

## THE PASSIVE

The passive = The verb "to be" + The past participle

	<u>ACTIVE</u>	<u>PASSIVE</u>
SIMPLE FUTURE	The government will raise taxes	
SIMPLE PRESENT	Italy imports energy from France	
PRESENT CONTINUOUS	The mechanic is repairing the car	
SIMPLE PAST	Lufthansa made 650 staff redundant	
PAST CONTINUOUS	TESLA was producing a record number of electric cars in 2023	
PRESENT PERFECT	Elon Musk has taken over Twitter and has renamed it 'X'	
PAST PERFECT	Apple had sold 10 million iPhone 15's within three days of the product launch	

USE: We use the passive,

- i) When the object or the action is more important than the subject of the sentence.
- ii) To avoid using the subject or when the subject is not important or unknown.
- iii) When the subject is so obvious that it does not need to be stated.
- iv) To establish a more objective and scientific style.

### THE PASSIVE: Modal Verbs

MODAL VERB	+	"BE"	+	PAST PARTICIPLE
Can				used
Could		be		told
Must				sold
Had to				repaired
Will have to				replaced

- + This medicine **must be used** by 2025
- The machines **couldn't be replaced**
- ? **Can** the computer **be repaired**?

## Reading and Vocabulary

**1** Work in groups. Discuss these questions.

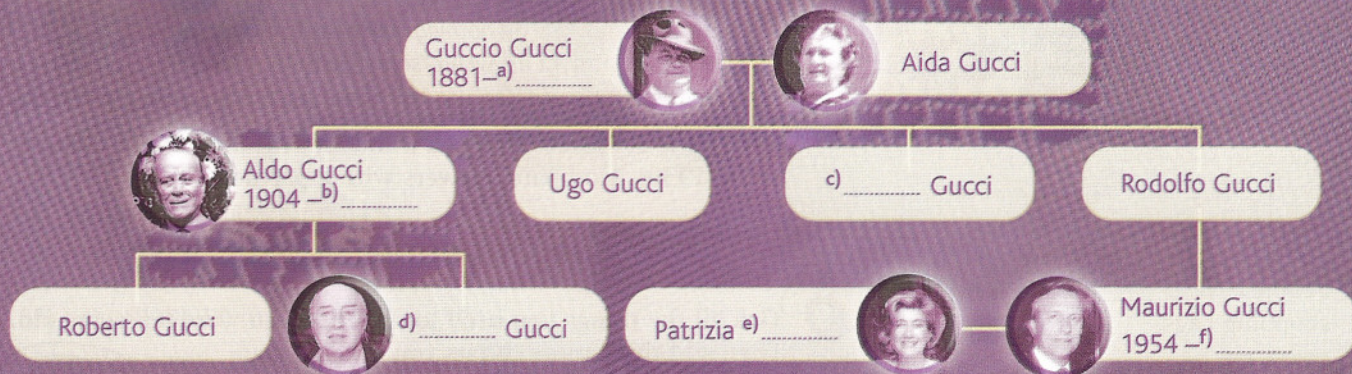
- 1 How important are clothes to people in your country, do you think?
- 2 Do you think people spend too much money on clothes?
- 3 How many 'designer labels' can you name? What do these companies sell?

**2** Read the magazine article about the Gucci family. Fill in gaps a)–f) in the family tree.

**3** Read the magazine article again and tick the correct sentences. Change the incorrect sentences.

- 1 Guccio Gucci designed clothes.
- 2 Rodolfo was good friends with Paolo.
- 3 Paolo wanted to start his own business.
- 4 Paolo gave information about his father to the police.
- 5 Maurizio was a successful businessman.
- 6 Patrizia shot Maurizio.

# THE GUCCI STORY



Lots of people love buying <sup>1</sup>**clothes** and Gucci is one of <sup>2</sup>**the most famous** fashion houses in <sup>3</sup>**the world**. It was started in <sup>4</sup>**Italy** in 1921 by a man named Guccio Gucci. He was <sup>5</sup>**a designer** who made leather bags and suitcases and he had <sup>6</sup>**a small shop** in Florence. <sup>7</sup>**The shop** was the beginning of the family business and by 1953 Guccio's four sons, Aldo, Ugo, Vasco and Rodolfo, were all working for the company.

When Guccio died in 1953, his eldest son Aldo became **the head** of Gucci and took the Gucci label to **America**, while Rodolfo managed the

Italian side of the business. Aldo's son, Paolo, didn't get on with his father or his uncle, Rodolfo, so he made plans to start his own company called Paolo Gucci. When Aldo discovered this, he sacked Paolo and made it impossible for his son to start his own fashion business. Paolo was so angry that he told the Italian police his father wasn't paying enough tax. Aldo was sent to prison for a year and a day.

After Aldo died in 1990, his nephew, Maurizio, became the head of Gucci. Unfortunately Maurizio wasn't **a very good businessman** and in 1991 the company lost \$60 million.

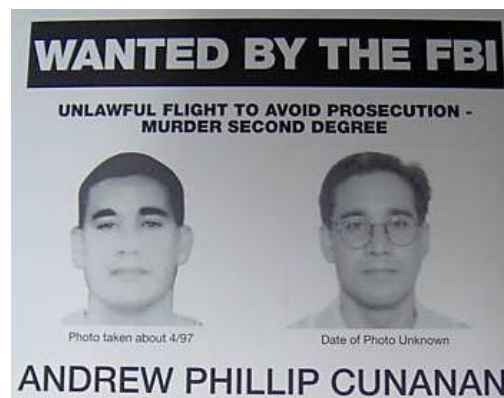
This was <sup>11</sup>**the worst** year in Gucci's history. Maurizio was also having problems with his marriage. One day he went on a business trip and decided not to go back to his wife, Patrizia Reggiani. They finally got divorced in 1994 and a year later Patrizia hired <sup>12a</sup>**gunman** to murder her ex-husband. On 27<sup>th</sup> March 1995, <sup>13</sup>**the gunman** shot and killed Maurizio while he was walking to work. Patrizia was sent to prison for 26 years.

Gucci <sup>14</sup>**products** are still sold all over the world, but there are no members of the Gucci family in the successful company we know today.

Now watch this videoclip:

<https://www.youtube.com/watch?v=eGNnpVKxV6s>





Gianni Versace ..... (born) in 1946 in Reggio Calabria. When he ..... (be) twenty-five, he ..... (decide) to go to Milan and become a fashion designer. His company, Gianni Versace SPA, ..... (found) in 1978 and at the age of thirty-six, he ..... (award) a prize for being the best designer of women's clothes. During the 1980's, the Versace brand ..... firmly ..... (establish) as a symbol of Italian luxury and ..... (diversify) into accessories, cosmetics, jewellery and fragrances. In 1984, he ..... (create) an unusual perfume for men which ..... (call) 'Versace l'Homme'. Four years later, Spain's first Versace shop ..... (open) in Madrid. Expansion continued steadily until, by now, Versace products ..... (distribute) all over the world via an impressive international retail network, including 81 Versace boutiques which ..... (locate) in the primary commercial avenues of major cities, such as Via Montenapoleone in Milan and Bond Street in London. In 1995, Gianni Versace ..... (organize) a party with Elton John where he personally ..... (sign) copies of his new book 'Men without Ties', which ..... then ..... (sell) to the invited guests. All the money that ..... (raise) by the party and the book ..... (give) to AIDS charities. Sadly, Versace ..... (kill) in Miami on July 15<sup>th</sup> 1997. The FBI ..... (suspect) that the notorious serial killer, Andrew Cunanan, might ..... (involve) in the Versace case. Nine days later, however, Cunanan ..... (find) dead in Miami so the police still ..... (not know) why Gianni Versace ..... (murder). Meanwhile, Gianni Versace SPA ..... (take over) by his brother, Santo, and his sister, Donatella, which means that, if the company's success continues, the products he designed ..... (sell) long after his death.

## Present Simple passive; Past Simple passive

## GRAMMAR 10.1

1 a Fill in the gaps with *am, is or are*.

- 90% of the world's rice \_\_\_\_\_ grown in Asia.
- English \_\_\_\_\_ spoken in over 45 countries.
- We \_\_\_\_\_ paid on the last day of the month.
- Meetings \_\_\_\_\_ held every three weeks.
- I \_\_\_\_\_ taught at home so I don't go to school.
- A hundred watches \_\_\_\_\_ sold every hour on eBay.

b Fill in the gaps with *was or were*.

