

# B1

# BASIS FOR BUSINESS

CAROLE EILERTSON • MIKE HOGAN

**COURSEBOOK**



+



ONLINE-  
Angebot

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## Watch & talk 2

- 1  **TALKING POINT** - What do you think of when you read or hear "diversity"? Which examples can you think of? How diverse is your workplace? Tell the group.
- 2 Look at the infographic below. Can you find three examples of workplace diversity? Did you think of any of them when answering question 1?
- 3  **Now watch the video and answer the questions.**
  - What are the benefits of a diverse workforce?
  - What is diversity management?



- 4  **The video talks about diversity and diversity management. Are these topics in your company? If so, how?**
  - The right person should get the job, even if it means we're all the same and there's not a lot of diversity.



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**Beratende Mitarbeit:**

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Marion Karg, Schwäbisch Gmünd  
Britta Landermann, Steinhagen  
Jim Maloney, Hamburg  
Sabine Sass, Celle



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# Welcome to BASIS FOR BUSINESS B1

Mit dem neuen **Basis for Business B1** lernen Sie die wichtigsten Fertigkeiten, um sich im englischsprachigen Arbeitsalltag sicher zu fühlen.

**Basis for Business B1** wurde speziell für deutschsprachige Lernende entwickelt.

In der *Welcome-Unit* lernen Sie verschiedene Personen aus dem Buch kennen, können sich den anderen Kursteilnehmer/innen vorstellen und sich mit ihnen über Ihre Kursziele austauschen. Jede Unit hat klar umrissene Themen aus dem Büro- und Geschäftsalltag mit definierten Lernzielen (→ *Learning objectives*) und konkretem Praxisnutzen. Die zwölf Units sind jeweils in fünf Abschnitte untergliedert.

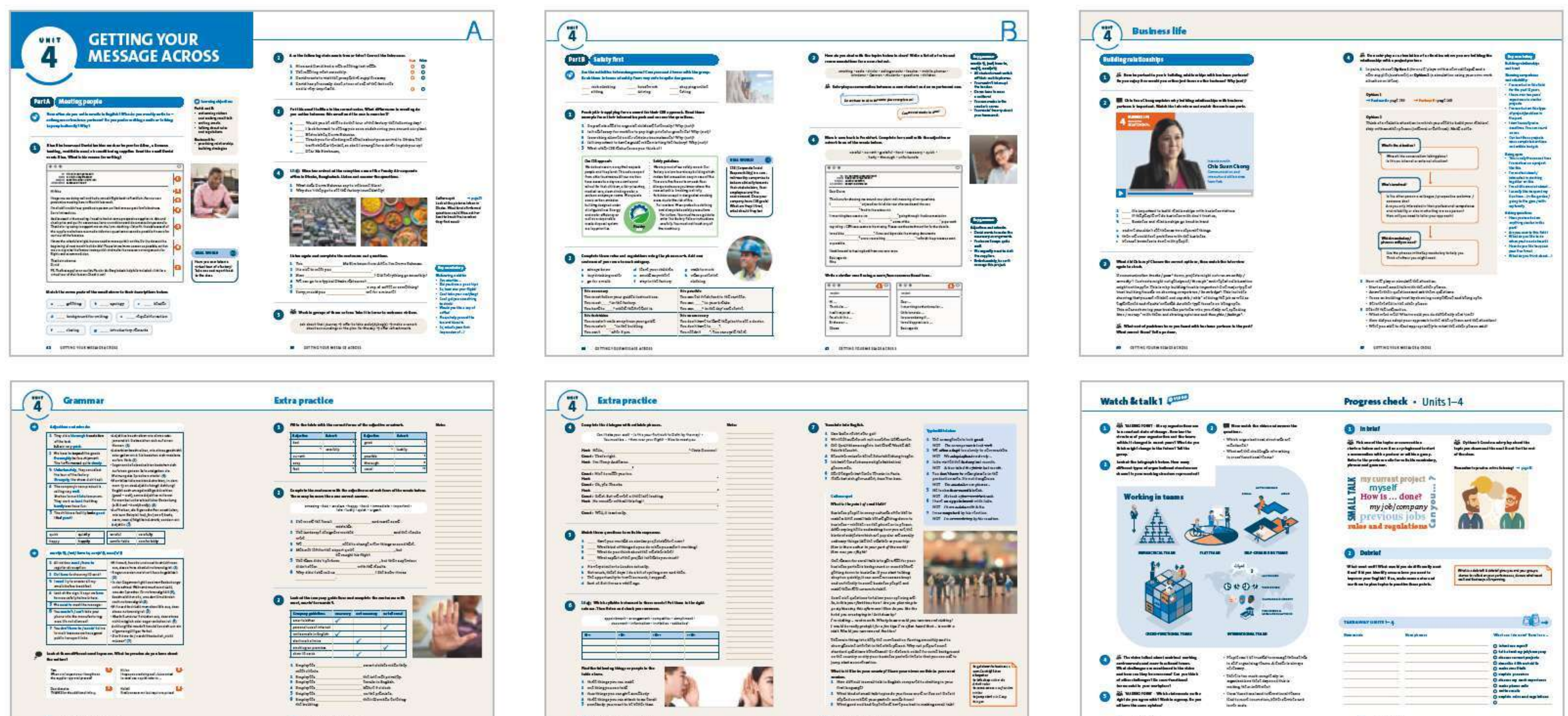
- **Part A** und **Part B**: In diesen Teilen werden die Grundlagen für die neuen Strukturen und Sprachmittel gelegt. Die *warm-up*-Übung in beiden Teilen ist eine kommunikative Übung, die auf das jeweilige Thema einstimmt. In der Rubrik *Key vocabulary* finden Sie griffbereit zusammenfasst das Vokabular zu den behandelten Themenfeldern. Auch wesentliche Grammatikstrukturen sind unter *Key grammar* an der jeweils passenden Stelle in der Unit zu finden.
- **Business life**: Hier liegt der Fokus auf einem bestimmten praktischen Aspekt der geschäftlichen Kommunikation.

- **Grammar**: Die *Grammar*-Seite bietet eine ausführliche und übersichtliche Erläuterung der auf der Unit basierenden Grammatik.
- **Extra practice**: Auf diesen drei Seiten können Sie das Gelernte anwenden und vertiefen. Die Kategorie *Typical mistakes* weist Sie hier auf mögliche Fehler beim Übersetzen vom Deutschen ins Englische hin. Im *Culture spot* erhalten Sie Informationen zu (inter)kulturellen Themen, die im Geschäftsleben eine Rolle spielen können.

Besonderen Wert legen wir auf Hörverstehen und lebendiges Sprechen. Jede Unit enthält eine Fülle von Hörbeispielen, Dialogen und Ausspracheübungen. Ihren Lernfortschritt können Sie auf den *Progress check*-Seiten (nach Units 4, 8 und 12) überprüfen.

Daneben gibt es viele informative Videos (animierte Infografiken und Interviews) zu aktuellen Themen. Auf die Audio- und Videodateien können Sie mithilfe der kostenlosen **PagePlayer-App** ganz bequem per Smartphone oder Tablet zugreifen. Alternativ finden Sie alle Hör- und Videomaterialien unter [cornelsen.de/webcodes](http://cornelsen.de/webcodes).

Viel Spaß und Erfolg mit **Basis for Business B1** wünschen Ihnen Autorenteam und Redaktion!



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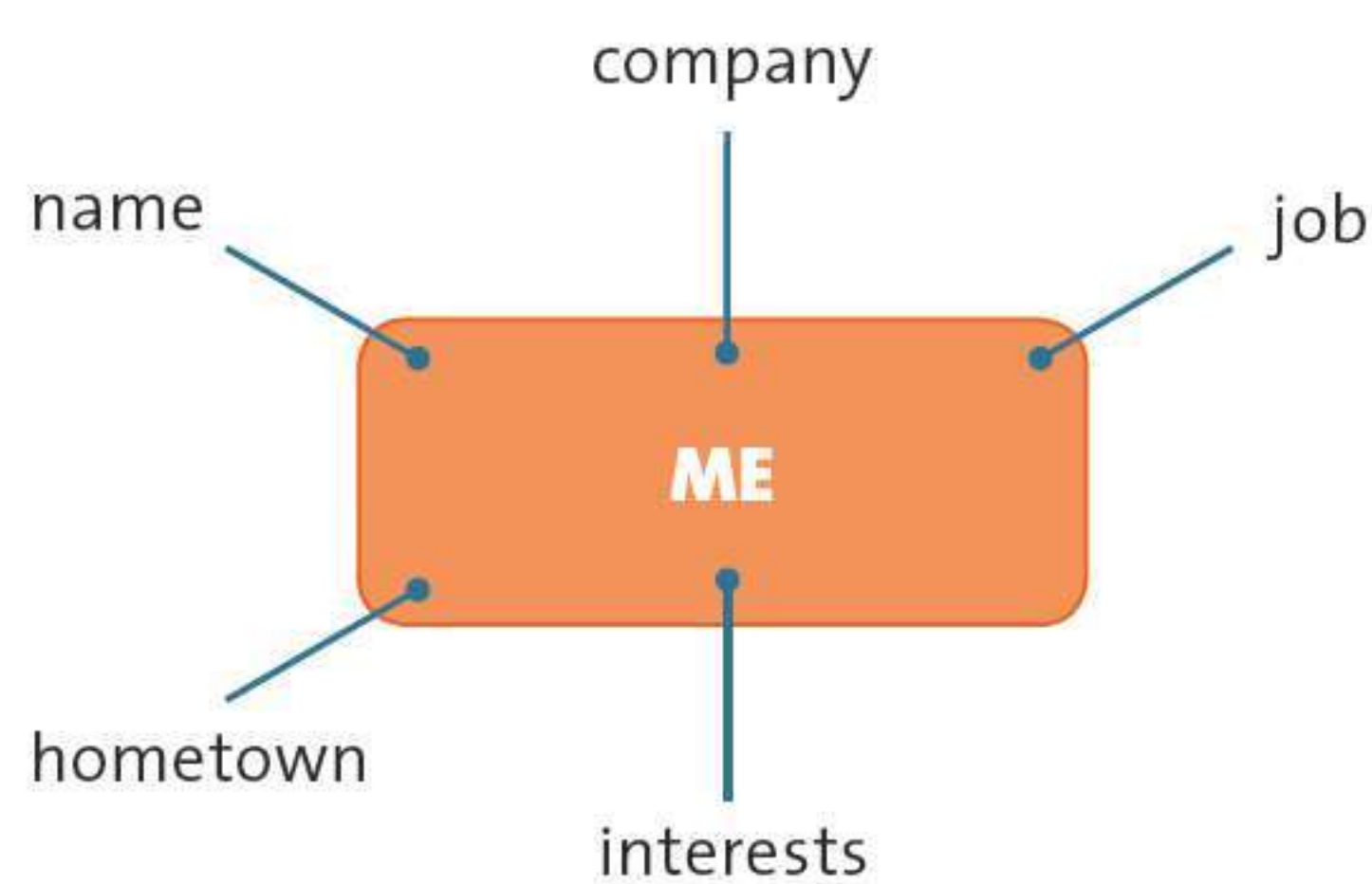
# WELCOME!

**1** Which responses go with the situations in the pictures A–F below?  
Discuss with a partner.

- 1  Nice to see you too. How are you?
- 2  One moment, sir. I'll put you through.
- 3  My name's Daniel. I have an appointment at 9 o'clock.
- 4  Thanks a lot, Eva. We'll be in touch soon about the new application.
- 5  Not too bad. And how are you, Armin?
- 6  It's nice to finally meet you in person.

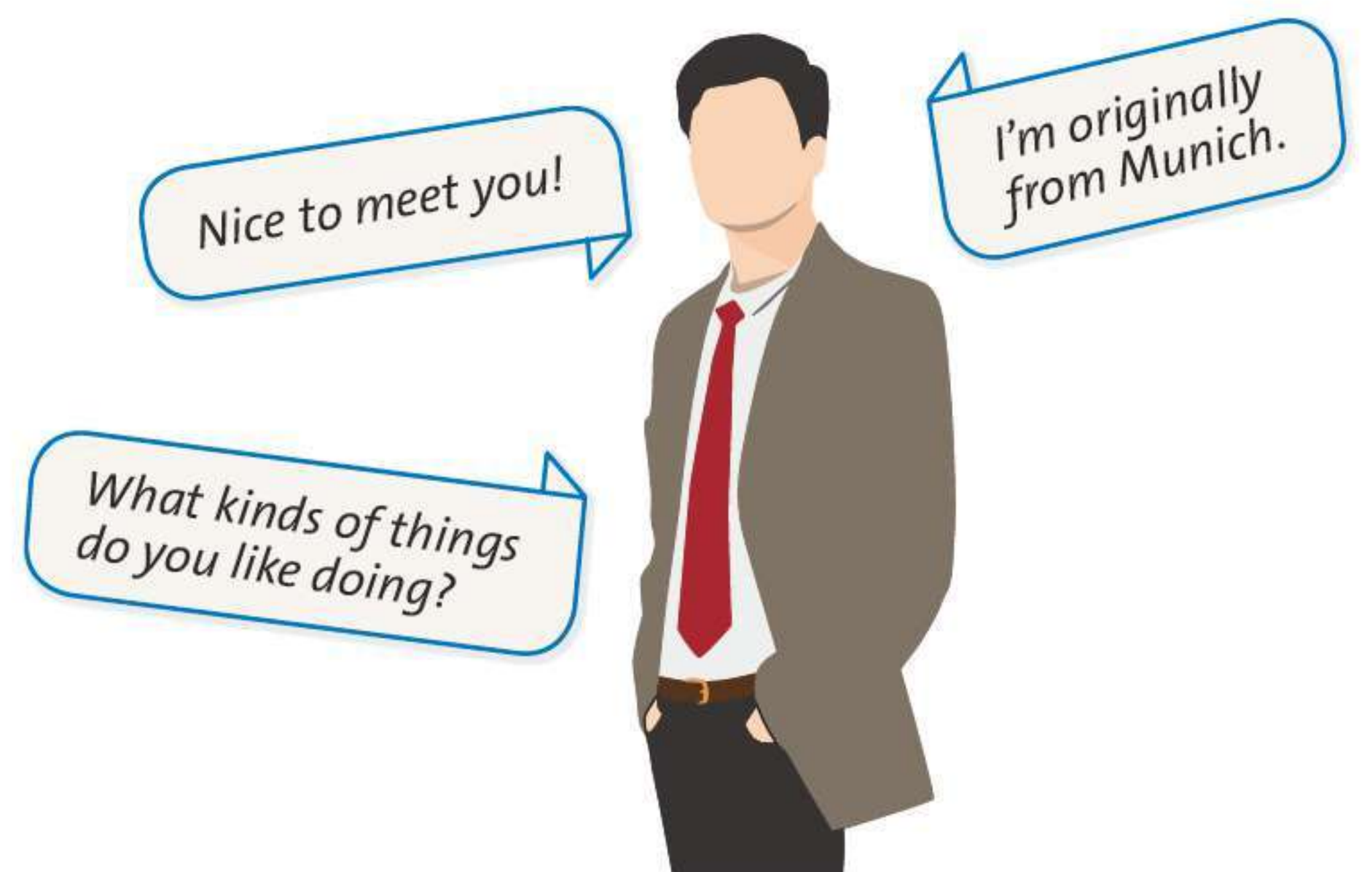


**2** Introduce yourself to your partner and try to find something you have in common.



Where are you from?

Me, too!





# WELCOME!

5

The people you will meet in this book have different jobs and are of different nationalities, but they all have one thing in common – they all use English to do business. Look at the map and the pictures of some of the characters from the book. Use the clues and A–L to write the correct name next to each picture.



\_\_\_\_\_ 1  
I'm in Germany only for a short while and want to make the most of my time here, but I can't wait to go to China too. **Unit 1**



\_\_\_\_\_ 2  
I am based in Germany, but am looking forward to my first trip to Bengaluru to visit a supplier. **Unit 2**



\_\_\_\_\_ 3  
I was born in Africa, but I live in Germany. A few years ago, I went back to Africa to work with an organization called Engineers without Borders. **Unit 3**



\_\_\_\_\_ 4  
I'm Bangladeshi, but often meet people from all over the world at work. **Unit 4**



\_\_\_\_\_ 5  
We have a new luxury milk shake coming on the market here next month. **Unit 5**



\_\_\_\_\_ 6  
I have worked in Australia, Japan and South America but now I have a job in Paris. **Unit 6**

10

- A** Kurt is eating out in a traditional restaurant with an American participant who is attending his workshop.
- B** Max is flying to Italy to present a new idea.
- C** Zoran's company wants to improve the work-life balance of its employees.
- D** Sophia is currently learning French for her new job.
- E** Wolfgang works for a dairy producer in Regensburg. Ireland is a big market for his company's products.
- F** Xavier has three more months of orientation training at SANA Biotech in Germany.

- G** Tina's headquarters are in Germany but she will soon be in India on business.
- H** Dirije is an engineer who has dual Ethiopian and German citizenship.
- I** Eva is based in Germany and is talking about a software problem with an expert.
- J** Declan works for a logistics company called Rosco Global, which lost quite a bit of market share last year.
- K** Durva works for Peachy Air in Dhaka. His company is applying for an award for their CSR approach.
- L** Nicole is attending an interesting presentation about air tube systems in Hanover.



\_\_\_\_\_ 7  
I am negotiating a deal to buy fitness trackers for my company. **Unit 7**



\_\_\_\_\_ 9  
I normally work in London, but I'm in Germany at a trade fair today. **Unit 9**



\_\_\_\_\_ 8  
I have an exciting new project to discuss in Milan. **Unit 8**



\_\_\_\_\_ 10  
My company is located in Munich, and I have a lot of contact with business partners from the USA. **Unit 10**



\_\_\_\_\_ 11  
I have a meeting to discuss improvements to my company's supply chain. **Unit 11**



\_\_\_\_\_ 12  
I work for a freight company in Hamburg and we need to update our software system. **Unit 12**

**6**

**Work with a partner and take turns asking and answering questions.**

*Do you do business with more native or non-native English speakers? Where are they based?*

*Does your company have any branches or subsidiaries? Where are they located?*

*Where are your company's headquarters?*

*Do you ever go to Italy/the UK/ ...? What do you do there?*

*What country would you like to go to next?*

## FIRST IMPRESSIONS

## Part A A typical day



How do you spend your breaks at work? Do you spend them at your desk? Why (not)?


 Learning objectives

## Part A and B:

- talking about your job and daily habits
- discussing current projects
- having a short informal conversation

## Business life:

- introducing yourself in various business settings

1

Read these comments from a blog. Which jobs do you think the people do?

bank employee • lab technician • warehouse supervisor • assistant HR manager • call centre agent • safety engineer • production line manager

## THIS MONTH'S QUESTION: HOW DO YOU SPEND YOUR WORK BREAKS?

**Toni**

Members in my team take breaks on a rotating basis. I enjoy taking regular breaks because it helps me to concentrate better on our work. My colleagues and I usually meet up at around 11 o'clock in the kitchen. I always drink decaf because in my job I need a steady hand. I don't eat anything because I have lunch in the canteen about an hour later. We often go out for a short walk. We just have time for a quick chat because the morning break is only 15 minutes long and, before you know it, it's time to go back to the microscopes.

**Alex**

On a typical day, I meet up with a few of my colleagues before I go to my desk. It's a great way to catch up on all the gossip. I always need two cups of coffee to wake up! Then it's time to get started. I go to my desk and answer my emails. I arrange a lot of training workshops, so I like to check if there are any last-minute cancellations. I take my second break in the afternoon and usually eat a sandwich. We have a nice break area with a patio, but usually I stay inside as the weather is often bad! We have lots of plants near the coffee machines, so I don't miss going out.

**Lesley**

I hardly ever have a chance to sit down at work. I rush around a lot and carry my phone with me at all times. I rarely have a break in the mornings. Most of the deliveries arrive then, and it's hard to get away. When I have a break, I go straight to my desk and have some green tea and a sandwich. My first real break isn't usually until the early afternoon. Things are a bit quieter then, and I can enjoy my tea in peace. I pick a time when my colleagues aren't in the office because I need to relax. No water-cooler conversations for me!

Answer these questions about the people in the blog.

- 1 Who spends their break away from their desk? Why?
- 2 Which person has the most active break? What does he/she do?
- 3 Who doesn't talk to colleagues during the break? Why?
- 4 Whose break is most similar to yours?

2

Read the statements about Toni, Alex and Lesley. One of the adverbs in each does not match what they said in exercise 1. Replace it with a more accurate one.

never      rarely      sometimes      often      usually/  
normally      always

- 1 Toni often goes outside for a walk and never has time for a chat.
- 2 Alex rarely drinks coffee and normally stays inside during the break.
- 3 Lesley usually drinks tea and always talks to her colleagues in the break.

Now adapt the sentences to describe your everyday activities.

3

02  Listen to someone talking to a new colleague during her break. Is it Toni, Alex or Lesley? Why do you think so? Tick the questions you hear.

- 1  So, whereabouts do you work?
- 2  Do you enjoy your work?
- 3  Do you drink coffee?
- 4  What do you do exactly?
- 5  So, where do you come from originally then?
- 6  When do you finish work?



 Now ask each other questions 1–6. What other questions could you ask?

*Do you drink coffee?*


*Yes, in fact I had one just now.*

**Culture spot** → page 21  
What subjects can and can't you talk about with colleagues? Which subjects do you avoid?

4

Match what employees say about their responsibilities with the company department they work in. There are two more departments than you need.

- |  |                                     |
|--|-------------------------------------|
| 1 ___ Our buyers contact suppliers and order goods.                        | <b>a</b> engineering                |
| 2 ___ We deal with matters related to staff, such as payroll and training. | <b>b</b> HR                         |
| 3 ___ Our main focus is on getting and keeping customers.                  | <b>c</b> R&D                        |
| 4 ___ We develop and test new products here.                               | <b>d</b> sales                      |
| 5 ___ We are responsible for moving goods around.                          | <b>e</b> legal                      |
| 6 ___ We draw up contracts and other important documents.                  | <b>f</b> purchasing                 |
|  | <b>g</b> marketing                  |
|  | <b>h</b> logistics and distribution |

 What could be taken care of in the other two departments? Think of more departments and tell a partner what people do there. Can he/she guess the department?

**Key grammar**

- Simple present**
- So, do you **work** here?  
– Yes, I **do**. / No, I **don't** actually.
  - **Where do you work?**  
– I **work** for a small engineering company.
  - **Does he work** in sales?  
– Yes, he **does**, in fact. / No, he **doesn't**.
  - **What does she do?**  
– She's a process engineer.

5

 Create a questionnaire to find out how a partner's typical workday looks. Take it in turns to ask each other. Then tell the class what you found out.

- Do you usually cycle to work?       How often do you travel on business?
- Do you ever work from home?       \_\_\_\_\_

## Part B Working differently



Look at the offices below. Does your workplace look anything like them? Would you like to work in such an environment? Why (not)?



1

Read about Alex. Is she working hard at the moment? Why (not)?

In Alex's company, every day millions of metrology components run through the production line. The company is expanding rapidly. Like many other companies in the manufacturing sector, they will soon open a Factory of the Future in Hongdao, China in order to produce parts for their metrology equipment more efficiently. Alex works in the HR department at head office and is currently recruiting people internally and externally to work in China. At the moment she is having some coffee in the break area.

Are these sentences true or false? Correct the ones that are false.

- |   | true                     | false                    |
|---|--------------------------|--------------------------|
| 1 Alex's company sells thermometers.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The company is doing well.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Alex's office is located in Hongdao.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Alex is looking for people to work in China.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 More and more companies are opening Factories of the Future in China. | <input type="checkbox"/> | <input type="checkbox"/> |

Look at the true sentences again and decide which ones show the following:

- |  |  |
|--|--|
| a <input type="checkbox"/> a current trend               | c <input type="checkbox"/> a permanent situation at work |
| b <input type="checkbox"/> a temporary situation at work |  |

### Key grammar

#### Present continuous

- She **is working** on an important project right now.
- More and more people **are working** from home these days.

### REAL WORLD



A **Factory of the Future** is a smart manufacturing plant that uses the very latest operational and IT technology. Metrology components are used in equipment for measuring and tracking, e.g. thermometers and fitness wearables. What are the advantages and disadvantages of such factories?

2

Read these descriptions of different situations. Which ones are temporary (T) and which ones are permanent (P)?

- |   | T                        | P                        |
|---|--------------------------|--------------------------|
| 1 More and more of my colleagues are working from home. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I always wear casual clothes on Fridays.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 My company is offering courses in yoga.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I don't have plants in my office.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I am slowly settling into my new job.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I don't need to speak much English in my job.         | <input type="checkbox"/> | <input type="checkbox"/> |

Are the statements true for you and/or your environment? If not, change the situations above to make them relevant to your situation.



**3** **03**  **Listen to Alex and a new colleague, Xavier, chatting during a break and answer the questions.**

- 1 What department is Xavier in?
- 2 Why is Alex having problems keeping track of (= remembering) people's names?
- 3 Why does Xavier have mixed feelings about his current situation?



**4** **What did Alex and Xavier say? Listen again and fill in the missing verbs.**

- 1 They \_\_\_\_\_ actually \_\_\_\_\_ a bit too far with all these green plants.
- 2 Well, the company \_\_\_\_\_.
- 3 We \_\_\_\_\_ a lot of new colleagues.
- 4 It \_\_\_\_\_ hard to keep track.
- 5 So, how \_\_\_\_\_ you \_\_\_\_\_ in by the way?
- 6 I \_\_\_\_\_ still \_\_\_\_\_ the orientation training.

