

## PERSHING FERRETTI

Go to this website: <https://www.pershing-yacht.com/en-us/>

- 1) What does Pershing Ferretti make?
- 2) Where is their head office?
- 3) Where is their nearest shipyard?
- 4) How do you get there from Falconara airport?

“When you get ..... the plane ..... Falconara airport, get ..... your hire car and take the E55 motorway ..... Chiaravalle ..... Pesaro. Turn ..... the motorway ..... Marotta. Then turn left and take Via Valcesano ..... Pergola. The Pershing Ferretti showroom will be ..... your left. If you park your car ..... the car park, come ..... the reception desk ..... the ground floor and ask ..... Mr Massimo Bongusto, he will be delighted to take you ..... a tour ..... the premises and show you our latest models. I should warn you that Mr Bongusto is usually very busy ..... the mornings ..... 9 a.m. .... 11.30 a.m. .... Mondays and Tuesdays, so it might better to arrive ..... lunch. He would then be free ..... a couple of hours to take you ..... the showroom and answer all your questions, in which case, I imagine that your visit will be over ..... 5 p.m. If you could possibly email me ..... let us know when your flight lands ..... Italy, and phone me just ..... you leave the airport, I can make all the arrangements ..... this end.”

For more information about the Ferretti company, check out this website:

<https://www.ferrettigroup.com/en-us/Corporate>

PERSHING FERRETTI

MAKING COMPARISONS

Compare

The GTX116

<https://www.pershing-yacht.com/en-us/Yachts/Model-gtx/p/6-307-463-PUB/n/Pershing-GTX116>

The 140

<https://www.pershing-yacht.com/en-us/Yachts/Model/p/6-144-229-PUB/n/Pershing-140#request>

The5X

<https://www.pershing-yacht.com/en-us/Yachts/Model/p/6-149-249-PUB/n/Pershing-5X>

Makes notes and compare the three yachts in terms of:

Size

Space

Weight

Cabins

Speed

Power

Range

Style

Elegance

(Use the following adjectives: long / heavy / big / large / spacious / fast / expensive / elegant / impressive / good / bad / far / powerful / sporty)

## THE IMPERATIVE

### FORM:

+            **Sit**    down

**Be**    quiet

Please    **wait**    here

Please    **follow** me

—           **Don't** **talk**

**Don't** **smoke**

Please    **don't** **touch**

Please    **don't** **go**

### USE:

We use the imperative

(i) to give instructions, e.g.

“**Insert** your card, **enter** your PIN number, **collect** your money”

(ii) to give advice, e.g.

“**Don't** **keep** your PIN number with your card”

(iii) to give warnings, e.g.

“**Be** careful ! **Look** out!”

(iv) to give orders, e.g.

“**Sit** down, **be** quiet and **don't** **move**”

## APPENDIX 3: PREPOSITIONS

### 1) PREPOSITIONS OF PLACE

Look at the prepositions of place shown below. Then put a ● in the right position to illustrate each preposition. (the first one has been done for you).

●

|                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ABOVE<br>OVER            | ON                       | IN                       | UNDER<br>BELOW           | NEXT TO<br>BESIDE        | NEAR                     | BEHIND                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | //                       | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| IN FRONT OF              | BETWEEN                  |                          | OPPOSITE                 | INSIDE                   | OUTSIDE                  |                          |
| <input type="checkbox"/> | <input type="checkbox"/> |                          |                          |                          |                          |                          |
| ON THE LEFT              | ON THE RIGHT             |                          |                          |                          |                          |                          |

### 2) PREPOSITIONS OF MOVEMENT

Look at the prepositions of movement shown below. Then put a → going in the right direction to illustrate each preposition (the first five have been done for you).

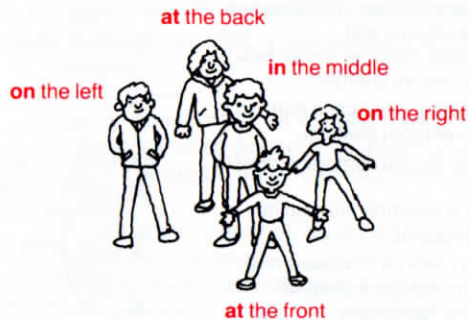
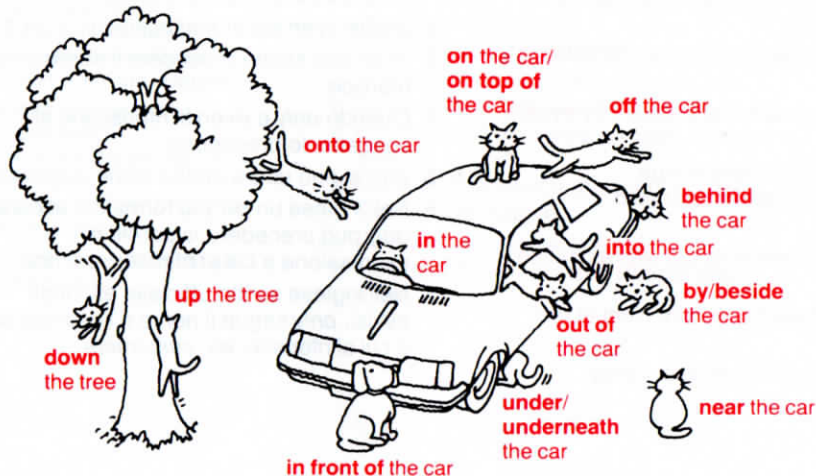
|                                                                                     |                                                                                     |                                                                                     |                                                                                       |                          |                                                                                       |        |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------|--------|
| ↑                                                                                   | ↓                                                                                   | ↶                                                                                   | ↷                                                                                     | ↻                        | <input type="checkbox"/>                                                              |        |
| UP                                                                                  | DOWN                                                                                | TO THE LEFT                                                                         | TO THE RIGHT                                                                          | AROUND                   | ONTO                                                                                  |        |
| <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                              | <input type="checkbox"/> |  | //     |
| OFF                                                                                 | OVER                                                                                | UNDER                                                                               | INTO                                                                                  | OUT OF                   | THROUGH                                                                               | ACROSS |
|  |  |  |  |                          |                                                                                       |        |
| ALONG                                                                               | FROM                                                                                | TOWARDS / TO                                                                        | PAST                                                                                  |                          |                                                                                       |        |