- That book \_\_\_\_\_ written by an 18-year-old!
- Your wallet and keys \_\_\_\_\_ found on the train.
- That dress \_\_\_\_\_ worn by Madonna.
- In 1995, eBay \_\_\_\_\_ called AuctionWeb.
- I'm sorry, but they \_\_\_\_\_ sold yesterday.
- The competition \_\_\_\_\_ won by a group of people from Liverpool.

## 2 Choose the correct words.

## THE COLLECTOR'S FAVOURITE: eBay

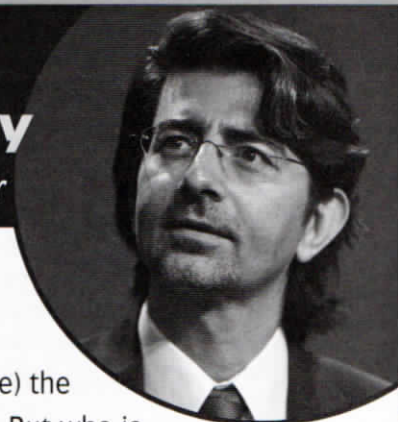
- Today, eBay *uses/is used* by almost 100 million people.
- A private plane *bought/was bought* in 2001, for \$4.9 million.
- Every two minutes, someone *buys/is bought* a car.
- In 2001 the jeans company Levi's *bought/were bought* a pair of jeans for \$46,532. They *made/were made* in 1880!
- In 2002 someone *tried/was tried* to sell the Earth! An offer of \$10,000,000 *made/was made*, but the person didn't pay!
- Between 1998 and 2011, over 1000 books *wrote/were written* about eBay.



- Read the article and put the verbs in brackets into the active or the passive. Use the Present Simple or Past Simple.

## The man behind eBay

### Pierre Omidyar



On a day off work, in 1995, Pierre Omidyar  
 1 \_\_\_\_\_ (create) the auction website, eBay. But who is Pierre Omidyar and what does he do now? Pierre Omidyar's parents are from Iran. They  
 2 \_\_\_\_\_ (meet) in Paris in the 1960s. They  
 3 \_\_\_\_\_ (get) married and had a son, Pierre. Six years later they moved to America. From a young age, Pierre loved computers, but the subject  
 4 \_\_\_\_\_ (not teach) at his school. So Pierre  
 5 \_\_\_\_\_ (teach) himself on a small computer. Three years later, he got his first job in computing – for the school library. He  
 6 \_\_\_\_\_ (pay) \$6 an hour! Now, over 25 years later, Pierre still gives eBay advice, but the company  
 7 \_\_\_\_\_ (not run) by him anymore. A lot of Pierre's time  
 8 \_\_\_\_\_ (spend) with his company, Omidyar Network. Pierre and his wife  
 9 \_\_\_\_\_ (start) Omidyar Network in 2004. It  
 10 \_\_\_\_\_ (give) money to companies that have a positive effect on the world. For example, at [www.meetup.com](http://www.meetup.com), people can find others with the same interests. Then meetings  
 11 \_\_\_\_\_ (organise) all over the world. Thousands of people  
 12 \_\_\_\_\_ (use) the website to meet other English students!



1) Complete the passage below by putting each verb into the correct tense, active or passive.



Elon Musk ..... (be) famous for being the head of TESLA motors which, for the last thirteen years, ..... (manufacture) a variety of electric vehicles, such as the Tesla Roadster electric sports car, the four-door Model S sedan and the Model X. In addition, the company also ..... (supply) electric powertrain systems which ..... (use) by Daimler for the Mercedes A Class and to Toyota for the RAV4 EV.

Elon Musk ..... (bear) in South Africa in 1971 the son of Maye, a Canadian model and Errol Musk, a South African-born electromechanical engineer. At the age of 10, he ..... (teach) himself computer programming and, at 12, ..... (sell) the code for a video game to 'PC and Office Technology' magazine for US\$500. His schooldays ..... (be) unhappy because Musk ..... (bully) throughout his childhood and hospitalized for weeks when a gang of boys ..... (throw) him down a flight of stairs. In June 1989, he ..... (go) to Queen's University in Ontario and then the University of Pennsylvania where, at the age of 24, he received a degree in Physics and another degree in Economics. While at the University of Pennsylvania, Musk ..... (take) over a 10-bedroom house and ..... (pay) the rent by turning it into a nightclub, charging fellow students to get in. By 1995, Musk and his brother, Kimbal, ..... (start) Zip2, a web software company, with US\$28,000 of their father's money. Five years later, Compaq ..... (buy) Zip2 for US\$307 million in cash and Musk ..... (make) US\$22 million from the sale. In March 1999, Musk ..... (create) X.com, an online financial services and e-mail payment company, with US\$10 million from the sale of Zip2. After X.com ..... (merge) with Confinity in 2000, he ..... (develop) the PayPal service into a global online phenomenon. Musk ..... (become) the company's largest shareholder and so, when PayPal ..... (take) over by eBay in 2002, Musk received US\$165 million.



At the same time, Musk ..... (plan) "Mars Oasis", a project to grow food crops on Mars in an experimental greenhouse. In 2002, he ..... (found) SpaceX with the long-term goal of creating a "true spacefaring civilization". He decided that SpaceX ..... (can) build affordable rockets by applying vertical integration and the modular approach from software engineering. In this way, SpaceX ..... (cut) the launch price by a factor of ten and still ..... (enjoy) a 70-percent gross profit margin.

In a 2011 interview, he ..... (say) that he hopes to send humans to Mars within 10–20 years and establish a colony there by 2040, with a population of 80,000. In 2018, Space X ..... (launch) a Dragon spacecraft to land on Mars, the first of a series of regular cargo missions, building up to manned flights in 2024. Elon Musk ..... (take) part in the mission himself and sincerely hopes that he ..... (die) on Mars, hopefully as a very old man.



2) Now check out this website: <https://www.spacex.com/human-spaceflight/mars/>

## APPENDIX 5: PHRASAL VERBS & PREPOSITIONAL VERBS (Gardner, D. & Davies, M. 2007)

1a) **DEFINITION:** a Phrasal Verb or Prepositional Verb consists of a lexical verb followed by an adverbial particle which may or may not be contiguous with the main verb. **Prepositional Verbs** are lexical verbs which are given a direction by the adverbial particle (e.g. 'look up', 'look into', 'look down on') whereas **Phrasal Verbs** have an idiomatic meaning that is not immediately obvious (e.g. 'look up' i.e. find information in a book or a list of some kind; 'look into' i.e. investigate; 'look down on' i.e. despise). This means that the same verb (e.g. 'carry out') may be both a **Prepositional Verb** (i.e. take sth. outside) and a **Phrasal Verb** (i.e. 'implement'), each with a separate meaning.

1b) These are the 20 most frequent lexical verbs together with the 16 most common adverbial particles.

	OUT	UP	ON	BACK	DOWN	IN	OFF	OVER
1.GO								
2.COME								
3.TAKE								
4.GET								
5.SET								
6.CARRY								
7.TURN								
8.BRING								
9.LOOK								
10.PUT								
11.PICK								
12.MAKE								
13.POINT								
14.SIT								
15.FIND								
16.GIVE								
17.WORK								
18.BREAK								
19.HOLD								
20.MOVE								
	ROUND	ABOUT	THROUGH	AROUND	ALONG	UNDER	BY	ACROSS

1c) Since **Phrasal Verbs** are idiomatic, it is difficult to guess what they mean from the lexical verb alone. The adverbial particles, however, often indicate the following general meanings:

**DOWN:** 'failing' (e.g. break down / let s.o. down) or 'reducing' (e.g. cut down / turn down)

**OFF:** 'departing' (e.g. set off / take off); 'ending' (e.g. turn off); 'stopping' (break off / cut off)

**OUT:** 'finishing / ending' (e.g. run out); 'leaving' (e.g. set out / get out); 'solving' (e.g. sort out / work out)

**UP:** 'increasing / improving' (e.g. go up / turn up) or 'completing / finishing' (e.g. hang up / break up / split up)

**ON:** 'continuing' (e.g. carry on / go on / keep on) or 'starting' (e.g. log on / turn on)

**OVER:** 'changing' (e.g. turn over / make over)

**AWAY:** 'removing' (e.g. throw sth. away / give sth. away); 'leaving' (e.g. to go away / to fly away)

**BACK:** 'returning' (e.g. come back / turn back / give back / put back / bring back)



## Starting point

- 1 Work with a partner. Brainstorm the stages for the following processes.
  - Applying for a job
  - Moving your office
  - Buying a house
- 2 Compare your stages with another group. Who has the most stages? Are they all necessary?

## Working with words | Processes

- 1 How much waste does your company recycle? Does it have any systems for recycling waste?  
*Example: paper recycling bins in your offices*
- 2 ▶ 14.1 Listen to a description of a recycling business called TerraCycle®. Write the missing information in the company profile.