(staff) onboarding = the process of integrating new employees into a company's organization and culture

**Highlight the words that make the sentences sound less direct or negative.**

**5** **Add softeners to the sentences below to make them sound less direct.**

- 1 My current job is stressful.  
\_\_\_\_\_
- 2 I can't help you.  
\_\_\_\_\_
- 3 You may be wrong.  
\_\_\_\_\_
- 4 What is your role here?  
\_\_\_\_\_

**Key vocabulary**

**Softeners**

- Well, the company is growing.
- I'm a bit out of shape.
- So, how are you doing?
- I'm actually not sure.
- Unfortunately, he's not available at the moment.

**6** ** Now you. What short or long-term projects do you have (e.g. learning a new language, getting fit, redecorating your apartment)? Ask and answer with a partner.**




**Tell the class about your partner's projects. Discuss which ones sound especially interesting/tiring/ambitious, etc. If appropriate, use softeners.**

*Nadia's project sounds a bit ambitious, actually. She's redecorating her apartment.*

## First contact

1

 Who do you have to introduce yourself to within your company and externally? How do you adapt the way you introduce yourself?

2

 David Briggs is a game designer based in Berlin. Watch this interview about how he introduces himself to others. What does he do?

**1 BUSINESS LIFE**  
FIRST CONTACT



Interview with  
**David Briggs**  
Game designer from Berlin

	yes	no	doesn't say
1 He always gives his full name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 He shakes hands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 He points out where his office is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 He tells people what he studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 He tries to find shared interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

Watch the interview again and complete the following sentences. Circle the correct option.

- 1 David works in a very *formal* / *informal* environment. When he meets someone new at the office, he gives them his *first name* / *telephone number*.
- 2 When David introduces himself *informally* / *officially* to a new colleague, he usually says in which *company* / *team* he's working.
- 3 When he is giving a presentation, David usually gives his *full* / *first* name and job *description* / *title*. He also gives a little background about his expertise on the topic.
- 4 David sometimes gives additional information when meeting someone for the *first* / *second* time. He likes to say something about his team, his *current* / *previous* project and where his office is.
- 5 At *office* / *networking* events, David usually gives details about his career path, previous *projects* / *jobs* and any current side projects.

**Do a role-play or a simulation of a situation where you need to introduce yourself and make small talk.**

- 1 In pairs, choose **Option 1** (role-plays with a new colleague and with someone you meet at a networking event) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

→ **Partner A:** page 138

→ **Partner B:** page 144

**Option 2**

Think of a realistic work situation in which you need to introduce yourself to another person. Make notes:

**What's the situation?**

Where's the conversation taking place?  
Is the person from your company (internal) or from outside (external)?

**Who's involved?**

Is the other person a colleague, prospective customer, etc.?  
How will this influence what you say?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2 Now role-play or simulate the situation.
- Start with your name and role.
  - Talk about your team, current project and where the other person can find you.
  - Talk about your background, experience, career path or past projects.
  - Make small talk and find common interests.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?

**Key vocabulary**

**Introductions and small talk**

- Hi my name is ...
- I'm a/an ...
- I work on the ... team.
- I'm a member of the ... team.
- I work in the ... department/sector/industry.
- Let me know if there's anything I can do to support you.
- You can reach me here.
- I've previously worked on projects about ...
- Before working here, I was a/an ... / worked in a/an ...
- How about you?
- What do you do?
- How did you start doing that?
- Where are you based?

to debrief = *eine Nachbesprechung abhalten*



## Simple present vs present continuous

Simple present	
<p><b>1</b> I <b>work</b> in the HR department. He <b>tests</b> and <b>develops</b> new products. My company <b>doesn't make</b> car parts. <b>Do you work</b> full-time?</p>	<p>Mit dem <i>simple present</i> beschreibt man</p> <ul style="list-style-type: none"> <li>gleichbleibende Zustände und Fakten, beispielsweise Angaben zur Person, Arbeit oder Firma. <b>(1)</b></li> <li>routinemäßig, ausgeführte Handlungen und Gewohnheiten. Signalwörter dafür sind u. a. <i>always, usually</i> und <i>never</i>. Diese Signalwörter stehen meist vor dem Verb, aber hinter Formen von <i>to be</i>. <b>(2)</b></li> </ul>
<p><b>2</b> She <b>sometimes takes</b> a break in the morning. They <b>don't usually take</b> a coffee break. James <b>is normally</b> on time.</p>	

I	'm 'm not
he / she / it	's isn't
you / we / they	're aren't

I	make don't make
he / she / it	makes doesn't make
you / we / they	make don't make

He, she, it – das -(e)s muss mit!

Present continuous	
<p><b>1</b> Look! It's <b>raining now!</b> He <b>is taking</b> a break <b>at the moment.</b></p>	<p>Mit dem <i>present continuous</i> spricht man über</p> <ul style="list-style-type: none"> <li>Dinge, die im Moment des Sprechens passieren. <b>(1)</b></li> <li>langfristige aber zeitlich begrenzte Vorgänge, zum Beispiel ein aktuell in der Firma laufendes Projekt oder einen Trend. Signalwörter dafür sind u. a. <i>this week, these days</i>. <b>(2) (3)</b></li> </ul>
<p><b>2</b> I <b>am working</b> on a new project. She <b>is covering</b> for a colleague who is off sick <b>this week.</b> The trainee <b>is working</b> in the HR department <b>this month.</b></p>	
<p><b>3</b> More and more people <b>are working</b> from home <b>these days.</b></p>	

I	'm working 'm not working
he / she / it	's working isn't working
you / we / they	're working aren't working

Lernen Sie immer die Signalwörter in Verbindung mit der Grammatikstruktur.  
*always/usually/never* = simple present  
*now/this week/these days* = present continuous



Notice how some actions have a beginning and end while other actions have no clear boundaries. Match these pictures to the descriptions.



- \_\_\_\_\_ Oliver is not feeling well today.
- \_\_\_\_\_ I usually work in my office at home.
- \_\_\_\_\_ Alice is travelling to Hamburg this week.



4

Complete the sentences with the simple present or the present continuous.

- 1 \_\_\_\_\_ (you/know) Jill? She's a software specialist and \_\_\_\_\_ (work) in the IT department.
- 2 David \_\_\_\_\_ (work) on several new projects.
- 3 I usually \_\_\_\_\_ (start) work at 7.30 am, but this week I \_\_\_\_\_ (start) half an hour earlier because my colleague \_\_\_\_\_ (be) on holiday and I \_\_\_\_\_ (do) some of his work too.
- 4 I often \_\_\_\_\_ (have) lunch just after noon, but today we \_\_\_\_\_ (have) a very late lunch because there is so much to do.
- 5 What kind of devices are popular with your employees these days?  
– A lot of people \_\_\_\_\_ (use) fitness wearables to get better control of their health.
- 6 These days, more and more customers \_\_\_\_\_ (buy) environmentally-friendly products.

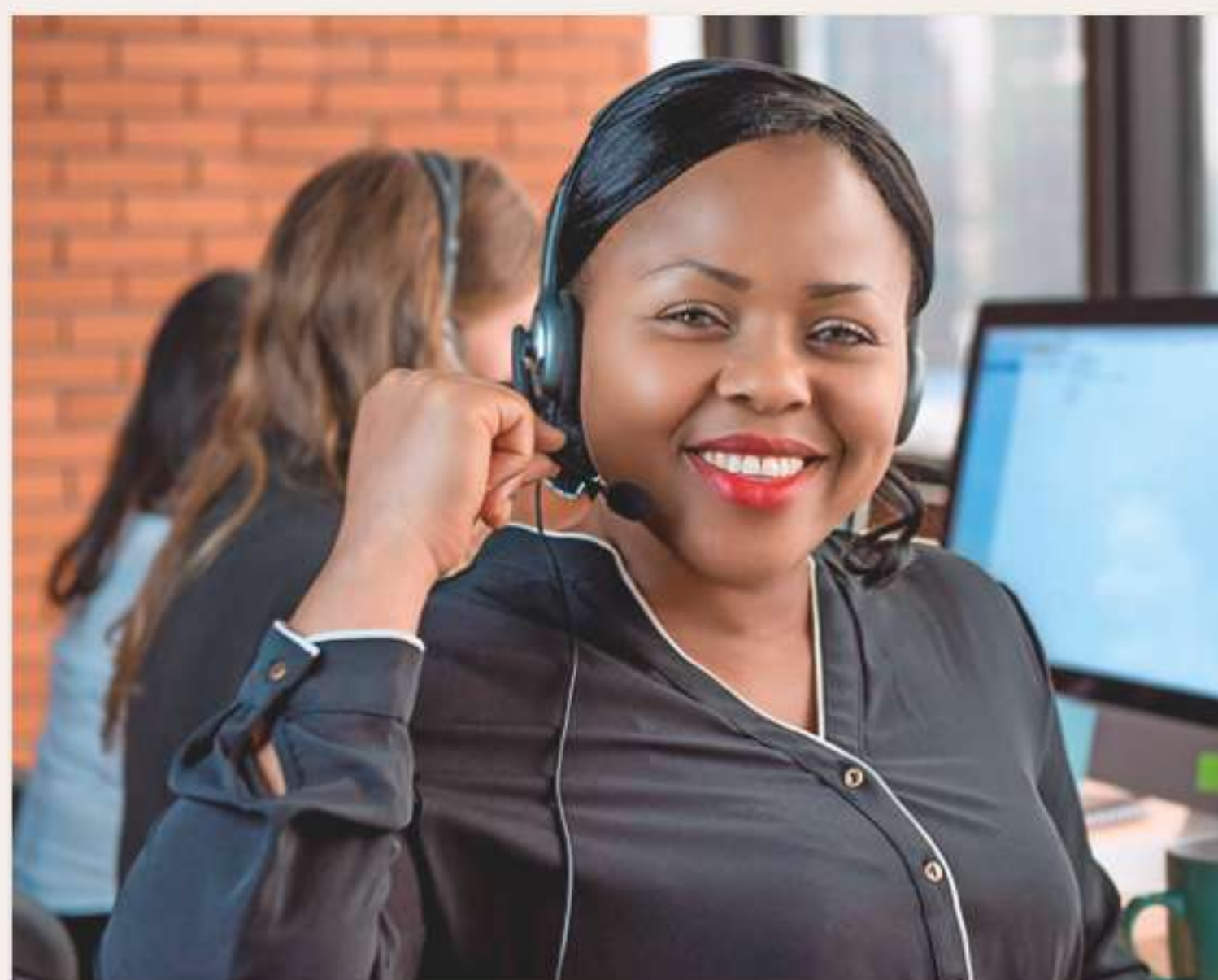
Notes

5

Match the job descriptions to the departments or workplaces.

- 1 \_\_\_\_\_ I make sure the meals are prepared on time.
- 2 \_\_\_\_\_ She presents and explains the latest products to doctors.
- 3 \_\_\_\_\_ I interview job candidates and process wages and salaries.
- 4 \_\_\_\_\_ I answer questions and try to keep everybody happy.
- 5 \_\_\_\_\_ He develops and tests new products.
- 6 \_\_\_\_\_ They provide support for all computer applications.

- a HR
- b pharmaceutical company
- c canteen
- d R&D
- e customer care centre
- f IT



6

Add the words in brackets in the right places so the phrases sound less direct.

- 1 You  need to choose which coffee you  want and press the button. (just)
- 2 Do you  think this is a good time to invest in gold?  
–  it's hard to say. (well)
- 3  I can't help you  with that software. (unfortunately)
- 4 I want to go to the theatre next week and have  an extra ticket.  
 are you interested? (so)
- 5 Will you email Tom  about the new plan?  
–  I'm seeing him tomorrow, so I'll tell him then. (actually)

## 7

**Translate into English.**

- 1 Was machst du im Moment?
- 2 Ich bin Lehrer an dieser Schule.
- 3 Ich mache gerade eine Pause im Garten.
- 4 Die aktuellen Gehälter sind zu niedrig.
- 5 Ich arbeite bei einer japanischen Firma.
- 6 Wir verbringen eine Menge Zeit damit, unsere Produkte zu testen.
- 7 Der Techniker erklärt den Besuchern den Prozess.
- 8 Gehen Sie oft ins Kino?

**Culture spot****“Water-cooler moments” – how to make conversations with co-workers a bit more relaxing.**

In our digital age, breaks are a great opportunity to talk to co-workers on a more personal basis. You can get to know each other better and find out what is going on in the company. A good opener is to ask *How are things going?*, then you can talk about any topics that you think of. Remember, though, that it is often better to keep the tone light, positive and non-controversial during water-cooler conversations.

Quite often, a co-worker will ask about what’s going on in your department. You can say: *Well, things are quite busy at the moment* or *Actually, things are rather quiet right now*. Questions like *Are you going on holiday soon?* or *Have you seen the latest news?* are a good way of making the conversation a bit more personal.

Be sure to say something like: *Well, enjoy your break!* or *Nice talking to you!* to end the conversation politely.

**What is it like in your country? Discuss your answers with a partner in your next session.**

- 1 Which topics are suitable/unsuitable for a workplace (water-cooler) conversation. Why?
- 2 Do you know anyone who regularly talks about negative things during a water-cooler conversation? What do you do in this situation?
- 3 Write down some questions that you would like to ask your co-workers during your next water-cooler conversation.

**Typical Mistakes**

- 1 What are you working on **at** the moment?  
NOT *What are you working on ~~in~~ the moment?*
- 2 I’m **an** engineer at this company.  
NOT *I’m ~~engineer~~ at this company.*
- 3 She **takes** a break in the canteen.  
NOT *She ~~makes~~ a break in the canteen.*
- 4 My **current** project is running well.  
NOT *My ~~actual~~ project is running well.*
- 5 I work **for** a German company.  
NOT *I work ~~by~~ a German company.*
- 6 I spend a lot of time **designing** the product.  
NOT *I spend a lot of time ~~to design~~ the product.*
- 7 My colleague **explains** the wearables **to** the customers.  
NOT *My colleague ~~explains the customers the wearables.~~ (use “explain” with “to”)*
- 8 We often go **to** the theatre.  
NOT *We often go ~~in~~ the theatre.*



though = *aber*  
non-controversial =  
*neutral*

## DESCRIBING PRODUCTS

## Part A How is it made?



Which hand-made or home-made products can you still buy? How do they differ from similar factory-made products? Is it better to buy them? Why (not)?

1

Read the following article. How are Smart Factories different from conventional ones? Would you like to work in one? Why (not)?



## SMART FACTORIES

In Smart Factories entire production chains from suppliers to logistics are connected within one corporate network. The processes are intelligently operated and are run in an energy-efficient way. For example, energy consumption in a vehicle assembly line is reduced if the line is not running all the time. In many conventional factories the production lines are not stopped during breaks and weekends, meaning valuable resources are wasted.

Which words in the article mean the following?

- |                     |                                  |
|---------------------|----------------------------------|
| 1 whole or complete | 3 cut or decreased               |
| 2 linked or joined  | 4 used or consumed inefficiently |

2

Compare statement A (passive) and statement B (active). Which one doesn't mention the maker of the components?

- A  A lot of components are made in China now.  
 B  European companies make a lot of their components in China now.

Look at how the passive statement is formed. Now read the text in exercise 1 again and underline the passive sentences. When is the passive used?

3

Are the following sentences about Smart Factories active or passive? Change the active sentences into passive ones.

- |   | active                   | passive                  |
|---|--------------------------|--------------------------|
| 1 Smart Factories accelerate processes.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 They create attractive and safe work places.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Industrial competitiveness is supported.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 They address global demand for affordable products. | <input type="checkbox"/> | <input type="checkbox"/> |

Use the passive to tell a partner how things are done in your company.

## Learning objectives

Part A and B:

- talking about processes and lines of reporting
- practising active listening
- describing the organization of a company

Business life:

- explaining a work process

## Key grammar

Simple present passive

- Protective clothing **is required** in the factory.
- A lot of components **are made** in China.
- This work **is done** by hand.

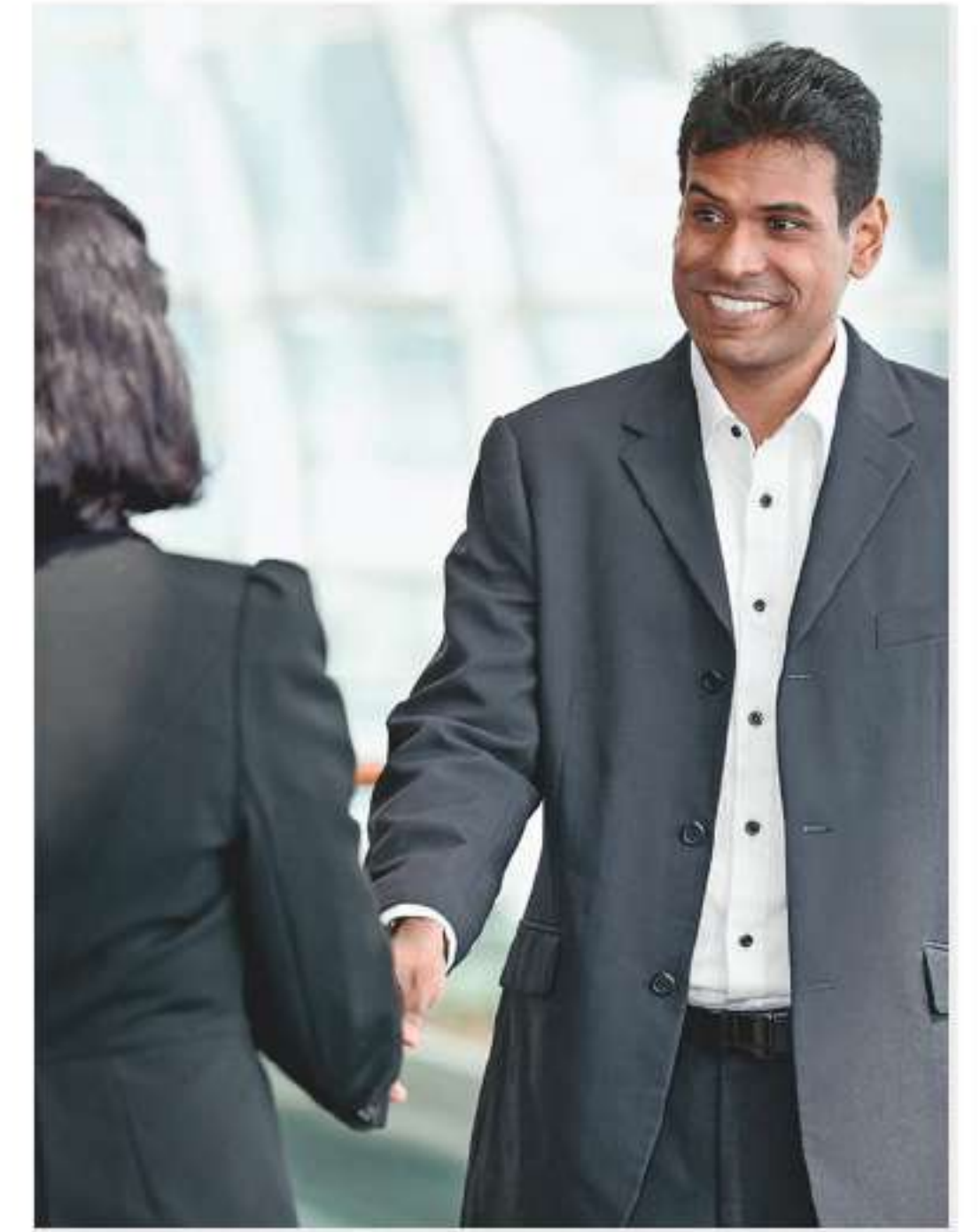


4

04 Listen to Vinay, an assembly line manager in Bengaluru, talking to Tina, a visitor from Germany. What message does Tina pass on?

05 Vinay now gives Tina a tour of the assembly line. Listen and tick the areas of the factory that are mentioned.

- |   |  |   |
|---|--|---|
| 1 <input type="checkbox"/> reception area | 3 <input type="checkbox"/> unloading bay | 5 <input type="checkbox"/> cutting area |
| 2 <input type="checkbox"/> canteen        | 4 <input type="checkbox"/> loading bay   | 6 <input type="checkbox"/> shop floor   |



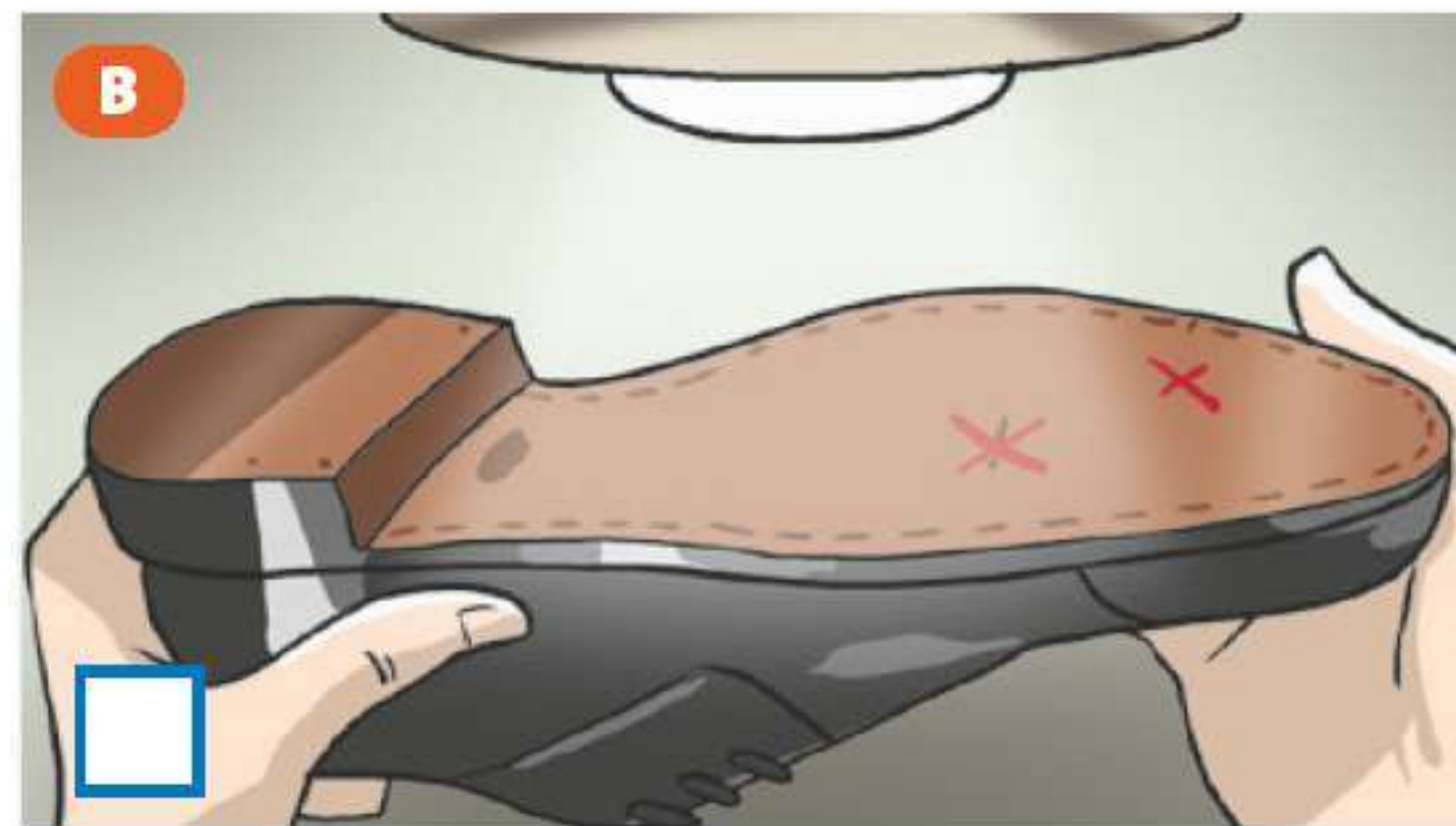
5

Fill in the missing verbs in the simple present passive. Then put the shoe-manufacturing process into the right order. Listen again to check your answers.

cut • deliver • give • inspect • pack • sew • take (× 2)



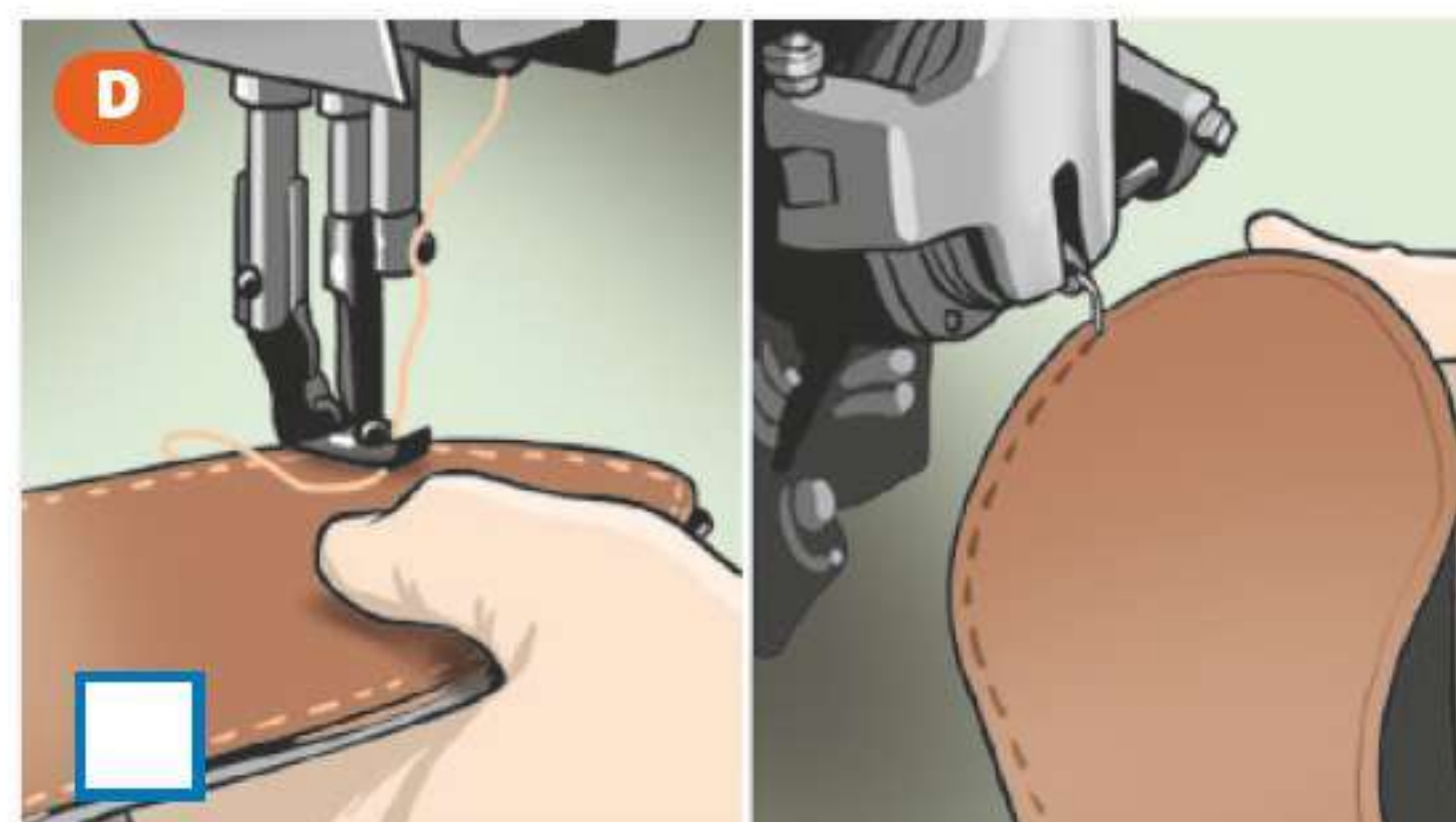
Eventually, they \_\_\_\_\_  
\_\_\_\_\_ <sup>1</sup> in boxes and \_\_\_\_\_  
\_\_\_\_\_ <sup>2</sup> to the loading bay.



