

OXFORD

Business Result

SECOND EDITION



Pre-intermediate *Student's Book*

David Grant, Jane Hudson & John Hughes

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	Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
	Company facts	Present simple	How to ask somebody to repeat information	Making introductions	Make that contact!	<ul style="list-style-type: none"> • talk about what companies do • talk about your company • ask somebody to repeat information • introduce yourself and others
	Describing your job and contacts	Present continuous	How to say phone numbers and spell names	Making and receiving phone calls	Do you work too much?	<ul style="list-style-type: none"> • describe your job and the people you work with • talk about work activities • give phone numbers and spell names • make and receive phone calls
	Describing products and services	Past simple	How to show interest	Giving a research report	Products you can't live without	<ul style="list-style-type: none"> • describe a company's products and services • talk about inventions • show interest in a conversation • give a research report
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	Company structure	Asking questions	How to confirm information	Welcoming a visitor	The question game	<ul style="list-style-type: none"> • talk about company structure • ask questions • confirm information • welcome a visitor
	Customer service	Comparisons	How to 'soften' a message	Making and dealing with complaints	The WOW! Awards	<ul style="list-style-type: none"> • talk about customer service • make comparisons • soften a message when complaining • make and deal with complaints
	Employment	Present perfect (1)	How to avoid negative answers	Evaluating options	The best companies to work for?	<ul style="list-style-type: none"> • talk about employment procedures • describe your experience in a job interview • turn a negative answer into a positive answer • evaluate options
Viewpoint 2  VIDEO The customer journey 44–45						
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	Orders and deliveries	The passive	How to discuss payment terms	Making requests	Comparing payment methods	<ul style="list-style-type: none"> • talk about orders and deliveries • talk about order processes • discuss payment terms • make and respond to requests

		Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
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Viewpoint 3  VIDEO What colour is your logo? 64–65							
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14	Time 92–97	Managing time	Second conditional	How to use time expressions	Negotiating conditions	What happened to our free time?	<ul style="list-style-type: none"> • talk about time management • speculate and discuss consequences • talk about deadlines • negotiate conditions
15	Training 98–103	Personal development and training	Modal verbs (2) – giving advice	How to give positive feedback	Making and responding to suggestions	Ambition!	<ul style="list-style-type: none"> • talk about personal development and training • give advice • give and respond to positive feedback • make and respond to suggestions
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Introduction

Welcome to *Business Result Second Edition Pre-intermediate*. In this book you will find:

- 15 units
- 5 Viewpoint video lessons
- Practice files
- Communication activities
- Audio scripts

What's in a unit?

Starting point

- an introduction to the theme of the unit
- discussion questions

Working with words

- reading and listening about a work-related topic
- focus on key words and phrases
- practise the new words in speaking activities

Language at work

- grammar presented in authentic work contexts
- *Language point* box focuses on the key grammar points
- practise using the language in real work situations

Practically speaking

- focus on an aspect of everyday communication at work
- helps you to sound more natural when speaking
- practise speaking in real work situations

Business communication

- key expressions for authentic work contexts
- improve your communication skills for meetings, presentations, socializing, and phone calls
- *Key expressions* list in every unit

Talking point

- focus on interesting business topics and concepts
- improve your fluency with *Discussion* and *Task* activities
- *Discussion* and *Task* allow you to apply the topic to your own area of work

What's in the *Communication activities*?

- roles and information for pair and group activities
- extra speaking practice for the main sections of each unit

What's in the *Viewpoint* lessons?

The *Viewpoints* are video lessons, which appear after every three units. The topics of the *Viewpoint* lessons relate to a theme from the main units and include:

- interviews with expert speakers
- case studies of real companies

Each *Viewpoint* is divided into three or four sections, with a number of short video clips in each lesson. A *Viewpoint* lesson usually includes:

- A focus to introduce the topic. This contains a short video showing people discussing the topic.
- Key vocabulary and phrases which appear in the videos.
- Main video sections which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice about the topic of the lesson.

What's in the *Practice files*?

Written exercises to practise the key language in:

- *Working with words*
- *Business communication*
- *Language at work*

Use the *Practice files*:

- in class to check your understanding
- out of class for extra practice or homework

The *Practice files* include a *Grammar reference* section with more detailed explanations of the grammar from each unit.

Follow the links (as shown below) to the *Practice file* in each unit.

» For more exercises, go to **Practice file 6** on page 116

» For more information, go to **Grammar reference** on page 117

1

Companies

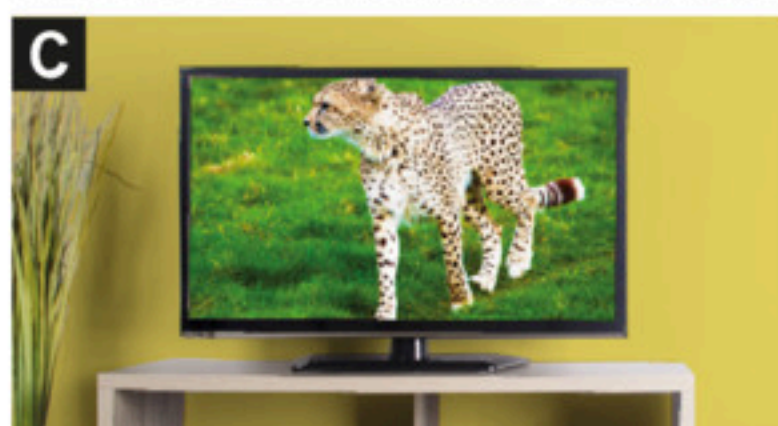
Starting point

- 1 What kind of company do you work for?
- 2 Do you think it's better to work for a large or a small company?

Working with words | Company facts

- 1 Work with a partner. What do you know about these companies?

Ben and Jerry's Michelin Yahoo! Samsung Ikea



- 2 Read this text. Match descriptions 1–5 to the companies in 1.

- 1 This company **provides** many different Internet services, including news, online shopping and email. Most of its **revenue** comes from advertising on its website. Its head office is in Sunnyvale, California.
- 2 This company makes tyres for cars and other vehicles. It is **based** in France, but it has more than 111,000 **employees** all over the world. It is also well known for its red and green travel guides.
- 3 It's a Swedish company and it **operates** in 37 countries. It **specializes** in low-price household products, including furniture, bathrooms and kitchens.
- 4 It's a **subsidiary** of Unilever. The company makes ice cream and frozen yoghurt, and its main **competitor** is Häagen-Dazs.
- 5 This company **produces** many different electrical and electronic products, such as TVs, computers and mobile phones. It's South Korea's largest company and **exporter**.

- 3 Work with a partner. Which companies in 2 do you know well? Do you use any of the companies or their products? What do you think of them?

4 Complete these sentences with the words in **bold** from **2**.

- 1 Some companies make or _____ goods.
- 2 Other companies _____ or offer services.
- 3 If you _____ in a product or service, it's your main activity.
- 4 If you work for a company, you are an _____.
- 5 Your company is _____ in the town or city where it has its head office.
- 6 If you work in a _____, your company is part of a bigger group.
- 7 Your company _____ in a country where it sells or makes its products.
- 8 A company in the same business as you is your _____.
- 9 A company that sells its products in other countries is an _____.
- 10 Your _____ is the money you receive for your products or services.

Tip | Word stress

To pronounce a longer word correctly, you need to know (a) the number of syllables (b) which syllable has the main stress or accent.

company (3 syllables)

country (2 syllables)

activity (4 syllables)

5 How many syllables are there in the words in **4**? Where is the stress?**6** Complete this text with words from **4**. Sometimes you need to change the form.

Skoda ¹_____ cars and other vehicles. It is a ²_____ of Volkswagen (VW) Group and it is the third oldest car maker in the world. It's ³_____ in the Czech Republic, but it is a global company. It ⁴_____ in 103 markets and has more than 25,000 ⁵_____ worldwide.

Skoda has the advantages of a central European location and technology from the VW Group. For this reason, its costs are lower than many of its ⁶_____, and it ⁷_____ in cars which offer good value for money.

When the company started, it produced bicycles. Today, it continues to ⁸_____ support services to the Tour de France and Tour of Britain cycle races.

» For more exercises, go to **Practice file 1** on page 106.

7 Name three big companies in your country. What do they do?**8** ► **1.1** Listen and complete the information about the ASSA ABLOY Group.

Name of group	ASSA ABLOY
Products	¹ _____ and ² s_____ s_____
Competitors	³ E_____ C_____, Ingersoll-Rand, and Master Lock
Nationality	⁴ S_____
Number of employees	⁵ _____,000
Revenue	⁶ €_____ billion
International operations	⁷ over _____ countries, ⁸ _____ companies
Name of the subsidiary	⁹ B_____

9 Make sentences about the employee and her company, using the information in **8** and some or all of the words in **4**.

Example: She works for ASSA ABLOY.

It produces locks and security systems.

10 Work with a partner. Talk about your company or organization.

Language at work | Present simple

- 1

Work with a partner. Ask and answer questions 1–5.

1

Which company do you work for?

2

Is it a new company?

3

What does it do?

4

Do you work at the head office?

5

Does the company have offices in other countries?
- 2

Work with a partner. Are these sentences about *Gazprom*, *Nestlé* and *Toyota* true (T) or false (F)?

1

Gazprom produces energy.

2

The companies aren't competitors.

3

Nestlé provides services but it doesn't produce anything.

4

Two of the companies produce cars.

5

Toyota isn't Russian.

6

Nestlé and Gazprom don't have their head office in Japan.
- 3

Find examples from 1 and 2 for descriptions 1–5 in the *Language point*. Then choose the correct words in *italics* to complete sentences a–c.

LANGUAGE POINT

1

Verbs with -s or -es at the end

2

A negative sentence using the verb *do*

3

A negative sentence using the verb *be*

4

A question using the verb *do*

5

A question using the verb *be*

a

We use the present simple to talk about *something happening now* / *facts or regular actions*.

b

We add -s or -es to the end of the verb in the *second* / *third* person singular.


c

We use *be* / *do* for questions with adjectives, and we use *be* / *do* for questions with verbs.

» For more information, go to **Grammar reference** on page 107.

- 4

Choose the correct words in *italics* to complete the text.



You probably ¹*know* / *knows* that Nestlé ²*produce* / *produces* Nespresso machines and Nescafé instant coffee. And many people ³*see* / *sees* the Nestlé name on their breakfast cereal packet every morning. But what else ⁴*do* / *does* you know about the company? What other products ⁵*is* / *does* it sell, and where? And the food industry ⁶*isn't* / *doesn't* always green, so what does the company ⁷*do* / *does* to protect the environment?

Our reporter Rosa Manning ⁸*talk* / *talks* to employees of Nestlé and discovers what they do. She ⁹*learn* / *learns* why most employees ¹⁰*are* / *do* happy to work there and why most of Nestlé's employees ¹¹*isn't* / *don't* want to leave.

Listen to Nestlé in Focus tonight at 8 p.m. to learn more about one of the world's biggest food companies.

8

5 ▶ 1.2 Listen and make a note of three interesting facts about Nestlé. Compare with your partner.

6 ▶ 1.2 Listen again and answer questions 1–9.

- 1 How old is the company?
- 2 What products does it produce?
- 3 What is its annual revenue?
- 4 Where is the head office?
- 5 How many factories does it have?
- 6 How many employees does it have?
- 7 Is employee training important for the company?
- 8 Does the company help local communities?
- 9 Is it a green company?

7 Use the information from **6** to make sentences about Nestlé.

Example: The company is over 150 years old.

» For more exercises, go to **Practice file 1** on page 107.

8 Work with a partner. Ask and answer the questions in **6** about your company or a company you know well.

9 Work with a different partner. Tell them about your first partner's company.

Practically speaking | How to ask somebody to repeat information

1 Somebody speaks to you at a conference but you don't hear them. How can you ask the person to repeat the information?

*Hi. My name's **** and I work for **** in ****.*

2 ▶ 1.3 Listen to the conversation. Write the information about the company.

Number of countries: _____

Number of factories: _____

Number of employees: _____

Annual sales: _____

3 ▶ 1.3 Listen again and complete the expressions for asking somebody to repeat the information.

1 Sorry, can you _____?

2 Sorry, can you _____ a bit _____?

3 Sorry, _____ employees do you have?

4 And _____ your annual sales _____?

4 Which two questions in **3** ask the speaker to repeat only part of the information? What similar questions can you ask in response to the person in **1**?

5 Write five facts about yourself or your company, but replace certain words with ****. Read your sentences to your partner. Take turns asking them to repeat the missing information.

Tip | Intonation in questions

In a *Wh* question (*What, Where, Why*, etc.), your voice normally goes down at the end. When you ask a person to repeat certain information, your voice goes up:

What's your name? →

Mika Krzyzewski

Sorry, what's your name (again)? →

Just call me Mika.