## TERRACYCLE®

select your waste → collect and send → solve and benefit

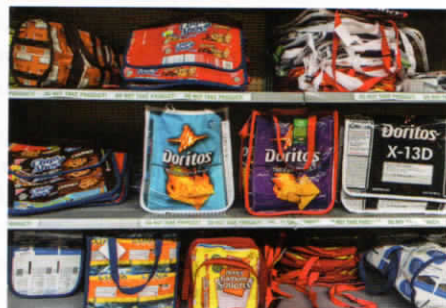
Chief Executive: Tom Szaky

Year founded: <sup>1</sup> \_\_\_\_\_

Number of countries: <sup>2</sup> \_\_\_\_\_

Turnover: <sup>3</sup> \_\_\_\_\_

TerraCycle collects and processes <sup>4</sup> \_\_\_\_\_. Then it sells the materials to manufacturers or it makes its own new <sup>5</sup> \_\_\_\_\_. It has contracts with large companies such as <sup>6</sup> \_\_\_\_\_ and it also receives rubbish from individual consumers via drop-off points. In return for the rubbish, TerraCycle will <sup>7</sup> \_\_\_\_\_.



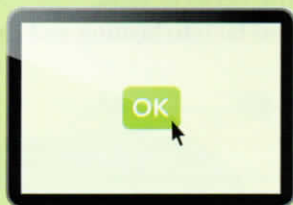
## Tip | Multi-word verbs

Multi-word verbs have a main verb and one or two particles (an adverb or a preposition). They are more common in spoken English. In writing, a one-word synonym is often used instead:

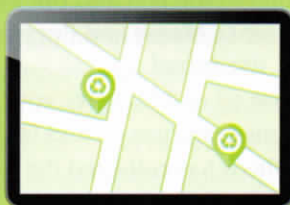
'We **pick up** the rubbish from drop-off points.'

= TerraCycle **collects** the rubbish from drop-off points.

- 3 Are there similar companies in your country which collect waste for recycling? How do they collect the waste? Where is it recycled?
- 4 ▶ 14.1 Replace the words in **bold** with the multi-word verbs from the list. Change the form of the verb if necessary. Then listen and check.
- drop off pick out pick up set up make out of sign up cut down on turn into take away throw away*
- 1 Tom Szaky is always looking for ways to **reduce** waste and help the planet.  
\_\_\_\_\_
  - 2 TerraCycle specializes in finding waste and **transforming** it into something useful.  
\_\_\_\_\_
  - 3 Tom **started** the company in 2002 in a basement. \_\_\_\_\_
  - 4 TerraCycle will **collect** waste from special collection points.  
\_\_\_\_\_
  - 5 The waste can include anything that people **discard** such as cigarette stubs, coffee capsules or biscuit wrappers. \_\_\_\_\_
  - 6 It will **select** a type of rubbish and try to **create** something new **from** it.  
\_\_\_\_\_/\_\_\_\_\_
  - 7 Large businesses such as Kenco pay TerraCycle to **remove** its waste.  
\_\_\_\_\_
  - 8 Individual consumers can **deliver and leave** rubbish at collection points.  
\_\_\_\_\_
  - 9 Any local business can **register** to become a drop-off point.  
\_\_\_\_\_
- 5 Individual people can also recycle their items with TerraCycle. Work with a partner and describe the process below using the multi-word verbs in 4.



REGISTER



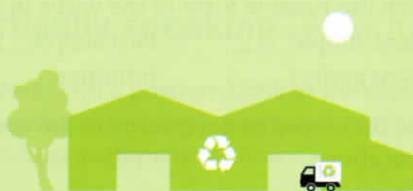
FIND A DROP-OFF POINT



DISCARD RUBBISH



CREATE NEW PRODUCT



RUBBISH RECYCLED



RUBBISH COLLECTED

» For more exercises, go to **Practice file 14** on page 132.

- 6 Discuss these questions with your partner.
- 1 What types of objects are thrown away every day at your place of work?
  - 2 What type of rubbish is picked up and taken away for recycling?
  - 3 Do you think your company could cut down even more on unrecycled rubbish?
  - 4 Is it possible to set up drop-off points around the company for certain types of rubbish? Do you think people would use them? Why/Why not?
- 7 Work with another pair of students. Imagine your team has to improve recycling around your company. Discuss some different ways to do this and list the actions you need to take.
- Example: We could set up a system of paper recycling in the office with special bins.*
- 8 Present your action plan in 7 to the rest of the class.



- 1 Work with a partner.
  - Brainstorm different types of fuel and energy and write them down.
  - Try to categorize them in different ways; for example, liquids, for cars, renewables, under the ground, etc.
  - How many different categories did you come up with?
- 2 Read the article below. What uses of cooking oil and fat does it describe? How common is the use of biodiesel in your country?



## Food making us go faster

The basic idea of reusing cooking oil and fat is nothing new. It was turned into heating and candles by the ancient Chinese and Egyptians. Soap and cosmetics were made by Britain's Victorians, using the by-products of oil and fat. And nowadays, the oil and fat which is used to fry your food can be turned into biodiesel.

Olleco is a UK-based company which specializes in recycling used oil from a network of food businesses. The process works like this:

The client, such as a restaurant owner, is given a container to store any used oil after cooking. Later, after the oil has been collected by Olleco, it is taken to be reprocessed into biodiesel; in other words, some of the trucks you see on the road are being driven with the oil your French fries were cooked in.

- 3 Read these sentences with the verb in the active form. Find the same information in the text and the passive form of the verbs in **bold**.
  - 1 The ancient Chinese and Egyptians turned oil and fat into heating and candles. was turned
  - 2 Chefs **use** oil and fat to fry your food. \_\_\_\_\_
  - 3 Companies **can turn** oil and fat **into** biodiesel. \_\_\_\_\_
  - 4 After Olleco **has collected** the oil ... \_\_\_\_\_
  - 5 Olleco takes the oil **to reprocess** it into biodiesel. \_\_\_\_\_
  - 6 Drivers **are driving** some of the trucks you see on the road with the oil ... \_\_\_\_\_
- 4 Match the passive form of the verbs in 3 to these tenses and forms.
 

Present simple	_____	Past simple	<u>1</u>	Present continuous	_____
Present perfect	_____	Infinitive	_____	Modal	_____

Now, find more passive verbs in the text and match them to the tenses and forms above.
- 5 Compare the two sentences in the *Language point*. Then write *passive* or *active* in the explanations.

### LANGUAGE POINT

Active: Olleco turns the oil into biodiesel.

Passive: The oil is turned into biodiesel.

We form the <sup>1</sup> passive with *be* + past participle.

We use the <sup>2</sup> \_\_\_\_\_ to focus on the person or company responsible for the action.

We use the <sup>3</sup> \_\_\_\_\_ to focus on the result of the action.

We often use the <sup>4</sup> \_\_\_\_\_ to talk about a process or how something is done.

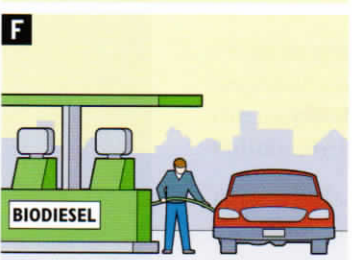
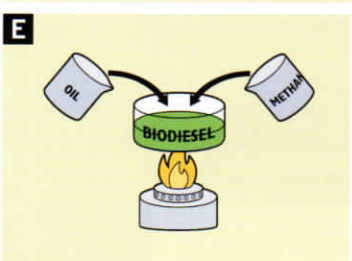
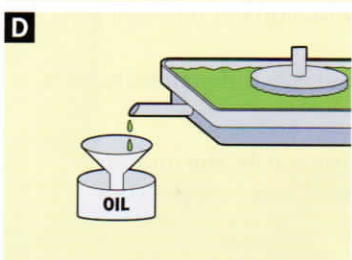
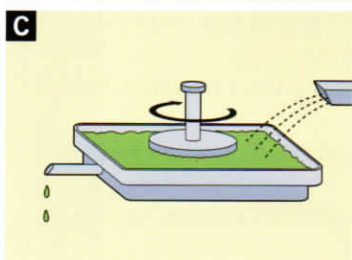
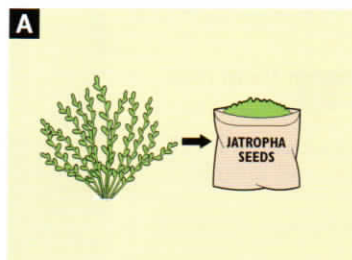


6 Read about a type of biofuel. Underline the correct verb forms in *italics*.

Biofuels <sup>1</sup>*produce* / *are produced* from different types of plants such as corn. Over recent years, many companies <sup>2</sup>*have tried* / *have been tried* to manufacture biofuel as a profitable alternative to non-renewable fuels. However, lots of land and water <sup>3</sup>*need* / *is needed* to grow a plant like corn, making it expensive and potentially bad for the environment.