Following that, they \_\_\_\_\_  
\_\_\_\_\_ <sup>3</sup> for defects by  
quality control.



First, material such as leather or  
synthetic fabric \_\_\_\_\_ <sup>4</sup>  
to the factory's unloading bay.



Next, the top parts of the shoe  
\_\_\_\_\_ <sup>5</sup> together and then  
attached to the bottom part.



Then it \_\_\_\_\_ <sup>6</sup>  
to the cutting area where it  
\_\_\_\_\_ <sup>7</sup> into shape



During the next stage, the shoes  
\_\_\_\_\_ <sup>8</sup> an attractive  
finish.

**Culture spot** → page 31

Give examples of how you break the ice with foreign business partners? Do you change what you say depending on where the visitors are from?

### Key vocabulary

#### Talking about sequences

- First / First of all ...
- Next / Then ...
- After that / Following that ...
- Finally / To wrap things up / Eventually ...

#### Active listening

- I see. How fascinating!
- Uh-huh. Why is that?
- Really? What kind of ...?
- I see what you mean.
- I see your point.
- How interesting!

6

Explain a work process (or any process you are familiar with) to a partner using sequencing words. When it is your partner's turn, use expressions to show you are listening actively. Use suitable intonation and tone of voice.

## Part B Company relations



Which of these aspects of a company are most important to you? Why?  
Can you think of more important aspects?

meeting colleagues socially

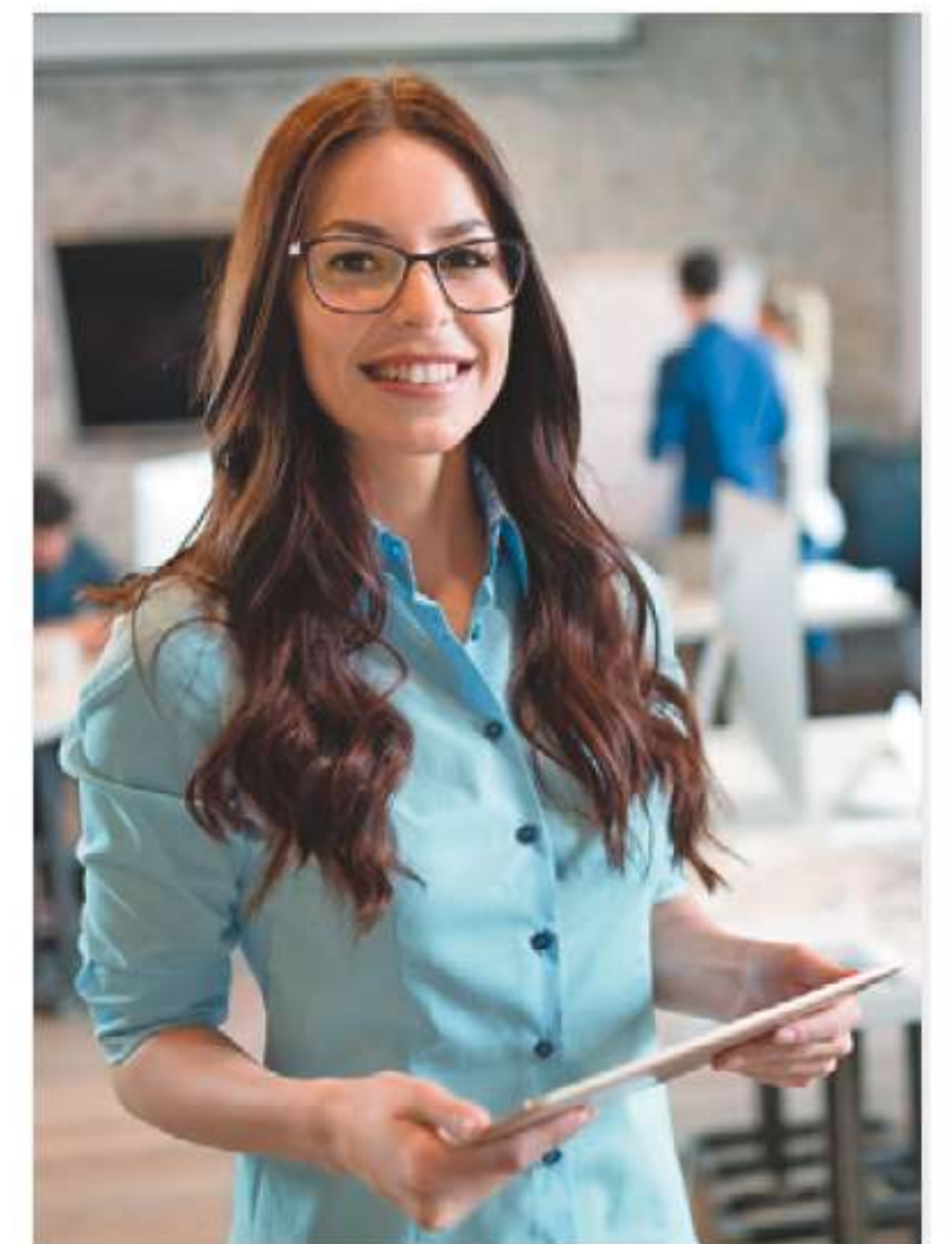
location corporate culture  
your office products and services  
company structure

1


06  Listen to Feliz describe her relationship to different people at work and complete the sentences with the missing names and departments.

- 1 Feliz reports to Gabriele Balcke, who is \_\_\_\_\_.  
Gabriele reports directly to the \_\_\_\_\_.
- 2 Feliz works closely with \_\_\_\_\_, who is responsible for employee remuneration. Sandra's supervisor is \_\_\_\_\_.
- 3 \_\_\_\_\_ is Filiz's colleague and Filiz often supports her.  
Gina reports to Jürgen Löwe, who is head of the \_\_\_\_\_.
- 4 Feliz sometimes meets \_\_\_\_\_ from \_\_\_\_\_ in the coffee break.

remuneration =  
Vergütung



2

 Work with a partner. Listen to his/her description of a person's main relationships in the company and complete the tasks in the partner files.

→ Partner A: page 138

→ Partner B: page 144

3

Read this description of the company Tina Rakow from Part A works for.  
Would you like to work for it? Why (not)?

ABOUT US
PRODUCTS & INDUSTRIES
INNOVATIONS
SUSTAINABILITY
JOBS & CAREERS

Felix International is a global company with a vibrant corporate culture. We manufacture industrial glues and adhesives that are used in diverse consumer and industrial products from aeroplanes to nappies. Our products are sold in more than 40 countries on four continents. We operate in three regions: Europe, Asia and America. Overall, 4,140 people are employed throughout our organization. Our headquarters are located in London, and we have production facilities and sales operations in 29 countries. Our strategy team is based in London. It sets our objectives and coordinates and supports the business activities. Our business is divided into four global business units: automotive, aeronautics, hygiene and furniture. We have six divisions: Research & Development, HR & Communications, Manufacturing, Supply, Business Development and Finance.





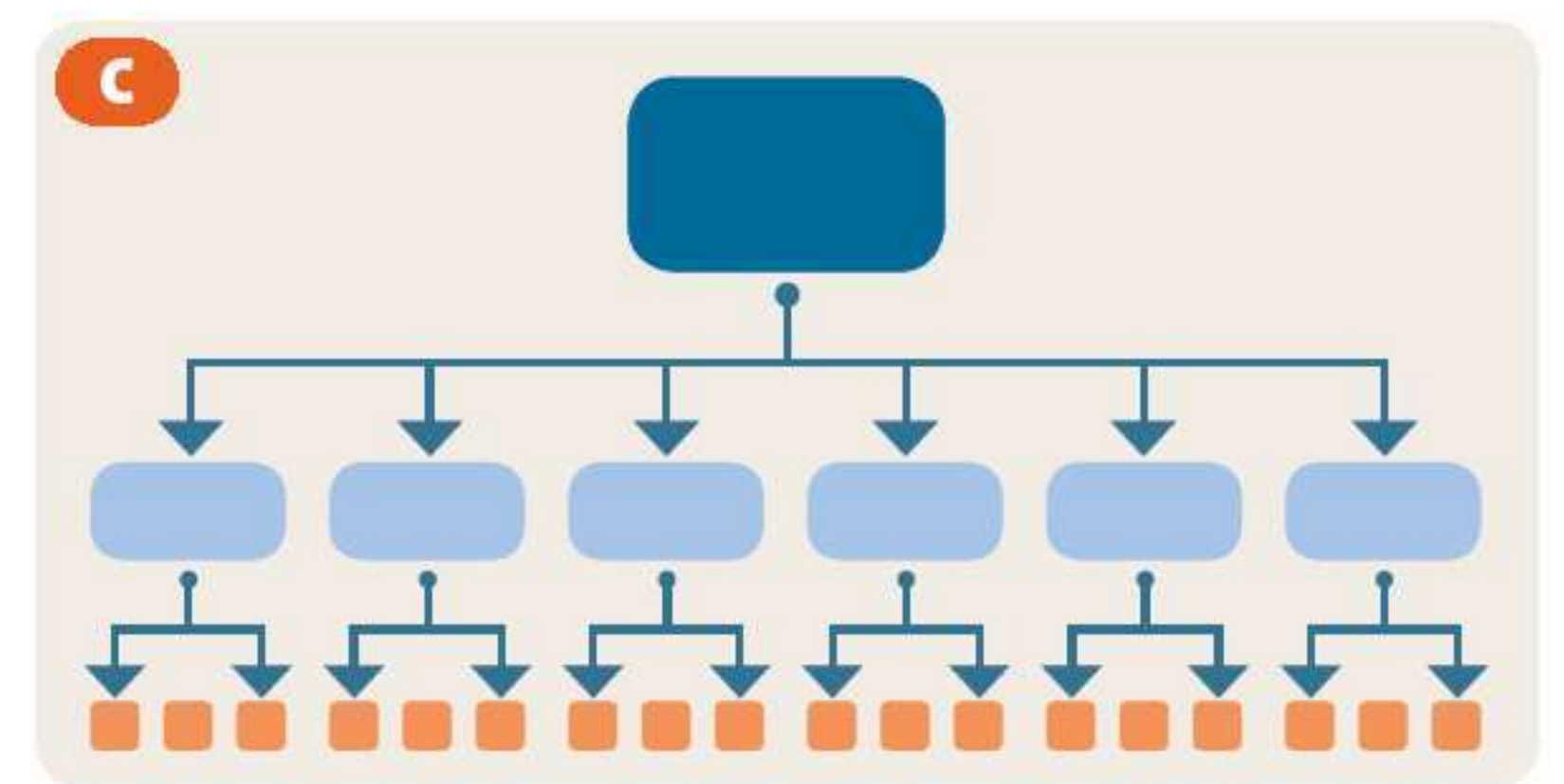
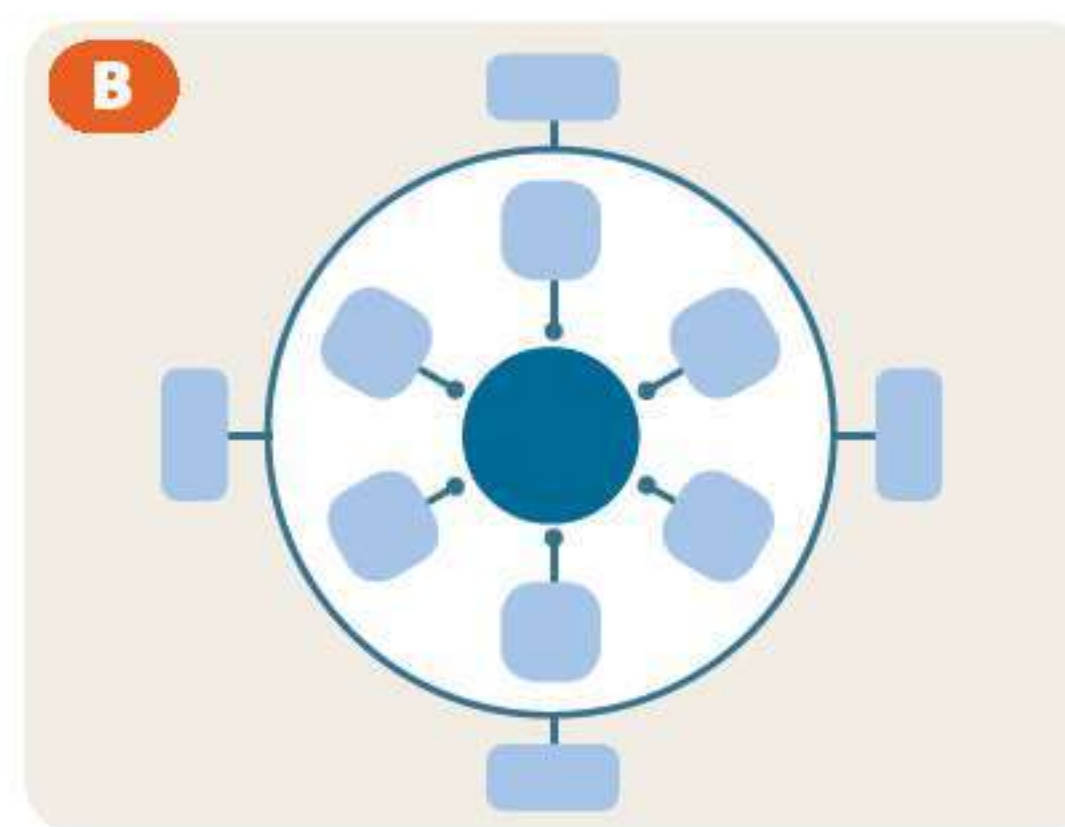
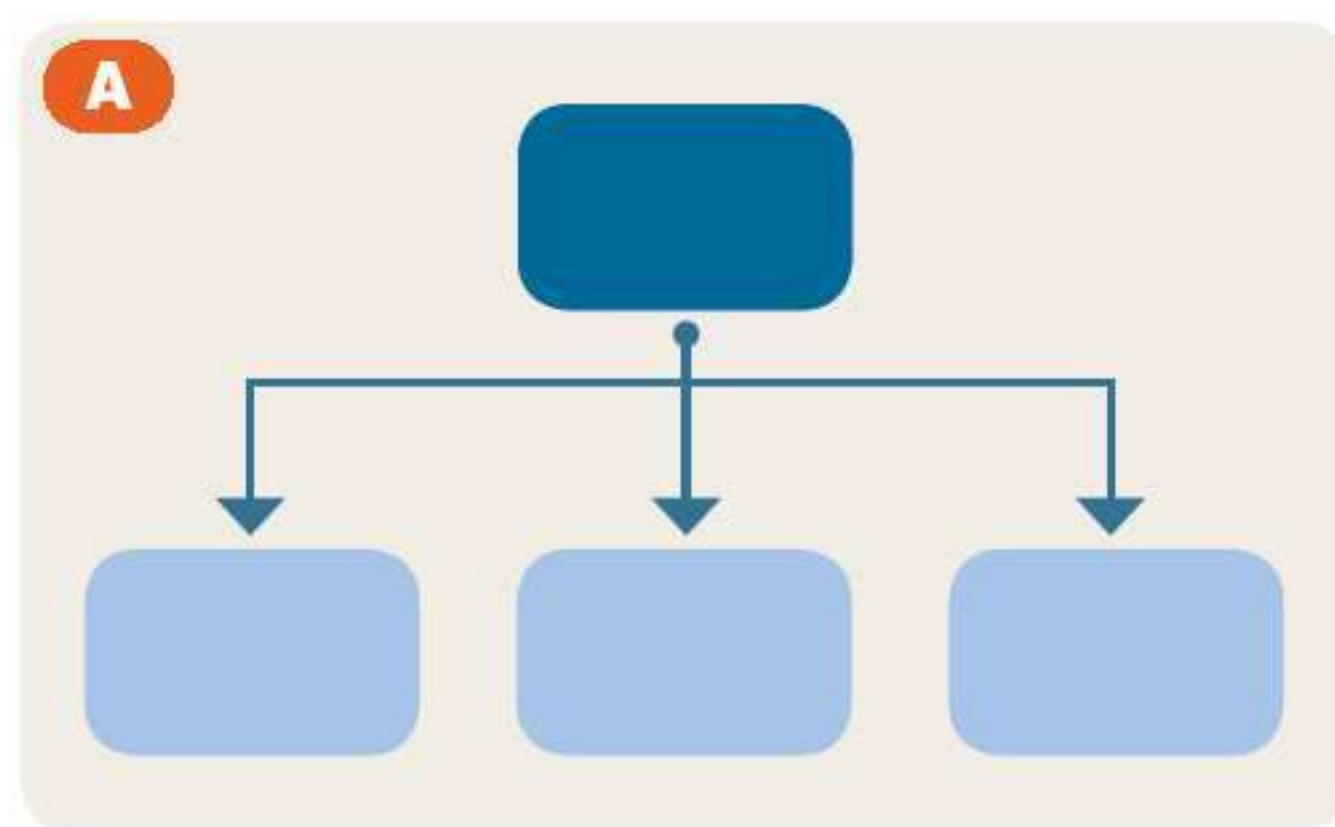

*"From aeroplanes to nappies ... just a few examples of where our products are used"*

Are these statements true or false? Correct the false statements.

- |   | true                     | false                    |
|---|--------------------------|--------------------------|
| 1 The adhesives are used in industrial and consumer products.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The company's products are sold in Europe and America.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 More than 4,000 members of staff are employed in London.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The production facilities are located in different countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The strategic staff are based at company headquarters.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The company is organized in six global business units.        | <input type="checkbox"/> | <input type="checkbox"/> |

4

Which organigram matches Felix International's organization best?



Now match these descriptions to the other two diagrams.

1 *My company structure is quite flat – it's basically divided into three layers. There's one person at the top. That's the CEO. Then there are six people in the second layer – the senior managers of various departments. Then come the rest of us.*

2 *Our structure is very traditional. There is the parent company – that's us – and then there are three subsidiaries operating in different regions of the world – Germany, Poland and Canada.*

5

07 Listen to two people introducing themselves and presenting their companies at a careers fair. Choose the correct word or phrase to complete what they say.

- We specialize in innovative *technology* / *hair care products* / *customer care*.
- Our *head office* / *subsidiary* / *training department* is in Sheffield.
- We are currently developing a new *brand* / *line of products* / *product range*.
- The structure of our company is divided according to *regions* / *products* / *countries*.



Petra Weber

- I work for Lasco Energy, a *utility* / *an electronics* / *an engineering* company based near Oslo.
- Our company structure is *traditional* / *quite flat* / *straightforward*.
- Safe work habits* / *International safety standards* / *Useful communication skills* are taught to managers and workers on a regular basis.
- Lasco is *an environmentally-friendly* / *a growing* / *a long-established* company.



Johan Svenson

Now take it in turns to ask and answer questions about your own company or a company you are familiar with.

Where is your company based?

My company is based in ...

## Let me show you how it's done

1

**Look at these workplace processes. Which ones are similar to processes in your company?**



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_

**08** **Now listen to four people explaining the processes and match the conversations 1–4 to the pictures A–D.**

2

**Answer the following questions about the processes described in exercise 1. Listen again to check your answers.**

- 1 Describe the manufacturing process: Components → Production area → Assembly → Quality Control → Packing → Delivery
- 2 Why won't they need company ID cards in canteen soon?
- 3 Why is this virtual meeting system better than the last one?
- 4 How are the shoe coverings different from the cleanroom suits?

3

**Complete the sentences using the correct active or passive verb form.**

- 1 The sensors \_\_\_\_\_ (check) the quality of every product as it leaves the line. The sensors \_\_\_\_\_ (check) by the team over there every hour.
- 2 The things on your tray \_\_\_\_\_ (scan) and then you \_\_\_\_\_ (swipe) your card here to pay.
- 3 After you \_\_\_\_\_ (click) "confirm", the meeting \_\_\_\_\_ (set) and the invites \_\_\_\_\_ (send out) automatically.
- 4 The cleanroom suits \_\_\_\_\_ (store) over here, and you \_\_\_\_\_ (put) them on like this.

**Do a role-play or a simulation of a situation where you need to explain a process or give a colleague / business partner a demonstration.**

- 1** In pairs, choose **Option 1** (a role-play based on one of the scenarios in exercise 1) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

Pick a process from exercise 1 and decide who is explaining and who is listening or asking questions.

**Option 2**

Think of a realistic situation where you need to describe a process or give a demonstration. Make notes:

**What's the situation?**

Are you explaining a process or giving a demonstration?  
What's the background to the situation?  
Are you talking in person or on the phone?

**Who's involved?**

What is the relationship between the two people involved?  
Do they already know each other?  
How much do they already know about the topic?

**Which vocabulary/  
phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2** Now role-play the scenario or simulate the situation.
- Start with an outline of the situation.
  - Explain the necessary steps.
  - Both of you: ask questions to check understanding and make sure you are being clear.
  - Summarize and be clear about the reasons for each step.
- 3** Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?

**Key vocabulary**

**Talking about processes**

**Active voice**

- The workers **put** the components into this box and then **move** them to the packaging area.
- We **store, package** and **ship** the products from Sheffield.
- The cleaning company **cleans** the clothing after each use.
- We **make** the shoes out of leather.
- A camera **scans** each dish.

**Passive voice**

- The components **are put** into this box and then **are moved** to the loading area.
- The products **are stored, packaged** and **shipped** from Sheffield.
- The clothing **is cleaned** after each use by our cleaning company.
- The shoes **are made** out of leather.
- Each dish **is scanned** by a camera.

**Asking questions about processes**

- Could you tell me more about that?
- How exactly does it work?
- Who does that part of the process?
- What happens next?
- What do I do after that?
- Why is that important?

**Sequencers**

- First ...
- Before ...
- Then ...
- Next ...
- At the same time ...
- After that ...
- Eventually ...
- Finally ...