### 3) IN, AT, ON & BY

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IN | <i>the world / the solar system / the galaxy / the universe<br/>Asia / Europe / America / Australia / Antarctica / Africa<br/>Italy / England / the United States / the EU / the Eurozone<br/>Tuscany / Sicily / Lombardy / Piedmont / Sardinia / the Marche<br/>Venice / Milan / Rome / Turin / Naples / Genoa / Florence / Padua / Mantua<br/>Downing Street / Via Don Minzoni<br/>a house / an apartment / a block of flats / a hotel / a palace<br/>the attic / the cellar / the basement / the kitchen / the toilet / the living room<br/>prison / hospital / court / the police force / the air-force / the army / the navy<br/>a car / a Fiat 500 / a van / a caravan / a camper-van</i> |
| AT | <i>school / college / university / home / work / the office<br/>10 Downing Street / Via Don Minzoni 11 / Buckingham Palace / the White House<br/>the seaside / a disco / a party<br/>the cinema / the restaurant / the theatre / the stadium / a gallery / a museum<br/>the station / the airport / the bus station / the bus stop<br/>Platform 4 / Gate number 10 / Bay 12 / the next stop</i>                                                                                                                                                                                                                                                                                                 |
| ON | <i>holiday / the beach / an island / a farm<br/>the ground floor / the first floor / the second floor / the top floor<br/>the Internet / TV / Facebook / You Tube / DVD / video / the radio / stage / the screen / the monitor<br/>a bicycle / a motorbike / a horse / a camel / an elephant / foot</i>                                                                                                                                                                                                                                                                                                                                                                                         |
| BY | <i>lorry / truck / road / train / rail / plane / air / ship / sea / car / motorbike / bicycle</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

### 4) PREPOSITIONS OF TIME

|                                    |                                                                                                                                                                                                                                                                                                      |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IN                                 | <i>the spring / the summer / the autumn / the winter<br/>the morning / the afternoon / the evening<br/>January / February / March<br/>2015 / the 1990's / the nineteenth century / the Middle Ages / prehistoric times<br/>"See you in two weeks' time"      "The train arrives in five minutes"</i> |
| AT                                 | <i>night / the weekend / the time<br/>four o'clock / 5.30 / midday / noon / midnight / breakfast time / lunchtime<br/>Christmas / New Year / Easter</i>                                                                                                                                              |
| ON                                 | <i>Monday / Tuesday / Wednesday<br/>Christmas Eve / New Year's Eve / Easter Sunday<br/>May 1<sup>st</sup> / my birthday / our wedding day / our honeymoon</i>                                                                                                                                        |
| FOR                                | <i>ten minutes / two hours / three days / a long time</i>                                                                                                                                                                                                                                            |
| SINCE                              | <i>last night / 1973 / I was a child / we were married</i>                                                                                                                                                                                                                                           |
| WHILE                              | <i>you were out / I was watching TV / they were having breakfast</i>                                                                                                                                                                                                                                 |
| BY                                 | <i>"Your car will be ready by tomorrow / by Friday / by five o'clock."</i>                                                                                                                                                                                                                           |
| WITHIN                             | <i>"His passport will expire within ten days / within six weeks / within nine months / within a year."</i>                                                                                                                                                                                           |
| FROM ..... TO / UNTIL / TILL ..... | <i>from 9.00 to / until / till 12.00</i>                                                                                                                                                                                                                                                             |
| BEFORE / DURING / AFTER            | <i>"He wrote during the 1920's, after WWI but before WWII"</i>                                                                                                                                                                                                                                       |



The flats are **over/above** the shops.

The shops are **below** the flats.

**in/inside** the shop

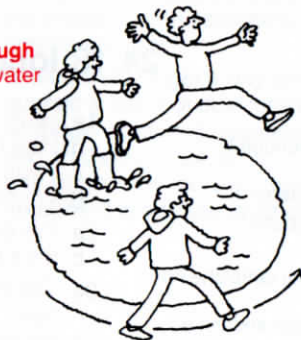


waiting **outside** the shop

The shoe shop is **between** the book shop and the pet shop.

The book shop is **next to** the shoe shop.

**through** the water



**round** the water

**across** the road



**along** the road  
**past** the shops



**opposite** the shoe shop

He's going **from** his house **to** the sports club.

He's going to play tennis **at** the club.



Sports Club



London

**towards** London

**away from** London





# Cardinal Points



1) Use prepositions and the names of the cardinal points to describe the location of the following:

Where is Cingoli? *Cingoli is right in the centre of the Marche region.*

Where is Urbino? *Urbino is in the north of the Marche region.*

Where is Ascoli Piceno?

Where is Ancona?

Where is San Benedetto del Tronto?

Where is Fabriano?

Where is the Monti Sibillini National Park?

Where is Pesaro?

Where is Sant'Angelo in Vado?

2) Use prepositions and the imperative to answer the following questions:

How do you get to Senigallia from Urbino?

How do you get to the Monti Sibillini National Park from Ancona?

How do you get to Ascoli Piceno from Falconara airport?

3) How would you translate these words into your own language?

|                   |                  |                    |                    |
|-------------------|------------------|--------------------|--------------------|
| A university town | A port           | A seaside resort   | A skiing resort    |
| A cultural centre | A ferry terminal | A religious centre | A historical town  |
| A village         | A town           | A city             | An airport         |
|                   |                  |                    | An industrial town |

4) How would you describe the following places and their location?

- (a) Loreto    (b) Ancona    (c) Urbino    (d) Pesaro    (e) Macerata    (f) Ascoli Piceno  
 (g) San Benedetto del Tronto    (h) Fabriano    (i) Fano    (j) Falconara

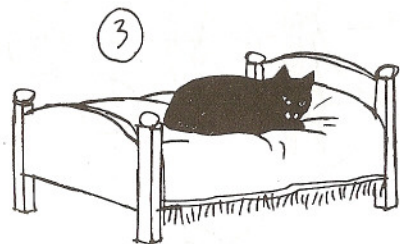
# 4 Prepositions of place

Look at the drawings and fill in the missing prepositions in the sentences below. Use each of the following once only:

|         |             |         |
|---------|-------------|---------|
| in      | through     | inside  |
| on      | in front of | under   |
| next to | opposite    | outside |
| behind  | over        | between |



The post office is ..... the bank and the library.



The cat is ..... the bed.



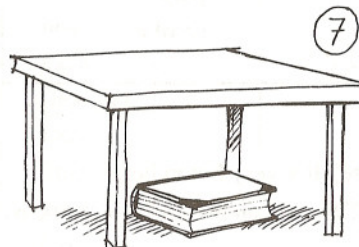
The lion is ..... the cage.



The car is parked ..... the phone box.



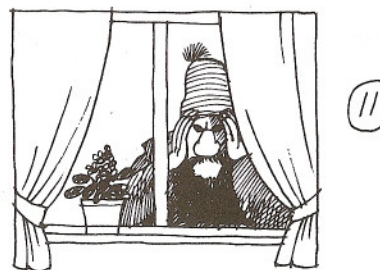
He is standing ..... a tree.



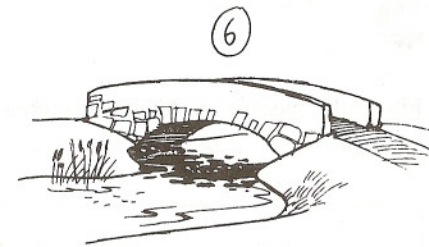
The book is ..... the table.