Unlike corn, the South American jatropa plant <sup>4</sup>*can grow* / *can be grown* by farmers on poor land with much less water. The seeds of the jatropa <sup>5</sup>*contain* / *are contained* high levels of non-edible oil and it <sup>6</sup>*originally used* / *was originally used* in medicines and also oil lamps. Nowadays, the jatropa seeds are grown <sup>7</sup>*to process* / *to be processed* into biofuel.

So far, jatropa biofuel hasn't had much commercial success but more and more research into using the plant as biofuels <sup>8</sup>*is carrying out* / *is being carried out* by companies like SG Biofuels. The results are positive and it's highly likely that oil from the jatropa plant <sup>9</sup>*will use* / *will be used* in the diesel engines of the future.



» For more exercises, go to **Practice file 14** on page 133.

7 Complete these sentences about your company's product or services, using the information in brackets. Tell your partner.

- 1 My company was set up in ... (year)
- 2 Our product/service is used for ... (purpose)
- 3 Our products/services have been sold to ... (types of customers)
- 4 It's important to be known in different markets including ... (markets)
- 5 Currently, a new product/service is being developed in order to ... (reason)
- 6 In the future, we hope our products/services will be used by / for ...

**Practically speaking | How to explain a process**

- 1 Work with a partner. Look at the set of pictures A–F on the left showing the process of turning jatropa plants into biofuel. Discuss which part of the process each picture shows.
- 2 ▶ 14.2 Listen to an explanation of the process and check your ideas in 1.
- 3 ▶ 14.2 Listen again and number these expressions in the correct order 1–8.
  - 1 Let me explain how we ...
  - \_\_\_ First of all, ...
  - \_\_\_ Essentially, there are ... main stages.
  - \_\_\_ After the ... have been ..., they are ...
  - \_\_\_ Having taken ..., you're ...
  - \_\_\_ The basic process is ...
  - \_\_\_ What you end up with is ...
  - 8 It's also worth noting that ...
- 4 Work with a partner. Take turns to explain the jatropa biofuel process using the pictures in 1 and the expressions in 3.
- 5 Explain a process you are familiar with to your partner. For example:
  - a production process in your factory
  - procedures with all customer enquiries
  - claiming expenses after a business trip





## Business communication | Dealing with questions

- 1 If someone is injured in your workplace, is there a formal procedure that you must follow? Who do you report the injury to? Is any kind of report or form filled in?
- 2 ▶ 14.3 Listen to three parts of a presentation about a new procedure for reporting injuries at work. Answer the questions.
  - 1 How quickly should the injury report form be filled in?
  - 2 Who is responsible for dealing with workplace injuries?
  - 3 Which types of injuries must be reported?

- 3 ▶ 14.3 Listen to the three parts again. Tick (✓) the expressions you hear.

Does anyone have any questions?

If anyone has any questions, I'm happy to try and answer them now.

That's a good question.

That's an interesting point.

I think there are two parts to that question.

First of all ... And for your second point ...

Sorry, I couldn't hear you. Can you repeat that?

Sorry, I don't quite understand the question.

Let me check I've understood you correctly.

You're asking me if ...?

Have I answered your question?

Does that answer your question?

☐  
☐  
☐  
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» For more exercises, go to **Practice file 14** on page 132.

- 4 Work with a partner. Discuss these situations. How would you respond to the questions in each situation?
  - 1 Someone on the phone asks you a question but it's a poor connection. You can't hear them properly.
  - 2 In a job interview, the interviewer asks you a complicated question and you aren't sure if you understood it correctly.
  - 3 In a meeting someone asks you a question which you can answer. You are very pleased they asked the question.
  - 4 You have answered someone's question in a presentation but they still look confused.
  - 5 At a press launch, a journalist asks a question about two different features of the new product.
- 5 You are going to give a 60-second presentation. Afterwards, the audience will ask you questions. Choose a topic you know well and prepare your presentation. It could be about:
  - your company and its products
  - a process you follow at work (or repeat the presentation in *Practically speaking* exercise 5, page 95)
  - a hobby or interest you have outside of your work
- 6 Work in groups. Take turns to give your 60-second presentations. Afterwards, everyone in the group should ask at least one question about the topic. The presenter should:
  - invite questions
  - check understanding
  - comment on the question
  - structure the answer
  - check he/she has answered the question satisfactorily

### Key expressions

#### Inviting questions

Are there any questions?

Does anyone have any questions?

If anyone has any questions, I'm happy to try and answer them now.

#### Checking understanding

Sorry, I couldn't hear you. Can you repeat that?

Sorry, I don't quite understand the question.

Let me check I've understood you correctly.

You're asking me if ...?

#### Commenting on the question

Thank you for that question.

That's a good / a great / an important question.

That's an interesting point.

#### Structuring your answer

I think there are two parts to your question.

I'll answer your first point and then deal with your second.

First of all, ... and for your second point ...

#### Checking you answered the question satisfactorily

Does that answer your question?

Have I answered your question?

## Working with words

- 1 Make multi-word verbs with the words in the table and match them to the synonyms 1–10.

drop	up	of
pick	down	on
set	out	
make	into	
sign	away	
cut	off	
turn		
take		
throw		

- 1 reduce \_\_\_\_\_
- 2 discard \_\_\_\_\_
- 3 transform \_\_\_\_\_
- 4 remove (to another place) \_\_\_\_\_
- 5 start (a new business) \_\_\_\_\_
- 6 deliver and leave \_\_\_\_\_
- 7 select \_\_\_\_\_
- 8 collect \_\_\_\_\_
- 9 create from \_\_\_\_\_
- 10 register (for something) \_\_\_\_\_

- 2 Complete the sentences with the correct multi-word verbs from 1.

- 1 I was trying to \_\_\_\_\_ a new dress for work but I can't find anything suitable in this shop.
- 2 Don't \_\_\_\_\_ that office chair! We can use it somewhere else.
- 3 He's the sort of person who, one day, will leave here and \_\_\_\_\_ his own company.
- 4 I'm trying to \_\_\_\_\_ cigarettes at the moment.
- 5 We \_\_\_\_\_ all our products \_\_\_\_\_ recycled plastic.
- 6 What time does the truck normally \_\_\_\_\_ the finished products at the warehouse?
- 7 Our production process creates lots of waste by-products. I wonder if we could \_\_\_\_\_ them \_\_\_\_\_ something useful.
- 8 The courier is coming at twelve to \_\_\_\_\_ this package. Can you make sure he collects it on time?

## Business communication

- 1 Put the words in the correct order to make questions and sentences.

- 1 questions / are / any / there  
Are there any questions?
- 2 have / questions / does / any / anyone  
\_\_\_\_\_?
- 3 quite / understand / question / I / the / don't  
\_\_\_\_\_.
- 4 let / correctly / understood / me / check / I've / you  
\_\_\_\_\_.
- 5 for / you / question / that / thank  
\_\_\_\_\_.
- 6 that / question / an / 's / important  
\_\_\_\_\_.
- 7 to / are / two / parts / question / your / there  
\_\_\_\_\_.
- 8 answer / that / your / does / question  
\_\_\_\_\_?
- 9 have / question / I / answered / your  
\_\_\_\_\_?

- 2 Complete the conversation with the pairs of words from the list.

asking + if    questions + answer    brings + end  
check + correctly    that + your    quite + question  
hear + repeat

- A That <sup>1</sup> brings me to the end of the presentation, so if anyone has any <sup>2</sup> \_\_\_\_\_, I'm happy to try and \_\_\_\_\_ them.
- B Yes, with regard to your final point, how long do you think the process of change will take?
- A Sorry, I couldn't <sup>3</sup> \_\_\_\_\_ you. Can you \_\_\_\_\_ that?
- B I was asking how long you think the process of change will take.
- A Sorry, I don't <sup>4</sup> \_\_\_\_\_ understand the \_\_\_\_\_.
- B I mean, are all the changes you outlined in the near future or are some of them long-term?
- A Let me <sup>5</sup> \_\_\_\_\_ I've understood you \_\_\_\_\_. You're <sup>6</sup> \_\_\_\_\_ me \_\_\_\_\_ all the changes I've outlined need to happen sooner or later?
- B Yes, I suppose I am.
- A All of them need to happen as soon as possible. If we don't change, we won't survive. Does <sup>7</sup> \_\_\_\_\_ answer \_\_\_\_\_ question?