## Simple present passive

<p><b>1</b> These goods <b>are produced</b> in Germany. (They produce these goods in Germany.)</p>	<ul style="list-style-type: none"> <li>• Das <i>simple present passive</i> wird mit <i>am/is/are</i> und der dritten Form des Verbs (Partizip Perfekt) gebildet. Für eine Liste der unregelmäßigen Verbformen, siehe Seite 154.</li> </ul>
<p><b>2</b> The company <b>is organized</b> in six global business units. The teams <b>aren't based</b> in London. How <b>is</b> this <b>made</b>? Where <b>are</b> your products <b>produced</b>?</p>	<ul style="list-style-type: none"> <li>• Das Passiv beeinflusst die Betonung in einem Satz. Das Objekt des Aktivsatzes wird zum Subjekt im Passivsatz und somit herausgestellt. Dadurch werden <i>these goods</i> besonders betont. <b>(1)</b></li> </ul>
<p><b>3</b> The files <b>are updated</b> once a month.</p>	<ul style="list-style-type: none"> <li>• Das Passiv wird verwendet, wenn man auf unpersönliche Art und Weise über Fakten und Daten berichten möchte z. B.             <ul style="list-style-type: none"> <li>– bei statischen Zuständen. <b>(2)</b></li> </ul> </li> </ul>
<p><b>4</b> The work <b>is done</b> by hand. The machines <b>are operated</b> by skilled workers.</p>	<ul style="list-style-type: none"> <li>– bei Handlungen, bei denen das Subjekt unbekannt oder nicht von Relevanz ist. <b>(3)</b></li> </ul>
<p><b>5</b> These machines <b>aren't operated</b> at the weekend. <b>Are</b> these goods <b>produced</b> locally? How often <b>are</b> these files <b>updated</b>? Where <b>is</b> most of the work <b>done</b>?</p>	<ul style="list-style-type: none"> <li>– um Prozesse, wie z. B. die Herstellung eines Produktes, zu beschreiben. Der Hersteller oder Akteur wird mit <i>by</i> genannt. <b>(4)</b></li> <li>• Um die Verneinung zu bilden, wird <i>not</i> oder <i>n't</i> an <i>am/is/are</i> angehängt. Um Fragen zu bilden, wird die Wortstellung umgekehrt und ggf. ein Fragewort vorgestellt. <b>(5)</b></li> </ul>

Geht es bei Prozessbeschreibungen oder Berichten um die Person oder den Gegenstand?  
*who is acting = active*  
*what is done = passive*

„Von“ bzw. „durch“ wird in Passivsätzen mit *by* ausgedrückt.



“Clothes make the man” is a quote by Mark Twain. Think about what it means and decide if and how the pictures below illustrate the point. Explain the reasons for your decision.



Now match the illustrations to the captions below. There may be more than one correct answer.

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
|   | <b>A</b>                 | <b>B</b>                 | <b>C</b>                 |
| <b>1</b> Our clothes are made by one man.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2</b> All our clothes are made by hand.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3</b> Clothes make you feel confident in business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4</b> Fake it till you make it.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



4

Complete the sentences with words from the box.

colleague • culture • division • manager • range • staff

- 1 Mark actually works for the same company as I do but he's in a different \_\_\_\_\_.
- 2 A \_\_\_\_\_ of mine is off sick this week, so I'm doing some of her work.
- 3 I report to Juergen Eichermueller. He's my line \_\_\_\_\_.
- 4 We're lucky to have Jackie as a member of \_\_\_\_\_.
- 5 Our company has a huge product \_\_\_\_\_. We sell everything from shampoo to adhesives.
- 6 Last year a French company bought us. Now the corporate \_\_\_\_\_ here is slowly changing.

Notes

5

Match the (active listening) responses a–d to the appropriate statements 1–4.

- 1 \_\_\_\_\_ So, I think it's safe to say I like what I've heard so far.
  - 2 \_\_\_\_\_ I'm a little doubtful about this.
  - 3 \_\_\_\_\_ I would need to know more before making up my mind.
  - 4 \_\_\_\_\_ It is out of the question. We don't have the budget for it.
- a I see your point. I will send you more information to help you decide.  
 b Uh-huh. Why is that? What aspect of the situation aren't you sure about?  
 c Really? But perhaps we can save money on another part of the project?  
 d Fantastic. So you are ready to go ahead with the project?

6

Choose the correct options.

I work in the R & D *department / area*<sup>1</sup> of a multinational food manufacturer. I am responsible for *doing / making*<sup>2</sup> research into new kinds of dairy products. I report *for / to*<sup>3</sup> Steven Price. He's my *supervisor / direct report*<sup>4</sup>. That's him over there – the man who's *doing / making*<sup>5</sup> a phone call. I hope that he's asking his *chief / boss*<sup>6</sup> for some extra *facilities / staff*<sup>7</sup> because we really need some more people here. We're all *doing / making*<sup>8</sup> so much work at the moment.

7

09  Listen to a phone call and make a note of the contact information given.

Surname: \_\_\_\_\_  
 First Name: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 Mobile: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Website: \_\_\_\_\_





### Translate into English.

- 1 Dieser Joghurt ist selbstgemacht. Möchtest du probieren?
- 2 Diese Arbeit wird jeden Montag gemacht.
- 3 Die Anzüge werden von einer italienischen Firma hergestellt.
- 4 Die Firmenzentrale wird nach Madrid umziehen.
- 5 Du kannst mich unter meiner neuen Mobilfunknummer erreichen.
- 6 Das Werk in den Niederlanden produziert Molkereiprodukte.
- 7 Diese Schuhe werden von Hand hergestellt.
- 8 Die Qualität wird stündlich überprüft.

### Culture spot

#### *The first 30 seconds – connecting with people*

When business people from different countries meet for the first time, three questions are often asked in the first 30 seconds. They sound harmless, but can be tricky to answer.

#### *Do you speak English?*

It seems obvious to say *Yes, I do.* and wait for your partner to react. But you could make a much better impression if you say something light-hearted. Say *I know enough to get by* or *Some days are better than others – I hope today's a good day.* English people in particular love understatement, and your quick-thinking reply will put a smile on their face and help them connect with you.

#### *What's your name?*

This question seems perfectly harmless but it is trickier than it sounds. Do you answer with your first name only? Or with just your surname? Or with both? The best advice is to follow the other person's lead. And when in doubt, use both your names and see how the situation develops.

#### *Do you work with Günther?*

This is another situation where a simple *Yes, I do.* often isn't enough. Your partner may want to know something about your business relationship. If you don't want to specify your relationship, say something like *Yes, we work on the same team.* If you want to specify hierarchy, but in a gentle way, say something like *Yes, he's a member of my team.*

#### **What is it like in your country? Discuss your answers with a partner in your next session.**

- 1 How acceptable is it to use humour or irony at a first meeting?
- 2 What are some popular ways of breaking the ice?
- 3 Have you ever felt a cultural gap at a first meeting?

### Typical Mistakes

- 1 This cake is **home-made**. Would you like some?  
NOT *This cake is self-made.*
- 2 This job is **done** every day.  
NOT *This job is made every day.*
- 3 It is made **by** Beiersdorf.  
NOT *It is made from Beiersdorf.*
- 4 Our **headquarters are** in Berlin.  
NOT *Our headquarter is in Berlin.*
- 5 You can reach me **on** -510.  
NOT *You can reach me under -510.*
- 6 We produce **dairy** products, like yoghurt and cheese.  
NOT *We produce diary products, like yoghurt and cheese.*
- 7 In our factory many things are still done **by** hand.  
NOT *In our factory many things are still done from hand.*
- 8 Sensors **check** the quality of the product.  
NOT *Sensors prove the quality of the product.*



light-hearted =  
*unbeschwert*  
to follow the other person's  
lead = *sich an der anderen  
Person orientieren*  
in a gentle way = *vorsichtig*

## Part A How did you get the job?



Which online social networking sites do you use? Why? What offline networks are you part of?



1

Sarah asks Dirije Deressa, an employee at Schauff Mechanics in Augsburg, about his work. Read the interview and put the questions into the gaps.

- |   |                                      |   |                                      |
|---|--------------------------------------|---|--------------------------------------|
| a | What did you do next?                | c | How did you get your job here?       |
| b | What do you like about working here? | d | What did you do before working here? |

Sarah: \_\_\_\_\_ 1

**Dirije:** After I graduated from university, I joined a multinational automotive component manufacturer as a junior product developer. The focus was on quality, and I loved it there. But there was also a lot of red tape, and we sometimes ran behind schedule.

Sarah: \_\_\_\_\_ 2

**Dirije:** After a couple of years, I felt I needed a change and switched to a start-up. At first, the company expanded and grew fast, but soon the economic climate changed. Our company didn't make the right strategic decisions and things became difficult. At about the same time, I met my wife Nadine and decided I needed something more secure.

Sarah: \_\_\_\_\_ 3

**Dirije:** Well, to cut a long story short: social networking! I uploaded my profile to various professional networking sites and eventually Schauff offered me a position as senior product developer. I was thrilled with the team spirit here and the career prospects too.

Sarah: \_\_\_\_\_ 4

**Dirije:** The flexibility. For example, two years ago I took a sabbatical and went on leave for a year. Nadine was able to take off too, and we worked for Engineers without Borders, an amazing volunteer network. We volunteered our services for a project in Ethiopia, which is trying to create better and more sustainable living solutions for the people there. These days, however, we can't travel as much because our twins keep us on our toes.

### Learning objectives

#### Part A and B:

- discussing your past work experience
- talking about your skills and abilities

#### Business life:

- making phone calls and leaving messages
- exchanging information



a lot of red tape = viel Bürokratie  
to cut a long story short = kurz gesagt  
to keep sb on their toes = jdn auf Trab halten

### REAL WORLD



Volunteering – working for an organization for no pay but getting non-financial rewards by helping where help is needed. What kind of volunteer work is done in your area?

**Are these statements true or false? Correct the false ones.**

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | true                     | false                    |
| 1 Dirije's first job was with a company that operated in several countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 In his first job it was important to cut costs and save money.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He then changed jobs because he wanted to work abroad.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 After he met his wife, he wanted more job security.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 His company sent him to Ethiopia two years ago for work.                  | <input type="checkbox"/> | <input type="checkbox"/> |

**2 Use the simple past of some of the verbs to complete these questions.**

be • do • find • get • graduate • leave • move • study • train • work

- How \_\_\_\_\_ you \_\_\_\_\_ into engineering?
- Where \_\_\_\_\_ you \_\_\_\_\_ before you \_\_\_\_\_ to your present company?
- What \_\_\_\_\_ your main focus in your previous jobs?
- How \_\_\_\_\_ you \_\_\_\_\_ your current job?

 **Ask a partner the questions (change them if necessary) and use the remaining verbs to ask more questions about his/her education and career.**

**Key grammar**

**Simple past**

- **Was** he a team member?  
– Yes, he **worked** with me a few months ago.
- **When did** you **leave** your last job?  
– I **left** three years ago.
- **What was** the problem?  
– We **didn't meet** our deadlines.

**3 Link the words and use some of them to complete Dirije's profile on a professional networking site. Sometimes more than one solution is possible.**

automotive • career • innovative • mechanical • permanent • product • training • university

contract • degree • developer • division • industry • opportunities • prospects • solutions



PROFESSIONAL NETWORKING SEARCH	
Dirije Deressa <span style="border: 1px solid gray; padding: 2px;">contact data</span>	
Mechanical engineer – Automotive Augsburg, Germany	
Profile	
<b>Has</b>	I develop _____ <sup>1</sup> . My key focus is on designing components and creating new applications for existing products used in the _____ <sup>2</sup> . I have a _____ <sup>3</sup> in mechanical engineering.
<b>Wants</b>	I want to make contact with other specialists in this field and also get information on further _____ <sup>4</sup> which might interest me.
<b>Interests</b>	travelling, keeping fit, skiing, cycling, volunteering
Professional Background	
<b>2013 – present</b>	full-time project specialist at Schauff Mechanics AG, Augsburg, with a _____ <sup>5</sup>
<b>2010–2013</b>	full-time project manager at Solutions Driven GmbH, Munich
<b>2008–2010</b>	Junior _____ <sup>6</sup> at CMT AG

## Part B

## Doing more!



What activities do you do now that you didn't do a few years ago? What don't you do any longer? Why?




book trips online?



use a phone booth?

1

**10**  Julia Klein started working for Moba!, a furniture manufacturer in Flensburg, two years ago. Listen to her conversation with Mario, her Head of Department. What does he want to talk to her about?

Now link the words in the boxes to form useful job skills and use them to complete Mario's report below.

deal with • handle •  
lead • learn •  
manage • meet

a team • budgets •  
deadlines • negotiations •  
quickly • suppliers



When Julia first started working for Moba!, she wasn't able to \_\_\_\_\_<sup>1</sup> independently. But she was able to \_\_\_\_\_<sup>2</sup> and overcame the challenge soon. Currently, she deals with large orders for timber, is able to \_\_\_\_\_<sup>3</sup> without a problem and sometimes also \_\_\_\_\_<sup>4</sup> for her team leader. Julia is ready to take on more responsibility. She can \_\_\_\_\_<sup>5</sup> while collaborating with her team members. She can also \_\_\_\_\_<sup>6</sup>, which is a skill she learned in her previous job.

## Key grammar

## can, could, be able to

- I can / am able to be flexible.
- Can you / Are you able to lead a team?
- I could / was able to handle my last job easily.

## Key vocabulary

## Talking about your skills, abilities and responsibilities

## Present

- I can manage ...
- I am responsible for ...
- I can deal with ...

## Past

- I was responsible for ...
- When I started, I couldn't ...
- In my last job, I was able to manage / handle ...

2

 Read these statements. Are they true for you? If not, change them so they are. Then make them into questions to ask a partner.

- 1 I can speak two languages, but I can't travel much because of my family.
- 2 I was able take time off work last month.
- 3 I am able to manage teams and delegate tasks too.

3

Match these stages (A–F) in the development of Moba!’s LED bed with the descriptions (a–f). Number them from 1–6 chronologically.



- a \_\_\_ The frames were built in China.
- b \_\_\_ The beds were designed in Italy.
- c \_\_\_ Product research was done in Germany.
- d \_\_\_ The beds were shipped to furniture stores all over Europe.
- e \_\_\_ The LEDs were tested by labs in Bulgaria.
- f \_\_\_ The mattresses were produced in Romania.

4

Change these active sentences into the simple past passive.

- 1 Last year we opened a new factory in Asia.  
\_\_\_\_\_
- 2 A lab in Bulgaria tested our product.  
\_\_\_\_\_
- 3 A few years ago they reorganized our company.  
\_\_\_\_\_
- 4 We didn’t develop this product.  
\_\_\_\_\_
- 5 Why did they make these changes in working conditions?  
\_\_\_\_\_

Now make similar true or false statements about your own company and tell your group. Can they guess which statements are true?

**Key grammar**

**Simple past passive**

- The bed **was designed** by Moba! two years ago.
- The books **were ordered** yesterday.
- The work **wasn’t completed** on time.
- How many items **were manufactured** last year?


## I'm calling about ...

1

 Discuss these questions about your phoning habits at work.


- 1 How often do you use the phone at work?
- 2 Do you mostly make or receive calls? What are they about?
- 3 Has the number of calls increased or decreased in recent years? Why?

2

11  Jonas calls his colleague Linda from the purchasing department. Are the following statements true or false? Correct the false ones.

- |  | true                     | false                    |
|--|--------------------------|--------------------------|
| 1 The line is bad and Jonas' call gets disconnected.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Jonas speaks to Linda and asks her for some information. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Jonas doesn't reach Linda and leaves a message.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Jonas placed an order last week.                         | <input type="checkbox"/> | <input type="checkbox"/> |

Read the phrases below. Then listen again and tick the phrases you hear.

- |  |   |
|--|---|
| <p>1 <input type="checkbox"/> a This is Jonas Kaiser.<br/><input type="checkbox"/> b It's Jonas Kaiser here.</p> <p>2 <input type="checkbox"/> a Could you repeat that, please?<br/><input type="checkbox"/> b Could you say that again, please?</p> <p>3 <input type="checkbox"/> a Could you put me through to ...?<br/><input type="checkbox"/> b I'd like to speak to ...</p> <p>4 <input type="checkbox"/> a I'm afraid she's not here.<br/><input type="checkbox"/> b I'm sorry, she's not here at the moment.</p> <p>5 <input type="checkbox"/> a Can she call you back later?<br/><input type="checkbox"/> b Could you call later?</p> <p>6 <input type="checkbox"/> a I need some information from her.<br/><input type="checkbox"/> b I have some information for her.</p> <p>7 <input type="checkbox"/> a Can I leave a message?<br/><input type="checkbox"/> b Can you take a message?</p> |  <p>8 <input type="checkbox"/> a Sure, go ahead.<br/><input type="checkbox"/> b One moment. I need to get a pen.</p> <p>9 <input type="checkbox"/> a I need to know when ...<br/><input type="checkbox"/> b Can she tell me when ...?</p> <p>10 <input type="checkbox"/> a I'll tell her later.<br/><input type="checkbox"/> b I'll give her the message when she returns.</p> |
|--|---|

3

12  Listen to Linda return Jonas' call and answer the questions.

- 1 What information does Linda have about the status of Jonas' order?
- 2 Is there any flexibility regarding the delivery date of the order?
- 3 How does Jonas react?



**Do a role-play or a simulation of a situation where you call a colleague or business partner (customer/supplier) to exchange information.**

- 1 In pairs, choose **Option 1** (a role-play based on the scenario in exercise 2) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

Linda calls Jonas back with new information.

→ **Partner A:** page 139

→ **Partner B:** page 145

**Option 2**

Think of a realistic situation where you call a colleague or business partner to exchange information. Make notes:

**What's the situation?**

Who's asking for / giving the information?  
What's the background to the situation?  
Are you talking on the phone or is it a video call?

**Who's involved?**

What is the relationship between the two people involved? Do you know each other well?  
Do you know the topic well?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2 Now role-play the scenario or simulate the situation.
- Start with an outline of the situation.
  - Explain the necessary steps.
  - Ask questions to make sure you understand and are being clear.
  - Summarize and be clear about the reasons for each step.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?
  - What difference does it make if you can see each other or not?

**Key vocabulary**

**Asking for information**

- Hello. This is ... . Do you have a few minutes?
- Is now a good time?
- Sorry to disturb you.
- I have a couple of questions. Could you please tell me the ... ?
- I need to know who/when/what/where/how/why ...
- I need the information as soon as possible.
- Could you ask him/her to call me back, please?
- Can I leave a message, please?
- Please tell him/her that ...

**Getting information**

- I have an update for you.
- I have the information you asked for / need.
- I can give you the details you're looking for.

**Reacting to information**

- That sounds good.
- Thanks a lot. That's really helpful.
- Thanks for letting me know.
- I'm sorry, that won't work for us.
- It is possible for you to change that?
- Is there any flexibility with that?



## Simple past

<p><b>1</b> I <b>left</b> school <b>in 2014</b>. A few years ago Dirije <b>moved</b> to Schauff AG. <b>Did</b> they <b>go</b> to university? – No, they <b>didn't</b>.</p>	<ul style="list-style-type: none"> <li>• Mit dem <i>simple past</i> werden abgeschlossene Ereignisse und Situationen in der Vergangenheit beschrieben. Signalwörter dafür sind u. a. <i>yesterday, last month, ago, in 2014</i>. (1)</li> <li>• Bei regelmäßigen Verben bildet man das <i>simple past</i> indem man <i>-(e)d</i> an den Infinitiv anhängt. Eine Reihe von Verben sind unregelmäßig, z. B. <i>leave</i> oder <i>go</i> (siehe Seite 154).</li> <li>• Die Formen von <i>to be</i> im <i>simple past</i> sind <i>was/were</i> und <i>wasn't/weren't</i>. (2)</li> </ul>
<p><b>2</b> Things <b>were</b> quite hectic there <b>yesterday</b>. <b>Was</b> Dieter first in the office every day <b>last week</b>? – No, he <b>wasn't</b>.</p>	

I / he / she / it / you / we / they	worked didn't work	I / he / she / it	was wasn't
	had didn't have	you / we / they	were weren't



## Simple past passive

<p><b>1</b> I <b>was employed</b> by this company <b>in 2014</b>. The beds <b>weren't produced</b> in large quantities <b>last year</b>.</p>	<ul style="list-style-type: none"> <li>• Das <i>simple past passive</i> wird mit <i>was/were</i> und dem Partizip Perfekt gebildet. Bei regelmäßigen Verben wird das Partizip Perfekt gebildet, indem man <i>-(e)d</i> anhängt, z. B. <i>employed, produced</i>. (1)</li> <li>• Das Partizip Perfekt der unregelmäßigen Verben steht in der Liste auf Seite 154.</li> <li>• Im Passiv sagt man wer oder was handelt, indem man <i>by</i> vor diese Information setzt. (2)</li> </ul>
<p><b>2</b> The work <b>was done</b> by workers in East Asia. <b>Were</b> the LEDs <b>tested</b> by your team?</p>	

I / he / she / it	was employed wasn't employed	I / he / she / it	was broken wasn't broken
	you / we / they		were employed weren't employed

In Passivsätzen wird „von“ bzw. „durch“ mit *by* übersetzt und nicht mit *from*.



## can, could, be able to

<p><b>1</b> I <b>can / am able to make</b> deadlines. Julie <b>can speak</b> English.</p>	<ul style="list-style-type: none"> <li>• Mit <i>can</i> und <i>be able to</i> kann man sich im Präsens u. a. zu – Fähigkeiten (1) und – Möglichkeiten (2) äußern.</li> <li>• In der Vergangenheit können bei der Verneinung <i>couldn't</i> und <i>wasn't/weren't able to</i> ohne Bedeutungsunterschied verwendet werden. (3)</li> <li>• Mit <i>was/were able to</i> spricht man über eine bestimmte Handlung. (4)</li> <li>• <i>Can</i> und <i>could</i> werden zusätzlich verwendet, um eine Bitte oder Aufforderung auszudrücken. <i>Could</i> klingt höflicher als <i>can</i>. (5)</li> </ul>
<p><b>2</b> <b>Can</b> you <b>meet</b> me tomorrow? – No, sorry I <b>can't</b>.</p>	
<p><b>3</b> She <b>couldn't / wasn't able to</b> do that in her last job. She didn't have the skills.</p>	
<p><b>4</b> After a four-hour meeting, we <b>were able to</b> find a solution.</p>	
<p><b>5</b> <b>Can</b> I <b>leave</b> a message? <b>Could</b> you <b>repeat</b> that, please?</p>	





4

Complete the sentences with words from the box.

engineering industry • job opportunity • ordering process •  
performance review • product developer •  
purchasing department • team member

- 1 I optimized the \_\_\_\_\_ in the logistics department last year.
- 2 I had a \_\_\_\_\_ in another department, so I moved.
- 3 In my role as \_\_\_\_\_ I create new products.
- 4 We got a new \_\_\_\_\_ last week. Her name is Reema Patange.
- 5 Most departments place orders through the \_\_\_\_\_.
- 6 My yearly \_\_\_\_\_ gives me the opportunity to look back at the past year.
- 7 The \_\_\_\_\_ is still growing in Germany.

Notes

5

Match the extracts from an online profile to the headings.

- 1 \_\_\_\_\_ Full name
- 2 \_\_\_\_\_ Haves
- 3 \_\_\_\_\_ Wants
- 4 \_\_\_\_\_ Interests
- 5 \_\_\_\_\_ Associations
- 6 \_\_\_\_\_ Professional background
- 7 \_\_\_\_\_ Educational background
- 8 \_\_\_\_\_ Languages



- a German Logistics Association (BVL)
- b I want to make contact with other specialists in this field.
- c Painting, skiing and gardening
- d In my current team, I am the specialist for managing deadlines and budgets.
- e Victor Zimmermann
- f German (native speaker), English (B1 level)
- g Since 2015 – Product Developer, Robert Bosch GmbH, Stuttgart
- h 2012–2015 Electronic engineering, University of Duisburg-Essen

6

Use the simple past passive of the following verbs to complete these sentences.

buy • deliver • manufacture • not pay • serve • write

- 1 How many of these products \_\_\_\_\_ still \_\_\_\_\_ in Europe ten years ago?
- 2 This report \_\_\_\_\_ by her direct superior.
- 3 Last week Indonesian food \_\_\_\_\_ in the canteen.
- 4 Most of our beds \_\_\_\_\_ by people who live in urban areas.
- 5 The people \_\_\_\_\_ for their work.
- 6 \_\_\_\_\_ the product \_\_\_\_\_ on time?

## 7

**Translate into English.**

- 1 Anita ist 2017 oft in die USA gereist.
- 2 Meinen ersten Job habe ich letztes Jahr als Team Assistent bekommen.
- 3 Wir sind gestern nicht sehr weit gegangen.
- 4 Sie hat die Bestellung vor zwei Monaten aufgegeben.
- 5 Wo waren Sie gestern?
- 6 Ich bin hier geboren.
- 7 Harry hat keinen Universitätsabschluss.
- 8 Ich sage es Kathrin in dem Meeting.

**Culture spot****When in Rome ...**

If you apply for a job in another country, it's important to find out about the cultural norms there, as they may be different to those you are familiar with in your country.

In Germany, for example, it's usual to include the following information in your CV: a photograph, your age and date of birth, and your marital status. In contrast, in the UK and USA, it can be illegal for employers to ask you for this personal information. The anti-discrimination laws are very different there, and successful applicants can accuse the company of discrimination if they don't get the job. For this reason, many companies don't want you to include this personal information when applying.

A common final sentence in the CV is "references available upon request". In the UK and USA, it's not usually necessary to include copies of references from your past employers in your application. Instead, you just need to show them to your potential employer if they are requested. This procedure saves time for both you and the person reading your application.

It's difficult to make a list of dos and don'ts for what to put on your CV. The best thing is to do some research before sending in your application. Find out what is considered usual in the national and corporate culture of the company you are applying to.

Tip: Have a look at the company's website or do an online search for information on what is appropriate.

**What is it like in your country? Compare your answers with a partner in your next session.**

- 1 What must you include in your application in your country?
- 2 What should you never include in your application?
- 3 What is the biggest problem when applying for a job as far as your written application is concerned?