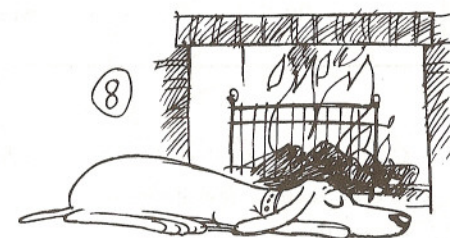
The flowers are ..... a vase.



There's a man ..... the window.



The bridge is ..... the river.



The dog is lying down ..... the fire.



The cinema is ..... the restaurant.

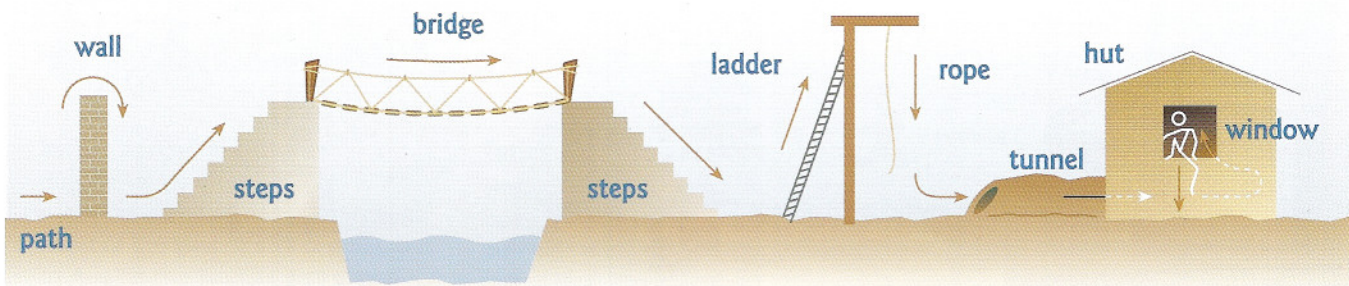


They walked home ..... the park.

# 1 From A to B

1 Where does the person go? Use words from the box.

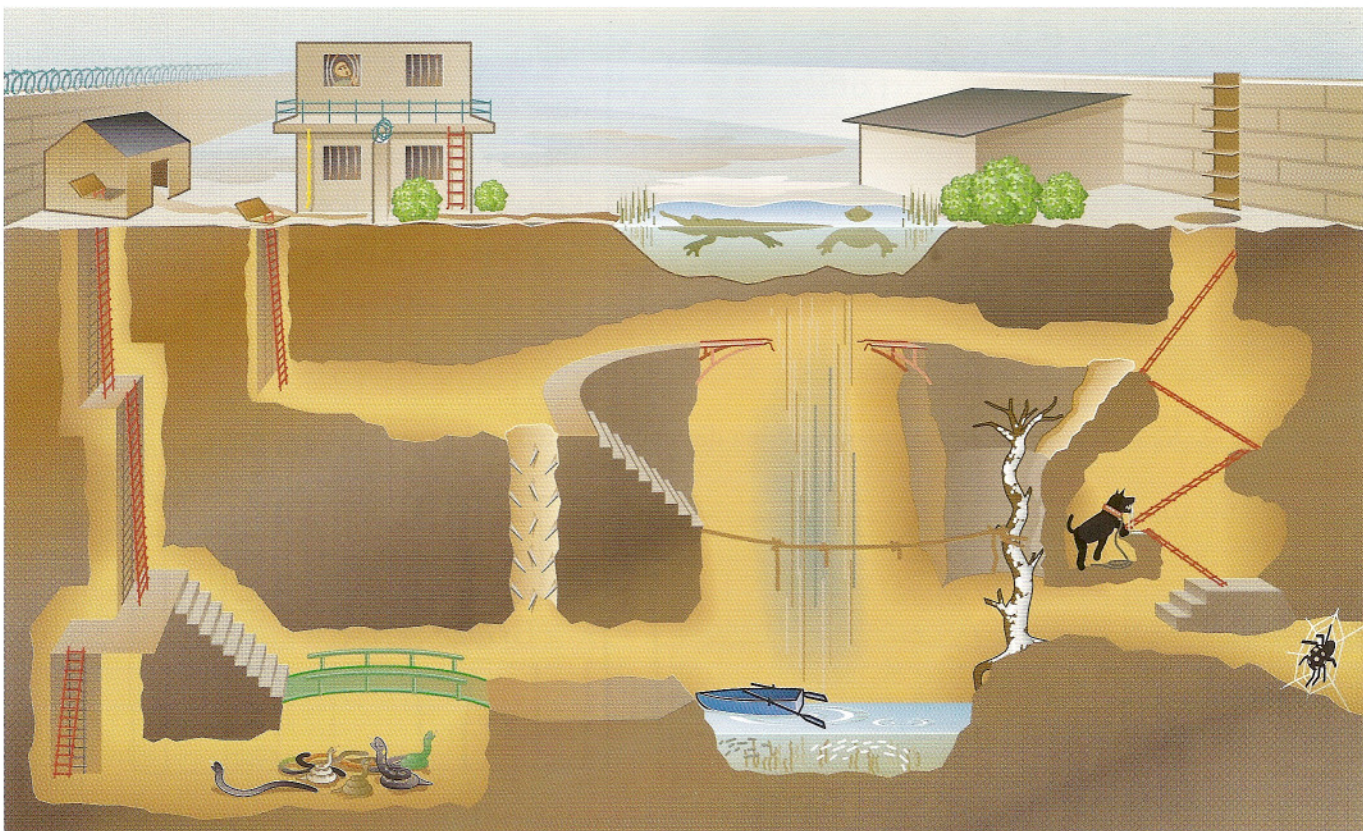
|      |        |        |         |
|------|--------|--------|---------|
| up   | into   | over   | through |
| down | out of | across | along   |



2 Look at this picture. How does the prisoner escape?

He goes ...

He climbs ...

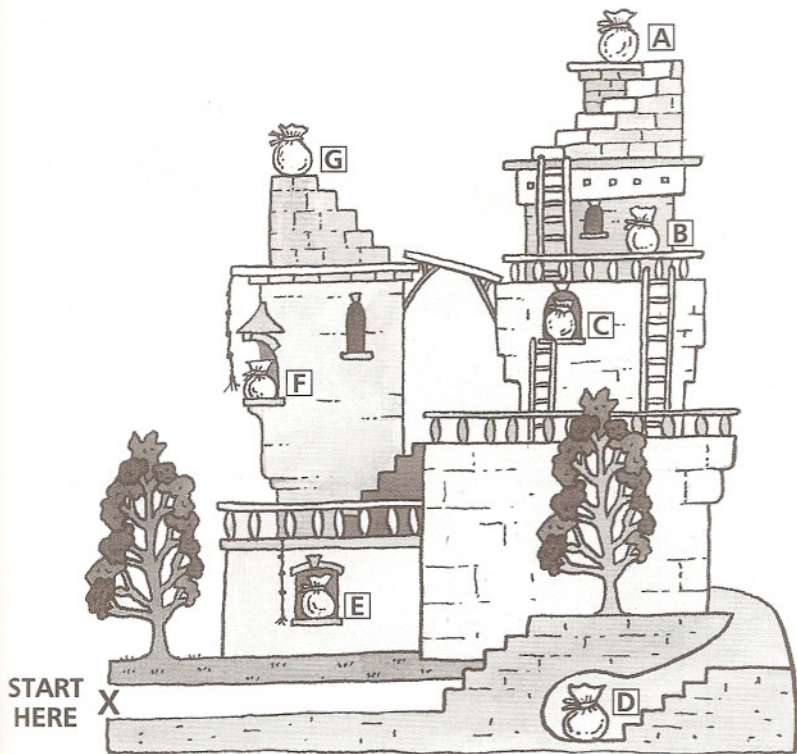


# Listening: *Bags of gold*



Listen to the directions and find the bags of gold.  
Which bags are they?

