# Contents

## INTRODUCTION

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<td>At the office</td>
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Who is this book for?

Business Vocabulary in Use Elementary is in the same series as Business Vocabulary in Use Intermediate and Advanced. It is designed to help you to learn basic business vocabulary. It also helps you to learn the language of business communication for social situations, telephone calls, business writing, presentations, and meetings.

The book is for people who are studying English before they start work, and for people already working who need English for their job.

You can use the book on your own for self-study, or with a teacher in the classroom.

What is in the book?

In the book there are 49 two-page units.

The first three units are learner training units. They give you ideas on the best ways to learn. They explain the instructions used in the book, how to do the exercises, how to learn vocabulary and how to use dictionaries. It is a good idea to do these units first to help you use the rest of the book in the best way.

There are then two units about how to use numbers.

After that, there are 28 subject units with key vocabulary for different business subjects, and 16 units with business communication language. These help you with the skills you need in business, for example in presentations and meetings.

The new words and expressions for you to learn in each unit are in bold. They are explained in different ways, for example with a sentence showing you how to use them, or with pictures. Sometimes there is a ‘=' symbol, followed by some words to explain the new language.

You can use the contents pages at the beginning of the book to find the subject or skill that you want to study.

There is an answer key at the back of the book. Most of the exercises have questions with only one correct answer. But in some of the exercises, including the Over to you activities at the end of each unit (see below), you write and/or talk about yourself and your own organization. So the answers in the key for these sections are examples, to compare with your own answers.

There is also an index. This is a list of the new words and expressions in the book and the unit numbers where they appear. The index also tells you how to say the words and expressions.

The left-hand page

This page shows the new words and expressions for each subject or skills area. Each page has a number of sections with the letters A, B, C (and sometimes D), and short titles.

On the left-hand page there is:

- information about the meanings of the words and expressions.
- information about word combinations - words that are often used together.
- notes on language points such as the differences between British and American English.
- notes to tell you where you can find more information in other units.
The right-hand page
The exercises on the right-hand page give you practice in using the new words and expressions shown on the left-hand page. There are different types of exercise for this. Sometimes the exercise asks you to write sentences, or to write words to finish sentences. Some units contain tables or diagrams to complete, or crosswords.

'Over to you' activities
An important part of Business Vocabulary in Use Elementary is the Over to you activity at the end of each unit. The Over to you activities give you the chance to practise the words and expressions from the unit in a way that is useful in your own job or studies. Self-study learners can do this section as a written activity.
In the classroom, the teacher can use the Over to you exercises for discussion with the whole class, or in small groups. After the discussion the teacher can ask learners to look again at the words and expressions that have caused difficulty. Learners can then do the Over to you exercise as a written activity, for example as homework.

How to use the book for self-study
Find the subject or word that you are looking for in the contents page or the index. Read the information on the left-hand page of the unit. Do the exercises on the right-hand page. Check your answers in the key. If you have made mistakes, go back and look at the unit again. Note down important words and expressions in your notebook.

How to use the book in the classroom
Teachers can choose units that relate to learners' needs or interests, for example areas they have covered in course books, or that have come up in other activities. Alternatively, lessons can contain a regular vocabulary slot, where learners look at the vocabulary of particular subject or skills areas.
Learners can work on the units individually or in pairs or groups, with the teacher going round the class assisting and advising. Teachers should get learners to think about the logical process of the exercises, pointing out why one answer is possible and the others are not.
We hope you enjoy using this book.
Talking about language

Grammar words used in this book

<table>
<thead>
<tr>
<th>Grammar word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>a person or thing</td>
<td>director, job</td>
</tr>
<tr>
<td>singular</td>
<td>one person or thing</td>
<td>executive, office</td>
</tr>
<tr>
<td>plural</td>
<td>more than one person or thing</td>
<td>executives, offices</td>
</tr>
<tr>
<td>adjective</td>
<td>describes a person or thing</td>
<td>friendly, heavy</td>
</tr>
<tr>
<td>adverb</td>
<td>describes a verb: how something is done</td>
<td>usually, often</td>
</tr>
<tr>
<td>preposition</td>
<td>used before a noun or pronoun</td>
<td>in, on, with, for</td>
</tr>
<tr>
<td>verb</td>
<td>something that a person or thing does - often an action</td>
<td>work, make</td>
</tr>
<tr>
<td>base form (= infinitive)</td>
<td>the first form of the verb, used with 'to'</td>
<td>to make</td>
</tr>
<tr>
<td>second form (= past simple)</td>
<td>the verb form that you use to talk about the past</td>
<td>She went to school in Liverpool.</td>
</tr>
<tr>
<td>third form (= past participle)</td>
<td>the verb form that you use in the present perfect tense, and in passives</td>
<td>I've learnt a lot in this job. It was developed by IBM.</td>
</tr>
<tr>
<td>question</td>
<td>a set of words to ask for information</td>
<td>Where does she work?</td>
</tr>
<tr>
<td>answer</td>
<td>a reply to a question</td>
<td>She works in an office.</td>
</tr>
<tr>
<td>phrase</td>
<td>a group of words, not a complete sentence</td>
<td>an interesting job</td>
</tr>
<tr>
<td>sentence</td>
<td>a complete idea. In writing, it starts with a capital letter and ends with a full stop</td>
<td>He is very good with computers.</td>
</tr>
<tr>
<td>expression</td>
<td>a word or group of words used in a special situation</td>
<td>I'll put you through.</td>
</tr>
</tbody>
</table>

To learn more about verbs, see pages 107-113.

Understanding notes in this book

vowels = the letters a, e, i, o, and u  AmE = American English
consonants = all other letters  formal = for public or official use
BrE = British English  informal = not official; used with friends or colleagues

Understanding instructions in this book

Complete the table. = Fill in the spaces in the table with information. (For example, exercise 27.1)
Complete the sentences. = Write the missing words. (For example, exercise 5.1)
Match the two parts of the sentences. = Join the two parts to make a whole sentence. (For example, exercise 18.2)
True or false? = Is this right or wrong? (For example, exercise 9.1)
Choose the correct word to complete each sentence. = Choose the right word to use in the sentence. (For example, exercise 24.2)
Look at A/B/C opposite to help you. = Look at section A/B/C to find the information that you need to do the exercise. (For example, exercise 4.3)
Put the sentences into the correct order. = Say which sentence is first, which is second, etc. (For example, exercise 43.3)
1.1 Write the grammar words in A opposite in your language.

1.2 Look at B opposite. Write the instructions in your own language.

1.3 Write the words in the box in the correct column in the table.

<table>
<thead>
<tr>
<th>big</th>
<th>expensive</th>
<th>helpful</th>
<th>job</th>
<th>learn</th>
<th>salary</th>
<th>sales</th>
<th>sell</th>
</tr>
</thead>
<tbody>
<tr>
<td>lose</td>
<td>money</td>
<td>old</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
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</thead>
<tbody>
<tr>
<td>job</td>
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1.4 Are these phrases, sentences, or questions? Look at A opposite to help you.
1. Do you get the train to work? \( \) question
2. on the bus
3. He went to school in London.
4. good with computers
5. I’m an architect.
6. a part-time job

1.5 True or false? Look at A opposite to help you.
1. The plural of ‘office’ is ‘offices’. True
2. ‘was’ and ‘were’ are the past forms of ‘be’. True
3. ‘on’ is a preposition.
4. ‘cheap’ is an adverb.
5. ‘sometimes’ is an adverb.
6. ‘Can we meet on Monday?’ is a phrase.

1.6 Follow these instructions.
1. Complete the sentence.
   I live \_________ Paris.
2. Complete the table. Look at page 112 to help you.

<table>
<thead>
<tr>
<th>Base form (infinitive)</th>
<th>Second form (past simple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
</tr>
<tr>
<td>become</td>
<td>came</td>
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</table>

3. Match the two parts of the sentences. Look at A opposite to help you.
1. A noun is a word \( \) that describes a verb.
2. An adverb is a word \( \) that describes a person or thing.
3. An adjective is a word \( \) for a person or a thing.
4. Choose the correct word to complete each sentence. Look at A, B and C opposite to help you.
1. The \_________ (base/second) form is the infinitive of the verb.
2. You use the \_________ (first/second) form of the verb to talk about the past.
3. You use the \_________ (singular/plural) when you talk about more than one person or thing.
4. A \_________ (question/sentence) is a set of words used to ask for information.
5. A \_________ (phrase/expression) is a set of words that is not a complete sentence.
Learning vocabulary

To help you remember vocabulary, keep a vocabulary notebook. Write the words that you learn from this book in it.

Word combinations
Words used together are word combinations. To help you remember word combinations, write in your vocabulary book: do an exercise and make a mistake.

Word combinations show you which words can go in front of another word, and which words can go after it. More examples of word combinations:

verb + preposition: I work in the sales department, (Unit 43)
noun + noun: company car, company restaurant, company pension (Unit 25)

verb + noun:

<table>
<thead>
<tr>
<th>arrange</th>
<th>miss</th>
<th>cancel</th>
<th>a meeting</th>
</tr>
</thead>
</table>

Learn words in families
The units are organized to help you learn words and phrases in families.

<table>
<thead>
<tr>
<th>Word family</th>
<th>Some words in the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>describing a product</td>
<td>light fast easy to use</td>
</tr>
<tr>
<td>describing a service</td>
<td>friendly reliable helpful</td>
</tr>
</tbody>
</table>

Pictures and diagrams
Draw pictures to help you remember words.

Draw diagrams like this one. Put more words in the diagrams as you learn them.

10 Business Vocabulary in Use (elementary)
2.1 Choose the words from the box that can go in front of 'job'. Look at Unit 8 to help you.

| full-time | part-time | sometimes | overtime | permanent | contract | employee |

2.2 Complete the table with words and phrases from the box.

| research and development | cash | marketing | currency | training | dollars |

<table>
<thead>
<tr>
<th>Word family</th>
<th>Some words in the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>cash</td>
</tr>
<tr>
<td>company</td>
<td>departments</td>
</tr>
</tbody>
</table>

2.3 Match the words to the pictures.
1 photographer (Unit 6)
2 factory (Unit 7)
3 change money (Unit 22)
4 load (Unit 29)
5 fall (Unit 45)
6 rise (Unit 45)

2.4 Complete the diagram. Look at A opposite to help you.

```
  company
    /|
   / |
  /  |
```
Using a dictionary

What dictionaries do I need?
You should use two dictionaries: a good bilingual dictionary (e.g., English and your own language) and a good English-English dictionary, like the Cambridge Essential English Dictionary.

The bilingual dictionary is easier to understand, but the English-English dictionary can give you more information about a word or phrase. It's good to work in English as much as possible.

What information does a dictionary give?
Each entry gives:
- the meaning(s). Sometimes there is more than one meaning.
- the pronunciation (= the way that you say a word) using the phonetic alphabet.
- grammar information (if the word is a noun, verb, adjective, adverb, etc.).
- example phrases or sentences.
- common word combinations and expressions (in the Cambridge Essential English Dictionary these are in bold).
- words with opposite meaning, if there are any.

**company** /ˈkʌmpəni/ noun
1 (plural companies) an organisation which sells things or services: a software company
2 [no plural] when you have a person or people with you: I enjoy his company.

A dictionary entry

How should I use my dictionary?
Here are some ideas to help you.
- Many words have more than one meaning. The first meaning is not always the one that you want. Look at all the different meanings.
- When you look up a word, put a ✓ next to it. When you go back to the page later and see the ✓, check that you remember the word without looking at the meaning.
- If you see an English word in a text, try to guess the meaning and continue to read. Then use your dictionary to check the meaning.
- If you look up an English word in a bilingual dictionary and find several different words in your own language, look up the English word in an English-English dictionary to find the right meaning.
Use the *Cambridge Essential English Dictionary (CEED)*, or another English–English dictionary, to do these exercises.

3.1 Answer the questions.
1 In *CEED*, the entries for words beginning with ‘A’ use 21 pages. What letter of the alphabet uses the most pages? How many pages does it use?
2 What letter of the alphabet has the smallest number of entries? How many entries are there?
3 What entry comes before ‘employee’? What entry comes after it?
4 ‘Rose’ is the past tense of a verb. If you want to find out which verb, where in the dictionary do you look?

3.2 Look at the entry for ‘heavy’.
1 How many meanings are there?
2 Write the word in the phonetic alphabet.
3 Is it a noun, a verb, or an adjective?
4 What is its opposite?

3.3 Look at the entry for ‘job’.
1 Can you use this word in the plural?
2 What example phrases and sentences are there?
3 In which expressions can you use ‘job’?
4 Can you use these expressions in American English?

3.4 Look at the entry for ‘business’.
1 Is it a noun, a verb, or an adjective?
2 How many meanings does it have?
3 What example phrases and sentences are there?
Numbers and years

Zero to ninety-nine

<table>
<thead>
<tr>
<th></th>
<th>BrE</th>
<th>AmE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>zero, nought</td>
<td>oh</td>
</tr>
<tr>
<td>1</td>
<td>one</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>four</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>five</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>twenty-one</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>thirty</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>thirty-two</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>forty</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>forty-three</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>BrE</th>
<th>AmE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>eleven</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>thirteen</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>fourteen</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>fifteen</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>sixty-five</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>seventy</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>seventy-six</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>eighty</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>eighty-seven</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>ninety</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>ninety-eight</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>ninety-nine</td>
<td></td>
</tr>
</tbody>
</table>

Larger numbers

<table>
<thead>
<tr>
<th></th>
<th>BrE</th>
<th>AmE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>a hundred</td>
<td>one hundred</td>
</tr>
<tr>
<td>120</td>
<td>a hundred and twenty</td>
<td>one hundred twenty</td>
</tr>
<tr>
<td>200</td>
<td>two hundred</td>
<td></td>
</tr>
<tr>
<td>1,000</td>
<td>a thousand</td>
<td>one thousand</td>
</tr>
<tr>
<td>1,250</td>
<td>one thousand two hundred and fifty</td>
<td>one thousand two hundred fifty</td>
</tr>
<tr>
<td>12,000</td>
<td>twelve thousand</td>
<td></td>
</tr>
<tr>
<td>55,000</td>
<td>fifty-five thousand</td>
<td></td>
</tr>
<tr>
<td>350,000</td>
<td>three hundred and fifty thousand</td>
<td>three hundred fifty thousand</td>
</tr>
<tr>
<td>1,000,000</td>
<td>a million</td>
<td>one million</td>
</tr>
<tr>
<td>1,000,000,000</td>
<td>a billion</td>
<td>one billion</td>
</tr>
</tbody>
</table>

Note: For 1,000 and above, you use commas to separate the figures into groups of three, starting from the right (for example, 10,000,000). You don't use full stops or other punctuation.

Years

You say years like this:
- 1789 seventeen eighty-nine
- 1800 eighteen hundred
- 1805 eighteen oh five
- 1969 nineteen sixty-nine
- 2000 two thousand
- 2001 two thousand and one (BrE), two thousand one (AmE)
- 2009 two thousand and nine (BrE), two thousand nine (AmE)

To learn more about work and numbers, see Unit 9: time, Unit 15: money, Unit 21.

The French Revolution was in 1789.

