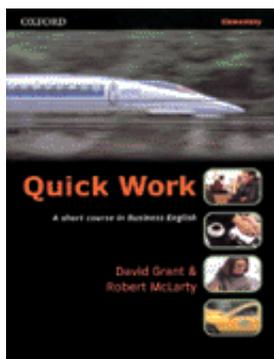


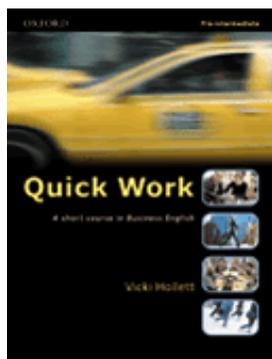


Quick Work online

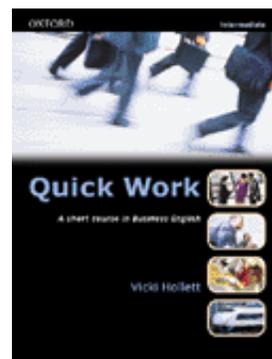
[→ Elementary](#)



[→ Pre-intermediate](#)



[→ Intermediate](#)



Practise your English with interactive exercises for each unit. Improve your grammar and vocabulary - and have some fun with our games too.

1 NEW OFFICES

This activity provides practice with the language needed for *Asking for information*, the prepositions in *Quick Check* (page 6) and the names of departments in a company. Make one copy of the page for each student.

Students have to design the office layout for a company. The departments are listed and the students decide where to place each one on the floor plan.

Next, the students work in pairs and ask for information about each other's designs in order to complete the second plan. For example:

A: *Where's Marketing?*

B: *Behind reception.*

Afterwards, students compare floor plans and decide which would be the best office layout.

2 QUESTIONS, QUESTIONS, QUESTIONS

This activity is useful as a review of the questions presented in unit 1. Make one copy of the page per student.

In part 1, students read the incomplete questions listed and decide what words might be missing. Discourage students from writing the missing words down as the aim of the activity is to focus on speaking. When they have prepared complete questions, students work in pairs asking and answering the questions as if meeting a business colleague.

Here are the most likely complete questions (note that in some cases there is more than one possible question):

What's your job?

Where are you from?

Who do you work for?

Where are you based?

Where do you come from?

What does your company do?

Would you like something to eat?

Would you like to use the phone?

Where is the reception area?

Where are the toilets?

Is there a bank near here?

What time does the bank close?

Are there any taxis?

Do you know any good restaurants near the hotel?

Can I use your pen, please?

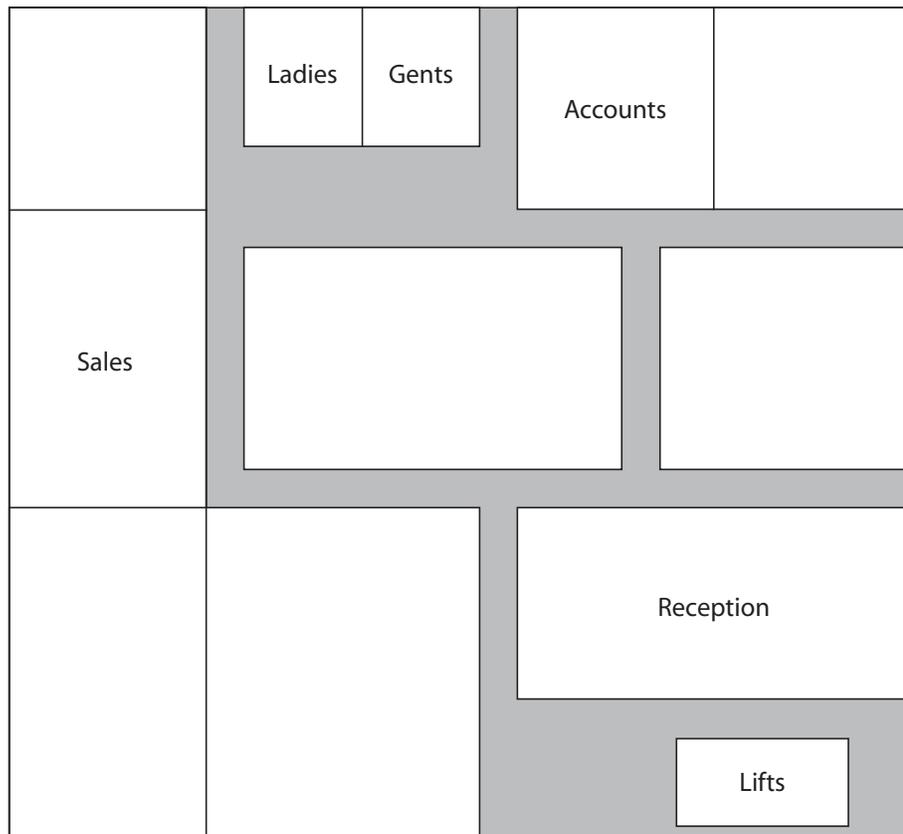
Could I have your telephone number?

Sorry, can you repeat that?

In part 2, students create their own questions using the question words given. Then students ask each other their questions. You could do this as a pair work activity, or have students circulating round the class asking their questions to different students.

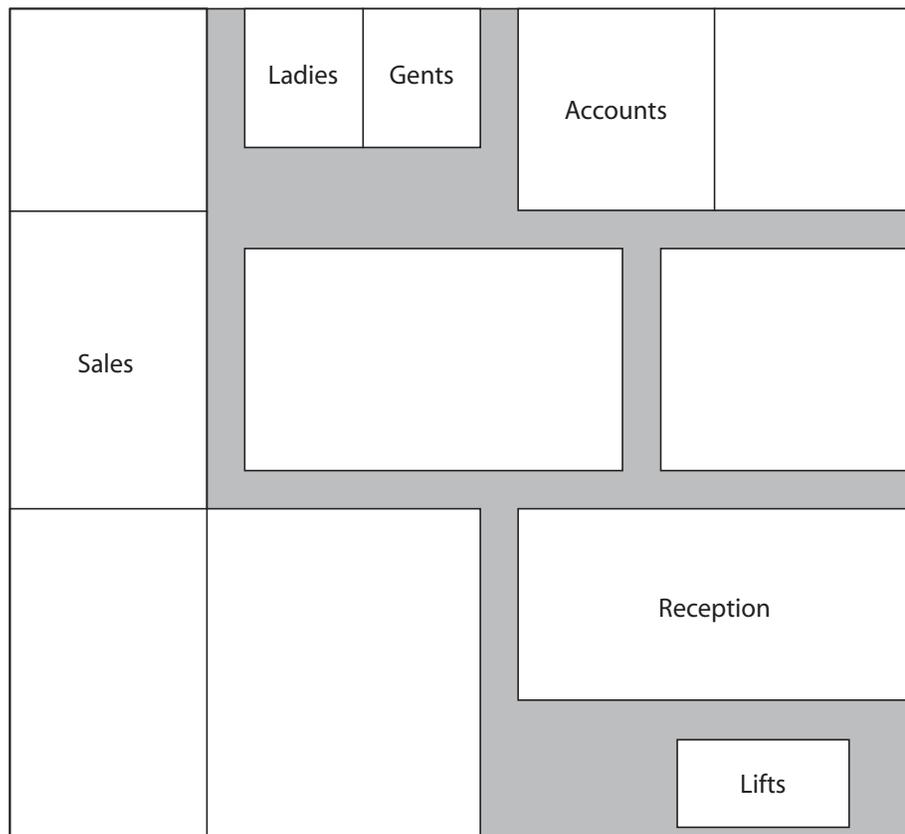
NEW OFFICES

- 1 Your company has a new office building. On the first floor below you need offices for Marketing, Personnel, Training, Business Development, Engineering and a Conference Room. Write in the names of the offices on the floor plan.



NEW OFFICES

- 2 Now interview your partner and find out where the offices are in his/her office. Write the names on the floor plan.



QUESTIONS, QUESTIONS, QUESTIONS

1 Read these questions from unit 1. Complete the questions. Then, with a partner, take it in turns to ask and answer the questions.

What's _____ job?

Where _____ you _____?

Who _____ you _____ for?

_____ are _____ based?

Where _____ you come _____?

What _____ your _____ do?

Would _____ like _____ to eat?

_____ you _____ to _____ the phone?

_____ is _____ reception area?

Where _____ the toilets?

_____ there _____ bank _____ here?

_____ time _____ the bank close?

_____ there _____ taxis?

Do _____ know _____ good restaurants near the hotel?

Can I _____ your pen, _____?

Could _____ have your telephone _____?

Sorry, _____ you _____ that?

2 Now create some more questions to ask your partner:

What's _____?

Where _____?

Who _____?

Would _____?

Can _____?

Could _____?

Do _____?

Are _____?

Is _____?

1 COBRA BEER

This pair work activity practises asking questions about a company and saying numbers. Make one copy of the page per pair so that you have half a page for student A and half for student B.

Students take it in turns to ask each other questions in order to get answer to complete the text. Let students know that all the answers are numbers. Refer students to the question prompts below their text, which are there to help them.

2 QUICK REVIEW

Students can complete this page individually either as homework or in class. It aims to develop students' techniques for language learning by reviewing the language in units one and two. It is also a good moment to introduce monolingual dictionary use to students.

Exercise 1 encourages students to recognize and make use of the fact that in English many words have different forms. With exercise 2 you could select words from units 1 and 2 to read out and students categorize them in the table. Alternatively, you could show how a dictionary marks the word stress so students can check the pronunciation of new vocabulary. To complete exercise 3 students review all the new words and contextualize them. Finally, in exercise 4, students should have now started to recognize mistakes they commonly make. Recording will help them to self-correct.

You could encourage students after each of the subsequent units to apply the same techniques presented here.

COBRA BEER**Student A**

Read about the company Cobra Beer and ask your partner questions in order to complete the text.

Karan Bilimoria left Cambridge University in 1988. He had no money and owed his bank _____. He wanted to make money. But how? Bilimoria liked Indian food but he didn't like the fizzy beer in Indian restaurants. So, he decided to produce a new beer. He started Cobra Beer in _____. Now Cobra Beer has a turnover of £45 million at retail value.

94% of Cobra Beer's turnover is in Great Britain. Only ____% of the turnover comes from exports. What is the reason? More than ____% of British people eat Indian food once a week. 55% eat Indian food once every two weeks. There are _____ Indian restaurants in Britain and about 5,000 of the restaurants sell Cobra Beer.

How much ...?

When ...?

What is ...?

What percentage ...?

How many ...?

**COBRA BEER****Student B**

Read about the company Cobra Beer and ask your partner questions in order to complete the text.

Karan Bilimoria graduated from Cambridge University in _____. He had no money and owed his bank £20,000. He wanted to make money. But how? Bilimoria liked Indian food but he didn't like the fizzy beer in Indian restaurants. So, he decided to produce a new beer. He started Cobra Beer in 1991. Now Cobra Beer has a turnover of _____ at retail value.

_____% of Cobra Beer's turnover is in Great Britain. Only 6% of the turnover comes from exports. What is the reason? More than 25% of British people eat Indian food once a week. ____% eat Indian food once every two weeks. There are 8,500 Indian restaurants in Britain and about _____ of the restaurants sell Cobra Beer.

When...?

How much...?

What is...?

What percentage...?

How many...?

QUICK REVIEW

1 WORD BUILDING

Take one word and create more words

verb	department	job
<i>to sell</i>	<i>Sales</i>	<i>Sales Manager</i>

2 WORD STRESS

Find words with these stress patterns

o o	o o	o o o	o o o	o o o
<i>produce</i>	<i>product</i>		<i>production</i>	

3 NEW VOCABULARY

Write a new word you learnt and write a sentence using it.

Key vocabulary	Key sentence
<i>to optimize</i>	<i>The manager is responsible for optimizing sales.</i>

4 COMMON MISTAKES

Write your common mistakes and correct them.

<i>What <u>do you</u> company produce?</i>	<i>What does your company produce?</i>

1 VOICEMAIL

This activity helps listening for specific details on the telephone. Make one copy of the page for each student.

In **1** you need to read out the following message while students complete the first message page with the details. The message is:

Hello, this is Michael Vieira. I'll spell that. It's V-I-E-I-R-A. I'm calling from Antax Products. That's A-N-T-A-X products in Berlin. I'd like you to send me information about the Warsaw trade fair in March. Please send it to my email which is m dot vieira at antax dot co dot de. Or you can call me on 00 39 768 5464. Thanks for your help. Bye.

Repeat it two or three times allowing time between each reading for students to compare their answers.

In **2** students create their own telephone message and read it to their partner who completes another message page in **3**.

2 CLASSROOM SURVEY

This activity involves the whole group working together and focuses on the language of comparison.

Make one copy of the page for each student and follow the instructions. If you have a strong class who are good at asking questions, you may wish to cut off the questions provided in **1**. The table in **2** is designed for a group of six. With larger classes create two separate groups. At the end of **3** students can read out their sentences to the group or compare their results in small groups of three or four.

VOICEMAIL

- 1 Your teacher will read out a message left on your telephone voicemail. Write the important information on this message page.

Name: _____
Company: _____
Telephone number: _____
Email address: _____
Message:

- 2 Now complete this telephone message with new information.

Hello, this is _____. I'll spell that. It's _____. I'm calling from _____ in _____. I'd like you to send me information about _____.
_____.
Please send it to my email, which is _____. Or you can call me on _____. Thanks for your help. Bye.

- 3 With a partner, take it in turns to read out your message and complete this message page with the details.

Name: _____
Company: _____
Telephone number: _____
Email address: _____
Message:

CLASSROOM SURVEY

1 Answer these questions and write your answers in the first column of the table.

- How tall are you?*
- What type of car do you have?*
- How many children do you have?*
- How many languages do you speak?*
- How far is your house from work?*
- What time do you get up?*

	Your name	Name	Name	Name	Name	Name
Height						
Type of car						
Number of children						
Number of languages						
Distance to work						
Time you get up						

2 Walk around the class and interview the other people in your group. Write each person's name at the top of a column and write their answers on the table.

3 When you have all the answers write sentences to compare students in the class. For example:

- I am the tallest in the class.*
- My car is more modern than my partner's.*

Compare your sentences with the class.

1 A LETTER OF COMPLAINT

This activity practises the language of making and dealing with complaints. It will be particularly useful for students who may need to deal with correspondence in their work.

Give one copy of the page to each student and let them study the letter. Deal with any new vocabulary or questions. In **1** students list the key problems.

- 1** Answers:
- a waited 15 minutes for a receptionist.
 - b no en-suite double room available – used bathroom in corridor
 - c cold room
 - d noisy

In **2** students imagine they are the hotel manager and must think of reasons or excuses for the problems.

- 2** Possible answers:
- a The normal receptionist was ill.
 - b The visitor didn't confirm the booking by fax.
 - c It is not normal to use the heating in May.
 - d The restaurant is normally quiet but there was a special party on those nights.
- 3** Discuss as a class what the manager could offer; i.e. a discount or a free visit.
- 4** Students can practise making a telephone call or writing a letter (or both) from the manager to the visitor. Remind the managers to apologize, give reasons and make offers.

2 TELEPHONE ROLE PLAYS

This activity revises language from all of the last four units in the context of a series of telephone calls.

Students work in pairs. Student A is the Caller and B the Receiver. Allow preparation time for students before starting the role plays. Monitor the role plays and give feedback when they have finished all five. After this, it may be useful for students to repeat the role plays by swapping the roles of Caller and Receiver and working with a new partner.

A LETTER OF COMPLAINT

Dear Mr Geiger

I am writing to complain about my visit to your hotel. I stayed with you for two nights on the 25th and 26th May this year and I am dissatisfied with the service I received.

Your brochure says that guests receive a warm welcome but when I arrived at reception on the first night I waited 15 minutes before a receptionist helped me.

I booked a double room with en-suite bathroom but there were no en-suite rooms available so I had to use the bathroom in the corridor.

The brochure also says the hotel is warm and relaxing. But my room was cold and at night there was a noisy bar opposite in the street.

I often visit your city and need a hotel. I would like to stay at your hotel in the future because it is near to the centre and convenient. I hope you will provide a better service next time.

Yours sincerely

Rosalind Lee

1 The visitor had four problems. List them below:

a _____

b _____

c _____

d _____

2 Imagine you are the hotel manager. Make a list of four excuses or reasons for the problems:

a _____

b _____

c _____

d _____

3 As the hotel manager you want the visitor to return. What can you offer the visitor in the future?

4 Write a letter to the visitor or telephone the visitor. Explain the problems and offer the visitor a better service.

TELEPHONE ROLE PLAYS**Student A (The caller)**

- 1 Telephone a colleague to ask for information on a company called Officeware.
Ask for:
 - the telephone number
 - the fax
 - the email addressRemember to write down the information.
- 2 You want to book a room at the Hotel Plaza. Ask for information about:
 - the price of single and double rooms
 - the distance to the centre of the city
 - the restaurant
 - the distance to the airport
- 3 Telephone the company Officeware to buy a computer desk. Ask for information about:
 - dimensions
 - material
 - colour
 - price

**TELEPHONE ROLE PLAYS****Student B (The receiver)**

- 1 A colleague will call to ask for information on a company called Officeware. Here are the details of the company:
 - Telephone number: 00 44 207 658 9847
 - Fax: 00 44 207 658 9848
 - Email: www.officeware.com/sales
- 2 You are a receptionist at the Hotel Plaza. The caller wants this information:
 - Single rooms: €70
 - Double rooms: €95
 - 5 minutes from the city centre
 - Restaurant open 11.00 a.m. till midnight
 - 20 minutes from airport
- 3 You work for the company Officeware. A customer telephones to buy a computer desk. Give information about:
 - Dimensions: 1.30 m x 80 cm x 70 cm
 - Material: Metal and wood
 - Colour: White
 - Price: £72

1 YOUR PARTNER'S PLANS

Make one copy of the page for each student. The activity provides more practice with the present continuous tense for talking about and asking about future actions.

Follow the instructions, prompting students if necessary to help them complete the first diary page. As an extension activity to practise language for making arrangements, students can use their completed diary pages to try and arrange meetings with other people in the class.

2 HELP THE LOCAL TOWN

In this activity students need to use all the phrases for discussing and for describing plans and objectives in unit 5.

Begin the class by asking students if their companies give money to charity or sponsor things in their local town.

Put students into groups of three or four. Give each group one copy of the hand out and delegate one student to read out the instructions to the rest of the group. Put a time limit on **1** (around 15–20 minutes).

One student from each group should prepare a short presentation of the group's findings using the phrases listed in **2**.

YOUR PARTNER'S PLANS

- 1 Here is a week from your diary. Some information is missing. Think of information and complete your diary.
e.g. 10 a.m. Go to conference.

Monday 10 a.m. Go to _____ 12 p.m. Meet _____	Thursday _____ a.m. take train to London 3 p.m. attend _____ in Earl's Court
Tuesday 8.45 a.m. Fly to _____ Stay at the _____ Hotel	Friday 9.30 a.m. present _____ _____ p.m. have lunch with Mr Juglet
Wednesday 9 a.m. Fly back to _____ 8 p.m. Dinner with _____	Saturday 2 p.m. _____ with family Sunday _____

- 2 Now interview your partner and complete the page in their diary. For example: *Where are you going on Monday?*
What time are you taking the train to London?
Who are you having dinner with at 8 p.m.?

Monday 10 a.m. Go to _____ 12 p.m. Meet _____	Thursday _____ a.m. take train to London 3 p.m. attend _____ in Earl's Court
Tuesday 8.45 a.m. Fly to _____ Stay at the _____ Hotel	Friday 9.30 a.m. present _____ _____ p.m. have lunch with Mr Juglet
Wednesday 9 a.m. Fly back to _____ 8 p.m. Dinner with _____	Saturday 2 p.m. _____ with family Sunday _____

HELP THE LOCAL TOWN

1 Your company wants to sponsor something in the local town. You have £50,000. Discuss what projects the money can help. Here are some of the suggestions:

- A park for children
- A swimming pool
- A car park
- A museum
- A shopping centre
- A hospital
- A new school bus
- The local basketball team

Use these phrases in your discussion

I think it'll ...

I don't think ...

It won't work.

Why don't we ...

How about ...

What about ...

We could ...

I agree.

I disagree.

What do you think?

That's a great idea.

I'm not sure about that.

That's not a bad idea.

2 When you have finished your discussion, report back to the class.

Here are some phrases to present your ideas:

Here are the results of my group's meeting.

Firstly, we're going to ...

Secondly, we hope to ...

We also plan to ...

Are there any questions?

Quick Work Pre-intermediate Glossary

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accurate	correct and exact
an acquaintance	a person you know who is not a close friend
across the board	affecting all departments, involving everyone
an advantage	a good point, a strength
an advertisement	publicity designed to sell a product or service
to afford	to have enough money to pay for something
an alternative	a choice, an option
to award	to give a prize. Also a noun: an award
based	located, situated in a particular place
a battery	a device which stores and provides electricity
a benefit	something good that a company gives its employees, for example, health insurance or a company car
a booking	a reservation
bookkeeping	keeping records of the money that a business spends and receives
to brainstorm	to solve problems by asking members of a group to think of as many ideas as possible
a budget	an amount of money you plan to spend for a special purpose. Also within budget – not overspending; and to budget for something – to plan to spend an amount of money on something
a calendar	a list showing the days, weeks, and months of the year. In British English, a calendar is something you hang on a wall. An appointment book is called a diary. In American English, this book is called a calendar.

a campaign	a plan to do a number of things in order to achieve a goal, for example an advertising campaign
to cancel	to say an appointment or a meeting won't happen
cash flow	the movement of money in and out of a business
a catalogue	a list of all the things you can buy from a company
CEO	Chief Executive Officer
to chair a meeting	to run or control a meeting
to circulate	to pass from one person to another
a client	someone who receives a service
a code	a group of numbers used for identification: 'First dial 44 – that's the code for the UK.'
a colleague	a person who works with you in the same organization or group
to come up with	to find or produce an answer
commercial	connected with buying and selling goods
to be committed	to be convinced that something is right and important and therefore be willing to give it a lot of your time and effort
a competitor	another company operating in the same area of the market. Also competitive prices and competitive edge
a component	a part of a product
confidential	private, secret
confirmation	a statement that something is true or correct
a consumer	a person who buys goods or services
to contribute	to give money, ideas, etc. to help make something successful. Also a noun: a contribution
a cost	an expense, money that has to be spent

credit terms	arrangements for paying for goods or services at a later time
currency	the money system of a country
currency fluctuations	changes in the value of a currency
a customer	someone who buys a product
to cut	to reduce
a cut	a reduction
to cut back	to reduce spending, etc.
D	(in dimensions) depth, how deep something is
a deadline	a time or date before which something must be done
to deliver	to take something to a particular place
demand	how much customers want goods or services
a department	a section of a company, usually organized by function: 'She works in the Human Resources Department.'
a dimension	a measurement of size
direct mail	advertising material posted to a named person
a discount	a price reduction
a division	a section of a company, usually organized by geographical area or products
domestic	inside your own country
downtime	time when equipment is not operational
a draft	a first or early version of a document that can be changed
an economist	a person who studies economics – the way money, trade, and industry are organized

efficient	working well and quickly, producing a good result in the minimum time. Also an adverb: efficiently
to employ	to give work to someone. Also employer (the company), employee (the worker), and employment
to enable	to make something possible
to export	to send goods to another country for sale
to extend	to make something bigger or longer
an extension	a direct telephone line in a building with many telephone lines
a facility	a building where work is done. Also plural: facilities – rooms, equipment, or services
a fare	the amount of money you have to pay for a ticket to travel
fertilizer	a chemical substance you put on soil to make things grow
a file	a box or cover used for keeping papers together, or a collection of information on paper or a computer
to fire	to dismiss a worker from their job
finance	the management of money. Also a verb: to finance – to provide money to pay for something
financial	connected with money
freight	carrying goods from one place to another
fund-raising	organizing events to get money for something
global	worldwide
a guarantee	a promise to repair or replace a product that is not satisfactory. Also a verb: to guarantee
a gym	a gymnasium, a large room with equipment for doing physical exercise