# Language at work

## GRAMMAR REFERENCE

### Passive forms

#### Form

Verbs in sentences can either be active or passive. The passive is formed with the verb *be* + past participle of the main verb.

Tense	Passive form	Active form
Present simple	The post <b>is opened</b> in the morning.	David <b>opens</b> the post in the morning.
Present continuous	The report <b>is being written</b> right now.	Christina <b>is writing</b> that report right now.
Past simple	I <b>was given</b> your name by a colleague.	Joe Langley <b>gave</b> me your name.
Present perfect	We've <b>been asked</b> to speak at the event.	The CEO <b>has asked</b> us to speak at the event.
Modal	It <b>mustn't be changed</b> in any way.	Nobody <b>must change</b> it in any way.
Infinitive	The waste <b>is taken to be turned into</b> fuel.	The company <b>takes the waste to turn it into</b> fuel.

#### Use

- To talk about processes or how something is done.  
*First of all, the bottle **is washed** and sterilized. Next, it **is filled** ...*
- To emphasize the result, rather than the person or thing causing it.  
*We **have been forced** to change our plans because ...*
- When the person who does the action is unknown, unimportant or obvious.  
*Hello, I **was advised** to talk to you about purchasing ...*
- Passive forms tend to be written down more than they are spoken. For example, we often use passives in formal business writing such as memos and reports.  
*It **is recommended** that all staff arrange an appointment with their line managers.*

- 1 Underline the correct words in *italics* to complete the sentences.

- The Kabul Star football *manufactures* / *is manufactured* in Afghanistan.
- Employees *make* / *are made* the footballs in a large house in Kabul.
- The process starts in the garage where pieces of leather *cut and paint* / *are cut and painted*.
- The workers then *sew* / *are sewn* the leather pieces together to make the balls.
- After that, the balls *wash* / *are washed* in the bathroom and packaged in the largest bedroom in the house.
- The factory only *employs* / *is employed* women.
- A charity called Humanitarian Assistance for Women *supports* / *is supported* the factory.
- The female workers *encourage and train* / *are encouraged and trained* to set up their own businesses.

- 2 Complete the sentences with the correct form of the verbs from the list.

use *know* turn locate hold win

- The Tate Modern *is known* as one of the best modern art galleries in London.
- It                      on the banks of the River Thames in the heart of the city.
- An old power station                      into the gallery in the year 2000.
- An international competition                      to find a suitable proposal for transforming the power station into an art gallery.
- It                      by Herzog & deMeuron, a Swiss architectural practice.
- This unique space                      to display the large collection of art since its opening.

- 3 Rewrite the sentences in either the passive or active form.

- Most business these days is done over the phone.  
People *do most of their business over the phone these days*.
- The company is opening three more new branches this year.  
Three more branches                     .
- The manager must give employees a warning if they are late.  
Employees                     .
- It has been agreed to extend the hours of work.  
We                     .
- People in this culture regard punctuality as a sign of politeness.  
Punctuality                     .

## FUTURE FORMS

### 1) The Present Continuous with a future meaning

- + *I am flying to New York on Friday*
- *She isn't coming with us to the cinema tonight*
- ? *Are you taking the Eurostar to Rome tomorrow ?*

USE: We use the present continuous with a future meaning,

- i) To talk about arrangements in the future (but you must say **WHEN**).
- ii) In phrases such as, 'I am looking forward to...', 'I am thinking of...', 'I am planning to...'

### 2) The Simple Present with a future meaning

- + *Our train leaves at 7.02 tomorrow morning.*
- *The President doesn't arrive in Milan until Thursday.*
- ? *Is there a performance on Sunday evening as well ?*

USE: We use the simple present with a future meaning,

- i) To talk about timetables and events scheduled for the future.
- ii) In phrases such as, 'I hope to...', 'I expect to...', 'I plan to...', 'I am about to...'
- iii) In first conditional sentences, e.g. '*If it rains tomorrow, I won't go to Rome*'.
- iv) With certain time phrases, such as:

<i>I will telephone you</i>	<b>when</b> <i>I get home.</i>	<i>I won't tell her</i>	<b>until</b> <i>she is ready.</i>
	<b>before</b>		<i>she is sitting comfortably.</i>
	<b>after</b>		<i>she has eaten lunch.</i>
	<b>as soon as</b>		

### 3) 'To Be' + 'Going To' + Infinitive without 'to'

- + *Look ! it's going to rain !*
- *I'm not going to tell you.*
- ? *Are they going to get married ?*

USE: We use 'to be' + 'going to' + infinitive without 'to',

- i) For plans and intentions for the future.
- ii) When we can see the future in the present.

### 4) Will / Won't

- + *I will send you the contract next week.*
- *She won't pass the exam.*
- ? *Will Brazil win the World Cup, do you think ?*

USE: Will / Won't are used for,

- i) Predictions based on what we know, not what we can see.
- ii) Instant decisions.
- iii) Promises.
- iv) Offers / refusals.
- v) Commands.
- vi) In first conditional sentences, e.g. '*If it snows tomorrow, I'll go skiing*'.

### 5) Shall / Shan't

- + *I shall pick you up at 20.30 tonight.*
- *We shan't be able to visit you on Sunday after all.*
- ? *Shall we go to Venice for Christmas ?*

USE: Shall / Shan't are used for,

- i) Suggestions.
- ii) Invitations.
- iii) Promises.
- iv) The formal future (e.g. in formal letters) (but only with 'I' or 'We' and only in British or Australian English. 'Shall' has legal connotations in the USA).



## Starting point

- 1 Who are your main customers?
- 2 How does your company keep its customers happy?
- 3 What percentage of your company's business is online?

## Working with words | Customer service

- 1 Read this quote. How true is it for your type of business?  
*'If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the Internet, they can each tell 6,000.'*  
 Jeff Bezos, founder of Amazon
- 2 Read about the company, Zappos. What is the best title for this article?
  - a Training staff to care
  - b Delivering happiness
  - c The customer is always right

## ZAPPOS:

For many companies, having a call centre means two things: firstly, that you have unhappy customers and secondly, that you have the costs of paying staff to deal with customer complaints.

However, Zappos, the online shoes and clothing retailer, has a positive view of its call centre and uses it to build customer loyalty. Its team answer around 5,000 calls per day and 1,200 emails per week about its products. New staff receive four weeks' training in how to make customers happy and Zappos staff will do anything to go beyond basic customer expectations.

- One customer was staying at a hotel in Las Vegas. She wanted a pair of shoes but they weren't in stock. So, a Zappos customer service rep found the required shoes in a local shop and hand-delivered them to the woman's hotel room.
- The best man at a wedding arrived with no shoes. The company delivered in time for the wedding – for free.
- One member of the customer service team has the world record for the longest customer care phone call ever: it lasted ten hours and 29 minutes.

Clearly, with 75% repeat orders, customer satisfaction at Zappos is very high.

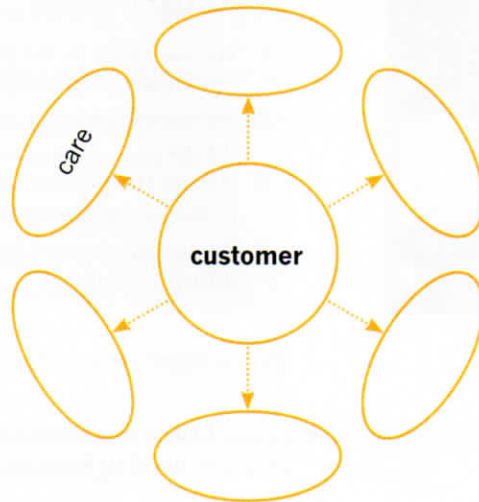




- 3 Read the article again. What do these numbers refer to?  
5,000 1,200 4 10'29" 75
- 4 What do you think of the Zappos call centre? Underline the correct words in *italics* and complete the sentences. Then read out and compare your answers.  
I *think* / *don't think* it's a good idea because ...  
It *could* / *couldn't* work in my company because ...
- 5 Complete this table with the word forms in the article in 2.