Business communication | Making introductions

- 1 What do you talk about when you meet someone at a conference for the first time?
- 2 ▶ 1.4 Listen to Gianluca introducing himself to Carmen at a conference. Make notes about:
 - 1 Carmen's nationality
 - 2 her job
 - 3 why she's at the conference
- 3 ▶ 1.4 Complete what Gianluca says. Then listen again and check your answers.
 - 1 Excuse me. _____ this seat free?
 - 2 Thanks very much. Can I _____ myself? I'm Gianluca Donatelli.
 - 3 Nice to meet you _____, Carmen. Where are you _____?
 - 4 And _____ do you work for?
 - 5 Oh really? And what do you _____?
 - 6 So _____ are you at this conference?
 - 7 That's interesting. A friend of mine works for an Italian service provider. Can I introduce _____ to _____?
 - 8 Roberto. Can you come here a minute? This is ... Sorry, what's your name _____?
 - 9 Roberto. _____ is Carmen. She's writing an article on Internet service providers.
- 4 ▶ 1.4 Match questions 1–8 in 3 to Carmen's responses a–h. Then listen and check.

1 <u>c</u>	a I'm a journalist.
2 _____	b Carmen. Carmen Sanchez.
3 _____	c Yes, it is. Go ahead.
4 _____	d Nice to meet you. I'm Carmen Sanchez.
5 _____	e I'm here to research an article on Internet service providers.
6 _____	f I don't work for a company. I'm self-employed.
7 _____	g Yes, of course. That would be nice.
8 _____	h I'm from Argentina.
- 5 Practise the conversation with a partner.
- 6 ▶ 1.5 Listen to another extract of the conversation between Gianluca and Carmen. Underline the stressed words in Carmen's questions. Why does she stress these words?
 - 1 **Gianluca:** What do you do? **Carmen:** What about you? What do you do?
 - 2 **Gianluca:** Why are you here at this conference? **Carmen:** How about you? Why are you here?

» For more exercises, go to **Practice file 1** on page 106.
- 7 Work with a partner. Have short conversations using the prompts below.

• Name	• Company	• Country
• Job	• Reason for being here	

Example: A Can I introduce myself? I'm Felipe.
 B Nice to meet you. My name's Juan.
 A Where are you from, Juan?
 B I'm from Spain. What about you? Where are you from?
 A I'm from Brazil.
- 8 Work in small groups. You are at a conference. Introduce yourself to another person. Then introduce this person to other people in the group.

Key expressions

Introducing yourself

Can I introduce myself?

My name's / I'm ...

Introducing others

Can I introduce you to ...?

This is ...

Responding

Nice to meet you. / How do you do?

Nice to meet you, too.

Asking about person/job/company

What's your name (again)?

Where are you from?

Who do you work for?

What do you do?



Why are you here?

What/How about you?

TALKING POINT

Make that contact!

- **1.6** Work with a partner. You are both at a conference. You are competing for a big customer. The first person to finish is the winner. Turn to page 136 for the rules of the game.

	PLAYER A Start here		PLAYER B Start here	
Where are you from?	I'm a sales manager.	Who are your main competitors?	Yes, I am. Nice to meet you.	Is this seat free?
We make car windows.	Who do you work for?	JOKER 	Sorry, what's your name (again)?	No, it's a French company.
Can I introduce you to my boss?	It's 1263 Gray Rd, Carmel.	Does your company operate in Europe?	Italy	I'm Spanish. What about you?
You, too.	JOKER 	Olsen. Jan Olsen.	JOKER 	Yes, it is.
What is your annual revenue?	In Milan.	How many employees does your company have?	We operate in Europe and North America.	What does your company do?
No, I work in one of our subsidiaries.	What services do you provide?	JOKER 	Do you use English in your job?	Yes, I am.
Where's your head office?	No, we don't. We're a service company.	I'm here to look at new products. What about you?	Fifteen	What does your company specialize in?
No, I'm from South America.	JOKER 	I work for Goodyear.	JOKER 	No, I'm not. Just today.
I'm in room 356. How about you?	My husband/wife? He's/She's a journalist.	Sorry, what's your company again?	That's a very personal question!	Do you do any business in Asia?
Yes, we do.	Do you come here every year?	JOKER 	Why is your English so good?	No, it doesn't.
Congratulations! You made contact with the customer first!				

2

Contacts

Starting point

- 1 At work, who do you usually speak to ...?
 - by phone
 - face-to-face
- 2 How much time do you spend ...?
 - speaking with people inside your company
 - speaking with people outside your company
 - working alone

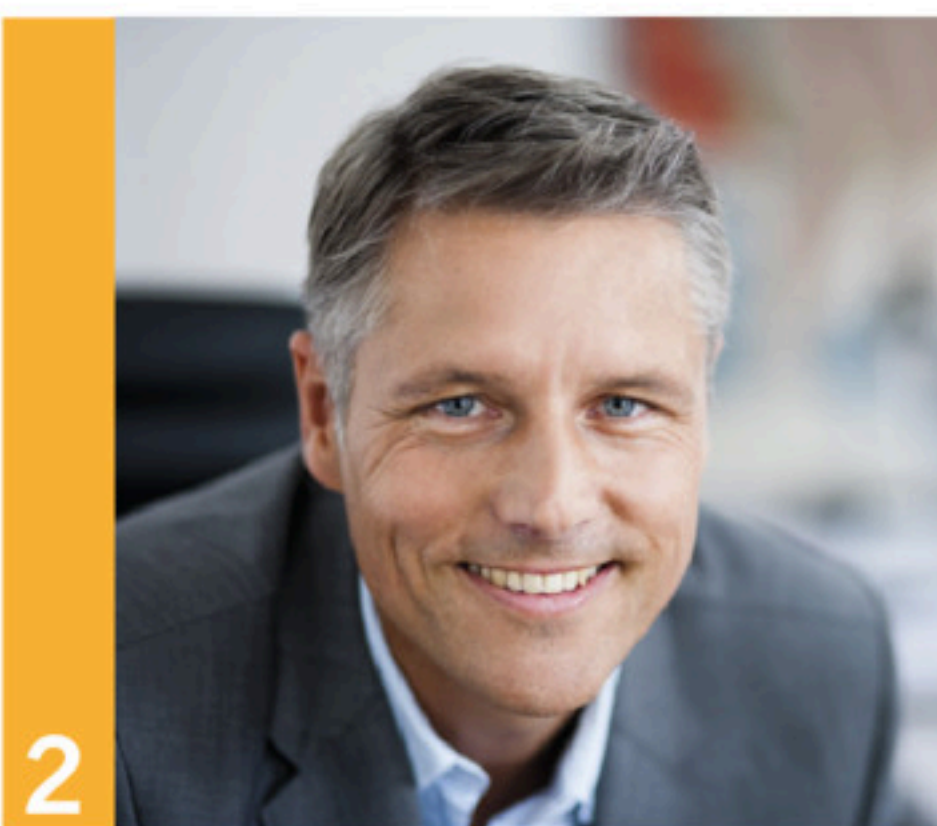
Working with words | Describing your job and contacts

- 1 What do these people do?
 - A retail buyer
 - A public relations officer
 - A business psychologist
- 2 Read the texts and compare your answers to 1.



1

My name's Sara Prentiss. I'm a retail buyer and I work for a supermarket chain. My main job is to buy salads and vegetables from **suppliers**. I research the kind of products that our **customers** want. I also work on logistics projects. For example, at the moment I'm working with an external **consultant**. He's advising me on how to get our products to the supermarkets more quickly.



2

Hi, I'm Ben Davidson. I work for the police, but I'm not a police officer. I'm a public relations officer, so I answer questions from journalists when the police are in the news. I'm currently working on a new project to attract new people to the police force. For this, I'm working with senior police officers and an outside **employment agency**.



3

I'm Heidi Johnson and I'm a business psychologist. I'm self-employed, so I work on projects for various **clients** and companies. Basically, I deal with problems at work and help **staff** develop good relationships. At the moment, I'm helping a local team to communicate better with their **colleagues** abroad.

- 3 Read the texts in 2 again. Which person or people ...?
 - 1 work(s) on problems of communication
 - 2 work(s) with people outside the company
 - 3 work(s) with products
 - 4 work(s) *with* companies, but not *for* a company



Tip | Word families

When you learn a new word, try and find other words in the same 'family' and note how to use them. We often use *-er* for people, e.g. *employer*, and *-ation* for things, e.g. *organization*.

4 Match the words in **bold** in the text in **2** to definitions 1–7.

- 1 These companies sell their products to retailers _____
- 2 This organization finds new employees for you _____
- 3 These people work with you _____
- 4 These people pay for the services of a professional person or organization _____
- 5 This expert outside the company helps you with problems _____
- 6 These people buy your products _____
- 7 These people are the employees of a company _____

5 Work with a partner. Which people in **4** do you work with?

6 ▶ 2.1 Listen to Simon Faubert talk about his job and answer questions 1–4.

- 1 What's Simon's main job?
- 2 Which department does he work in?
- 3 Who does he work with?
- 4 What is his main problem at work?

7 ▶ 2.1 Complete the sentences about Simon Faubert. Then listen again and check your answers.

- 1 I work for a company that _____ software.
- 2 They use our software to _____ the cost of making a _____ in different countries.
- 3 Then they choose the _____ with the best price.
- 4 My company only _____ 12 people.
- 5 I _____ the _____ courses.

8 Complete the table with the correct words from **4** and **7**.

Verb	Nouns
_____	producer, _____
supply	_____, supplies
_____	calculator, calculation
_____	employer, _____, employment
_____	organizer, organization
train	trainer, trainee, _____
consult	_____, consultation

» For more exercises, go to **Practice file 2** on page 108.

9 Complete questions 1–5 with prepositions *with*, *on*, *for* or *in*.

- 1 Which company do you work _____?
- 2 Which department/area do you work _____?
- 3 Who do you work _____ inside and outside of the company?
- 4 What sort of projects do you work _____?
- 5 What problems do you deal _____?

10 Work with a partner. Ask and answer the questions in **9**.

Language at work | Present continuous

1 Look at the people in the pictures and answer the questions.

- 1 Where are they?
- 2 What are they talking about?



2 ▶ **2.2** Listen to three conversations. Write the answer to the question for each conversation.

Conversation 1 What do you do? _____

Conversation 2 What are you doing these days? _____

Conversation 3 What are you doing? _____

3 Look at your answers in **2** and complete the explanations and examples in the *Language point*.

LANGUAGE POINT

1 We use the *present simple* / *present continuous* to talk about an action happening at the moment of speaking.

Example: _____

2 We use the *present simple* / *present continuous* to talk about an action happening around the present time.

Example: _____

3 We use the *present simple* / *present continuous* to talk about a fact or regular action.

Example: _____

4 We form the present continuous with _____ + *-ing* form of the verb.

5 We form questions in the present continuous with (question word) + _____ + subject + _____.

» For more information, go to **Grammar reference** on page 109.

4 Work with a partner. Tell your partner three things you do regularly at work and three things you are working on at the moment.

5 ▶ 2.3 Listen to two conversations and answer the questions.

Conversation 1: 1 What's Nadira trying to do?
2 What's her log-in?
3 What's the problem?

Conversation 2: 1 What's Johann doing this week?
2 Who with?
3 Who's going for lunch?

6 ▶ 2.3 Complete Conversation 1 with the present continuous form of the verbs from the list. Then listen again and check.

have speak try accept work

A Who ¹ _____ I _____ to?

B Sorry, this is Nadira. I ² _____ to access my customer files, but the computer ³ _____ my log-in.

A ... There's a problem with the server.

B ⁴ _____ somebody _____ on it at the moment?

A Yes, I am. But it's not easy, because I'm on my own here. Everybody else ⁵ _____ lunch.

7 ▶ 2.3 Make sentences from the prompts using the present continuous or present simple. Then listen to Conversation 2 again and check.

Example: A Are you staying here all week?

A You / stay / here all week?

B Yes / I / give / training course.

A Who / train / this time?

B Group / six people. They / all work / telesales.

A I / know / Sonya / her team. It / go / well?

B Yes / they / make / good progress. You / work / with / telesales team?

A No / we / have / lunch / from time to time.

B I / go / restaurant / them / now. You / want / come?

A Sorry / I / always / go / to the gym / Wednesdays.

8 Work with a partner. Practise the conversation in **7**.

» For more exercises, go to **Practice file 2** on page 109.

9 Work with a partner. Look again at pictures A and B in **1**. Have a conversation for each situation using information about you and your job.**Practically speaking |** How to say phone numbers and spell names**Tip |** Saying phone numbers

We usually say each number separately, except when two numbers are the same:

The code for Thailand is double oh double six (00 66).

In American English, we say zero and not oh for 0.