Guinness	the company that monitors world record-breaking attempts
H	(in dimensions) height, how high something is
headquarters	the main office of a company
a helpdesk	a section of a company that helps customers with problems over the telephone
to hire	to employ new workers, to pay someone to do a job
a hypermarket	a very large supermarket
to implement	to put a plan into action. Also a noun: implementation
to import	to bring goods into a country from abroad
to install	to put equipment in place so it's ready for use. Also a noun: installation
an invoice	a list of goods sold with a request for payment
an item	a subject or thing. 'The next item on the agenda is ...'
an itinerary	a plan for a visit or journey, showing places, dates, times, and people to see
labour costs	money paid to workers for their services
to launch	to introduce a new product to a market
a leaflet	a printed piece of paper that advertises or gives information about something
a leakage	a situation where liquid or gas gets through a small hole
legal	connected with the law
a lift	a ride in a car
to link	to form a connection. Also a noun: a link
to load	to put goods onto a truck, train, plane, etc.

a locomotive	a machine that pulls a train
logistics	the organization of supplies and services
to look into	to investigate (something)
mail	post, letters, and parcels
maintenance	keeping something in good working order
to manufacture	to make things in large quantities using machines
a market	a geographical area or a section of the population where you can sell your products
market research	the study of what people want to buy and why
market segments	sections of the market
a model	a copy of something, usually smaller than the real thing. Also one of the products that is sold or made by a company: 'The Daytona has been one of Triumph's most successful models.'
overtime	time spent at work after normal working hours
to pack	to put goods in boxes ready for transport or sale
a passenger	a person who travels on a plane, in cars, etc.
pensions	money paid regularly to people who have finished their working lives
a plant	a large factory
a porter	someone who carries bags in a hotel, airport, etc.
a price	the amount of money you must pay to buy something
profit	the money made by a business, total sales minus total costs Also to make a profit – to make more money than you spend; profitable – making a profit
a promotion	a special event to advertise something

to protect	to keep something safe
to provide	to give, to offer
to publish	to prepare and print a book, or newspaper
to purchase	to buy
quality	how good or bad something is
a range	a group of products sold by one company
to recruit	to employ or take on new employees. Also a noun: recruitment
to reduce	to make lower or smaller. Also a noun: a reduction
relevant	connected with what is happening or being talked about
reliable	always working well and not likely to fail
to rent	to pay to use something for a period of time
to retail	to sell to the public in shops, stores, supermarkets, etc.
reputation	the opinion that people generally have about what something is like
revenue	turnover, money from sales
a role	a function someone has, a part someone plays
to run	to operate, to organize
a salary	money you earn for doing a job, usually paid monthly
a satellite	an object sent into space to circle the Earth
a schedule	a plan of work that must be done Also behind schedule – doing things later than the time you planned; ahead of schedule – doing things earlier than you planned

a share	a part of something that belongs to you or you are responsible for, for example: 'Our market share increased'. Also shared – divided up, shared costs – costs that are paid by more than one person
a shareholder	a person who owns shares in a company and so can have some of the profits
a shift	a division of the working day, for example, an eight-hour shift
a shipment	a quantity of goods being transported from one place to another
specifications	details and / or instructions describing design and materials
a state-owned company	a company that belongs to a state or government – not privately owned
storage space	a place where you can keep or store things
a strategy	a plan you use in order to achieve something
to supply	to provide customers with goods
a task	a particular piece of work
theft	the crime of stealing
tied up	busy
time sheets	documents that show how much time workers have spent on particular tasks
in time	not late
on time	at the correct time
a tip	an extra amount of money you give to a waiter, taxi driver, etc. Also a verb: to tip
a tool	a piece of software or equipment that helps you to do a job
trade	buying and selling. Also a trade union – a workers' organization

training	teaching somebody how to do a job
an update	a report on the current state of things. Also a verb: to update and to bring someone up to date
to upgrade	to change to a better, more advanced system
a vehicle	something that transports people from place to place
W	(in dimensions) – width, how wide something is
a wage	money you earn for working in a job – usually paid weekly to manual workers
white goods	domestic appliances such as refrigerators, washing machines, dishwashers, etc.
a workload	an amount of work you have to do
to be worth	having a particular value in money, for example: 'The price is \$500, but it's only worth \$50.'
yen	the currency of Japan

1 PERSONAL INTRODUCTIONS

(5 MARKS)

Complete the dialogue with suitable questions. See the example.

- A Hi.
- B Nice to meet you. Where are you from?
- A I'm from Scotland.
- B 1 _____?
- A I live in Aberdeen.
- B 2 _____?
- A No, I'm single.
- B 3 _____?
- A I'm with Enterprise Oil.
- B 4 _____?
- A We're in the oil exploration and drilling business.
- B 5 _____?
- A I'm in charge of safety.

2 COMPANY ACTIVITIES

(10 MARKS)

What do these companies do? Make sentences about them choosing a word / phrase from each column. You must use all the words.

Lloyd's of London	provides	insurance services
3M	manufactures	newspapers and magazines
BMW	publishes	pharmaceutical products
The News Corporation	sells	banking services
FedEx	supplies	oil refineries
Taiwan Power	provides	cars
Novartis Ltd	transports	innovative products
Crédit Lyonnais	produces	sports footwear and accessories
Benetton	operates	colourful sweaters and other clothes
Shell	makes	electricity
Reebok	develops	packages and letters

e.g. *Lloyd's of London provides insurance services.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

3 COMPANY DEPARTMENTS

(5 MARKS)

Choose one of the departments, then, using the words in brackets, write a short sentence saying what each department does in the appropriate area of the chart. See the example.

recruitment logistics security personnel market research purchasing

HUMAN RESOURCES	FINANCE
<p>e.g. (hire) The recruitment department hires new employees.</p> <p>1 (employees' records/problems) _____ _____</p>	<p>3 (raw materials/suppliers) _____ _____</p>
	SALES
	<p>4 (potential customers) _____ _____</p>
OPERATIONS	SUPPORT SERVICES
<p>2 (transport/distribution) _____ _____</p>	<p>5 (loss/theft) _____ _____</p>

4 NUMBERS

(5 MARKS)

Write the underlined numbers in words. See the example.

e.g. The time now is 9.10. *ten past nine*

- 1** The book was first published in 2001.

- 2** The monthly subscription charge for our movie channel is \$18.50.

- 3** He was born on 2/2/1984.

- 4** For this process, we need to maintain a steady temperature of exactly 36.8°C.

- 5** The final bid for the statue was \$1,672,945.

5 VOCABULARY

(10 MARKS)

A Read the text about Singapore Airlines and choose the best option.

Singapore Airlines is one of the world's favourite carriers, and regularly wins ¹ _____ from magazines such as *Condé Nast Traveller* for the quality of its service. ² _____ who fly SIA praise its ³ _____ prices and the fact that it's so ⁴ _____ – they say that flights nearly always leave and arrive ⁵ _____ time.

The airline was founded in 1947 and was called Malayan Airways, which changed later to Malaysia-Singapore Airlines (MSA). In the early days, most of the business came from ⁶ _____ flights between Singapore, Kuala Lumpur, and Penang. In 1972, MSA split up and Singapore Airlines was formed.

Since those early days the airline has expanded. The company has been able to make a ⁷ _____ while keeping ⁸ _____ at a reasonable level. It shows other signs of being well managed, because morale is high and staff ⁹ _____ is low. Over the next few years it expects to make savings from its on-line ¹⁰ _____ system which will allow bookings to be made over the Internet.

Taken from www.singapore.com.

- 1 A awards B gifts C gains D prices
- 2 A Voyagers B Trippers C Passengers D Riders
- 3 A competition B heavy C small D competitive
- 4 A ready B useful C reliable D guaranteed
- 5 A at B on C with D by
- 6 A short-time B short-way C short-haul D short-cut
- 7 A benefit B advantage C plus D profit
- 8 A fares B tickets C fees D charges
- 9 A change B alteration C departure D turnover
- 10 A reservation B reversal C rehearsal D restoration

6 ASKING QUESTIONS

(5 MARKS)

Look at these answers based on the text in 6 above. Write the questions.

- 1 _____
It wins them for the quality of its service.
- 2 _____
Yes, the flights nearly always leave and arrive on time.
- 3 _____
In the early days, it operated between Singapore, Kuala Lumpur, and Penang.
- 4 _____
In 1972.
- 5 _____
Yes, it seems to be because morale is high and staff turnover is low.

**7 PRESENT SIMPLE, PRESENT CONTINUOUS,
GOING TO**

(10 MARKS)

Put the verbs in brackets into the correct tense. Use either the present tense (e.g. *he works*), the present continuous (e.g. *he's working*), or *going to* (e.g. *he's going to work*).

Dialogue 1

- L Hello, my name's Ling.
 S Hello, Ling, pleased to meet you. Where ¹ _____ (you/come) from?
 L Hong Kong.
 S I see. So what ² _____ (you/do) here in York?
 L I ³ _____ (attend) the telecoms conference.
 S Oh, right. ⁴ _____ (you/stay) here at the President Hotel?
 L Yes.
 S Me too. Listen, here's my card – maybe we can meet up again.
 I ⁵ _____ (be) here for the next few days as well.

Dialogue 2

- L Hi, nice to see you again. By the way, are you here for the telecoms conference too?
 S No, I'm not.
 L Who ⁶ _____ (you/work) for?
 S I'm with Interchem Pharmaceuticals on the product development side.
 L I've heard of Interchem – your company ⁷ _____ (make) anti-ulcer drugs and antivirals, doesn't it?
 S Yes, that's right.
 L ⁸ _____ (you/develop) anything interesting at the moment?
 S Yes, we're in the middle of a big project – we ⁹ _____ (test) a new anti-malaria drug, and if everything goes well, it ¹⁰ _____ (be) very exciting.

TOTAL SCORE: ____ / 50

Key for Quick Work Pre-intermediate revision check 1

1 PERSONAL INTRODUCTIONS

- 1 Where do you live?
- 2 Are you married?
- 3 Who do you work for?
- 4 What business are you in?
- 5 What are you in charge of / responsible for?

2 COMPANY ACTIVITIES

- 1 3M develops innovative products.
- 2 BMW manufactures / makes cars.
- 3 The News Corporation publishes newspapers and magazines.
- 4 FedEx transports packages and letters.
- 5 Taiwan Power supplies electricity.
- 6 Novartis Ltd produces pharmaceutical products.
- 7 Crédit Lyonnais provides banking services.
- 8 Benetton sells colourful sweaters and other clothes.
- 9 Shell operates oil refineries.
- 10 Reebok makes / manufactures sports footwear and accessories.

3 COMPANY DEPARTMENTS (*suggested answers*)

- 1 Personnel keeps employees' records and deals with any problems employees have.
- 2 Logistics organizes transport and distribution of products.
- 3 Purchasing buys raw materials from suppliers.
- 4 Market research collects information about potential customers and what they want.
- 5 Security protects the company from loss or theft.

4 NUMBERS

- 1 two thousand and one
- 2 eighteen (dollars) fifty
- 3 the second of February nineteen eighty-four / February the second nineteen eighty-four
- 4 thirty-six point eight (degrees celsius)
- 5 one million, six hundred and seventy-two thousand, nine hundred and forty-five (dollars)

5 VOCABULARY

- 1 A
- 2 C
- 3 D
- 4 C
- 5 B
- 6 C
- 7 D
- 8 A
- 9 D
- 10 A

- 6 ASKING QUESTIONS** (*suggested answers*)
- 1 What does Singapore Airlines win awards for?
 - 2 Is its service reliable? / Does it provide a reliable service?
 - 3 Where did it operate in the early days?
 - 4 When did MSA split up? / When was Singapore Airlines formed?
 - 5 Is it / the company / SA well managed?

- 7 PRESENT SIMPLE, PRESENT CONTINUOUS, GOING TO**
- 1 do you come
 - 2 are you doing
 - 3 I'm attending
 - 4 Are you staying
 - 5 I'm going to be
 - 6 do you work
 - 7 makes
 - 8 Are you developing
 - 9 we're testing
 - 10 it's going to be

1 LOCAL INFORMATION

(8 MARKS)

Sandra Smith is about to visit Poland for the first time. She's talking to a colleague who knows the country well. Make suitable questions with the words in brackets to complete the dialogue.

- S 1 _____? (weather/this time of year)
 D It's December, so it's quite cold – there could be a bit of snow.
- S 2 _____? (clothing/take)
 D You should take warm clothes.
- S OK, I'm landing in Warsaw airport on Tuesday night. 3 _____
 _____? (trains/from the airport)
 D No, there aren't any trains – you'll have to get a taxi.
- S OK. 4 _____? (taxi/cost)
 D About £10. Make sure you get one that has a taxi sign on the roof.
- S Right. 5 _____?
 (change money/airport)
 D Yes, you can – there's a small exchange bureau in the arrivals hall.
- S 6 _____? (exchange rate)
 D I think it's about six zlotys to the pound, but you can check the rate on the internet.
- S 7 _____? (people/speak English)
 D Yes, a lot of people speak it these days, especially younger people.
- S I'd like to visit Krakow. 8 _____?
 (how long/train)
 D It takes about three and a half hours.
- S Great. Well, thanks for your help.
 D Not at all – if there's anything else you need to know, just ask.

2 GOOD ADVICE

(4 MARKS)

Complete the sentences with *need to*, *don't need to*, or *shouldn't*.

- As you're British, you _____ get a visa to visit the USA, but they're quite easy to get.
- California is quite warm at this time of year, so you _____ take a heavy coat.
- Street crime is high here, so you _____ leave valuables in your car, or they'll get stolen.
- Normally, you _____ get an international licence to drive, but your British one will be fine for two weeks.

3 TALKING ABOUT PAST EXPERIENCES

(8 MARKS)

Read this interview with a competitor in a round-the-world sailing race. Complete the interview with the correct form of the verbs in the box.

break get not/think you/have you/keep know send take

- REPORTER A lot of our readers would like to know about the highs and lows of your six-month voyage round the world. ¹_____ any experiences that were dangerous or worrying?
- KONRAD I'd say the worst moment was when the mast ²_____ in the South Atlantic Ocean – it just snapped into two pieces! I must say, I ³_____ I would be able to continue, but luckily I ⁴_____ to the port and they were able to fix it.
- REPORTER When you were away, there were regular reports about your progress. How ⁵_____ in touch?
- KONRAD Well, I had a great radio, so I ⁶_____ what was going on in the rest of the world from the news reports. And of course I ⁷_____ my laptop with me and twice a week I ⁸_____ e-mails with details of my position back to the team headquarters.

4 VOCABULARY REVIEW

(10 MARKS)

Complete the sentences with the best option.

- I think we'll be able to sell the house quite easily – in fact, we've got two _____ buyers coming round this afternoon.
A future B ahead C prospective D close
- Most new medicines need to be _____ carefully before they can be sold to the public.
A tried B examined C proved D tested
- My colleague has gone off on a quick business _____ to Paris but will be back on Monday.
A trip B journey C flight D travel
- Most parents give their children a small _____ so they can buy things for themselves.
A salary B allowance C money D cash
- The CD-ROM only has a _____ version of the software – the full program costs \$130.
A show B example C test D demo
- At the new job vacancy centres, unemployed people get training in how to write a good _____ and letter of application.
A summary B review C resumé D contract

- 7 Henry Ford introduced the assembly- _____ as a way of mass-producing cars.
A row B queue C line D file
- 8 If you come from another EU country, you _____ get a visa to visit Britain.
A shouldn't B don't need to C should D mustn't
- 9 In the UK, the speed _____ on the motorway is 70 miles (120 km) per hour.
A range B law C barrier D limit
- 10 In London, taxi drivers expect a _____ of about 10% of the fare.
A bonus B payment C fee D tip

5 MAKING ARRANGEMENTS

(8 MARKS)

Complete the dialogue by following the instructions in brackets. See the example.

- T Hi, Elico. Tom Nestor here.
E Hi, Tom.
T I'm ringing about my trip to Athens next week. (Invite Elico to lunch.)
Would you like to have lunch when I'm over there?
- E (Accept the invitation.) ¹ _____ (Ask him when he's arriving.) ² _____
- T On Monday at about 2 p.m.
E (Offer to meet him at the airport.) ³ _____
- T (Thank him and say no to the offer.) ⁴ _____
Kostakis is meeting me and then we have a meeting on Monday afternoon, and again on Tuesday.
- E (Suggest going for a drink after the meeting on Tuesday.)
⁵ _____
- T (Apologise and explain that you won't have time.)
⁶ _____ It's an all-day meeting – Wednesday looks better. I'm free all day until 6 p.m.
- E Let's meet for lunch on Wednesday, then. (Suggest going to a local Italian restaurant.) ⁷ _____
- T Great. How do I get there?
E (Offer to collect him from his hotel.) ⁸ _____
- T That would be great. That's very kind of you.

6 SENTENCE REWRITING

(6 MARKS)

Rewrite the sentences using the word in brackets.

- 1 Once a year, we invite all of our employees' children to the office.
All our employees' children _____ once a year. (are)
- 2 They built the first Mini in Oxford.
The first Mini _____ in Oxford. (was)
- 3 What is the length of your journey to work?
How long _____ to get to work. (take)
- 4 Shall I book a table for you?
Would you _____ a table for you? (me)
- 5 Would you like to have an early night?
Do _____ an early night? (want)
- 6 It isn't necessary to reconfirm the tickets.
You _____ the tickets. (need)

7 FIRST MEETINGS

(6 MARKS)

Put the words in the box into the correct order and complete the dialogues.
See the example.

been company for have How long the working you? before did Where work you ?
Arizona in like the was weather What? did leave time What you?
bags help like me to Would with you you your? a Did have flight good you?
first Is London this to visit your?

Dialogue 1 At the airport

- A Did you have a good flight?
- B Oh, yes, fine thanks. No delays – everything went well.
- A 1 _____
- B Early this morning – but it wasn't too bad.
- A Good. I'm afraid the weather's not very good for you – just lots of rain.
- 2 _____
- B Very hot, but it always is – so it's quite good to get away from it.
- A 3 _____
- B No, I'm fine thanks – I travel light.

Dialogue 2 At a restaurant

- A 4 _____
- B I've been in this job for about three years now.
- A 5 _____
- B I worked for a computer company in Dallas.
- A 6 _____
- B Yes, I've never been to Europe before, so it's all very interesting for me.

TOTAL SCORE: ____ / 50

Key for *Quick Work Pre-intermediate* revision check 2

1 LOCAL INFORMATION

- 1 What's the weather like at this time of year?
- 2 What kind of clothing should I take?
- 3 Are there (any) trains from the airport?
- 4 How much does / will a taxi cost?
- 5 Can / Will I be able to change money at / in the airport?
- 6 What's the exchange rate?
- 7 Do many people speak English?
- 8 How long does it take (to get there) by train?

2 GOOD ADVICE

- 1 need to
- 2 don't need to
- 3 shouldn't
- 4 need to

3 TALKING ABOUT PAST EXPERIENCES

- 1 Have you had
- 2 broke
- 3 didn't think
- 4 got
- 5 did you keep
- 6 knew
- 7 took
- 8 sent

4 VOCABULARY REVIEW

- 1 C
- 2 D
- 3 A
- 4 B
- 5 D
- 6 C
- 7 C
- 8 B
- 9 D
- 10 D

5 MAKING ARRANGEMENTS

- 1 Yes, please. I'd like that. / That'd be very nice.
- 2 When are you arriving?
- 3 Would you like me to meet you at the airport?
- 4 That's very kind of you, but
- 5 Would you like to go for a drink after the meeting on Tuesday?
- 6 I'm sorry but / I'm afraid I won't have time.
- 7 Why don't we / We could / Would you like to go to a local Italian restaurant?
- 8 Would you like me to collect you from your hotel?

6 SENTENCE REWRITING

- 1 are invited to
- 2 as built
- 3 does it take you
- 4 like me to book
- 5 you want (to have)
- 6 needn't reconfirm

7 FIRST MEETINGS

- 1 What time did you leave?
- 2 What was the weather like in Arizona?
- 3 Would you like me to help you with your bags?
- 4 How long have you been working for the company?
- 5 Where did you work before?
- 6 Is this your first visit to London?

1 QUESTION WORDS

(8 MARKS)

Complete the dialogue with the correct question words.

- A 1 _____ do we need another meeting?
- B We have to discuss changes to the sales targets.
- A 2 _____ are we having it?
- B Next Tuesday.
- A 3 _____ is coming?
- B Me, you, the Marketing Director and the senior sales people.
- A 4 _____ are we having it?
- B At the London office – it’s just easier for everyone.
- A 5 _____ of the rooms should I book – the small one or the big one?
- B The small one should be fine.
- A 6 _____ _____ people altogether?
- B In all, about fifteen people.
- A 7 _____ _____ will it take?
- B It depends – two or three hours maybe. But we should be finished by lunchtime.
- A 8 _____ would you like me to do for it?
- B I’d like you to draw up an agenda.

2 WORDS THAT GO TOGETHER

(5 MARKS)

Match the sets of words on the left with the words on the right. All three words or phrases in each set must go with the word on the right. See the example.

- | | | |
|--|--|---------------------------------|
| <p>1 hold
chair
arrange</p> | | <p>a advice</p> |
| <p>2 take
read
keep</p> | | <p>b an agenda</p> |
| <p>3 follow
stick to
cover all the items on</p> | | <p>c details</p> |
| <p>4 plan
discuss
decide on</p> | | <p>d a meeting</p> |
| <p>5 give
offer a piece of
ask for some</p> | | <p>e future strategy</p> |
| <p>6 go into
need more
ask for</p> | | <p>f the minutes</p> |

3 MAKING SUGGESTIONS

(7 MARKS)

At a meeting, you are asked to make suggestions on the following points. Write down what suggestions you might make beginning with the words shown. See the example.

- 1 Suggest a way of reducing stationery costs.
We could use electronic mail for in-company memos and letters.
- 2 Suggest a way of finding out if a new product will be popular.
We could _____
- 3 Suggest a way of reducing travel costs.
Why don't _____
- 4 A group of students are coming to visit the company. Suggest a suitable activity for them.
How about _____
- 5 Employees are often sick because they work long hours and they are stressed. Suggest a way of improving the situation.
I think _____
- 6 You have extra money in the training budget. Suggest a way of spending the money.
What _____
- 7 A new product is not selling very well. Suggest a course of action.
I think _____
- 8 Employees who drive to work are complaining because they can't find space to park their cars. Suggest a course of action.
How _____

4 RESPONDING

(3 MARKS)

Choose a phrase from each list – A, B, and C – and write three sentences about:

- 1 how you would respond very positively to an idea.

- 2 how you would respond with some interest to an idea.

- 3 how you would respond negatively to an idea.

A

That's an interesting suggestion ... That's a great idea ...
That would take too long, ...

B

... it's too complicated ... and it'll work, ... and it's worth investigating,

C

... so let's do it. ... and we can't afford it anyway. ... so let's check it out.

5 RIGHTS AND WRONGS

(5 MARKS)

Write sentences using *should* and *shouldn't* to give your opinions on the following topics. See the example.

building more nuclear power stations

I don't think we should build more nuclear power stations because they can be very dangerous.

or

I think we should build more nuclear power stations because they are very efficient.

1 working a four-day week

2 taxing companies that pollute the environment

3 paying higher income tax

4 letting politicians interfere with private companies

5 having more public holidays

6 AGREEING AND DISAGREEING

(7 MARKS)

Read the dialogue. Choose the best option in *italics*.

SARAH I think we need an immediate price rise of 20%. What do you think, Angus? ¹*Do you agree?/Are you agreed?/Think you so?*

ANGUS I ²*propose/recommend/think* we should have another look at our prices, but ³*I object/I refuse/I'm not sure* that such a quick rise is necessary. Maybe this is something we should introduce gradually. If we don't, we might lose a lot of customers.

SARAH ⁴*I don't think that's true./I am not agree./I am against.* Even with this rise, our prices will still be very competitive.

ANGUS Yes, perhaps, but they still won't be as attractive as they were before.

SARAH I take your point – and I think you ⁵*are/do/have* right. A gradual rise would probably be better. What do you think, Jack?

JACK ⁶*Accurately/Specifically/Exactly.* If we raise prices little by little, people won't notice.