Verb	Adjective	Noun
1 to care	caring	<u>care</u>
2	loyal	_____
3 to expect	expected	_____
4 to require	_____	requirements
5 to serve	_____	_____
6 to satisfy	satisfied	_____
7 to produce	productive	_____
8 _____	_____	delivery

- 6 Complete this text with the correct form of the words from the table in 5. More than one word is correct for some answers.  
Customers always <sup>1</sup> \_\_\_\_\_ an online company to <sup>2</sup> \_\_\_\_\_ their order on time and in good condition. They are <sup>3</sup> \_\_\_\_\_ if their <sup>4</sup> \_\_\_\_\_ are met. However, if there is a problem, it is the role of the customer <sup>5</sup> \_\_\_\_\_ department to solve it quickly and efficiently. As a result, if the customer feels that the company really <sup>6</sup> \_\_\_\_\_ about them, they become <sup>7</sup> \_\_\_\_\_ to the brand.
- 7 Look at the Zappos text in 2 again. Find different word combinations with the word 'customer' and add them to the mind map below.



### Tip | Customer, client or consumer?

A *customer* is someone who buys a standard product or service.

A *client* is someone who buys an individually designed product or service (e.g. financial advice).

*Consumer* is a general term to talk about any person who buys things, not a specific product or service.

- 8 Complete these questions with an appropriate 'customer' collocation from 7.
- How important is customer \_\_\_\_\_ in your company?
  - How does your company build customer \_\_\_\_\_?
  - How does your company deal with customer \_\_\_\_\_?
  - Do you think it's ever possible to guarantee customer \_\_\_\_\_?
- 9 Work with a partner. Ask and answer the questions in 8.
- » For more exercises, go to **Practice file 5** on page 114.
- 10 Make five rules and guidelines for successful customer service in your company using words from the table in 5.

**Example:** Rule 1: Don't meet your customer's expectations. Go beyond them.

## Language at work | Present tenses for future reference

- 1 How busy is your schedule this week, next week and next month? Which are the busiest periods for you/your department/your company?
- 2 Anita and Hakan are planning a series of customer visits in Turkey. Read the schedule and then Anita's email. What changes and additions need to be made to the schedule?

### 6 Monday

5.45–11.45  
Flight TK 1988 London – Istanbul.  
14.30  
Meeting at Aksa.  
22.00 – 23.05  
Flight to Ankara. Meet Giray.

### 7 Tuesday

10.00  
Leave hotel for meetings from 11.00.  
19.00  
Flight TK 1983 Istanbul – London.

### Subject: Next week

Hi Hakan,

I'm really sorry but there are changes to the original schedule. We still **leave** early on Monday and **come back** on Tuesday, but the bad news is that on Monday we're **not meeting** the people at Aksa until five – I'm afraid they're busy until then. Anyway, I **hope** to arrange another visit so we **aren't waiting** around all afternoon. Other than that, everything **is** fine for the rest of the trip. By the way, our new agent in Ankara **is joining** us at 10.00 for the customer visits on Tuesday. His name is Giray Demir.

Anita

- 3 Do the verbs in **bold** in the email refer to the present or the future? Match the verbs in the email to the explanations in the *Language point*.

### LANGUAGE POINT

- 1 We use verbs in the present simple such as *arrive, go, start* to talk about a scheduled or timetabled event in the future: \_\_\_\_\_, \_\_\_\_\_
- 2 We use verbs in the present continuous to talk about an arrangement for the future: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 3 We use the present tense of verbs such as *plan, intend, expect* + *to* + infinitive to talk about future plans, hopes and expectations: \_\_\_\_\_
- 4 We use the present tense of *be* + adjectives such as *free, available* to talk about future availability: \_\_\_\_\_, \_\_\_\_\_

» For more information, go to **Grammar reference** on page 115.

- 4 ▶ 5.1 Listen to a message from Giray in Anita's voicemail. What additional changes need to be made to the schedule?
- 5 Read Giray's voicemail message. Underline the correct words in *italics* 1–9. Then listen again and check.

Hi, Anita. This is Giray. I'm sorry but I <sup>1</sup>*be* / *'m* busy next Monday evening, so I can't meet you personally at the airport. When your flight <sup>2</sup>*arrives* / *is arriving*, a driver will meet you. Let's plan <sup>3</sup>*to meet* / *meeting* in your hotel reception on Tuesday morning at around eight thirty because we <sup>4</sup>*meet* / *are meeting* the first client at nine thirty instead of eleven. By the way, do you intend <sup>5</sup>*checking* / *to check* out in the morning or <sup>6</sup>*do you stay* / *are you staying* another night in Ankara? I'm afraid I <sup>7</sup>*'m not* / *don't* free in the evening, but I can book you an excellent restaurant near the hotel for dinner if you <sup>8</sup>*stay* / *are staying*. It <sup>9</sup>*opens* / *is opening* around eight, I think. Anyway, let me know your plans.

### Tip | State verbs

Verbs used to talk about states (e.g. *understand, know, like, mean, need*) are not usually used in the present continuous.



## 6 Look at the schedule below and make sentences using prompts 1–9.

**Example:** *I'm going to a conference next week.*

*The conference starts on Tuesday.*

- |                                    |                           |
|------------------------------------|---------------------------|
| 1 go / conference / next week      | 6 free / Thursday morning |
| 2 conference / start               | 7 plan / have lunch       |
| 3 not / go / first session. / busy | 8 fly / Paris             |
| 4 give / my presentation           | 9 flight / leave          |
| 5 hope / go / buffet reception     |                           |

May

	a.m.	p.m.
7 Tuesday	CONFERENCE 9.30 <del>First session</del> / Meet clients	
8 Wednesday	CONFERENCE	14.00–15.00 My presentation 18.00 End-of-conference buffet reception
9 Thursday	CONFERENCE Free morning	12.30 Lunch with Sally and Remi
10 Friday		To Paris 14.20 Flight from LHR

» For more exercises, go to **Practice file 5** on page 115.

## 7 Tell your partner about your schedule for next week. Talk about when:

- scheduled events start and end
- you plan or hope to do something
- you are available or busy
- you are meeting people or have an arrangement

## Practically speaking | How to say 'sorry'

### 1 Think of a situation when you had to say 'sorry' at work. Who was it to? Why?

### 2 ▶ 5.2 Listen to sentences 1–5 and match them to reasons a–e.

- |  |                            |
|--|----------------------------|
| 1 I'm sorry, but I'm busy next Monday evening. <u>b</u>      | a You did something wrong. |
| 2 I'm sorry, but can you repeat that? ____                   | b You can't do something.  |
| 3 I'm sorry to keep you waiting. ____                        | c You give a reason.       |
| 4 I'm sorry, but the traffic was terrible this morning. ____ | d You interrupt someone.   |
| 5 I'm sorry, but can I say something at this point? ____     | e You ask for repetition.  |

### 3 ▶ 5.3 Match responses a–e to sentences 1–5 in 2. Then listen and check.

- a **Sure.** It's A as in Alpha. \_\_\_\_
- b **Of course.** Go ahead. \_\_\_\_
- c **Not to worry.** We haven't started yet. \_\_\_\_
- d **That's OK.** There was a problem with my train as well. \_\_\_\_
- e **No problem.** How about Tuesday instead? \_\_\_\_

### 4 Work with a partner. Practise each situation by saying sorry to your partner and responding.

- You can't get to work because of a train strike. Call your partner from the train station and explain.
- You can't attend your partner's presentation next week. Give a reason.
- Your partner is a visitor waiting for you in reception. After 15 minutes, you arrive.
- Your partner is explaining something but you didn't hear all the information.





## Business communication | Making and changing arrangements

- 1 Who are your company's main suppliers? What do they supply you with?
- 2 ▶ 5.4 Elena Schenker works for a chain of hotels in Switzerland. She calls Sergio Boccherini, a supplier of gym equipment. Listen to their conversation and write *E* (Elena), *S* (Sergio) or *B* (Both) next to each sentence.
  - 1 \_\_\_ was at a trade show in Geneva last month.
  - 2 \_\_\_ is based in Bern.
  - 3 \_\_\_ has clients in Geneva.
  - 4 \_\_\_ is always busy on Mondays.
  - 5 \_\_\_ can meet on Tuesday 1st at 3 p.m.

- 3 ▶ 5.4 Read expressions 1–8 for making arrangements. Try to say each expression in a different way, using the words given in brackets. Then listen again and check.

- 1 Can we fix a date to meet? (arrange) Can we arrange a date to meet?
- 2 I'm sorry but I can't on Mondays. (afraid I'm busy) \_\_\_\_\_
- 3 I'm not free on that day. (can't make it) \_\_\_\_\_
- 4 What about Tuesday? (How) \_\_\_\_\_
- 5 That's good for me. (suits) \_\_\_\_\_
- 6 Is two o'clock OK? (convenient) \_\_\_\_\_
- 7 Can we meet later? (make it) \_\_\_\_\_
- 8 We've confirmed Tuesday the first at three. (So that's) \_\_\_\_\_

» For more exercises, go to **Practice file 5** on page 114.