1 Look at the post-it. How do you say the phone number?

Hans-Peter,

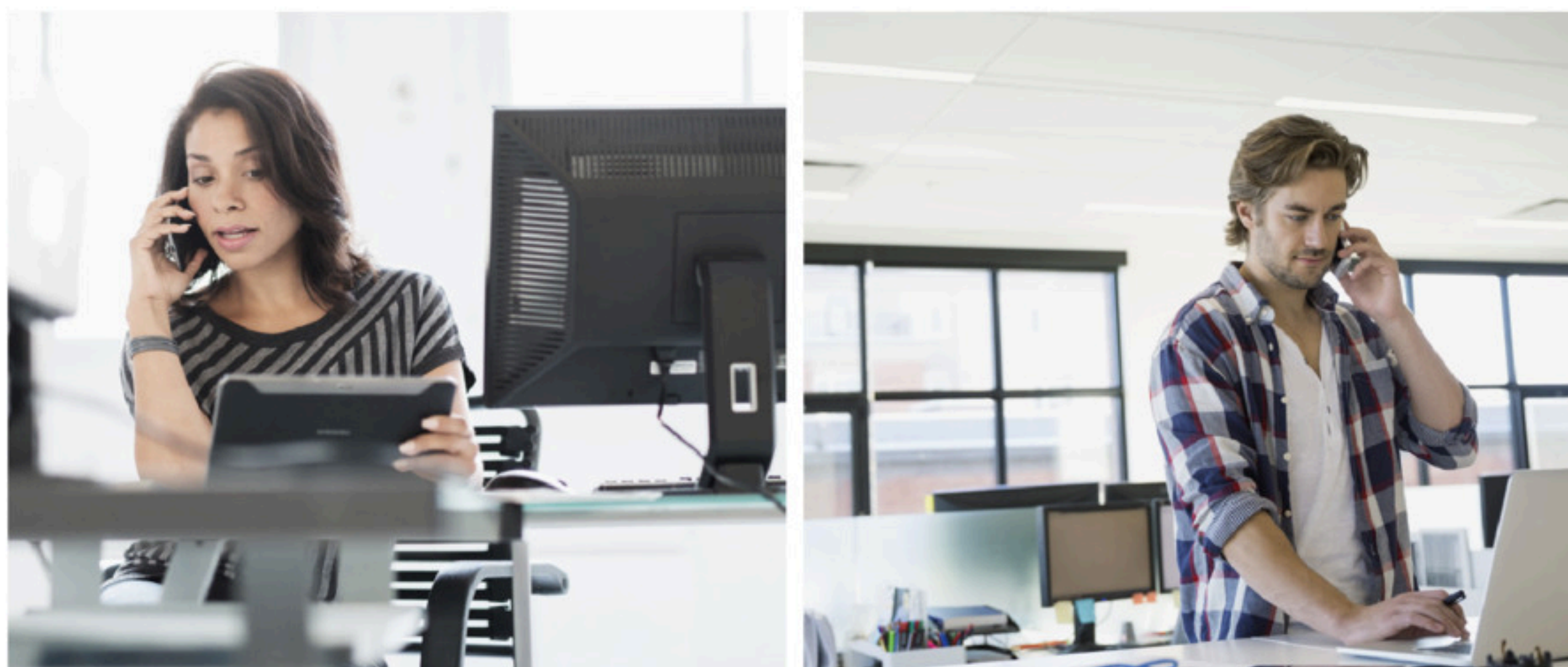
Can you call Myra Tully on 01865 556767

Or if not, on her mobile: _____

(code for UK _____)

2 ▶ 2.4 Listen and complete the missing numbers on the post-it in **1**. Did you say the phone number in **1** correctly?**3** Work with a partner. Say your home, work and mobile phone numbers to your partner. Write down what your partner says.**4 ▶ 2.5** Listen to two more conversations and write the names.**5** Work with a partner. Spell your first name, last name and the name of your company to your partner. Write down what your partner says.

Business communication | Making and receiving phone calls



- 1 What do you say or do in the following situations?
 - a Somebody calls and asks to speak to your colleague who isn't there.
 - b Somebody calls trying to sell you something.
- 2 ▶ 2.6 Listen and match the two conversations to the situations in 1.
- 3 ▶ 2.6 Match sentences 1–5 with responses a–e. Then listen to Conversation 1 again to check.

1 Is Mrs Ackers there, please? ____	a This is Simon Ilago from AOS.
2 Who's calling, please? ____	b I'm calling to offer you a special price on printers.
3 What can I do for you? ____	c Speaking.
4 Can I call you back tomorrow? ____	d You're welcome. Goodbye.
5 Thanks for calling. ____	e Sorry, but I'm out of the office tomorrow.
- 4 Which sentences and responses in 3 are said by the caller and which by the receiver?
- 5 Work with a partner. Take turns to be the caller. Have similar conversations using your own names.

Call 1: You want to organize a company visit for a group of foreign business students.

Call 2: You are offering in-company training courses.
- 6 ▶ 2.6 Make five questions with the words in the table. Listen to Conversation 2 again to check and write down the responses. Then practise the questions and responses.

Could	I you	speak leave have ask tell	Leo to call me back? me what it's about? your name, please? to Leo Keliher, please? a message?
-------	----------	---------------------------------------	--

» For more exercises, go to **Practice file 2** on page 108.

- 7 Work with a partner. Have two phone conversations.

Student A

 - 1 Ask to speak to Alex. You're an ex-colleague. You want to meet him/her for lunch or dinner tomorrow. You're only in town for one day.
 - 2 Alex calls you back.

Student B

 - 1 You work with Alex. He/she is very busy and wants you to answer all phone calls. Ask who's calling and why, and take a message.
 - 2 Now you are Alex. Your colleague gave you the message. Call Student A.

Key expressions

Asking to speak to someone

Could I speak to (name)?

Is (name) there, please?

Identifying the caller / person called

Could I have your name, please?

A Who's calling, please?

B This is (your name).

Giving a reason for the call

I'm calling about ...

I'm phoning to ...

Saying the person is/isn't free

I'm sorry, but (I'm busy at the moment).

I'm afraid (he's out of the office).

Can I take a message?

Leaving a message

Can/Could I leave a message?

Can/Could you ask him/her to call me back?

Finishing

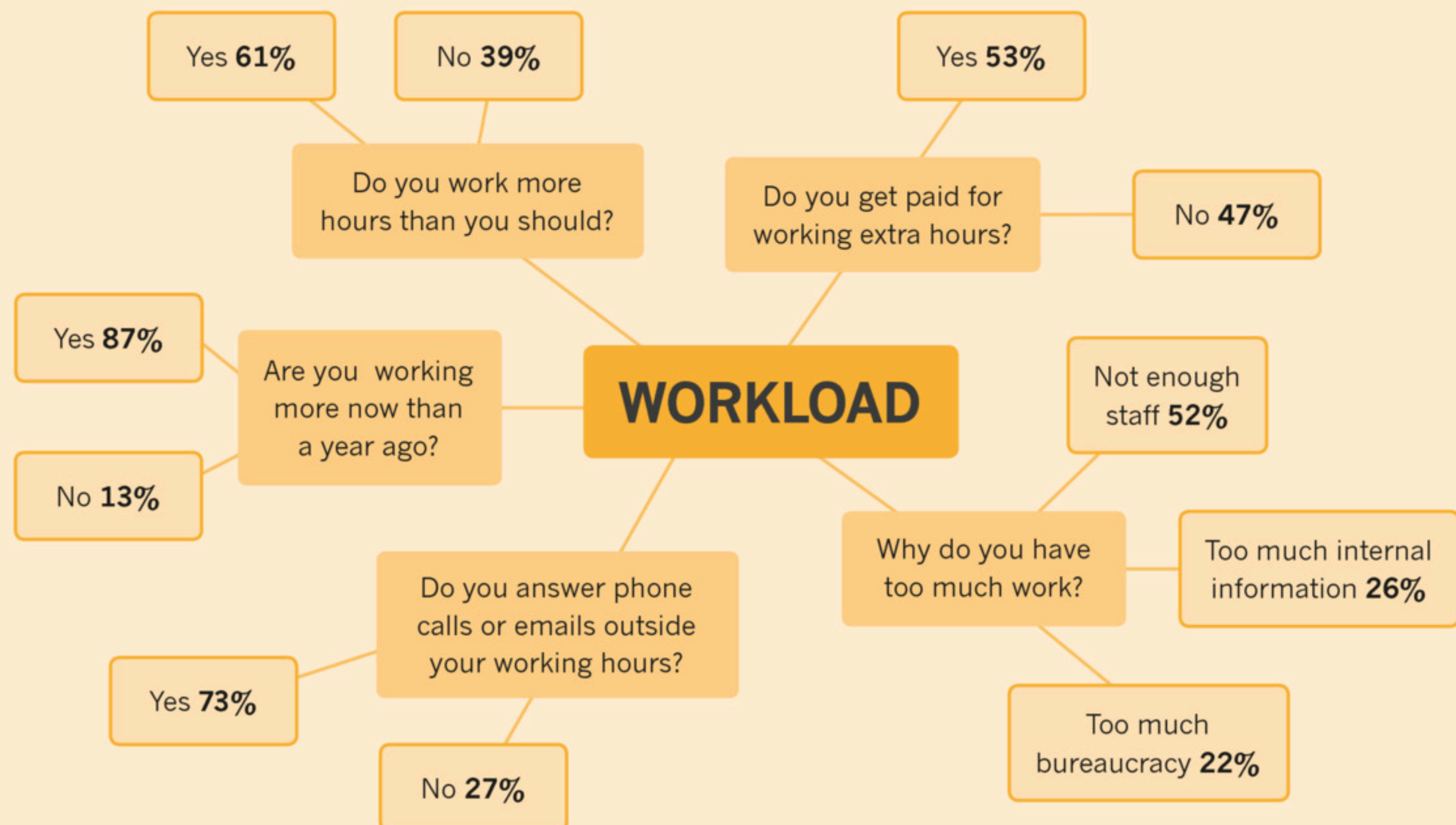
I'll give him/her the message.

Thanks for your help/for calling.

Speak to you later/tomorrow.

TALKING POINT

Do you work too much?



Discussion

- 1 Look at the infographic from a recent work survey. Do you think any of the answers are surprising?
- 2 What is similar in your country or company? What is different? How?
- 3 What would you change in your present job to reduce your workload?
- 4 Ask the questions in the survey to others in your class. Are your results similar to the survey?

Task

- 1 Your boss is offering you a part-time assistant for 15 hours a week. Make notes about these questions.
 - What parts of your job do you want to give to your new assistant?
 - Who and what does your new assistant need to know?
 - What hours do you want him/her to work?
 - How will you use the extra time you now have?
- 2 Your partner is your new assistant. Use your notes in 1 to explain the job to your partner and answer any questions he/she has. Then switch roles.



3

Products & services

Starting point

- 1 What products or services are very popular at the moment where you live?
- 2 Why are they popular?

Working with words | Describing products and services

- 1 Work with a partner. What do you look for when you buy a new product? Do you agree or disagree with the opinions below?
 - 1 The main thing for me is low prices.
 - 2 I think it's important to be able to speak to an employee for help and advice.
 - 3 I prefer to buy from companies that I know.
 - 4 For me, a good product always costs more.
 - 5 I want products and services that are easy to use.
- 2 Read this text. Do most customers have the same opinion as the people in 1?

WHAT CUSTOMERS WANT

Shopping for new products is a very personal thing. Some of us are looking for **original** products that nobody else will have. Others want to have the same things as everybody else, so they are more attracted by **popular** products. But it seems that we all have the same reasons for choosing one product or service over another. A recent online survey showed that the top five priorities for customers were:

1 VALUE

Most people want to be sure that they are getting **good value** when they buy a product. This doesn't always mean that the product is cheap; it means that it is the product we want and that we are happy with the price we are paying.

2 SERVICE

Most of us want to talk to people who know their job and can give us good advice. We want **helpful** staff who can deal with problems quickly and efficiently. This is true not only in shops, but also when we order by phone or online.

3 TRUST

Most customers want to buy from **reliable** companies that give them what they promise, every time. Companies that deliver late or that sell faulty products will soon lose our business.

4 QUALITY

We know that a Cartier watch is a quality product, but quality isn't only about price and expensive materials. A cheap watch that looks good and still tells us the right time after ten years is also a **high-quality** product.

5 SIMPLICITY

Most people want **user-friendly** products and services. We don't want to read a 200-page manual before we can use our mobile phone or other **high-tech** gadget.



- 3 Work with a partner. The five reasons in the survey are in order of importance for customers. Do you agree with the order? Would it change for different types of product?

Tip | Adjective position

Adjectives usually go before the noun in English:

It's a **high-tech** product.