SARAH OK, ⁷*are we/do we/have we* all agreed, then? We'll aim for a 20% rise, but we'll bring it in slowly.

7 DEALING WITH PROBLEMS

(10 MARKS)

Unscramble the letters and complete the text with the missing words. See the example.

- | | |
|-------------|--------------|
| 1 pillnootu | 7 cradtee |
| 2 stspe | 8 adreeg |
| 3 lcceein | 9 passngeser |
| 4 alodwel | 10 rshu |
| 5 ivprmoe | 11 paginkr |
| 6 nsieo | |

Athens, which has suffered from air ¹*pollution* more than almost any other European city, has taken a number of ²_____ to reduce the problem.

One day, only cars with ³_____ plates that end in even numbers (2, 4, 6, etc.) are ⁴_____ into the city, and the next day, only those with odd numbers (1, 3, 5, etc.). This has helped to ⁵_____ the flow of traffic on minor roads and to reduce the level of ⁶_____.

In addition, the government has ⁷_____ several new areas where no cars are allowed, and has ⁸_____ to subsidize cleaner, electric-powered vehicles. Athenians are also hoping that the brand new metro system, which is designed to take 450,000 ⁹_____ a day, will end the congestion that takes place during the ¹⁰_____ hour. The metro will also reduce the use of private cars by 30%, which will ease the severe car ¹¹_____ problems in the centre.

* to **subsidize** to pay part of the cost of something

8 SAY IT ANOTHER WAY

(5 MARKS)

Rewrite the sentences using the word in *italics*.

- Why don't we go to that new Italian restaurant tonight?
about
How _____ to that new Italian restaurant tonight?
- I think it would be wrong for us to advertise on TV.
should
I don't _____ on TV.
- The idea isn't simple enough for people to understand.
complicated
The idea _____ for people to understand.
- We haven't got enough money for a new car this year.
afford
We _____ a new car this year.
- What is your opinion of the new proposals?
about
What _____ the new proposals?

TOTAL SCORE: ____ / 50

Key for Quick Work Pre-intermediate revision check 3

1 QUESTION WORDS

- 1 Why
- 2 When
- 3 Who
- 4 Where
- 5 Which
- 6 How many
- 7 How long
- 8 What

2 WORDS THAT GO TOGETHER

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

3 MAKING SUGGESTIONS (*suggested answers*)

- 1 *As example.*
- 2 We could *do* some market research.
- 3 Why don't *we stop* flying business class.
- 4 How about *giving* them a tour of the company.
- 5 I think *we should reduce* working hours.
- 6 What *about sending* everyone on a project management course.
- 7 I think *we should advertise* it on television.
- 8 How *about giving* employees an allowance for travelling on public transport.

4 RESPONDING

- 1 That's a great idea ... and it'll work, ... so let's do it.
- 2 That's quite an interesting suggestion ... and it's worth investigating, ... so let's check it out.
- 3 That would take too long, ... it's too complicated ... and we can't afford it anyway.

5 RIGHTS AND WRONGS (*cues for students' own answers*)

- 1 I think we should / shouldn't work a four-day week because ...
- 2 I think we should / shouldn't tax companies that pollute the environment because ...
- 3 I think we should / shouldn't pay higher income tax because ...
- 4 I think we should / shouldn't let politicians interfere with private companies because ...
- 5 I think we should / shouldn't have more public holidays because ...

6 AGREEING AND DISAGREEING

- 1 Do you agree?
- 2 think
- 3 I'm not sure
- 4 I don't think that's true.

5 are
6 Exactly.
7 are we

7 DEALING WITH PROBLEMS

2 steps
3 licence
4 allowed
5 improve
6 noise
7 created
8 agreed
9 passengers
10 rush
11 parking

8 SAY IT ANOTHER WAY

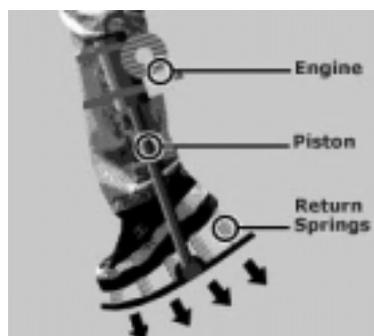
1 about going
2 think we should advertise
3 is too complicated
4 can't afford
5 do you think about

1 EXPLANATIONS – THE BOUNCING BOOTS (8 MARKS)

A customer is asking about a new product. Complete the dialogue by writing in the questions.

- A So, what are these? Are they some sort of rollerblades?
 B No, they're motorized boots – they're the latest thing from Russia.
 A 1 _____
 B Well, basically they're for helping you walk or run much, much faster.
 A 2 _____
 B They work by pushing each foot off the ground – it's a bit like wearing shoes with giant springs.
 A 3 _____
 B They run on petrol. Each boot has a small engine and when you land, the engine fires and propels you along. So instead of taking normal steps, you're making big jumps.
 A 4 _____
 B You can jump about four metres with each step.
 A 5 _____
 B You can go about 40 to 50 km per hour, but of course you need a bit of practice.
 A 6 _____
 B No, not at all. In fact, they're surprisingly easy to use.
 A 7 _____
 B Well, the boots themselves are leather and the engines are made of lightweight metal.
 A 8 _____
 B They're \$350, which is pretty good value.

Taken from <http://www.bus.brighton.ac.uk/staff/fesg/games/carwars/peds/skates.html>



2 CHECKING INFORMATION

(8 MARKS)

Read the telephone conversation and choose the best option in *italics*.

- A Hi, Karl. ¹*This is/Here is/We are* Carol Havers from Cargo Taxi and Travel. I'm just ringing to double check a booking. I've got a note here that says you want a bus for sixty people on the 9th.
- B Sorry, could you ²*say/tell/speak* that again, please?
- A A bus for sixty people.
- B No, it's only for sixteen people – one, six.
- A Oh, right, so you'd just want a minibus ³*after/then/next*.
- B Yes, that'd be fine. We need you to pick up here at 8.00 and take everyone to the conference, then collect them at 12.00. On the way back you'll need to drop off at Barlow Road, Station Lane, and Foxes Avenue.
- A I'm afraid I didn't ⁴*hold/have/catch* that last bit – Barlow Road, Station Lane, and ...?
- B Foxes Avenue.
- A By the way, Karl, why aren't you staying for lunch if you're finishing at 12.00? They've got a good restaurant there.
- B ⁵*Sorry/Comment/Excuse?*
- A Why don't you stay for lunch?
- B In the middle of the night?
- A Oh, you ⁶*tell/mean/intend* it's in the evening? So it's 8.00 p.m. and midnight?
- B Yes.
- A Oh, right. I'm glad you mentioned it. Could we just ⁷*run/tell/speak* through that again?
- B Yes, of course.
- A ⁸*So/Also/Because* you want a minibus for sixteen people on the 9th leaving at 8.00 p.m. and coming back at midnight.
- B Yes, that's right.
- A Fine. See you then. Bye.

3 STOCK MARKET UPDATE

(8 MARKS)

Complete the report by putting the verb in brackets into the correct form.

Six-month report at 30 June

The last six months ¹ _____ (be) mixed for investors. Shares ² _____ (fall) sharply in February and March mainly because of fears of a rise in American interest rates, but they ³ _____ (recover) in April on better than expected trade figures. Since then, prices ⁴ _____ (remain) fairly stable in general, but with some variation in different sectors of the market. In recent weeks, telecoms and high-tech shares ⁵ _____ (do) particularly well, partly because of the possibility of takeovers. Two major companies ⁶ _____ (launch) a bid for Kingsway Communications in early April, and the shares ⁷ _____ (now/rise) to 835p. In recent weeks, several companies ⁸ _____ (announce) better than expected profit forecasts, so the sector is recovering well.

4 PAST SIMPLE AND PRESENT PERFECT

(8 MARKS)

Use ideas in the list and make sentences about yourself starting with the words below. See the example.

- go on business trips (where to?)
- have holidays (where to?)
- write reports (about what?)
- buy items over the internet (what?)
- speak English in a meeting (about what?)
- speak English on the phone (to whom?)
- have visitors from overseas (where from?)
- visit other companies (which ones?)
- send e-mails in English (to whom?)

So far today I have sent two e-mails in English to colleague in the States.

Yesterday I spoke English in a meeting about a new project.

- 1 So far this year ...
- 2 Last year ...
- 3 Last month ...
- 4 In 2001 ...
- 5 Up to now ...
- 6 So far this week ...
- 7 Last week ...
- 8 In the last few months ...

5 TELEPHONING

(8 MARKS)

Put the phone conversation in the correct order (1–10) and say who is speaking: the operator (write *O*), Jane Saunders (write *JS*), or Anne Price (write *AP*). The first and last ones have been done for you.

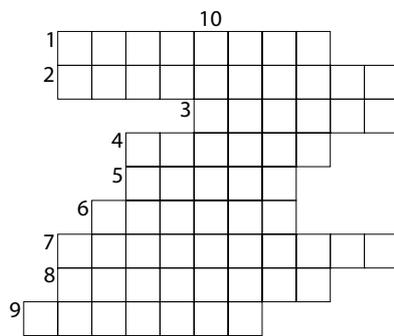
- 1 JS : Good morning. Could I have Marketing, please?
- ___ : Hello, this is Jane Saunders from Magenta Printing. Could I speak to Ken Crawley, please?
- ___ : Yes, please. Could you ask him to call me as soon as possible? We need his approval for a couple of last-minute changes to the catalogue.
- ___ : Hello, Marketing. Anne Price speaking.
- ___ : OK. I'll make sure he gets that. Was there anything else?
- ___ : Oh, hello, Jane. I'm afraid Ken's not in today – could I take a message?
- ___ : That's OK, I'll hold.
- ___ : It's ringing for you now.
- ___ : I'll put you through. I'm sorry, I'm afraid all the lines are busy at the moment.
- 10 JS : No, that's all, thanks. Bye.

6 DEFINITIONS

(10 MARKS)

Use the definitions below to complete the puzzle and find the extra word (number 10).

- 1 A tool made of two sharp metal blades that is used for cutting paper, hair, etc.
- 2 A small electronic machine for adding, subtracting, multiplying, etc.
- 3 A glass container that holds water, milk, wine, etc.
- 4 A machine that is used to take photographs.
- 5 A form of transport that travels along metal tracks.
- 6 An object that reflects light.
- 7 A book that lists the meanings of words.
- 8 Something that lists the days, weeks, and months of a year.
- 9 A two-wheeled form of transport that you stand on and push yourself along on.



TOTAL SCORE: ____ / 50

Key for *Quick Work Pre-intermediate* revision check 4

1 EXPLANATIONS – THE BOUNCING BOOTS

- 1 What are they for?
- 2 How do they work?
- 3 What do they run on
- 4 How far can you jump?
- 5 How fast can they go?
- 6 Are they difficult to use?
- 7 What are they made of?
- 8 How much do they cost?

2 CHECKING INFORMATION

- 1 This is
- 2 say
- 3 then
- 4 catch
- 5 Sorry
- 6 mean
- 7 run
- 8 So

3 STOCK MARKET UPDATE

- 1 have been
- 2 fell
- 3 recovered
- 4 have remained
- 5 have done
- 6 launched
- 7 have now risen
- 8 have announced

4 PAST SIMPLE AND PRESENT PERFECT (*tenses to be used in students' own answers*)

- 1 present perfect
- 2 past simple
- 3 past simple
- 4 either – present simple if still 2001, past simple if 2002 or later
- 5 present perfect
- 6 present perfect
- 7 past simple
- 8 present perfect

5 TELEPHONING

6 JS; 8 JS; 5 AP; 9 AP; 7 AP; 3 JS; 4 O; 2 O

6 DEFINITIONS

- 1 scissors
- 2 calculator
- 3 bottle
- 4 camera
- 5 train

- 6 mirror
- 7 dictionary
- 8 calendar
- 9 scooter
- 10 submarine

1 PREDICTIONS

(5 MARKS)

Using *will* or *won't* and your own ideas, make predictions about:

- 1 the success of e-commerce a year from now

- 2 the next government/taxes

- 3 a cure for AIDS within five years

- 4 your industry or area of business in 25 years' time

- 5 young people entering the workplace.

2 SPECULATING ABOUT THE PRESENT AND FUTURE

(5 MARKS)

Read about the following situations. Then complete the sentences using *must*, *might*, or *can't*.

- 1 You can't find your keys but you know that you used them to lock the car.
'They _____ be here somewhere, because the car is locked.'

- 2 You ring someone at work repeatedly for three days, but there is no reply.
'I can't get through. Perhaps he's away on holiday, or I suppose there _____ be something wrong with the phone.'

- 3 The printer seems to be working, but all the pages are coming out with nothing on them.
'It _____ need some more ink.'

- 4 A competitor is buying products for \$833 and selling them for \$836.
'They _____ be making any profit with a narrow margin like that.'

- 5 A colleague is about to go to Australia early in the New Year and is unsure about the weather.
'It _____ be that cold because it's the middle of their summer in January.'

3 TALKING ABOUT DEADLINES

(8 MARKS)

Complete the dialogue with the words from the box.

at behind by for in with within without

- GAIL Mark, I've just spoken to the designer who is responsible ¹ _____ setting up the new web site. He says that if we want to get it done ² _____ budget he must have the material for it now.
- MARK I'm sorry, I know we're a bit ³ _____ schedule, but I'm doing my best.
- GAIL How far have you got ⁴ _____ it?
- MARK I'm about three-quarters of the way through – I need ⁵ _____ least three more days.
- GAIL I don't think that's possible – he says he needs it ⁶ _____ Friday at the latest. The thing is, if we don't do it ⁷ _____ time we'll lose our slot and he'll start on a project for another department.
- MARK OK, I'll try – as long as you realize I won't be able to get it done ⁸ _____ overtime, so it'll be a bit more expensive.
- GAIL That's no problem, just get it done.

4 SPECULATING ABOUT THE PAST

(8 MARKS)

Complete these sentences using *must have*, *might have*, or *can't have* and the correct form of the verb in brackets.

- You _____ (speak) to Anna at the office yesterday because she was in Budapest.
- We've just had our letter back saying, 'Not known at this address.' I guess they _____ (move).
- The office wasn't locked when I came in this morning. You _____ (leave) it open all night.
- Mr Jackson isn't in, I'm afraid. I suppose he _____ (go) out to lunch, but I don't really know.
- Diana left an hour ago, so she _____ (get) stuck in the traffic, but she'll definitely be there soon.
- I definitely didn't get your e-mail, so you _____ (send) it to the right address.
- Their sales of ice cream depend on hot weather, so they _____ (make) much money over that cold, wet summer we had last year.
- I don't know where the letter is – I suppose I _____ (put) it in the wrong file, but I don't really know.

5 ANTICIPATING PROBLEMS

(8 MARKS)

In the following short dialogues, put the verbs in brackets into the correct tense.

- A What time is Mr Tanaka coming tonight?
- B Well, I know the plane left on time, so if everything ¹ _____ (go) well, he ² _____ (arrive) at Heathrow at about 6.30.
- C Why are you so keen to buy this new software?
- D I just think it ³ _____ (give) the competition a big advantage if we ⁴ _____ (not/get) it.
- E I'm just hoping that they give me another contract, but I'm not at all confident.
- F It must be hard. What ⁵ _____ (you/do) if they ⁶ _____ (not/renew) it?
- G Why the hurry?
- H Because if we ⁷ _____ (not/get) a move on we ⁸ _____ (miss) the last train.

6 LOOKING AHEAD

(8 MARKS)

Complete these sentences using your own ideas.

- 1 I'll stay on in my job if _____.
- 2 If I finish work early tonight, _____.
- 3 Our new product / service will be successful if _____.
- 4 If our competitors cut their prices by 5%, _____.
- 5 I'll change jobs if _____.
- 6 I will do my job more effectively if _____.
- 7 If I have time this weekend, _____.
- 8 If have time to browse on the Internet later, _____.

7 VOCABULARY

(8 MARKS)

Choose the best option.

- 1 At the factory, all the workers have to fill in time _____ to show what they have done.
A lists B papers C checks D sheets
- 2 Why is it that most big government building projects finish over budget and behind _____?
A schedule B agenda C plan D time
- 3 As a journalist for a national newspaper, I am used to working to a _____.
A target B limit C deadline D plan
- 4 That's a very good _____ to the problem.
A help B solution C solve D cause
- 5 They were badly managed for years, so I'm not surprised to hear they've gone _____ business.
A down from B up on C out of D along in
- 6 Our prices are very _____.
A competitor B competition C competitive D competing
- 7 What kind of problems will the change in the schedule _____?
A make B do C cause D expect
- 8 I'm afraid I won't be able to do it – I'm _____ all week.
A filled in B tied up C planned up D done for

TOTAL SCORE: ____ / 50

Key for *Quick Work Pre-intermediate* revision check 5

1 PREDICTIONS

Students' own answers.

2 SPECULATING ABOUT THE PRESENT AND FUTURE

- 1 must
- 2 might
- 3 must
- 4 can't
- 5 can't

3 TALKING ABOUT DEADLINES

- 1 for
- 2 within
- 3 behind
- 4 with
- 5 at
- 6 by
- 7 in
- 8 without

4 SPECULATING ABOUT THE PAST

- 1 can't have spoken
- 2 must have moved
- 3 must have left
- 4 might have gone
- 5 must have got
- 6 can't have sent
- 7 can't have made
- 8 might have put

5 ANTICIPATING PROBLEMS

- 1 goes
- 2 'll arrive
- 3 'll give
- 4 don't get
- 4 will you do
- 6 don't renew
- 7 don't get
- 8 'll miss

6 LOOKING AHEAD (*tenses to be used in students' own answers*)

- 1 present simple
- 2 will + infinitive
- 3 present simple
- 4 will + infinitive
- 5 present simple
- 6 present simple
- 7 will + infinitive
- 8 will + infinitive

7	VOCABULARY
1	D
2	A
3	C
4	B
5	C
6	C
7	C
8	B

Student A

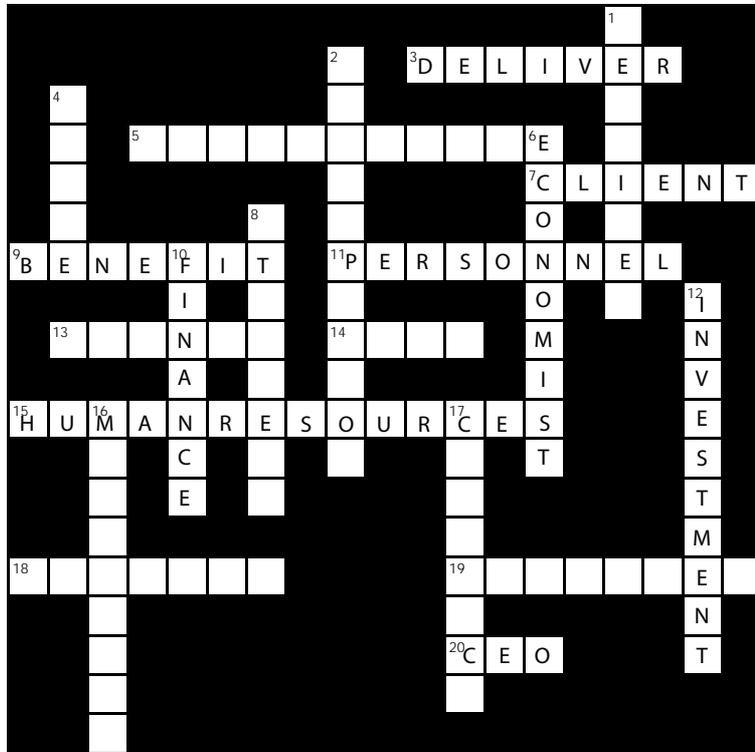
Work with a partner and find out how well you know this key vocabulary from *Quick Work* Pre-intermediate.

This crossword has no clues. Your partner has the words you need to complete this puzzle and you have the words your partner needs. Take it in turns to give each other clues. You mustn't say the actual words, so you need to give clues to your partner like this:

1 down – this is a business or a person that sells goods.

20 across – this is a person who ... , etc.

Listen to the clues your partner gives you and complete the puzzle with the correct words.



Student B

Work with a partner and find out how well you know this key vocabulary from *Quick Work* Pre-intermediate.

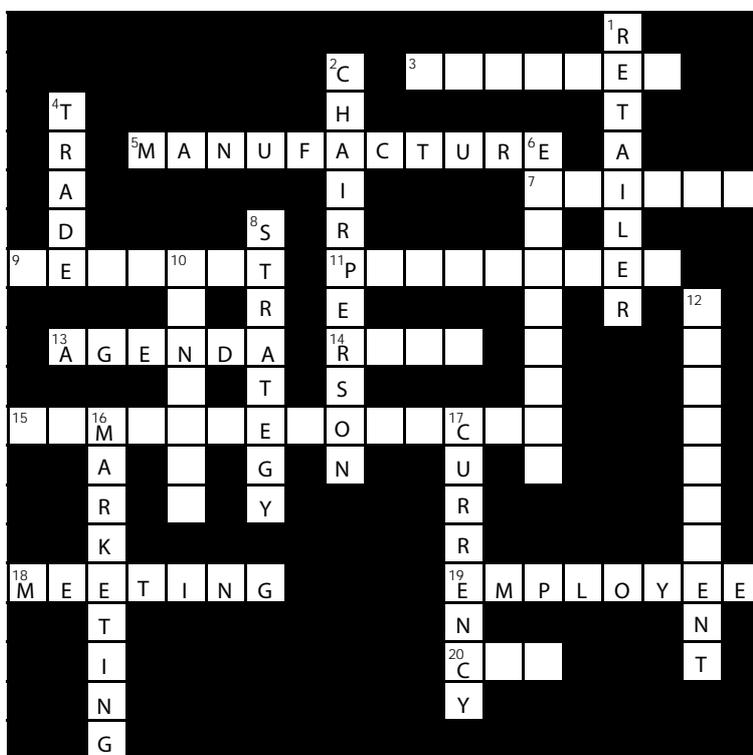
This crossword has no clues. Your partner has the words you need to complete this puzzle and you have the words your partner needs. Take it in turns to give each other clues.

You mustn't say the actual words, so you need to give clues to your partner like this:

1 down – this is a business or a person that sells goods.

20 across – this is a person who ..., etc.

Listen to the clues your partner gives you and complete the puzzle with the correct words.



Quick Checklist of Useful Questions and Expressions from Quick Work Pre-Intermediate

At the end of each unit or at the end of the course you may like to use this list to do a quick check of how many of these expressions students have remembered. You can do this by simply choosing any of the situations and asking for example:

What things might you say when you are responding to an invitation from someone?

Elicit as many possibilities as you can.

UNIT 1

Exchanging personal information

What do you do?

Where do you come from?

Where do you live?

What do you like doing in your free time?

Are you married?

Do you have any children?

Is this your first visit?

Exchanging information about jobs

What do you do?

Who do you work for?

What are you responsible for?

Which department/division are you in?

What are you working on at the moment?

What are you going to do?

Exchanging information about your company

What does it do?

Who is/are your main clients?

Where's your head office based?

When was it founded?

How many employees does your company have?

UNIT 2

Exchanging information about your country

What's the population?

What's the currency?

What's the official language?

Do many people speak English?

Who should I tip? (e.g. taxi drivers / in restaurants / hotel porters)

How much should I tip?

What is the weather like in ... ?

What time are the shops open?

Is it OK to drink the water?

Exchanging information about a journey

Did you have a good flight?

How did you get there?

How long did it/the journey take?

Did you have any problems en route?

Inviting someone to do something

Would you like to go to ... on ...?

Do you want to ... ?

Responding to an invitation

I'm afraid I won't have time.

I'm sorry but I have to ...

Thanks a lot.

That's very kind of you.

That sounds nice.

Yes, please. I'd like that.

That'd be very nice.

UNIT 3

Making suggestions

We could ...

Why don't we ...?

Couldn't we ...?

How about (doing) ...?

What about (doing) ...?

I think we should ...

Responding positively to suggestions

Good idea.

It's worth investigating.

That's a great idea!

OK, let's check it out.

I think we should look into it.