**Typical Mistakes**

- 1 I left school **in 2017**.  
NOT *I left school 2017.*
- 2 I **got** my first job in 2015.  
NOT *I became my first job in 2015.*  
(become ≠ bekommen)
- 3 I **didn't go** to school in Hamburg.  
NOT *I didn't went to school in Hamburg.*
- 4 We sent an email **two days ago**.  
NOT *We sent an email for two days.*
- 5 **Were** you at Jack's presentation?  
NOT *Was you at Jack's presentation?*
- 6 Susan **was born** in Munich.  
NOT *Susan is born in Munich.*
- 7 My son has **a university degree**.  
NOT *My son has an university degree.*
- 8 **I'll tell** her later.  
NOT *I tell her later.*



When in Rome (do as the Romans do). = *Andere Länder, andere Sitten.*  
CV/résumé (AE) = *Lebenslauf*  
anti-discrimination law = *Antidiskriminierungsgesetz*  
applicant = *Bewerber/in*

## GETTING YOUR MESSAGE ACROSS

## Part A

## Meeting people



How often do you write emails in English? Who do you mostly write to – colleagues or business partners? Do you prefer writing emails or talking to people directly? Why?

1

Nina Birnbaum and David Jenkins work as buyers for Altex, a German heating, ventilation and air conditioning supplier. Read the email David sends Nina. What is his reason for writing?

To: nina.birnbaum@altex.com  
From: david.jenkins@altex.com  
Subject: supplier approval visit to Asia  
Attachment: suggested itinerary

---

Hi Nina

I hope you are doing well and had a smooth flight back to Frankfurt after our very productive meeting here in Munich last week.

I'm afraid I couldn't say goodbye in person, as I had some urgent family business. Sorry I missed you.

As discussed at the meeting, I need to look at some prospective suppliers in Asia and check price and quality assurances, factory conditions and documentation personally. Thanks for agreeing to support me on site. I am attaching a list with the addresses of all the suppliers who have returned satisfactory questionnaires and a possible itinerary for our tour of the factories.

I know the schedule is tight, but we need to move quickly on this. Do the dates at the beginning of next month look doable? Please let me know as soon as possible, so that we can organize the factory tours quickly and make the necessary arrangements for flights and accommodation.

Thanks in advance  
David

PS. The first supplier on our list, Peachy Air, Bangladesh, helpfully included a link for a virtual tour of their factory. Check it out!

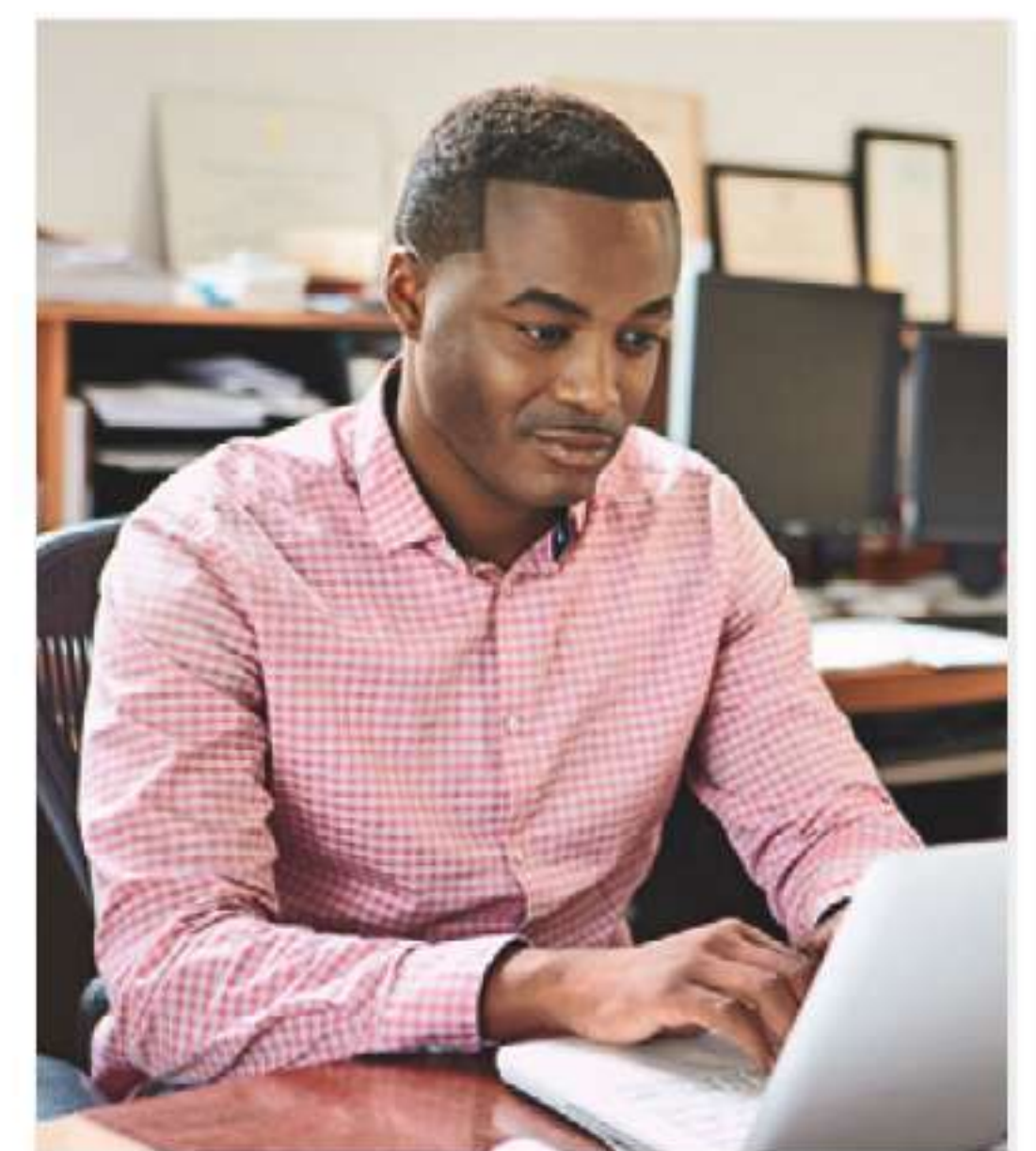
## Learning objectives

## Part A and B:

- welcoming visitors and making small talk
- writing emails
- talking about rules and regulations

## Business life:

- practising relationship-building strategies



## REAL WORLD



Have you ever taken a virtual tour of a factory? Take one and report back to the class.

Match the seven parts of the email above to their descriptions below.

a \_\_\_ greeting

b \_\_\_ apology

c \_\_\_ header

d \_\_\_ background for writing

e \_\_\_ request for action

f \_\_\_ closing

g \_\_\_ introductory remarks

2

Are the following statements true or false? Correct the false ones.

- |   | true                     | false                    |
|---|--------------------------|--------------------------|
| 1 Nina and David had a web meeting last week.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The meeting went smoothly.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 David wants to visit the prospective suppliers asap.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 David has personally done a tour of one of the factories and is very impressed. | <input type="checkbox"/> | <input type="checkbox"/> |

3

Put this email to Nina in the correct order. What differences in wording do you notice between this email and the one in exercise 1?

- \_\_\_ Would you be able to do the tour of the factory the following day?
- \_\_\_ I look forward to seeing you soon and showing you around our plant.
- \_\_\_ Best wishes, Durva Rahman
- \_\_\_ Thank you for sending me details about your arrival in Dhaka. The traffic here is terrible, so shall I arrange for a driver to pick you up?
- \_\_\_ Dear Ms Birnbaum,

4

13  Nina has arrived at the reception area of the Peachy Air corporate office in Dhaka, Bangladesh. Listen and answer the questions.

- What does Durva Rahman say to welcome Nina?
- Why don't they go to see the factory immediately?



Culture spot → page 51

Look at the pictures taken in Dhaka. What kind of informal questions could Nina ask her host to break the ice when they first meet?

Listen again and complete the sentences and questions.

- You \_\_\_\_\_ Ms Birnbaum from Altex. I'm Durva Rahman.
- It's nice to meet you \_\_\_\_\_.
- How \_\_\_\_\_? Did everything go smoothly?
- We can go to a typical Dhaka restaurant \_\_\_\_\_.
- \_\_\_\_\_ a cup of coffee or something?
- Sorry, would you \_\_\_\_\_ me for a minute?

### Key vocabulary

#### Welcoming a visitor

- You must be ...
- Did you have a good trip?
- So, how was your flight?
- Can I take your coat/bag?
- Can I get you something to drink?
- Would you like a cup of coffee?
- Please help yourself to tea and biscuits.
- So, what's your first impression of ...?

5

 Work in groups of three or four. Take it in turns to welcome visitors.

ask about their journey → offer to take coats(s)/bag(s) → make a remark about surroundings or the plan for the day → offer refreshments

Part B

Safety first



Are the activities below dangerous? Compare and discuss with the group. Rank them in terms of safety from very safe to quite dangerous.

- \_\_\_ rock climbing      \_\_\_ housework      \_\_\_ shopping online
- \_\_\_ sitting              \_\_\_ driving              \_\_\_ eating



1

Peachy Air is applying for an award for their CSR approach. Read these excerpts from their information pack and answer the questions.

- 1 Do parents need to organize childcare externally? Why (not)?
- 2 Is it necessary for workers to pay high prices for groceries? Why (not)?
- 3 Is smoking allowed under certain circumstances? Why (not)?
- 4 Is it important to have a guide when visiting the factory? Why (not)?
- 5 What other CSR features can you think of?

Our CSR approach

We do business in a way that respects people and the planet. This sets us apart from other businesses. All our workers have access to a day-care centre and school for their children, a fair-price shop, medical care, clean drinking water, a canteen and prayer rooms. We operate a zero carbon emission building designed under strict guidelines. Energy and water efficiency as well as a responsible waste disposal system are top priorities.



Safety guidelines

We are proud of our safety record. Our factory is a low two-storey building which makes fast evacuation easy in case of fire. There are five fire exits on each floor. Always make sure you know where the nearest exit is. Smoking is strictly forbidden except in designated smoking areas due to the risk of fire.

For workers: Wear protective clothing and always take safety precautions.  
For visitors: You must have a guide to enter the factory. Follow instructions carefully. You must not touch any of the machinery.

REAL WORLD



CSR (Corporate Social Responsibility) is a commitment by companies to behave ethically towards their stakeholders, their employees and the environment. Does your company have CSR goals? What are they? If not, what should they be?

2

Complete these rules and regulations using the phrases a–h. Add one sentence of your own to each category.

- a always know                      d leave your children                      g walk to work
- b buy drinking water              e smoke anywhere                      h wear protective clothing
- c go for a walk                      f stay in the factory



<p><b>It is necessary</b></p> <p>You must follow your guide's instructions. You must ___<sup>1</sup> in the factory. You have to ___<sup>2</sup> where the fire exit is.</p>	<p><b>It is possible</b></p> <p>You can eat fresh food in the canteen. You can ___<sup>3</sup> in your breaks. You can ___<sup>4</sup> in the day-care centre.</p>
<p><b>It is forbidden</b></p> <p>You mustn't walk away from your guide. You mustn't ___<sup>5</sup> in the building. You can't ___<sup>6</sup> after 9 pm.</p>	<p><b>It is unnecessary</b></p> <p>You don't have to leave the plant to see a doctor. You don't have to ___<sup>7</sup>. You needn't ___<sup>8</sup>. You can cycle there.</p>

**3** How do you deal with the topics below in class? Write a list of rules and recommendations for a new student.

smoking • seats • drinks • eating snacks • teacher • mobile phones • windows • German • students • questions • children

**Role-play a conversation between a new student and an experienced one.**

Do we have to sit in the same place every lesson?

Can we eat snacks in class?

**Key grammar**

**must(n't), (not) have to, can('t), need(n't)**

- All students **must** switch off their mobile phones.
- You **mustn't** interrupt the teacher.
- Do we **have to** wear a uniform?
- You **can** smoke in the smoker's corner.
- You **needn't** worry about your homework.

**4** Nina is now back in Frankfurt. Complete her email with the adjective or adverb form of the words below.

careful • current • grateful • hard • necessary • quick • tasty • thorough • unfortunate

To: durva-rahman@peachyair.com  
 From: nina.birnbaum@altex.com  
 Subject: Missing paperwork  
 Attachment: docs still outstanding

---

Dear Durva

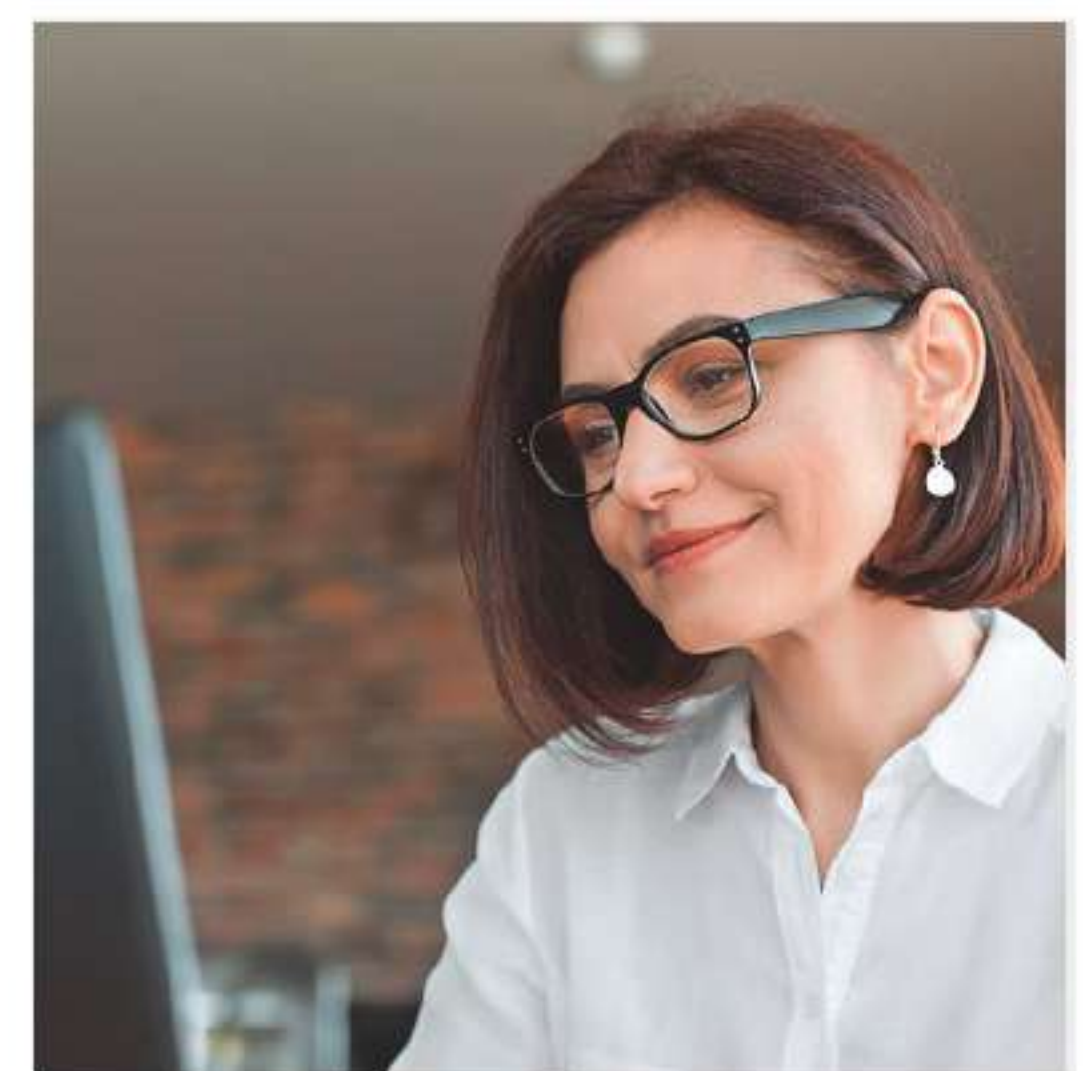
Thank you for showing me around your plant and answering all my questions. I \_\_\_\_\_<sup>1</sup> enjoyed our brief city tour afterwards and the very \_\_\_\_\_<sup>2</sup> food in the restaurant.

I am writing because we are \_\_\_\_\_<sup>3</sup> going through the documentation \_\_\_\_\_<sup>4</sup>. \_\_\_\_\_<sup>5</sup>, some of the \_\_\_\_\_<sup>6</sup> paperwork regarding a CSR issue seems to be missing. Please see the attachment for further details.

I would be \_\_\_\_\_<sup>7</sup> if you could provide the missing documents \_\_\_\_\_<sup>8</sup> as we are working \_\_\_\_\_<sup>9</sup> to finish the process as soon as possible.

I look forward to hearing back from you very soon.

Best regards  
 Nina



**Key grammar**

**Adjectives and adverbs**

- David wants to make the **necessary** arrangements.
- You know Europe quite **well**.
- We **urgently** need to visit the suppliers.
- **Unfortunately**, he can't manage this project.

**Write a similar email using a more/less conversational tone.**

**1**

Subject: \_\_\_\_\_

Hi ...

Thanks for ...

I really enjoyed ...

I'm afraid that ...

By the way ...

Cheers

**2**

Subject: \_\_\_\_\_

Dear ...

I am writing to thank you for ...

Unfortunately, ...

I was wondering if ...

I would appreciate it ...

Best regards

## Building relationships

1

 How important to you is building relationships with business partners? Do you enjoy it or would you rather just focus on the business? Why (not)?

2

 Chia Suan Chong explains why building relationships with business partners is important. Watch the interview and match the sentence parts.

4

**BUSINESS LIFE**  
BUILDING  
RELATIONSHIPS



Interview with  
**Chia Suan Chong**  
Communication and  
intercultural skills trainer  
from York



- 1  It's important to build relationships with business visitors
  - 2  If the people we do business with don't trust us,
  - 3  Business and relationships go hand in hand
- a and we shouldn't see them as two separate things.
  - b then we could face problems with the business.
  - c because business is done with people.

3

**What did Chia say? Choose the correct options, then watch the interview again to check.**

If communication *breaks / goes*<sup>1</sup> down, projects might not run *smoothly / correctly*<sup>2</sup>. Contracts might not get *signed / through*<sup>3</sup> and repeat collaboration might not happen. This is why building trust is important. One major type of trust building focuses on showing *competence / knowledge*<sup>4</sup>. This includes showing that you are reliable and *capable / able*<sup>5</sup> of doing the job as well as experienced and results-oriented. Another type focuses on being open. This means showing your business partners who you really are, spending *time / money*<sup>6</sup> with them and sharing opinions and *thoughts / feelings*<sup>7</sup>.

 **What sort of problems have you faced with business partners in the past? What caused them? Tell a partner.**



## 4

**Do a role-play or a simulation of a situation where you are building the relationship with a project partner.**

- 1 In pairs, choose **Option 1** (two role-plays with a new colleague and a new supplier/customer) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

→ **Partner A:** page 139      → **Partner B:** page 145

**Option 2**

Think of a realistic situation in which you need to build your relationship with another person (internal or external). Make notes:

**What's the situation?**

Where's the conversation taking place?  
Is this an internal or external situation?

**Who's involved?**

Is the other person a colleague / prospective customer / someone else?  
Are you only interested in their professional competence and reliability or also in who they are as a person?  
How will you need to tailor your approach?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2 Now role-play or simulate the situation.
- Start some small talk with the other person.
  - Answer their questions and ask them questions.
  - Focus on building trust by showing competence and being open.
  - Be interested in the other person.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?

**Key vocabulary**

**Building relationships and trust**

**Showing competence and reliability**

- I've worked in this field for the past 15 years.
- I have over ten years' experience in similar projects.
- I've worked on this type of project/problem in the past.
- I don't usually miss deadlines. You can count on me.
- Our last three projects were completed on time and within budget.

**Being open**

- This is only the second time I've worked on a project like this.
- I'm excited about / interested in working together on this.
- I'm a little worried about ...
- I usually like to spend my free time ... in the garden / going to the gym / with my family.

**Asking questions**

- Have you worked on anything similar in the past?
- Are you new to this field?
- What do you like to do when you're not at work?
- How do you like to spend your free time?
- What do you think about ... ?



## Adjectives and adverbs

<p><b>1</b> They did a <b>thorough</b> translation of the text. Julia is very <b>quick</b>.</p>	<ul style="list-style-type: none"> <li>• Adjektive beschreiben wie etwas oder jemand ist. Sie beziehen sich auf einen Nomen. <b>(1)</b></li> <li>• Adverbien beschreiben, wie etwas geschieht oder getan wird. Sie beziehen sich meistens auf ein Verb. <b>(2)</b></li> <li>• Sogenannte Satzadverbien beziehen sich auf einen ganzen Satz und geben die Meinung des Sprechers wieder. <b>(3)</b></li> <li>• Man bildet die meisten Adverbien, in dem man <i>-ly</i> an das Adjektiv hängt. Achtung! Es gibt auch unregelmäßige Adverbien (<i>good – well</i>), sowie Adjektive mit zwei Formen bei unterschiedlicher Bedeutung (z. B. <i>hard – hard/hardly</i>). <b>(4)</b></li> <li>• Auf Verben, die Eigenschaften ausdrücken, wie zum Beispiel <i>look, feel, smell, taste, seem, sound</i>, folgt kein Adverb, sondern ein Adjektiv. <b>(5)</b></li> </ul>
<p><b>2</b> We have to <b>inspect</b> the goods <b>thoroughly</b> before shipment. The traffic <b>moved</b> quite <b>slowly</b>.</p>	
<p><b>3</b> <b>Unfortunately</b>, they cancelled the tour of the factory. <b>Strangely</b>, the shoes didn't sell.</p>	
<p><b>4</b> The company's new product is selling very <b>well</b>. She has to work <b>late</b> tomorrow. They work so <b>hard</b> that they <b>hardly</b> ever have fun.</p>	
<p><b>5</b> The childcare facility <b>looks good</b>. I <b>feel great</b>!</p>	

quick	quickly	careful	carefully
happy	happily	comfortable	comfortably

**must(n't), (not) have to, can(n't), need(n't)**

<p><b>1</b> All visitors <b>must / have to</b> register at reception.</p>	<ul style="list-style-type: none"> <li>• Mit <i>must, have to</i> und <i>need to</i> drückt man aus, dass etwas absolut notwendig ist. <b>(1)</b></li> <li>• Fragen werden meist mit <i>have to</i> gebildet. <b>(2)</b></li> <li>• In der Gegenwart gibt es einen Bedeutungsunterschied. Während <i>must</i> ausdrückt, was der Sprecher für notwendig hält <b>(3)</b>, beschreibt <i>have to</i>, was den Umständen nach notwendig ist <b>(4)</b>.</li> <li>• Mit <i>need to</i> drückt man ebenfalls aus, dass etwas notwendig ist. <b>(5)</b></li> <li>• <i>Mustn't</i> und <i>can't</i> drücken aus, dass etwas nicht möglich oder sogar verboten ist. <b>(6)</b> Achtung! Bei <i>mustn't</i> handelt es sich um ein allgemeingültiges Verbot.</li> <li>• <i>Don't have to / needn't</i> bedeutet „nicht müssen“. <b>(7)</b></li> </ul>
<p><b>2</b> <b>Do I have to</b> show my ID card?</p>	
<p><b>3</b> I <b>must</b> try to answer all my emails before breakfast.</p>	
<p><b>4</b> Look at the sign. It says we <b>have to</b> wear safety helmets here.</p>	
<p><b>5</b> We <b>need to</b> meet the manager.</p>	
<p><b>6</b> You <b>mustn't / can't</b> take your phone into the manufacturing area. It's not allowed!</p>	
<p><b>7</b> You <b>don't have to / needn't</b> drive to work because we have good public transport links.</p>	



Look at these different email openers. What impression do you have about the writers?

<p>Tom When can I expect your thoughts on the supplier approval process?</p>	<b>1</b>	<p>Hi Jon I hope you are doing well. Just wanted to send you a quick note to ...</p>	<b>2</b>
<p>Dear Annette THANKS for the additional info ;-)</p>	<b>3</b>	<p>Hello!! Kindly answer my last inquiry re prices!</p>	<b>4</b>





## 7

**Translate into English.**

- 1 Das Essen riecht sehr gut!
- 2 Wir telefonieren oft mit unserem Lieferanten.
- 3 Die Qualitätsmanagerin hat letzte Woche die Fabrik besucht.
- 4 Besucher müssen keine Schutzkleidung tragen.
- 5 Ich habe ein sechsmonatiges Sabbatical genommen.
- 6 Der Designer hat einen Termin in Paris.
- 7 Jeder hat sich gewundert, dass Tim kam.

**Culture spot****What is the point of small talk?**

Business people in many cultures often like to make a little small talk before getting down to business – whether on the phone or in person. After saying hello and asking how you are, the kinds of subjects which are popular are usually ordinary things like the weather or your trip:  
*How is the weather in your part of the world?*  
*How was your flight?*

One reason for small talk is to get a feel for your business partner's background or mood before getting down to business. If you start talking shop too quickly, it can come across as abrupt and unfriendly to some business people and make them feel uncomfortable.

Some nice questions to follow your opening are:  
*So, is this your first time here? Are you planning to go sightseeing this afternoon? How do you like the hotel you are staying in? Is it close by?*

*I'm visiting ... next month. What places would you recommend visiting?*  
*I would be really grateful for a few tips. I've often heard that ... is worth a visit. Would you recommend that too?*

The main thing is to keep the conversation flowing smoothly and to show genuine interest in the other person. Why not prepare some standard questions beforehand? Or research online for some background on the country or city your business partner lives in that you can use to jump start a conversation.