NOT ~~It's a product high-tech.~~

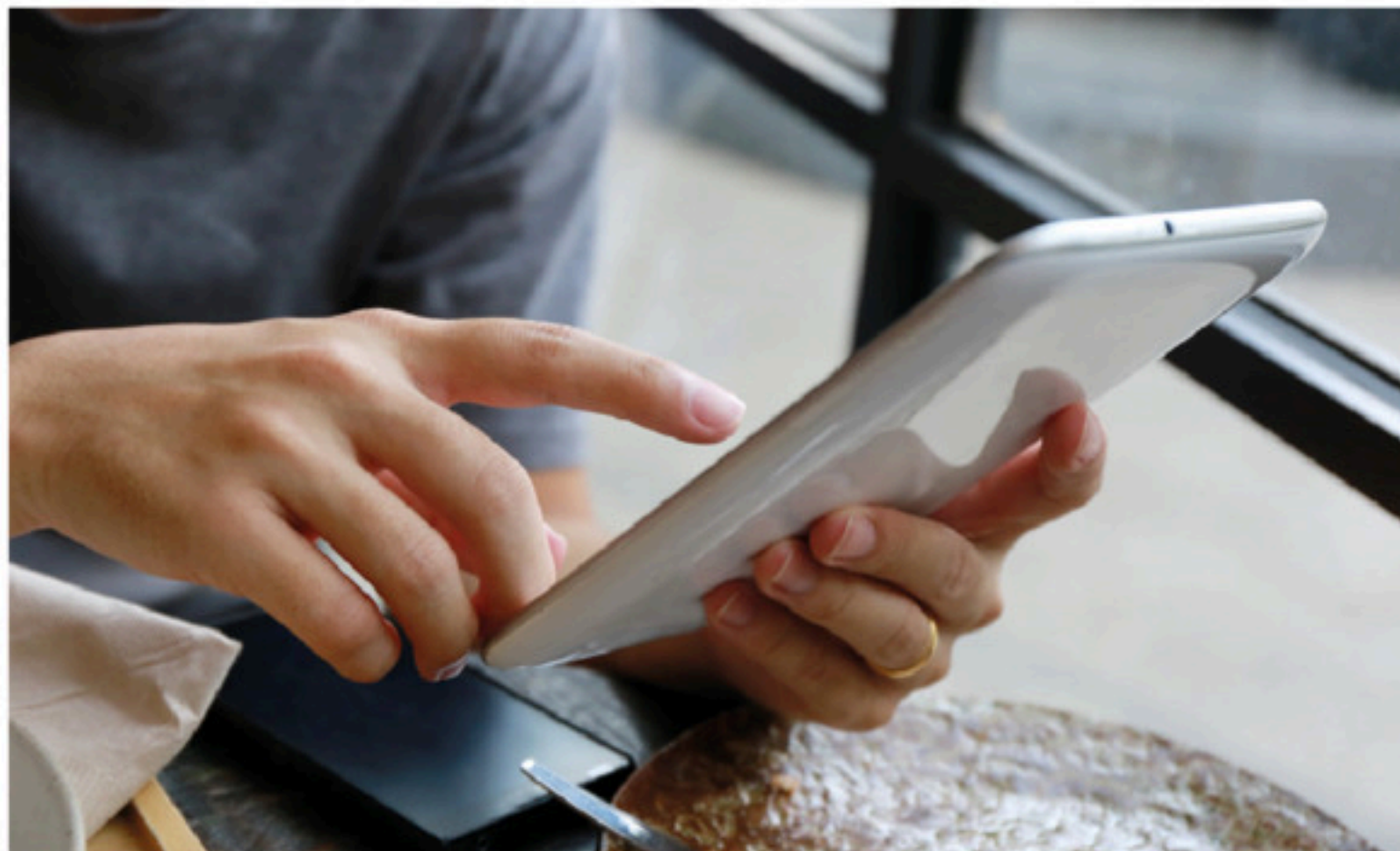
We can put the adjective after the noun with the verb *be*:

The computer is very **user-friendly**.

Our staff are **helpful**.

4 Complete descriptions 1–8 with the adjectives in **bold** from the text in **2**.

- 1 We deliver the right product at the right time. We are _____.
- 2 You will learn to use it very quickly. Our product is _____.
- 3 We offer a great product at the right price. Our products are _____.
- 4 Our products never break. They are _____.
- 5 Today everyone wants one. It's a very _____ product.
- 6 We use the latest technology. Our products are _____.
- 7 No other company makes a product like this. It's really _____.
- 8 We are here to answer all your questions. Our staff are _____.

5 Work with a partner. Which adjectives in **4** do we often use to describe these products and services?**6** ▶ **3.1** Listen and match each extract to the pictures in **5**. Which adjectives does each speaker use?**7** ▶ **3.1** Listen again and complete these sentences with a word from the list.

very totally pretty really extremely quite

- 1 We've added a _____ new high-definition camera.
- 2 I love the material. It's _____ high quality.
- 3 Your things are always _____ original.
- 4 It's an _____ reliable product.
- 5 It's a _____ user-friendly site.
- 6 The accommodation was _____ good value, too.

8 Work with a partner. Which sentences in **7** would describe products and services that you use?

» For more exercises, go to **Practice file 3** on page 110.

9 Work with a partner. Recommend a company, shop or product you know well.

- 1 Make a list of words from this section to describe the company, shop or product.
- 2 Use your list to recommend it to your partner. Explain *why* your statements are true.

Example: *It offers a very reliable service. The products always arrive on time and they never make a mistake.*

Language at work | Past simple

- 1 Look at the list of inventions below. Which ones are the most important to you today? Why?

Twitter Mobile phone World Wide Web Smart cards

- 2 Try to match the inventions in 1 to their inventors and the year you think they were invented.

Twitter	Tim Berners-Lee	1973
Mobile phone	Jack Dorsey	1991
World Wide Web	Roland Moreno	2006
Smart cards	Martin Cooper	1974

- 3 ▶ 3.2 Listen to the beginning of a radio programme about inventors and check your answers.
- 4 Match sentences 1–4 to explanations a–d in the *Language point*.

Tip | Pronunciation of regular past -ed endings

When the final sound of the infinitive is /t/ or /d/, we pronounce the -ed ending as an extra syllable:

needed, *wanted*.

With all other infinitives, we don't pronounce the -ed ending as an extra syllable: *launched*, *produced*.

LANGUAGE POINT

- 1 He launched his popular social networking service in 2006. ____
- 2 Many people didn't know him before 2012. ____
- 3 When did mobile communications begin? ____
- 4 Martin Cooper made the first mobile phone call. ____

We use the past simple to talk about finished actions in the past.

- a The past simple form of regular verbs ends in -ed.
- b The past simple form of irregular verbs does not end in -ed.
- c The negative is formed by using *didn't* + the infinitive of the main verb.
- d In questions we generally use *did* + subject + infinitive of the main verb.

» For more information, go to **Grammar reference** on page 111.

- 5 ▶ 3.3 Listen to the story of Jack Dorsey and Twitter and put the events in the right order.

- ____ People don't understand why Twitter is necessary
- ____ Starts a new company with two other people
- ____ Goes to New York University
- ____ Doesn't finish his studies
- 10 Presidential candidates use Twitter
- ____ Studies in Missouri
- ____ Sells software online
- ____ Moves to California
- 1 Produces software for taxi drivers
- ____ Creates a website in two weeks

- 6 Use the information in 5 to tell the story of Jack Dorsey. Change the verbs to the past simple and add any other details you remember.

Example: He produced software for taxi drivers.

» For more exercises, go to **Practice file 3** on page 111.



- 7 Read about Roland Moreno or Martin Cooper and write notes in the table. Student A, turn to page 136. Student B, turn to page 141.

	Roland Moreno	Martin Cooper
Main invention		
School/Education		
Job(s)		
Launch date of invention		
First success		
Other inventions		

- 8 Ask your partner questions about Roland/Martin and complete the information in the other column in 7. Use these prompts to help you with the questions.
- What / invent?

When / launch / invention?

Where / go to school?

When / invention / become / a success?

Who / work for?

Invent / other products?
- 9 Work with a partner. Talk about your experience of using the inventions in 1 using the questions below.
- When did you start using them?

Was it for work or for personal use?

What did you think of them at first?

How are they different now compared with before?

Practically speaking | How to show interest

- 1 ▶ 3.4 Tick (✓) four phrases which we use to show interest in what another person is saying. Then listen and check your answers.
- ___ Oh

___ Oh really?

___ Did you?

___ No, it wasn't.

___ Yes, I did.

___ Thanks.

___ That's interesting!

___ Was it?
- 2 ▶ 3.4 Listen again and complete extracts 1–4 with an expression showing interest from 1.
- 1 A I went on a trip for a change.
B _____? Where did you go?

2 A We went to Monte Carlo.
B _____! Why did you go there?

3 A It was really exciting!
B _____? I don't know Monte Carlo.

4 A The weather was fantastic.
B _____? It rained here all week.
- 3 Work with a partner. Practise the sentences and responses in 2.
- 4 Write down four things you did last week or last weekend. Then have a conversation with a partner. Use the expressions in 2 and ask questions to continue the conversation.

Tip | Intonation

Notice the intonation in the expressions in ▶ 3.4. To show you are really interested, your voice needs to go up and down.
If your voice doesn't change, people will think you aren't interested at all.



Business communication | Giving a research report

- 1 Work with a partner. Look at the picture of a podpad. Where do you think they are used? Would you stay in this type of accommodation?
- 2 ▶ 3.5 Listen to someone giving a research report into the use of podpads at a festival. Make notes in the table:

Why did they do the research?	
How did they do it?	
What were the results?	
What were the conclusions?	

- 3 ▶ 3.5 Work with a partner. Match 1–10 to a–j to make sentences. Then listen again and check your answers.
 - 1 The purpose of our research was ____
 - 2 We wanted to find out ____
 - 3 We did this by ____
 - 4 Then we ____
 - 5 We asked ____
 - 6 We found that ____
 - 7 75% of visitors said that ____
 - 8 Our research showed that ____
 - 9 Our conclusion is ____
 - 10 We recommend ____
 - a they would pay to use them.
 - b interviewing 50 visitors to the festival.
 - c podpads were popular with visitors and farmers.
 - d using them at our next festival.
 - e them for their opinion of the podpads.
 - f to find the best accommodation for visitors.
 - g the podpads were a big success.
 - h if people would pay to rent a podpad.
 - i that they are a great choice of accommodation.
 - j interviewed them about their experience.

» For more exercises, go to Practice file 3 on page 110.

- 4 Answer the questions with a partner.
 - 1 Have you done any research studies?
 - What was the purpose?
 - How did you do it?
 - What were the results?
 - 2 Have you taken part in any research studies? What were they for?
- 5 Work with a partner. Your company has asked you to research places where employees can have a short sleep after lunch. Give a report on your results. Student A, turn to page 136. Student B, turn to page 141. Then decide which one is better.



Key expressions

Stating aims
The purpose of this research was ...
We wanted to find out ...

Explaining the process
We did this by (+ -ing).
First, we contacted/offered them ...
Then we visited/interviewed/asked them ...
Finally, we ...

Reporting on results
They said/thought that ...
We found that ...
Seventy five per cent/The majority said that ...
Our research showed that ...

Concluding
Our conclusion is that ...
We recommend (+ -ing)

TALKING POINT

Products you can't live without



Discussion

- 1 ▶ 3.6 Listen to the description of the four products above. Why did each person decide to buy the product? What advantages does each product have?
- 2 Do you use the products in the pictures? Why?
- 3 Can you live without them?
- 4 Can you live without the products they're compared to: mobile phone, books, maps, gas (or electric) cookers?

Task

- 1 Work in groups. You are going to choose 'the greatest product of all time' in these categories.
 - Traditional products
 - Modern-day products
- 2 Agree on a list of three products for each category.
- 3 Make a list of criteria for evaluating the products in each category.
Example: easy to use, saves time
- 4 Decide on the best product in each category.

Viewpoint 1 | A company profile

Preview

In this video lesson, different people talk about their company. You will also watch a video about a German company and an interview with its company director.

Focus

- 1 01 Watch four people talking about their companies. What questions do you think they are answering? Complete the questions below.
- Who ...? Who do you work for?
- Which ...? _____
- What ...? _____
- Where ...? _____
- How ...? _____
- How ...? _____
- 2 02 Watch the video again, this time with the questions included. Check your answers in 1.
- 3 Work with a partner and interview each other. Ask and answer the questions from the video.

First impressions of a company

- 4 03 Watch part of a video (with only pictures). As you watch, answer the questions in the table.

From watching the video, do you think the company ...?	
makes a product or provides a service	
is a modern or traditional company	
employs lots of people	
works with international clients	
is specialized and technical	

- 5 Work with a partner. Compare your answers in 4 and give reasons for your opinions.



An interview with the company director



Glossary

display case (n): a container used to protect and show things in a museum

glazier (n): a person whose job is to put glass into windows

ventilation (n): the movement of air around a room or building

- 6 04 Now watch the full video. It is an interview with Till Hahn, the company director of Glasbau Hahn. Check your answers in 4 and add more information about the company to the table.
- 7 04 Watch the interview again. Complete these sentences about the company.
- 1 The company is based in the city of _____.
 - 2 Till Hahn's great grandfather started the business in _____.
 - 3 The company is divided into _____ sections and operates mainly in the _____ business.
 - 4 Most of the company's _____ are museums in England, USA, and the rest of the world.
 - 5 The company has _____ offices representing them.
 - 6 In Frankfurt, there are about _____ employees, _____ in Stockstadt, and another _____ people in various offices.
 - 7 They didn't have any _____ in 1935. Nowadays they have competitors in Italy and _____.
 - 8 They are very successful in England, the United States, Japan, _____ and _____.



Comparing your company

- 8 Work with a partner. What are the similarities and differences between Glasbau Hahn and your company? Compare:
- the types of business (e.g. manufacturing or service, family-owned)
 - the sizes of the companies (e.g. number of employees)
 - the clients and competitors (e.g. regions, nationalities)
- 9 In the interview, Till Hahn talks about his main competitors. He says:
- "Usually we are the most expensive [company], but fortunately our clients rank quality highest and the price tag is not the only decision factor."*

Work with a partner and talk about the following:

- Is your company usually more expensive or less expensive than its competitors?
- Do clients buy from your company because of price, quality or other decision factors?