1 = ..... 2 = ..... 3 = ..... 4 = .....





Fill in the missing words in the sentences. There are several possibilities for some of them.

1



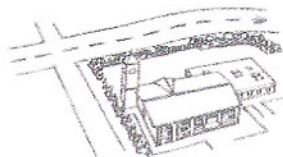
Turn right ..... the bridge.

2



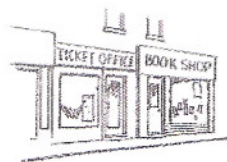
The newsagent is ..... the bank.

3



Follow the road ..... the school.

4



The ticket office is ..... the book shop.

5



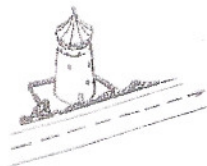
Go straight ..... at the crossroads.

6



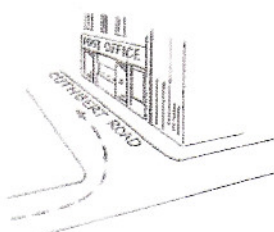
Walk ..... the square.

7



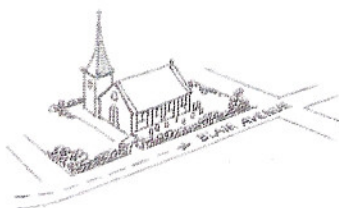
You will see the tower ..... your left.

8



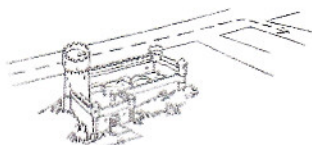
Turn left ..... Cuthbert Road.  
The Post Office is a little way  
..... the right.

9



Go ..... Blair Avenue ..... you see the church.

10



Take the second ..... the right  
..... the castle.

## Section 1: Routine tasks

# 4 Dates and times

Fill in the missing prepositions in the sentences below. Choose from the following. Sometimes, more than one preposition can be used.

|    |    |        |     |    |    |       |
|----|----|--------|-----|----|----|-------|
| at | by | during | for | in | on | until |
|----|----|--------|-----|----|----|-------|

- I have an appointment to see Mr Clark ..... 2 o'clock ..... Friday 16th.
- Mr Frost is in New York ..... the moment and I'm unable to make any arrangements ..... he returns.
- She's due back in the office ..... a few minutes if the meeting ends ..... time.
- He's away ..... two weeks, but Ms Brunnel is dealing with the matter.
- I'm afraid the office will be closed ..... Christmas ..... four days but ..... this time you can ring our emergency number.
- I'll confirm the details ..... Tuesday morning ..... the latest.
- Could you send me details of the conference ..... the same time?
- I'm sorry Barry can't make it ..... the morning but the afternoon would be possible.
- They would like you to speak ..... the beginning of the conference.
- Mrs Charme doesn't work ..... Tuesdays.
- You'll receive the papers ..... the next few days and then we can arrange a meeting ..... a week's time.

## FROM POLE TO POLE

Speakout Pre-intermediate Unit 5 with text

[www.youtube.com/watch?v=Z4AvWqY\\_K5s&list=UUP6px6Y2N4lyCRkdI7dW5aA&index=115](https://www.youtube.com/watch?v=Z4AvWqY_K5s&list=UUP6px6Y2N4lyCRkdI7dW5aA&index=115)

- 1) Where did Michael Palin's journey start ?
- 2) How long did it take the rail-bus to get from sea level to 10,000 feet ?
- 3) How did the passengers feel at this point ?
- 4) How long did it take the rail-bus to get to Bolivia ?
- 5) What was the rail-bus's final destination ?
- 6) What was its average speed on the journey ?

NOW WRITE A DESCRIPTION OF MICHAEL PALIN'S JOURNEY USING THE INFORMATION ABOVE PLUS APPROPRIATE PREPOSITIONS OF PLACE, MOVEMENT & TIME

## 2 Synonyms – adjectives

Write down a synonym for each of the words on the left. Choose from the ones on the right. Number 1 has been done for you.

- 1 glad ..... happy .....
- 2 nice .....
- 3 wonderful .....
- 4 awful .....
- 5 strange .....
- 6 very big .....
- 7 optimistic .....
- 8 funny .....
- 9 handsome .....
- 10 dull .....
- 11 impolite .....
- 12 intelligent .....
- 13 quiet .....
- 14 easy .....
- 15 cheap .....

silent  
 happy  
 amusing  
 boring  
 rude  
 inexpensive  
 good-looking  
 terrible  
 marvellous  
 hopeful  
 simple  
 huge  
 peculiar  
 clever  
 pleasant

## 46 Opposites – more adjectives

Write down the opposite of each of the words on the left. Choose from the ones on the right. Number 1 has been done for you.

- 1 strong ..... weak .....
- 2 generous .....
- 3 exciting .....
- 4 innocent .....
- 5 quiet .....
- 6 simple .....
- 7 hard-working .....
- 8 careful .....
- 9 deep .....
- 10 rough .....
- 11 sharp .....
- 12 wealthy .....
- 13 ugly .....
- 14 happy .....
- 15 drunk .....

depressed  
 noisy  
 lazy  
 mean  
 poor  
 smooth  
 sober  
 boring  
 attractive  
 complicated  
 weak  
 careless  
 shallow  
 guilty  
 blunt

## THE CONVENTIONAL ORDER OF ADJECTIVES

### a) Opinion V Fact

When we place multiple adjectives before a noun, the conventional order is **opinion** first, then **fact**, e.g.

OPINION      FACT

Expensive      French      restaurants

Elegant      leather      shoes

Delicate      blue-and-white      porcelain

### b) Fact Adjectives

The conventional order of **fact** adjectives is:

SIZE              SHAPE              AGE              COLOUR              ORIGIN              MATERIAL

e.g.      miniature green jade figures  
         large square multi-coloured silk scarfs  
         antique bronze statues  
         small brown German cars

c) Now put the words below in the conventional order.

- i) a rectangular table wooden large .....
- ii) blonde straight long hair .....
- iii) a round Tibetan small teapot .....
- iv) a silk red blouse new .....
- v) an legend Chinese ancient .....

d) Adjectives and **nouns** which are used like adjectives to indicate the type or class of the main noun are placed next to the main noun.