**What is it like in your country? Share your views on this in your next session.**


- 1 How difficult is small talk in English compared to chatting in your first language?
- 2 What kind of small talk topics do you focus more or less on? Does it depend on where your partner comes from?
- 3 What good and bad experience have you had in making small talk?


**Typical Mistakes**

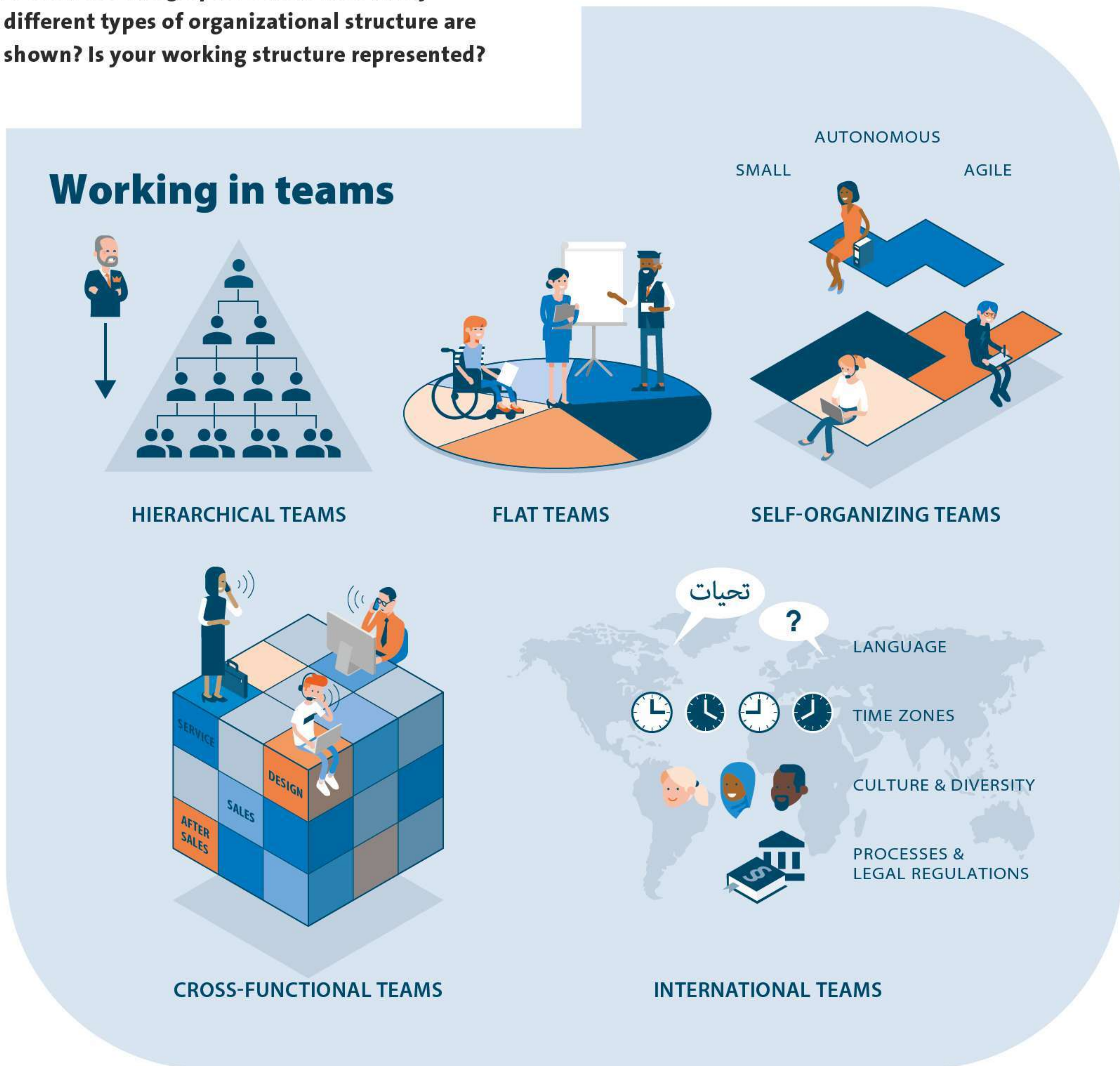
- 1 The arrangements look **good**.  
NOT *The arrangements look well.*
- 2 We **often adapt** too slowly to new markets.  
NOT *We ~~adopt~~ often too slowly ...*
- 3 Julia visited the **factory** last month.  
NOT *Julia visited the ~~fabrie~~ last month.*
- 4 You **don't have to** wear glasses in the production area. It's not dangerous.  
NOT *You ~~mustn't~~ wear glasses ...*
- 5 He took a **four-month** break.  
NOT *He took a ~~four months~~ break.*
- 6 I have **an appointment** with Julia.  
NOT *I have ~~a date~~ with Julia.*
- 7 I was **surprised** by his reaction.  
NOT *I was ~~wondering~~ by his reaction.*





to get down to business =  
 zum Geschäftlichen  
 übergehen  
 to talk shop = über die  
 Arbeit reden  
 to come across = auf andere  
 wirken  
 to jump start = in Gang  
 bringen

- 1**  **TALKING POINT** • Many organizations are in a constant state of change. How has the structure of your organization and the teams within it changed in recent years? What do you think might change in the future? Tell the group.
- 2** Look at the infographic below. How many different types of organizational structure are shown? Is your working structure represented?


- 3**  **Now watch the video and answer the questions.**
  - Which organizational structures are mentioned?
  - What are the challenges of working in cross-functional teams?



- 4**  **The video talked about matrixed working environments and cross-functional teams. What challenges are mentioned in the video and how can they be overcome? Can you think of other challenges? Do cross-functional teams exist in your workplace?**
  - 5**  **TALKING POINT** • Which statements on the right do you agree with? Work in a group. Do you all have the same opinion?
- People can't be trusted to manage themselves in self-organizing teams. A leader is always necessary.
  - There is too much complexity in organizations these days and this is making them inefficient.
  - Cross-functional and international teams lead to more innovation, better services and lower costs.

# Progress check • Units 1–4

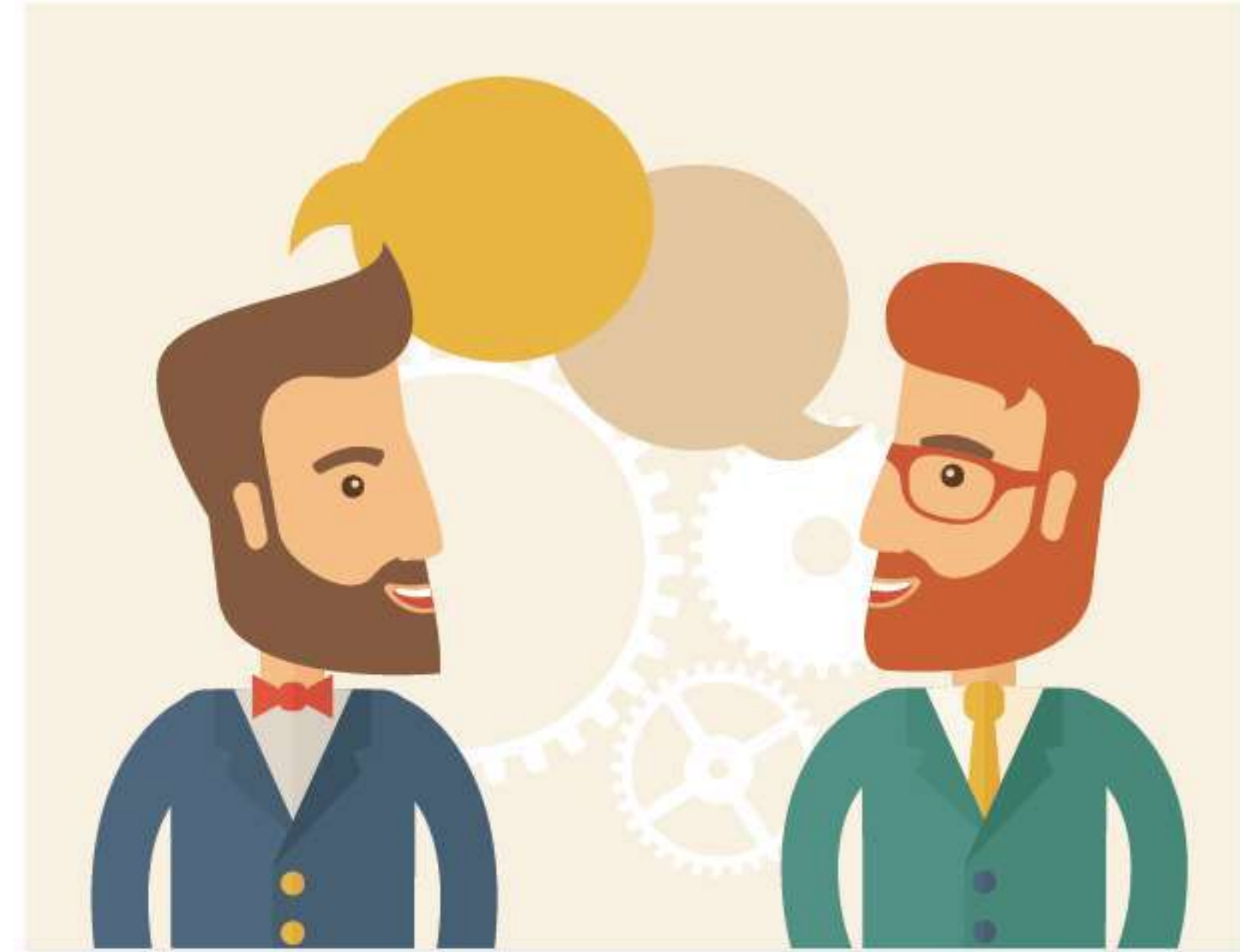
## 1 In brief

 Pick one of the topics or conversation starters below and use it as a springboard to start a conversation with a partner or within a group. Refer to the previous units for suitable vocabulary, phrases and grammar.

 **Optional:** Create a role-play about the topic you chose and then act it out for the rest of the class.

Remember to practise active listening! → [page 23](#)

**SMALL TALK** **my current project** **myself** **How is ... done?** **my job/company** **previous jobs** **rules and regulations** **Can you ... ?**



## 2 Debrief

What went well? What would you do differently next time? Did you identify areas where you need to improve your English? If so, make some notes and use them to plan topics to practise these points.

What is a **debrief**? A debrief gives you and your group a chance to reflect on your performance, discuss what went well and find ways of improving.

## TAKEAWAY UNITS 1–4 →

New words	New phrases	What can I do now? Now I can ...
_____	_____	<input type="checkbox"/> introduce myself
_____	_____	<input type="checkbox"/> talk about my job/company
_____	_____	<input type="checkbox"/> discuss current projects
_____	_____	<input type="checkbox"/> describe different skills
_____	_____	<input type="checkbox"/> make small talk
_____	_____	<input type="checkbox"/> explain processes
_____	_____	<input type="checkbox"/> discuss my work experience
_____	_____	<input type="checkbox"/> make phone calls
_____	_____	<input type="checkbox"/> write emails
_____	_____	<input type="checkbox"/> explain rules and regulations
_____	_____	<input type="checkbox"/> _____

## Part A Looking ahead



Is your town/city famous for a product or an industry? What about other towns or cities in your region?

## Learning objectives

Part A and B:

- talking about intentions and projects
- taking part in meetings

Business life:

- checking and comparing information

1

15 Before you listen to a business podcast, look at the excerpt from the show notes below. What do you think the report will be about? Listen and check if you were right.

**Irish Business Breakfast**

**LACTO GMBH – FACT FILE**

- among Europe's top 5 dairy producers
- Key markets: Germany, France, Spain, Ireland
- sales of dairy products have gone down



Wolfgang Meier, CEO

Now answer these questions.

- 1 What does Lacto GmbH do and where is it based?
- 2 What reasons are given for the losses?
- 3 How does the company intend to react?

2

Listen again and complete the gaps in the sentences.

- 1 \_\_\_\_\_ are going to be very popular this summer.
- 2 We're also going to launch \_\_\_\_\_ luxury milk shakes with fruit flavours.
- 3 I think \_\_\_\_\_ will be better than anything currently on the market.
- 4 We will go to \_\_\_\_\_ and see what is happening in the capital.

Which of the sentences 1–4 above ...

- a \_\_\_\_\_ makes a guess?
- b \_\_\_\_\_ describes an intention?
- c \_\_\_\_\_ predicts the future based on current information?
- d \_\_\_\_\_ makes a spontaneous decision?

## Key grammar

Future: *going to* vs *will*

- They're **going to** create a new product range. (intention)
- **Are you going to** eat out tonight? (asking about an intention)
- He says it **will be** better than anything else. (prediction)
- Fruit smoothies **are going to be** a big hit this summer. (prediction based on current evidence)
- The new products **will/won't sell** very well. (forecast)
- I've just decided. **I'll do** some research into the new products. (spontaneous decision)
- Sorry, no time now. **I'll call** you later. (a promise)



3

**In small groups, talk about your intentions for the future at home or at work. Use *going to* and make something up if necessary.**

*I'm going to redecorate my apartment soon. What about you?*

*Good question. I'll think about it.*

*Is your department going to hire new staff?*

*I'm not sure. Maybe they will inform us about it this week.*

4

**One of the project teams at Lacto is going to have a meeting to discuss the new product line. Look at the invitation and answer the questions.**

- 1 Who's going to attend the meeting?
- 2 Who do you think will chair the meeting?
- 3 What's the main reason for the meeting?
- 4 Where's it going to be?
- 5 What are the participants going to talk about first?



To: Martin Kehler, Hillary Perkins, Paolo Grimani, Sarah Liu  
 Subject: Product Forecast – Supreme  
 Location: conference room  
 Starts: Fri 07 Dec 09:00 am  
 Ends: Fri 07 Dec 11:00 am

---

Hi everyone,

I'm looking forward to seeing you all at our project meeting next week. As we won't have a lot of time, here are the priorities:

- 1 Background overview and current market situation & challenges (Martin)
- 2 Milkshake presentation: 'Supreme – the future' incl. forecasts and Q&A (Hillary, please bring us up to speed.)
- 3 Brainstorm further Supreme products > we need to spend most of our time on this point (All, the other products are not set in stone yet, so please bring any ideas you have with you.)
- 4 Summary + action items
- 5 AOB

See you on the 30<sup>th</sup>.  
 Best regards, Anja

**Now find words and phrases with the following meanings in the email.**

- 1 the place where something is or happens
- 2 the time to ask and answer questions
- 3 to update someone
- 4 to be fixed and finalized (e.g. a decision)
- 5 the things which must be done by the attendees before the next meeting
- 6 a chance for the participants to talk about issues not on the agenda

**Part B Planning and running projects**



Think of a recent project you worked on or were involved in. What was it about and what was your role?

1

16 The team from Lacto is meeting again to talk about a new production line. Listen to Sarah Liu, the project coordinator, and fill in the stages 1–5 in the project schedule.



Week / Stages	9	10	11	12	13	14	15	16	17	18	19
Outsourced production	Orange	Orange	Orange	Orange	Orange	Orange					
1 _____	Green	Green	Green	Green							
2 _____			Yellow	Yellow	Yellow	Yellow					
3 _____				Blue	Blue	Blue	Blue			Blue	
4 _____						Pink	Pink				
5 _____								Brown	Brown	Brown	Brown

A Gantt chart is a bar chart showing a project schedule. It also shows the relationship between the schedule and the project activities. It was named after Henry L. Gantt (1861–1919).

2

Complete the message from Sarah with the missing information. Look at the chart above to help you.

**REAL WORLD**

Which approaches to managing projects do you know? Do an online search and tell the group what you found out.

Product Dev 
#Supreme2

**Sarah 3:44 pm**

Hi everyone,

For those of you who missed the meeting about the new Supreme production line installation, here are the project milestones and key dates:

- 1 The installation phase will start at the beginning of \_\_\_\_\_.
- 2 The testing phase will take place in weeks \_\_\_\_\_ to \_\_\_\_\_. Regular optimization changes will be made during the second half of this phase.
- 3 Employee training will be started in \_\_\_\_\_.
- 4 Production on the new line will start at the beginning of \_\_\_\_\_.
- 5 Outsourced production will be stopped at the end of \_\_\_\_\_.

It's great to be working with you all on this new production line. I'm sure we'll make it a great success. Thank you.

**Hillary 3:49 pm**

Great! Thanks Sarah.

**Florian 4:15 pm**

Thanks.

- 3** Interview a partner about his/her future schedules (e.g for projects). Use the chart below to ask questions.

Tell me about your latest project at work or at home. Is there anything ...			
that	will should must has to	be done be started be finished be completed be ...	by the end of the day/week? tomorrow / the day after tomorrow? next month/quarter? in June/September? by the beginning of March / next month? ... ?

Tell the class two interesting facts about your partner's future schedule.

- 4** 17 Listen to the Lacto team's follow-up meeting. Which one of these statements is true?

- a  Everyone agrees with the schedule.
- b  They are going to run night and weekend shifts in March.
- c  They plan to make the transition from the outsourced production line to the new one over a weekend.

Listen again and tick the phrases you hear.

- 1  a I can't agree to this schedule.  
 b I disagree with that point.
- 2  a In my opinion, we need to ...  
 b I think we need to ...
- 3  a Wait a minute. Are you saying ... ?  
 b Wait a second. Does that mean ... ?
- 4  a I agree with you up to a point.  
 b I partly agree.
- 5  a Is that possible?  
 b Can that be done?
- 6  a I'll check the dates again.  
 b I'll have another look at the dates.



**Culture spot** → page 63  
*Plan, then do or Start doing, then improvise until you get it right.*  
What's your working style?

- 5** Now you. Working in small groups, come up with a timeline for your own project. You can use one of the ideas below or your own. When you are ready, present it to the rest of the class.



Take notes when it's your turn to listen, then ask questions to clarify.

### Key grammar

**Passive: will future and modals**

- This **will be completed** by the end of week 12.
- Testing **will be carried out** on an ongoing basis.
- The product **must be tested** before production starts in week 15.

### Key vocabulary

**Taking part in meetings**

- What do you suggest/ think?
- I think / In my opinion, ...
- I agree (with you up to a point).
- I think (Sarah) is right.
- I'm sorry, I'm afraid I (have to) disagree.
- I can't agree to ...
- I don't mind. / I'm easy.
- Wait a minute. / Excuse me. / Sorry to interrupt.
- Are there any questions?
- What exactly do you mean by ... ?
- I'll check / I'll get back to you.

## Have I got that right?

1

Have you ever had to organize an event for work? What was it and what was involved in organizing it?

2

**18**  **Gourmet 13 supplies event catering for parties and corporate events. Listen to the first part of a call from Anja from the Lacto Supreme2 project team. Why is she calling?**

She wants to ...

- 1  check if they deliver on Sundays.
- 2  order a lunch buffet to be delivered to the office.
- 3  order an evening buffet to be delivered to the office.
- 4  ask for information about the barbecue buffets so she can tell her team.



3

**19**  **Listen to the next part of the call and take notes.**

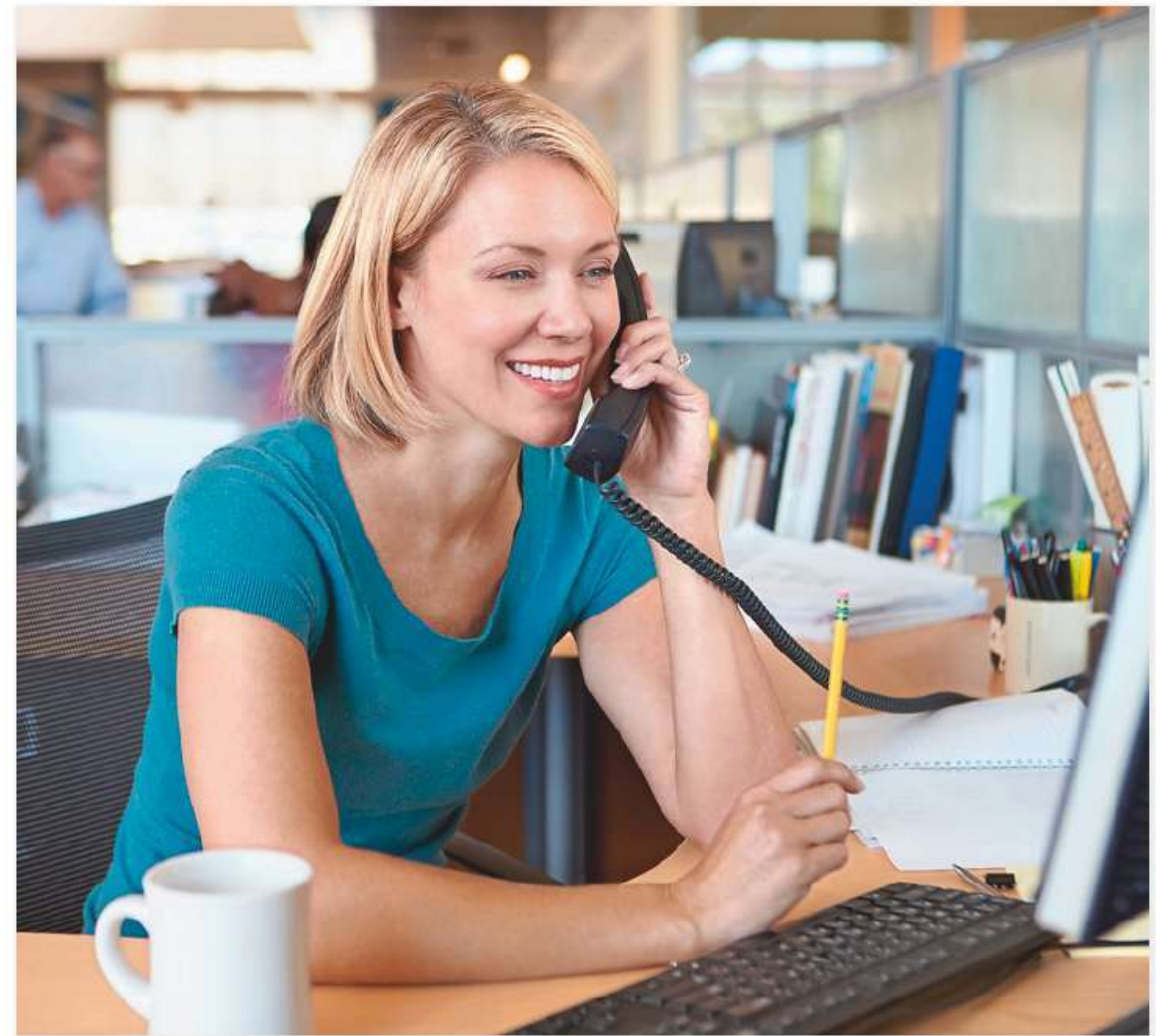
What is the order? \_\_\_\_\_

Special requirements? \_\_\_\_\_

Delivery day/time? \_\_\_\_\_

Delivery fee?      yes     no

Instruction on arrival? \_\_\_\_\_



4

 **Practise using the international spelling alphabet. Spell your full name out for a partner.**

The International spelling alphabet				
<b>A</b> Alpha	<b>G</b> Golf	<b>M</b> Mike	<b>S</b> Sierra	<b>Y</b> Yankee
<b>B</b> Bravo	<b>H</b> Hotel	<b>N</b> November	<b>T</b> Tango	<b>Z</b> Zulu
<b>C</b> Charlie	<b>I</b> India	<b>O</b> Oscar	<b>U</b> Uniform	
<b>D</b> Delta	<b>J</b> Juliet	<b>P</b> Papa	<b>V</b> Victor	
<b>E</b> Echo	<b>K</b> Kilo	<b>Q</b> Quebec	<b>W</b> Whisky	
<b>F</b> Foxtrot	<b>L</b> Lima	<b>R</b> Romeo	<b>X</b> X-ray	

5

**Do a role-play or a simulation of a situation where you need to call a colleague or business partner (customer/supplier) to check and compare information.**

1 In pairs, choose **Option 1** (a role-play based on the scenario in exercise 1) or **Option 2** (a simulation using your own work situation or ideas).

### Option 1

→ **Partner A:** page 140      → **Partner B:** page 146

### Option 2

Think of a realistic situation where you call a colleague or business partner to check information. Make notes:

#### What's the situation?

Who's asking for / giving the information?  
Are you talking on the phone or is it a video call?

#### Who's involved?

What is the relationship between the two people involved?  
Do you know each other (well)?

#### Which vocabulary/ phrases will you need?

Use the phrases in the Key vocabulary to help you.  
Think of others you might need and make notes.

### Key vocabulary

#### Checking information

- Sorry, I didn't catch that.
- Could you say it again / repeat it, please?
- Could you spell that, please?
- Was that seventy or seventeen?  
– Seventeen, one-seven.
- How much does it cost?
- When can I expect ... ?
- Can you confirm that ... ?
- Can you tell me (your) ... ?
- If I understand correctly, that means ...
- Let me read that back to you ...

2 Now do the role-play or simulate the situation.

- Start with an outline of the situation.
- Make enquiries about the information you need.
- Ask questions to make sure you understand and are being clear.
- Confirm the spelling of key information and use the international spelling alphabet to help you.
- Summarize and be clear about the information you exchanged.

3 Debrief the interaction.

- What went well? What would you do differently next time?
- How did you adapt your approach to the other person and the situation?
- Were you able to react appropriately to what the other person said?
- What difference does it make if you can see each other or not?



