't know who or what is responsible for an action (the agent), or the agent isn't important, or when we simply want to emphasise the importance of an action rather than the person or thing responsible for doing it.

We often use the passive instead of the active form to describe systems and processes and in formal writing (reports, manuals, etc.). When we include the agent we use the preposition *by*. For example:

Agent not known or not important

Present Simple

*These ceramic bowls **are made** by hand.*

*The ring **isn't made** of silver.*

***Are** the goods **shipped** worldwide?*

Past Simple

*Alibaba **was launched** in China in 1999.*

*Most of the concert tickets **weren't sold** directly to fans.*

*When **was** the website **started**?*

Agent known

*Several companies **are owned** by the Alibaba group.*

*All the jewellery in the store **was designed** by him.*

4.5 > Verbs + prepositions

Some verbs are followed by a dependent preposition.

verb + to

- *belong, complain, listen, talk, write and speak*
*We **are writing to** you to confirm the order.*
*I need to **speak to** the boss.*

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verbs that **don't** use to

- *ask, answer, phone, thank*
Thank you for your business.

verb + about

- *complain, read, talk, think*
*When we **talked about** your order, ...*

BE CAREFUL!

verbs that **don't** use about

- *discuss*
*We **discussed** the payment terms last week.*

verb + for

- *apply, look, pay, wait, work*
*I **work for** a bank but I'm **looking for** a different job now.*
*He **applied for** the marketing job.*

verb + at

- *arrive, look, laugh, point*
*I **looked at** the contract carefully after he signed it.*

verb + with + person

- *agree, disagree, do business*
*I **agree with** the manager.*

verb forms after prepositions

If a verb comes after a preposition then you need the *-ing* form:

*They talked **about changing** the order.*