4

Visitors

Starting point

- 1 Which department do you work in?
- 2 What is the main purpose of your department?
 - To make money for the company
 - To save money for the company
 - To keep customers happy
 - To keep other colleagues happy
 - Something else

Working with words | Company structure

- 1 Make a list of the different departments in a company.
- 2 Where would you rank your department in terms of its importance to the company? Where would you rank the other departments?
- 3 Read this article. Which departments are mentioned? Which department is the most important for the writer?

What's the most important department in your company?

This is the question I love to ask new clients. Management often focus their energy on the Sales and Marketing departments, because they **generate** money for the company. But many employees believe that it is their own department that is the most important.

Two departments point out that they save money for the company: the Finance Department, because it **controls** the spending of all the other departments, and the Purchasing Department, because it **buys** products at low prices. But in Accounts they say

Many employees believe that it is their own department that is the most important

that money in the bank is more important: it is their department that **invoices** customers and collects the money.

The Production Department points out that if there is nobody to **manufacture** the products, there is nothing to sell. The Quality Control Department says that they **check** that every product leaves in perfect condition, and mistakes can be expensive. Two other departments think that they are important because they are in contact with customers all the time: Logistics, which has to **dispatch** and deliver products on time; and Customer Service, which has to **resolve** all kinds of problems to keep customers happy. The Human Resources Department highlights that their job is to **recruit** the best employees for all departments, and IT has to **maintain** the computer systems and IT infrastructure within the company.

The best answer, of course, is that all departments are equally important. Each department has to work *with* and *for* the others. If one department isn't working correctly, it can have a negative effect on everybody.

by Deanne Goforth,
Management Consultant



- 4** Work with a partner. Answer questions 1–3.
- 1 Do you agree with the reasons for each department?
 - 2 Would you change the ranking that you chose in **2**?
 - 3 Do you think that all departments are equally important?
- 5** Complete these sentences with the words in **bold** from the text in **3**.
- 1 The Logistics Department _____es the products to the customer.
 - 2 The IT Department _____s the computer systems and software.
 - 3 The Purchasing Department _____ products from suppliers.
 - 4 The Sales Department _____s new business with customers.
 - 5 The Customer Service Department _____s customer problems when they call.
 - 6 The Quality Control Department _____s that there are no problems with the products.
 - 7 The Production Department _____s the products in the factory.
 - 8 The Accounts Department _____ customers for products that they have bought.
 - 9 The Finance Department _____ budgets and other costs.
 - 10 The HR Department _____s new people to work in the company.
- 6** Work with a partner. Draw an organization chart of your company and tell your partner about the different departments.

» For more exercises, go to **Practice file 4** on page 112.

- 7** ▶ **4.1** Listen to three people receiving visitors from other departments in their company. Complete the table with the names of the departments.

Person	A 	B 	C 
Works in			
Usually works with			
Meeting today with			

- 8** ▶ **4.1** Listen again and complete sentences 1–5.
- 1 We _____ closely _____ the Accounts Department.
 - 2 I have a meeting today with Anna Neves in IT, who's _____ all our software.
 - 3 He's the person in _____ purchasing for the whole company.
 - 4 I have frequent _____ all the different departments.
 - 5 I _____ the HR Director.
- 9** Work with a partner. Ask and answer questions about your own job.
- 1 What exactly does your department do?
 - 2 What are you responsible for in your department?
 - 3 Who is in charge of your department?
 - 4 Who do you report to?
 - 5 Which department(s) do you have the most contact with? Why?

Language at work | Asking questions

- 1 Complete these questions with words from the list. Then ask and answer questions 1–7 with a partner.

Who Did When Is How often How many Which

- 1 _____ did your company start?
- 2 _____ people work for your company?
- 3 _____ department do you work in?
- 4 _____ manages your department?
- 5 _____ do visitors come to your department?
- 6 _____ you work for a different department before this one?
- 7 _____ your job difficult?

- 2 Look at the question forms in 1 and answer the questions in the *Language point*.

Tip | which and what

Which and *what* are very similar, but there is one main difference in meaning.

We use *which* when there is a limited choice of answers:

Which city do you prefer – Rio or Buenos Aires?

Which department do you work in? The Sales Department.

We use *what* when we are not thinking of a choice:

What does your company produce?

LANGUAGE POINT

- 1 Which questions have the following word order?

Question word/phrase + auxiliary verb + subject + main verb

- 2 Which verb changes depending on the tense: the auxiliary verb or the main verb?
- 3 Which questions can you answer with 'yes' or 'no'?
- 4 Which *yes/no* question does not have an auxiliary verb *and* a main verb? Why not?
- 5 Why do questions 2 and 4 have no auxiliary verb?

» For more information, go to **Grammar reference** on page 113.

- 3 Choose the correct option in *italics* to complete the questions. Then answer questions 1–5 with a partner.

- 1 *Are* / *Do* you start work early in the morning?
- 2 Who *leaves* / *does leave* work last in your office?
- 3 How many hours a week *you* / *do you* work?
- 4 *Is* / *Does* your department big or small?
- 5 Where did you *work* / *worked* before your current job?

- 4 ► 4.2 An employee is showing a visitor around her company. Listen to extracts 1–4 and say which department they are visiting in each extract.

Extract 1 _____

Extract 2 _____

Extract 3 _____

Extract 4 _____



- 5 ▶4.2** Put the words in the correct order to make questions. Then listen again and answer the questions.

- 1 this / often / work / How / does / office / he / in ?
- 2 from / does / he / come / Where ?
- 3 long / are / here / staying / How / you ?
- 4 work / many / in / Resources / How / Human / people ?
- 5 this / open / did / building / you / When ?
- 6 all / English / in / staff / fluent / Are / the ?
- 7 sales / Who / your / markets / chooses ?
- 8 your / Which / products / interested / countries / are / in ?
- 9 well / you / market / know / the / Polish / Do ?

» For more exercises, go to **Practice file 4** on page 113.

- 6** You have a new employee in your department. He/She has a lot of questions for you. Make complete questions using the prompts.

Example: How many people work in the department?

- | | |
|-----------------------------------|-------------------------|
| 1 Number of people in department? | 6 Key or security pass? |
| 2 Start/Finish work? | 7 Restroom? |
| 3 Lunch? | 8 Car park? |
| 4 Coffee or tea breaks? | 9 Payment of salaries? |
| 5 Photocopier? | 10 Administrator |

- 7** Work with a partner. Ask and answer the questions in **6**. Take it in turns to be the new employee.

Practically speaking | How to confirm information

- 1** Somebody wants to introduce you to their colleague. You think you know him but you want to be sure. How can you complete the questions to confirm the information?

- 1 _____ he work in International Sales?
- 2 He travels a lot to South America, _____?
- 3 He went to the trade fair in San Francisco, _____?

- 2 ▶4.3** Listen and compare your answers. What are the three different ways for confirming information used in **1**?

- 3** Use different ways of confirming the information in the sentences below.

Example: You work in IT, right? / Don't you work in IT? / You work in IT, don't you?

- 1 You work in IT.
- 2 She's in charge of Accounts.
- 3 He's coming to the meeting.
- 4 She lives in London.
- 5 You're from Hamburg.
- 6 I met you yesterday.

- 4** Think of five pieces of information that you think you know about your partner. Then ask questions to confirm the information.

Example: A Don't you work in Marketing?

B That's right. / No, not exactly. / No, I don't. I work in Sales.

Business communication | Welcoming a visitor

- 1

Someone is visiting your company for the first time. What questions can you ask to make your visitor feel welcome?
- 2

▶4.4

Jim Berman is visiting a company to give a presentation. Listen to the conversations that Jim has and answer questions 1–3.

1

What does the receptionist ask Jim to do? What does she give him?

2

How was Jim’s journey to the company? Where does Olivia take him?

3

What does Jim ask for? What does he want to do before he’s ready to give his presentation?
- 3

Complete these sentences from the conversations in 2. Who is speaking: the receptionist (R), the visitor (V) or the host (H)?

1

I have _____ Olivia Gonzalez.

V

2

Can I see some _____, please?

—

3

So _____ passport, and this is your _____.

—

4

Did you have a _____?

—

5

Thank you _____ me.

—

6

So _____ my office. It’s this way.

—

7

Can _____ something to drink?

—

8

Can I _____ my computer somewhere?

—

9

_____ to milk and sugar.

—

10

I _____ check my email, then I’ll be ready.

—
- 4

Match responses a–j to sentences 1–10 in 3.

a

Great, thanks. _____

b

Yes I did, thanks. _____

c

It’s a pleasure. _____

d

Sure. Here you are. _____

e

Yes, of course. _____

f

Thank you. _____

g

No hurry. _____

h

Yes, please. _____

i

After you. _____

j

OK. Can I have your name, please? 1
- 5

▶4.4

Listen and check your answers to 3 and 4. Then practise the exchanges with a partner.

»

For more exercises, go to Practice file 4 on page 112.
- 6

Work with a partner. Use the flowchart to have a similar conversation. Then change roles.

Student A

You are visiting Student B’s company to give a presentation.

Student B

You are the receptionist and then the host.

Key expressions

Arriving at reception/security

I have an appointment with ...

Can you sign in, please?

Can I see (some identification), please?

Please take a seat. (He’ll/She’ll) be right there.

Meeting your visitor/host

Nice to meet you / see you (again).

Sorry I’m late.

Thank you for coming / inviting me.

Did you have a good trip?

Did you have any trouble finding us?

Let’s go to (the meeting room). It’s this way.

Can I get you (anything)?

Using the facilities

This is / Here’s (the room).

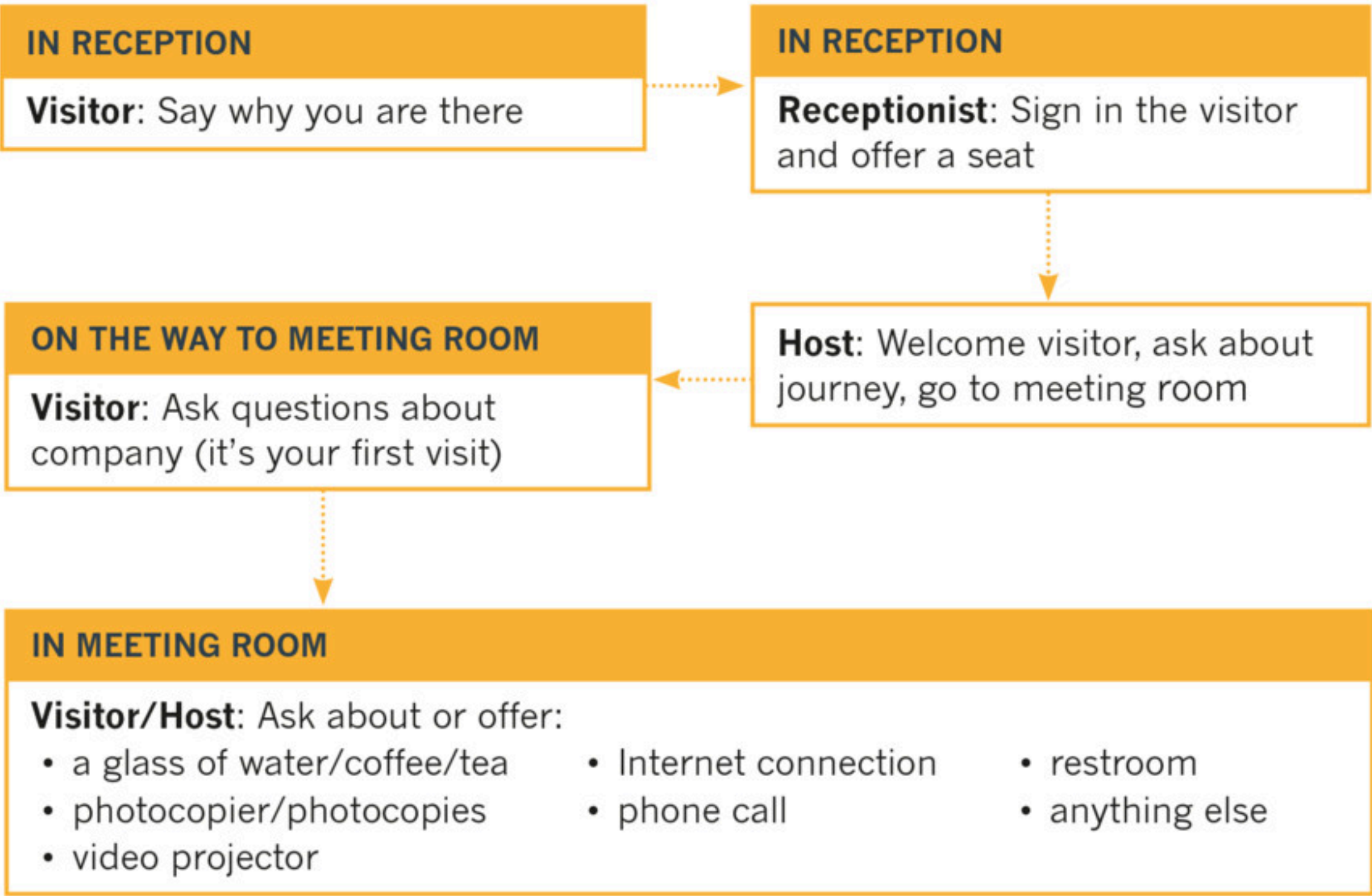
Help yourself to (tea and biscuits).