### Key expressions

#### Calling to make an arrangement

The reason I'm calling is ...  
I'm calling to arrange ...  
It's about our meeting next ...

#### Suggesting times/dates

Can we arrange a meeting?  
Can we fix a date to meet?  
What/How about ...?  
Is ... convenient/OK?  
Is ... any good?  
Does ... suit you?

#### Accepting/Declining

Yes, of course.  
That suits me.  
That's good/convenient for me.  
I'm afraid I can't come on ...  
I'm sorry but I can't make it.  
I'm not free on ...

#### Changing arrangements

Can we make it later?  
Can we move it back to Friday?  
Can we bring it forward to Wednesday?  
The afternoon is free/  
convenient.

#### Confirming

So that's Tuesday at three.  
We've confirmed Monday at  
10 a.m.

- 4 ▶ 5.5 Listen to these short expressions from the conversation for suggesting and checking days, dates and times. Note if the intonation is rising or falling. Then listen again and repeat.

On Monday? The 1st? At three?

- 5 Work with a partner. Take turns to answer the phone and make arrangements for the situations below. Use the flow chart and your own diaries if you want.

- meeting a new customer
- visiting the new company headquarters
- playing golf or tennis
- meeting a colleague to plan a product launch

**A** Answer phone.

**B** Give reason for calling.  
Suggest date/time to meet.

**A** Say you can't.

**B** Suggest another date/time.

**A** Agree.

**B** Confirm and say goodbye.

- 6 ▶ 5.6 Sergio calls Elena again. Listen to their conversation.

- 1 What is the main reason for his call?
- 2 What can't Sergio make?
- 3 Do they bring the meeting forward or move it back a day?

- 7 Repeat your calls in 5 but now you can't make the appointments. Change the arrangements to a new time. Use your own diaries if you want.



## Upside down management

Timpson is a family business with a turnover of more than 150 million pounds. Timpson shops offer a variety of services including shoe repair and key cutting. The secret of the company's success, according to company chairman John Timpson, is to make sure you have 'happy customers' and offer 'great jobs'. To achieve this, the company uses an organizational system called 'upside down management'.

'Upside down management' means that the customers are always at the top and senior management are at the bottom. The role of the managers is to support the frontline staff in the middle, who can then serve the customers. This organogram shows how Timpson works with some of its key principles at each level.

### Customers

- They come first.
- Make them smile.
- Happy customers will advertise your company, so don't spend money on marketing.

### Frontline Staff

- Charge customers whatever you like. The price list is only a guide.
- Try new ideas. If they work, tell management. If they don't work, just stop.
- Staff can use one of the company's five holiday homes.
- High-performing staff can receive a weekly 15% bonus.
- You always get an extra day off on your birthday!

### Management

- Serve your frontline staff. Don't give them orders.
- Praise frontline staff ten times more than you criticize.
- Avoid meetings. They waste time.
- Get rid of poor-performing staff quickly.



## Discussion

- 1 Why do you think 'upside down management' has been successful at Timpson?
- 2 Discuss each of the key principles in each level. Which principles does your company have? Which other principles do you agree or disagree with?
- 3 Overall, how well do you think 'upside down management' could work in your company?

## Task

- 1 Work in groups of four. Imagine your company is thinking of introducing 'upside down management'. Divide your group into two pairs.

**Pair A:** Write a list of arguments *for* introducing 'upside down management' and why you think it *will* work in your company.

**Pair B:** Write a list of arguments *against* introducing 'upside down management' and why you think it *won't* work in your company.

- 2 When you are ready, work with the other pair again. Take turns to present your arguments for and against and discuss both sides of the arguments. Try to reach a final agreement and choose one of the decisions:

A The company should introduce 'upside down management'.

B The company should use some (but not all) of the ideas from 'upside down management'.

C The company should not change the current system of management.

- 3 Present your final decision to the rest of the class and give your reasons.



# 5 | Practice file

## Working with words

- 1 Complete the sentences with the correct form of the words from the list.

care serve require ~~loyal~~ expect satisfy

- Once you've built good customer loyalty, they keep coming back year after year.
- First of all, I need to find out about your \_\_\_\_\_. What exactly do you need?
- I'll just put you through to customer \_\_\_\_\_. They should be able to help you.
- In this company we really \_\_\_\_\_ about our customers and we're always thinking of how we can keep them happy.
- The results show that we're not always matching up to people's \_\_\_\_\_.
- We regularly do market research to find out about levels of customer \_\_\_\_\_ with our products.

- 2 Underline the correct words in *italics* to complete the sentences.

- It's a *caring* / *loyal* company which wants to make customers happy.
- Our aim is to exceed your *expectations* / *satisfaction* every time.
- Whatever you *require* / *satisfy*, we can supply it within 24 hours.
- Is there a way to *produce* / *deliver* this in a smaller size?
- If you are not 100% *expected* / *satisfied* with the item, we will replace it or give you your money back.
- Note that *delivery* / *care* times may vary during the holiday period.
- I've had a highly *required* / *productive* week and done everything on my list.

- 3 Match the words from the list to definitions 1–6.

*expect* *loyalty* *satisfy* *require* *services* *care*

- something companies supply – not products \_\_\_\_\_
- giving or showing strong support for a company or brand \_\_\_\_\_
- to believe something will happen \_\_\_\_\_
- to need something for a particular purpose \_\_\_\_\_
- looking after somebody or something \_\_\_\_\_
- to make someone feel pleased and contented \_\_\_\_\_

## Business communication

- 1 Underline the correct words in *italics* to complete the conversation.

- A It's <sup>1</sup>about / *around* our IT seminar next year. I'd like to <sup>2</sup>*do* / *fix* a date for it.
- B Didn't we <sup>3</sup>*attend* / *arrange* it for January?
- A Yes, we did, but not many of our staff can <sup>4</sup>*arrive* / *come* then. They say it's too soon after Christmas.
- B OK. Well, the second half of February is <sup>5</sup>*well* / *good* for me. How does that <sup>6</sup>*suit* / *convenient* you?
- A Actually, can we <sup>7</sup>*make* / *bring* it later in the year?
- B Of course. But when?
- A Most people seem to think that late in March is <sup>8</sup>*any good* / *OK*. How about Friday 27th?
- B I'm not <sup>9</sup>*confirmed* / *free* on that day. Can we <sup>10</sup>*fix* / *bring* it forward to the Wednesday of that same week?
- A The 25th? Sure.
- B So that's the IT seminar arranged for Wednesday March 25th.

- 2 Complete the sentences with the prepositions from the list.

*about* *at* *back* *for* *forward* *in* *on* ~~*to*~~

- Hello, I'm calling \_\_\_\_\_ *to* \_\_\_\_\_ arrange a meeting at your hotel.
- It's \_\_\_\_\_ our appointment at four today. Something's come up.
- Is Tuesday any good \_\_\_\_\_ you?
- Sorry, but I'm not free \_\_\_\_\_ one. Maybe later in the day?
- I'm afraid I can't come \_\_\_\_\_ Thursday.
- I'm busy next week, so can we move it \_\_\_\_\_ to the week after?
- Instead of the afternoon, why don't we bring it \_\_\_\_\_ to the morning?
- Can we make it later \_\_\_\_\_ the week?

## GRAMMAR REFERENCE

### Present tenses for future reference

#### Form

See page 107 for the present simple and present continuous.

See page 109 for verbs + *to* + infinitive.

#### Use

##### Present simple

We often use the present simple with the verbs *arrive*, *leave*, *come back*, *go*, *start*, *finish* to talk about a scheduled or timetabled event in the future.

*The flights **arrives** at six in the evening.*

*Does this train **leave** at midday?*

*No, it **doesn't leave** until three in the afternoon.*

##### Present continuous

We often use the present continuous to talk about an arrangement for the future.

*She's **joining** us at one for lunch.*

*We **aren't meeting** anyone until later this afternoon.*

*What time **are you arriving** at the conference centre?*

##### Verbs + *to* + infinitive

We use present tense verbs such as *plan*, *hope*, *intend*, *want*, *expect* + *to* + infinitive for future plans, hopes and expectations.

*Let's **plan to meet** everyone at the airport and take a taxi together.*

*I **hope to schedule** the presentation for three so that everyone can attend.*

*He **doesn't intend to let** the discussion last too long.*

*Do you **expect to be** late home tonight?*

##### *be* + adjective

We use the present tense of *be* with adjectives such as *free*, *busy*, *available*, *tied up* to talk about future availability.