Astronauts landed on the moon in 1969.
4.1 Match the facts to the numbers.
1 the number of metro stations in Paris 240,000
2 the number of miles from the earth to the moon 191
3 the number of members of the United Nations 432
4 the number of bicycles in Beijing 6,912
5 the number of languages in the world 11,000,000

4.2 Write the numbers in 4.1 above in words, in British English and American English.
two hundred and forty thousand (BrE), two hundred forty thousand (AmE)

4.3 Write the years in words. Look at C opposite to help you.
1 The first steam engine – 1698 Sixteen ninety-eight
2 The first railway locomotive – 1814
3 The first telephone – 1870
4 The first radio – 1901
5 The first television – 1926
6 The first computer – 1944
7 The World Wide Web – 1992

Over to you
Write down, in figures and in words, the number of people in your:
- office.
- department.
- company.
- city.
- country.
Ordering numbers

When you talk about the order of numbers, you use:

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st*</td>
<td>first</td>
</tr>
<tr>
<td>2nd*</td>
<td>second</td>
</tr>
<tr>
<td>3rd*</td>
<td>third</td>
</tr>
<tr>
<td>4th</td>
<td>fourth</td>
</tr>
<tr>
<td>5th</td>
<td>fifth</td>
</tr>
<tr>
<td>6th</td>
<td>sixth</td>
</tr>
<tr>
<td>7th</td>
<td>seventh</td>
</tr>
<tr>
<td>8th</td>
<td>eighth</td>
</tr>
<tr>
<td>9th</td>
<td>ninth</td>
</tr>
<tr>
<td>10th</td>
<td>tenth</td>
</tr>
</tbody>
</table>

* Be careful with these forms.

BrE: ground floor; AmE: first floor

To learn more about numbers and dates, see Unit 17.

Decimals, fractions and percentages

When you talk or write about parts of numbers, you can use decimals, fractions or percentages.

### Decimals

<table>
<thead>
<tr>
<th>Decimal</th>
<th>Representation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>(zero) point three</td>
<td>0.3</td>
</tr>
<tr>
<td>1.5</td>
<td>one point five</td>
<td>1.5</td>
</tr>
</tbody>
</table>

BrE: (zero) point three, (nought) point three; AmE: (zero) point three

### Fractions

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Alternative</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>a third</td>
<td>1/3</td>
</tr>
<tr>
<td>2/3</td>
<td>two-thirds</td>
<td>2/3</td>
</tr>
</tbody>
</table>

Be careful with:

1 1/4 one and a quarter
2 1/2 two and a half
8 3/4 eight and three quarters

BrE: a quarter; AmE: a quarter, a fourth

### Percentages

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>ten per cent</td>
</tr>
<tr>
<td>17.5%</td>
<td>seventeen point five per cent</td>
</tr>
<tr>
<td>99.99%</td>
<td>ninety-nine point nine per cent</td>
</tr>
</tbody>
</table>

Note: You say 'point' and you write a dot (.) in a decimal number. You don't use a comma (,).
5.1 Complete the sentences. Look at A opposite to help you.

Office deliveries

Alain - 3rd
Birgit - 17th
Charlie - 29th
Davina - 33rd
Eddie - 41st
Francesca - 56th

1. Alain works on the ______ floor.
2. Birgit works on the ______ floor.
3. Charlie works on the ______ floor.
4. Davina works on the ______ floor.
5. Eddie works on the ______ floor.
6. Francesca works on the ______ floor.

5.2 Mark the places on the map. Look at B opposite to help you.

1. United Nations - First Avenue and Forty-fourth Street
2. Times Square - Broadway and Forty-second Street
3. St. Patrick's Cathedral - Fifth Avenue and Fiftieth Street
4. Carnegie Hall - Seventh Avenue and Fifty-seventh Street
5. Museum of Modern Art - Sixth Avenue and Fifty-third Street

5.3 Complete the table. Look at B opposite to help you.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>seventy-five per cent</td>
<td>three quarters</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>twenty-five per cent</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ten per cent</td>
<td></td>
</tr>
</tbody>
</table>

Over to you

Talk about the floors in the building where you work. Which floor do you work on, and which floors do your colleagues work on?
A

Your job
What do you do? (= What is your job?)

I'm an engineer.
I'm an architect.
I'm a doctor.
I'm a photographer.

B

Other jobs

<table>
<thead>
<tr>
<th>What does</th>
<th>he</th>
<th>she</th>
<th>Jim</th>
<th>Maria</th>
<th>do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's a construction worker.</td>
<td>She's a programmer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She's an artist.</td>
<td>He's an oil worker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He's a teacher.</td>
<td>She's a receptionist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria's a personal assistant.</td>
<td>Jim's a tour guide.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They're teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You use 'a' in front of a consonant and 'an' in front of a vowel.

To learn more about the present simple, see page 107.

C

Dream jobs
What's your dream job?

I want to be a rock musician.
6.1 Complete the sentences. Look at A opposite to help you.
1. I work on engines. I'm ___________ engineer.
2. I take photos. I'm ___________.
3. I design buildings. I'm ___________.
4. I work in a hospital. I'm ___________.

6.2 Match the pictures (1–6) to the jobs (a–f).

1. ___________ — a shop assistant  
2. ___________ — a bus driver  
3. ___________ — a teacher  
4. ___________ — a call centre worker  
5. ___________ — a footballer  
6. ___________ — a harman

6.3 Write the questions for these answers.
1. ___________?  
   I'm a doctor.
2. ___________?  
   He's an architect.
3. ___________?  
   He's a harman and she's an oil worker.
4. ___________?  
   She's a policewoman.

Over to you
What do you do? What's your dream job?  
Talk about the jobs of people that you know.
7 Places, departments and industries

A Places
Where do you work?
I work in a factory.

- in a shop
- in an office
- in a college
- at home
- at head office (= the most important office)
- on a construction site
- in Paris
- on a farm
- in Shanghai
- on an oil rig

<table>
<thead>
<tr>
<th>Where</th>
<th>does he she work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>they</td>
</tr>
</tbody>
</table>

He She works on a farm.

They work.

B Departments
Which department do you work in?

He works in the sales department. He sells the company's products.
She works in the training department. She organizes training courses.
I work in the production department. We make the company's products.

C Industries
You can talk about the industry that you work in like this:

I'm in sales. She's in finance.

- in oil
- in tourism
- in education
- in construction
- in telecoms
- in advertising
7.1 Match the two parts of what people say about their jobs. Look at A opposite to help you.
1 I work in the production department.  a I'm the boss!
2 I work in New York.  b I make televisions.
3 I work in a college.  c I sell machines.
4 I work at head office.  d I teach French.
5 I work in the sales department.  e I love big cities!

7.2 Complete the sentences with 'in', 'at' or 'on'. Look at B opposite to help you.
1 I work ............... a shop.
2 I don't work ............... a construction site.
3 I don't work ............... home because I want to be with people all the time!
4 She works ............... a factory.
5 He works ............... the finance department.
6 They work ............... a farm.
7 One day, I want to work ............... head office. I want to be the boss!

7.3 Complete the questions. Look at A and B opposite to help you.
1 Which department ............... ............... ............... ...............?
   I work in the training department.
2 Which department ............... ............... ............... ...............?
   She works in the marketing department.
3 Which department ............... ............... ............... ...............?
   He works in the production department.
4 Where ............... ............... ............... ...............?
   I work at home.
5 Where ............... ............... ............... ...............?
   They work on an oil rig.

7.4 Complete each sentence with an industry. Look at C opposite to help you.
1 I work for Alcatel. I'm in ............... ............... .
2 She works for Shell. She's in ............... ............... .
3 He's a teacher. He's in ............... ............... .
4 They're tour guides. They're in ............... ............... .
5 We write advertisements. We're in ............... ............... .
6 He builds houses. He's in ............... ............... .
Charlotte Stone talks about BISG:

'I work for BISG, British International Stores Group. In our shops, we have employees (= people who work for our company) who have full-time jobs. Full-time employees usually work around 40 hours a week, but they can also do overtime, where they work longer and get more money.

Some employees have a part-time job. For example, some people work 20 hours a week.

Most people at BISG have a permanent job – they have no finish date.

Some people here do temporary work for a short period.

Every employee has a contract, an agreement about how long they work, when they work, etc.'

Note: You don’t say 'a work'.

Stopping work

'When employees at BISG are 65, they retire (= stop work because of their age). They receive a good pension (= payment for people who retire).

If someone leaves the company, for example to move to another company, they resign (= tell the company they are leaving).

We make people redundant if we don’t need them anymore – if we don’t have work for them, or if we have financial problems.

If someone has done something wrong or stupid, then we dismiss or fire them (= ask them to leave the company).'

I work with ...

I work with people (= I help people every day in my job).

I work with customers (= people that buy our products).

I work with suppliers (= companies that we buy products from).

I work with computers.

I like my colleagues (= people that work with me).
8.1 Complete the crossword. Look at A and C opposite to help you.

Across
1. The people who buy your products are your _________. (9)
7. I can work here as long as I want – I have a _________. (9)
8. Your ________ are the people that you work with. (10)
10. If you only work 20 hours a week, you work _________. (4-4)
11. An agreement to work for a particular company. (8)
12. Today, most people need a _________ to do their job. (8)

Down
2. If you work extra hours, you do __________. (8)
3. ________ are the companies we buy products from. (9)
4. I want to be a doctor because I like working with ________. (6)
5. My job finishes next month – it’s only _________. (9)
6. I work 40 hours a week – it’s a _________. (4-4)
9. If you work for a company, you’re an _________. (8)

8.2 Complete the tables. Look at B opposite to help you.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>retirement</td>
<td>resignation</td>
</tr>
<tr>
<td></td>
<td>dismissal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>redundancy</td>
<td></td>
</tr>
</tbody>
</table>

8.3 Complete the sentences with words from 8.2 above. Look at B opposite to help you.

1. There was no more work at the factory, so my company made me _________.
2. I don’t like what the company are doing, so I’m going to _________. and find another job.
3. Pedro took money from the company, so they had to _________. him.
4. When I _________. , I’m going to read War and Peace.

Over to you
Think about your job or one that you would like to have. Is it a full-time job or a part-time job? Is it permanent or temporary?

Business Vocabulary in Use (elementary) 23
A

How many employees are there?

Interviewer: How many employees are there at BISG?
Charlotte Stone: Approximately 4,000 – I think the exact figure is 4,053.

Interviewer: And how many shops are there?
Charlotte Stone: There are 34 shops in the UK and 22 in Europe.

Interviewer: Is there one in Paris?
Charlotte Stone: Yes, there is.

Interviewer: Are there many offices?
Charlotte Stone: There's (= there is) one head office and there are six other offices.

Interviewer: And how many hours a week do your employees work?
Charlotte Stone: The full-time employees work 42 hours a week on average, including overtime (= some work 40 hours a week and some work 44).

B

Sites

Interviewer: Where is BISG's head office?
Charlotte Stone: BISG's head office is in London. About 70 people work there, mostly top managers (= 55 out of 70 are top managers).

Interviewer: How many other sites (= places with buildings) are there?
Charlotte Stone: Well, we have the other offices, the store branches (= different stores) and five other sites which are our warehouses. We keep the products there before they go to the stores.

Interviewer: So how many sites are there approximately?
Charlotte Stone: There are 7 offices, 56 branches and 5 warehouses, so there are approximately 70 sites altogether.

BISG

Head office – London

+ 6 offices

+ 56 branches

+ 5 warehouses

= 68 sites (approximately 70)

To learn more about numbers, see Units 4, 15 and 21.
9.1 Look at the interviewer’s notes about Singapore Computer Stores (SCS). Are the sentences below (1-4) true or false? Look at A and B opposite to help you.

Facts about SCS

<table>
<thead>
<tr>
<th>Employees: 2,433</th>
<th>10 offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>The London office has 30 employees</td>
<td>10 branches</td>
</tr>
<tr>
<td>3 are managers.</td>
<td>One warehouse in London, one in Singapore</td>
</tr>
<tr>
<td>Some employees work 46 hours a week, some work 44, and some 42.</td>
<td></td>
</tr>
</tbody>
</table>

1. SCS has 22 sites altogether.
2. SCS has approximately 1,000 employees.
3. The people working at the London office are mostly managers.
4. Employees at SCS work 44 hours a week on average.

9.2 Complete the interview with Ann Lee, an SCS employee. Look at A and B opposite to help you.

Interviewer: (1) ________________ people work for SCS?
Ann Lee: It’s not a big company. There are (2) ________________ 400 employees in Singapore and the UK – the (3) ________________ is 409.

Interviewer: And (4) ________________ branches are there?
Ann Lee: (5) ________________ seven branches in Singapore and three in the UK, so there are ten (6) ________________ .

Interviewer: (7) ________________ two head offices, one in Singapore and one in London?
Ann Lee: No, (8) ________________ only one head office. It’s in Singapore!

Interviewer: How many (9) ________________ do you work?
Ann Lee: Sometimes 40, sometimes 42, so (10) ________________, I work 41 hours a week.

9.3 Choose the correct word to complete each sentence. Look at the diagram below and at C opposite to help you.

Summit Supermarkets

Frankfurt

+ 4

+ 90

+ 8

= 103

1. Summit Supermarkets is an international company with its ________________ (main office / head office) in Frankfurt as well as four other ________________ (branches / offices) in Europe.
2. We have a total of 90 ________________ (sites / branches) selling our products in Germany and Holland.
3. There are also eight ________________ (warehouses / sites) where we keep the products before we take them to the stores.
4. The company has 103 ________________ (offices / sites) altogether.

Over to you

Think about your organization or one you would like to work for. Where is its head office? Approximately how many employees are there? How many sites are there?
Getting to work

Ways of getting to work

How do you get to work? (= How do you go to work?)

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>go by</td>
<td>get the</td>
<td>tram.</td>
<td>underground.</td>
</tr>
<tr>
<td>take the</td>
<td>drive.</td>
<td>walk.</td>
<td>cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
</tr>
</thead>
<tbody>
<tr>
<td>goes by</td>
<td>drive.</td>
</tr>
<tr>
<td>gets the</td>
<td>walks.</td>
</tr>
<tr>
<td>takes the</td>
<td>cycles.</td>
</tr>
<tr>
<td>underground.</td>
<td></td>
</tr>
<tr>
<td>train.</td>
<td></td>
</tr>
<tr>
<td>bus.</td>
<td></td>
</tr>
</tbody>
</table>

Commuting

Samantha lives in Naseby and works in Osborne. Every day, she commutes (= travels to work) by train from Naseby to Osborne. She's a commuter.

She likes commuting - she does a lot of work on the train. A lot of her colleagues commute by car and by bus.

When you talk about commuting, you can say:

I leave home at 8.00 and I get to work at 9.00.

Julia leaves home at 7.30 and she gets to work at 8.45.

Ed leaves work at 6.30 and he gets home at 8.00.

If the time is not the same every day, you can say:

I leave home at 8.00 and I get to work at about 9.00 (= get to work at 9.00, or just before or just after 9.00).

Julia leaves home at 7.30 and she doesn't get to work before 8.45 (= she gets to work at 8.45 or after 8.45).

Ed leaves work at 6.30 and he never gets home before 8.00 (= he gets home at 8.00 or after 8.00).

To learn more about the present simple, see page 107; time, Unit 15.
10.1 Match the two parts of what people say about getting to work. Look at A opposite to help you.

How do you get to work?

1 I get the train.
2 I walk.
3 I take the tram.
4 I don't cycle.
5 I drive.
6 I take the underground.

a I enjoy the fresh air.
b I can listen to music on the radio.
c It's dangerous and I don't like it when it rains.
d It stops just outside my house.
e It's hot down there in the summer!
f The station is near my house, and I can read on my way to work.

10.2 Complete the sentences using the correct verb forms. Look at B opposite to help you. Use the verb list on page 112 if you need more help.

1 Pierre ................. (never get) home before 7.00.
2 He ................. (not get) to work before 9.30.
3 He ................. (leave) work at about 6.30.
4 He ................. (go) home by metro. On the metro, he ................. (read) Le Monde.
5 On his way to work, he ................. (stop) at a café for a coffee.
6 Pierre ................. (walk) to work. He likes the fresh air.

10.3 Put the steps (1-6) in 10.2 above into the correct order.

Over to you
How do you get to work? Do you commute? What time do you leave home? What time do you get to work?
Managers and employees

This is part of the organization chart for Havajet, a company that makes planes. The managers are in charge of different activities. For example, the research and development director is in charge of developing products.