Can I (print a document) somewhere?

There’s a (printer) just there.

Do you need anything else?

I just need ...



TALKING POINT

The question game

Work with a partner. You are visiting a company or receiving a visitor. Take turns to be the visitor and the host. Have a conversation in each 'place' in the table below. The aim of the game is to ask more questions than your partner.

- 1 The host starts each conversation with the 'conversation opener'.
- 2 Use a question form in the 'Questions' column to continue each conversation.
- 3 Use the ideas in the 'Subjects' column to help you, or your own ideas.
- 4 Tick (✓) the 'Points' column every time you use one of the question forms.
- 5 The winner is the person who has the most points.

Example: RECEPTION *Host* Nice to see you again. **Did** you have a good trip? (1 point)

Visitor Yes, thanks. Sorry I'm late. **Is** the traffic always so bad? (1 point)

PLACE	CONVERSATION OPENER	QUESTIONS	SUBJECTS	POINTS (✓)
RECEPTION	Nice to see you again.	Is(n't) ...? Are(n't) ...? Do(n't) ...?	<ul style="list-style-type: none"> Visitor's journey, hotel, etc. Programme for visit 	
HOST'S OFFICE or DESK	Here's my office.	Does(n't) ...? Did(n't) ...? Can I ...?	<ul style="list-style-type: none"> Host's job and department Visitor's job and department 	
COLLEAGUE'S OFFICE or DESK	My colleague isn't here today, but he/she ...	Can you ...? Where ...? What ...?	<ul style="list-style-type: none"> Colleague's job Visitor's work colleagues 	
ANOTHER DEPARTMENT	Now we're in the (name) department.	Which ...? Who ...? Why ...?	<ul style="list-style-type: none"> What it does Relations with host's department 	
MEETING ROOM	This is the room for your presentation.	When ...? How ...? How many ...?	<ul style="list-style-type: none"> What the visitor needs People coming to presentation 	
RESTAURANT	I think you'll like this restaurant.		<ul style="list-style-type: none"> Town where company is located Visitor's home town 	
TOTAL POINTS*				

* Give yourself 1 point for each tick. Deduct 2 points for each question form you haven't used.



5

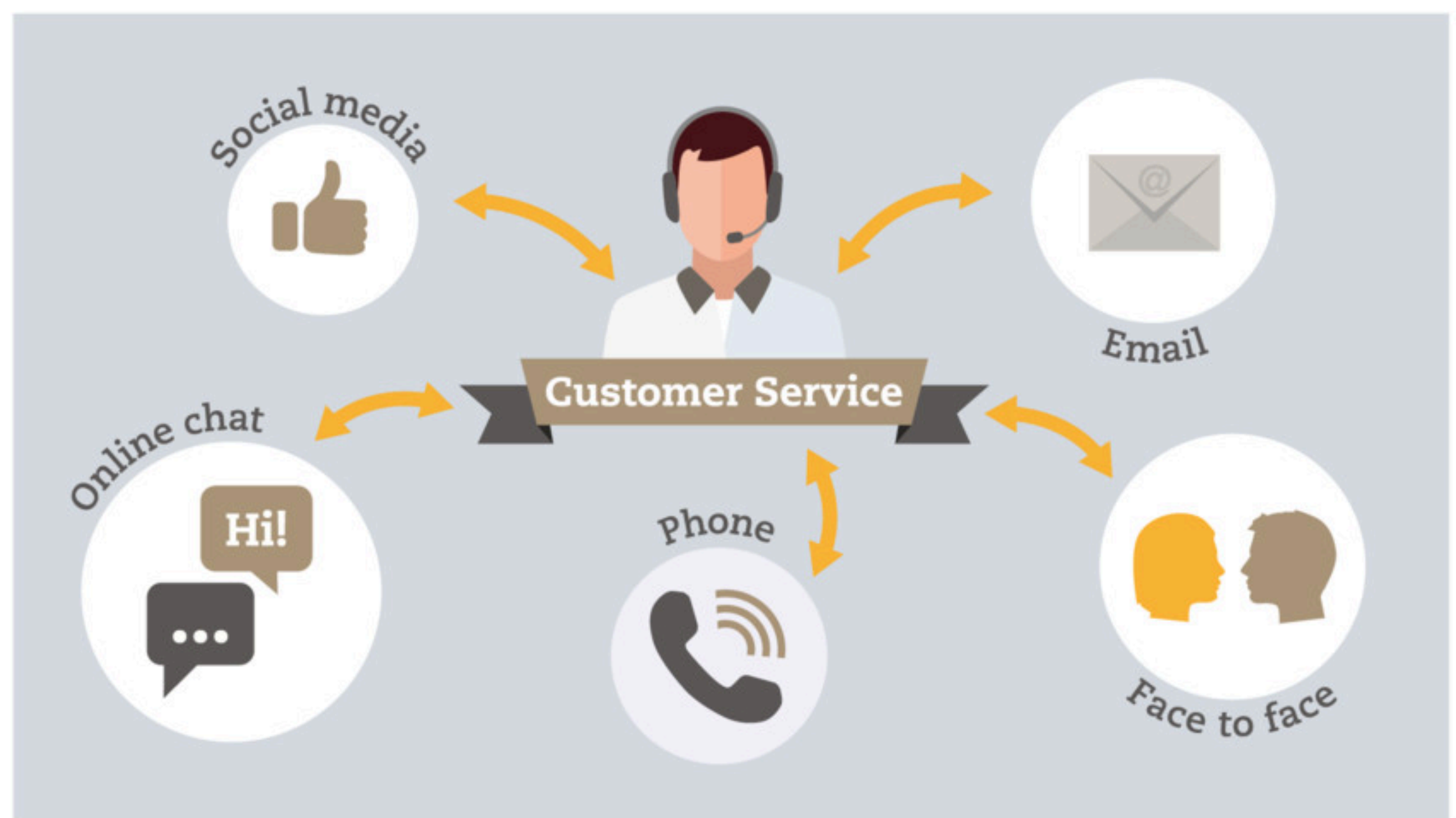
Customer service

Starting point

- 1 Read the comments from people who phoned customer service numbers. Have you had similar experiences? Which one is the most annoying?
 - 'They put you on hold and you can't turn off their awful music.'
 - 'You wait ages to speak to somebody. Then if you call again, you have to repeat the information.'
 - 'They try and sell you other products or services.'
- 2 What other problems can you have with customer service?

Working with words | Customer service

- 1 Look at the picture below. What channels does it show for customers to communicate with a company? Which ways do you prefer?



- 2 Read this text and answer questions 1–3.
 - 1 What are the advantages of multi-channel customer service?
 - 2 What problems can customers have?
 - 3 What is the result of these problems for companies?

Multi-channel customer service

Most companies provide customers with many options for how they communicate with the company. Customers can contact companies by email, by online chat, through the company website or via social media such as Facebook or Twitter. Communication is now easier for customers who **have a query** about a product or order or want to **report a problem**. It also gives companies more opportunity to **get feedback** on the customer experience.

The problem is that there often isn't enough communication between the customer service channels. For example, a customer emails a company to **make a complaint** about a product that doesn't work. If there isn't a quick reply, he/she tries the online chat. They have no record of the email, so the customer has to **explain the issue** again. They can't **offer a solution**, and tell him/her to call **Customer Support**. The customer

spends 30 minutes on hold and then has to explain the problem again.

For multi-channel communication to be a success for a company, it needs to improve the customer experience. Customers today do not want to wait, so companies must improve their **response times**, and also make sure that the communication channels are connected. The prize for success is **customer loyalty**. The cost of failure is customers who don't come back.

- 3 Work with a partner. How do you think companies can improve communication with customers?

4 Match the phrases in **bold** in the text in **2** to definitions 1–9.

- 1 Say you're not happy with something _____
- 2 Inform (a company) that something is wrong _____
- 3 Give detailed information about a problem _____
- 4 The time it takes to answer a customer _____
- 5 The idea that customers will always choose a company's products _____
- 6 A department that answers customer questions _____
- 7 Ask customers what they think about your company _____
- 8 Suggest an answer to a problem _____
- 9 Ask for more information about something that isn't clear _____

5 Work with a partner. Talk about customer service in your own company or a company you regularly buy from. Which of these things does it do well? Which does it do badly?

- Different communication channels
- Dealing with queries or complaints
- Encouraging customer loyalty
- Response times
- Getting feedback

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

6 What solutions are these customer support assistants offering? Choose from the list.

compensation a replacement a discount a refund a credit voucher

- 1 We'll offer you 20% off if you buy it today. _____
- 2 We can't repair it, but we will send you another one. _____
- 3 If you return it to the shop, we'll give you your money back. _____
- 4 It's valid for 12 months, and you can use it in any of our stores. _____
- 5 Sorry, you can't have your money back for the holiday, but we will send you a cheque for €200. _____

7 ▶ **5.1** Listen to two people talking about customer service. Did they have a good or a bad experience?**8** ▶ **5.1** Listen again and answer the questions for each situation.

	Situation 1	Situation 2
What did the customer order?	A talking toy	A tablet computer
What was the problem?		
How did they contact the company?		
How did the company respond to the problem?		
What solution did the company offer?		

9 Work with a partner. Talk about a good and/or bad customer experience you have had. Use the questions in **8** to help you.

Language at work | Comparisons

- 1 Work with a partner. Why do people shop online? Make a list of reasons.



- 2 ▶ 5.2 Listen to an extract from a radio programme about why people shop online and note the reasons. Are they similar to yours?
- 3 ▶ 5.2 Listen again and underline the correct words in *italics* to complete sentences 1–5.
- 1 Online retailers offer the *cheapest* / *most expensive* products.
 - 2 Online stores have the *most* / *least* flexible hours.
 - 3 It's not as *difficult* / *easy* to compare products in physical stores.
 - 4 Internet shopping offers a *more limited* / *wider* choice than in-store shopping.
 - 5 Online retailers offer *better* / *less detailed* information about a product.
- 4 Read the explanations in the *Language point*. Then complete the examples with the adjectives in 3.

Tip | Two-syllable

adjectives ending in -y

Two-syllable adjectives ending in -y usually form their comparatives and superlatives with -ier and -iest:

easy, easier, the easiest

LANGUAGE POINT

- 1 Most comparative forms of one-syllable adjectives end in -er (or -r when the adjective ends in *e*). For the superlative form, add *the -est*.
cheap, cheaper, the _____ wide, _____, the widest
- 2 Most two-syllable adjectives, and all adjectives of three or more syllables, use *more* and *the most* + adjective. You can also use *less* and *the least* + adjective.
expensive, more expensive, the _____
detailed, _____, the least detailed
- 3 *Good* and *bad* have irregular comparative and superlative forms.
good, _____, the best bad, worse, the worst
- 4 We use *not as* + adjective (+ *as*) to say something isn't similar to something else.
not _____ easy (as)

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

- 5 ▶ 5.3 Listen to some shoppers being interviewed in the street. What reasons do they give for shopping in a physical store?

6 ▶ 5.3 Complete the shoppers' answers with the correct form of the adjective in brackets. Then listen again and check your answers.

- 1 I get more professional (professional) advice in a shop than online. The staff in a store have a _____ (good) knowledge of the products.
- 2 I know the prices aren't _____ (low) as online, but it's the _____ (quick) way to get the product I want.
- 3 The _____ (important) thing for me is to see and touch the products. It's _____ (easy) to make the right choice.
- 4 It's _____ (difficult) to return or exchange items than when you buy online. It's also the _____ (expensive) way because you don't pay for postage.
- 5 The postal service isn't _____ (reliable) now. Delivery times are _____ (long) and a lot of packages are lost.

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

7 Work with a partner. Talk about your preferences for 1–4 below. Give examples and explain your reasons, using comparative and superlative forms.

Example: I prefer looking for products online because it's quicker and easier to compare them.

1 Looking for and evaluating products.	Online, in physical stores or both?
2 Buying new products.	Online, in physical stores or both?
3 Buying second-hand products.	Directly from the seller or online?
4 Reporting a problem with a product bought online.	By phone, by email, by letter or on the website?

Practically speaking | How to 'soften' a message

- 1** In what situations do you need to choose your words carefully and 'soften' what you say?
- 2 ▶ 5.4** A manager is complaining to an employee. What's the problem and what's the solution?
- 3 ▶ 5.4** Listen again and tick (✓) the expressions each time you hear them. Who uses the expressions: the manager (M), the employee (E) or both (B)?

	✓	M / E / B
I'm afraid ...		
Sorry, but ...		
I'm sorry to say this, but ...		
Sorry about that.		
Well, actually ...		
... isn't very (+ positive adjective)		

- 4** Which of the expressions in **3** does the speaker use to ...?
 - complain • respond to a complaint • correct wrong information
- 5** Practise the conversation with a partner.
- 6** Work with a partner. Take turns to complain and reply in these situations. Use the expressions in **3**.
 - 1 An IT technician came to install new software on your computer yesterday. Today your screen freezes every time you try to open it. Phone the technician.
 - 2 Your colleague asked you to check a report he wrote. A lot of the information is unclear or wrong and it's full of spelling mistakes. Speak to your colleague.