## Will future

<b>1</b> Prices <b>will</b> probably <b>rise</b> in the next quarter.	<p>Mit <i>will</i></p> <ul style="list-style-type: none"> <li>• macht man Vorhersagen oder stellt Vermutungen über eine unvorhersehbare Zukunft an. Signalwörter hier sind z. B. <i>probably, I hope, I'm afraid</i>. <b>(1)</b></li> <li>• drückt man spontane Entschlüsse aus. Signalwörter hierfür sind z. B. <i>I think, I guess</i>. <b>(2)</b></li> <li>• macht man eine feste Zusage oder ein Versprechen. <b>(3)</b></li> </ul> <p>Die Verneinung von <i>will</i> in der Kurzform lautet <i>won't</i>. <b>(4)</b></p> <p><i>Will</i> kann mit <i>have to</i> und <i>be able to</i> genutzt werden. <b>(5)</b></p>
<b>2</b> I think I'll <b>eat out</b> tonight.	
<b>3</b> We'll <b>start</b> the installation phase tomorrow as planned. I'll <b>send</b> you the overview tomorrow.	
<b>4</b> The new product <b>won't sell</b> well in Asia.	
<b>5</b> I'm afraid we <b>will have to</b> stop production. <b>Will</b> you <b>be able to</b> take Friday off?	

I	will/'ll will not/won't	give
he / she / it /		
you / we / they		



## Going to future

<b>1</b> We <b>are going to launch</b> a new product line in June. I'm <b>not going to have</b> lunch today. I'm too busy.	<p>Mit <i>be going to</i> spricht man über Absichten oder Pläne <b>(1)</b> oder Aktivitäten in der Zukunft, für die es schon Vorzeichen gibt <b>(2)</b>.</p>
<b>2</b> Look at those dark clouds. It <b>is going to rain</b> .	



## Passive: will future and modals

<b>1</b> The training <b>will be finished</b> by the end of March. The meeting <b>won't be cancelled</b> .	<p>Verwendet wird das <i>will future passive</i>, wenn man auf neutrale oder sachliche Art und Weise über Fakten und Daten sprechen möchte. Das <i>will future passive</i> wird mit <i>will be</i> und dem Partizip Perfekt (siehe Seite 154) gebildet. <b>(1)</b></p> <p>Statt mit <i>will be</i> kann das <i>future passive</i> auch mit <i>should, must / have to</i> oder <i>might be</i> gebildet werden. Mit <i>should be</i> + Partizip Perfekt wird ausgedrückt, was in der Zukunft geschehen soll, mit <i>must</i> und <i>have to be</i> was geschehen muss und mit <i>might be</i> wird darüber spekuliert, was in der Zukunft möglicherweise geschehen wird. <b>(2)</b></p>
<b>2</b> The supplies <b>should be delivered</b> by Friday afternoon. The new product <b>doesn't have to be outsourced</b> before we move production. All IT projects <b>must be finished</b> by the end of the year. The event <b>might be moved</b> to a different venue.	

I	will/'ll will not/won't should must might	be asked
he / she / it /		
you / we / they		







### Translate into English.

- 1 Ich freue mich darauf, das neue Produkt zu testen.
- 2 Letztes Jahr gab es einen Rückgang in den Arbeitslosenzahlen.
- 3 Ich habe einige wichtige Informationen für Sie.
- 4 Meine Meinung ist, dass wir auch am Wochenende arbeiten könnten.
- 5 Was genau meinst du mit „Wochenendschichten“?
- 6 Die Installation wird bis Ende Januar fertig gestellt.
- 7 Marketing will das Meeting verschieben.
- 8 Mach dir keine Sorgen. Ich rufe den Projektleiter morgen an.

### Culture spot

#### Being polite

The essence of being polite is when one person tries to show respect for another. In some cultures and languages, politeness is connected with how directly or indirectly you say something. English is one of these languages, and politeness and indirectness often go hand in hand.

Here are some tips on how to be polite in English:

- When complaining, state the problem (*I'm afraid the delivery is late*) rather than focusing on who is to blame (*You didn't deliver on time*). Use words like *I'm afraid* or *Apparently* to soften your complaint. The passive form is useful here (*A mistake was made*), and you can also use a positive word negatively (*I don't agree*) rather than a negative word (*I disagree*).
- If you want someone to do something for you, ask a question (*Could you please check this again?*). Don't give an order (*Check this again*) or focus on what you want (*I want you to check it again*) because this can sound too direct and 'bossy' in English.

Be aware that everybody is different, and while one person may find indirectness to be polite, another person (from the same country) may find it too difficult to decode or that it takes too long to get to the point. They may feel that indirectness is actually disrespecting their time, and is therefore impolite. It's always best to adapt your approach to the situation and to the other person. Sensitivity around how to communicate with other *people* is more important than how to communicate with other *cultures* in general.

#### What is it like in your culture (national, corporate or other)? Discuss your answers with the group in your next session.

- 1 How do people show politeness in your country or company?
- 2 Describe an experience you've had where you felt someone was polite or impolite. What did they do/say?

### Typical Mistakes

- 1 I'm looking forward to **seeing** you at the meeting.  
NOT *I'm looking forward to see ...*
- 2 There was a decrease **in** sales.  
NOT *There was a decrease of sales.*
- 3 I'm calling to check some **information**.  
NOT *... to check some informations.*
- 4 That's my **opinion**.  
NOT *That's my meaning.*
- 5 What exactly do you **mean by** free internet access?  
NOT *What exactly do you mean with ...*
- 6 The report will be completed **by** the end of the week.  
NOT *... will be completed until the end ...*
- 7 I **want to** attend the meeting, but I can't.  
NOT *I will attend the meeting, but I can't.*
- 8 I'll **see** you tomorrow.  
NOT *I see you tomorrow.*



apparently =  
anscheinend/scheinbar  
bossy = rechthaberisch

# MEETING EXPECTATIONS

## Part A A challenging job?



What do you think a Chief Listening Officer's job is? Do you know anyone who does an unusual job? Think of more unusual jobs and discuss their most enjoyable/challenging aspects.

### Learning objectives

#### Part A and B:

- talking about your experiences
- discussing and making arrangements

#### Business life:

- checking and reporting progress

1

**DirecTex, a French company based near Paris, creates new kinds of textiles for the clothing and fashion industry. Read the excerpt from an email and answer the questions.**



- 1 What is the purpose of the email?
- 2 Is this Sophia's first experience working in an international team?

From: Sally Jones  
To: [all]  
Subject: New member of staff

---

Dear colleagues

I'd like to introduce you to Sophia Hernande, our new senior research technician. Sophia is joining the global NeoTex research team on January 15.

Sophia was born in Germany and has an impressive track record. She has worked in several research laboratories around the world, including Australia, Japan and South America. She has twenty years of experience and has taken on more and more responsibility over the years. In her most recent position last year, she worked as a senior research technician for Flors Comtech within a challenging field: the nanofabrication of electronic devices. There she did some innovative work in an international team. [...]

Sophia, who can also speak German and Spanish, has just started a French course but has never worked in France before. Please join us in the conference room next Thursday at 4 pm for appetizers and drinks to meet Sophia and welcome her to the company on her first day.

Best  
Sally Jones, HR

### REAL WORLD



Nanotechnology or Nanofabrication is the manipulation of materials at the atomic and molecular level. This is done to create new kinds of clothes, for example, which are more durable, have brighter colours and keep their shape longer. What kind of clothes can you imagine wearing in the future?

**Read the statements below and mark the ones which are true for Sophia and the ones which are true for you. Compare your answers with a partner.**

- |  | Sophia                   | You                      |
|--|--------------------------|--------------------------|
| 1 She has learned at least two foreign languages.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She hasn't travelled around the world very much. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She has worked in more than one company.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 She has just started to learn something new.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 She has never been to Asia.                      | <input type="checkbox"/> | <input type="checkbox"/> |

2

21  Later in the year, a colleague interviews Sophia for DirecTex's company magazine. Listen to the interview and fill in the missing parts.

<b>My team</b>	My team develops new textiles that are long-lasting and stain-resistant. When I started at the beginning of the year, there were _____ <sup>1</sup> people in my team (including me). Now our team has grown because _____ <sup>2</sup> more people have joined this year.
<b>My family</b>	My father is _____ <sup>3</sup> and my mother is German. I was born in Bavaria, Germany and try to get back home at least twice a year. I was last there in _____ <sup>4</sup> . Family means a lot to me.
<b>My hobbies</b>	I love _____ <sup>5</sup> and _____ <sup>6</sup> . I want to visit as many countries as possible. So far I have been to several dream destinations either for work or on holiday, including Japan and _____ <sup>7</sup> . But I haven't been to _____ <sup>8</sup> yet!
<b>My languages</b>	I can speak English, German and Spanish, but I haven't mastered _____ <sup>9</sup> yet. I am making _____ <sup>10</sup> though and I can now understand a _____ <sup>11</sup> at least!



stain-resistant =  
schmutzabweisend

3

Read the statements below and decide which one refers to an event that took place at a non-specific time in the past. Then go through Sally's email again and find statements that refer to non-specific times in the past.

- a  Sophia has worked in several research laboratories.
- b  Sophia worked for a different company last year.

Match these questions and answers. Why are some of them in the simple past and others in the present perfect?

- 1 \_\_\_\_\_ Where was Sophia born?
  - 2 \_\_\_\_\_ Has she ever been to Japan?
  - 3 \_\_\_\_\_ What did she do there?
  - 4 \_\_\_\_\_ Has she been to any Scandinavian countries yet?
  - 5 \_\_\_\_\_ When did Sophia start learning French?
  - 6 \_\_\_\_\_ How much progress has she made so far?
- a She worked in a research laboratory.
  - b Yes, she has.
  - c Quite a bit! She's already learned enough to survive in restaurants.
  - d In Germany.
  - e At the same time as she began working for DirecTex.
  - f Not yet, but she hopes to go to Norway soon.

4

 Now you. Ask each other questions about your past experiences using the ideas in → **Information file** on page 150.

**Part B Making arrangements**



What sort of events do you have planned in the next few weeks at work and in your free time? Which ones are the most/least stressful? What kind of events do you enjoy?

1

Sophia and Anton work in the R&D division of DirecTex. Before listening to their conversation with David, a new British colleague, look at Sophia's diary and answer the questions.



- 1 When does Sophia have some free time?
- 2 When does she have appointments unrelated to work?

not ... until = *erst*  
(We're **not** leaving **until** Sunday.)  
by = *bis spätestens*  
(Please finish it **by** Sunday.)

22 Now listen and fill in the gaps in the diary. What arrangements does Sophia make with David?

	Monday 28 May	Tuesday 29 May	Wednesday 30 May	Thursday 31 May	Friday 1 June	Saturday 2 June	Sunday 3 June
09.00	9.30 service representative to repair		8.30 morning off	8.30 doctor's appointment			
10.00	_____ 1	9.15 demonstration of _____ 4			9.00 all-day workshop on _____ 6		
11.00	11.15 finish preparing _____ 2	to potential customers					
12.00							
13.00							
14.00	13.30 taxi to airport		14.00 _____ 5				
15.00			new waterproof fabric	15.00 appraisal interview			14.45 taxi to airport
16.00	16.05 flight to _____ 3						
17.00							17.15 flight to _____ 7
18.00				18.00 meet Tim at the cinema			
19.00		19.35 return flight					

**2 Listen to Sophia, Anton and David again and find phrases that mean the following.**

- 1 to wish somebody luck
- 2 to say you're unhappy someone can't come
- 3 to say you are new in a company
- 4 to ask to talk to someone briefly
- 5 to say you are going to pay for someone's drinks

Culture spot → page 73

Deadlines: curse or blessing?  
Do deadlines keep you from working on more important things or are they the reason you get things done?

**3 Look at Sophia's diary in exercise 1 and think of three questions about her arrangements for this week. Then ask a partner your questions.**

What is she doing on ... ?      Where is she on ... ?      When is she ... ?

**Think about what people with these jobs could be doing this week. Make up appointments for three of them and then take on their roles. Can your partner guess who you are?**

service technician • IT specialist • marketing executive • HR expert • doctor • sales representative • engineer • tax advisor

On Wednesday I'm holding a presentation on ...      Next week I'm travelling to China to ...

**Key grammar**

**Present continuous for future arrangements**

- Is Sophia **doing** anything on Friday?
- They **are preparing** a report.
- She **is meeting** her boss.

She's **an** engineer.  
= *Sie ist Ingenieurin.*

**4 Use the ideas in the box and your own to make up a very busy schedule for next week. Then tell a partner what you have planned and try to find a time to meet up.**

a doctor's appointment • a night out (cinema, theatre, ...) • an important business meeting out of the office • an internal meeting • a colleague's anniversary • a workshop

**Key vocabulary**

**Making appointments**

- Shall we meet up some-time this week?
- Well, let me see.
- How about ... ?
- Does Thursday suit you?
- I'm afraid Monday doesn't work for me.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09.00							
12.00							
15.00							
18.00							

What are you doing on Tuesday evening? Are you free?  
Shall we meet up and go for a drink?

## Giving updates

1

 **When do you have to give updates at work? Who do you give them to? Why are they important?**

2

 **Ronan Kavanagh talks about updates at work. Why are they important? Watch the interview, then match the words below.**

1 \_\_\_ clarify

4 \_\_\_ address

a team performance

d clarity of purpose

2 \_\_\_ enhance

5 \_\_\_ gain

b schedule risks

e support for resources/

3 \_\_\_ ensure

c goals and objectives

budget



3

**Watch the interview again and answer these questions. Tick the correct option.**

1 When is a project successful according to Ronan?

a  when there are no conflicts or differences of opinionb  when everyone is clear about the goals, objectives and schedulesc  when the project finishes on time and within budget

2 What does he do if people don't agree about the levels of progress made?

a  asks senior leadership to decideb  creates a project charterc  brings the team together in a workshop to help converge their ideas

4

 **Now you. Discuss these questions in your group.**

1 What information would you expect in a project charter?

2 How do you define project success?

3 How do you deal with differences of opinion on progress made?

## 5

**Practise giving and discussing updates. Do a role-play or a simulation of a situation where you need to give an update and discuss it.**

- 1 In pairs, choose **Option 1** (a role-play with an internal team) or **Option 2** (a simulation using your own work situation or ideas).

### Option 1

→ **Partner A:** page 141      → **Partner B:** page 147

### Option 2

Think of a realistic situation in which you need to give and discuss an update (internally or externally). Make notes:

#### What's the situation?

Is the update positive or negative?  
Will everyone have the same perspective?  
How can you prepare for disagreement or strong opinions?

#### Who's involved?

Are you discussing the update internally (with a manager or your team) or externally (with a customer)?  
What are the relationships like?  
How will you need to tailor your approach?

#### Which vocabulary/ phrases will you need?

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2 Now role-play or simulate the situation.
- Start with an outline of the context.
  - Present your update.
  - Ask for and answer questions. Deal with differences of opinion in a positive and constructive way.
  - Summarize and be clear at the end.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?

### Key vocabulary

#### Giving updates

- We have a number of things to report / update you on.
- We have (already) started/ finished ...
- We haven't completed the ... yet.
- There are still some things we need to do.
- We are happy with our progress so far.
- We've been working hard over the past week/ month ...

#### Talking about goals and objectives

- Our priority is to ...
- We're on track to achieve our goals.
- This progress aligns with our key objectives.
- Our main aim/target is to ...
- This means we need to revisit our goals.

#### Differences of opinion and dealing with them

- I'm afraid I don't agree.
- Let's not forget about ...
- Can you tell me more?
- Why do you feel that way?
- Should we review the project charter?



## Present perfect

<p><b>1</b> I <b>have posted</b> two videos online. She <b>has lived</b> in Africa and Asia.</p>	<ul style="list-style-type: none"> <li>• Das <i>present perfect</i> wird mit <i>have</i> oder <i>has</i> und dem Partizip Perfekt gebildet (siehe Seite 154). Mit dem <i>present perfect</i> drückt man aus, dass etwas bereits irgendwann in der Vergangenheit geschehen ist. Dabei wird der Zeitpunkt in der Vergangenheit nicht genannt. <b>(1)</b></li> <li>• Häufig wird jedoch ein Zeitraum impliziert, der bis in die Gegenwart reicht. Signalwörter dafür sind beispielsweise <i>so far</i>, <i>already</i>, <i>(not) ... yet</i>, <i>lately</i>, <i>recently</i>. <b>(2)</b></li> <li>• Auch <i>ever</i> (jemals) und <i>never</i> (nie, niemals) sind Signalwörter für das <i>present perfect</i>. Sie stehen vor dem Partizip Perfekt. <b>(3)</b></li> </ul>
<p><b>2</b> They've <b>spoken to</b> some interesting people. I've <b>learned</b> a lot <b>so far</b>. <b>Have you visited</b> Amy <b>recently</b>? – Yes, we <b>have</b>. She's doing well.</p>	
<p><b>3</b> <b>Have you ever had</b> a job abroad? – No, I've <b>never worked</b> in another country.</p>	

I *have been* to Japan.  
(= I am back now.)  
She *has gone* to Paris.  
(= She's in Paris at the moment.)

I	have ('ve) haven't	worked ... had ... been ...
he / she / it	has ('s) hasn't	
you / we / they	have ('ve) haven't	



## already, yet, not ... yet

<p><b>1</b> We've <b>already</b> made excellent progress. Have you booked the flight <b>yet</b>?</p>	<ul style="list-style-type: none"> <li>• <i>Already</i> und <i>yet</i> entsprechen dem deutschen „schon“. <i>Already</i> verwendet man meist in Aussagesätzen und <i>yet</i> in Fragen. <i>Already</i> steht vor dem Partizip Perfekt, <i>yet</i> am Ende des Satzes. <b>(1)</b></li> <li>• <i>Not ... yet</i> entspricht dem deutschen „noch nicht“. <i>Yet</i> steht meistens am Ende von Aussagesätzen und Fragen. <b>(2)</b></li> </ul>
<p><b>2</b> I haven't confirmed the appointment <b>yet</b>. Why haven't you signed up for the website <b>yet</b>?</p>	



## Present perfect vs simple past

<p><b>1</b> My colleague <b>has lived</b> in many countries. He <b>lived</b> in India <b>from 2016 to 2017</b>. <b>Have you met</b> Ms Hafseth <b>yet</b>? – Yes. I <b>met</b> her <b>yesterday evening</b>.</p>	<ul style="list-style-type: none"> <li>• Mit dem <i>present perfect</i> wird ausgedrückt, dass etwas irgendwann geschehen ist. Mit dem <i>simple past</i> wird ausgedrückt, dass etwas zu einem bestimmten Zeitpunkt passiert ist. Der betreffende Zeitpunkt wird im Satz genannt (oder impliziert). <b>(1)</b></li> <li>• Fragen zu Geschehnissen in einem bestimmten Zeitpunkt in der Vergangenheit stellt man im <i>simple past</i>. <b>(2)</b></li> </ul>
<p><b>2</b> <b>When did</b> you <b>move</b> into the open plan office? – We <b>moved</b> there <b>last week</b>. (Nicht: <del>When have you moved?</del>)</p>	



## Present continuous for future arrangements

<p><b>1</b> I <b>am flying</b> to Cape Town <b>on Monday</b>. <b>Are you doing</b> anything <b>on Sunday morning</b>?</p>	<ul style="list-style-type: none"> <li>• Das <i>present continuous</i> wird oft auch verwendet, um über feste Verabredungen oder Zeitpläne in der Zukunft zu sprechen. <b>(1)</b></li> <li>• Bei Aussagen mit <i>go</i> oder <i>come</i> wird häufig das <i>present continuous</i> anstelle des <i>going to future</i> verwendet. <b>(2)</b></li> </ul>
<p><b>2</b> We <b>are going</b> to a seminar <b>on Monday</b>.</p>	







## 7

**Translate into English.**

- 1 Der Rückflug war verspätet.
- 2 Ich war in Sydney. Es ist eine tolle Stadt.
- 3 Heute morgen hatte ich einen Termin.
- 4 Ich treffe Lina morgen Nachmittag.
- 5 Er hat das Problem kurz erklärt.
- 6 Mein Kollege hat sich die Fristen notiert.
- 7 Hat der Azubi den Bericht schon fertig?
- 8 Wann hast du das Hotelzimmer gebucht?

**Typical Mistakes**

- 1 I worked on my presentation on my **return flight**.  
NOT ... on my *back flight*.
- 2 I **have been** to the new bistro, but I can't recommend it.  
NOT *I have gone to the new bistro ...*
- 3 We're flying to Berlin **this** morning.  
NOT *We're flying to Berlin ~~today~~ morning.*
- 4 We **are going** away this Christmas.  
NOT *We ~~go~~ away this Christmas.*
- 5 Can I talk to you **briefly**?  
NOT *Can I talk to you ~~shortly~~?*
- 6 I've **noted down** several business appointments for you.  
NOT *I've ~~noticed~~ several business appointments for you.*
- 7 Have you met the new client **yet**?  
NOT *Have you met the new client ~~already~~?*
- 8 When exactly **did** you **finish** the course?  
NOT *When exactly ~~have you finished~~ the course?*

**Culture spot****Time matters**

A recent American survey of 2,700 CEOs reports that they arrive late for meetings 60 per cent of the time. Another survey in Britain found that only 30 per cent of people think that it's unacceptable to arrive late for a business meeting and 14 per cent think it's OK to leave colleagues or clients waiting for up to 20 minutes.

**What can you say when you arrive late for a meeting?**

In a formal workplace, apologize to the chair of the meeting quietly when you come in or wait for the right moment in the discussions. Often a simple explanation such as, *Sorry I'm late. Our client in Milan called.* is enough and doesn't stop the progress of the meeting.

In an informal workplace, perhaps you can add some humour. You can smile and give a quick comment on why you are late. *You wouldn't believe the traffic this morning!* may be appropriate but try not to overdo it and be ready to get straight down to business.

**What is it like in your country? Compare your answers with a partner in your next session.**

- 1 How flexible are you with punctuality? How acceptable is it to be 15 minutes late for a meeting?
- 2 Have you ever worked with someone who has a different attitude to punctuality?
- 3 Are staff members who come late to appointments viewed negatively?



appropriate =  
*angemessen*  
to overdo = *übertreiben*


## REACHING AGREEMENT

## Part A Needs and interests



Do you always pay the price in the list or on the price tag? When do you bargain and try to negotiate a better deal? How does it make you feel?

1

23  Link the words in the boxes. Then listen to Carina Hensch and Zoran Jarovsky from Heridan AG and make a note of the word combinations you hear.

bulk • to offer •  
to place • work-life

balance • a discount •  
an order • order



These statements are incorrect. Listen again and correct them.

- 1 Heridan plans to buy fitness machines for the office.
- 2 Carina and Zoran don't know what size order to place.
- 3 If they pay the full price for the fitness trackers, they'll still have enough money for the snack boxes.
- 4 They'll order less the first time and more with a second order later.

2

Choose appropriate endings a–d for these sentences.

- 1 \_\_\_ If employees know more about their activity habits, ...
  - 2 \_\_\_ People are less likely to be stressed ...
  - 3 \_\_\_ Employee motivation will rise ...
  - 4 \_\_\_ Healthy snacks in the office ...
- a will encourage staff to eat less junk food.  
b if they pay more attention to their well-being.  
c if the staff sees that we care about their well-being.  
d they'll do more sport.

 Now complete these sentences so they are true for you and your workplace. Then tell a partner.

If the company offers a free yoga class, I ...

I won't be able to finish my work on time this week if ...

If I have time this weekend, ...

 Learning objectives

Part A and B:

- talking about opinions and preferences
- learning strategies for reaching agreement
- discussing differences
- persuading others

Business life:

- influencing others

## Culture spot

Corporate culture: Which employee topics are priorities in your organization at the moment? (e.g. work-life balance, canteen food, office conditions)

## Key grammar

## First conditional

- If he agrees, we can order another 20 fitness trackers.
- It'll look like we're only half trying if we buy used ones.
- We won't use up our budget if they offer us a discount.
- There might be safety issues if the equipment isn't new.

3

**Match the words to their meanings.**

- 1 \_\_\_\_\_ = a result in which all parties are successful
- 2 \_\_\_\_\_ = the point when it becomes impossible to reach agreement and one party ends the discussion
- 3 \_\_\_\_\_ = a situation in which only one party gets satisfaction
- 4 \_\_\_\_\_ = the other way round
- 5 \_\_\_\_\_ = when there is scope for a range of results

flexibility • vice versa •  
walk-away point •  
win-lose (negotiation) •  
win-win (negotiation)

**Use the words above to complete the gaps in the article below.****REACHING AGREEMENT**

Preparation is the key to reaching successful agreements, and there are some important things to keep in mind. Firstly, business is built on relationships. To maintain relationships, you should aim for a \_\_\_\_\_<sup>1</sup> outcome. And not one that comes from compromise, as people never really feel satisfied if they have to compromise. The win-win should come through collaboration, truly understanding each other's needs and interests. It also means that you need \_\_\_\_\_<sup>2</sup>.

However, if it's a one-off agreement, you could aim for the best possible deal that might lead to a \_\_\_\_\_<sup>3</sup> situation which you're happy with and the other person isn't, or \_\_\_\_\_<sup>4</sup>. Of course, sometimes it simply isn't possible to reach agreement and one of you may reach your \_\_\_\_\_<sup>5</sup>. It's important to know this point in advance, so you don't make an agreement you don't want to keep later.