Chief executive

- Finance director (money)
- Research and development (R&D) director (developing products)
- Production director (making products)
- Sales director (selling products)

Managers

Note: manager = formal; boss = informal

Managing departments

Miranda Thomas is responsible for sales at Havajet. There are 25 people who work under Miranda: 24 salespeople and her personal assistant, Julie. Julie helps Miranda with her work. For example, Julie is responsible for organizing Miranda's meetings.
11.1 Which managers at Havajet are in charge of the activities below? Look at A opposite to help you.

1. making the planes
   - the production director
2. getting the money to develop the planes
3. running the whole company
4. finding customers for the planes
5. thinking of new ideas for planes

11.2 Now write sentences with the same information as in 11.1 above, using ‘responsible for’.

1. The production director is responsible for making the planes.
2. 
3. 
4. 
5. 

11.3 Draw an organization chart for the production department at Havajet, using the information below. Then write full sentences to describe the chart. Look at B opposite to help you.

- Carlos Sonera – production director
- four production managers
- one personal assistant – Sandy Baker
- 80 production workers

production director
Carlos Sonera

Carlos Sonera is in charge of production ...
Getting to the top 1
Charlotte Stone is the chief executive of British International Stores Group (BISG).

Charlotte Stone
Her father and mother were both factory workers.
She was born in Liverpool in 1955. She went to school there.
She left school at 16 and joined BISG. She started work in the BISG Liverpool shop as a sales assistant.
In 1988 she became head of the Liverpool shop.
In 1996 she got a job as head of sales for BISG.
She moved to London.
In 2004 she became BISG chief executive.

Getting to the top 2

Mark South
- What did his parents do?
His father was a company director and his mother worked at a furniture company.
She was in charge of designing the furniture.

- Where was he born?
He was born in London in 1956 and went to school there.

- When did he leave school?
In 1974 he left school and went to Oxford University.

- What did he study there?
He studied economics.

- What did he do next?
In 1977 he left Oxford University and went to Harvard for a year.

- Which company did he join after that?
In 1978 he joined Snares, a big company in New York with department stores all over the US.

- When did he come back to London?
He came back to London in 2003 and joined BISG as head of finance.

To learn more about the past simple, see page 109.
12.1 Complete the table. Look at A and B opposite to help you. Use the verb list on page 112 if you need more help.

<table>
<thead>
<tr>
<th>Base form (infinitive)</th>
<th>Second form (past simple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
</tr>
<tr>
<td>become</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>came</td>
</tr>
<tr>
<td>get</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>joined</td>
</tr>
<tr>
<td>leave</td>
<td></td>
</tr>
<tr>
<td>move</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td>studied</td>
</tr>
<tr>
<td>work</td>
<td></td>
</tr>
</tbody>
</table>

12.2 Complete the interview using verbs from 12.1 above. Look at A and B opposite to help you.

Interviewer: Where were you born?
Charlotte: I was born in Liverpool.

Interviewer: And where did you (1) ____________ to school?
Charlotte: I (2) ____________ to school there too.

Interviewer: What (3) ____________ your father and mother do?
Charlotte: They were both factory workers. They (4) ____________ in a car factory.

Interviewer: When did you leave school?
Charlotte: In 1971. I (5) ____________ BISG in that year.

Interviewer: When did you (6) ____________ head of the Liverpool store?

Interviewer: And when did you (8) ____________ to London?
Charlotte: When I (9) ____________ the job as head of sales for BISG in 1996.

Interviewer: And when did you become chief executive of BISG?

Interviewer: How are things going?
Charlotte: Very well, thanks!

Over to you

Write down some key dates and events in your life and talk about them. Where did you go to school? What did you do next?
Skills

A

Are you good with computers?

<table>
<thead>
<tr>
<th>Charlotte is</th>
<th>very good with people. good with figures (= numbers).</th>
<th>Mark is</th>
<th>very good with figures. good with computers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She isn't (= is not) very good with computers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He isn't (= is not) very good with people.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills

<table>
<thead>
<tr>
<th>Charlotte is very good with people. She has people skills. She isn't very good with computers. She doesn't (= does not) have computer skills.</th>
<th>Mark is very good with computers. He has computer skills. He isn't very good with people. He doesn't (= does not) have people skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte also has very good</td>
<td>Mark also has very good</td>
</tr>
<tr>
<td>management skills – she's a very good manager.</td>
<td>problem-solving skills – he finds an answer to every problem.</td>
</tr>
<tr>
<td>listening skills – she listens carefully to what people say.</td>
<td>presentation skills – he explains things very clearly.</td>
</tr>
<tr>
<td>language skills – she speaks very good Spanish.</td>
<td>negotiating skills – he always gets the best price.</td>
</tr>
</tbody>
</table>

Skilled and unskilled workers

At BISG, there are a lot of skilled workers – people with special skills – for example:

- computer programmers
- store managers

There are also unskilled workers – without special skills – for example:

- cleaners
- warehouse workers
13.1 Write sentences to say what the people are good with. Look at A opposite to help you.
1 Boris likes computers and he knows how they work.  
He's good with computers.
2 When Jocasta uses a computer, she has problems.
3 When employees are unhappy, Jocasta can help them.
4 When employees are unhappy, Boris can't help them.
5 When Boris looks at the company's figures, he knows how to make them better.
6 When Jocasta looks at the company's figures, she understands them.

13.2 Now describe the skills of the people in 13.1 above. Look at B opposite to help you.
Boris has computer skills.

13.3 Answer the questions. What skills do employees in a company need to do the things below? Look at B opposite to help you.
1 Sell products to countries where people speak another language.
2 Find answers to problems.
3 Tell people clearly about their ideas and products.
4 Sell products at the right price, when the customers don't want to pay that price.
5 Understand what customers say.
6 Manage the company well.

Over to you
Are you good with:
- computers?  ■ people?  ■ figures?
Qualifications

Look at Mark South's business card.

290 Park Lane, London W1
Tel: +44 20 970 2000 Fax: +44 20 970 2055
Email: mark.south@bisg.co.uk

Mark South, BSc (Economics), MBA
Finance Director

BSc (Bachelor of Science) and BA (Bachelor of Arts) are types of degree, a qualification after a three- or four-year course at a university.

An MBA (Master of Business Administration) is a type of Master's degree, a higher qualification after another year at a university.

Training

Training is for a job. For example, you can train as a doctor, an architect, an accountant, or an engineer.

You can go on a training course to learn skills in computers, management and other areas.

Charlotte Stone didn't go to university, but she had on-the-job training - she learnt how to do her job while she worked. And she has a lot of experience - she worked as a store manager for a long time and she knows the job well.
14.1 Complete the business card with the information below. Look at A opposite to help you.
Her name is Samantha Unwin.
She studied French for three years at university.
She is in charge of the training department.

290 Park Lane, London W1
Tel: +44 20 970 2000  Fax: +44 20 970 2055
Email: sam.unwin@bisg.co.uk

14.2 Complete the interview. Look at B opposite to help you.

Interviewer: Melanie, how many buildings have you designed?
Melanie: Over thirty.
Interviewer: So you have a lot of (1) ___________! Do you use computers in your work?
Melanie: Yes, I do. But I trained (2) ___________ an architect in the 1970s, and computers weren't important then.
Interviewer: So what did you do to (3) ___________ computer (4) ___________?
Melanie: I learnt about the job while I worked: you know, (5) ___________ training.
Interviewer: Was that enough?
Melanie: No, it wasn't. So I decided to go on a three-month full-time (6) ___________ in 1990 to get these skills.

Over to you
Think of your job or one you would like. Are qualifications needed? Is training important?

Business Vocabulary in Use (elementary)
Numbers and time

Talking about the time

What's the time? (= What time is it?)

<table>
<thead>
<tr>
<th>Time Display</th>
<th>Time Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>It's eight o'clock.</td>
</tr>
<tr>
<td>10:03</td>
<td>It's ten oh three. It's three minutes past ten.</td>
</tr>
<tr>
<td>9:10</td>
<td>It's nine ten. It's ten past nine.</td>
</tr>
<tr>
<td>8:15</td>
<td>It's eight fifteen. It's quarter past eight</td>
</tr>
<tr>
<td>10:27</td>
<td>It's ten twenty-seven. It's twenty-seven minutes past ten.</td>
</tr>
<tr>
<td>8:30</td>
<td>It's eight thirty. It's half past eight.</td>
</tr>
<tr>
<td>9:40</td>
<td>It's nine forty. It's twenty to ten.</td>
</tr>
<tr>
<td>8:45</td>
<td>It's eight forty-five. It's quarter to nine.</td>
</tr>
<tr>
<td>10:46</td>
<td>It's ten forty-six. It's fourteen minutes to eleven.</td>
</tr>
<tr>
<td>9:55</td>
<td>It's nine fifty-five. It's five to ten.</td>
</tr>
<tr>
<td></td>
<td>It's midnight.</td>
</tr>
</tbody>
</table>

BrE/AmE: twenty-five past eight; AmE: twenty-five after eight
BrE/AmE: twenty to nine; AmE: twenty of nine

Start and finish times

You can talk about start and finish times like this:

The bank opens at nine thirty and it closes at five. I work from nine to five.

In the UK, banks are open from half past nine until half past three.

Morning, afternoon, evening and night

<table>
<thead>
<tr>
<th>Time Display</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am.</td>
<td>The bank opens at nine thirty half past nine in the morning.</td>
</tr>
<tr>
<td>4:30 pm.</td>
<td>The bank closes at four thirty half past four in the afternoon.</td>
</tr>
<tr>
<td>9:00 pm.</td>
<td>The bar opens at nine nine o'clock in the evening.</td>
</tr>
</tbody>
</table>

The bank is closed at night.
15.1 Complete the sentences using words only. Look at A opposite to help you.

1. It's ..............................................
2. It's ..............................................
3. It's ..............................................
4. It's ..............................................
5. It's ..............................................
6. It's ..............................................

15.2 Complete the sentences using the information on the signs. Look at B and C opposite to help you.

1. **Shop opening hours**
   
   10.30 am to 4.00 pm
   
   The shop is open ........................... ten thirty ...........................
   .............................................. to four ..............................
   ..............................................

2. **Barry's Place**
   
   10 pm to 3 am
   
   The night club opens ........................... ten ...........................
   .............................................. and closes ........................... three
   ..............................................

3. **Syd's supermarket**
   
   Monday - Saturday
   8.00 - 6.00
   
   The supermarket opens ........................... eight ...........................
   .............................................. and closes at six ...........................
   ..............................................

4. **National Bank of Restora**
   
   Monday - Friday
   9.00 - 4.00
   
   The bank opens ........................... eight thirty ...........................
   .............................................. and closes ........................... quarter to
   one. It doesn't open again ..............................
   ..............................................

**Over to you**

What time is it now? What time do you go to work? What time do you get home?
Timetables

This is the twenty-four-hour clock.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:00</td>
<td>seventeen hundred (hours)</td>
</tr>
<tr>
<td>23:00</td>
<td>twenty-three hundred (hours)</td>
</tr>
<tr>
<td>09:30</td>
<td>oh nine thirty (hours)</td>
</tr>
<tr>
<td>10:05</td>
<td>ten oh five</td>
</tr>
<tr>
<td>21:20</td>
<td>twenty-one twenty (hours)</td>
</tr>
<tr>
<td>23:59</td>
<td>twenty-three fifty-nine</td>
</tr>
</tbody>
</table>

It is used mainly for timetables (= information about times of trains, planes, etc.).

BrE: timetable; AmE: schedule

Talking about travel times

Look at this train timetable.

<table>
<thead>
<tr>
<th>Leaves London Paddington</th>
<th>20.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives in Reading</td>
<td>20.30</td>
</tr>
<tr>
<td>Leaves Reading</td>
<td>20.35</td>
</tr>
<tr>
<td>Arrives in Swindon</td>
<td>21.15</td>
</tr>
<tr>
<td>Leaves Swindon</td>
<td>21.19</td>
</tr>
<tr>
<td>Arrives in Bath</td>
<td>21.40</td>
</tr>
<tr>
<td>Leaves Bath</td>
<td>21.43</td>
</tr>
<tr>
<td>Arrives in Bristol</td>
<td>22.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When What time</th>
<th>does</th>
<th>the train it leaves</th>
<th>leave</th>
<th>arrive in Paddington? Bristol?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It The train</td>
<td>leaves Paddington at</td>
<td>twenty fifteen. 8.15 pm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It The train</td>
<td>arrives in Bristol</td>
<td>twenty-two hundred (hours). 10 pm.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long does the journey it take from Paddington to Bristol?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes one hour (and) forty-five minutes, an hour and three-quarters.</td>
</tr>
</tbody>
</table>

It's a direct train. You don't change trains.
16.1 Complete the times on the clocks using the 24-hour clock. Look at A opposite to help you.

1 oh six thirty  
2 sixteen forty-five  
3 eighteen fourteen  
4 twenty hundred  
5 twenty-one twelve  
6 twenty-three eleven

16.2 Complete the questions and answers about the timetable below. Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>Train 1</th>
<th>Leaves Singapore</th>
<th>Arrives in Kuala Lumpur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08.30</td>
<td>15.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Train 2</th>
<th>Leaves Kuala Lumpur</th>
<th>Arrives in Butterworth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20.10</td>
<td>06.10 the next day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Train 3</th>
<th>Leaves Butterworth</th>
<th>Arrives in Bangkok</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.30</td>
<td>10.00 the next day</td>
</tr>
</tbody>
</table>

1 A: When does the train leave Singapore?
B: It .......... Singapore .......... 08.30.

2 A: Is it a .......... train?
B: No, it isn't. You .......... trains in Kuala Lumpur and Butterworth.

3 A: When does the train arrive in Kuala Lumpur?
B: It .......... Kuala Lumpur .......... .......

4 A: .......... time .......... it .......... Kuala Lumpur?
B: It leaves Kuala Lumpur at 20.10.

5 A: .......... it .......... in Butterworth?
B: It arrives in Butterworth .......... the next day.

6 A: .......... Butterworth .......... ...
B: It leaves Butterworth .......... ...

7 A: When .......... Butterworth .......... Bangkok?
B: .......... Bangkok .......... 10.00 the next day.

16.3 Ask and answer questions about these journeys using the timetable in 16.2 above. Look at B opposite to help you.

| 1 Singapore - Bangkok  
| 2 Singapore - Kuala Lumpur  
| 3 Kuala Lumpur - Butterworth  
| 4 Butterworth - Bangkok |

1 A: How long does the journey take from Singapore to Bangkok?
B: It takes twenty-five and a half hours.

Over to you
Write five questions and answers about a journey that you know.
Days and dates

A

Months and seasons

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

The New Year begins in January.


The training course starts on the twenty-third of February.

B

Days and dates

You say ... You write ...

1st first the first of August, August the first 1 August, 1st August, August 1st

2nd second the second of August, August the second 2 August, 2nd August, August 2nd

3rd third the third of August, August the third 3 August, 3rd August, August 3rd

4th fourth the fourth of August, August the fourth 4 August, 4th August, August 4th

5th fifth the fifth of August, August the fifth 5 August, 5th August, August 5th

AmE: You usually say 'August first' and you always write 'August 1st' or 'August 1st'.
BrE: 1/8 in informal writing; AmE: 8/1

Be careful with:

20th twentieth 22nd twenty-second 30th thirtieth

21st twenty-first 23rd twenty-third 31st thirty-first

Monday to Friday are weekdays and Saturday and Sunday are the weekend.

C

Public holidays

Some days are national holidays or public holidays when many businesses are closed. For example:

New Year's Day is on January 1st.
May 1st is a national holiday in many countries.

BrE: public holidays are also called bank holidays.

Look at this calendar.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AUGUST

Business Vocabulary in Use (elementary)
17.1 Write each date in one of the ways you can say it. Look at A and B opposite to help you.