- |                             |                        |                          |
|-----------------------------|------------------------|--------------------------|
| i) A <b>football</b> player | ii) A <b>guard</b> dog | iii) A <b>sports</b> car |
| <b>rugby</b>                | <b>guide</b>           | <b>racing</b>            |
| <b>basketball</b>           | <b>sheep</b>           | <b>family</b>            |
| <b>tennis</b>               | <b>rescue</b>          | <b>police</b>            |

Put the adjectives in brackets in the correct position.

- 1 a beautiful table (wooden / round)
- 2 an unusual ring (gold)
- 3 an old house (beautiful)
- 4 black gloves (leather)
- 5 an American film (old)
- 6 a long face (thin)
- 7 big clouds (black)
- 8 a sunny day (lovely)
- 9 an ugly dress (yellow)
- 10 a wide avenue (long)
- 11 a lovely restaurant (little)
- 12 a red car (old / little)
- 13 a new sweater (green / nice)
- 14 a metal box (black / small)
- 15 a big cat (fat / black)
- 16 long hair (black / beautiful)
- 17 an old painting (interesting / French)
- 18 an enormous umbrella (red / yellow)

*a beautiful round wooden table*

## ADJECTIVE / COMPARATIVE / SUPERLATIVE

### 1) SPELLING: adjectives fall into six categories

|     |           |                |                    |
|-----|-----------|----------------|--------------------|
| i   | High      | Higher         | The Highest        |
|     | Clean     | Cleaner        | The Cleanest       |
| ii  | Large     | Larger         | The Largest        |
|     | Late      | Later          | The Latest         |
| iii | Big       | Bigger         | The Biggest        |
|     | Hot       | Hotter         | The Hottest        |
| iv  | Dirty     | Dirtier        | The Dirtiest       |
|     | Shiny     | Shinier        | The Shiniest       |
| v   | Good      | Better         | The Best           |
|     | Bad       | Worse          | The Worst          |
|     | Far       | Farther        | The Farthest       |
|     |           | Further        | The Furthest       |
|     | Some      | More           | The Most           |
|     |           | Less           | The Least          |
|     | Few       | Fewer          | The Fewest         |
| vi  | Expensive | More Expensive | The Most Expensive |
|     | Famous    | More Famous    | The Most Famous    |

### 2) Video Comprehension:

Watch the Top Gear video: <https://www.youtube.com/watch?v=h8R7kZGvAUk>

It's petrol vs petrol vs petrol vs electric as the new Tesla Model 3 Performance takes on the BMW M3, the Mercedes C63 S and the Alfa Romeo Giulia Quadrifoglio in a drag race and handling tests.

The Tesla Model 3 Performance

The BMW M3

The Mercedes C63 S

The Alfa Romeo Giulia Quadrifoglio

### 3) Now compare the four cars above using the adjectives shown below:

Fast, noisy, manoeuvrable, comfortable, good handling, quick, far, stylish, good-looking, beautiful, nice to drive, agile, nimble, lazy, soft, ugly, economical, good/bad for the environment.

## MAKING COMPARISONS

|      |      |         |       |
|------|------|---------|-------|
| Adam | Bill | Charles | David |
| 20   | 30   | 20      | 15    |

Adam is **older than** David

Charles is **younger than** Bill

Bill is **the oldest**

David is **the youngest**

Adam is **as old as** Charles

David is **not as old as** Bill

Now make comparisons between the TESLA Model X and the Dodge Challenger Hellcat using adjectives like:

|      |       |                          |              |           |                 |       |          |
|------|-------|--------------------------|--------------|-----------|-----------------|-------|----------|
| fast | clean | economical               | good-looking | expensive | fashionable     | heavy | spacious |
| cool | far   | technologically advanced | noisy        | large     | family-friendly | big   |          |

'Top Gear Top 40: #45 - Parkour vs Peugeot'

[https://www.youtube.com/watch?v=\\_L1hbMq0qf4](https://www.youtube.com/watch?v=_L1hbMq0qf4)

- 1) Which sport do the 'two young men in silly trousers' practise ?
- 2) How does James May describe the new Peugeot 207 ?
- 3) How does it differ from the previous version of the 207 ?
- 4) How far is it from the edge of Liverpool to the Liver Building in a car ?
- 5) What was James May's average speed throughout the race ?
- 6) Who won the race ?

## THE DUFF

PART 1: <https://www.youtube.com/watch?v=sHt3TElCugg>

DESCRIBE THE PHYSICAL APPEARANCE AND PERSONALITY OF:

Jess Harris

Casey Cordera

Bianca Piper

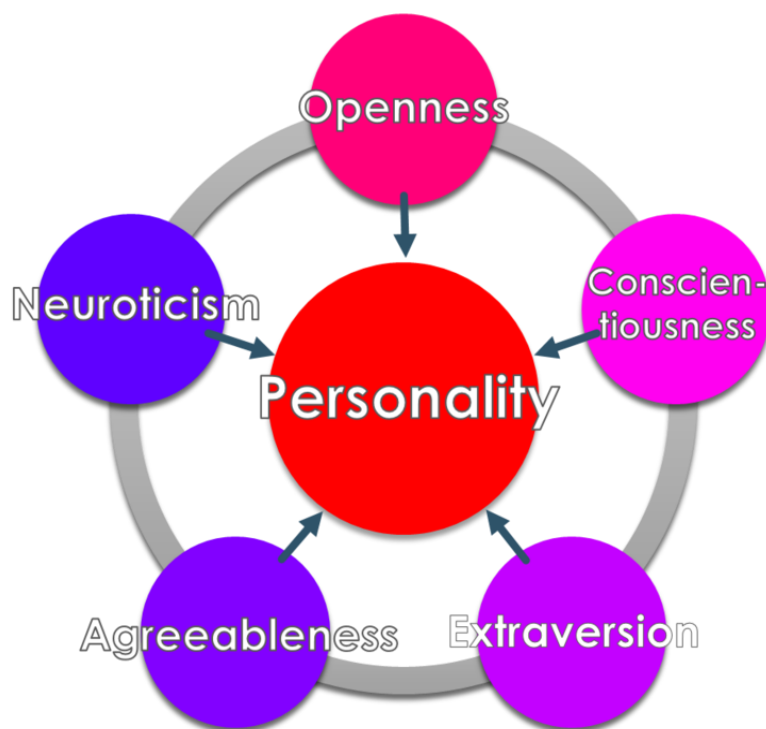
Madison Morgan

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/>

## Starting point

1 When and where do you get your best ideas?

- At work
- After lunch
- In the middle of the night

2 During your lifetime, what have been the most important innovations in ...?

- business
- technology
- transport and travel

## Working with words | Innovation

- 1 Why is it important for businesses to be innovative? How can older companies stay innovative?
- 2 Read the article and match sub-headings a–c to paragraphs 1–3.
  - a The secret of survival \_\_\_\_
  - b The early days \_\_\_\_
  - c The ongoing challenges \_\_\_\_

## The innovations of Cirque du Soleil

1 The internationally famous Cirque du Soleil is famous for its **innovative** performances, which amaze audiences all over the world. It was originally the **brainchild** of a street performer, Guy Laliberté, in 1983. His **concept** was to bring together a group of entertainers and acrobats who would **revolutionize** our traditional view of the 'circus'.