Responding negatively to suggestions

It's too complicated.

It'll take too long.

It'll cost too much.

It isn't worth it.

Expressing opinions

I think ...

I feel ...

Agreeing with someone's opinions

I agree.

You're right.

Exactly!

Disagreeing with someone's opinions

I'm not sure if you're right.

I think you might be wrong.

I'm afraid I don't agree.

Yes, but (+ *your reservation*) ...

UNIT 4

Describing objects

It's made of ...

You use it to ...

Checking information

Sorry?

Could you say that again, please?

I'm sorry, I didn't catch that.

So you mean ...?

Answering a telephone call

Speaking.

Could I ask who's calling?

Who's calling, please?

I'm afraid the line's busy.

I'm afraid he/she isn't in today / is in a meeting.

Will you hold?

I'll put you through.

One moment please.

Do you want to leave a message?

Making a telephone call

This is ...

Could I speak to ...?

Can I leave a message?

Could you tell him/her I called, please?

I'll call back later.

UNIT 5

Making guesses about present situations

can't be ...

must be ...

could be ...

might be ...

Making guesses about present situations

can't have been ...

must have been ...

could have been ...

might have been ...

Talking about schedules and timing

We're on schedule.

We're behind schedule.

We're ahead of schedule.

When can you do it for/by?

I'll do it for ...

I'll do it by ...

How long will it take?

How far have you got?

1 GETTING ACQUAINTED

(5 MARKS)

Read the conversation between Ralf, Sue, and Franco. Write what you think Ralf says.

SUE Ralf, may I introduce you to Franco Buccieri.

RALF 1 _____

FRANCO Pleased to meet you too.

SUE Franco works for us at our subsidiary in Milan.

RALF 2 _____?

FRANCO I'm in production. Quality control mainly.

RALF 3 _____?

FRANCO I've been working in Milan for two years.

RALF 4 _____?

FRANCO No. This is my first time in London.

RALF 5 _____?

FRANCO I'm only staying for three days.

2 PRESENT SIMPLE, PRESENT CONTINUOUS, AND PRESENT PERFECT CONTINUOUS

(9 MARKS)

Put the verbs in brackets in the correct tense. Use either the Present tense (e.g. *she works*), the Present continuous (e.g. *she's working*), or the Present perfect continuous (e.g. *she's been working*).

'Good morning ladies and gentlemen and thank you for coming. My name's Joel Ryman and I ¹ _____ (work) for JNC. My job mainly ² _____ (involve) visiting our offices around Europe and I ³ _____ (deal) with agents in European Union countries on a regular basis. In recent years I ⁴ _____ (work) on the development of new markets in Central and Eastern Europe. In Hungary, as you know, our market share ⁵ _____ (rise) steadily. Currently, we ⁶ _____ (plan) to open a second office early next year and, as we speak, six agents such as yourselves ⁷ _____ (collaborate) with us to bring more of JNC's products to more people. Sales figures so far for these agents over the last six months ⁸ _____ (speak) for themselves. Take a look at this graph. As you can see, sales in Hungary ⁹ _____ (increase) ever since we entered the market.'

3 DESCRIBING COMPANY CULTURE

(11 MARKS)

Some words in this text do not have vowels (*a, e, i, o, u*). Insert the missing vowels to complete the text.

The Nokia way

Nokia's success so far has been very much a ¹ t__m effort. The company remains ² c__mm__tt__d to its core values. Key to maintaining a sharp, ³ c__mp__t__t__ve edge are speed and ⁴ fl__x__b__l__ty in decision-making, so Nokia makes sure that decisions are made as close to the frontline as possible and ⁵ __mpl__m__nt__d by those people who are most knowledgeable.

Nokia believes in a ⁶ fl__t , non-hierarchical working style ⁷ f__c__l__t__t__ng discussion and openness as well as ⁸ __nc__r__g__ng entrepreneurship and risk-taking. The Nokia way is based on honesty and ⁹ __nt__gr__ty and a willingness to work together in a creative and ¹⁰ __nn__v__t__v__ way in order to ¹¹ p__rs__ high-quality results.

Adapted from www.nokia.com**4 TALKING ABOUT QUANTITIES**

(8 MARKS)

Underline the correct alternative in *italics*.

- 1 How much *informations/information* do you need to finish the job?
- 2 There's plenty of *time/times* left.
- 3 The news *is/are* very good actually.
- 4 There are too *little/few* employees allocated to the job.
- 5 Can I give you some *advices/advice*?
- 6 Can I give you a piece of *advices/advice*?
- 7 How *much/many* work *go/goes* into making it?

5 USEFUL EXPRESSIONS

(7 MARKS)

Replace the underlined expressions in each sentence with a similar, correct expression from **a**, **b**, or **c**.

- 1 I don't think we're going to have it finished on time.
 - a meet the deadline
 - b postpone the deadline
 - c set the deadline

- 2 Let's map out the whole process and see how we can reduce the amount of time between the customer making the order and receiving the product.
 - a change the lead time
 - b increase the lead time
 - c improve the lead time

- 3 Don't blame someone else. Your department caused this problem so your department needs to sort it out.
 - a make a buck
 - b pass the buck
 - c save a buck

- 4 We need to employ people who can find immediate solutions.
 - a make on-the-spot decisions
 - b make spot decisions
 - c say on-the-spot decisions

- 5 That new employee on line five is good. We need more people like him who don't wait around for someone else to solve the problem or make a decision.
 - a lose the initiative
 - b make the initiative
 - c take the initiative

- 6 I'm afraid we're going to have to cover the expenses. It's clearly our fault.
 - a bear the costs
 - b cut the costs
 - c raise the costs

- 7 We need to change the development process by finding quicker, easier, or more direct ways of completing it.
 - a looking for quick cuts
 - b looking for short cuts
 - c looking for price cuts

6 AUDIENCE QUESTIONS

(5 MARKS)

Members of the audience at a presentation are asking questions. Complete each question by choosing the best option.

- 1 I'd like to _____ a point connected with staff turnover. You said it was high but it's no higher than normal, is it?
a ask b say c raise d rise
- 2 Are you able to say at this point how much damage has actually been _____ to the company's reputation?
a made b done c given d taken
- 3 You _____ earlier that we can expect a return to profits in the next two years. Isn't it possible to be a little more precise?
a told b spoke c said d raised
- 4 Would you mind _____ us a little more about how you intend to enter this new market?
a replying b explaining c telling d answering
- 5 And so who _____ the mistake in the first place?
a set b did c raised d made

7 HANDLING QUESTIONS

(5 MARKS)

A presenter is answering questions. Match the first half of his response **1–5** with the second half **a–e**.

- | | |
|---|---|
| 1 What I was trying to say was that it's ... __ | a I'm sure you'll realize how difficult it is to predict. |
| 2 I think the important thing here ... __ | b included a full strategy in your handout. |
| 3 Perhaps Jan Ormiston from Public Relations ... __ | c in line with our competitors. |
| 4 It's tough to explain in a few words so I've ... __ | d could answer that. |
| 5 That's a good question but __ | e is what we can learn from it. |

TOTAL SCORE: ____ / 50

Key for *Quick Work* Intermediate revision check 1

1 GETTING ACQUAINTED

- 1 Nice/Pleased to meet you.
- 2 What do you do?/What's your job?
- 3 How long have you been working in Milan/there?
- 4 Have you been here/to London before?
- 5 Are you here for long?/How long are you staying for?

2 PRESENT SIMPLE, PRESENT CONTINUOUS, AND PRESENT PERFECT CONTINUOUS

- 1 work
- 2 involves
- 3 deal
- 4 have been working
- 5 has been rising
- 6 are planning
- 7 are collaborating
- 8 speak
- 9 have been increasing

3 DESCRIBING COMPANY CULTURE

- 1 team
- 2 committed
- 3 competitive
- 4 flexibility
- 5 implemented
- 6 flat
- 7 facilitating
- 8 encouraging
- 9 integrity
- 10 innovative
- 11 pursue

4 TALKING ABOUT QUANTITIES

- 1 information
- 2 time
- 3 is
- 4 few
- 5 advice
- 6 advice
- 7 much/goes

5 USEFUL EXPRESSIONS

- 1 A
- 2 C
- 3 B

- 4 A
- 5 C
- 6 A
- 7 B

6 AUDIENCE QUESTIONS

- 1 C
- 2 B
- 3 C
- 4 C
- 5 D

7 HANDLING QUESTIONS

- 1 c
- 2 e
- 3 d
- 4 b
- 5 a

1 SENTENCE REWRITING

(8 MARKS)

Rewrite these sentences using the word(s) in brackets. See the example.

e.g. They have recruited twenty more people this year.

Twenty more people have been recruited this year. (been)

- 1 I think we should meet them to discuss the offer.
_____ them to discuss the offer. (better)
- 2 There's a good film on tonight at the cinema. Would you like to go?
_____ the cinema tonight? (Why don't)
- 3 We could look at this problem again in two months.
_____ at this problem again in two months? (How about)
- 4 I wonder if we should meet them straight away.
_____ them straight away. (might/good idea)
- 5 Firstly, you push the button to the up position.
Firstly, the button _____ to the up position. (is)
- 6 How are lead times being cut?
How are _____ lead times? (you)
- 7 What's your opinion on this?
What _____ on this? (views)
- 8 What do you think about this?
_____ about this? (feel)

2 CONDITIONALS

(5 MARKS)

Complete the sentences with the correct form of the verbs in brackets to make first conditional or second conditional sentences.

- 1 If I _____ (see) her, I _____ (tell) her you're coming.
- 2 You don't need to meet me. If there _____ (not / be) any buses, I _____ (take) a taxi.
- 3 He needs to get an MBA. I'm sure they _____ (give) him the job, if he _____ (have) one.
- 4 Thanks for offering to finish off for me. If I _____ now (leave), I _____ (have) time for a nap before I fly out tonight.
- 5 The company went out of business. And even if the company still _____ (exist), I _____ (not/invest) in them again.

3 COMPANY PROFILE

(12 MARKS)

Complete the following text about the company iRobot. Decide if the missing verbs are in the passive or active form and write them in.

In the late 1980s some of the most sophisticated robots in the world ¹ _____ (develop) at the MIT Artificial Intelligence Lab. These robots ² _____ (capture) the imagination of researchers, explorers, military, and dreamers alike. Rod Brooks, Colin Angle, and Helen Greiner, who ³ _____ (employ) by MIT, ⁴ _____ (see) this technology as the basis for a whole new class of consumer products. In 1990 Colin and Helen ⁵ _____ (leave) MIT and ⁶ _____ (found) iRobot. Their aim was to produce robots to make life easy and more fun.

Today, iRobot's corporate headquarters ⁷ _____ (locate) in Somerville, MA, just steps away from downtown Boston. The robots ⁸ _____ (sell) to many markets including children, researchers and governments. The company ⁹ _____ (consider) itself one of the country's leading robotics R&D laboratories. Their robots ¹⁰ _____ (combine) the latest artificial intelligence technology with easy to use interfaces. The consumer robots ¹¹ _____ (control) by their owners and ¹² _____ (respond) to a click of a button or mouse.



Adapted from www.iRobot.com

4 WORDS THAT GO TOGETHER

(10 MARKS)

Match the word or phrase on the left 1–10 with an appropriate word or phrase on the right a–j.

- | | |
|--------------------|--------------|
| 1 stock __ | a market |
| 2 stocks __ | b overdraft |
| 3 convey a __ | c confidence |
| 4 Good __ | d and shares |
| 5 bank __ | e treatment |
| 6 inspire __ | f message |
| 7 mass __ | g produce |
| 8 a quick __ | h a try |
| 9 worth __ | i nap |
| 10 preferential __ | j thinking! |

5 MEETINGS VOCABULARY

(9 MARKS)

Complete the discussion at a meeting using these prepositions:

back back with into up to through up in

SAM OK. If we wait for our normal people to complete the project, it'll clearly set the project ¹ _____ by months, but let's not go ² _____ this now. I want to get ³ _____ this meeting by eleven, so I'm afraid we'll have to come ⁴ _____ to this point next week. In the meantime can you deal ⁵ _____ getting the quotes from some other companies Bill?

BILL Sure.

SAM Thanks. Let's turn ⁶ _____ item three on the agenda. That's outsourcing the cleaning work. Could you fill us ⁷ _____ on this Amanda?

Later in the meeting:

SAM So, to sum ⁸ _____: we'll send a memo to all staff and Amanda will prepare the report and that wraps that ⁹ _____ I think. Any other business?

6 EXPRESSIONS FOR DISCUSSIONS

(6 MARKS)

Study the groups of expressions. Which sentence is incorrect?

- 1 a I'm agree with Jim.
b I agree with Jim.
c I'm in agreement with Jim.
- 2 a We'd better change the date.
b We would better change the date.
c We had better change the date.
- 3 a So, are you telling that the report is wrong?
b So, are you saying that the report is wrong?
c So, are you telling me that the report is wrong?
- 4 a What do you mean by e-commerce?
b Explain what you mean by e-commerce.
c How do you mean by e-commerce?
- 5 a Can I count on everyone's support?
b Can I be sure on everyone's support?
c Can I rely on everyone's support?
- 6 a Who's going to handle this?
b Who's going to be responsible for this?
c Who's going to be the responsible for this?

TOTAL SCORE: ____ / 50

Key for *Quick Work* Intermediate revision check 2

1 SENTENCE REWRITING

- 1 We'd better meet
- 2 Why don't we go to
- 3 How about looking
- 4 It might be a good idea to meet
- 5 is pushed
- 6 you cutting
- 7 are your views
- 8 How do you feel

2 COMPANY PROFILE

- 1 were developed
- 2 captured
- 3 were employed
- 4 saw
- 5 left
- 6 founded
- 7 are located
- 8 are sold
- 9 considers
- 10 combine
- 11 are controlled
- 12 respond

3 CONDITIONALS

- 1 see/'ll tell
- 2 aren't/'ll take
- 3 would give/had
- 4 leave/'ll have
- 5 existed/wouldn't invest

4 WORDS THAT GO TOGETHER

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

5 MEETINGS VOCABULARY

- 1 back

- 2 into
- 3 through
- 4 back
- 5 with
- 6 to
- 7 in
- 8 up
- 9 up

6 EXPRESSIONS FOR DISCUSSIONS

- 1 a
- 2 b
- 3 a
- 4 c
- 5 b
- 6 c

1 BUSINESS OR PLEASURE?

(10 MARKS)

Complete this travel story with either the Simple past, Past continuous, or Past perfect form of the verbs in brackets.

- A How was your trip to Rome?
 B Terrible.
- A Why, what happened?
 B Well, the day I left it ¹ _____ (rain) as usual in England, so I was happy to go. But in the departure lounge I ² _____ (talk) to my secretary on the mobile when suddenly I ³ _____ (heard) the last call for my flight. I ⁴ _____ (run) to the boarding gate but the plane ⁵ _____ (leave) without me. Fortunately, there was another plane to Rome an hour later. In Rome I ⁶ _____ (took) a taxi to the hotel and, after checking in, I ⁷ _____ (go) to look for somewhere to eat because the hotel restaurant ⁸ _____ (close) before I arrived. Finally, after finding a restaurant and having a delicious dinner in a piazza, I tried to pay but discovered I ⁹ _____ (leave) my wallet in the taxi, and then guess what? It ¹⁰ _____ (start) raining.

2 PRESENT PERFECT OR SIMPLE PAST?

(6 MARKS)

Underline the correct verb form in *italics* in the sentences below:

- In 1996 the company needed to diversify so they *have bought/bought* up some smaller firms.
- I need to look for a new job because I've *heard/heard* some bad news.
- What's wrong with my computer? I've *lost/lost* all my documents!
- I *have spoken/spoke* to Mrs Sanchez this morning and she agreed.
- I'm looking as hard as I can but I still *haven't found/didn't find* the report.
- Have you ever tried/Did you ever try* sushi?

3 FACTORY RULES

(4 MARKS)

Replace the verb in *italics* with the verbs in **a**, **b**, or **c**.

- Visitors *needn't* check in at reception before entering the factory.
a mustn't **b** cannot **c** don't have to
- Visitors *are forbidden to* smoke anywhere on the factory floor.
a must not **b** need not **c** don't have to
- Visitors *ought to* request permission to inspect the research and development area.
a should **b** can **c** may
- Visitors *must* be accompanied by an authorized person in the factory at all times.
a are requested to **b** are forbidden to **c** are required to

4 ON THE ANSWERPHONE

(10 MARKS)

Complete this answerphone message with a suitable word. The first letter of each word is given.

'Hello, ¹ *t* _____ is Peter. I'm ² *a* _____ I'm unavailable at the moment. If you'd like to ³ *l* _____ your name and number, I'll get ⁴ *b* _____ to you as soon as ⁵ *p* _____.'

Now complete this message left on the answerphone:

'Hi Peter. It's Karen. I'm ⁶ *c* _____ about the meeting. I'm ⁷ *s* _____ but I can't ⁸ *m* _____ next Tuesday. Can we ⁹ *f* _____ another date? Maybe you could ¹⁰ *g* _____ me a call. My number is 02027 654 3456. Bye.'

5 ARRANGING MEETINGS ON THE PHONE

(4 MARKS)

Study each group of phrases. In each group, which phrase would you *NOT* say on the phone?

- 1
 - a Hold on.
 - b Bear with me a moment.
 - c Wait.
- 2
 - a My schedule's very tight.
 - b My schedule's very full.
 - c My schedule's very tied up.
- 3
 - a What time convenients you?
 - b What time suits you?
 - c What time would be good for you?
- 4
 - a I look forward to seeing you next Wednesday.
 - b I'll look forward to seeing you next Wednesday.
 - c I look forward to see you next Wednesday.

6 COMPLAINTS

(6 MARKS)

Put the words in 1–6 in the correct order to form sentences.

1 sorry a mistake seems but there be I'm to.
_____2 be We'd to happy them replace.
_____3 that about really sorry I'm.
_____4 I should the back send goods.
_____5 But us told nobody that when bought we it!
_____6 They a 20% fee! say there's handling outrageous! That's
_____**7 THE BUSINESS TRIP**

(10 MARKS)

Rewrite the following sentences as polite requests.

1 What time does the bank open?

Can you tell me _____?

2 Is the train station near here?

Do you know if _____ near here?

3 How do I get to Birmingham?

I was wondering if you could tell me _____ to Birmingham?

4 Can you take my bag?

Would you mind _____?

5 What should I see while I'm in Prague?

Could you recommend what _____ in Prague?

6 Do you want me to reserve a table for tonight?

Would _____ to reserve a table for tonight?

7 Do you want to see a film tonight?

Would _____ a film tonight?

8 Can you please telephone for a taxi?

I'd be grateful if _____.

9 I want to hire a car.

Excuse me, I'd _____ a car.

10 I'm very tired. I'm going to bed.

I'm sorry, I'm very tired. Do you mind _____ to bed?

TOTAL SCORE: ____ / 50

Key for *Quick Work* Intermediate revision check 3

1 BUSINESS OR PLEASURE?

- 1 was raining
- 2 was talking
- 3 heard
- 4 ran
- 5 had left
- 6 took
- 7 went
- 8 had closed
- 9 had left
- 10 started

2 PRESENT PERFECT OR SIMPLE PAST?

- 1 bought
- 2 've heard
- 3 've lost
- 4 spoke
- 5 haven't found
- 6 Have you ever tried

3 FACTORY RULES

- 1 c
- 2 a
- 3 a
- 4 c

4 ON THE ANSWERPHONE

- 1 this
- 2 afraid
- 3 leave
- 4 back
- 5 possible
- 6 calling
- 7 sorry
- 8 make
- 9 fix/find
- 10 give

5 ARRANGING MEETINGS ON THE PHONE

- 1 c
- 2 c
- 3 a
- 4 c

6 COMPLAINTS

- 1 I'm sorry but there seems to be a mistake.
- 2 We'd be happy to replace them.
- 3 I'm really sorry about that.
- 4 I should send the goods back.
- 5 But nobody told us that when we bought it!
- 6 They say there's a 20% handling fee! That's outrageous!

7 THE BUSINESS TRIP

- 1 what time the bank opens
- 2 there's a train station
- 3 how I get
- 4 taking my bag
- 5 I should see while I'm
- 6 you like me
- 7 you like to see
- 8 you could telephone for a taxi.
- 9 like to hire
- 10 if I go

1 DESCRIBING STRATEGY

(10 MARKS)

Unscramble the letters on the left to make words and complete the phrases on the right. See the example.

- | | |
|------------------|-----------------------------------|
| 1 mdegana | a well- <i>managed</i> department |
| 2 slace | large- _____ production |
| 3 vlebia | a _____ plan |
| 4 qauitly | top- _____ metal |
| 5 edn | low- _____ customer |
| 6 spdee | high- _____ components |
| 7 mketra | a down- _____ product |
| 8 damniyc | a _____ and energetic employee |
| 9 icrainseng | ever- _____ costs |
| 10 sied | a minor _____ -effect |
| 11 isngincantifi | small and _____ |

2 TALKING ABOUT THE FUTURE

(8 MARKS)

Rewrite the sentences using the words in brackets

- I doubt I'll finish the report tonight.
I _____ the report tonight. (expect)
- There's a chance we'll reach an agreement with them.
We _____ an agreement with them.
(might)
- We probably won't win the contract.
We're _____ the contract. (unlikely)
- The arrival date for the shipment is the 26th.
The shipment _____ the 26th. (due to)
- We can't wait to see you next Saturday.
We _____ next Saturday. (look forward)
- We're fully intending to achieve the targets.
We're _____ the targets. (going to)
- The opening of our new headquarters will happen very soon.
We _____ our new headquarters.
(about to)
- We're certainly not going to make any changes in the short term.
We're _____ any changes in the short term. (definitely)

3 SPOT THE MISTAKE

(6 MARKS)

Spot the incorrect word and write the correct word afterwards. See the example.
e.g. The project is ~~to~~ schedule. on

- 1 The trains in this country never seem to run in time anymore.
- 2 We need to stay to budget this year. Last year we went over by 5%. _____
- 3 We can't compete with everyone else. We should move down-market and focus our products on specialist high-earning consumers. _____
- 4 Many managers find they can't cope in the pressure of their workload. _____
- 5 Our website had 200 attacks last month. _____
- 6 The share price doubled to close by \$257. _____

4 BACK-UP PLANS

(5 MARKS)

Underline the correct alternative in *italics*.

- 1 I don't think they will but we'd better have a plan *in case/when* they change their minds.
- 2 If you're coming to Paris tomorrow, give me a call *when/in case* you get here.
- 3 Let's assume they're coming *in case/unless* we hear otherwise.
- 4 I'm staying in this job *if/unless* I find something better.
- 5 *When/If* I get a bank loan, I'll buy it. If I don't, I won't.

5 MANAGING A PROJECT

(10 MARKS)

Match the first half of the sentences 1–11 on the left with the second half on the right a–k. See the example.

- | | |
|---|--|
| 1 We blew the <u>£</u> | a track in terms of budget. |
| 2 We're staying on ___ | b schedule for the project. |
| 3 Jim's under ___ | c budget and overspent by about 30%. |
| 4 We need to apply ___ | d a little more pressure so they'll agree. |
| 5 He's having ___ | e the entire project back. |
| 6 The team beat the ___ | f for bankruptcy. |
| 7 I'd like you to draw up the ___ | g time and energy on this already. |
| 8 This delay will really set ___ | h a ball working on this. |
| 9 We've spent too much ___ | i deadline by a week. |
| 10 Bad news! The client is filing ___ | j out of spare machine parts. |
| 11 Tell purchasing we've nearly run ___ | k pressure to get results. |

6 NEW VENTURES

(6 MARKS)

Read the text about Pizza Hut and choose the best option to complete the text.

So you want to be an entrepreneur

Do you have ¹ _____ it takes to be an entrepreneur? There are many stories to inspire you about people who ² _____ at it and succeeded. Two such people were Frank and Dan Carney. In the USA in the 1950s fast food was quickly becoming *the* fast- ³ _____ industry and Frank and Dan wanted a slice of it. With ⁴ _____ capital of only \$600 from their mother the two brothers bought some second-hand pizza equipment and opened the first Pizza Hut in Wichita, Kansas in 1958. Forty years later, the Pizza Hut brand is ⁵ _____ in over 88 countries and has 11,000 restaurants, with Pizza Hut stores opening at a ⁶ _____ of nearly two per day outside the U.S.A.