Business communication | Making and dealing with complaints

1 Look at the advice below. Do you agree? Why/Why not?

When making a complaint, never get angry.

When dealing with a complaint, never say 'it's not our fault' or, even worse, 'it's your fault'.

2 ▶ 5.5 Listen to four different conversations. Note down the problem and solution in each.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4
Problem				
Solution				

3 ▶ 5.5 Listen again. In which conversation do you hear these sentences?

- 1 I'd like a refund. ____
- 2 Oh dear. Can you give me more details? ____
- 3 Don't worry. I'll deal with it now. ____
- 4 I'm sorry to hear that. We'll send you the correct version today. ____
- 5 It's my fault. I'm sorry. ____
- 6 It still hasn't arrived. ____
- 7 It's not working again. I'm not very happy about it. ____
- 8 Customer Service. How can I help you? ____
- 9 We can offer you a replacement. ____
- 10 I'll look into it and get back to you right away. ____

4 Work with a partner. Take turns being the people in the situations in 2 and have similar conversations.

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

5 Work with a partner. Read these situations. What are the possible solutions?

- 1 You ordered sandwiches and drinks for a working lunch with a customer in your company. The catering company promised to deliver before 12.30 p.m. but it's now 1 p.m. and you're still waiting. Your customer doesn't look very happy. You phone the catering company.
- 2 You have received an order from a computer supplier but there's a mistake. You ordered 50 laptop computers with 15-inch screens but they've sent you mini-computers with 10-inch screens (and there are only 40!). You phone the supplier.
- 3 You asked a colleague to send you some PowerPoint slides for an important presentation you have this morning. When you open your email, you see that he/she has sent you slides for the wrong product. Your presentation is in half an hour. You phone your colleague.
- 4 You rented a car on a business trip from your usual rental company but the satnav stopped working after two hours. You then lost your way and were late for your meeting. This is the third time in six months you've had a problem with a rental car. You speak to the manager.

6 Have a conversation for each situation in 5. Take turns to complain and deal with the complaint.

Key expressions

Asking about the problem

How can I help?
What can I do for you?
Can you give me more details?
What exactly is the problem?

Making the complaint

I'm sorry, but / I'm afraid ...
(The machine) doesn't work
There's a problem with ...
(It) still hasn't arrived.
I'm not very happy (about it).
I'd like (a refund/replacement).

Sympathizing/Apologizing

I'm very sorry about that.
I do apologize.
I'm sorry to hear that.
It's our/my fault. I'm sorry.
I'm afraid we can't ...
We're sorry for the inconvenience.

Dealing with the complaint

I'll look into it / deal with it right away.
I'll get back to you.
Let me check.
We'll send you ...
We can offer you ...
I'll wait to hear from you.

TALKING POINT

The WOW! Awards

The WOW! Awards is an organization that recognizes the 'best of the best' in customer service. Companies and other organizations can choose to participate in the awards. Customers who have had excellent service can then nominate people working in those companies for an award. Customer stories are often about ordinary employees who did something very special

to satisfy the customer: the hotel receptionist who lent her shoes to a female guest because she needed them for a business meeting, or the hospital cleaner who spent time after work every day talking to a patient who didn't have any other visitors. It's an opportunity for customers to give the names of employees who 'wowed' them, and to say a special thank you to them.

Discussion

- 1 What do you think of the idea of the WOW! Awards?
- 2 What are the possible benefits for a company that decides to participate in the awards?
- 3 How is it possible for your company to 'wow' customers? Is it possible in your job?
- 4 Here are some possible criteria for choosing a WOW! Award winner. Which ones do you think are more important? What other criteria would you use?
 - Finding original ways to satisfy customers
 - Turning unhappy customers into satisfied ones
 - Taking a real interest in the customer as a person
 - Putting customers' needs before your own
 - Understanding customers' real needs
 - Doing more than your job description demands

Task

- 1 Work in small groups. You are going to read about an employee nominated for a WOW! Award. Turn to page 137 and each choose a different candidate. Then tell your group:
 - who this person is
 - why they are a good candidate for the award
- 2 Use the criteria you discussed in 4 to decide who will win the WOW! Award. Who will be in second and third place?



6

Employment

Starting point

- 1 What's the best way to find a new job?
- 2 Is it easier or more difficult than ten years ago? Why?

Working with words | Employment

- 1 Are you a member of any of these social networks? Why do/don't you use them?



- 2 Read the article and answer the questions.
 - 1 How many people and companies use LinkedIn?
 - 2 How does LinkedIn make it easier for ...?
 - people to find jobs
 - employers to find new staff

LinkedIn – the world's largest professional network

Today the Internet is making it easier and quicker for employers and employees to find each other.

One of the most popular websites for both employers and employees is LinkedIn, a social network service for professionals. The company has more than 400 million users in over 200 countries. Many of the world's top companies use LinkedIn to help them **recruit** new employees.

If you are looking for a job, it's very easy to join LinkedIn. Just post your profile on the site, including your **qualifications** from school or university,

More than
3 million
companies
have
pages on
LinkedIn

your **experience** in different jobs and the **skills** that you have learned, like managing a team or using different computer programs.

Next, you begin to develop your contacts. On LinkedIn, you can search for people who you studied or worked with. Maybe an old university friend or ex-colleague is now with a company that you'd like to work for. That person can post a **reference** on the site, saying how good your work is.

More than three million companies have pages on LinkedIn, and many of them

advertise new positions on the site. With one or two clicks, you can **apply for** the job, and attach your CV and covering letter. You can also discover the number of people interested in the position and know if you are one of the better **candidates**. And if the company decides to put you on its **shortlist** of candidates, you can find a lot of advice on the site about what to say in a job **interview**.

Two new people or companies join LinkedIn every second. So if you're thinking about a new job and you aren't already a member, now's the time to do it.

- 3 Answer the questions with a partner.
 - 1 Do you think sites like LinkedIn really make life easier for companies and people looking for jobs?
 - 2 Can you think of any disadvantages compared with traditional forms of recruitment?

4 Complete the stages of getting a job with the words in **bold** from the text in **2**.

When a company decides to ¹ _____ a new employee, it usually ² _____s the job in the press or online.



You decide to ³ _____ the job. You send a CV, which includes information about:

- the exams that you have taken (your ⁴ _____)
- the companies that you have worked for (your ⁵ _____)
- the things that you have learnt to do (your ⁶ _____)
- people who you have worked with who can give you a ⁷ _____



The company studies the CVs of all the ⁸ _____, and makes a ⁹ _____ of the best ones. It invites these people to the company for an ¹⁰ _____.

5 Discuss with a partner. Which parts of the recruitment process do you find easier/more difficult?

6 ▶ **6.1** Listen to two people describing how they got their job. Take notes about how each person was lucky.

Speaker 1	
Speaker 2	

7 ▶ **6.1** Listen again and complete sentences 1–8.

- 1 I only saw the _____ for my job at the last minute.
- 2 I only had about four hours to prepare my _____.
- 3 I really wanted the job, but I wasn't really _____ for it.
- 4 So I didn't think I would be _____, but I was.
- 5 I could see that the person who _____ me didn't like me.
- 6 The company wanted a highly-_____ technician.
- 7 I had the qualifications, but I wasn't at all _____.
- 8 He was responsible for the _____ of service technicians.

8 Match each word in **7** with a different form of the same word from **4**. Are the words nouns, verbs or adjectives? Where is the main stress on each word?

Example: application (noun), apply (verb)

» For more exercises, go to **Practice file 6** on page 116.

9 Work with a partner. Tell them about when you got your present job. Talk about:

- how you heard about the job
- how you applied for it
- the interviews you had
- why you accepted the job

Language at work | Present perfect (1)

- 1 What questions do interviewers often ask at job interviews? Which questions are the most difficult to answer?
- 2 ▶ 6.2 Naomi Hasselin has an interview for a job as a team leader with a large non-profit organization. Listen to the extract. What experience does she have?



- 3 ▶ 6.2 Listen again and underline the verb forms you hear.
 - 1 When *did you start* / *have you started* working in this field?
 - 2 I *left* / *have left* university in 2009.
 - 3 *Did you ever work* / *Have you ever worked* for a big organization?
 - 4 No, I *didn't have* / *'ve never had* the chance.
 - 5 *Did you go* / *Have you been* to Africa?
 - 6 I *spent* / *'ve spent* some time in Tanzania.
 - 7 Oh really? What *did you do* / *have you done* there?
- 4 Look at the sentences in 3. Decide if the verb forms are in the past simple or present perfect. Then complete the explanations in the *Language point*.

Tip | been and gone

Been and *gone* are both used as past participles of the verb *go*. *Been* means that they went and came back:

*Have you ever **been** to the USA for a holiday?*

Gone means that they are still there:

*He's not here. He's **gone** to Paris for the weekend.*

LANGUAGE POINT

- 1 We use the _____ to ask/talk about general experience in the past.
- 2 We use the _____ to ask/talk about actions at specific times in the past.
- 3 We form the present perfect with _____/has(n't) + past participle.
- 4 We form questions in the present perfect with _____/has + subject + _____.

» For more information, go to **Grammar reference** on page 117.

- 5 ▶ 6.3 The interviewer asks Naomi more questions. Complete questions 1–5 using the prompts. Then listen and check your answers.

Example: When did you go to Tanzania?

- 1 When / go / Tanzania? _____
- 2 How long / stay there? _____
- 3 What other projects / work on? _____
- 4 Ever / manage a team? _____
- 5 Why / decide / work in this field? _____

- 6 ▶ 6.3** Listen again and note Naomi's answers to the questions in **5**. Then work with a partner and take turns playing the role of the interviewer and Naomi.

» For more exercises, go to **Practice file 6** on page 117.

- 7** Work with a partner. Take turns to ask and answer questions about your experiences, using the prompts.

Example: A Have you ever interviewed someone for a job?

B Yes, I have.

A Who did you interview? What was the job? What did you ask?

- 1 Interview someone for a job
- 2 Refuse a job offer
- 3 Give someone a reference
- 4 Apply for a job online

- 8** You are interviewing candidates for a similar job to yours. First, think of the skills and the experience that are necessary for your job. Then make a list of questions to ask the candidates.

Questions for candidates:

- 9** Work with a partner. Take turns to interview each other using your questions in **8**.

Practically speaking | How to avoid negative answers

- 1** Look at the question that a boss asks his/her employee. What's wrong with the employee's answer? Can you think of a better response?
- A Have you finished that proposal?*
B No, I haven't. I've been very busy.
- 2 ▶ 6.4** Listen to four short conversations. Which conversation is about ...?
- a a document that somebody has to write ____
 - b a document that somebody has to read ____
 - c somebody's language skills ____
 - d somebody's work experience ____
- 3 ▶ 6.4** Listen again and complete responses 1–4. What kind of information comes after *but* in each sentence?
- 1 I haven't, but _____ of the product last month.
 - 2 No, but _____ to do.
 - 3 No, but _____ before the end of the week.
 - 4 No, but _____ on holiday.
- 4** Write two or three questions that (a) a boss (b) an interviewer could ask you.
- 5** Work with a partner. Take turns to ask and answer your questions from **4**. Your partner must say 'no' but change it into a positive answer.

Business communication | Evaluating options

- 1 A company is looking for a new project manager. What are possible reasons for ...?
- 1 recruiting somebody externally (i.e. from outside the company)
 - 2 promoting somebody internally (i.e. from inside the company)
- 2 ▶6.5 Listen to three managers discussing the questions in 1. What are the arguments for and against each option? Can you think of a possible solution?

	Arguments for	Arguments against
external		
internal		

- 3 ▶6.5 Listen again and match 1–9 to a–i to make complete sentences.
- 1 I prefer ____
 - 2 I like the idea ____
 - 3 I’m not sure that ____
 - 4 I’d go for ____
 - 5 Another disadvantage is ____
 - 6 One other issue is ____
 - 7 A key advantage is ____
 - 8 I really think ____
 - 9 The internal option is attractive ____
- a that we save money.
 - b the cost of finding someone.
 - c internal promotion is too risky.
 - d to recruit internally.
 - e because it’s quicker and cheaper.
 - f somebody with more experience.
 - g our engineers have enough experience.
 - h that we don’t have time to recruit.
 - i that we send them a positive message.
- 4 Work with a partner. Evaluate the following suggestions from a company’s HR Department.
- 1 Recruit only people under 30 years old.
 - 2 All employees to receive English and Chinese lessons.
 - 3 Senior employees can work just four days a week in their last year. They then work one day a week for a year after they retire.

» For more exercises, go to Practice file 6 on page 116.

- 5 Work in small groups. Your company wants to provide training for its employees. For each of the training courses, evaluate which of the three types of training would be best.