2 Thirty years later, Guy Laliberté is the Chief Executive of a worldwide brand which employs over 4,000 employees working on 20 different shows at any one time. Around 90 million people have seen at least one Cirque du Soleil show,

so nowadays Guy's biggest **obstacle** to maintaining this success is to **come up with** new and **original** ideas which keep audiences coming back.

3 As a result, Cirque du Soleil is always creating new shows in new ways. For example, the music of the Beatles was the **catalyst** for the show *Love*, which has run for over ten years in Las Vegas. And the concept behind *Kà*, another success story, was to use movement from the martial arts. So the real secret of Cirque du Soleil's survival is constant **reinvention** and never standing still.



- 3 What is the main challenge for Cirque du Soleil? What is its solution? What do you think other types of businesses can learn from its approach?
- 4 Match the **bold** highlighted words in the article in 2 to definitions 1–9.
- 1 an idea for something new \_\_\_\_\_
  - 2 someone's new idea or invention \_\_\_\_\_
  - 3 new and imaginative way of doing something \_\_\_\_\_
  - 4 a new idea that is based on something that exists \_\_\_\_\_
  - 5 to change something completely \_\_\_\_\_
  - 6 something which causes change \_\_\_\_\_
  - 7 to think of a new idea or plan \_\_\_\_\_
  - 8 something which stops you \_\_\_\_\_
  - 9 unique or the first example of something \_\_\_\_\_
- 5 ▶ **12.1** Listen to three conversations. Match conversations 1–3 to topics a–c.
- a innovative technology \_\_\_\_
  - b new business \_\_\_\_
  - c changing jobs \_\_\_\_
- 6 ▶ **12.1** Listen again and match these adjectives to conversations 1–3.
- |                      |               |                    |                    |
|----------------------|---------------|--------------------|--------------------|
| traditional <u>1</u> | simple ____   | revolutionary ____ | dynamic ____       |
| reliable ____        | original ____ | up-to-date ____    | sophisticated ____ |

» For more exercises, go to **Practice file 12** on page 128.

- 7 Work with a partner. Discuss these questions and give reasons for your answers.
- 1 Which of the adjectives in 6 describe your company or job?
  - 2 How would you describe the technology you use in your job or at home?
- 8 Read these quotes from people talking about ideas and obstacles in their lives. Work in small groups. Think of different ways to help these three people. Then tell the class.

'I have this really simple idea for setting up a cleaning company where we clean local companies and people's houses. The only problem is I have two small children who aren't at school yet. How can I do both?'

'My brainchild is a motorbike that runs on hydrogen, not petrol. I've already built one in my garage, but how can I get the money to manufacture and market it?'

'I've retired with a pension but I'm bored. I have some money but I don't know what to do with it. I don't want to work too hard. What could I do?'

- 9 Work with a partner. Think of your discussion in 8 and answer these questions.
- 1 Did you hear any ideas which were ...?
    - innovative
    - original
    - simple
    - revolutionary
    - other
  - 2 Which was the best 'brainchild' you heard?
  - 3 Who was the most useful catalyst in your group?
  - 4 What obstacles did you meet?

### Tip | innovation and invention

An *innovation* is a new idea or way of doing something. An *invention* is a design of something new.

## Language at work | Superlative forms

- 1 The article below is from a press release about an awards ceremony. Does your industry give similar types of awards? How important do you think these kinds of events are?



### THE WORLD INVENTION AWARDS

The British Inventors Society is pleased to host one of the most important annual events of the year in the world of invention. Since the earliest award ceremony in 2001, the event recognizes and celebrates the work of the best new innovators we've seen each year. A panel of 25 judges will announce the winners. Platinum and silver awards are given to third and second highest achievers, with gold awards given to the winners in different categories, including the 'Young inventor award'.

- 2 Read the press release again and answer questions 1–4.
- 1 Is this the only annual event for invention in the world?
  - 2 When was the first World Invention Award ceremony?
  - 3 Which inventors and innovators are awarded at the event?
  - 4 Who receives a platinum or silver award from the judges?
- 3 Underline the superlative adjectives in the press release. Which are regular forms? Which one is irregular?
- 4 Match extracts a–d from the press release to explanations 1–4 of superlative forms in the *Language point*. Use the words in **bold** to help you.

#### LANGUAGE POINT

- a ... **one of the most important** annual events of the year.  
b ... silver awards are given to **third and second highest** achievers.  
c ... **the best** new innovators **we've seen** each year.  
d Since **the earliest** award ceremony in 2001 ...
- 1 to describe an extreme value (maximum or minimum) in a range \_\_\_\_
  - 2 to place something in a position after first place \_\_\_\_
  - 3 to say something is important but not the only important one \_\_\_\_
  - 4 before the present perfect to describe our experience of something \_\_\_\_

» For more information, go to **Grammar reference** on page 129.

- 5 Work with a partner. Say these sentences in a different way, using a superlative form.
- 1 There are many important conferences this month. This is one of them.  
*This is one ...*
  - 2 I've never seen profits as high as this.  
*These are the ...*
  - 3 The XP50 is our bestselling product, but the new XP55 now sells nearly as well.  
*The XP55 is now our ...*
  - 4 In the last century, I don't think any other invention has had as much impact as the microchip.  
*In the last century, I think the microchip ...*

» For more exercises, go to **Practice file 12** on page 129.

**6** Make sentences about your business with these phrases. Tell your partner and explain your answers.

- 1 ... is one of our bestselling products/services.
- 2 ... is the most popular we've ever sold.
- 3 ... was the year with our highest turnover.
- 4 ... was our second most-profitable year.
- 5 ... was the company's least successful innovation.

**7** Work with a partner. Using the words in the table below, take turns to ask and answer questions. You will need to use the superlative form of the adjectives.

**Example:** A What's **the worst** decision you've ever made?

B Leaving my first company.

A So what's **the second worst** decision you've ever made?

B Joining this one!

|                                    |           |               |             |            |
|------------------------------------|-----------|---------------|-------------|------------|
| What's/Who's the<br>(second/third) | bad       | country/place | you've ever | met?       |
|                                    | good      | film          |             | made?      |
|                                    | big       | decision      |             | had?       |
|                                    | nice      | person        |             | seen?      |
|                                    | beautiful | hotel         |             | stayed at? |
|                                    | friendly  | idea          |             | visited?   |
|                                    | exciting  | experience    |             | heard?     |

## Practically speaking | How to praise and thank people



**1** How important is it to tell someone they're doing a good job and to thank them for their hard work? How often should we praise and thank them?

**2** ▶ **12.2** Listen to three people praising and thanking other people. Match each conversation 1–3 to situations a–c.

- a At the end of a long project \_\_\_\_
- b A leaving event for a member of staff \_\_\_\_
- c A manager working with a new employee \_\_\_\_

**3** ▶ **12.2** Listen again to these expressions from the conversations. Decide if you would normally use them formally (F) or informally (I).