*We're **busy** next week but the week after **is good** for everyone.*

*I'm afraid I'm **not available** until the fifth.*

*Are you **free** for a breakfast meeting tomorrow?*

- 1 Complete the phone call with the present simple or present continuous form of the verbs in brackets.

Enrico Hello, Sophie. It's Enrico. I'm calling to check the details for tomorrow's visit.

Sophie Hello, Enrico. Yes, everything's organized.

What time <sup>1</sup> does your flight arrive (flight / arrive)?

Enrico It <sup>2</sup> \_\_\_\_\_ (get in) at 9.15 a.m.

Sophie Oh yes, that's what I have written here on the schedule, and John <sup>3</sup> \_\_\_\_\_ (meet) you at the airport. Then he <sup>4</sup> \_\_\_\_\_ (bring) you back to the office.

Enrico Oh good. And <sup>5</sup> \_\_\_\_\_ (we all / have) lunch together?

Sophie Yes, and then we <sup>6</sup> \_\_\_\_\_ (show) you around the factory.

Enrico Great. And what <sup>7</sup> \_\_\_\_\_ (we / do) after that?

Sophie Then we <sup>8</sup> \_\_\_\_\_ (have) a meal at an Italian restaurant and after that you have to go back to the airport. What time <sup>9</sup> \_\_\_\_\_ (your flight / leave)?

Enrico It <sup>10</sup> \_\_\_\_\_ (leave) at 10.30 p.m.

Sophie Oh, that's fine. We can order a taxi to pick you up at 8.00 p.m.

- 2 Complete the email using the prompts in *italics*.

Dear Maria,

1 *you / free / on / Thursday / evening?*

Are you free on Thursday evening?

2 *Our team / go out / to celebrate / Torsten's birthday.*

Would you like to come?

3 *We / plan / meet / in reception / around five.*

4 *We haven't booked anywhere yet, but I / hope / try / that new Greek restaurant.*

5 *We could go home together afterwards. The last train / leave / at midnight.*

6 *If you / not / busy, it'd be great to see you.*

All the best,

Mounir



UNIT 8: ORGANIZING A WWF CHARITY EVENT  
<https://www.youtube.com/watch?v=6cDY2j0JhCk>

Characters: *Liam (Irish)*

*Natalia (Spanish)*

*Carol (Blonde)*

*David (the Boss)*

- 1) What kind of animal will the event raise money for?
- 2) Who will organize the tickets?
- 3) How many tickets will there be?
- 4) How much will the tickets cost?
- 5) Who will make the posters?
- 6) Who will provide the tables and chairs?
- 7) How much will they cost?
- 8) What kind of music will they have at the event?
- 9) Who will write the questions for the quiz?
- 10) Who will be the quiz master?

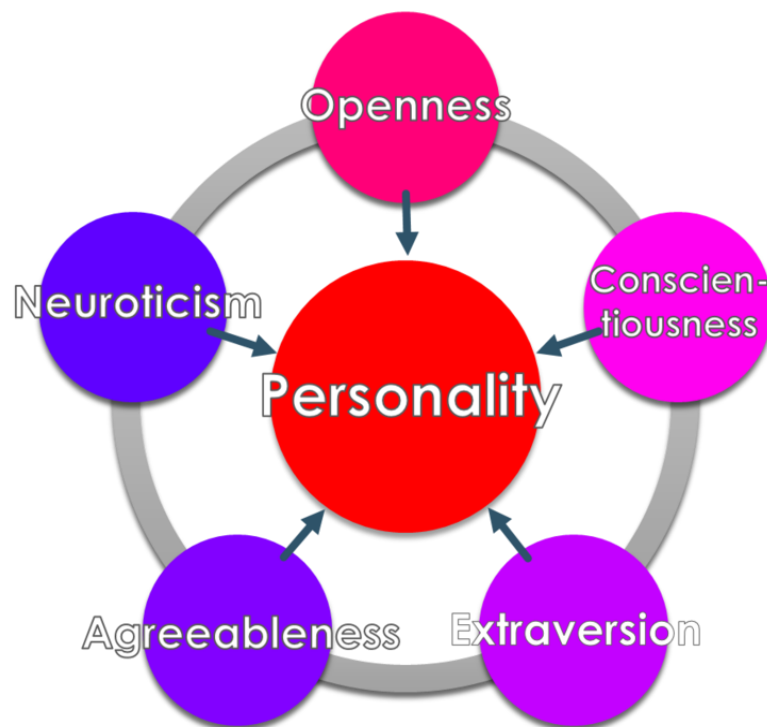
How to describe yourself  
in an application letter  
and/or a job interview:

- Accomplished
- Accountable
- Adaptable
- Adept [at something]
- Ambitious
- Analytical
- Articulate
- Assertive
- Attentive
- Authentic
- Balanced
- Bilingual
- Brave
- Calm
- Candid
- Capable
- Careful
- Cheerful
- Collaborative
- Committed
- Communicative
- Community-minded
- Compassionate
- Confident
- Conscientious
- Consistent
- Constructive
- Cooperative
- Courageous
- Creative
- Cultured
- Curious
- Customer-focused
- Daring
- Decisive
- Dedicated
- Dependable
- Detail-oriented
- Determined
- Diligent
- Diplomatic
- Direct
- Discerning
- Driven
- Dynamic
- Easygoing
- Efficient
- Encouraging
- Energetic
- Enterprising
- Entrepreneurial
- Ethical
- Experienced
- Extroverted
- Fair
- Fast
- Fearless
- Flexible
- Friendly
- Genuine
- Goal-oriented
- Hardworking
- High-achieving
- Honest
- Imaginative
- Impartial
- Independent
- Innovative
- Integrity
- International
- Introverted
- Inventive
- Judicious
- Knowledgeable
- Leader
- Level-headed
- Loyal
- Mature
- Mediator
- Methodical
- Meticulous
- Mindful
- Motivated
- Multilingual
- Objective
- Observant
- Open-minded
- Optimistic
- Organized
- Outgoing
- Particular
- Passionate
- Patient
- Perceptive
- Perfectionist
- Persevering
- Persistent
- Personable
- Persuasive
- Positive
- Practical
- Pragmatic
- Precise
- Proactive
- Problem solver
- Productive
- Professional
- Punctual
- Quick
- Rational
- Receptive [to criticism]
- Reflective
- Reliable
- Resolute
- Resourceful
- Respectful
- Responsible
- Results-driven
- Revenue-focused
- Self-disciplined
- Self-reliant
- Self-starter
- Sensible
- Serious
- Skilled
- Strategic
- Successful
- Tactful
- Team player
- Tech-savvy
- Tenacious
- Thorough
- Tidy
- Tolerant
- Trustworthy
- Understanding
- Unique
- Upbeat
- Versatile
- Visionary
- Worldly



# The Big Five Factors Governing Your Personality

*Five factors which describe how you interact with the world, who you are and how you live.*



**Openness to experience:** (*inventive/curious* vs. *consistent/cautious*). Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, etc. Conversely, those with low openness seek to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded.

0	1	2	3	4	5	6	7	8	9	10
<i>dogmatic</i>	<i>consistent</i>	<i>cautious</i>	<i>curious</i>	<i>inventive</i>	<i>unpredictable</i>	<i>unfocused</i>				



**Conscientiousness:** (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as carelessness and lack of reliability.

0	1	2	3	4	5	6	7	8	9	10
<i>careless</i>	<i>spontaneous</i>	<i>easy-going</i>	<i>flexible</i>	<i>organized</i>	<i>efficient</i>	<i>stubborn</i>	<i>obsessive</i>			



**Extraversion:** (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

0	1	2	3	4	5	6	7	8	9	10
<i>self-absorbed</i>		<i>solitary</i>	<i>reserved</i>		<i>outgoing</i>	<i>energetic</i>		<i>attention-seeking</i>		<i>domineering</i>



**Agreeableness:** (*friendly/compassionate* vs. *challenging/detached*). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally good-tempered or irascible. High agreeableness is often seen as naivety or submissiveness. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

0	1	2	3	4	5	6	7	8	9	10
<i>challenging</i>		<i>suspicious</i>	<i>detached</i>		<i>cooperative</i>	<i>friendly</i>		<i>compassionate</i>		<i>submissive</i>



**Neuroticism:** (*sensitive/nervous* vs. *secure/confident*). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests itself as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability results in a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

0	1	2	3	4	5	6	7	8	9	10
<i>confident</i>		<i>secure</i>	<i>calm</i>	<i>stable</i>	<i>sensitive</i>	<i>nervous</i>	<i>insecure</i>	<i>excitable</i>		<i>unstable</i>



Now, try this Big Five personality test: <https://www.outofservice.com/bigfive/>