Information taken from www.pizzahut.com

- | | | | |
|-----------------|--------------|-------------|------------|
| 1 a what | b how | c money | d which |
| 2 a lived | b went | c stuck | d earned |
| 3 a increase | b growth | c expand | d eating |
| 4 a venture | b money | c large | d spent |
| 5 a distributed | b recognized | c delivered | d designed |
| 6 a pace | b growth | c increase | d rate |

7 QUESTIONS FOR ENTREPRENEURS

(5 MARKS)

A bank manager is asking an entrepreneur, who wants to borrow some money, for some information. Put the words in the correct order to form his questions.

- 1 What of sort are you to up set going company? _____
It's an on-line management training service.
- 2 Who customers are potential your? _____
We think there's a lot of people who don't have time to attend training seminars and would like a flexible way to improve their management skills.
- 3 How your service different will be? _____
Well we intend to offer a tutoring service via e-mail in addition to online self-study materials.
- 4 What be status the legal will company's? _____
It will be a partnership.
- 5 What's face risk you the biggest? _____
The biggest potential problem is the initial cashflow.

TOTAL SCORE: ____ / 50

Key for *Quick Work* Intermediate revision check 4

1 DESCRIBING STRATEGY

- 1 scale
- 2 viable
- 3 quality
- 4 end
- 5 speed
- 6 market
- 7 dynamic
- 8 increasing
- 9 side
- 10 insignificant

2 TALKING ABOUT THE FUTURE

- 1 don't expect I'll finish
- 2 might reach
- 3 unlikely to win
- 4 is due to arrive on
- 5 look forward to seeing you/are looking forward to seeing you
- 6 going to achieve
- 7 're / are about to open
- 8 definitely not going to make / definitely won't

3 SPOT THE MISTAKE

- Listed as incorrect word – correct word
- 1 in (time) – on (time)
 - 2 to – within/on
 - 3 high – low
 - 4 in – with
 - 5 attacks - hits
 - 6 by – on/at

4 BACK-UP PLANS

- 1 in case
- 2 when
- 3 unless
- 4 unless
- 5 If

5 MANAGING A PROJECT

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

6 NEW VENTURES

- 1 a
- 2 c
- 3 b
- 4 a
- 5 b
- 6 d

7 QUESTIONS FOR ENTREPRENEURS

- 1 What sort of company are you going to set up?
- 2 Who are your potential customers?
- 3 How will your service be different?
- 4 What will the company's legal status be?
- 5 What's the biggest risk you face?

1 DROPPING HINTS

(5 MARKS)

Read the comments 1–5 and choose the reply, **a**, **b**, or **c**, you should *NOT* say.

- 1 These cakes look delicious!
 - a Help yourself.
 - b Try one.
 - c Yes they are.
- 2 (*At the theatre*) I think you're sitting in my seat.
 - a Oh, I am sorry.
 - b Yes, it's very comfortable.
 - c Let me check my ticket number.
- 3 (*Moving a photocopier*) This is really heavy!
 - a Why are you moving it by yourself?
 - b About 50 kilos.
 - c Let me help you.
- 4 Goodness, is that the time?
 - a Yes, it's a quarter past three already.
 - b Yes, why? Are you running late for another appointment?
 - c Yes, and you're still not finished!
- 5 I liked *most* of your plan.
 - a Great. So I can start implementing it then.
 - b Which parts didn't you like?
 - c How much is *most* exactly?

2 BRITISH AND AMERICAN ENGLISH

(8 MARKS)

On the left are British words and on the right the equivalent word in American English. However, some definitions are incorrect. Decide if the equivalent means the same or something different. Underline *same* or *different*.

- | | |
|--|-----------------------|
| 1 How do you do? = How are you doing? | <i>same/different</i> |
| 2 turnover = revenues | <i>same/different</i> |
| 3 angry = mad | <i>same/different</i> |
| 4 crazy = mad | <i>same/different</i> |
| 5 holiday = vacation | <i>same/different</i> |
| 6 winter = fall | <i>same/different</i> |
| 7 24/7/2002 = 7/24/2002 | <i>same/different</i> |
| 8 Monday to Friday = Monday through Friday | <i>same/different</i> |

3 THIRD CONDITIONALS

(5 MARKS)

Make third conditional sentences from the first two sentences.

- 1 They didn't give him a pay rise. He didn't stay with the company.
If they _____ him a pay rise, he _____ with the company.
- 2 He offered them 5% more. They accepted his offer.
If he _____ them 5% more, they _____ his offer.
- 3 The train didn't arrive on time. He missed the job interview.
If the train _____ on time, he _____ the job interview.
- 4 They didn't invest in new machinery. There were twice as many breakdowns.
If they _____ in new machinery, there _____ twice as many breakdowns.
- 5 He didn't see the advert. He didn't apply for the position.
If he _____ the advert, he _____ for the position.

4 VERBS FOLLOWED BY INFINITIVES OR -ING (10 MARKS)

Complete the sentences using the correct form of the verb in brackets.

- 1 How about _____ (stay) for dinner?
- 2 I'd be interested in _____ (discuss) the matter further.
- 3 They'll offer _____ (drop) their price if we do the same.
- 4 I'm giving up _____ (smoke) for the third time.
- 5 I can't help _____ (think) there's something wrong with this.
- 6 I promised _____ (meet) him at the airport.
- 7 We risk _____ (lose) everything unless things improve.
- 8 I do not think _____ (spend) any more time on this will help.
- 9 If we allow her _____ (do) this, they'll all want to.
- 10 Have you considered _____ (offer) them 15% more?

5 MULTI-WORD VERBS

(6 MARKS)

Complete each sentence with one of these words. Change the form where necessary.

look count head put turn put

- 1 We would like you to _____ up a new project. You'll be in charge of a team of five members and a budget of £500,000. What do you say?
- 2 I enjoy most of my job and I've learnt to _____ up with the parts of it that are boring.
- 3 Richard _____ the job down three times before accepting it.
- 4 She's so critical and _____ people down in front of everyone.
- 5 Whatever the problem you can always _____ on her to solve it.
- 6 My brother always _____ out for me. He's very protective.

6 A NEGOTIATION

(8 MARKS)

Someone is buying a used car. Complete the conversation with these missing phrases:

- a** Tell me more. **b** Going back to the point **c** I wonder **d** How about
e We could **f** So you're saying **g** You mentioned that **h** I'd prefer

SALESMAN As you can see it's done 12,000 miles and it's only two years old.

CUSTOMER 1 _____ you made about trading in my old car. How much would that take off the price?

SALESMAN This model is £10,000 but in exchange for your old car it would be £9,000.

CUSTOMER 2 _____ my old car is only worth £1,000?

SALESMAN Not exactly. We'd also offer a one-year service guarantee that we could extend in your case.

CUSTOMER 3 _____

SALESMAN 4 _____ extend it to eighteen months.

CUSTOMER 5 _____ the car has some MOT* left.

SALESMAN Six months.

CUSTOMER 6 _____ if you would do the next MOT test after that for free?

SALESMAN 7 _____ if we extended the service guarantee to two years?

CUSTOMER 8 _____ a free MOT test.

* MOT Ministry of Transport – all cars in the United Kingdom must have an MOT test every year to check the car is safe. The car owner must pay for this.

7 ADJECTIVES ENDING WITH -ING AND -ED

(8 MARKS)

Underline the correct word in *italics*.

- 1 It's a very *worrying/worried* time for me at the moment.
- 2 I'm so *frustrating/frustrated* by the lack of planning time.
- 3 It's *amazed/amazing* how some people earn so much money for doing so little.
- 4 I'm not *convinced/convincing* by the argument.
- 5 Many older managers feel *threatened/threatening* by younger employees.
- 6 Travelling round the world when I was young was an *interested/interesting* experience.
- 7 The *astonished/astonishing* thing is how much consultants earn per hour.
- 8 You'd be *surprised/surprising* just how long it takes to train as a doctor.

TOTAL SCORE: ____ / 50

Key for *Quick Work* Intermediate revision check 5

1 DROPPING HINTS

- 1 c
- 2 b
- 3 b
- 4 c
- 5 a

2 BRITISH AND AMERICAN ENGLISH

- 1 same
- 2 same
- 3 same
- 4 different
- 5 same
- 6 different
- 7 same
- 8 same

3 THIRD CONDITIONALS

- 1 had given / would have stayed
- 2 hadn't offered / wouldn't have accepted
- 3 had arrived / wouldn't have missed
- 4 had invested / wouldn't have been
- 5 had seen / would have applied

4 VERBS FOLLOWED BY INFINITIVES OR -ING

- 1 staying
- 2 discussing
- 3 to drop
- 4 smoking
- 5 thinking
- 6 to meet
- 7 losing
- 8 spending
- 9 to do
- 10 offering

5 MULTI-WORD VERBS

- 1 head
- 2 put
- 3 turned
- 4 puts
- 5 count
- 6 looks

6 A NEGOTIATION

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

7 ADJECTIVES ENDING WITH *-ING* AND *-ED*

- 1 worrying
- 2 frustrated
- 3 amazing
- 4 convinced
- 5 threatened
- 6 interesting
- 7 astonishing
- 8 surprised

Activity 1

City profiles (2)

COPENHAGEN**Population:** 1.4 million

- Description:** This is the capital of the oldest kingdom in the world and has been variously described as 'the city of bikes', 'the city of Towers', and 'the Paris of the north'. It is a hospitable metropolis with an exciting night life.
- Climate:** The climate is changeable because of frequent changes in the wind direction. Spring comes late but is followed by an often sunny summer and a mild autumn.
- Language:** Danish
- Business culture:** Meticulous punctuality is extremely important. Being late for a meeting is simply not the done thing. Being frank is a sign of honesty and reliability. Lunch breaks are short as lunch is not really considered part of the working day.

MOSCOW**Population:** 9.1 million

- Description:** The city is more than 850 years old and has been a capital city since 1918. Skyscrapers first appeared here in 1953 to provide a contrast with the city's more traditional architecture.
- Climate:** In July the maximum temperature rarely exceeds 23°C and the average rainfall during this month is 88mm.
- Language:** Russian
- Business:** Things have progressively improved over the last decade or so (a few years ago inflation stood at 1,300%), although the cost of doing business is high partly because of an ever-changing and inefficient tax system.

BARCELONA**Population:** 1.9 million

- Description:** The city has been described as a northern city of the south, i.e. progressive, industrial, middle class, and European while at the same time traditionalist, popular, and typically Mediterranean.
- Climate:** Pleasant, with average temperatures of 15°C. The city receives 109 days of rain per year.
- Language:** Catalan
- Business culture:** Mostly informal with a strong emphasis on human relationships. There is a reluctance to trust in systems – forward planning is traditionally based on intuition rather than systematic study.

Activity 2

should and need to

a Complete the sentences using the words from the list.

should need to shouldn't don't need to must have to don't have to

- 1 You _____ address people by their surnames in Japan.
- 2 You _____ be on time for meetings in Copenhagen.
- 3 You _____ be on time for meetings in Kuala Lumpur.
- 4 You _____ speak Malay in Kuala Lumpur as English is widely spoken.
- 5 You _____ expect the Spanish to approach business in a formal way.
- 6 The Japanese _____ know each other well before they feel comfortable.
- 7 You _____ take an umbrella if you're visiting Tokyo from May to July.
- 8 You _____ exchange business cards using two hands in Malaysia.
- 9 You _____ use public transport in San Francisco as you can get around on foot.
- 10 You _____ expect to have a long lunch break if you're in Copenhagen.

b Imagine someone from abroad is coming to work in your company. What are some of the things that they:

- 1 *should or need to do?*
- 2 *shouldn't do?*
- 3 *don't need to do?*

e.g. They *should* dress smartly.
They *shouldn't* wear jeans.
They *don't need to* wear a tie on Fridays.

Here are some things you might like to consider.

- what to wear for work
- hours of work
- lunch and coffee breaks
- language
- security and safety
- smoking

Activity 3

Invitations and offers

Student A

Questions:

- 1 like / go / drink / after work ?
- 2 go / conference / last week ?
- 3 your file ?
- 4 finish / magazine ?
- 5 boss over there ?

Statements:

- 1 forget / call / office
- 2 cold / this room
- 3 book / looks interesting
- 4 can't start / computer
- 5 don't understand email

Student B

Questions:

- 1 like / go / restaurant / this evening ?
- 2 anyone / thirsty ?
- 3 go / seminar / Friday ?
- 4 your newspaper ?
- 5 window open ?

Statements:

- 1 forget / dictionary
- 2 this room / stuffy
- 3 hear / member / tennis club
- 4 can't make / mobile phone / work
- 5 must / send / fax

Activity 4

Making arrangements

Practise making arrangements with a partner. One person is A and the other is B. Follow the instructions in the boxes.

A	B
Ask your partner if they are free for a meeting next Wednesday	You can't make it – explain what you're doing
Suggest meeting on Friday instead	Accept
Suggest meeting at your company's offices	Suggest an alternative venue (give a reason)
Agree, but say you don't know where it is	Offer to send details by fax or email
Accept and thank your partner	

2

Visitors

1 CULTURE QUIZ

How much do you know about international business etiquette? Tick (✓) the correct answer.

1 If you are doing business in Israel, you should not expect to have any meetings on

- a Friday
- b Saturday
- c Sunday

2 You should refer to Japanese visitors to your country as

- a Orientals
- b foreigners
- c Asians

3 When doing business in Japan, you don't need to take any business cards with you.

- a True
- b False



4 In Japan, which of the following would be a suitable gift?

- a four red roses
- b six white carnations
- c ten pink lilies

5 Which colour should you avoid if you are giving a present in Mexico or Brazil?

- a white
- b blue
- c purple

6 In England, you don't need to say anything at the start of a meal.

- a True
- b False

7 In Saudi Arabia, you should avoid showing people

- a the palm of your hand
- b the sole of your foot

8 If you were giving a gift of soap in the Philippines, which scent should you avoid?

- a oranges
- b lemons
- c strawberries

9 When you have finished eating a Chinese meal with chopsticks, it is polite to cross the chopsticks on the plate.

- a True
- b False



10 In the United States, smoking is acceptable in almost all business and social situations.

- a True
- b False

11 You should not criticize the King or Queen in

- a England
- b Thailand
- c Spain

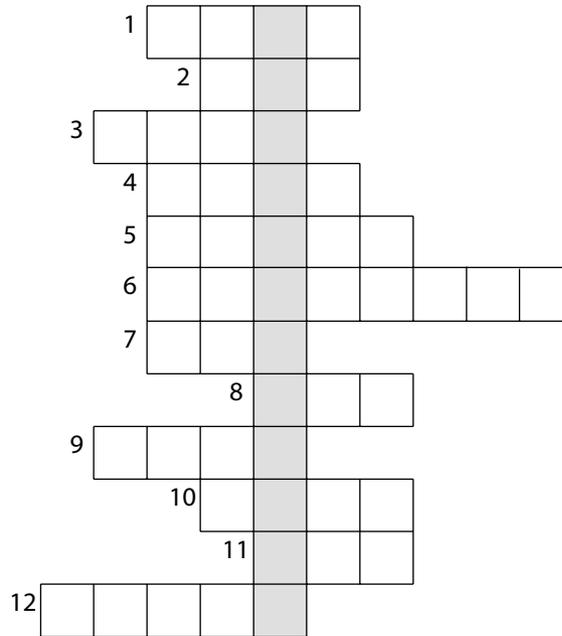
12 A man should not shake hands with a woman in

- a South Korea
- b Iceland
- c Ethiopia

HOW DID YOU SCORE?
CHECK YOUR ANSWERS ON
PAGE 59.

4 VOCABULARY

Complete the puzzle to find the missing word.



- 1 How _____ does it cost to get a taxi from here to the city centre? (4)
- 2 _____ long did the journey take? (3)
- 3 A _____ did you leave home?
B At about 5.00 this morning. (4)
- 4 A _____ you worked for Siemens for long?
B Yes, about five years. (4)
- 5 A _____ do you play golf?
B I play at a course that's quite near the office. (5)
- 6 Would you like to go _____ to the hotel, or do you want to go to the office first? (8)
- 7 How _____ your flight? (3)
- 8 _____ you married or single? (3)
- 9 A _____ was the weather like when you left?
B It was quite cold. (4)
- 10 A What _____ is my first meeting?
B You're seeing Mrs Anderson at 9.30. (4)
- 11 A How _____ are your children?
B My son is six and my daughter is three. (3)
- 12 A How _____ do you travel abroad on business?
B Two or three times a month. (5)

5 IRREGULAR VERBS

a Complete the table with the appropriate verb form. Then match the verbs **1–8** with the expressions **a–h**. See the example.

	Infinitive	Simple past	Expressions
1	<i>break</i>	<i>broke</i>	a ... business with someone, ... the filing, ... well
2	catch	_____	b ... a profit, ... a decision, ... a mistake
3	_____	did	c ... a train, ... a cold, ... a ball
4	make	_____	d ... <i>the law</i> , ... <i>a leg</i> , ... <i>a world record</i>
5	give	_____	e ... the way somewhere, ... someone well, ... the answer
6	_____	paid	f ... a presentation, ... a talk, ... a present to someone
7	know	_____	g ... a message, ... a letter, ... an email
8	send	_____	h ... cash, ... by credit card, ... the bill

b Use a verb in the past tense and a suitable expression to complete the following sentences. Use the verbs in the same order as in **a**. See the example.

- The director *broke the law*; as a result, he was sent to prison.
- He arrived at the station just in time and _____ to London.
- The company _____ last year, so all the staff got a pay rise.
- The bank _____ with my account, but they corrected it.
- She _____ at the conference and the audience really liked it.
- I stayed at the hotel at the company's expense, so they _____.
- He _____ to the question, but didn't tell anyone what it was.
- I _____ to them last week, but maybe it hasn't arrived yet.

6 QUESTIONS AND NEGATIVES

Complete the dialogues with an appropriate form of the verbs. See the example.

be **buy** **find out** **get** **have** **leave** **sign** **tell** **think** **want**

- A *Did you have* a good trip?
B Yes, it *wasn't* bad at all, thanks.
- A Why _____ you _____ to the meeting so late?
B The train was delayed – it _____ until nearly 10.00.
- A _____ they _____ the contract when you saw them last week?
B No, they _____ to do anything without their lawyer.
- A How _____ Elizabeth _____ about our plans?
B It was nothing to do with me. I _____ her anything.
- A _____ you _____ that car you looked at last month?
B No, it was very expensive, and I _____ it was really worth it.

7 TIME EXPRESSIONS

Grammar reference p55

Complete the sentences with *in, on, at, or* \emptyset (no preposition).

- 1 The company was founded _____ 1995.
- 2 Our sales rose _____ the summer and fell back _____ the end of the year.
- 3 The meeting was held _____ the 18th of July.
- 4 He left _____ 9.15, so he should be with you any minute now.
- 5 They made fifty people redundant _____ last week.
- 6 Did you see Jack _____ yesterday?
- 7 The product was launched _____ September.
- 8 I saw Anna _____ Tuesday and she sent you her regards.
- 9 Shares fell sharply across the world _____ October 1987.
- 10 The meeting finally ended _____ midnight.

8 AROUND THE WORLD IN 20 DAYS

Grammar reference p55

- a Read the text about a trip around the world by balloon. Fill the gaps with the verbs from the lists in the correct form. See the example.

1–5 *be calculate take off not/have want*

6–13 *not/be carry catch cross float have know not/take*

14–17 *begin expect send wish*

18–23 *begin fly lose not/hear reach realize*

24–28 *come complete improve re-enter spend*



On 1 March 1999, the 60-metre-high Breitling Orbiter 3B ¹ *took off* from Chateau d'Oeux in Switzerland. The pilots of the hot air balloon ² _____ Bertrand Picard, 42, a Swiss psychiatrist, and Brian Jones, 51, from the UK. They ³ _____ to complete one of the last challenges of the 20th century – to travel round the world non-stop in a balloon. Experts at mission control in Geneva ⁴ _____ that the journey would take about sixteen days if they ⁵ _____ any unexpected problems.

The balloon ⁶ _____ slowly south for four days until it ⁷ _____ the jetstream over Africa. Fast winds ⁸ _____ the balloon quickly towards China, where they ⁹ _____ there was a possible problem. They ¹⁰ _____ permission to fly over China, but they ¹¹ _____ allowed to pass over any Chinese military zones. Luckily the winds ¹² _____ the balloon there, and they ¹³ _____ southern China on their way towards the Pacific Ocean.

Meteorologists in Geneva ¹⁴ _____ reasonable weather over the Pacific, so their chances of success ¹⁵ _____ to look quite good. In a demonstration of good sportsmanship, competing balloonists Steve Fossett, a Chicago commodities

broker, and Richard Branson, founder of Virgin Airways, ¹⁶ _____ messages of congratulation to Picard and Jones and ¹⁷ _____ them a safe flight across the Pacific.

Soon afterwards, mission control in Geneva ¹⁸ _____ contact with the balloon because of the position of the Inmarsat satellite. They ¹⁹ _____ from them for several days, but the Orbiter ²⁰ _____ on steadily across the Pacific. Picard and Jones got in touch again when they ²¹ _____ Mexican airspace, but suddenly there were problems. The balloon was travelling very slowly, and the pilots ²² _____ they were running out of fuel. For the first time, members of the Breitling team ²³ _____ to think they might not be able to cross the Atlantic.

Soon, however, things ²⁴ _____ again, and the balloon ²⁵ _____ the fast jetstream winds and ²⁶ _____ the journey across the Atlantic. On the final night, after crossing Algeria and Libya, the Breitling Orbiter ²⁷ _____ down in the desert near Luxor in Egypt. Picard and Jones ²⁸ _____ the next eight hours alone in the desert, where they had time to think about their record-breaking 46,000-kilometre journey before returning to Switzerland in triumph.

b Correct the statements. See the example.

- 1 The journey began in France.
The journey didn't begin in France. It began in Switzerland.

- 2 Bertrand Picard came from France.

- 3 The balloon flew over a Chinese military zone.

- 4 They thought the weather over the Pacific would be bad.

- 5 Their communications system worked perfectly.

- 6 The balloon came down in Algeria.

9 MAKING ARRANGEMENTS

A manager is talking to her PA about her plans for the day. Complete the conversation by putting the verbs in brackets into the Present continuous.

- A Here's your coffee.
 B Thanks. Before we start, let's run through what I ¹ _____ (do) today.
 A Yes, OK. At 9.30 you ² _____ (see) Gina Marden and Mike Drayson from the Finance Committee – they ³ _____ (come) to talk about the advertising budget for next year. Then at 10.30 you ⁴ _____ (have) a meeting with the senior managers in the Logistics Department.
 B Fine. Now, Mr Yan ⁵ _____ (arrive) some time today, isn't he?
 A That's right, he ⁶ _____ (come) from Taiwan and he ⁷ _____ (stay) for a couple of days.
 B I ⁸ _____ (pick) him up from the airport, am I?
 A Yes, at 2.30, so you should be back here by about 4.00.
 B ⁹ _____ (he/come) back here with me or ¹⁰ _____ (I/take) him to the hotel?
 A He'll need to go to the hotel because it's a very long flight.
 B And where ¹¹ _____ (he/stay)? At the Moathouse?
 A Yes.
 B And what ¹² _____ (he/do) in the evening? ¹³ _____ (anyone/take) him out to dinner?
 A Mr Lang ¹⁴ _____ (drop in) to see him at 8.00.
 B Right. Oh, by the way, John Prideaux wants to come and see me about the new marketing plan. Is there any time I can fit him in?
 A Yes. Let me see – you ¹⁵ _____ (not/do) anything between 4.00 and 5.30, so he could come then.
 B That sounds fine.

10 YOUR ARRANGEMENTS

Look at your diary and see what appointments and arrangements you have made for the next week. Write down five things, giving details about what you are doing, who you are seeing, when, where, and why. See the example.