- 1 You've done an excellent job. F
- 2 Good job! I
- 3 On behalf of everyone here, I'd like to thank you for all your hard work. \_\_\_\_
- 4 Thanks for all your hard work on this. \_\_\_\_
- 5 Well done. \_\_\_\_
- 6 Everyone appreciates you both as a colleague and also as a friend. \_\_\_\_
- 7 I'm very impressed by the results. \_\_\_\_
- 8 You're doing really well. \_\_\_\_
- 9 Your work is always of the highest quality. \_\_\_\_
- 10 Keep at it! \_\_\_\_

**4** Write down three jobs you have completed recently. Work with a partner. Take turns to tell each other about what you've done, and then praise and thank your partner. Decide how formal or informal the situation is.

**Example:** A I've just come to the end of managing a huge project.

B Well, on behalf of everyone, I'd like to thank you ...

OR

B Good job! Well done.

## Business communication | Presenting new ideas

- 1 Read this company mission statement. Do you have something similar for your company? Do you think company mission statements are useful? Why/Why not?

**Bertran RL** aims to create innovative and state-of-the-art conferencing technology products of the highest value, with the greatest reliability and simplicity we can offer. We achieve this with employees who deserve the very best in professional support and development.

- 2 ▶ **12.3** A team of people at Bertran RL are meeting to discuss the company's mission statement. Listen to the team leader presenting the idea behind the meeting. What are the presenter's two aims?  
A To present a new mission statement to the team.  
B To explain the background to the meeting.  
C To encourage the team to come up with new ideas.
- 3 ▶ **12.3** Number the expressions from the team leader's introduction in the correct order 1–8. Then listen again and check.  
\_\_\_ First, I'm going to talk ...  
\_\_\_ 1 Good morning, everyone, and thanks for coming.  
\_\_\_ We have a lot to do, so let's start.  
\_\_\_ 8 Feel free to ask questions ...  
\_\_\_ I'd like to begin by explaining ...  
\_\_\_ The main reason for this meeting is to ...  
\_\_\_ so finally we'll ...  
\_\_\_ Then, we'll try to ...
- 4 ▶ **12.4** Listen to the next part of the presentation and look at the slide. What do the coloured words on the slide represent?

sophisticated, up-to-date, innovative  
simple, traditional, reliable

- 5 ▶ **12.4** Listen again and complete expressions 1–3 for referring to visuals.  
1 First of all, let's \_\_\_\_\_ this slide.  
2 As you \_\_\_\_\_, it has a number of words that describe our company.  
3 \_\_\_\_\_ some words are in blue and some are in red.
- 6 ▶ **12.5** Listen to the final part of the team leader's presentation. What expressions does the presenter use to signal the end of the presentation? How does the presenter check if everyone has understood?
- » For more exercises, go to **Practice file 12** on page 128.
- 7 You are going to give a two-minute presentation about how your customers view your company, service or product. First of all, design a slide with adjectives that you think your customers use, similar to the slide in 4.
- 8 Work in small groups. Take turns to present your slide. Remember to:
- introduce your presentation
  - present the slide and explain the reasons for each adjective
  - end your presentation and invite questions

### Key expressions

#### Starting

Good morning and thanks for coming.

I'm here today to ...

Let's start.

My name's ... and I'm going to tell you about ...

I'd like to begin by  
(+ verb + -ing)

#### Previewing

First, I'll ...

Then, we'll ...

And finally ...

Feel free to ask questions.

I'll take questions at the end.

#### Adding emphasis

The main reason for this is ...

The best thing about this is ...

We think it's a good idea because ...

#### Referring to visuals

Let's look at this ...

As you can see, ...

You'll notice that ...

#### Closing

That's everything I want to say.

That brings me to the end of my presentation.

Thanks for listening.

Are there any (more) questions?



## Music to your online ears

We are all used to hearing background music while we eat out in restaurants, arrive in hotel reception areas, and walk round shops and supermarkets. For example, the clothes retailer H&M plays trendy music from new artists while we pick out the latest summer fashions. Nespresso coffee shops play lounge music. Generally, supermarkets tend to play slower music in the morning and popular hits later in the day to match their shoppers' moods.

Now, following an innovative study commissioned by the online shopping giant eBay, there is growing interest in adding background music to retail websites. In the study, around 1,900 participants were asked to simulate online shopping while listening to different types of sounds.

Some results were unsurprising. The noise of roadworks and babies crying put shoppers off. Classical music seemed to make shoppers think the quality of the goods on offer was higher. And in one experiment, it was shown that birdsong helped to sell more garden barbecues than products such as kitchen blenders or board games.

After listening to sounds of birdsong, online shoppers were asked 'Would you buy this product?'

Yes

Maybe

No

Board game

Wine

Blender

Trainer

Barbecue

## Discussion

- 1 Are you surprised by any of the results in the study?
- 2 When you go out, how much do you notice background music or sounds in places like restaurants or shops? Does it affect how you feel?
- 3 Do you think adding background sounds or music to websites is a good idea? If you answer 'yes', what types of music would you like to hear?

## Task

- 1 ► 12.6 Listen to six different types of music and match them to the words below.

*Bollywood    classical    jazz    opera    pop    rock*

- 2 ► 12.6 Work in groups. Listen again and decide what kind of product or service you would associate it with.

- 3 Work in groups. Discuss each situation below and decide what type of music or sound you would recommend.

- An insurance company wants music for customers to listen to on the phone when they are on hold.
- A hotel restaurant specializing in different international dishes needs background music throughout the day and night.
- A motorway service station would like to play background music or sounds.
- Your own companies would like to add music or sounds to their websites.

- 4 Afterwards, present your ideas to the rest of the class and compare.

## Working with words

- Put the letters in brackets in the correct order to make words that match the definitions.
  - something that gets in the way: (OSALT BCE) obstacle
  - often changing in an exciting way: (MICANDY) \_\_\_\_\_
  - an idea for something new: (OCNEPCT) \_\_\_\_\_
  - something which you can depend on: (ELREIBLA) \_\_\_\_\_
  - not complicated: (EMSLIP) \_\_\_\_\_
  - new and original: (NNAIOVIVTE) \_\_\_\_\_
  - something which can change the way things are done or thought about: (AEVYROONLTUIR) \_\_\_\_\_
  - new and interesting in a way that is different from anything that has existed before: (GORILINA) \_\_\_\_\_
  - a new idea based on something that already exists: (VIRON TENINE) \_\_\_\_\_
  - clever and complicated: (THISDETOPICAS) \_\_\_\_\_

- Choose the correct words (a, b or c) to complete 1–8 in the text.

In many ways, the company Doherty Preserves looks like your typical food company, with a simple <sup>1</sup> c. It sells a <sup>2</sup> \_\_\_\_\_ range of marmalades, jams and fruit preserves, based on old recipes, to delicatessens and local markets. And like every other food business these days, the company is aiming to reach a more health-conscious consumer, so not a <sup>3</sup> \_\_\_\_\_ idea.