1 17 Mar (St Patrick's Day, Ireland)
   the seventeenth of March OR March the seventeenth OR March seventeenth

2 25 Apr (Anzac Day, Australia and New Zealand)

3 4 Jul (Independence Day, US)

4 14 Jul (Bastille Day, France)

5 29 Oct (Republic Day, Turkey)

6 20 Nov (Revolution Day, Mexico)

7 31 Dec (New Year's Eve)

17.2 Write the days and dates of the shows, using the calendar and the information about an exhibition centre. Look at B opposite to help you.

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUN</td>
<td>MON</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

SPRING AT THE SHOW CENTRE

1 Cat Show  28/3
2 Business Show  31/3
3 Fashion Show  2/4
4 Home Show  3/4
5 Boat Show  20/4

1 The Cat Show is on Monday 28th March.

2

3

4

5

17.3 Complete the sentences. Look at A, B and C opposite to help you.

1 Her birthday is ............... June.
2 Earth Day is ............... 22nd April.
3 The office is too hot ............... summer and too cold ............... winter.
4 I usually go on holiday ............... August.
5 The main national holiday in France is ............... July 14th.

Over to you
Write down the spoken and written forms of three dates that are important for you.
18  Time expressions

Early or late?

| I arrived at the meeting | early (= before the start time). |
| I was               | half an hour early. |
|                     | 30 minutes early. |
| on time (= just before or at the start time). |
| late (= after the start time). |
| three quarters of an hour late. |
| 45 minutes late. |

Word combinations with 'time'

<table>
<thead>
<tr>
<th>spend</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>lose</td>
<td>time</td>
</tr>
<tr>
<td>waste</td>
<td>time</td>
</tr>
<tr>
<td>save</td>
<td>time</td>
</tr>
</tbody>
</table>

= use time in a particular way
= use more time for something than you planned
= use time in a way that is not useful
= use less time for something than you planned

I usually spend 30 minutes every morning checking my email.
I wasted two weeks waiting for a reply to my letter.
We saved two hours by getting a direct flight to Hong Kong.

Adverbs of frequency

<table>
<thead>
<tr>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
</table>

1

always
usually
often
sometimes
never

got to work late.

A: How often do you arrive at work on time?
B: I usually arrive at work on time.
18.1 Complete the sentences. Look at the times that these things usually start, and the times that they started last week. Look at A opposite to help you.

<table>
<thead>
<tr>
<th>Event</th>
<th>Normal time</th>
<th>Time last week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Last week it started ... 20 minutes late.</td>
<td>Monday 9.00 am</td>
<td>Monday 9:20 am</td>
</tr>
<tr>
<td>Presentation by the boss to all employees</td>
<td>Tuesday 10.30 am</td>
<td>Tuesday 10:30 am</td>
</tr>
<tr>
<td>2 Last week it started .............</td>
<td>Wednesday 2:15 pm</td>
<td>Wednesday 2:45 pm</td>
</tr>
<tr>
<td>Open-day presentation for visitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Last week it started .............</td>
<td>Thursday 4:00 pm</td>
<td>Thursday 4:10 pm</td>
</tr>
<tr>
<td>Conference call with the New York office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Last week it started .............</td>
<td>Friday 5:00 pm</td>
<td>Friday 4:30 pm</td>
</tr>
<tr>
<td>Drink at the pub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Last week it started .............</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18.2 Match the two parts of the sentences. Look at B opposite to help you.

1 I lost time when my
   a because the office was closed for holidays.
2 They wasted three days in London
   b it was a good presentation!
3 We saved a lot of time
   c computer crashed.
4 She spent a lot of time planning –
   d after we bought faster computers.

18.3 Write sentences with adverbs to say how often you do the things below. Use each adverb once only. Look at C opposite to help you.

How often do you:
1 go to the theatre in the evening? ✓
2 have lunch at a restaurant? ✓✓✓✓✓
3 go skiing in winter? X
4 watch television in the evening? ✓✓✓✓✓✓
5 go to the gym? ✓✓✓

Over to you
Talk about what you do in a week, as in 18.3 above, using the adverbs in this unit.
Do you have time?

I don't have time. Look at this diary.

<table>
<thead>
<tr>
<th>May</th>
<th>Mon 11</th>
<th>Tues 12</th>
<th>Wed 13</th>
<th>Thurs 14</th>
<th>Fri 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>10.00 Sales meeting</td>
<td>9.15 Meet customer</td>
<td>10.15 Meet customer</td>
<td>9.30 See (= meet) manager</td>
<td></td>
</tr>
<tr>
<td>pm</td>
<td>2.30 Appointment with dentist</td>
<td>2.00 Work at the office</td>
<td>2.00 Work on customer orders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can we meet on Monday?

No, I'm afraid I don't have time to meet on Monday. I'm busy. I'm going to a sales meeting in the morning and I have an appointment with my dentist in the afternoon.

What are you doing on Friday?

I'm going to a sales meeting, meeting a customer, working at the office, seeing my manager, having lunch with a customer (on Friday).

Are you free on Friday?

Yes, I'm free on Friday afternoon. Where shall we meet?

Let's meet at my/your office, a restaurant for lunch, a cafe for a coffee, a bar for a drink.

When shall we meet?

How about 12.30? one o'clock? 3.15? after work?

To learn more about the present continuous for future plans, see page 108.
19.1 Complete what Trevor says about each day next week, using his diary. Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>September</th>
<th>Mon 23</th>
<th>Tues 23</th>
<th>Weds 24</th>
<th>Thurs 25</th>
<th>Fri 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 am</td>
<td>9.15 am</td>
<td>9.00 am</td>
<td>8.00 am</td>
<td>9.45 am</td>
<td></td>
</tr>
<tr>
<td>Go to a sales</td>
<td>Visit a</td>
<td>Work at</td>
<td>See my</td>
<td>Visit Mr</td>
<td></td>
</tr>
<tr>
<td>meeting</td>
<td>customer</td>
<td>the office</td>
<td>manager</td>
<td>Smith</td>
<td></td>
</tr>
<tr>
<td>2.00 pm</td>
<td>2.00 pm</td>
<td>2.30 pm</td>
<td>1.45 pm</td>
<td>2.00 pm</td>
<td></td>
</tr>
<tr>
<td>Work on sales</td>
<td>Meet my</td>
<td>Visit Altex</td>
<td>Appointment</td>
<td>Play golf</td>
<td></td>
</tr>
<tr>
<td>plans</td>
<td>daughter’s</td>
<td>Ltd</td>
<td>with the doctor</td>
<td>with Mr Smith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>teacher at</td>
<td></td>
<td>Then go back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>her school</td>
<td></td>
<td>to office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.00 pm free</td>
<td></td>
</tr>
</tbody>
</table>

1 On Monday I’m going to a sales meeting in the morning. I’m working on sales plans in the afternoon.
2 On Tuesday I’m
3 On Wednesday I’m
4 On Thursday I’m
5 On Friday I’m

19.2 Complete the conversation. Look at B opposite to help you.

Damien: Are you free for a coffee on Tuesday afternoon?
Emily: I’m afraid I’m (1) ________________ on Tuesday afternoon. I’m seeing a customer.
Damien: Can we (2) ________________ on Wednesday?
Emily: Yes, I’m (3) ________________ on Wednesday.
Damien: Where (4) ________________ we meet?
Emily: Let’s meet (5) ________________ Luigi’s cafe.
Damien: (6) ________________ shall we meet?
Emily: (7) ________________ about four o’clock?
Damien: See you there at four!

**Over to you**

Look at your diary. What are you doing each day next week?
Free time and holidays

A. Free time

What do you do in your free time (= when you are not working)?

I'm interested in music, so I go to a concert once a week (= one time every week).

Do you play an instrument?

Yes, in my free time, I play the piano, but not very often.

What about you? How do you relax (= rest after working)?

I go swimming at the pool near my office and I play a lot of golf. I play at least twice a week (= two times a week or more).

I'm going swimming on Friday. Are you free then?

B. Word combinations with 'have' and 'take'

<table>
<thead>
<tr>
<th>have</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>a break</td>
<td>a holiday</td>
</tr>
<tr>
<td>a coffee break / a tea break</td>
<td>three days' holiday</td>
</tr>
<tr>
<td>your lunch break</td>
<td>two weeks' holiday</td>
</tr>
<tr>
<td>a day off / the day off</td>
<td>a long weekend (= take a day off on Friday or Monday to add to the weekend)</td>
</tr>
<tr>
<td>a week off / the week off</td>
<td></td>
</tr>
</tbody>
</table>

Note: 'a day off' or 'a week off' can be a holiday or for illness

'have' = the company gives you the time; 'take' = you decide to take the time

C. Going on holiday

I have five weeks' holiday a year. I take three weeks in summer and two weeks in winter. And I sometimes take long weekends too!

In summer, I don't stay in France. I go abroad (= go to another country). I like to go on holiday somewhere very hot!

In winter, I stay in France. I go skiing in the Alps. Sometimes it's important to take it easy (= relax).

BrE: holiday; AmE: vacation
20.1 Complete the sentences with words from the box. Look at A and C opposite to help you.

<table>
<thead>
<tr>
<th>music</th>
<th>walking</th>
<th>the piano</th>
<th>golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>the violin</td>
<td>reading</td>
<td>swimming</td>
<td>football</td>
</tr>
</tbody>
</table>

I go running, mountain climbing.
I like I'm interested in modern art.

I play the guitar.
I play the saxophone.

20.2 Complete the crossword. Look at A, B and C opposite to help you.

Across
1 I .......................................................... tennis. I play every day. (4,1,3,2)
5 They .......................................................... at the pool near their office every lunchtime. (2,8)
6 If you feel ill, .............................................. (4,3,3,3)
9 One time. (4)
11 Stop work to drink coffee. (4,1,6,5)
12 British English for ‘vacation’ (7)
13 Relax and take it .................................! (4)
14 Taking Friday off makes a long ............................. (7)

Down
2 I don’t go on holiday in my own country: I go .................. (6)
3 Two times. (5)
4 A: Are you ...................... in the local football team? B: Yes, I go to every match. (10)
7 When you’re not working it’s your ................................. (4,4)
8 Don’t work too hard. You must .................... sometimes! (5)
10 Dan goes ................... in the Dolomites every winter. (6)

How do you relax?
Numbers and money

A

Amounts of money 1
You talk about exact (= complete) amounts of money like this:

$12.99  twelve dollars (and) ninety-nine cents
twelve dollars ninety-nine
twelve ninety-nine

£211.53  two hundred and eleven pounds (and) fifty-three pence
two hundred and eleven pounds fifty-three
two hundred and eleven fifty-three

€33,972.35  thirty-three thousand nine hundred and seventy-two euros (and) thirty-five cents
thirty-three thousand nine hundred and seventy two, thirty-five
twelve dollars (and) ninety-nine cents

When you write amounts of money on a cheque (= printed form from the bank), you give as much information as possible:

$12.99  twelve dollars (and) ninety-nine cents
twelve dollars ninety-nine
twelve ninety-nine

£211.53  two hundred and eleven pounds (and) fifty-three pence
two hundred and eleven pounds fifty-three
two hundred and eleven fifty-three

€33,972.35  thirty-three thousand nine hundred and seventy-two euros (and) thirty-five cents
thirty-three thousand nine hundred and seventy two, thirty-five

BrE: cheque; AmE: check
BrE: You usually say ‘and’ in figures; AmE: You don’t usually say ‘and’

To learn more about ‘and’ in figures, see Unit 4.

B

Amounts of money 2
You talk about large amounts of money like this:

£2,250,000  two and a quarter million pounds
two and a quarter million

€6,500,000,000  six and a half billion euros
two and a quarter million

¥19,750,000,000  nineteen and three quarter billion yen
twenty and two and a half billion

To learn more about fractions, see Unit 5.

C

Approximate amounts
When you want to give an idea of the size of the figure, you use ‘of’:

<table>
<thead>
<tr>
<th>This camera costs</th>
<th>hundreds</th>
<th>thousands</th>
<th>of</th>
<th>pounds</th>
<th>euros</th>
<th>dollars</th>
<th>yen.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>millions</td>
<td>millions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>billions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can also use words to show that the figure is not exact – it is near this amount, but may be higher or lower:

The price of this house is about around roughly approximately £2,500,000.

When you give an exact figure (= complete amount), you do not use the word ‘of’. For example, you say:

This camera costs five hundred and twenty-five euros.

Note: ‘Approximately’ is more formal than ‘about’, ‘around’ and ‘roughly’.
21.1 Complete the cheques. Look at A opposite to help you.

1. Pay Ken Mintoff
   Four thousand three hundred and eighty-four euros and
   Signature

2. Sandra Shaw
   Pounds
   Signature

3. Pay Jane Doe
   Dollars
   Signature

4. Pay Frank Delgado
   Euros
   Signature

21.2 Write and talk about these prices without giving an exact figure. Look at C opposite to help you.

1. €599 hundreds of euros
2. $86,666
3. £2.7 billion
4. €40,000,000

21.3 Use approximate figures to write and talk about these houses and flats using the words in brackets ( ). Look at C opposite to help you.

1. chateau, €9,950,000 (about) The price of the chateau is about ten million euros.
2. villa, €705,000 (around)
3. flat, €299,500 (roughly)
4. studio, €50,500 (approximately)

Over to you
Talk about prices of houses and flats in your area, using 'about', 'around', 'roughly', and 'approximately'. Talk about:

- a big house
- a small house
- a big flat
- a small flat

Business Vocabulary in Use (elementary) 49
Prices

Talking about prices

£19,995  £24,950  £39,000  £48,700

How much is the red one?
What's the price of this model?
How much does the X-type cost?

The red one is
The price of this model is
The X-type costs

£19,995.

Tax

Sometimes you pay tax on the basic price – this gives the total price. Prices are shown including tax or excluding tax.

In some states in the US, and in some other countries, you pay sales tax on things that you buy. For example, in Pennsylvania, the rate of sales tax is 6 per cent.

This beautiful book is $100.00 per copy.
Pennsylvania residents add sales tax of $6.00.

In Europe and some other places, you pay VAT (value added tax) at a particular rate on some products and services. For example, the rate in France for most things is 19.5 per cent, and in the UK it's 17.5 per cent.

Mountain Castle computer game
£20.00 excl. VAT, £23.50 incl. VAT at 17.5 per cent.

We have to add £3.50 VAT onto the basic price of £20, so the price including VAT is £23.50.

Note: incl. or incl. = including; excl. = excluding
These are abbreviations (= short ways of writing something).

'Value' and 'worth'

If you want to talk about the price of something which is not for sale, you can use 'value' or 'worth'.

The value of Cézanne's 'Auvers-sur-Oise' is €10 million.
The Hope diamond is worth $250 million.
These Fabergé eggs are worth €500,000 each.
22.1 Complete the conversation about the DVD players. Look at A opposite to help you.
A: (1) ________________ is this one?
B: This one (2) ________________ $30.
A: And what's the (3) ________________ that one over there?
B: That one is $30.
A: And what about the black one? How (4) ________________ that one (5) ________________ ?
B: That one (6) ________________ $20.

22.2 True or false? Look at B opposite to help you.
1 The basic price is the same as the price including tax.
2 VAT stands for 'value added tax'.
3 The abbreviation for 'excluding' is 'excl.'
4 People in the US pay VAT.
5 People pay sales tax in all states of the US.

22.3 Complete the sentences. Look at C opposite to help you.
1 The value ________________ this house ________________ $37 million.
2 These bottles of perfume ________________ worth £50,000 each.
3 The value of ________________ sculpture ________________ $5,600,000.
4 These planes ________________ worth $187 million each.
5 This painting ________________ worth €100 million.
6 The value ________________ this shopping centre ________________ $2 billion.

Over to you
Is there sales tax or VAT in your country? If so, what are the rates for different types of products? How much is the tax on food and books?
Notes and coins

Currency

The money used in a country is its currency.