TRAINING COURSES: 1 Oral English 2 Computer skills 3 Customer service		
Type 1: Internal peer training. Training will be provided by current employees who have experience in each field. There will be one session of 2 hours per week during normal working hours, and in small groups of 3–4 people. No official qualification.	Type 2: External training. Training will be provided by an external training organization in a series of 3-day sessions outside the company. Groups of 10–15 people from different companies. All participants will receive an official qualification at the end of the course.	Type 3: Individual online training. Training will be done online using an external organization. This will take place outside of working hours and employees can choose when to do it. Weekly online tutorial with a trainer to review progress. Online written exam at the end of the course.

- 6 Work with a partner. Have you ever had any of the types of training in 5? What was it for? What were the strengths and/or weaknesses of the training?

Key expressions

Saying why an idea is good
One/Another key advantage is (that) ...
I like the idea that ...
X is (attractive) because ...
X is a (really) good idea/option because ...

Describing weak points
One/Another disadvantage is (that) ...
One/Another issue is (that) ...
I’m not sure that ...
(I think) X is too ...

Stating a preference
I prefer (to do) X because ...
I think X is preferable because ...
I’d go for / choose X because ...
X is better / more suitable (than Y).

TALKING POINT

The best companies to work for?



At Brazilian company Semco, employees:

- choose their own working hours
- decide their own salaries
- decide their own budgets within their own business unit
- have to choose a different desk to work at every day
- can go to any meeting they want, or not go at all
- can have a nap in a hammock
- choose their own colleagues and managers (there is no HR Department)
- evaluate their managers twice a year

At Google's Mountain View headquarters in California, employees:

- get free breakfast, lunch and dinner in a choice of 18 cafés
- can exercise in four different gyms
- can bring their laundry to the company and take it home clean in the evening
- can bring their pets to work
- have free use of electric cars to go shopping at lunchtime
- can have a nap in specially designed sleeping pods
- can have free consultations with the in-company doctor
- get a free massage on their birthday



Discussion

- 1 Which benefits or ideas do you find most attractive in each company? Why?
- 2 Why do you think the two companies offer these conditions?
- 3 Which company would you prefer to work for? Why?
- 4 What might be the disadvantages of working for either company?

Task

Your company wants to find ways of attracting new employees and keeping them.

- 1 Work with a partner. Make a list of six benefits you would like to offer staff. You can include ideas from Google and Semco, but also add your own. Think about the following points:
 - benefits to the employee
 - benefits to the company
 - cost of offering each benefit
 - possible problems
- 2 Work with a new partner. Compare your lists from 1 and explain why you chose these benefits. Decide on the three best ideas.

Viewpoint 2 | The customer journey

Preview

In this video lesson, different people talk about choosing a hotel. You will also watch an interview with Dagmar Mühle, General Manager of the Hilton Hotel in Dusseldorf, Germany. She talks about the Hilton brand and how it survives in a very competitive market.

Focus

- 1 When you book a hotel for a work trip, what affects your choice? Put the things in the list below in order of importance from 1 (most important) to 8 (least important).
- Level of service (e.g. star rating)
 - Appearance (e.g. modern)
 - Brand loyalty
 - Facilities (e.g. gym, sauna, pool, etc.)
 - Transport links (e.g. to and from the airport)
 - Price
 - City and location
 - Business facilities (e.g. meeting rooms)
 - Other
- 2 01 Watch three people talking about choosing hotels. What affects their choice? Make notes about their answers in the table.

Speaker 1	Speaker 2	Speaker 3

- 3 Compare your notes in 2 with a partner. Were the answers similar to yours in 1?

The Hilton Hotel chain



- 4 You are going to watch an interview with Dagmar Mühle about the Hilton Hotel Chain. Before you watch, match the phrases a–h from the interview to the correct definition 1–8.
- a mid-market segment ____
 - b unique feature ____
 - c loyalty programme ____
 - d incentive ____
 - e customer journey ____
 - f brand standard ____
 - g mystery customer ____
 - h quality inspector ____
- 1 A level of service that a business guarantees.
 - 2 The path that you go on as soon as you start using a product or service.
 - 3 One thing that makes you different from your competitors.
 - 4 A person who checks that the product or service is at the correct level.
 - 5 The part of the market between the luxury end and the basic.
 - 6 A system where customers get points and benefits from being a member.
 - 7 Something that encourages you to do something.
 - 8 A person who pretends to use the product or service in order to test the company's customer service.



- 5 **02** Watch the first part of the interview with Dagmar Mühle. Listen for these numbers and phrases and make notes about them in the table. Then compare your notes with a partner.

3,600	
10	
destination or brand?	
facilities	
120	
loyalty programme	

- 6 Which hotel chains are famous in your country? Which segments of the market are they popular with? How different is the level of service?

The customer journey

- 7 **03** Watch the second part of the interview with Dagmar, where she talks about the importance of the customer journey and staff training. As you watch, make notes in the table.



Stages of the customer journey at the Hilton Hotel	
Ways of training staff for each stage in the journey	

- 8 When was the last time you stayed in a hotel? What was your customer journey like?

Mapping the customer journey

- 9 Work with a partner. Think of a new situation (not a hotel) where you experience a customer journey. For example at a bank, buying a new car, as a patient at your local hospital or your own choice.
- List the stages in the customer journey.
 - Make notes about the training that staff will need for each stage in the journey.
- 10 Work with another pair of students. Compare your stages and ideas for training staff.
- 11 Now consider the customer journey for your own company or organization.
- List the key stages in the customer journey.
 - Make notes about staff training for each stage.
 - Do you think your company could improve its customer journey? How?
- 12 Present your customer journey to the rest of the class and explain your ideas.



7

Travel

Starting point

- 1 Do you often travel on business/holiday?
- 2 What places do you like travelling to, for work or for pleasure?
- 3 Which form of transport do you prefer?



Working with words | Air travel

- 1 Here are some of the things that air travellers complain about. Which ones do you hear most often?
 - Additional costs
 - Long waits at the airport
 - Other passengers
 - Uncomfortable seats
- 2 Read the text and complete the headings with the words in 1.

What do air travellers find most annoying?

A recent air travel survey shows that the experience of taking a plane is often not a pleasant one. Here are the top complaints.

1 _____

Often, there's very little room for your legs, and then the person in front of you decides to move his or her seat back. It's no surprise that 58% of passengers prefer the **aisle seat**, which offers a little more legroom, at least for one leg. Many passengers aren't prepared to pay more for a **seat upgrade** to a more comfortable part of the plane.

2 _____

Passengers are particularly annoyed about **airline charges**. Twenty years ago, you paid for your flight and everything was included. Today, **baggage allowances** are lower, and some airlines make you pay even for the first suitcase. Passengers often try to put everything in one small bag to take on the plane with them. However, some airlines now have **weight restrictions** which limit **hand baggage** to 8 kg or less. And if you want to choose your seat, or have a drink and something to eat on the plane, you may have to pay again.

3 _____

Even though airline passengers know that **security scans** are necessary, they would like more machines and employees to check their luggage more quickly. They also know that it is often bad weather or technical problems that cause a **delayed flight**. But they still complain about **missed connections** when their first flight arrives too late for the next one.

4 _____

The biggest complaint here is about noisy children. Maybe you can avoid waiting in line with a screaming baby if you use the airline's **self-service check-in** to get your boarding pass. But there's nothing you can do if you find that the same baby and its parents are occupying the seats next to you on the plane.

- 3 Discuss these questions with a partner.
 - 1 Which aspects of air travel do you find annoying? What about other forms of travel?
 - 2 Do you ever complain to airlines or other travel operators? Why/Why not?
 - 3 Do you think airlines or other travel operators respond well to complaints? Why/Why not?

4 Match the words in **bold** in the text in 2 to definitions 1–10.

- 1 The reason it's not possible to take a heavy bag _____
- 2 A change to a more expensive seat _____
- 3 When your plane is late leaving _____
- 4 You might sit here to have a little more space _____
- 5 Bags that you put above or under your seat _____
- 6 When you get your flight document from a machine _____
- 7 The maximum number of suitcases you can take _____
- 8 When you pay more for services before or during your flight _____
- 9 They do this at airports to protect passengers _____
- 10 When your second plane leaves before the first one arrives _____

5 Work with a partner. What travel problems might these people have? What would the consequences be?

- 1 A business traveller flying to an important meeting
- 2 A family of four with two young children leaving for a 2-week holiday
- 3 A student flying abroad for a 9-month work placement

6 ▶ 7.1 Listen to conversations 1–3. Which passenger ...?

- a will have to pay more ____
- b made a mistake at check-in ____
- c will arrive late ____

7 Cross out the word in each group that can't combine with the word in **bold**. Then compare your answers with a partner.

- | | |
|-------------------------------------|-----------------|
| 1 middle / hand / window | seat |
| 2 online / priority / passport | check-in |
| 3 free / First Class / electronic | upgrade |
| 4 excess / hold / seat | baggage |
| 5 connecting / airport / cancelled | flight |
| 6 additional / delayed / extra | charges |

8 ▶ 7.1 Listen again. Which compound words from 7 do you hear? With a partner, use the word combinations to describe each situation.

» For more exercises, go to **Practice file 7** on page 118.

9 Work with a partner. Talk about a recent experience of taking a plane. It can be:

- your own experience or the story of someone you know
- a good or a bad experience
- a flight taken for business or for a holiday

Tip | Compound words

Compound words are words that go naturally together. We can combine noun + noun (e.g. *flight ticket*) or adjective + noun (e.g. *delayed flight*). The first word always describes the second:

flight ticket = a ticket for a flight
middle seat = a seat that's in the middle



Language at work | *will/going to/present continuous*

- 1 What are your plans for this weekend and for next week?
- 2 ▶ 7.2 Fabrizio wants to see his friend Emily in Montreal. Today is Monday 11th June. Listen to the phone call and make notes on what will happen at these times.
 - 1 The end of July _____
 - 2 September _____
 - 3 Sunday 17th June _____
 - 4 Wednesday 20th June _____
 - 5 Friday 15th June _____
- 3 Read these sentences from the conversation in 2. Underline the verb that refers to the future in each sentence.
 - 1 I'm going to leave the company soon.
 - 2 I'm coming to Montreal for a conference next week.
 - 3 I'll call you again on Friday.
- 4 Complete explanations 1–3 in the *Language point* with *will*, *going to* or *present continuous*. Then match the sentences in 3 to each explanation.

LANGUAGE POINT

- 1 We use _____ to talk about a plan that's already decided.
Example: _____
- 2 We use _____ to make a decision at the moment of speaking.
Example: _____
- 3 We use _____ for an arrangement with a fixed time or place. (You can often use *going to* here instead.)
Example: _____

» For more information, go to **Grammar reference** on page 119.

- 5 Complete sentences a–f with the correct form of the verbs in brackets. Then match sentences 1–6 to responses a–f.
 - 1 Do you have any plans for the weekend? ____
 - 2 Can you take me to the airport this evening? ____
 - 3 I'm afraid I'm not here to help you on Saturday. ____
 - 4 Have they decided on a date for their visit? ____
 - 5 Sorry, but I'm not free in the morning now. ____
 - 6 Can you let me know when your train arrives? ____
 - a That's OK. I _____ (change) the appointment to the afternoon.
 - b Yes, my brother _____ (come). We _____ (show) him round the town.
 - c Yes, 5.30. I _____ (send) you a text message from the station.
 - d Don't worry. I _____ (ask) someone else.
 - e Yes, they _____ (come) on 3rd May. They _____ (stay) for two days.
 - f Sure, I _____ (do) that. You _____ (leave) at 8.30. Is that right?
- 6 Practise the exchanges in 5 with a partner.



- 7** Your boss Meghan is on a business trip this week. You receive this email from her. Choose the correct words in *italics*.

✉

Arianna Boyle from TFF is going to ¹*visit / visiting* us next Wednesday. It's her first time here and she's a very important customer. Unfortunately, I'm only free to see her for part of the day. ²*She's / She will* arriving very early in the morning on a night flight, spending Wednesday night in a hotel near the company and she is ³*leave / leaving* on Thursday. Can you meet her at the airport and decide what you ⁴*are / will* do with her during the day: restaurant, local visits, etc.? There's a provisional schedule on my desk. Can you complete it? There's also an email from Arianna. ⁵*I'm calling / I'll call* you tomorrow morning to check that everything's OK.

Meghan

» For more exercises, go to **Practice file 7** on page 119.

- 8** Work with a partner to plan Arianna Boyle's visit. **Student A**, turn to page 138. **Student B**, turn to page 142.

Practically speaking | How to ask for directions

- 1** What different ways can you think of to ask for directions?
Example: Can you tell me how to get to ...?
- 2** ▶ **7.3** Listen to three short conversations and complete the sentences.
 - 1 _____ the way to the station, please?
 - 2 Excuse me. _____ the registrations office for the conference.
 - 3 Excuse me. _____ the motorway?
Oh, _____ the nearest petrol station is?
- 3** ▶ **7.3** Listen again and number the directions in the order you hear them.

you'll see signs ____

on your right ____

take the third exit ____

take the first left ____

turn right at ____

in front of you ____

go straight on ____

go past the ____

then go down the stairs ____
- 4** Practise the conversations in **2** and **3** with a partner.
- 5** Work with a partner. Take it in turns to ask for and give directions from:
 - the room you're in to another part of the building
 - your present location to another place in the town