What is surprising is that the company was the <sup>4</sup> \_\_\_\_\_ of a 14-year-old. Now aged 16, Fraser Doherty first <sup>5</sup> \_\_\_\_\_ with the idea of selling preserves when his grandmother taught him the secret recipe for her marmalade. This was the <sup>6</sup> \_\_\_\_\_ for Fraser's business idea, and within weeks he'd begun selling to the neighbours. From there, he employed friends to sell door to door on a commission basis.

Such <sup>7</sup> \_\_\_\_\_ from one so young might be put down to a good education, but Fraser says, 'It's a million miles away from what I learnt at school.' In addition, money doesn't seem to be an <sup>8</sup> \_\_\_\_\_. 'I don't concern myself so much with profits and productivity – what's important to me is improving quality and customer satisfaction.'

- |                   |                 |                      |
|-------------------|-----------------|----------------------|
| 1 a reinvention   | b catalyst      | c <del>concept</del> |
| 2 a traditional   | b revolutionary | c up-to-date         |
| 3 a revolutionary | b reliable      | c simple             |
| 4 a obstacle      | b brainchild    | c invention          |
| 5 a came across   | b came out      | c came up            |
| 6 a challenge     | b solution      | c catalyst           |
| 7 a breakthrough  | b innovation    | c reliability        |
| 8 a obstacle      | b prototype     | c brainchild         |

## Business communication

- Underline the correct words in *italics* to complete the sentences.
  - Good morning, and thanks *for / to / at* coming.
  - I'm going to tell you *of / about / for* my new concept.
  - I'd like to begin *from / at / by* outlining the main problems.
  - I'll take questions *by / at / to* the end.
  - Let's look *at / by / from* this chart.
  - The main reason *of / for / about* this is the drop in demand.
  - The best thing *of / for / about* this is its simplicity.
  - That brings me *by / at / to* the end of my presentation.
  - We *think / notice / take* it's a good idea.
  - That's everything I want to *end / tell / say*.
- Complete the introduction to a presentation with a suitable word.
 

<sup>1</sup> \_\_\_\_\_ afternoon, everyone. I am <sup>2</sup> \_\_\_\_\_ today to tell you about an exciting new way of choosing your holiday. I'd like to <sup>3</sup> \_\_\_\_\_ by giving you an overview of my talk. <sup>4</sup> \_\_\_\_\_, I'll tell you about how the concept was developed.

<sup>5</sup> \_\_\_\_\_, we'll have a look at how it was launched. And <sup>6</sup> \_\_\_\_\_, we'll have a look at the website and I'll show you how it works. Please feel <sup>7</sup> \_\_\_\_\_ to ask questions at any time.
- Number the lines of the final part of the presentation in the correct order 1–12.
  - bring immediate results. So, to \_\_\_\_\_
  - we need to listen. Then \_\_\_\_\_
  - for listening. Are \_\_\_\_\_
  - see from this \_\_\_\_\_
  - summarize, there are three \_\_\_\_\_
  - brings me to the end of my presentation. Thanks \_\_\_\_\_
  - ways to respond to our customers. First, \_\_\_\_\_
  - So, as you can 1 \_\_\_\_\_
  - we need to be seen to be listening and reacting. OK, that \_\_\_\_\_
  - there any questions? \_\_\_\_\_
  - diagram, thinking about our customers can \_\_\_\_\_
  - we need to act. And finally, \_\_\_\_\_

## GRAMMAR REFERENCE

### Superlative forms

#### Form

- 1 Add *-est* to one- and some two-syllable adjectives and to adverbs with the same form as adjectives, e.g. *fast, straight, high*.  
*small* → ***smallest***  
*fast* → ***fastest***
- 2 If the adjective or adverb ends in *-y*, change the *-y* to an *-i* and add *-est*.  
*early* → ***earliest***
- 3 Double the consonant after a vowel at the end of one-syllable adjectives.  
*hot* → ***hottest***  
*big* → ***biggest***  
*thin* → ***thinnest***
- 4 Some adjectives and adverbs are irregular.  
*good/well* → ***best***  
*bad/badly* → ***worst***
- 5 Add *most* to adjectives with two or more syllables and adverbs ending in *-ly* (except *early*).  
*accurate* → ***most accurate***  
*quickly* → ***most quickly***
- 6 Also add *most* to adjectives ending in *-ed*.  
*pleased* → ***most pleased***  
*tired* → ***most tired***
- 7 Don't use *most* with an *-est* superlative.  
Do say: *She is **the greatest** boss in the company.*  
Don't say: *She is ~~the most greatest~~ boss in the company.*
- 8 In sentences, use *the* before the superlative.  
Do say: *This is **the fastest** car on the road.*  
Don't say: *This is ~~fastest~~ car on the road.*

#### Use

- 1 To describe the maximum or minimum in a range.  
*This has **the largest** memory of any laptop.*
- 2 To place something in a position after first place.  
*We're **the second biggest** supplier in this market.*
- 3 With plural nouns to say something is important but not the only important one.  
*It's **one of the most important** innovations of the last century.*
- 4 Followed by the present perfect to describe our experience of something.  
*It was **the worst** food I've ever tasted.*

- 1 Correct the mistakes with the superlative form in each sentence.

- 1 Face-to-face communication is still the ~~most~~ best way of doing business. best
- 2 I think quickest way to send it is by courier.  
\_\_\_\_\_
- 3 Microsoft must still be the more influential company in the whole world.  
\_\_\_\_\_
- 4 It's one of the most beautiful place in the world.  
\_\_\_\_\_
- 5 Since taking this job, I'm the boreddest I've ever been. \_\_\_\_\_
- 6 We don't want to be a second most successful. We want to be number one!  
\_\_\_\_\_
- 7 What's the biggest order you ever received?  
\_\_\_\_\_
- 8 My boss is the most busiest person in the company.  
\_\_\_\_\_

- 2 Complete the article with the words from the list. If necessary, change the word to a superlative form.

*bad good few (x2) flexible second the one*

### Age at work

They forget things. They don't work in teams. They can't adapt to <sup>1</sup> the latest technology. These are often the reasons given for not employing older people. But research shows that the <sup>2</sup> \_\_\_\_\_ workers are not necessarily the slowest and in fact slower workers often make the <sup>3</sup> \_\_\_\_\_ mistakes.

Jutta Kray of Saarland University in Germany, who specializes in this area of research, did find that when it comes to being the most <sup>4</sup> \_\_\_\_\_ and quickest at decision-making, older people come <sup>5</sup> \_\_\_\_\_ best to their younger counterparts. In the 21st century, where speed of thought is <sup>6</sup> \_\_\_\_\_ of the most important business skills, this is clearly a disadvantage. But Kray also found in other tests that the 'inflexible old' made the <sup>7</sup> \_\_\_\_\_ mistakes in certain tasks, so for some jobs the older employee may be the <sup>8</sup> \_\_\_\_\_ suited.