The currency in Australia is the Australian dollar (A$). There are notes or banknotes for:

- A$100
- A$50
- A$20
- A$10
- A$5

The Australian dollar is divided into 100 cents (¢). There are coins for:

- A$2
- A$1
- 50¢
- 20¢
- 10¢
- 5¢

Changing money

Marion is going on holiday to Australia. To change or exchange money, she goes to a bank or a bureau de change. She asks these questions:

a) What's the currency in Australia?

b) What's the exchange rate? How many Australian dollars are there to the euro?

c) Do you sell traveller's cheques? Are they easy to cash in Australia?

d) How much commission do you charge? (= How much does it cost to change money)?

e) If I have some Australian currency at the end of my holiday, can I change it back into our...
23.1 Match the notes and coins of Doradia (1-6) to their names (a-f). Look at A opposite to help you.

a a two-dollar coin
b a fifty-dollar note
c a five-dollar note
d a fifty-centavo coin
e a ten-centavo coin
f a one-centavo coin

23.2 Complete the sentences using information from 23.1 above. Look at A opposite to help you.

A: How was your holiday in Doradia?
B: Great, thanks. I'm just going to the bank to (1) .................................. the money I didn't spend.
A: What's the (2) ................................ in Doradia?
B: It's the Doradian dollar. This is a (3) ..................................
A: Oh, it's very colourful!
B: Yes. Did you know that the Doradian dollar is (4) .................................. one hundred centavos? Look, this is a fifty-centavo (5) .................................. This is ten centavos, and these smaller ones are one centavo.

23.3 Match the answers below to the questions in B opposite.
1 There are 1.6 Australian dollars to the euro.
2 We charge one per cent commission on banknotes, but for traveller's cheques, we charge two per cent commission.
3 It's the Australian dollar.
4 Yes, you can change the notes back, but not the coins.
5 Yes, we sell traveller's cheques in euros and US dollars. Banks, hotels and restaurants will cash them - no problem.

Over to you
Talk about the notes and coins of a country that you have visited recently. What is the exchange rate?
Can I afford it?

It's so expensive
Kim works as a teacher in London.
"Living in the city is very expensive! Transport and clothes cost a lot of money and food prices are high too.
I can't afford to go out very often: I don't have enough money. I spend all my money. I don't have any money left at the end of the month - it's difficult to save (= keep and not spend)."

Careful with money

Kim is talking with a friend, Lisa.
Lisa: Are you careful with money?
Kim: Yes, I am. I try not to spend too much.
Lisa: How do you try to save money?
Kim: I try not to spend too much. I go to shops when there is a sale - with lower prices than usual.
Lisa: Yes, when I'm at the supermarket, I look for special offers - for example when you get two products for the price of one.
Kim: And I try not to waste money by buying things I don't need.

Loans

Lisa: Are you renting (= paying money to live in a building that someone else owns) or buying your house?
Kim: I'm buying it. I borrowed £200,000 from the bank but it's difficult to repay the loan. What about you?
Lisa: The bank lent me £185,000 and I have to pay back £700 per month.
Note: You can say '£700 per month' or '£700 a month'.
24.1 Complete the table. Look at A, B and C opposite to help you. Use the verb list on page 00 if you need more help.

<table>
<thead>
<tr>
<th>Verb base form (infinitive)</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>lend</td>
<td>repayment</td>
</tr>
<tr>
<td></td>
<td>savings</td>
</tr>
</tbody>
</table>

24.2 Choose the correct word to complete each sentence. Look at A, B and C opposite to help you.

1. The bank ................. (lent/loan) me £150,000 and I ................. (repay/repayment) £550 a month.
2. I have a ................. (loan/lend) to buy a car. The ................. (repayments/repaid) for this are £90 per month.
3. It ................. (cost/costs) so much to eat out in restaurants! I prefer to eat at home.
4. I get £2,000 a month from my job. I spend £1,800 and ................. (save/savings) £200.
5. I ................. (borrow/borrowed) £10,000 for a long holiday. Then I won some money so I ................. (repay/repaid) £5,000.

24.3 Complete the sentences. Look at A, B and C opposite to help you.

1. If you want to buy things at lower prices, you go to a shop where there’s a .................
2. If you want to buy things more cheaply at supermarkets, you look for ................. .................
3. If you don’t have enough money to buy something, you ................. ................. it.
4. If you spend more money than necessary, you ................. ................. money.
5. If something costs a lot of money, it is .................
6. If you pay money to live in a house or flat owned by someone else, you ................. ................. it.

Over to you
Are you careful with money? What do you do to save money? Is it easy?
### Pay and benefits

**A Wages**

- **Staff**: the people who work for a company.
- **Wages**: the money you get if you are paid every week.
- **Earn**: get

**Superfastfood Restaurants**

We are looking for **staff** for our restaurants.

- **35-hour week**
- **Wages**: Earn €5 per hour **basic pay**
- €6 per hour **overtime**
- **Free meals**: all the hamburgers you can eat!

Email personal details to recruitment@superfastfood.com

**B Salaries**

- **Salary**: €90,000 per year
- **Working hours**: Monday to Friday, 9.00 am – 5.30 pm

**Benefits**

- 30 days' **holiday** per year
- **Company restaurant** with cheap meals
- **Company car**
- **Company pension**

Email humanresources@orbitbusiness.tv.de

**Pension**: money you get after you stop working, for example at 60 or 65 years old.

**BrE**: holiday; **AmE**: vacation

---

### Business Vocabulary in Use (elementary)
5.1 Match the two parts of the word combinations. Look at A and B opposite to help you.

1 basic  a hours
2 company  b meals
3 company  c pay
4 free  d pension
5 working  e car

5.2 Complete the sentences using word combinations from 25.1 above. Look at A and B opposite to help you.

1 It’s great – I can sell my own car. They’re giving me a ____________________________
2 They offer a ____________________________ for when I get old.
3 I get ____________________________, but I don’t like hamburgers!
4 The ____________________________ are very long; I finish work very late.
5 The ____________________________ is very bad, but the overtime is good.

5.3 Match the two parts of the sentences. Look at A and B opposite to help you.

1 I’m looking for a job with a better salary:  a you have to pay €2 for lunch.
2 The company restaurant isn’t free:  b but I can always work overtime.
3 It’s a 25-hour week,  c I don’t earn enough where I am now.
4 The other staff are very friendly:  d that’s six weeks a year.
5 I get 30 days’ holiday:  e I have a company car.
6 The benefits are excellent:  f I like everyone working there.

Over to you

Write an advertisement for your dream job using expressions from this unit.
Accounts
Kim is the teacher we met in Unit 24.
'I'm with ADKL Bank. I have a cheque account with a cheque book so I can write cheques (= printed forms from the bank). My salary is paid directly into my account. I also have a savings account where I save money and earn interest (= money the bank pays you).
I can transfer money between these two accounts – I can move money from one account into the other. I can go to the bank to do this, but it's easier to use ADKL's internet banking service.
The bank send me a statement (= a printed list of payments from and to the account) every month, showing me the balance (= how much money I have in the account).

Cards
Lisa: Do you have a cash card?
Kim: Yes, I use it to take out or withdraw money from cash machines. I can use the money to pay cash for things in shops.
Lisa: And do you have a credit card like Visa or American Express?
Kim: Yes, I do. It has a limit of £5,000 – that's the maximum amount I can spend – but I try to repay what I owe (= need to pay back) every month. I don't want to get into debt and owe a lot of money without being able to repay it.
Lisa: I know the problem!
Note: Cash machines are also called ATMs (automatic teller machines), especially in the US.
26.1 Complete the crossword. Look at A and B opposite to help you.

Across
2. If you have a job, you ............... money for the work that you do. (4)
3. When you can look at your account on computer, internet ............... (7)
5. You can make payments from this. (6,7)
7. You can get cash from this. (4,7)
9. If you don't spend money, you ............... it. (4)
12. Another name for an account with a chequebook. (7)
13. Another expression for 'withdraw'. (4,3)
15. If you spend more money than you have, you ............... ............... . (3,4,4)
17. and 19 across and 6 down: My salary is ............... ............... into my ............... . (4,8,7)

Down
1. What you use to get money at 7 across. (4,4)
4. Extra money that you get when you save. (8)
8. Mastercard is a type of ............... ............... . (6,4)
10. 'Complete' a cheque: ............... it. (5)
11. Another expression for 'take out'. (8)
12. You can use one instead of cash to pay for something. (6)
14. A place where you can get money when the bank is closed. (1,1,1)
16. To move money from one account to another is to ............... it. (7)
18. If you have an account at a bank, you are ............... that bank. (4)

26.2 Complete the text with words from the box. Look at B opposite to help you.

<table>
<thead>
<tr>
<th>take out</th>
<th>owed</th>
<th>debt</th>
<th>limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>credit card</td>
<td>cash machine</td>
<td>cash card</td>
<td></td>
</tr>
</tbody>
</table>

Jon got his first (1) ............... ............... when he was a student. At that time it had a (2) ............... of €3,000. When he got his first job, the bank raised the limit to €10,000. Jon spent too much and got into (3) ............... . He couldn't pay what he (4) ............... ...... every month. In the end, he paid back the debt, but he doesn't want another credit card.

Jane withdrew money one day at a (5) ............... ............... with her (6) ............... ............... . Later she looked in her handbag and her card had gone - someone had stolen it. She remembered someone was looking over her shoulder when she was at the cash machine. They used it to (7) ............... ............... all the cash in her cheque account.

Over to you
When you pay for different things, how do you pay?
A journalist is talking to the marketing manager of Samson, a mobile phone company. The product is coming out (Samson is selling it for the first time) next month.

**Journalist:** What is the Samson 500? What does it do?

**Marketing manager:** It's a mobile phone and it's also a small computer.

**Journalist:** What are its dimensions?

**Marketing manager:** It's 10 centimetres by 10 centimetres, and 1 centimetre thick.

**Journalist:** That's an interesting shape! Yes, it's not rectangular. It's square.

**Marketing manager:** How big is the screen?

**Marketing manager:** The screen is 5 centimetres wide by 7 centimetres long.

**Journalist:** How much does it weigh?

**Marketing manager:** It's not heavy - it's very light. It weighs only 120 grams.

---

**Features**

The journalist asks about the features (= important points) of the Samson 500.

**Journalist:** How fast is the computer in the Samson 500?

**Marketing manager:** It's very fast. It works at very high speeds.

**Journalist:** What does it do?

**Marketing manager:** It stores names and addresses, you can write notes on it and it has a clock with an alarm.

**Journalist:** Is it easy to use?

**Marketing manager:** Yes, very easy. You don’t need to read the book that comes with it!
27.1 Complete the tables. Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>length</td>
</tr>
<tr>
<td></td>
<td>width</td>
</tr>
<tr>
<td></td>
<td>thickness</td>
</tr>
<tr>
<td></td>
<td>square</td>
</tr>
<tr>
<td></td>
<td>rectangle</td>
</tr>
</tbody>
</table>

27.2 Complete the sentences using words from 27.1 above. Look at A opposite to help you.

1. The screen is 105 centimetres ....................... The ...................... of the screen is 105 centimetres.
2. Its ...................... is 4 centimetres. It's 4 centimetres ......................
3. It's not square. It's ...................... .
4. It ...................... 20 kilograms.

27.3 Complete the sentences. Look at B opposite to help you.

1. Oh no! I paid €100 for this, but ...................... ...................... do?
2. Everything is clear. I understand! It's very ...................... ...................... !
3. This computer isn't very ...................... . It takes a long time just to send an email!

Over to you

Talk about a product that you use, using expressions from this unit.
A service company

Sid's Taxi Services
0800 833 8222
Any time – any distance
Our drivers are friendly reliable helpful
Our cars are clean comfortable
Our fares are LOW!

Talking about services
Joe is asking Tom about a conference hotel he visited last month.

<table>
<thead>
<tr>
<th>What</th>
<th>was</th>
<th>like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>the hotel</td>
<td>had reliable modern</td>
<td></td>
</tr>
<tr>
<td>service</td>
<td>clean comfortable</td>
<td></td>
</tr>
<tr>
<td>the food</td>
<td>delicious</td>
<td></td>
</tr>
<tr>
<td>were</td>
<td>the hotel rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reliable, modern,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comfortable,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>delicious.</td>
<td></td>
</tr>
</tbody>
</table>

It was
They were

可靠，现代，
舒适，美味。

不可靠，老，
不舒服，糟糕。
8.1 Complete the table. Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>unfriendly</td>
</tr>
<tr>
<td>unreliable</td>
<td>unhelpful</td>
</tr>
<tr>
<td></td>
<td>uncomfortable</td>
</tr>
<tr>
<td>clean</td>
<td>dirty</td>
</tr>
<tr>
<td>high</td>
<td></td>
</tr>
</tbody>
</table>

8.2 Complete the conversation using adjectives from 28.1 above.

Anthea: Have you tried Tim’s Taxi Services?
Belinda: Yes, and they’re terrible! The drivers don’t say ‘hello’ – they’re so (1) …………. Anthea: Do the drivers arrive when you ask them to?
Belinda: No, they’re always late – they’re really (2) …………. Anthea: Do they carry your bags?
Belinda: No, they just sit in the car – they’re so (3) …………. Anthea: And what about the cars? Are they clean?
Belinda: They never clean the taxis – they’re always (4) …………. Anthea: And are the cars comfortable?
Belinda: No, they use very small cars, so you always feel (5) …………. and very tired at the end of the journey. Anthea: And what about the fares?
Belinda: They’re so (6) ………….! You pay so much! Try Sid’s Taxi Services instead!

8.3 Complete the text about a conference hotel. Look at B opposite to help you.

The hotel was very (1) …………. [😊], but the food was (2) …………. [😊].
The hotel rooms were very (3) …………. [😊], but the service was (4) …………. [😊].

Over to you
Talk about a service that you use, using adjectives from this unit.
Where's it made?

Manufactured products

Look at this Samson 3000 DVD player. Where's it made? (= Where is it made?)

<table>
<thead>
<tr>
<th>It is</th>
<th>made in a factory</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's</td>
<td>plant</td>
</tr>
<tr>
<td>They are</td>
<td>manufactured</td>
</tr>
<tr>
<td>They're</td>
<td></td>
</tr>
</tbody>
</table>

It's shipped to the United States.

It's stored in a warehouse.

It's distributed to a retailer: usually an electrical goods shop.

To learn more about the passive, see page 110.

Food products

These vegetables are grown in East Africa. They are picked by hand.

They are unloaded and stored in warehouses, but only for a short time.

They are sold in supermarkets two days after they are picked. They are bought by customers in Europe and North America.
9.1 Complete the table. Look at A and B opposite to help you. Use the verb list on page 60 if you need more help.

<table>
<thead>
<tr>
<th>Base form (infinitive)</th>
<th>Third form (past participle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td></td>
</tr>
<tr>
<td>distribute</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>grow</td>
<td></td>
</tr>
<tr>
<td>load</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
</tr>
<tr>
<td>manufacture</td>
<td></td>
</tr>
<tr>
<td>sell</td>
<td></td>
</tr>
<tr>
<td>ship</td>
<td></td>
</tr>
<tr>
<td>store</td>
<td></td>
</tr>
<tr>
<td>unload</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Complete the sentences. Look at A and B opposite to help you.

1. These clothes (make) in Vietnam.
2. For example, this type of T-shirt (manufacture) in a factory in Hanoi.
3. The T-shirts (load) into a container.
4. The container (ship) across the Pacific.
5. The container (unload) in San Francisco.
6. The T-shirts (store) in a warehouse.
7. They (distribute) by truck to the stores.
8. The T-shirts (sell) in stores all over North America.

Over to you
Where are your favourite clothes made? Where do you buy them? How are they transported there?
Shops and stores

You can buy food, clothes and sometimes other products in a supermarket. You can use a trolley and you pay at a checkout or till.