On Friday at 2.30 I'm having a meeting with Neil Carson at Baker Street to talk about the new project.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

11 OFFERS AND SUGGESTIONS

a Match the sentences 1–5 with the correct responses a–e.

- 1 My lunchtime meeting has been cancelled.
 - 2 I'm sorry, I'm a bit busy at the moment.
 - 3 I may need to fly to Brussels this evening.
 - 4 I can't seem to open this disk.
 - 5 We need to make a decision on this proposal.
- a Would you like me to check the flight times?
 - b Would you like to discuss it now?
 - c Well, do you want to have lunch with us?
 - d Do you want me to try it in my PC?
 - e Would you like me to come back later?

b Write suitable replies to the sentences.

- 1 My car's at the garage at the moment – it's being serviced.

- 2 I can't seem to get my mobile phone to work.

- 3 I'm feeling a bit hungry.

- 4 I need to talk to you about my trip to the US.

- 5 Are you going to the concert this evening?

12 FIRST MEETINGS

Tomas Brolin is meeting a Japanese visitor at the airport. Put the dialogue into the correct order. The first one has been done for you.

- A It takes about half an hour. Would you like to go straight to your hotel? _____
- A Really? Is this your first visit to Stockholm, then? _____
- A Yes. Pleased to meet you. Did you have a good flight? _____
- A No, just a few minutes. Would you like me to help you with your bag? _____
- A Excuse me, are you Mr Tamura? 1
- A Well, then, I'll show you some of the sights on the way. _____
- B Yes, I'm quite tired, but I'm looking forward to seeing the city later. _____
- B Thanks, that sounds great. _____
- B That's right. You must be Mr Brolin. _____
- B Yes, it is. _____
- B It was fine, thanks. Have you been waiting long? _____
- B That's OK, it's not heavy. By the way, how far is it to the city centre? _____

13 TALKING ABOUT PROCESSES

Three people from a mail-order computer company are talking about their work. Read what they say and rewrite the information using the passive form. See the example.

Anna (Telesales)

'This is where the whole process begins. Usually the customer rings us with an order, and I discuss the client's requirements with them – whether they want a bigger hard disk or a DVD drive, or whatever. Then I send details of each system to the Production Department.'

David (Production)

'When we receive details of the order, we assemble each machine by hand. When the machine is ready, we load the software.'

Jake (Quality Control)

'First of all we test the hardware. Then we check the software over two days to make sure it's working properly. If everything is fine, we send the machine to the Despatch Department, and couriers deliver the machines to the customers.'

1 requirements/
discuss/client

The requirements are discussed with the client.

2 details/each system/
send/Production
Department

3 each machine/
assemble/hand

4 software/load

5 hardware/test

6 software/check/
two days

7 machines/send/
Despatch Department

8 machines/deliver/
couriers

14 READING

Read the article and decide if the statements below are true (T) or false (F).

SWEET SMELL OF SUCCESS

At the heart of Audi's giant plant at Ingolstadt, you would expect to find the latest technology. Super-computers with gigabytes of RAM, turbo-charged hard disks linked to state-of-the-art software. But alongside all this man-made, hi-tech equipment, there is an older and more basic technology. It requires no power supply, no Internet connection, no fibre-optic links. Because even today, engineers don't rely only on machines and computers. They follow their noses.

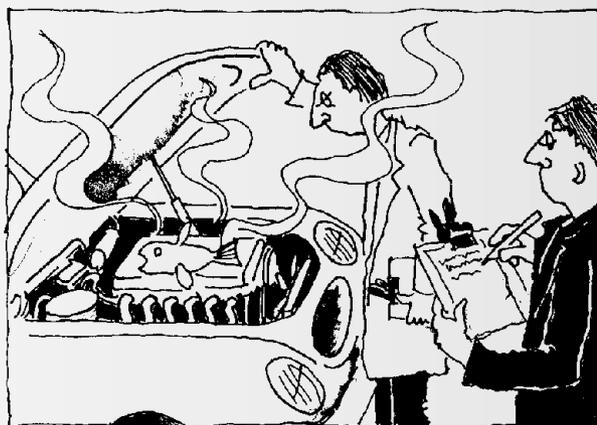
THE HUMAN NOSE is one of the most advanced sensory devices in the world. It can identify smells far better than any machine. And that's important when you are making cars for the public. You and I may own the same car for twenty years. If it has a smell, any sort of bad smell, then that relationship will suffer.

Today, Hermann Schmidt is responsible for choosing new materials for the interior of cars, and always considers the smell of parts. The most recent material on his desk is an old plant fibre from Bangladesh – jute. 'It is very strong, and it is quite natural,' he says. He picks up the sample and smells it carefully, like a connoisseur of fine cognac. 'It has a clean smell, and there is no trace, for example, of mineral oil.'

But one smell is not enough when it is a matter of designing cars. Materials change when they are

exposed to heat or light or as they grow older, and sometimes a smell cannot be detected until later. So when a new material is going to be used, it is sent to the Nose Team.

'We are the opposite of wine-makers', says Heiko Luessmann-Geiger, a key member of the Nose Team. 'Our job is to create a car that has no smell at all.' In the heart of the quality control department, there is a huge heat chamber where parts are heated quickly or slowly to very high temperatures. There are often hundreds of components, and the Nose Team tests them all. Materials can change as heat rises, and if they give off a smell a customer might not like, the project is looked at again.



But the tests are not only carried out at the factory in Ingolstadt. Even a passing Bedouin in the Sahara, riding his camel over a faraway sand dune, may come across a row of Audis parked in the hot desert sun, because the Nose Team carries out tests there too. The Sahara is one of the hottest places on earth, and the tests produce valuable data for the team's research.

- 1 Audi uses expensive technology to detect scents. (___)
- 2 Smell can play an important part in customer satisfaction. (___)
- 3 Hermann Schmidt selects materials for use in the interior of cars. (___)
- 4 Hermann Schmidt dislikes the smell of jute. (___)
- 5 A new material can change its smell under certain conditions. (___)
- 6 The Nose Team uses a heat chamber for some of its tests. (___)
- 7 Some tests are carried out away from the main plant. (___)
- 8 Local Bedouins are recruited to assist with the tests in the Sahara. (___)

2 Visitors

In this unit you are going to rehearse a visit from foreign business contacts. You will:

- tell visitors about your home town
- describe a journey
- make arrangements for a visit
- greet and make conversation with new business acquaintances
- describe business or technical processes
- show visitors around your place of work

▶ LOCAL INFORMATION

1 Read this fact sheet about Beijing. Can you guess any of the missing information?

Information for travellers:
BEIJING

Population Approximately _____ people.
Language The official language is _____.
 Very few people speak English.
Business hours Stores usually open at 10.00 and close at _____. A lot of small shops and government offices close at lunch-time between 11.30 and 13.30.
Climate Springs and autumns are very pleasant. Summers are _____ and winters are cold. _____ a lot in July and August.
Tipping Tipping is unusual, but in some hotels you need to give a small tip to _____. Just ten yuan* is enough.
Water Only drink _____. Don't drink _____.

**yuan – the basic unit of currency in China*



2 What questions could you ask to find out the missing information?
 e.g. *What's the population of Beijing?*
 You can check your answers in File 2 on page 54.

3 Work with a partner. Ask and answer questions and complete the fact sheet. Here's the missing information – but be careful, it's in the wrong order.

very hot	21.00	water from the tap
11 million	It rains	bottled water
Mandarin	the porters	

4 If you were travelling to Beijing, what other information would you like to know? Think of more questions to ask.

5 **2.1** Now listen to a business traveller who is going to Beijing for the first time. Does he ask any of your questions?

6 **2.1** Listen again and complete the traveller's questions.

- a there
crime in Beijing?
- b What kind of clothing I take?
- c business meetings? What do people wear?
- d Do people English?
- e Is it difficult in Beijing?
- f at business meetings?

Practise asking and answering the questions with a partner.

7 Complete these sentences about doing business in Beijing. Use *shouldn't* or *don't need to*.

- a You speak any Mandarin if you have an interpreter. They will translate for you.
- b You be late for meetings. It's very rude.
- c You give business cards with just one hand. Two hands is more polite.
- d You tip taxi drivers because they are not expecting it.
- e You drink the tap water in case it makes you ill.
- f You can tip hotel porters if you like, but you tip much. Just ten yuan will do.

Now make up some similar sentences about doing business in your country.

should and need to

Should and *need to* have similar meanings in affirmative sentences.

You **should** take a suit. (It's the right thing to do.)

You **need to** be patient. (It's necessary.)

The negative forms have very different meanings.

You **shouldn't** try to rush things. (It's the wrong thing to do.)

You **don't need to** wear a jacket all the time. (It's not necessary.)

Output task

1 Someone is coming to visit your town or city on business. What kind of local information would they need? Think of some questions they could ask. You can use the ideas below or think of other topics.

the population	the currency
the language	business hours
the weather	business meetings
the food	the water
tipping	crime

2 When you have planned some questions, work with a partner. One person is the visitor and the other is the host or hostess. Practise asking and answering the questions.

QUICK CHECK

Check you know the question words in English. List question words that begin with *Wh*.

When Wh ...

Now list expressions that begin with *How*.

How many How ...

JOURNEYS

1 Do you travel a lot on business? And what about for pleasure? Ask and answer these questions with a partner.

- a What's the longest trip you've ever made?
- b How did you travel?
- c How long did the journey there take?

What's the difference between *trip*, *travel*, and *journey*? If you're not sure, check the definitions in File 16 on page 61.

2 Read this article about Nick Sanders and find out why he looks a little tired.

Simple past

In the Simple past tense, regular verbs end in *-ed*.

monitor – monitored *travel – travelled*
supply – supplied *include – included*

If a verb ends with a /d/ or /t/ sound, the past form is pronounced with a long /ɪd/ ending.

included ɪn'kluːdɪd
completed kəm'pliːtɪd

A lot of common English verbs, and some modal verbs, have irregular past tense forms.

have – had *take – took* *send – sent*
can – could *must – had to*

We use *did* to make past tense questions and negatives.

How many countries did Nick visit?
Nick didn't break any speed limits.



Triumphant biker returns

If Nick Sanders looks tired, it's because he's just been on a very long journey – all around the world. Nick successfully completed the Mobil Challenge and became the fastest person ever to circle the globe overland on a motor vehicle. He travelled 29,000 km across four continents in less than thirty-two days.

The route included the UK, France, Italy, Switzerland, Germany, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Turkey, India, Thailand, Malaysia, Singapore, Australia, New Zealand, Canada, the USA, Portugal, and Spain – twenty-one countries in all.

Nick drove a regular production model Triumph Daytona motorcycle, but he took a lot of high-tech equipment along with him. IBM supplied him with a Thinkpad computer and a wireless telephone link so that he could connect to the Internet. And he had a Panasonic digital camera so that he could send pictures of his trip to a website at night. Guinness monitored his progress with a Global Positioning System unit on the bike. It relayed his position to a satellite every hour.



3 Ask and answer these questions with a partner.

- What record does Nick Sanders hold?
- How long did it take him to travel round the world?
- How many countries did he travel through?
- How did he get from Singapore to Australia?
- What equipment did he take and why?

4 Complete Nick's story using verbs from the boxes below. Remember to put the verbs into the past tense.

get rise take slow can't be must

India the most difficult country for Nick. It was very hot and temperatures to 42°C. The local traffic was bad and it him down. He keep going to break the record, so he stop very often. He only short naps so he very tired.

be hit wake up risk fall catch manage race

Once he asleep momentarily when he was driving. Luckily he almost immediately and to stop. He never going over the speed limit in case the police him, but in some parts of Australia, there no speed limits, so he the accelerator and along at 200 km per hour.

Output task

1 You are going to describe a trip you have made. It could be a business trip or another type of journey. Think about:

- where you went and why
- how you travelled and how long it took
- what you took with you
- how you communicated with home
- the problems you had en route.

2 Work with a partner or in small groups. Take it in turns to tell each other about your trips.

▶ MAKING ARRANGEMENTS

1 When you go on business trips, who makes the arrangements for you? Do you ever plan trips for other people?

2 **2.2** Louise Roxton is going on a business trip to France. Look at her itinerary below, then listen to a telephone conversation about it. Make any necessary additions or changes to the itinerary.

ITINERARY	
Tuesday	
<i>Morning</i>	
09.00	Arrival in St Egrève Coffee with Nathalie Rousseau (Chief Operating Officer) Meetings with the marketing team
<i>Afternoon</i>	
	Grenoble facility tour
<i>Evening</i>	
20.00	Dinner at a seafood restaurant with Antoine Boirin
Wednesday	
<i>Morning</i>	
09.30	Visit to clients – Morin Pharmaceutique
<i>Afternoon</i>	
<i>Evening</i>	

Present continuous

We use the Present continuous tense to talk about planned future arrangements.

You're visiting one of our clients on Wednesday morning.

You're not doing anything in the afternoon.

3 Look at the revised itinerary and say what Louise is doing.

She's arriving at ten o'clock on Tuesday.

She's having coffee with ...

4 Compare these invitations. Which one is more formal?

Do you want to see round the Grenoble facility?

Would you like to go to a Thai restaurant?

Work with a partner. Respond to questions a–f with invitations or offers. Each time, begin *Yes, would you like to ...?* or *Yes, do you want to ...?*

Have you got a moment?

Yes, would you like to talk to me?

Yes, do you want to talk to me?

- Is this your mobile phone?
- Is anyone else getting hungry?
- Are you going for a drink after work?
- Do you have a pen in your bag?
- Is this seat free?
- Have you finished with this newspaper?

5 Now think of more replies, but this time offer help with: *Yes, would you like me to ...?* or *Yes, do you want me to ...?*

Is that door open?

Yes, would you like me to close it?

Yes, do you want me to close it?

- Are you going to the Post Office?
- Are you driving to the conference?
- Is anyone else in here a little cold?
- Did you go to the meeting last Friday?
- Is this your bag on the floor?
- Is that Bill Gates over there?

6 Now think of polite replies to these statements. Each time, begin *Would you like (me) to ...?* or *Do you want (me) to ...?*

- This bag is pretty heavy.
- Someone said you're playing golf this weekend.
- That cake looks nice.
- My car won't start.
- I must call my office.
- Oh, no! I've forgotten my credit card!

7 **2.2** Listen again to Louise's replies. What does she say when Jean-François:

- a says she's arriving at nine o'clock?
- b invites her to see round the Grenoble facility?
- c mentions a seafood restaurant?
- d suggests a Thai restaurant instead?
- e mentions she's visiting Morin Pharmaceutique?
- f offers to cancel Morin Pharmaceutique?
- g suggests a city tour?
- h says he'll arrange it?

8 Work with a partner. Act out a similar conversation to the one on the recording. Look at the itinerary opposite to help you.

Invitations and offers

We generally show enthusiasm when we accept invitations and offers.

Do you want me to arrange a tour?

Yes, please. I'd like that.

That sounds nice.

That'd be very nice.

We often apologize and provide an explanation when we refuse.

I'm afraid I won't have time.

I'm sorry, but I have to leave by six.

And of course we thank people for their help.

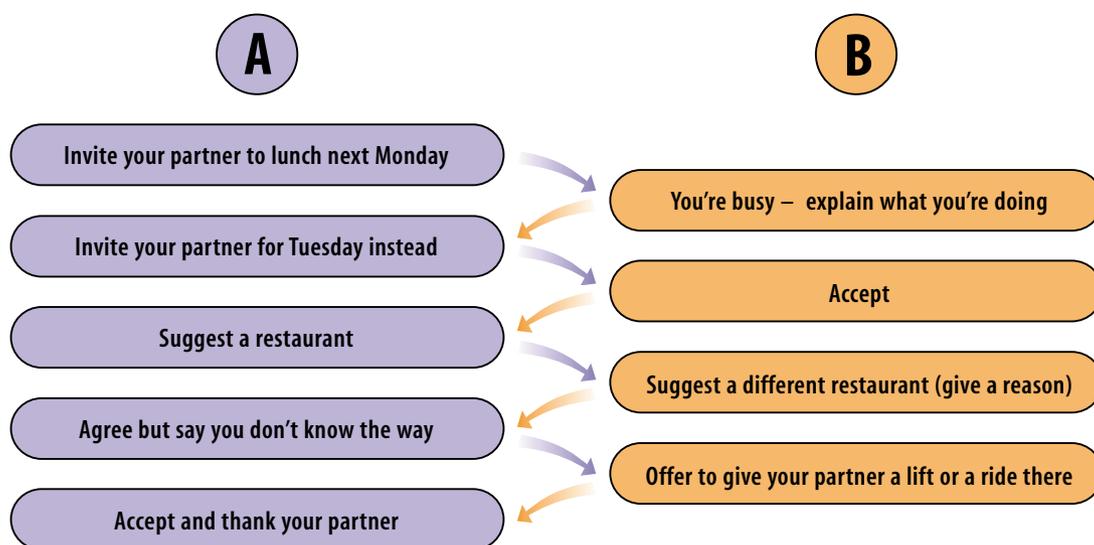
Would you like me to call you a taxi?

Thanks a lot.

That's very kind of you.

Output task

1 Practise making arrangements with a partner. One person is A and the other is B. Follow the instructions in the boxes.



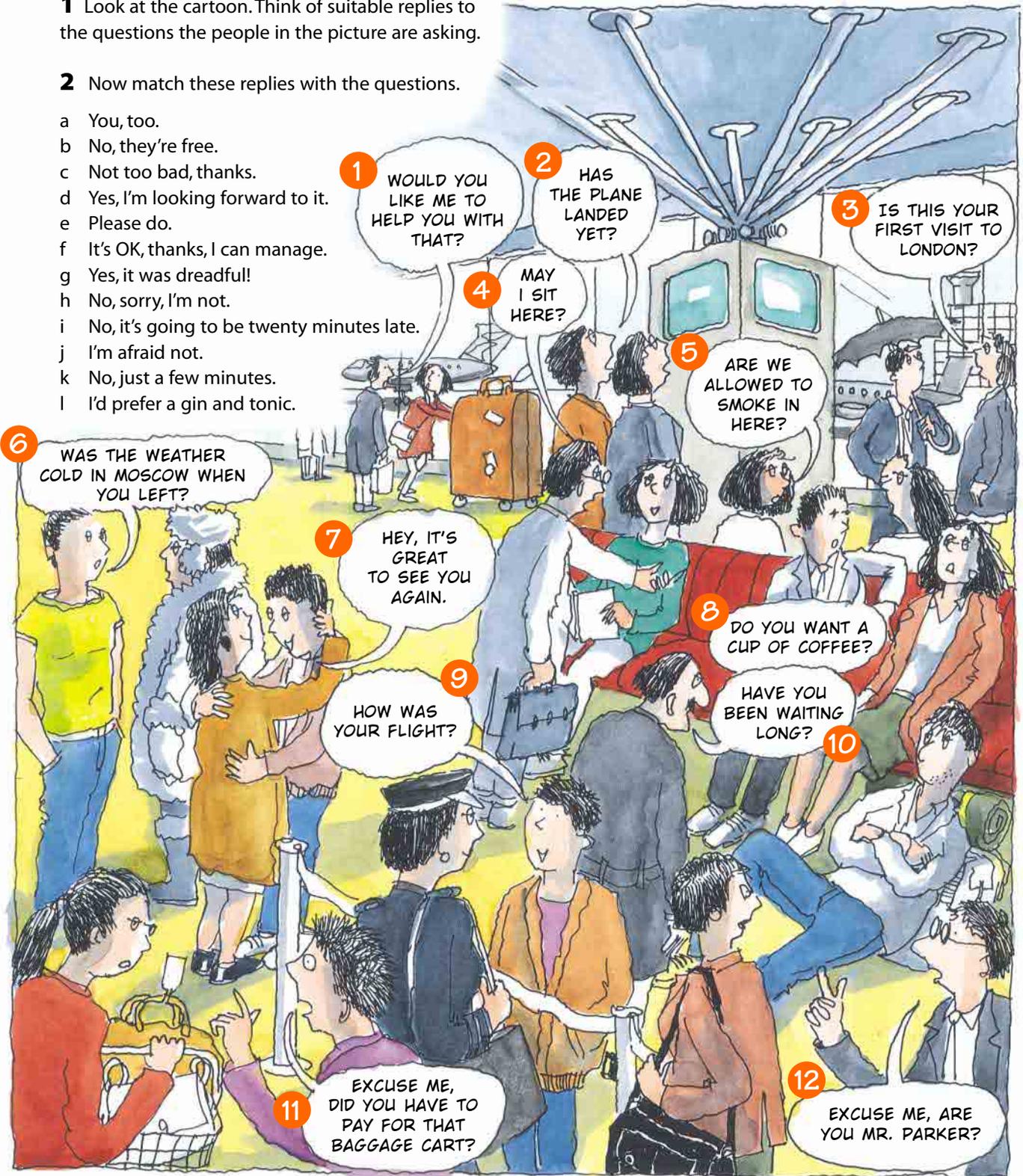
2 Now have a similar conversation with your partner. This time, make arrangements to visit a local tourist attraction.

FIRST MEETINGS

1 Look at the cartoon. Think of suitable replies to the questions the people in the picture are asking.

2 Now match these replies with the questions.

- a You, too.
- b No, they're free.
- c Not too bad, thanks.
- d Yes, I'm looking forward to it.
- e Please do.
- f It's OK, thanks, I can manage.
- g Yes, it was dreadful!
- h No, sorry, I'm not.
- i No, it's going to be twenty minutes late.
- j I'm afraid not.
- k No, just a few minutes.
- l I'd prefer a gin and tonic.



3 Could you ask foreign visitors to your country these questions? Try to think of more questions you could ask. Add them to the table.

Topic	Yes / No questions	Wh- questions
The weather	<i>It's a nice day today, isn't it?</i>	<i>What was the weather like in ... when you left?</i>
Their journey	<i>Did you have a good trip? Did you have any trouble finding your way?</i>	<i>How long did it take? What time did you leave?</i>
Their family	<i>Are you married? Do you have any children / brothers / sisters? Have they started school / university yet? Do you have any pets?</i>	<i>What does your husband / wife do? How old are they? What subjects are they studying?</i>
Their job and career	<i>Have you worked for ... for long? Do you travel a lot on business?</i>	<i>How long have you been working for ...? Where did you work before?</i>
Their hobbies and interests	<i>Are you interested in music / sport ...? Do you take part in any sports?</i>	<i>What kind of music / movies / books do you like? Where do you play / go ...?</i>

Question forms

We often start conversations with *Yes / No* questions.

Is this your first visit to London?
Do you live in the centre of the city?

Then we continue with *Wh-* or *How* questions.

When were you here last?
How long does it take you to get to work?

Output task

1 Work with a partner. Act out a situation where two business contacts meet for the first time at an airport, and then go out for dinner. One person is the host, the other is the visitor.

Host

Welcome your visitor to your country.
Ask about their journey.
Offer to help with their bags.
Find out if there is anything your visitor needs to do immediately – use the telephone, change money, etc.
Make conversation with your visitor in the taxi to the restaurant. Ask about their:

- job and career
- family
- hobbies and interests.