A convenience store is a small shop that is open from very early to very late. In the UK, a corner shop is a convenience store near your home, on the corner of two streets.

A chain store is one of a number of shops with the same name. These shops are all part of a chain (= group of stores owned by one company).

A department store is a large shop usually in a city centre. It sells many types of goods in departments or sections – for example clothes and furniture – on several floors.

A mall or shopping mall is a large building outside a town with many shops and a big car park.

Direct sales

Some manufacturers use direct sales – selling to the customer without using a shop.

You can buy things by mail order. You choose from a catalogue and order by post or on the phone.

With internet shopping you buy things over the internet using the seller's website. Buying and selling like this is also called e-commerce.
30.1 Complete the crossword. Look at A and B opposite to help you.

Across
2 A book where you choose what to buy. (9)
3 Buying without going to a shop. (6,5)
7 You buy food and some other things in a . (11)
9 Where you buy things when other shops are closed. (11,5)
11 When you buy things by post: mail . (5)
12 and 13 A building with a lot of shops. (8,4)
14 The place where you pay in a supermarket. (8)

Down
1 On the internet, you buy things on a company’s . (7)
5 Buying and selling things on the internet. (1-8)
6 In the UK, a shop near your home which is open late. (6,4)
8 In this type of large shop, there are lots of different . (11)
10 British English for shopping ‘cart’. (7)

30.2 Complete the sentences. Look at A and B opposite to help you.

1 In a supermarket, you pay the checkout.
2 More and more books are sold the internet.
3 When you buy clothes mail order, you choose a catalogue.
4 You can order post or the phone.

Over to you
Do you like shopping? Where do you buy your clothes?
Where was it developed?

The first PC

A journalist is interviewing Sandra Peters, an expert in the history of computers.

Journalist: Where was the first PC developed?
Sandra: It was developed at an IBM centre in Florida.

Journalist: Where was the software written?
Sandra: The software was written by Microsoft in California.

Journalist: Who was the PC sold to?
Sandra: It was sold to businesses and to people interested in computers.

<table>
<thead>
<tr>
<th>It was developed in Florida.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were written in California.</td>
</tr>
</tbody>
</table>

To learn more about the past passive, see page 111.

Where were the first PCs produced?

Journalist: Where were the first PCs produced?
Sandra: PCs were produced at IBM’s factories. But IBM allowed other companies to make the same computer with the same software.

Journalist: Which companies made PCs?
Sandra: At first, they were made by lots of companies, but today there are not so many: Dell, Gateway, Hewlett-Packard ... I still have a PC that was made by Compaq in 1987, but I don’t use it now!

Journalist: Where was the first PC manufactured?
Sandra: The screen was made in Texas, the keyboard was manufactured in Mexico and the disks were produced in Singapore.

Journalist: And where was it all put together?
Sandra: In Texas. The PCs were packed there and then they were distributed all over the world.
31.1 Complete the table. Look at A and B opposite to help you. Use the verb list on page 00 if you need more help.

<table>
<thead>
<tr>
<th>Base form (infinitive)</th>
<th>Third form (past participle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop</td>
<td></td>
</tr>
<tr>
<td>distribute</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
</tr>
<tr>
<td>manufacture</td>
<td></td>
</tr>
<tr>
<td>pack</td>
<td></td>
</tr>
<tr>
<td>put together</td>
<td></td>
</tr>
<tr>
<td>sell</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
</tr>
</tbody>
</table>

31.2 Complete the sentences using the correct form of the verb in brackets ( ). Look at A and B opposite to help you.

In the 1950s, Britain had a very big motorcycle industry. One of the companies was BSA.

1. The motorcycles were ........................................... in the BSA factory. (put together)
2. Then they were ............................................... by retailers all over the world. (sell)
3. They were ...................................................... by land and sea to different continents. (distribute)
4. They were ...................................................... into boxes. (pack)
5. BSA motorcycles were ...................................... in Birmingham. (develop)

31.3 Now put the sentences (1-5) in 31.2 above into the correct order.

Over to you

Look at a product that you use every day. Where was it made? Where is it sold?
Follow the instructions

1 Pull the lever.
2 Key in your PIN number.
3 Put your ticket into the slot.
4 Push the door to open.
5 Turn the key to start.
6 Plug the cable into a socket.
7 Insert your card.
8 Select a language.

Press the button

To play a CD:
1 To switch on, press the ‘On’ button.
2 Take the CD out of the box.
3 Put the CD into the tray.
4 Press the ‘Close’ button.
5 Then press the ‘Play’ button.
6 To stop the disc, press the ‘Stop’ button.
32.1 Match the instructions in A opposite to the products and machines below.

a ticket barrier
b lemon squeezer
c cash machine
(3 instructions)
d car
e office door
f CD player

32.2 Now write the instructions for each of the products and machines in 32.1 above.

a ticket barrier
   Put your ticket into the slot.

b lemon squeezer

c cash machine


d car

e office door

f CD player

2.3 Put the instructions for recording a DVD into the correct order. Look at B opposite to help you.

To record a DVD:

a When you have finished, press the ‘Stop’ button.

b Put a blank DVD into the tray.

c Select the TV station that you want to record.

d Push the tray to close it.

e Press the ‘Record’ button.

f Press the ‘On’ button.

g Press the ‘Open’ button.

Over to you
Give instructions for using an office drinks machine.
Problems with products

Faults
Antonia is having problems with her DVD player. She phones the call centre (= office giving help on the telephone) of the chain store where she bought it.

Sharon: Service department. How can I help?
Antonia: I have a problem with my DVD player. It broke down (= stopped working) last week.
Sharon: What make and model number is it?
Antonia: It's a Samson DVD 7000.
Sharon: What exactly is the fault (= technical problem)?
Antonia: When I press the button, the tray doesn't open.
Sharon: How old is the DVD player?
Antonia: I bought it last year.
Sharon: OK, you can send it back by post for repair (= the company will make it work again). Samson guarantee (= promise to repair or replace) their products for two years.
Antonia: That's difficult. I don't have the box.
Sharon: Don't worry. You can take it back to the shop. Where did you buy it? ...

Guarantees
The company repair the DVD player and return it to Antonia, but it breaks down again. She phones the call centre again.

Sharon: Service department. How can I help?
Antonia: My DVD player broke down last month. You repaired it, but it broke down again yesterday.
Sharon: What's the fault now?
Antonia: I can play DVDs, but I can't record.
Sharon: Is it still under guarantee (= in the time period of the guarantee)?
Antonia: Yes, I only bought it six months ago.
Sharon: OK. Because it's broken down again, we'll give you a replacement – a brand new (= completely new) machine.
Antonia: That's great!
33.1 Match the two parts of the sentences. Look at A and B opposite to help you.

1 This product is brand
2 This TV is still under
3 If you have a problem
4 My CD player broke
5 When my new phone stopped working, I sent it

a with your new kitchen equipment, just give us a call.
b down two days after I bought it!
c new. I bought it yesterday.
d back to the shop.
e guarantee. It's less than two years old.

33.2 Complete the sentences with words and phrases from the box. Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>breaks down</th>
<th>call centre</th>
<th>guarantee</th>
<th>under guarantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>take it back</td>
<td>repair</td>
<td>replacement</td>
<td>fault</td>
</tr>
</tbody>
</table>

1 We __________ our products for two years.
2 If the product doesn't work, __________ __________
   __________ to the shop where you bought it.
3 If the shop can't help you, phone our __________
   __________ .
4 If there is still a __________, send the product back to us. We will __________ it.
5 If the product __________ __________ again while it is still __________ __________, send it back to us and we will send you a __________.

Over to you

Talk about a problem you had with a product. Did you:
- send the product back for repair?
- get a new product?

What happened exactly?
Socializing 1: nice to meet you

At the airport

Excuse me. Are you Rita Sandoro? I'm Stephanie Howard.
Hello. Nice to meet you.
Hello. Nice to meet you too.
Very good thanks. No problems at all.
Thank you. That would be nice.

I'll take you to your hotel and then we'll go out to dinner.

At the office

Good morning, Rita. How are you?
Fine thanks. Take a seat. Would you like something to drink? There's coffee, tea, and orange juice.
Very well thanks, and you?
Juice, please.
Thank you.

Here you are.

Trevor, this is Rita Sandoro from World Wines in London. Rita, this is Trevor Smith, our marketing manager.

Have you been to Cape Town before?
What's it like?

No, this is my first visit.

Very comfortable, thanks.

Where are you staying?
At the Intercontinental.

Saying goodbye

Stephanie: It was nice meeting you, Rita.
Rita: Nice meeting you too, Stephanie.
Stephanie: Have a good trip back to London.
Rita: Thanks. I'll be in touch soon.
Stephanie: I look forward to seeing you next time.
Rita: Yes, me too. Bye.
Stephanie: Goodbye.
34.1 Choose the correct reply to each of the expressions (1-7). Look at A and B opposite to help you.

1. Nice to meet you.
   a. Hello.
   b. Fine, thanks.

2. How was the flight?
   a. That would be nice.
   b. Very good, thanks.

3. I'll take you to your hotel and then we can have dinner there.
   a. Fine, thanks.
   b. Thank you. That would be nice.

4. How are you?
   a. Very well, thanks.
   b. Nice to meet you.

5. It was nice meeting you.
   a. Pleased to meet you.
   b. Nice meeting you too.

6. I look forward to seeing you next time.
   a. Yes, me too.
   b. Here you are.

7. Have a good trip back.
   a. Thanks.
   b. That would be nice.

34.2 Complete the questions that two people ask a visitor. Look at B opposite to help you.

1. Leslie: Take a (1) ................. Would you like (2) ................. to drink? (3) ................. coffee, tea, and apple juice.

2. Leslie: Brian, (4) ................. is Georgina Osborne from SPL in Dublin. Georgina, this is Brian, our production manager.

3. Brian: Nice to meet you, Georgina. (5) ................. you (6) ................. to Melbourne before?

4. Brian: Where are you (7) ................. ?

5. Brian: What's it (8) ................. ?

34.3 Match Georgina's answers below to the questions (1-5) in 34.2 above. Look at B opposite to help you.

a. At the Hilton.
b. Pleased to meet you.
c. Tea, please.
d. Very comfortable, thanks.
e. Yes, I was here about ten years ago.

Over to you
A visitor comes to your office. You introduce the visitor to a colleague. Write the conversation.
Socializing 2: at the restaurant

Choosing and ordering

A table for two please. Rita, do you smoke? What do you recommend?

No, I don't. Where would you like to sit — smoking or non-smoking?

Near the window in the non-smoking area, please. The fish is very good. Do you like fish?

I think I'll have a chicken vindaloo. That's a type of curry with chicken. Are you ready to order (= Are you ready to tell me what you want)?

That sounds good. I'll have the same. Yes, I think so.

Small talk

Do you live in London?

I commute too. It takes about 20 minutes by car. Do you like commuting?

It's fine, if there isn't too much traffic. What do you do in your free time?

Really? I play golf too! How about a game tomorrow after our meeting?

No, I live in Brighton, on the south coast. I commute. What about you?

It's OK if the train isn't late! I read, and I listen to music. And you?

I play a lot of golf.

Good idea!

Thanking

Rita and Stephanie finish their meal.

Rita: That was delicious!
Stephanie: I'm glad you liked it. Would you like a coffee?
Rita: Yes please.
Stephanie (to waiter): Two coffees please.

(Later)

Stephanie: Can we have the bill, please?
Waiter: Certainly. (The bill arrives)
Stephanie (to Rita): I'll get (= pay for) this.
Rita: Thank you very much.
Stephanie: My pleasure!
35.1 Put the conversation into the correct order. Look at A opposite to help you.

a Roxanne: What do you recommend? I
b Francesca: I think I'll have a salade niçoise.
c Francesca: It's a type of salad with lots of different things in it.
d Francesca: The steak is very good. Do you like meat?
e Roxanne: I'm not keen on meat. What are you going to have?
f Roxanne: What's that?
g Roxanne: That sounds good. I'll have the same.

35.2 Match the questions (1–4) to the answers (a–d). Look at B opposite to help you.

1 Do you live in Paris? a Good idea!
2 Do you like commuting? b No, I live in Versailles, about 20 minutes from Paris.
3 What do you do in your free time? c It's OK. I do a lot of work on the train.
4 How about a game this evening? d I play squash.

35.3 Write the conversations below. Look at C opposite to help you.

1

<table>
<thead>
<tr>
<th>Alain</th>
<th>Bengt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask Bengt if he wants a dessert.</td>
<td>Say you would like ice cream.</td>
</tr>
<tr>
<td>Ask the waiter for two ice creams.</td>
<td>Say you liked the meal.</td>
</tr>
<tr>
<td>Reply.</td>
<td></td>
</tr>
</tbody>
</table>

2

<table>
<thead>
<tr>
<th>Alain</th>
<th>Bengt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for the bill and tell Bengt that you will pay.</td>
<td>Thank Alain.</td>
</tr>
<tr>
<td>Reply.</td>
<td></td>
</tr>
</tbody>
</table>

Over to you
You are at a restaurant with a visitor to your country. Write a 'small talk' conversation between yourself and the visitor.
Starting informal calls

Hello.

Is that Pia there?

Speaking.

Hi Pia, it's Liam here.

Hello, Liam. How are you?

Starting formal calls

Good morning, Cara Thompson's office.

Hello. Could I speak to Ms Thompson, please?

Who's calling, please?

My name's Julian Maxwell. I'm calling from JM Consultants in New York.

One moment please. I'll put you through.

Thank you.

Good morning, Ms Thompson. My name's...

Cara Thompson.

Ending calls

I'll phone again next week.

Good to talk to you.

See you on Thursday, at the meeting, in Rome.

Thanks for calling.

Bye.

Goodbye.
6.1 Put the conversation into the correct order. Look at A opposite to help you.

a) Speaking!

b) Is that Nadine?

c) Hi Nadine, it's Mel here.

d) Hi Mel. How are you?

e) Hello.

6.2 Complete the conversation. Look at B opposite to help you.

Madeleine Townsend's PA  Fernando Soria  Madeleine Townsend

(1)  Madeleine Townsend's office.

(2)  Ms Townsend, (3) ?

Who's (4) , (5) ?

I'll (6) .

Thank you.

6.3 Complete the conversation. Look at C opposite to help you.

So, you'll be in touch next week to fix the exact details?

Yes, I'll (1) .

It was nice to talk to you.

Yes, (2) . Thanks (3) .


(5) .

Over to you

When you answer the phone at work, what do you say?
Write short dialogues for the beginning of a phone conversation at work:
- with someone you know.
- with someone you don't know.

Business Vocabulary in Use (Elementary)
Telephoning 2: spelling and numbers

Telephone alphabet
When someone spells (= says how to write) a word on the phone, it can be difficult to hear the difference between these letters:

- B and P
- B and V
- D and T
- F and S
- I and Y
- M and N

Make sure you learn the English names for these letters:

- A and R
- E and I
- O and U
- I and Y
- C and S
- G and J
- K and Q
- V and W

To learn more about how to pronounce each letter, see page 106.

If you want to spell a word you can say A for Alpha, using the telephone alphabet in this list.

<table>
<thead>
<tr>
<th>Alpha</th>
<th>Bravo</th>
<th>Charlie</th>
<th>Delta</th>
<th>Echo</th>
<th>Foxtrot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>Hotel</td>
<td>India</td>
<td>Juliet</td>
<td>Kilo</td>
<td>Lima</td>
</tr>
<tr>
<td>Mike</td>
<td>November</td>
<td>Oscar</td>
<td>Papa</td>
<td>Quebec</td>
<td>Romeo</td>
</tr>
<tr>
<td>Sierra</td>
<td>Tango</td>
<td>Uniform</td>
<td>Victor</td>
<td>Whisky</td>
<td>X-ray</td>
</tr>
<tr>
<td>Yankee</td>
<td>Zulu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spelling

Who's calling please?
My name's Nora Laker.

Can you spell that, please?
Yes, it's Nora: N for November, O for Oscar, R for Romeo, A for Alpha.
I'm calling from Maggs Lind, in London.

Is that M-A-G-S?
No, M-A-double G-S, new word, Lind - L-I-N-D.

Numbers
You say telephone numbers in groups of numbers. Your voice goes up for each group, except for the last group, when your voice goes down.

-00  44  20  9422  5483
Double oh double four two oh nine four double two five four eight three

-00  1  212  131  6544
Zero zero one two one two one three one six five four four

BrE: double oh; AmE: zero zero
37.1 You are talking about numbers and letters on the telephone. Use the telephone alphabet to correct the other person. Look at A opposite to help you.

1 Is that V for Victor?
   No, B for Bravo.

2 Is that T for Tango?

3 Is that B for Bravo?

4 Is that M for Mike?

5 Is that I for India?

6 Is that S for Sierra?

37.2 Look at the telephone list for a company's staff around the world. Spell the names using the telephone alphabet, then use arrows above the numbers to show how your voice goes up and down. Look at A opposite to help you.

1 Mr Caire  00 33 1 9422 5122
   C for Charlie, A for Alpha, I for India, R for Romeo, E for Echo

2 Professor Fanshaw  00 44 131 937 9821

3 Ms Petersson  00 46 8 487 5044

4 Mr Hanks  00 1 918 324 6622

5 Doctor Tanawa  00 81 42 975 2349

6 Ms Dos Santos  00 55 61 648 7785

37.3 Match the questions to the answers. Look at B opposite to help you.

1 Who's calling, please?
   a No, C-O-double L-I-N-S.

2 Can you spell that, please?
   b John Collins and Associates.

3 Which company are you phoning from?
   c T for Tango, A for Alpha, N for November,
      Y for Yankee, A for Alpha, new word, H for
      Hotel, U for Umbrella, double L for Lima.

4 Is that C-O-L-I-N-S?
   d Tanya Hull.

Over to you

Spell your name, your home address and your company address. Use the telephone alphabet. What are your phone numbers at home, at work and on your mobile? Say them with the correct intonation.
A

Showing understanding

Showing you understand

I'm phoning from UWX in Sydney.

Right.

Could you ask Ellen to email the details?

OK. I'll do that.

It's very important.

I understand.

B

Checking and confirming information

Checking

My name's Nicholls.

Sorry, I didn't get that. Could you speak more slowly, please?

I'm sorry. My name is Nicholls.

Is that one L or two?

Two. N-I-C-H-O-double L-S.

The company is Goodwood.

Can you spell that please?

I'm calling from Bendrix in London.

Can you repeat that (= say it again), please?

Yes, it's Bendrix.

Sorry, I can't hear you. Could you speak up (= speak more loudly), please?

Yes, of course. The number is 020 7400 3004.

So, that's 020 7400 3004.

Confirming

That's it, right.

My email address is Jane dot Nicholls at jhu dot co dot uk.
What do you say in the situations below? Look at A and B opposite to help you.
1. You understand what the caller is saying. (3 expressions)
2. The other person is speaking too fast.
3. You can’t hear the other person.
4. You’re not sure how to write a name.
5. You want someone to say the word again.
6. You confirm some information.

Put the conversation into the correct order. Look at B opposite to help you. The first sentence is i.

Speaker A

a. That’s it. Thank you very much.
e. Lisa dot Taggart at A-Y-Z dot com.
g. Yes, of course. My – name – is – Taggart.
i. My name’s Taggart.

Speaker B

d. Is that one G or two?
f. Sorry, I can’t hear you. Could you speak up, please?
h. Lisa dot Taggart at A-Y-Z dot com.
j. Thank you. And what’s your email address, please?
l. Sorry, I didn’t get that. Could you speak more slowly, please?

Write the conversation below. Look at B opposite to help you.

Sophie

Give your number
Repeat it

Louis

Say you can’t hear
Confirm the number

Over to you
Write a short dialogue between you and one of your colleagues to check information using expressions from this unit. Give your email address.
Telephoning 4: messages

Useful expressions

Person receiving a call

I'm sorry, he's on another call.
I'm afraid she's not here at the moment.

Can I take a message? (= you want to write down a message from the caller)
Who's calling please?
Which company are you calling from?

Person making a call

Can I leave a message? (= you want to give a message)

Can I have your number?

Leaving a message

Person receiving a call

Mark Simpson's office.
I'm sorry, he's in a meeting. Can I take a message?
Can I have your number?
020 9422 ...
5483. So, that's 020 9422 5483.

Person making a call

Hello. Can I speak to Mr Simpson please?
Yes, please. My name's Denise Parker.
Yes, it's 020 9422 5483.
That's right. Could you ask him to call me back? It's very urgent (= important to do quickly).
Thank you very much. Goodbye.

I'll give him the message.
Goodbye.
9.1 Put this conversation into the correct order. Look at A and B opposite to help you. The first sentence is h.

a) So, that's 0131 899 0210.
b) Can I have your number?
c) Goodbye.
d) Hello. Can I speak to Ms Trevor please?
e) I'll give her the message, Mr Bradman.
f) I'm sorry, she's not here at the moment. Who's calling please?
g) It's 0131 899 0210.
h) Mary Trevor's office.
i) Thank you very much. Goodbye.
j) That's it.
l) Can you ask Ms Trevor to call me back tomorrow morning?
m) Yes, of course.

9.2 Complete the message form using the information from the call in 39.1 above.

**TELEPHONE MESSAGE**

Message for: ____________________________________________

Name of caller: ____________________________________________

☐ Will call again  ☐ Please call

Phone number: ____________________________________________

☐ Urgent ☐ Not urgent

Notes: ____________________________________________

---

*Over to you*

Think of the last phone message that you left. What did you say? Practise saying it in English.
Email, faxes and letters 1: business writing

Ways of communicating

<table>
<thead>
<tr>
<th>send</th>
<th>something a document (= paper(s) with written information, e.g. a letter)</th>
<th>to</th>
<th>someone Carlos Bestco</th>
<th>by</th>
<th>fax post email courier (= a company like FedEx or DHL)</th>
</tr>
</thead>
</table>

I'll send it to you by fax.

I'll fax it to you.

<table>
<thead>
<tr>
<th>email post fax</th>
<th>something</th>
<th>to</th>
<th>Carlos Bestco</th>
</tr>
</thead>
</table>

I received the fax yesterday.

Please reply to this message as soon as possible.

I get over 50 emails every day.

Formal and informal

If you know someone well, you use an informal style. If you don't know the person or the communication is very serious or official, you use a formal style. You need to think about formality when you begin and end your writing.

Beginnings

More formal ——————————— Less formal
Dear Sir —————————— Dear Mr Randall
Dear Madam ———————— Dear Ms Dunn / Dear Mrs Dunn
Dear Gina

Note: You use ‘Dear Sir’ for a man, and ‘Dear Madam’ for a woman, when you don’t know the person’s name.

Endings

More formal ——————————— Less formal
Best regards ———— Regards ———— Best wishes ———— All the best ———— Best
Yours sincerely ———— Yours faithfully ———— Yours

Note: You use ‘Yours faithfully’ only in BrE, when you don’t know the person’s name.

| BrE: Yours sincerely; AmE: Sincerely |
Choose the correct word to complete each sentence. Look at A opposite to help you.

1. I've ____________ (written/got) five faxes this morning, but I haven't sent them yet.
2. I ____________ (replied/received) her letter yesterday.
3. There's no need to ____________ (read/reply) to this email.
4. I ____________ (got/posted) this email from Rita.
5. I've ____________ (written/read) your message, but I haven't ____________ (replied/sent) to it yet.
6. I'll ____________ (fax/reply) the information to her.

Kay Umsden receives the messages below (1–5). Are they formal (F) or informal (I)? Look at B opposite to help you.

1. Her colleague, Tom, asks Kay if she's free for lunch. I
2. A journalist (Tony Kent) writes to ask her for an interview.
3. Her friend, Serena, asks Kay if she's free for a game of tennis.
4. A supplier that she doesn't know (Roger Olafsson) writes to ask Kay for a meeting.
5. Janet Freeman, who doesn't know Kay's name, writes to ask for a job.

Write the beginning and ending of each message: (1–5) in 40.2 above. Look at B, C and D opposite to help you.

1. (beginning) Dear Kay __________________________
   (ending) Best wishes __________________________
   ___________________________________________________________________

2. (beginning) __________________________________________
   (ending) __________________________________________
   ___________________________________________________________________

3. (beginning) __________________________________________
   (ending) __________________________________________
   ___________________________________________________________________

4. (beginning) __________________________________________
   (ending) __________________________________________
   ___________________________________________________________________

5. (beginning) __________________________________________
   (ending) __________________________________________
   ___________________________________________________________________

Over to you

How do you prefer to communicate:

- with friends?
- with colleagues?
- with clients?
Email, faxes and letters 2: the message

A
Starting the message

Thanking someone

<table>
<thead>
<tr>
<th>Thank you (very much) (Many) thanks</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>your email.</td>
<td></td>
</tr>
<tr>
<td>a very useful meeting yesterday.</td>
<td></td>
</tr>
<tr>
<td>coming to Prague yesterday.</td>
<td></td>
</tr>
<tr>
<td>sending the information I asked for.</td>
<td></td>
</tr>
</tbody>
</table>

Giving a reason for writing

<table>
<thead>
<tr>
<th>I'm writing This (email/fax/letter) is</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>let you know our new contact details.</td>
<td></td>
</tr>
<tr>
<td>tell you that I'm coming to Boston next month.</td>
<td></td>
</tr>
<tr>
<td>confirm (= make sure you know) the details of my trip.</td>
<td></td>
</tr>
</tbody>
</table>

B
Future action

Would it be possible to postpone the meeting?
Could you send us the information as soon as possible?
Can you call me next week?

<table>
<thead>
<tr>
<th>I look forward to</th>
</tr>
</thead>
<tbody>
<tr>
<td>hearing from you (= receiving your reply).</td>
</tr>
<tr>
<td>seeing you in Budapest.</td>
</tr>
<tr>
<td>meeting your colleagues next week.</td>
</tr>
</tbody>
</table>

I'll speak to you next week.
I'll call you as soon as possible.
Please let me know if you need anything else.

C
Enclosures and attachments

Something that you send with a letter is an enclosure. Something that you send with an email or a fax is an attachment. You can write:

<table>
<thead>
<tr>
<th>Please find enclosed I'm enclosing Please find attached I'm attaching</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>brochure (= pictures and information about a company or product).</td>
<td></td>
</tr>
<tr>
<td>map (= a drawing to show where places are).</td>
<td></td>
</tr>
<tr>
<td>photo.</td>
<td></td>
</tr>
<tr>
<td>report (= a document describing a particular subject).</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Complete the message. Look at A and B opposite to help you.

Dear Ms Howard

(1) ............................................ agreeing to see me next week. (2) ......................
............................................ confirm details of my trip: I'm flying from London on
Thursday afternoon, 26 July, and staying at the Hilton in the centre of Cape Town.
(3) ............................................ send me a map showing where your company is?

(4) ............................................ attaching some information about my company, World Wine Imports.
Please (5) ............................................ if you need any more information about
the company before the meeting.

I (6) ............................................ to hearing from you.

Yours sincerely

Rita Sandoro

1.2 Match the situations (1–6) to the sentences (a–f). Look at C opposite to help you.

1 You send a photo with an email.
2 You send information about your products with a letter.
3 You send a drawing to show your company’s location with an email.
4 You send a document about a particular subject with a fax.
5 You send a drawing to show your company’s location with a letter.
6 You send information about a particular subject with a letter.

a I’m enclosing some brochures.
b Please find attached a map.
c I’m attaching a report.
d I’m attaching a picture of our product.
e Please find enclosed a report.
f I’m enclosing a map.

Over to you

Write a message to an important client who is visiting your company next week, and send a
map to show where your company is. Remember to use formal language.
42 Emails, faxes and letters 3: emails

Email language

| forward    | = send an email that you have received to someone else |
| delete     | = remove an email from your computer               |
| copy       | = send a copy of an email to other people at the same time |

**Could you forward Rita’s email to me?**

**Don’t delete the email – it’s important**

I’m sending the information to John by email – I’ll copy it to you.

To learn more about how to say email addresses, see Unit 38.
To learn more about attachments, see Unit 41.

Informal emails

Sometimes emails are written quickly and are very informal. Here are some of the things you see in informal emails:

**Informal**

| Hi Rita | Pleased to hear that you’re coming to Cape Town next Tuesday. I’ll come and pick you up at the airport. Here’s the brochure we talked about. See you v. soon! Best Stephanie |
| Formal  | Dear Ms Sandoro I am pleased to hear that you are coming to Cape Town on 25 July. I will come and pick you up at the airport. Please find attached the brochure you requested. I look forward to meeting you. Yours sincerely Stephanie Howard |

- abbreviations v. = very
- contractions I’ll = I will
- missing words Pleased to hear = I am pleased to hear

Beginnings and endings

If you know someone very well, you can start and end the email with very informal language. Sometimes you start the message with Hi or Hello, or the person’s name.

| Hi Rita | Here are the documents you requested. Best Stephanie |
| Formal  | Stephanie Thanks for the documents! Rita |

To learn more about formal and informal beginnings and endings, see Unit 40.
1. Complete the email with words from the box. Look at A opposite to help you.

<table>
<thead>
<tr>
<th>Attachment</th>
<th>deleted</th>
<th>email address</th>
<th>Cc (=copy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>forward</td>
<td>To</td>
<td><a href="mailto:markwalker@bestco.uk">markwalker@bestco.uk</a></td>
<td><a href="mailto:tomhill@bestco.uk">tomhill@bestco.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:davidjames@bestco.uk">davidjames@bestco.uk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Request for information</td>
<td></td>
</tr>
</tbody>
</table>

Dear Tom,

I'm attaching the report you requested. Could you _______ it to Sarah? I don't know her _______ _______ - I think I _______ it by mistake! I'm copying this email to David too.

Best wishes

Mark

2. Change the sentences from formal to informal. Look at B opposite to help you.

1. I enjoyed meeting you last week. (missing word)
   Enjoys meeting you last week.

2. I am so glad you had a nice trip back to London. (contraction)

3. I have posted the brochure to you. (contraction)

4. They are very interested in working with you. (abbreviation)

3. Change the sentences from informal to formal. Look at B opposite to help you.

1. We're arriving in London on Monday. (contraction)

2. It was v. good to speak to you yesterday. (abbreviation)

3. Hope that your hotel is comfortable. (missing word)

4. I'll be in touch again soon. (contraction)
Presentations 1: getting started

Preparation
Jennifer Marshall is an expert in presentation skills. She gives this advice:
Start to prepare (= get ready) early.

Think about your audience (= the people who will be at your presentation).

Write notes.

Prepare slides.

Prepare handouts (= pages with information for the audience).

Check the room (= make sure the room is ready).

Is there a microphone?  Is there a projector?

Is there a flipchart?  Is there a whiteboard?

Introduction
Introducing yourself and your subject
My name’s ....................
I work for Gillette. I work in the sales department.
Today I’m going to talk about ...

Describing the plan

<table>
<thead>
<tr>
<th>First</th>
<th>Then</th>
<th>After that</th>
<th>Next</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’ll</td>
<td>I’d like to</td>
<td>look at</td>
<td>sales,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>say something about</td>
<td>our products.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>move on to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talking about questions
If you have any questions, please feel free to interrupt me (= stop me while I’m talking).
I’ll be happy to answer them at the end.
43.1 Complete the sentences from a presentation. Look at B opposite to help you.

1 Finally, I'll say something ___________ the future – I'll talk about possible new products for the next ten years.
2 First, I'll look ___________ business-to-business products.
3 Hello. My name's Ron Grant. I work ___________ GIE, the electronics company.
4 Then, I'll move ___________ consumer products.
5 Today I'm going to talk ___________ our latest business-to-business and consumer products.