Visitor

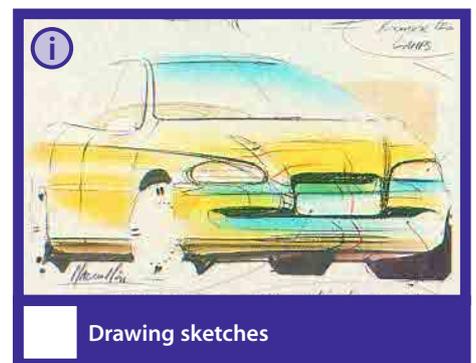
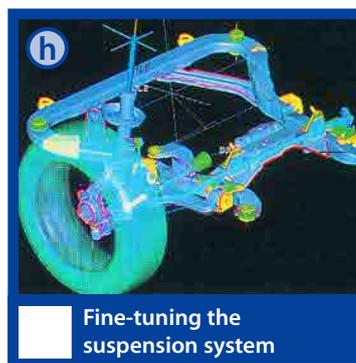
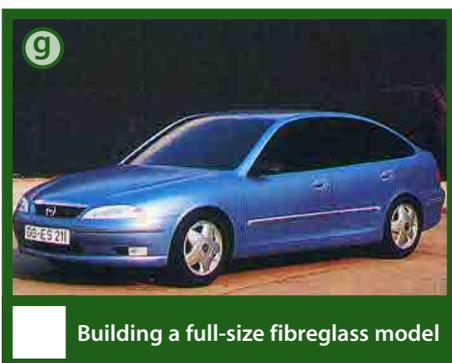
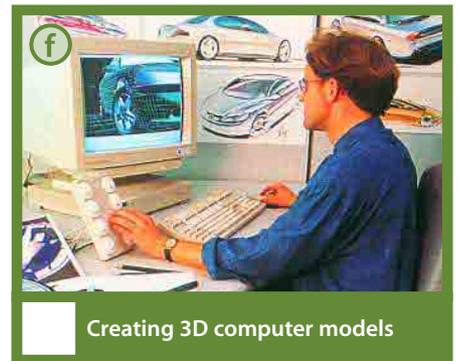
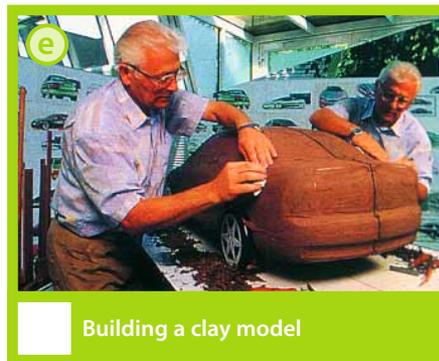
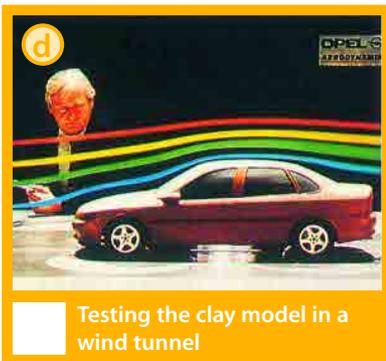
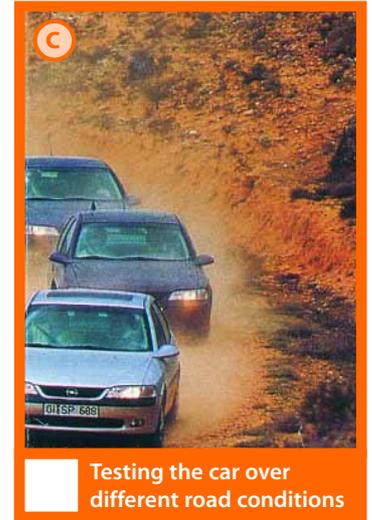
Respond politely to your host's questions. Try to keep the conversation going smoothly.

2 When you have finished, change roles and act out the conversation again.

▶ SHOWING VISITORS ROUND

1 What type of car do you drive? What is important to you when you are choosing a car? Is it speed, size, price, or other qualities?

2 **2.3** Listen to a project manager describing the process of developing a new car. Number the photos in the right order.



KEY VOCABULARY

aerodynamics the study of the way things move through the air

an assembly line a sequence of machines and workers making a product on a moving belt

a buck a piece (*informal*) a dollar for each one

a bumper a metal or plastic bar at the front and back of a car that protects it in small accidents

CAD-CAM computer-aided design, computer-aided manufacturing

an envelope a paper pocket for sending letters

fibreglass a hard material

made from plastic and glass fibres

to fine-tune to make very small changes to something until it works perfectly

market research the study of what people want to buy and why

prospective buyers people who might buy products in the future

a sketch a quick drawing without much detail

sophisticated advanced and complicated

a stage a group of actions or steps in a process

a step one action in a process

Passives

Notice the two forms of the verb *build* in these sentences.

*Robots **build** the cars.* (active verb form)

*The cars **are built** by robots.* (passive verb form)

To say what people or things do, we use the active verb form. To say what happens to people or things, we use the passive verb form.

We often use passive verb forms when we're interested in an action but not interested in who performs it.

*The car **is tested** on a track in Death Valley.*

To form the passive, we use the appropriate form of the verb *be* and the past participle form of the main verb.

*This model **was shown** to prospective buyers last week.*

3 **2.3** Listen again and answer these questions.

- What kinds of early calculations are made by the computers?
- Why is clay used to make the first model?
- Who is the fibreglass model shown to?
- What else is the fibreglass model used for?
- Where are the real cars tested and why?
- How are the cars built?

4 **2.3** Listen to the phrases the manager uses to explain the sequence of the actions in the process. Complete these sentences.

- a basic idea – a few sketches on the back of an envelope.
- is to make a clay model of the car.
-,, we build a fibreglass model.
- It's too late to make major changes to the design
- Yes, production's

Output task

1 Think of a process in your workplace and prepare to describe it. This could be the development of a new product, how you order goods, how you make payments, how you manufacture products, or any other process.

Make a list of the different steps or stages in the process. Think about how you will:

- describe what happens at each step or stage
- explain the sequence of the actions.

2 When you're ready, work with a partner or in small groups. Take it in turns to describe your processes and answer questions.

COMPANY VISIT

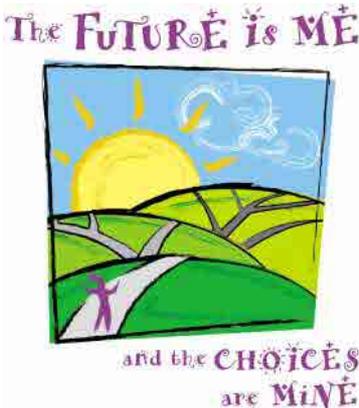
1 Have you ever heard of Intuit, the producers of Quicken® and other business and accounting software? Read one of their webpages describing a special company event. Who attends the event and why?

Microsoft® Internet Explorer

Back Forward Stop Refresh Home Search Mail News Favorites Larger Smaller Preferences

Address: _____

Live Home Page Net Search Apple Computer Apple Support Apple Software Explorer Updates



Every year, the third Thursday in April is national 'Take your daughter to work day' in the US. Over the last five years, millions of girls have gone to work with an adult to learn more about what their parents do and the different career paths available to them. Take Our Daughters To Work Day® was created so we could help girls stay confident and strong.

Many companies now organize special events like this one. All daughters, cousins, nieces, and granddaughters are invited to Intuit, the producer of Quicken®, and other personal and small business finance software and Internet services, to receive breakfast, lunch and the chance to explore the company campus.

08:15 am – 08:45 am , CHECKIN AND BREAKFAST

08:45 am – 09:30 am , WELCOME SPEAKERS

09:45 am – 11:15 am , EVENT1 USABILITY CENTER
How does Intuit know if customers understand their products? They go to the Usability Center, where different rooms help them decide how to make their products better. Come and explore our way cool lab!

EVENT2 COPY CENTER
Check out our giant photocopier and supply of color paper. Take home a special gift for Mom on Mother's Day.

EVENT3 PB&J EXTRAVAGANZA
How do you tell a computer what to do? How do you make a peanut butter and jelly sandwich? Come and find out from Kathy and Kristin, who will tell us how to talk to a computer and make a good old-fashioned PB&J.

EVENT4 SOUND LAB
Explore the world of sound with Mark and see how we use sound effects in our products.

EVENT5 QUICKEN® DEMO
If you're a teenager between the ages of 13 and 19, Rod will explain the basics of Quicken®. Find out how to manage your allowance and babysitting money.

EVENT6 CAREER FAIR
How can I prepare for college? WHAT is a resumé and WHY do I need one? Some of Intuit's best employees will answer these questions and more at the career fair.

11:30 am – 12:30 pm , LUNCH
Join us in the cafeteria to find out the menu surprises we have planned for all of the daughters, nieces, cousins, and granddaughters here at Intuit today.

2 Discuss these questions with some other students.

- What do you think is the purpose of Take Our Daughters To Work Day®? Do you think it's a good idea?
- Do you think it's fair to invite the daughters but not the sons?
- What different things can girls do at Intuit?
- Would you like to have a Take Your Child To Work Day in your company? Why/Why not?
- If you wanted to organize a similar event at your company, what would you show the children? What parts of your workplace and activities would you want your young guests to see?

KEY VOCABULARY

an allowance a small amount of money given to a child by its parents, usually on a regular basis (in UK English, *pocket money*)

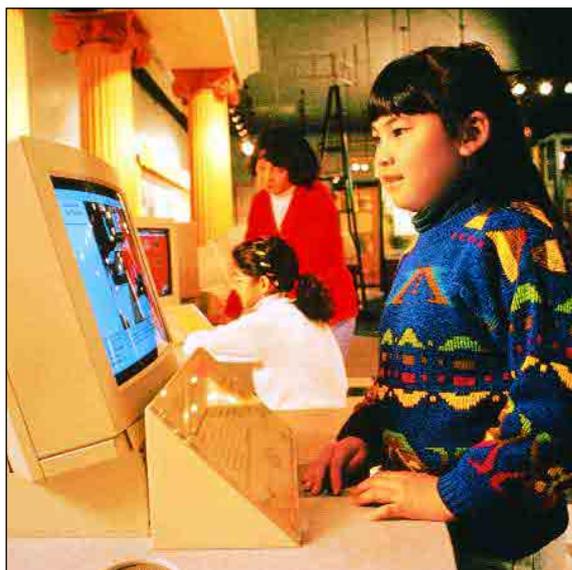
a demo an abbreviation for *a demonstration*

an extravaganza a very entertaining event

a lab an abbreviation for *a laboratory*

a resumé a written account of your education and work experience, often used when applying for a job

way cool very fashionable and popular



Output task

1 Do you ever receive foreign visitors at your place of work? Who are they and why do they come? Do you ever visit business contacts abroad? Who do you visit and why?

2 Work with a partner. Imagine you are expecting a visit from a foreign business contact and create the scenario. Decide:

- who the visitor could be (what company they work for and their job)
- the purpose of their visit
- the people they want to meet
- the information they want
- the systems and processes in your work place they will be interested in.

3 Now act out the visit. Decide who should be the host and the visitor in the scenario you created.

The host should begin by welcoming the visitor. Don't forget to start with some friendly conversation before you get down to business.

- In this unit you have practised hosting a visit from foreign business contacts. Have you completed all the tasks? Look back at the unit aims on page 16 and tick (✓) the tasks you have done.
- Which tasks did you find most useful? Why?
- Which tasks did you find most difficult? Why?
- Are there tasks you need to study further?

MAKE A NOTE OF

- useful things you want to remember
- difficult things you want to study further

CHECK OUT

Activity 1

City profiles (2)

COPENHAGEN**Population:** 1.4 million

- Description:** This is the capital of the oldest kingdom in the world and has been variously described as 'the city of bikes', 'the city of Towers', and 'the Paris of the north'. It is a hospitable metropolis with an exciting night life.
- Climate:** The climate is changeable because of frequent changes in the wind direction. Spring comes late but is followed by an often sunny summer and a mild autumn.
- Language:** Danish
- Business culture:** Meticulous punctuality is extremely important. Being late for a meeting is simply not the done thing. Being frank is a sign of honesty and reliability. Lunch breaks are short as lunch is not really considered part of the working day.

MOSCOW**Population:** 9.1 million

- Description:** The city is more than 850 years old and has been a capital city since 1918. Skyscrapers first appeared here in 1953 to provide a contrast with the city's more traditional architecture.
- Climate:** In July the maximum temperature rarely exceeds 23°C and the average rainfall during this month is 88mm.
- Language:** Russian
- Business:** Things have progressively improved over the last decade or so (a few years ago inflation stood at 1,300%), although the cost of doing business is high partly because of an ever-changing and inefficient tax system.

BARCELONA**Population:** 1.9 million

- Description:** The city has been described as a northern city of the south, i.e. progressive, industrial, middle class, and European while at the same time traditionalist, popular, and typically Mediterranean.
- Climate:** Pleasant, with average temperatures of 15°C. The city receives 109 days of rain per year.
- Language:** Catalan
- Business culture:** Mostly informal with a strong emphasis on human relationships. There is a reluctance to trust in systems – forward planning is traditionally based on intuition rather than systematic study.

Activity 2

should and need to

a Complete the sentences using the words from the list.

should need to shouldn't don't need to must have to don't have to

- 1 You _____ address people by their surnames in Japan.
- 2 You _____ be on time for meetings in Copenhagen.
- 3 You _____ be on time for meetings in Kuala Lumpur.
- 4 You _____ speak Malay in Kuala Lumpur as English is widely spoken.
- 5 You _____ expect the Spanish to approach business in a formal way.
- 6 The Japanese _____ know each other well before they feel comfortable.
- 7 You _____ take an umbrella if you're visiting Tokyo from May to July.
- 8 You _____ exchange business cards using two hands in Malaysia.
- 9 You _____ use public transport in San Francisco as you can get around on foot.
- 10 You _____ expect to have a long lunch break if you're in Copenhagen.

b Imagine someone from abroad is coming to work in your company. What are some of the things that they:

- 1 *should or need to do?*
- 2 *shouldn't do?*
- 3 *don't need to do?*

e.g. They *should* dress smartly.
They *shouldn't* wear jeans.
They *don't need to* wear a tie on Fridays.

Here are some things you might like to consider.

- what to wear for work
- hours of work
- lunch and coffee breaks
- language
- security and safety
- smoking

Activity 3

Invitations and offers

Student A

Questions:

- 1 like / go / drink / after work ?
- 2 go / conference / last week ?
- 3 your file ?
- 4 finish / magazine ?
- 5 boss over there ?

Statements:

- 1 forget / call / office
- 2 cold / this room
- 3 book / looks interesting
- 4 can't start / computer
- 5 don't understand email

Student B

Questions:

- 1 like / go / restaurant / this evening ?
- 2 anyone / thirsty ?
- 3 go / seminar / Friday ?
- 4 your newspaper ?
- 5 window open ?

Statements:

- 1 forget / dictionary
- 2 this room / stuffy
- 3 hear / member / tennis club
- 4 can't make / mobile phone / work
- 5 must / send / fax

Activity 4

Making arrangements

Practise making arrangements with a partner. One person is A and the other is B. Follow the instructions in the boxes.

A	B
Ask your partner if they are free for a meeting next Wednesday	You can't make it – explain what you're doing
Suggest meeting on Friday instead	Accept
Suggest meeting at your company's offices	Suggest an alternative venue (give a reason)
Agree, but say you don't know where it is	Offer to send details by fax or email
Accept and thank your partner	

2

Visitors

Introduction to the unit

In this unit, students are involved in a range of activities associated with travelling abroad on business, and welcoming visitors to their company.

The first section, **Local information**, focuses on ways of obtaining practical information about the destination of a business trip and the local business culture. It looks at ways of giving advice about local business practices, what to expect, how to behave, and so on.

In **Journeys**, the focus is on narrating past events, and students describe a journey or trip that they have made.

The context of the third section is **Making arrangements** and talking about itineraries. It also provides practice of making and accepting invitations and offers; in particular, recognizing implied requests and responding appropriately.

First meetings looks at making conversation during an initial encounter with a business contact, and at ways to ensure a positive relationship develops using a variety of question forms.

In **Showing visitors round**, students are asked to explain a key process associated with their work using passive forms and phrases for linking and sequencing.

The last section gives students the opportunity to practice the role of both visitor and host by creating their own scenarios for an overseas visit.

If you have a mixed nationality class, the various activities in this unit should prompt some interesting comparisons of such things as company culture, business practice in different countries, subjects discussed when meeting someone professionally for the first time, and so on.

Language work

The six sections of this unit look at:

- *should / shouldn't* and (don't) *need to*
- *travel vs journey vs trip*
- Past simple tense
- Present continuous tense for future arrangements
- Invitations and offers
- Use of *Wh-* and *Yes / No* questions
- Sequencing actions
- Passives

LOCAL INFORMATION

Lead-in

Begin this section by asking students what they know about China. Ask them to note down three facts about the country and briefly discuss their ideas. If any of your students are Chinese, or have spent time there, involve them in the discussion – they can act as a useful source of insights and information.

1 Students complete the fact sheet in pairs.

2 Give students a few minutes to think of questions individually, but don't let them go on too long. With the whole class, go through the different ways of asking the questions which feature in File 2 on page 54 of the Student's Book.

3 Make sure students do actually ask and answer the questions with their partners, rather than simply writing the answers in the fact sheet.

ANSWERS

Population	Approximately <i>11 million people</i> .
Language	The official language is <i>Mandarin</i> . Very few people speak English.
Business hours	Stores usually open at 10.00 and close at 21.00. A lot of small shops and government offices close at lunchtime between 11.30 and 13.30.
Climate	Springs and autumns are very pleasant. Summers are <i>very hot</i> and winters are cold. <i>It rains</i> a lot in July and August.
Tipping	Tipping is unusual, but in some hotels you need to give a small tip to the <i>porters</i> . Just ten yuan is enough.
Water	Only drink <i>bottled water</i> . Don't drink <i>water from the tap</i> .

Visitors

4 In pairs, students should think about other information they would like to know if they were travelling abroad on business. If necessary, give them some examples of further questions they could ask, e.g. *What kinds of food can you find in Beijing?, Can you use credit cards everywhere?, Is it easy to change money?, What's the public transport like?, Should I arrive early for meetings?, etc.*

5 **2.1** Students listen and compare the traveller's questions with their own ideas.

6 **2.1** Ask students to try and complete the questions before listening again. Pause after each question to check that students have understood correctly. Practise asking and answering the questions as a whole class.

ANSWERS

- a *Is there a lot of crime in Beijing?*
- b *What kind of clothing should I take?*
- c *What about business meetings? What do people wear?*
- d *Do many people speak English?*
- e *Is it difficult doing business in Beijing?*
- f *What happens at business meetings?*

7 Before doing this activity, refer students to the language note on *should* and *need to*. If you think they may have difficulty with this, write the following sentences on the board and ask students to complete them.

1 You _____ only drink bottled water if you go to India.

2 You _____ drink the tap water.

For each sentence, ask if it's the right thing to do or the wrong thing to do.

Sentence 1: *should* = the right thing to do

Sentence 2: *shouldn't* = the wrong thing to do

Then write the following sentences on the board and ask students to complete them.

3 You _____ get a visa before you can visit the US.

4 If you are from an EU country, you _____ get a visa before you can visit the UK.

For each sentence, ask if it's necessary or not necessary.

Sentence 1: *need to* = necessary

Sentence 2: *don't need to* = not necessary

Move on to the sentences in 7. Students complete them individually, then compare with a partner.

Ask students to read out their sentences about doing business in their own countries. If you are teaching a mixed nationality class, this could lead on to some interesting discussion comparing business cultures between different nationalities.

ANSWERS

- a You *don't need* to speak any Mandarin if you have an interpreter. They will translate for you.
- b You *shouldn't* be late for meetings.
- c You *shouldn't* give business cards with just one hand. Two hands is more polite.
- d You *don't need* to tip taxi drivers because they are not expecting it.
- e You *shouldn't* drink the tap water in case it makes you ill.
- f You can tip hotel porters if you like, but you *don't need* to tip much. Just ten yuan will do.

EXTENSION ACTIVITY

At this point you could do Activity 1 on pages 49–50.

Cut out the information strips, including the names of the cities. Divide the students into two groups. Explain that each group will receive information about three well-known cities. The groups will have three different cities each. There are five pieces of information for each city under the following titles: population, description, climate, language, business culture. The task for each group is to try to put together the correct information for each city. When the groups have finished, they should read out the information on each city; the other group to try to guess which city is being described.

Alternatively, give each student in the class the complete details of one city. Put students into pairs and ask them to find out as much information as they can about each other's city by asking appropriate questions.

ANSWERS TO ACTIVITY 1

TOKYO

Population 8 million

Description It's a very crowded city. It has several downtown areas located around five major railway stations. The city was almost destroyed by an earthquake in 1923.

Climate May, June and July are the rainiest months; it is hot and humid from June to August. From October to April it's warm during the day and cool at night.

Language Japanese

Business culture People need to know each other well before they feel comfortable. Loyalty and trust in business are very important. You should address business contacts by their last names.

SAN FRANCISCO

Population 740,000

Description A small city (only 127km) but very cosmopolitan. It has one of the four largest Chinese populations outside of China.

Climate Summers are generally warm with lots of sunshine. Winter is cool and wet. There is often fog during the summer months.

Language English

Business culture The atmosphere is relaxed and you probably don't need to address people by their last names. But the attitude to business is not relaxed. Time is money and productivity and profitability are key words.

KUALA LUMPUR

Population 1.3 million

Description This city has very tall, ultramodern buildings standing next to small, old-fashioned shops.

Climate Warm and humid all year. The temperatures range from 21° to 32° and the average rainfall is 2,000mm per year.

Language Malay

Business culture Meetings often take place over lunch or an evening meal. People are often late for appointments but you should arrive on time because they will expect it. You need to use both hands when you exchange business cards.

COPENHAGEN

Population 1.4 million

Description This city is called 'the city of bikes', 'the city of Towers' and 'the Paris of the north'. It has an exciting nightlife.

Climate The wind often changes direction and the climate changes too. Spring comes late in the year, but it is often sunny in summer.

Language Danish

Business culture You need to arrive on time for meetings and take short lunch breaks. Try to be open with people and they will think you are honest and reliable.

MOSCOW

Population 9.1 million

Description It became a capital city in 1918 but the city is more than 850 years old. Its first modern office buildings were built in 1953.

Climate It's cold in winter and in July the maximum temperature is only about 23°.

Language Russian

Business culture You need plenty of money because it's an expensive place to do business. A few years ago inflation was 1,300%, but it's getting better.

BARCELONA

Population nearly 2 million

Description This European city is a Mediterranean port and its cathedral is famous.

Climate It has a very pleasant climate with average temperatures of 15°. It rains 109 days a year on average

Language Catalan

Business culture Business people are usually quite informal and personal relationships are important. The attitude to time is quite flexible.

should and need to

This language note reviews the use of *should* and *need to*.

Students may ask if they can use *must* or *have to*, so be prepared to explain that these are more forceful than *should* and *need to*, and that the negatives are formed in a similar way. You may also wish to clarify the difference between *mustn't* (= not permitted) and *don't have to* (= not obligatory).

Further practice on page 15 of the Workbook.

Output task

1 Encourage students to think of as many questions as they can. If they all come from or live in the same town, they should work in small groups and appoint a secretary to brainstorm and make notes of questions on the topics listed. If they come from different towns they will need to work alone.

2 Students work in pairs. If you have a small enough class, they could act out their questions and answers in front of the whole class.

OPTIONAL EXTRA ACTIVITY
Do Activity 2 on page 51.

Quick check

SUGGESTED ANSWERS

Wh- question words: *When, Where, Who, What, Why, Which*

How expressions: *How much, How many, How long, How far, etc.*

JOURNEYS

Lead-in

Before discussing these questions, introduce the subject of journeys by asking students how they got to the class today, how long it took, whether they normally travel by train or drive to work, etc. This will lead into **1** which focuses on longer journeys for business and pleasure.

1 Students work in pairs and report back to the rest of the class about their partners.

The differences between *trip, travel and journey* often cause confusion for learners of English at this level, particularly in the use of travel as a noun. Refer students to File 16 on page 61 of the Student's Book. Point out that the word travel is used without an article, i.e. we cannot say 'a' or 'the' travel.

Further practice on page 15 of the Workbook.

2 As Student's Book.

OPTIONAL EXTRA ACTIVITY

You can precede the reading with this activity if you have time. Ask students to close their books. Explain that they are going to read an article, but that before reading they should try and create the story themselves. Write up the following words on the board and give students five minutes, in pairs, to invent a story using these words (not necessarily in this order).

*tired 29,000km globe continents
route computer camera satellite*

If you find that some pairs are struggling for inspiration, you could add one or two words to fuel their imagination – e.g. motorcycle, 32 days.

3 Students work with a partner, taking it in turns to ask each other the questions. Encourage them to try and answer the questions without referring to the text. They can check their answers with the text when they have finished.

ANSWERS

- a He is the fastest person ever to circle the globe overland on a motor vehicle.
- b Less than thirty-two days.
- c He travelled through twenty-one countries in all.
- d By plane.
- e He took a lot of high-tech equipment supplied by IBM including a Thinkpad computer and a wireless telephone link so that he could connect to the Internet. He also had a Panasonic digital camera so that he could send pictures of his trip to a website at night.