43.2 Lisa Woo, the marketing manager at Samson, is going to give a presentation. Write what she needs. Look at A opposite to help you.

1 I want to be sure everyone can hear me.
   I need a ___________.
2 I want to write on paper so that everyone can see.
   I need a ___________.
3 I want to know if there are enough chairs.
   I need to ___________.
4 I want to use my computer to show information.
   I need a ___________.
5 The audience doesn't want extra information on paper.
   I don't need ___________.

43.3 Put the sentences of Lisa's introduction into the correct order. Look at B opposite to help you.

a And finally, I'll say something about how we can work with your company.
b First, I'll look at the technical side.
c I work for Samson in the marketing department.
d If you have any questions, I'll be happy to answer them at the end of my presentation.
e My name's Lisa Woo.
f Then, I'll move on to the sales possibilities.
g Today I'm going to talk about a new product that we have developed.
Presentations

Presentations are usually divided into sections (= parts).

To start a section or move on to a new section

<table>
<thead>
<tr>
<th>First</th>
<th>Secondly</th>
<th>Third</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firstly</td>
<td>Secondly</td>
<td>Third</td>
<td>Finally</td>
</tr>
<tr>
<td>look at</td>
<td>look at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the</td>
<td>the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>products</td>
<td>sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>figures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>move on</td>
<td>last</td>
<td>point.</td>
</tr>
<tr>
<td>turn</td>
<td>to</td>
<td></td>
<td>area.</td>
</tr>
<tr>
<td>products</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Slides and handouts

To talk about a slide or a handout

As you can see in this slide of last year's sales...
Let's look at the handout about our products...

Ending and questions

To end the presentation

That is the end of my presentation.
Thank you very much.

Thank you for listening.
Thank you for coming.

Questions

Are there any questions?
If you have any questions, I'll be happy to answer them now.

I'm sorry, but I didn't follow your question.
Could you repeat the question?

I'm sorry, but I don't know the answer to that. Can I check and get back to you?
I'm sorry, but I can't give you that information.
Samson’s marketing manager is making a presentation. Look at her plan and write what she says at the start of each section. Look at A and C opposite to help you.

Plan
1 Technical side
2 Sales plan (show slide)
3 Samson’s branches
4 Ending
5 Questions

1 First, I’d like to talk about the technical side.
2
3
4
5

1.2 What do you say in the situations below? Look at C opposite to help you.
1 You don’t understand a question.
I’m sorry, but I didn’t follow your question.
2 You can’t answer a question because the information is confidential.
3 You are ready to answer questions.
4 You want someone to say the question again.
5 You don’t know the answer.
6 You want to find some information and answer a question later.

Over to you
Write one of the sections of the presentation that you started in ‘Over to you’ in the previous unit.
Presentations 3: charts and graphs

**A**

***Pie charts***

This pie chart shows where people from Estland had their summer holiday last year.

- **Europe 25%**
- **N America 10%**
- **Rest of world 3%**
- **Asia 7%**
- **Estland 55%**

**This segment**

The red segment shows the number of ...

**This segment shows that most people stayed in Estland for their summer holiday.**

**The segment shaded blue** shows the percentage of ...

**The blue segment shows the number of people who went to Europe ~25 per cent.**

**B**

***Graphs and bar charts***

- **rise**
- **go up**
- **increase**
- **stay the same**
- **fall**
- **go down**
- **decrease**

This bar graph or bar chart shows sales of Samson phones from January to June last year.

In January last year, Samson sold 50,000 phones. In February, sales rose to 175,000. Sales in March fell from 175,000 to 100,000 units. In April, sales increased by 200,000 units to 300,000 units and in May they stayed the same. Then in June, sales went up by 250,000 units to 550,000 units.
5.1 Complete and label the pie chart showing the information below. Look at A opposite to help you.

Cars sold in Estland last year

<table>
<thead>
<tr>
<th>Model</th>
<th>Number sold</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta</td>
<td>4.5 million</td>
<td>45%</td>
</tr>
<tr>
<td>Echo</td>
<td>2.5 million</td>
<td>25%</td>
</tr>
<tr>
<td>Alpha</td>
<td>2 million</td>
<td>20%</td>
</tr>
<tr>
<td>Others</td>
<td>1 million</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10 million</td>
<td>100%</td>
</tr>
</tbody>
</table>

Now write a sentence about one of the segments.

5.2 Complete the table. Look at C opposite to help you. Use the verb list on page 112 if you need more help.

<table>
<thead>
<tr>
<th>Base form (infinitive)</th>
<th>Second form (past simple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>decreased</td>
<td>went down</td>
</tr>
<tr>
<td>fell</td>
<td>increased</td>
</tr>
<tr>
<td>rose</td>
<td>stayed the same</td>
</tr>
</tbody>
</table>

5.3 Complete the text describing the bar graph. Look at B opposite to help you.

In July last year, Samson sold 400,000 phones. In August, sales (1) ... to 250,000. Sales in September (2) ... In October, sales increased (3) 50,000 units to 300,000 units and in November they rose (4) 300,000 (5) 350,000 units. Then in December, sales went (6) by 250,000 units to 600,000 units.

Over to you

Draw a bar graph showing how many days off you have each month in a typical year, and describe it. (Include holidays and days off for illness.)
Company sites
At Samson's main (= most important) site you can find:
the reception area where visitors arrive
the offices where people work on managing and planning
the factory or manufacturing plant where products are made
the research and development department where people work on new ideas and products
the training department where employees learn how to do their work

Introduction to the tour
Guide: Good morning, ladies and gentlemen, and welcome to Samson. Today, we're going to see some of the departments on this site. We'll start here in the reception area, then I'll show you the main departments and finally we'll look at the production area. I'm afraid we don't allow photography during the tour.

Guided tour
Guide: Let's now leave the reception area and move on to the offices. Come this way, please.
Here on the left you can see the marketing department and on the right, the finance department. This is the finance director, Clara Long.

Clara Long: Hello, everyone.
Guide: Follow me and let's go into the manufacturing plant. This is where we make our mobile phones. We make a million phones a year in this plant.
Let's continue now to the research and development department. I'm afraid this area is restricted (= closed to the public) but as you can see through the window, we're testing new designs for our phones.
Now, finally, we can go to have a look at the training department. This is where we do all the company training. In this room, you can see some of our managers from the finance department on a course in advanced finance. Can I ask you to keep your voices down (= speak more quietly) in this area?
6.1 Match each place (1-5) to what the guide says (a-e) during the guided tour of a company. Look at A opposite to help you.

1 The factory
2 The offices
3 The training department
4 The reception area
5 The research and development department

a We work on ideas for our new products here.
b This is where people learn how to do their job.
c This is where we make the products.
d This is where our managers work.
e We welcome company visitors here.

6.2 You are the guide on a company site tour. What do you say in the situations below? Look at B and C opposite to help you.

1 Ask your visitors to speak more quietly.
2 Tell them to follow you into the finance department.
3 Say that they cannot take photos.
4 Tell them that the company’s machines are on the left.
5 Explain that they cannot go into room 101.

6.3 Complete the site tour using the map below. Look at B and C opposite to help you.

We’ll start here in the reception area. Can I ask you to keep your voices (1) down in this area? Let’s now leave the reception area and (2) onto the offices. Come this (3) please. Here on the (4) you can see the sales department and on the (5) , the human resources department.

Let’s (6) now to the research and development department. This is where we design new computers. Finally, we can go to have a (7) at the training department. This is where we do all the company training, including English classes for our employees.

I’m sorry, but we can’t go into the manufacturing plant. It’s (8) and closed to the public. Are there any questions?

Over to you

Write the beginning of a guided tour for your site. Welcome the people to the company and name the places you are going to visit. Then write what you say when you take them to the first place.

Business Vocabulary in Use (elementary)
Meetings 1: organizing a meeting

Word combinations with 'meeting'

These verbs are often used in front of 'a meeting'.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrange</td>
<td>= organize a meeting</td>
</tr>
<tr>
<td>chair</td>
<td>= be in charge of a meeting</td>
</tr>
<tr>
<td>attend</td>
<td>= go to a meeting</td>
</tr>
<tr>
<td>miss</td>
<td>= not go to a meeting</td>
</tr>
<tr>
<td>postpone</td>
<td>= change a meeting to a later time</td>
</tr>
<tr>
<td>cancel</td>
<td>= not have a planned meeting</td>
</tr>
</tbody>
</table>

Agendas

An agenda is a list of items (= different things) to talk about at a meeting. Before the meeting, someone sends out the agenda (= sends copies to everyone attending).

AGENDA
Staff meeting, 25 January 20__, Meeting room 3

Apologies for absence
Minutes of the last meeting
1 Car parking
2 Company restaurant
3 Holiday dates
4 AOB

any other business (= other things that you want to talk about)
venue (= the place where the meeting will be)

Apologies and minutes

If you cannot attend a meeting, you send your apologies (= a message to say you cannot attend). At the beginning of the meeting, someone reads out these messages.

The minutes of a meeting are written notes of what is said and decided in the meeting. During the meeting, someone takes the minutes (= writes down what is said and decided). After the meeting, someone sends out the minutes.

At the beginning of the next meeting, people agree that the minutes are correct.
Choose the correct word to complete each sentence. Look at A opposite to help you.

1 She ................. (missed/arranged) the meeting because she was late for work.
2 I decided to ................. (cancel/arrange) the meeting because there was nothing to discuss.
3 We can ................. (postpone/cancel) the meeting until next week if necessary.
4 I asked Jean to ................. (arrange/miss) the meeting next week but there were no rooms available.
5 They ................. (attended/postponed) the meeting, but they didn’t hear anything interesting.
6 This meeting is very important. Don’t ................. (miss/attend) it!

7.2 Make phrases using the verbs and nouns below. Then match the phrases to their meanings (1-4). Look at A and B opposite to help you.

<table>
<thead>
<tr>
<th>attend</th>
<th>send</th>
<th>send out</th>
<th>take</th>
<th>your apologies</th>
<th>the minutes</th>
<th>the agenda</th>
<th>a meeting</th>
</tr>
</thead>
</table>

1 make the formal record of a meeting
2 give people a list of things to talk about at a meeting
3 go to a meeting
4 say that you will not be able to come to a meeting

7.3 Complete the memo with words from the box. Look at B opposite to help you.

From: Chief Executive
To: All managers

Please find enclosed the (1) ................. for next week’s meeting.
Please make a note of the (2) .................; we are meeting in room 7.
Let me know if you are unable to (3) ..................
Please bring with you a copy of the (4) ................. of the last meeting.
If you want me to add other (5) ................. to the agenda, please let me know.

Over to you

Write the agenda for a meeting in your organization, showing the date, the venue, and the items to talk about.
Meetings 2: chairing a meeting

Chairing

The chairman, chairwoman or chair (= the person in charge of the meeting) opens, runs (= manages) and closes the meeting.

Opening the meeting

Is everybody ready? Let's make a start.

Does everyone agree with the minutes of the last meeting?

James and Chris send their apologies.

Running the meeting

So, the first item is the company car park.

Let's move on to the next item: the company restaurant.

Closing the meeting

Can I sum up (= repeat the main ideas)? We decided ...

I think that's all for today. Thank you for coming. See you at the next meeting.

Interrupting and stopping interruptions

Interrupting

Can I say something here about the costs?

Just a moment. I haven't finished talking about the plans.

Stopping interruptions

Just a moment. Can I just finish?

Let him/her finish.
8.1 Complete the sentences. Look at A and B opposite to help you.

1 That's all ______ today.
2 Thank you ______ coming.
3 Let's talk about it ______ the next meeting.
4 Let's move ______ to the next item.
5 Can I sum ______?
6 Does everyone agree ______ the minutes ______ the last meeting?
7 Can I come ______ here?

8.2 You are chairing a meeting. What do you say in the situations below?

1 You want Val to let Yvonne speak.

2 You want Val to let Yvonne finish.

3 You start the meeting.

4 You say that Tanya and Stefan are sorry that they cannot attend.

5 You repeat the most important ideas.

6 You ask if everyone agrees with the minutes.

7 You end the meeting and thank people for coming.

8 You introduce the first item – the company's new restaurant.

---

Over to you

Think about a recent meeting you attended. Write down what the chair said to open, run, and close the meeting. Use some of the expressions in this unit and in Unit 47.
Meetings 3: opinions and explanations

Opinions, agreeing and disagreeing

An opinion is what a person thinks about an idea or a subject. If you have the same opinion as another person, then you agree. If you have a different opinion, you disagree.

**Asking for opinions**

<table>
<thead>
<tr>
<th>What do you think about ...?</th>
<th>What's your opinion of ...?</th>
</tr>
</thead>
</table>

**Giving opinions**

<table>
<thead>
<tr>
<th>I think ...</th>
<th>In my opinion, ...</th>
</tr>
</thead>
</table>

**Agreeing**

<table>
<thead>
<tr>
<th>I agree.</th>
<th>Exactly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>That's right.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I agree with Peter on that. this.</th>
</tr>
</thead>
</table>

**Disagreeing**

<table>
<thead>
<tr>
<th>I don't agree.</th>
<th>I'm afraid I disagree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, but ...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I disagree with Sue on that. this.</th>
</tr>
</thead>
</table>

A: What’s your opinion of the service in the company restaurant?
B: I think it’s very bad!
C: I agree. It’s so slow.
D: I’m afraid I disagree. In my opinion, it’s quite good.

Suggesting and explaining

**Suggesting (= telling people about an idea or a plan)**

<table>
<thead>
<tr>
<th>How about ...?</th>
<th>What about ...?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Why don’t we ...?</th>
<th>I have an idea. Let’s ...</th>
</tr>
</thead>
</table>

**Responding**

<table>
<thead>
<tr>
<th>That’s a good idea.</th>
</tr>
</thead>
</table>

**Asking for explanation**

<table>
<thead>
<tr>
<th>Sorry, I don’t understand. Do you mean that ...?</th>
<th>Are you saying that ...?</th>
</tr>
</thead>
</table>

A: I disagree with D on this. We need to find new people to work in the restaurant.
B: Can I come in here? I have an idea. Let’s use a company from outside.
C: Sorry, I don’t understand. Do you mean that the people working in the restaurant will not be employees of our company?
B: That’s right. The restaurant company can be completely independent.
A: That’s a good idea!
D: I don’t agree. We’ll lose control of the restaurant!
9.1 Complete the conversation from a meeting using the phrases (a–g). Look at A and B opposite to help you.

a  I have an idea.
b  I disagree with Ben.
c  That's a good idea.
d  Yes, but.
e  Do you mean.
f  That's right.
g  What do you think.

Anna:  So, who’s the best person for the job? Ben, (1)  ........................?
Ben:  Lea Smith is very good. She has a lot of experience.
Charlene:  (2) ........................ about this. Malcolm Jones may be younger, but he has a lot of experience too.
Ben:  (3) ........................ Lea can start work next week. Malcolm can only start next month.
Dan:  Can I come in here? (4) ......................... We can give them both a job as a sort of test for six months.
Ella:  (5) ........................ keep them both for six months and then give one of them the permanent job?
Dan:  (6) ........................
Anna:  (7) ........................ I hadn’t thought of that.

9.2 Match what happens in the meeting (1–7) to what the people say (a–g). Look at A and B opposite to help you.

1  Naomi interrupts, and agrees with Linda.
2  Manuel gives his opinion.
3  Manuel makes a suggestion.
4  Linda disagrees with Manuel.
5  The chair, Chris, starts the meeting.
6  The chair asks for Manuel’s opinion.
7  Chris responds.

9.3 Now put the sentences (a–g) in 49.2 above into the correct order.

Think again about a recent meeting you attended. Write what people said to agree and disagree. Use some of the expressions in this unit.