Simple past

Before looking at the language note, ask students to find three examples of the Simple past in the article. At this level, students should be familiar with both form and use. If necessary, use a time line to remind them that these are finished actions in the past.

Further practice on pages 17–19 of the Workbook.

4 Students work on their own, then compare answers with a partner.

ANSWERS

India was the most difficult country for Nick. It was very hot and temperatures rose to 42°C. The local traffic was bad and it slowed him down. He had to keep going to break the record, so he *couldn't* stop very often. He only *took* short naps so he *got* very tired.

Once he *fell* asleep momentarily while he was driving. Luckily he *woke up* almost immediately and *managed* to stop. He never *risked* going over the speed limit in case the police *caught* him, but in some parts of Australia, there *were* no speed limits, so he *hit* the accelerator and *raced* along at 200 km per hour.

Output task

1 Encourage students to think of a trip they have made which was a little out of the ordinary. In most cases, this will not be quite as spectacular as Nick Sanders' trip.

2 Students exchange information in pairs/groups.

If you have a particularly strong and imaginative class, you could play 'What happened next?'. Ask students to describe their trip up to the point where something went wrong; the other students then have to guess what went wrong (e.g. *We arrived at the hotel at 12.45 a.m. and ... what happened next?*).

MAKING ARRANGEMENTS

1 Answer these questions as a class. If students make their own arrangements, ask what they find most difficult and how they cope with it.

2 Before listening, students look at the itinerary and try to predict what the telephone conversation will be about.

22 Students listen and make corrections to the itinerary, then check answers in pairs.

ANSWERS

Corrections:

She's arriving at 10.00, not 9.00.

She's going to a Thai restaurant, not a seafood restaurant.

She's visiting Armagen, not Morin Pharmaceutique.

Present continuous

At this level, students should be acquainted with the use of the Present continuous to talk about temporary activities and things that are happening now.

However, they may be less familiar with its use for discussing future arrangements. You may need to consolidate this language note with some brief oral practice, e.g. 'What are you doing tomorrow/next week/next month?' Emphasise that these are planned arrangements with a fixed commitment, not simply intentions.

Further practice on page 20 of the Workbook.

3 Students write individual answers, then check in pairs.

4 Before going into this exercise, ask students to remember what Jean-François said when he invited Louise to see round the Grenoble factory, and to go to a Thai restaurant. Refer them to the phrases in **4** and ask which invitation they think is more formal.

Go through questions **a–f** with the class. Ask students to imagine contexts in which these questions might be asked (e.g. on a train between strangers, in the office between colleagues, at a conference, etc.).

People are not always clear and direct when they make requests and this exercise is designed to give students practice in recognizing the speaker's intentions. You may wish to draw attention to the fact that there are different ways to make requests. They can be made directly, e.g. *Can I use your mobile phone, or indirectly, e.g. Is this your mobile phone?*

Go through the questions one by one and elicit why people might ask them, e.g. because they want to use the phone, because they are hungry, because they want to go for a drink after work.

SUGGESTED ANSWERS

(USING THE MORE FORMAL FORM)

- a Yes, would you like to use it?
- b Yes, would you like to go for lunch?
- c Yes, would you like to come with us?
- d Yes, would you like to borrow it?
- e Yes, would you like to sit down?
- f Yes, would you like to read it?

5 Go through the six questions and encourage students to imagine the speaker's intentions.

**SUGGESTED ANSWERS
(USING THE MORE FORMAL FORM)**

- a Yes, would you like me to post something for you?
- b Yes, would you like me to give you a lift?
- c Yes, would you like me to close the window?
- d Yes, would you like me to tell you what happened?
- e Yes, would you like me to move it?
- f Yes, would you like me to introduce you?

6 Go through the six questions and encourage students to imagine the speaker's intentions.

**SUGGESTED ANSWERS
(USING THE MORE FORMAL FORM)**

- a Would you like me to carry it?
- b Would you like to join us?
- c Would you like to try some?
- d Would you like me to give you a hand?
- e Would you like to use the phone here?
- f Would you like me to pay?

7  Do this as a whole class activity. Pause to allow students to note down the answers.

ANSWERS

- a Ah, I'm afraid I'm going to be a little late, perhaps about ten?
- b Yes, please, I'd like that.
- c Ah, I'm afraid I'm allergic to seafood.
- d That sounds nice.
- e Ah, I'm sorry, but I went to Morin last time I came.
- f Yes, could you do that?
- g That'd be very nice.
- h That's very kind of you.

8 Students can improvise most of the conversation, but insist that they use appropriate phrases for making and responding to offers. When they've finished, they should change roles and repeat the exercise.

Invitations and offers

Before looking at this language note, ask students to look back at exercises 4–6 and think of suitable phrases for accepting suggestions, invitations, and offers. Again, it is important to point out that there are different ways of doing this, e.g.

- A Is this your mobile phone?
- B Yes, would you like to make a call?
- A *Yes, please. That's very kind of you.*

- A Are you going for a drink after work?
- B Yes, would you like to come?
- A *Thanks, I'd love to.*

- A Are you driving to the conference?
- B Yes, would you like me to give you a lift?
- A *That's very kind of you.*

OPTIONAL EXTRA ACTIVITY

For further practice, turn to Activity 3 on page 52. Students should make up five questions and five statements from the notes given. Give them two or three minutes to formulate these questions, but not to write them down. They then ask a partner the questions. Partners think of an appropriate reply. e.g.

- A *Have you finished with this magazine?*
- B *Yes, would you like to read it?*

Encourage Student A to respond positively:

- A *Thanks. That's very kind of you.*

SUGGESTED ANSWERS TO ACTIVITY 3

Questions	Responses
Would you like to go for a drink after work?	Yes, I'd love to.
Did you go to the conference last week?	Yes, would you like me to give you all the documents?
Is that your file?	Yes, would you like me to move it?
Have you finished with this magazine?	Yes, would you like to read it?
Is that your boss over there?	Yes, would you like me to introduce you?
Would you like to go to the restaurant this evening?	Yes, I'd love to.
Is anyone else getting thirsty?	Yes, shall we go for a drink?
Did you go to the seminar on Friday?	Yes, would you like me to tell you about it?
Is this your newspaper?	Yes, would you like to read it?
Is that window open?	Yes, would you like me to close it?

Statements	Responses
I've forgotten to call the office.	Would you like to use the phone here?
It's cold in this room.	Would you like me to close the window?
That book looks interesting.	Would you like to have a look?
I can't start up the computer.	Would you like me to help?
I don't understand this email.	Would you like me to translate it?
I've forgotten my dictionary.	Would you like to borrow mine?
This room is a bit stuffy.	Would you like me to open the window?
I hear you're a member of a tennis club.	Yes, would you like to have a game sometime?
I can't make this mobile work.	Would you like me to give you a hand?
I must send this fax.	Would you like to use our fax machine here?

Further practice on page 20 of the Workbook.

Output task

1 and **2** Give students a couple of minutes to think over what they are going to say, but discourage them from simply reading similar phrases from the Student's Book or from their own notes.

They may wish to practice the dialogues more than once. Encourage them to change roles and practise both sides of the conversations.

OPTIONAL EXTRA ACTIVITY
For further practice, do **Activity 4** on page 53.

FIRST MEETINGS

1 Students work in pairs. Ask them to cover the answers in **2**. Monitor the pairs fairly closely, correcting where necessary. Ask the whole class for their ideas and write some of them on the board, but don't spend too long on this.

2 Students do this individually, then check their answers with a partner.

ANSWERS

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

3 Before doing this exercise, ask students what kind of questions they would ask foreign visitors to their country. Ask what kind of questions are and aren't acceptable in their own country. For example, it may be inappropriate in certain cultures to ask about a visitor's family, about their hobbies and interests, or to ask personal questions of any kind.

Students complete the table individually, then compare answers in pairs.

Question forms

This language note reinforces the classification of the questions in the table in **3**.

With more able students, you may wish to discuss why *Yes/No* questions are often used to start conversations, rather than *Wh-* questions. *Yes/No* questions tend to involve less intrusive subject matter, and so are less threatening. To an extent they require a less complex response. *Wh-* questions generally carry a demand for more information, and the response needs more linguistic resources. In the same way, the topics we choose to begin conversations at first meetings are likely to be fairly safe and impersonal – the weather, the journey, etc. More personal topics should be left until later after the relationship has developed.

Further practice on page 21 of the Workbook.

Output task

This activity gives students freer practice in meeting a visitor for the first time. Give them a couple of minutes to think over what they are going to say, but discourage them from simply reading the phrases from the Student's Book or from their own notes. Point out that they should feel free to include any other topics of conversation which are not included in the instructions, e.g. the weather, if their visitor has been to this country before, etc.

If your class is reasonably small, ask each pair to act out their conversation in front of the other students.

SHOWING VISITORS ROUND

1 Lead into this section by giving students an opportunity to talk briefly about their cars and why they chose them. This may give rise naturally to vocabulary which will be useful in the listening. Don't let the discussion go on for too long.

2 Before listening, ask students to look at the photos. Give them three to four minutes, in pairs, to try and name the principal stages in the process of developing a new car. Ask them to predict the order in which the stages happen. Compare ideas around the class. This is an opportunity to pre-teach some vocabulary for the listening, e.g. *3-D model, experiment, suspension system, wind tunnel*.

23 Students listen and number the photos in the right order, then compare answers with a partner. With less confident students, you could pause after the third stage (clay model) and recap, and again after the sixth stage (fibreglass model in wind tunnel). Even for more able students, you may need to play the description more than once.

ANSWERS

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

Check that students understand the **Key vocabulary**.

Passives

If students have difficulty with the principle of the passive form, write up *Robots build the cars* on the board. Ask students which is more important in this context, *robots* or *the cars*. Demonstrate how we make the cars the subject of the sentence by putting them first in the sentence – write up *The cars are built by robots* on the board. Use one or two more examples to demonstrate if necessary, e.g.

Computers create 3-D models.

3-D models are created by computers.

We test the model in a wind tunnel.

The model is tested in a wind tunnel.

Read through the language note with the whole class.

Further practice on page 22 of the Workbook.

3 **23** Students answer these questions individually, then compare with a partner.

ANSWERS

- How the car will perform in a crash.
- Because it's easy to build up and take off, allowing more experiments to take place.
- Prospective buyers.
- More tests to improve things like mirrors, wheels, bumpers, the aerodynamics and the suspension system.
- A test track in Death Valley in California. They are tested there because of the different road conditions.
- By robots.

4 **23** This exercise focuses on expressions for describing the sequence of stages in a process. Play the description again, pausing after each phrase to give students time to complete the sentences.

ANSWERS

- It all starts with a basic idea – a few sketches on the back of an envelope.
- The next step is to make a clay model of the car.
- Then, after that, we build a fibreglass model.
- It's too late to make major changes to the design by this stage.
- Yes, production's the final stage.

You could introduce one or two more phrases for sequencing, e.g. *First of all / Firstly, Lastly / Finally*. Check that students understand the meaning of *by this stage*.

If you feel students would benefit from some practice of these phrases before doing the output task, ask them to look back at the photographs, or write the following notes on the board. Students describe the process using sequencing phrases.

- a few sketches on an envelope
- make a clay model of the car
- build a fibreglass model (too late to make any major changes)
- test it in a wind tunnel
- produce a real car and test it
- production

Output task

1 Some students may not relish the idea of having to describe a process in their workplace, as there is often a tendency to equate 'process' with 'technical description', especially after having listened to a technical description. Emphasise the point that a process need not necessarily be technical.

2 If you're working with a relatively small class, you could ask the students to present their processes on an OHT to the whole class.

COMPANY VISIT

1 This activity comes from the website of the American software company, Intuit. Students read the webpage individually and discuss the questions with a partner.

Check that students understand the **Key vocabulary**.

2 Students discuss these questions in groups of two or three. If your class are all from the same company, you may wish to have students from different departments working together on these questions.

Output task

1 Students discuss these questions in pairs. Ask them to make notes about each other and report back to the class about their partner. Alternatively, compare what each student has to say as a class.

2 Give students five to ten minutes to think up a scenario and to prepare what they are going to say. Encourage them to add in as many details as they wish but make sure they don't write out a script to be read when they act it out in **3**.

Remind students that this exercise is an opportunity to review and practise some of the language they have studied during the course of this unit: greeting and making conversation with business acquaintances, showing a visitor around their place of work, and describing processes.

3 If you have a very small class you could ask each pair to act out their visits in turn. However, bear in mind that this activity can easily last ten or fifteen minutes, so with most classes it will be necessary to have the activities running concurrently. Create an atmosphere of authenticity by asking students beforehand to bring with them their business cards and perhaps some literature about their company.

Monitor the conversations closely, paying particular attention to how well students establish a good working relationship, and whether they achieve the objectives they set out in **2**.

CHECK OUT

Read this through with the class, then give students a few minutes to go back over the unit at their own pace and answer the questions.

Ask students to make sure they have understood everything covered in the unit, particularly the language notes and their own individual notes. Hold a brief class discussion, answering any individual questions.

To help students remain focused, ask them to think of specific items which were new to them during this unit, and which they think will be particularly useful. For example:

- a new expression
- a new vocabulary item
- a new word combination
- a new grammar point.

If time, ask students individually to explain to the class what their items are. Also encourage them to reflect on areas of difficulty that they want to study further, and suggest ways of revising these. Note that there is a section at the end of the Workbook for consolidating this.

1 ORGANIZATIONS *page 4*

SECTION	INPUT TEXT	LANGUAGE WORK	OUTPUT TASK
Meeting people	Listening • personal introductions	Present simple tense	Exchanging personal information
Companies	Reading • company locations	Basic verbs for business activities Countries and nationalities	Outlining the activities of business organizations
Company activities	Reading • organization chart	Company departments and functions Recording word stress	Explaining the structure of organizations
Current projects	Listening • current projects	Present simple vs. continuous vs. <i>going to</i> future	Describing current projects and their future goals
Company strengths	Reading • article about Southwest Airlines	Pronouncing numbers	Discussing the competitive strengths of an organization
Company presentation	Listening • opening an international project meeting	Revision	Making a brief presentation of your job, responsibilities, and organization

2 VISITORS *page 16*

Local information	Listening • planning a trip to Beijing	Question forms <i>should vs. need to</i>	Telling visitors about your home town
Journeys	Reading • article about a round-the-world trip	<i>trip vs. travel vs. journey</i> Simple past tense	Describing a journey
Making arrangements	Listening • telephone call arranging an itinerary	Present continuous tense for future arrangements Invitations and offers	Making arrangements for a visit
First meetings	Reading • airport conversations	Use of <i>Wh-</i> and <i>Yes / No</i> questions	Greeting and making conversation with new business acquaintances
Showing visitors round	Listening • description of the car development process	Passives Sequencing actions	Describing business or technical processes
Company visit	Reading • website information about company visit	Revision	Showing visitors round your place of work

3 SHARING IDEAS *page 28*

Meetings	Reading • article on brainstorming meetings at Mattel	Word combinations Meeting vocabulary	Discussing different kinds of meeting
Suggestions	Listening • marketing team discussion about a promotional gift	<i>We could ...</i> <i>Why don't we ...?</i> <i>Couldn't we ...?</i> <i>How about ...-ing?</i> <i>What about ...-ing?</i>	Making and responding to suggestions

SECTION	INPUT TEXT	LANGUAGE WORK	OUTPUT TASK
Opinions	Reading • political leaflet and encyclopedia entry	Opinions and agreement	Giving and asking for opinions
Agreeing and disagreeing	Listening • three discussions about pricing policy	Softening language, expressing tentativeness, and rephrasing	Expressing agreement and disagreement
Holding a meeting	Reading • information on traffic problems around the world	Revision	Holding a meeting to generate ideas

4 EXCHANGING INFORMATION *page 36*

Explanations	Listening and reading • product information and crossword	Getting your meaning across when you don't know a word Pronouncing the alphabet	Describing and explaining products
Checking information	Listening • extracts from telephone calls, checking what was said	Checking, repeating, and confirming	Checking you've understood what was said
Updating	Listening • series of voicemail messages	Present perfect tense	Providing an information update
Getting the facts	Listening • telephone call about missing materials	Phrases for telephoning Polite intonation	Collecting information about a business problem
Doing research	Reading • company sales catalogue and purchase request form	Revision	Conducting research into products availability

5 SOLVING PROBLEMS *page 44*

Anticipating problems	Reading • article about Nintendo	Making predictions <i>will / won't</i>	Anticipating problems and planning how to deal with them
Identifying causes	Listening • discussion of why an advertisement wasn't effective	Making deductions <i>must be / can't be / could be / might be</i>	Identifying the causes of international business problems
Considering alternatives	Listening • discussion of integrated business software	<i>if-</i> sentences	Considering alternative courses of action and their consequences
Implementing	Listening • allocating tasks at a meeting	Allocating tasks, talking about schedules	Deciding how to implement your plans
Planning strategy	Reading and listening • items in an in-tray and voicemail message	Revision	Planning a company's future strategy

INFORMATION FILES *page 54*

GLOSSARY *page 68*

TAPESCRIPT *page 62*

the web and for customer support. And we're also responsible for data security. So we're going to develop systems to protect the data and to manage the on-line payments.

- 3 I've worked for JRB in Europe, the Middle East, and Japan, and my role in this project is to keep things moving. I'm going to prepare schedules, co-ordinate between the local teams and the head office, and make sure we do everything on time and within budget.
- 4 Our head office is in St. Paul, Minnesota, and we provide domestic and international satellite services. We offer voice, fax, and data transmission and we also provide system design, installation, and technical support services.
- 5 We're based in Budapest and we have a lot of experience in Eastern Europe. We help companies introduce change, and deal with problems in the new business climate of this region. Our main strength is our local knowledge and we have many contacts with government agencies in Russia.

Unit 2 Visitors

2.1

- A Is there a lot of crime in Beijing?
B No, China's a very safe country to visit. Is it your first trip?
A Yes. Tell me, what kind of clothing should I take?
B When are you going?
A Next week.
B OK. It's very hot there at the moment. You'll need summer clothes.
A What about business meetings?

What do people wear?

- B They're practical rather than formal. You should take a suit to be on the safe side, but you don't need to wear a jacket all the time. A short-sleeved shirt is fine.
A Oh, good. Do many people speak English?
B No, very few. Do you have an interpreter?
A Yes.
B Good, you'll need one.
A Is it difficult doing business in Beijing?
B It takes time. You have to get to know your contacts.
A Yes, I hear you need to be patient.
B That's right. You shouldn't try to rush things.
A OK. What happens at business meetings?
B Well, people usually arrive early and they start by exchanging business cards.
A Yes, I got some printed with Chinese writing on the back.
B Good. You need to exchange cards with both hands and study them carefully.
A And do the meetings start on time?
B Well, you shouldn't discuss business too soon. There's usually some polite conversation over tea to start with.
A Mm, I see. What happens next?

2.2

- A Hi, Louise, it's Jean-François. Have you got a moment?
B Yes, of course. Is it about next week's visit?
A Yes. I've organized your programme but there are a few things I'd like to check.
B Sure.
A Great. Now, you're arriving here on Tuesday at nine o'clock.
B Ah, I'm afraid I'm going to be a little late, perhaps about ten?
A OK, ten o'clock then. That's no problem. Nathalie Rousseau, our Chief Operating Officer, would

like to meet you when you arrive, then you have meetings with the marketing team.

- B Excellent.
A Do you want to see round the Grenoble facility in the afternoon?
B Yes, please. I'd like that.
A Good. Then, if you're not too tired, Antoine Boirin, our Purchasing Manager, would like to have dinner with you in the evening. There's a nice seafood restaurant at the port ...
B Oh, I'm afraid I'm allergic to seafood.
A OK, no problem. We could make it ... let's see ... would you like to go to a Thai restaurant instead?
B Mm, that sounds nice.
A Fine, I'll change the booking.
B Great.
A Then on Wednesday morning, you're visiting one of our clients. That's Morin Pharmaceutique.
B Oh, I'm sorry, but I went to Morin last time I came. There's another company, though ... I think it's Armagen?
A Armagen?
B Yes, that's it.
A So do you want me to cancel Morin Pharmaceutique and arrange a visit to Armagen instead?
B Yes, could you do that?
A Fine. It should be no problem.
B Thanks a lot.
A Then the afternoon is free but perhaps you'd like to see something of the city?
B That'd be very nice. I didn't have time on my last visit.
A Then I'll arrange a tour.
B That's very kind of you.
A Now, you're not doing anything in the evening. Would you like me to arrange anything for you?
B I'd prefer to leave it free, if that's OK.
A No problem.
B Is that everything, then?
A Yes, I think so.

- B Well, thank you very much for arranging all this, Jean-François.
A Oh, you're very welcome. Thank you for coming.

2.3

- A It all starts with a basic idea – a few sketches on the back of an envelope.
B Really?
A Sure, well, kind of. We work the sketches up into a full-size drawing and then we move it over on to these computers.
B Do you use CAD-CAM programs?
A Yes. We have some very sophisticated computers here to create the images – these cost nearly a million bucks a piece. They create 3-D models and what's really great is they can make all kinds of early calculations, like how the car will perform in a crash.
B I see. And what happens next?
A The next step is to make a clay model of the car. Come over here and I'll show you one ...
B Why do you use clay?
A It's easy to build up and take off, so we can experiment.
B And you try to improve the aerodynamics?
A Yes. Aerodynamics is the key thing. It has to cut through the air.
B So these clay models aren't life size?
A No, they're about one-fifth of the real size, but that's big enough to test in a wind tunnel.
B OK.
A Then, after that, we build a fibreglass model and that's full size.
B I see. And do you show it to prospective buyers?
A Yeah. We use the fibreglass model for market research, and we use it for more tests, too. We put it in a wind tunnel again. Come with me and I'll show you ... It's too late to make major changes to the design by this stage. But we can

improve things like mirrors, wheels, bumpers ...

- B To improve the aerodynamics?
A That's right. We also work on the suspension system, fine-tuning it to make sure the car will be comfortable and hold the road well. Then after that, we produce a real car and test that.
B Do you have a test track here?
A No, we have one in Death Valley in California. We can test the car over different road conditions there.
B Before it goes into production?
A Yes, production's the final stage.
B And tell me, do you use a lot of robots on the assembly line?
A Yeah, these days the cars are all built by robots. There are very few people on the assembly line and they're usually checking quality.

Unit 3

Sharing ideas

3.1

- A Here it is. What do you think?
B Very nice.
C Yes, I like it.
D Hm, I'm not sure about the colour.
B Could we make it in different colours ... yellow, green, blue?
A Sure.
B Then the kids can collect the set.
A That's a great idea.
B What colours are best?
D We could do some market research to find out.
C It'll take too long. And we already know kids like bright colours best, so I don't think it's worth it.
A Why don't we just choose three or four bright colours, then?
B Fine.
C Yes.
A OK. What about the face?
B I like the mouth.
D But it doesn't look very friendly.
C How about making the eyes bigger?

- B That'll work.
A OK. So we want bigger eyes. Do you agree, Sara?
D Yes, bigger eyes, but I think it's a toy for boys. Couldn't we make a different toy for girls?
C But we've talked about this before. The market research results are quite clear.
A Yes, we know the kids want an alien.
D But how can the girls play with it? It doesn't do anything.
B What about putting a noise-maker in the bottom, so it makes a sound if you squeeze it?
D Good idea.
A That means having two pieces.
C It's too complicated. We can't afford it.
D Are you sure?
A I think we should look into it.
B I agree. It's worth investigating.
A OK. I'll get some price estimates.
D And I think we should give it something extra – perhaps a hat to put on and take off.
C Aliens don't wear hats.
D How do you know? Have you ever met one?
A OK, let's check it out. I'll go back to the designers and see what they can do.

3.2

- A I think you should base the price on costs.
B Yes, but it also depends on our market strategy.
A Yes, but the margin's the key thing. If you take your material costs and add 60%, that covers the operating costs and gives you a 20% profit. It's a good formula.
B Yes, but what about our competitors? How much are they charging?

3.3

- A We must make sure our price is lower than anyone else's.