4

**24 🎧 Listen to a meeting between the team from Heridan and a supplier. Was the outcome a win-win or a win-lose? Make a note of what was agreed.**

Discount	_____
Quantity	Item 1: _____ Item 2: _____
Delivery terms	_____

**Listen again and find phrases which you can use to say the following. Look at the transcript on page 171 if necessary.**

- 1 you don't quite understand something
- 2 something is not possible
- 3 you're going in the direction of agreement, but not yet
- 4 you would like someone's opinion or approval
- 5 you agree with a suggestion or proposal

5

**👤 Negotiate with a partner and try to reach an agreement.**

→ **Partner A:** page 141      → **Partner B:** page 147

## Part B

## Work-life balance



How do you maintain a good work-life balance?

1

25 Listen to two colleagues talking during a coffee break. How important do they think a healthy work-life balance is?



26 Now listen to the rest of their conversation. What do they decide to do?

Tell a partner about a sport or an activity you do. Try to persuade him/her to join you.

*I often do yoga in the lunch break. It's very relaxing and I feel much better in the afternoon. Why don't you join me today?*

2

Make comparisons. Complete the sentences with the correct form of the words below. You don't need to use all the words.

bad • big • difficult • easy • fast • (un)important • long • short • useless

- 1 Sports are the \_\_\_\_\_ way to improve your job performance.
- 2 My working hours are \_\_\_\_\_ than they were five years ago.
- 3 One of the \_\_\_\_\_ problems with my job is the workload.
- 4 It's \_\_\_\_\_ to manage all my tasks now than it was in my last job.
- 5 The \_\_\_\_\_ thing is to have a healthy work-life balance.
- 6 Communication is \_\_\_\_\_ now than before email and text messaging.

Compare your answers with a partner's. Are there any differences?

## REAL WORLD



Find out what different companies in your area are doing for their employees' work-life balances. Find three new things you can introduce in your workplace to support you and your colleagues, e.g. lunchtime walks.

## Key vocabulary

## Persuading

- How about going ... ?
- Why don't you try it / come with me?
- I think you'll like it.
- You'll feel the benefits quickly.

## Key grammar

## Making comparisons

- Our processes are **not as simple as** they were before.
- I'm **busier now than** I was in March.
- Mia's office is **more organized than** Finn's.
- A good pension is becoming **more and more important**.
- Jogging is one of the **easiest** sports to start.
- We have **the highest** workload but **the best** results.

3

**Is your workload different than in the past? Read the advertisement and discuss with a partner if Balance offers anything new. Would you call the number? Why (not)?**

## GET THE RIGHT BALANCE!

**Are you familiar with these challenges?**

- You have a bigger workload than a few years ago.
- You need to complete more tasks, and faster than in the past.
- You're more stressed and have less free time than you used to.
- You don't feel your work-life balance is balanced.

*"I'm not as stressed at work and can concentrate better now thanks to the team at Balance."*

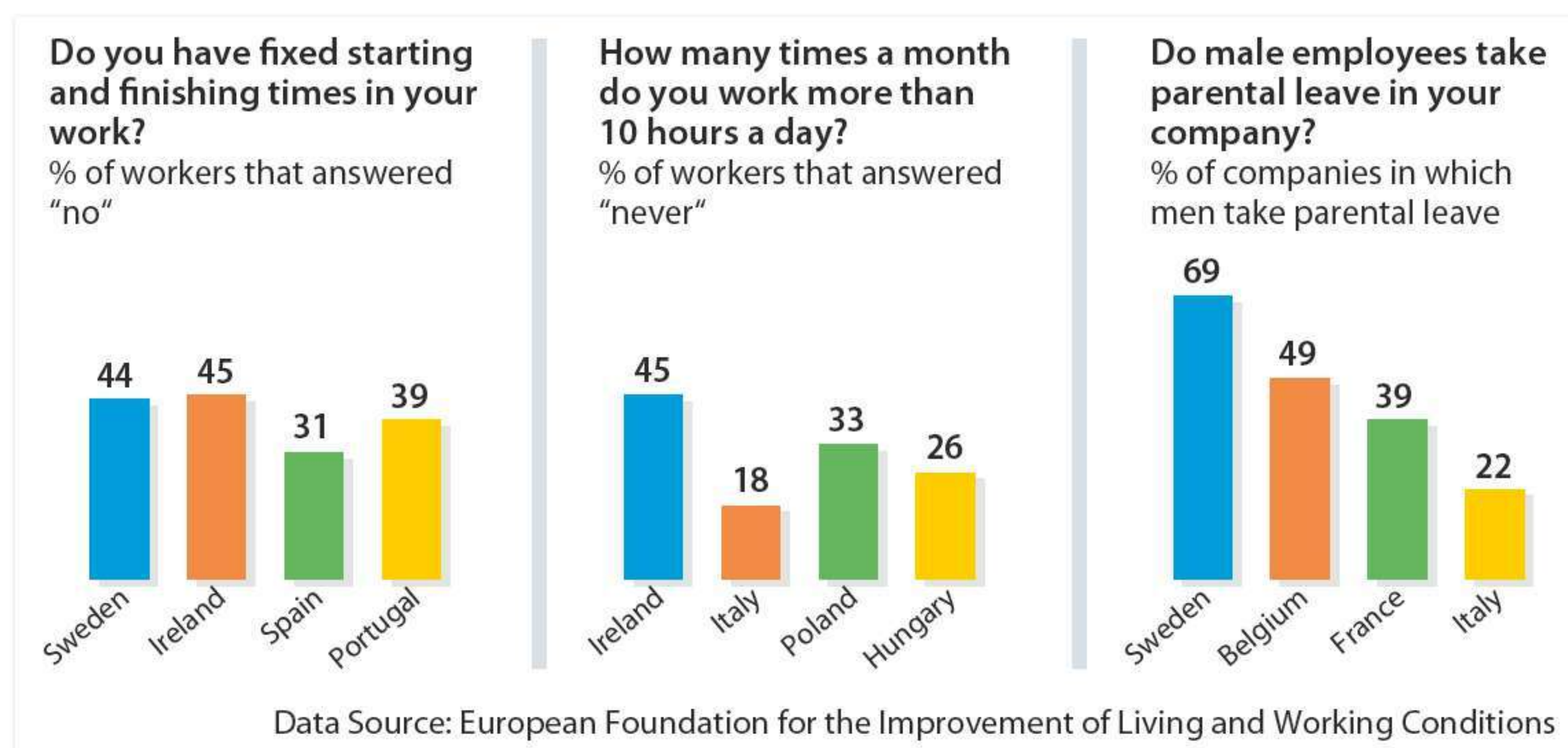
*Paul P., IT Auditor*

**If you want to know more, call Balance on**  
0208 28939700

A company's most valuable assets are its employees. This is why many companies now have a greater focus on workplace well-being and try to reduce counterproductive workplace stress. We can help you and your team both in and outside the office with walking lunches, business yoga, stress management seminars and much, much more ...

4

**Look at the data on working conditions in different European countries. Complete the sentences with the country names.**



- 1 Fewer people in \_\_\_\_\_ have fixed starting and finishing times at work than in Portugal.
- 2 People in \_\_\_\_\_ work less overtime on average than employees in Ireland.
- 3 More men take parental leave in \_\_\_\_\_ than in Belgium.

**How do you think the situation in your country compares? Discuss in your group, then look at the file for more data.**

→ **Information file:** page 150

**Key grammar**

**fewer/fewest, less/least, more/most**

- **Fewer** people work flexitime in Portugal **than** in Ireland.
- Italy is the country with **the fewest** men who take parental leave.
- I have **less** time to do sports **than** I used to.
- **Most** people at my firm start work before 8 am.

## Influencing

1

 What do you think of when you hear the word influence? Who influences you? How do they do it?

2

 Ronan Kavanagh has to influence three key groups of people. Who do you think they are? Watch the interview to check.



3

Watch the interview again and complete the following sentences.

## Areas of influence

- 1 It is important to influence \_\_\_\_\_ to get support for budget issues, for example.
- 2 Influencing your \_\_\_\_\_ ensures high productivity.
- 3 Convincing \_\_\_\_\_ of your ideas and solutions drives business growth.

## Tips on influencing others

- 4 \_\_\_\_\_ is an absolute must.
- 5 Working with \_\_\_\_\_ and \_\_\_\_\_ helps people follow your lead.
- 6 Working thoroughly, with a high degree of quality sets \_\_\_\_\_ and gives people \_\_\_\_\_ in your work.

## Impact of negative influence

- 7 Unclear goals can really \_\_\_\_\_ team morale and \_\_\_\_\_.
- 8 Working carelessly might lead others to believe that this is an \_\_\_\_\_.

 Now discuss who you have to influence at work and how you do it.



## 4

**Practise influencing skills. Do a role-play or a simulation of a situation where you need to influence a leader, a team member or a customer.**

- 1** In pairs, choose **Option 1** (two role-plays with a manager and/or a team member) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

→ **Partner A:** page 141      → **Partner B:** page 147

**Option 2**

Think of a realistic situation in which you need to influence a manager, a colleague or a customer. Make notes:

**What's the situation?**

What's the background?  
Where's the conversation taking place?  
What's your desired outcome?

**Who's involved?**

What is your relationship with the other person?  
How well do you know each other?  
How will they react to your attempts to influence them?  
How will you need to tailor your approach?

**Which vocabulary/  
phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2** Now role-play or simulate the situation.
- Start with an outline of the context.
  - Aim to influence your partner as you decided earlier.
  - Remember to adapt and be flexible depending on how it's going.
  - Summarize and be clear at the end.
- 3** Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?

**Key vocabulary**

**Influencing others**

**Making statements**

- This is the best/only approach to take.
- We need to do it this way.
- If we don't ... , then we won't be able to ...
- We need more support/ budget/resources/time if we want to succeed.

**Stress the benefits**

- I think you'll like it.
- You'll feel the benefits quickly.
- This will help us all.

**Asking questions**

- How about going ... ?
- Why don't you/we try it?
- What are our options?
- Do you have other alternatives / another suggestion?
- How can we solve this problem?
- What are your priorities?



### First conditional

<p><b>1</b> If we <b>buy</b> used equipment, we <b>will have</b> problems with our insurance. (Nicht: If we <del>will buy</del> ...)</p>	<ul style="list-style-type: none"> <li>• Mit dem <i>first conditional</i> drückt man aus, was unter bestimmten Voraussetzungen geschehen wird. Dann steht im <i>if</i>-Satz das <i>simple present</i> und im Hauptsatz das <i>will future</i>. <b>(1)</b></li> <li>• Um auszudrücken, was unter bestimmten Voraussetzungen geschehen könnte, benutzt man im Hauptsatz Modalverben wie <i>can</i>, <i>may</i> und <i>might</i>. <b>(2)</b></li> <li>• Beginnt der Bedingungssatz mit dem Hauptsatz, folgt kein Komma. <b>(3)</b></li> </ul>
<p><b>2</b> If he <b>agrees</b>, we <b>can order</b> some equipment. If we <b>reject</b> this proposal, we <b>might miss</b> the deadline.</p>	
<p><b>3</b> You'll <b>lose</b> weight if you <b>visit</b> the gym regularly. There <b>may be</b> a problem if she <b>forgets</b>.</p>	

Vorsicht:  
If you *will be* late,  
we *won't* wait.  
(If you *are* late,  
we *won't* wait.)



### Comparison of adjectives

<p><b>1</b> Company A is (much) <b>bigger</b> than Company B. He is <b>the most successful</b> lawyer in Berlin. This laptop is <b>better than</b> my old one.</p>	<ul style="list-style-type: none"> <li>• Vergleiche können mithilfe der Steigerungsformen von Adjektiven angestellt werden. Adjektive steigert man wie folgt: <ul style="list-style-type: none"> <li>– einsilbige Adjektive (z. B. <i>fresh</i>, <i>large</i> und <i>big</i>) sowie zweisilbige Adjektive auf <i>-y</i> (z. B. <i>easy</i>) durch Anhängen von <i>-er</i> und <i>-est</i>.</li> <li>– mehrsilbige Adjektive (wie <i>careful</i>) mit <i>more</i> und <i>most</i>.</li> </ul> </li> <li>• Manche Adjektive (wie <i>good</i> und <i>bad</i>) haben unregelmäßige Steigerungsformen. <b>(1)</b></li> <li>• Werden mehrere Personen oder Dinge als unterschiedlich beschrieben, verwendet man <i>-er / more ... than</i>. <b>(1) + (2)</b></li> <li>• Setzt man mehrere Personen oder Dinge gleich, so werden sie mit <i>(not) as ... as</i> verglichen. <b>(3)</b></li> <li>• Mit <i>less</i> und <i>the least</i> drückt man eine negative Steigerung aus, mit <i>more</i> und <i>the most</i> drückt man eine positive Steigerung aus. <b>(4)</b></li> </ul>
<p><b>2</b> This negotiation was <b>easier than</b> the last one. This job is <b>more interesting than</b> my previous one.</p>	
<p><b>3</b> Our competitors are <b>as successful as</b> we are. The new process is <b>not as simple as</b> the last one.</p>	
<p><b>4</b> My colleague has <b>the least demanding</b> job but <b>the most difficult</b> boss.</p>	

adjective	comparative	superlative
fresh	fresher	freshest
large	larger	largest
easy	easier	easiest
big	bigger	biggest

adjective	comparative	superlative
careful	more careful	most careful
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest



### Comparison of nouns

<p><b>1</b> <b>Fewer people</b> go on long holidays now than they used to. The manufacturing industry offers <b>the fewest sabbaticals</b>.</p>	<ul style="list-style-type: none"> <li>• Zählbare Nomen (z. B. <i>people</i>, <i>jobs</i> oder <i>sabbaticals</i>) vergleicht man bei einer negativen Steigerung mit <i>fewer</i> und <i>the fewest</i>. <b>(1)</b></li> <li>• Unzählbare Nomen (also Nomen, die keinen Plural haben wie <i>stress</i>, <i>information</i> und <i>money</i>) vergleicht man bei einer negativen Steigerung mit <i>less</i> und <i>the least</i>. <b>(2)</b></li> <li>• Bei positiven Steigerungen verwendet man für zählbare und unzählbare Nomen <i>more</i> und <i>most</i>. <b>(3)</b></li> </ul>
<p><b>2</b> Employees who do sport usually have <b>less stress</b> than those who don't. People with a good work-life balance have <b>the least stress</b>.</p>	
<p><b>3</b> <b>More employees</b> than before work flexitime, nevertheless <b>most staff</b> don't have a good work-life balance.</p>	

Vorsicht:  
The *most people* work  
*too much*.  
(*Most people* work  
*too much*.)





### Translate into English.

- 1 Wenn der Zulieferer einen Rabatt anbietet, werden wir eine Bestellung aufgeben.
- 2 Wir nehmen möglicherweise zwei zusätzliche Maschinen, falls der Preis akzeptable ist.
- 3 Ruf mich an, wenn du ankommst – ich hole dich ab.
- 4 Die meisten Mitarbeiter nehmen gerne an Skype Meetings teil.
- 5 Eine schlechte Verhandlung ist viel schlimmer als keine Verhandlung!
- 6 Es gibt heutzutage mehr Seminare zur Stressbewältigung als vor 15 Jahren.
- 7 Die Arbeitsabläufe hier sind nicht so kompliziert wie in meiner alten Firma.
- 8 Ich habe einen Rabatt auf die Möbel bekommen.

### Typical Mistakes

- 1 We'll get a discount if we **order** more.  
NOT ... *if we will order more.*
- 2 We can offer you free delivery **if** you order today.  
NOT ... *when you order today.*
- 3 Let me know **when** you arrive.  
NOT *Let me know if you arrive.*
- 4 **Most** people like taking holidays.  
NOT *The most people like taking holidays.*
- 5 This hotel is **much** worse than the last one.  
NOT ... *is much more worse than the last one.*
- 6 His workload is heavier **than** before.  
NOT *His workload is heavier as before.*
- 7 Some tests are not **as difficult as** they seem.  
NOT ... *are not so difficult than they seem.*
- 8 We sold our house with all the **furniture** in it.  
NOT ... *with all the furnitures in it.*

### Culture spot

#### Abbreviations and acronyms?

Abbreviations, acronyms and other short forms are quite usual in English, especially in email communication. Here are some common ones that are often used in a business context:

am	<i>ante meridiem</i> = before noon	FAQ	frequently asked questions
pm	<i>post meridiem</i> = after noon	COB	Close of business = at/before the end of the working day
i.e.	<i>id est</i> = that means (d.h.)	RSVP	French for 'please reply' (u.A.w.g.)
e.g.	<i>exempli gratia</i> = for example (z.B.)	BTW	By the way
pp	<i>per procuracionem</i> = on behalf of (i.A.)	FYI	For your information (z.K.)
re	regarding (betr.)	IMO	In my opinion
asap	as soon as possible	ATB	All the best
approx.	approximately	EOM	End of message (when the whole message is simply written within the subject line)
NB	<i>nota bene</i> = please note		



#### What is it like in your organization? Compare your answers with a partner in your next session.

- 1 Which abbreviations and acronyms are common?
- 2 Are they easily understandable for outsiders?
- 3 Complete the email below using short forms.

Hi Jack,

\_\_\_\_\_ <sup>1</sup> the new software: \_\_\_\_\_ <sup>2</sup> it's too expensive. Can you find an alternative, \_\_\_\_\_ <sup>3</sup> an update of the current version?

\_\_\_\_\_ <sup>4</sup>, can you send the new \_\_\_\_\_ <sup>5</sup> list for the help desk. I need it \_\_\_\_\_ <sup>6</sup>.

And don't forget to \_\_\_\_\_ <sup>7</sup> before 11 \_\_\_\_\_ <sup>8</sup>. That's when I need to update my team leader.

Thanks, Mark

NB This email is OTT (over the top), i.e. it is exaggerated!

## Part A A good buy?



Which of these are things you would least/most likely buy or book on the internet? Why? What is the most unusual thing you have bought online? How was the ordering process?

fresh groceries • a cruise • a bicycle • shoes •  
a car • medicine • a refrigerator

1

Max Altman works in the banking sector. Before listening to him talk about his new project in exercise 2, complete these definitions with the financial terms in the box.

interest rate • loan • mortgage • purchase

- 1 Money that somebody borrows which has to be paid back is called a \_\_\_\_\_.
- 2 The \_\_\_\_\_ is the price paid (in per cent) for borrowing money.
- 3 A \_\_\_\_\_ is something that you buy.
- 4 A \_\_\_\_\_ is money that a bank lends a customer to buy a property.

 Learning objectives

## Part A and B:


- talking about current and past situations and activities
- communicating in hotels and restaurants

## Business life:

- structuring and giving presentations
- considering the impact of culture

You pay interest on a loan but you show interest in something.

2

27  Max has flown from Munich to company headquarters in Milan for a two-day workshop. Listen – what kind of product will he introduce? Listen again and complete these sentences.

two years ago • tomorrow • last March •  
in April • yesterday • a few minutes ago

- 1 Maria met Max in person \_\_\_\_\_.
- 2 Max and Stefan are presenting \_\_\_\_\_.
- 3 Max arrived in Milan \_\_\_\_\_.
- 4 Max started in the consumer loans division \_\_\_\_\_.
- 5 Max joined the company \_\_\_\_\_.
- 6 Max and Stefan started working on the virtual credit card \_\_\_\_\_.



## REAL WORLD



A virtual credit card is a randomly generated number designed to protect your traditional credit card information when shopping online. The data used is only valid for one purchase. Do you think this is a secure way of paying for things online?

3

**Read the sentences below and discuss the difference between them with a partner. What type of situation do they describe – ongoing (O) or finished (F)?**

1 \_\_\_\_\_ They have worked on the project for one year and they are still working on it.

2 \_\_\_\_\_ They worked on the project for one year, but they're not working on it anymore.

4

**Complete these sentences with the present perfect form of the verbs in brackets and *for* or *since*. Then change them so that they are true for you.**

1 I \_\_\_\_\_ (live) in the same place \_\_\_\_\_ the last two years.

2 I \_\_\_\_\_ (not / own) a car \_\_\_\_\_ five years. Now I ride a bicycle or use a carsharing app.

3 My colleague and I \_\_\_\_\_ (work) in the same office \_\_\_\_\_ the beginning of the year.

4 I \_\_\_\_\_ (not / know) my boss \_\_\_\_\_ long.

5 I \_\_\_\_\_ (buy) quite a few products online \_\_\_\_\_ the beginning of this month.

**Make questions with *How long have you ...?* and then ask a partner.**

*How long have you worked on this project?*

*How long have you lived in New York?*

5

**The meeting went well and Max sent the following email to everyone. Select the appropriate tense by deciding between an ongoing and a finished situation.**

Dear all

Here's a quick summary of our meeting in Milan.

On the second day of the workshop we *explained / we've explained*<sup>1</sup> what we *did / have done*<sup>2</sup> since the project started and then we *presented / have presented*<sup>3</sup> our new virtual credit card app. The participants at the meeting *proposed / have proposed*<sup>4</sup> some useful modifications and *also raised / have also raised*<sup>5</sup> a few issues about consumer acceptance, namely:

- How many new consumers in Europe *used / have used*<sup>6</sup> mobile wallets or virtual credit cards since the beginning of the year?
- How many consumers *used / have used*<sup>7</sup> similar products last year?

We will follow up on these questions and present the modified app at the end of the year.

Best regards  
Max



### Key grammar

#### Present perfect vs simple past

- We **have been** part of the division **for** three months, **since** July this year.
- We **met** about six weeks **ago**. **At that meeting** we **decided** to create a new series of loans.

### Key grammar

#### Present perfect with *for* and *since*

- Max **has lived** in Munich **since** January.
- I **'ve worked** here **for** many years now.
- **How long have you known** each other?

## Part B Travelling on business



Do you sometimes go on business trips? What is enjoyable and what is challenging about being on the road?



1

28 After a walk around the city, Max Altmann and Stefan Baker went back to their hotel. Listen to three conversations there and answer the questions.

### At the reception

- 1 What problem did Stefan have?
- 2 When does the hotel serve breakfast?
- 3 What time did Stefan order the taxi for?

### In the hotel bar

- 4 What did Max and Stefan order?
- 5 What didn't the barman have and what alternative did he suggest?

### In the restaurant

- 6 Did they have any trouble finding a good table?
- 7 What did Max order?
- 8 What doesn't Stefan eat?



2

Complete the sentences from the dialogues, then listen and check.

- 1 I'm \_\_\_\_\_ there aren't any \_\_\_\_\_ in my room.
- 2 I'll send some up \_\_\_\_\_.
- 3 Can I get you \_\_\_\_\_ to drink?
- 4 I'm sorry. We don't have \_\_\_\_\_ nuts left.
- 5 Is \_\_\_\_\_ sitting at this table?
- 6 Do you have any \_\_\_\_\_ dishes?

Look at the sentences above. When do we use *some* and when do we use *any*?

### Culture spot → page 93

What experiences have you had with good/bad service abroad? Do you normally inform service staff of any problems? What do foreigners say about the service in your country?



**3** **Complete the statements with *some(thing)* or *any*. Then discuss them with your partner.**

- 1 Do you ever have \_\_\_\_\_ drinks from the minibar?
- 2 Service staff usually give you \_\_\_\_\_ on the house if there is a problem with the food.
- 3 You can find \_\_\_\_\_ good restaurant recommendations on review websites.
- 4 Some restaurants don't offer \_\_\_\_\_ vegan options.

**Key grammar**

**Some and any**

- I'll send **some** towels up straight away.
- There's **something** on my chair.
- Would you like **some** extra cheese?
- Can you recommend **somewhere** local to eat?
- Do you have **any** vegan dishes?
- Is **anyone** sitting here?

**4** **29 Listen to these two restaurant conversations and complete the table.**

	Problem	Solution
Conversation 1	_____	_____
	_____	_____
	_____	_____
	_____	_____
Conversation 2	_____	_____
	_____	_____
	_____	_____
	_____	_____

**Match the sentence halves. What kind of similar situations have you experienced?**

- 1 \_\_\_\_\_ I'm afraid that
  - 2 \_\_\_\_\_ Do you think you could
  - 3 \_\_\_\_\_ Would it be possible
  - 4 \_\_\_\_\_ I'm afraid that's not
  - 5 \_\_\_\_\_ Would you like to
- a to move tables?
  - b have some more wine in the meantime?
  - c bring me a new set of cutlery, please?
  - d my meal is overcooked.
  - e what we ordered.



**5** **What else might go wrong in a restaurant and how would you deal with it? Brainstorm with a partner and act out a possible scenario.**

neighbours too noisy • music too loud • portion not big enough • dirty cutlery

*Excuse me. Could we have another menu, please? This one is in Spanish.*

*I was wondering if you could bring us some water?*

**Key vocabulary**

**Making polite requests/complaints**

- Excuse me. I've just ...  
Could you please ... ?
- I was wondering if we could ...
- Would it be possible to ... ?
- I'm afraid that's ...
- I'm sorry to say that ...

## International presentations

1

**What makes a presentation good/bad? Brainstorm two lists with a partner and share your ideas with the class.**

*Good presentations*


*Bad presentations*


2

**Match the presentation techniques 1–7 to the reason for using them a–g.**

- 1   f   state the purpose of the presentation
  - 2       use pauses
  - 3       give lists in groups of three
  - 4       ask rhetorical questions
  - 5       tailor the presentation to the audience
  - 6       use the names of the people in the audience
  - 7       outline the benefits for the audience
- a to get the audience thinking about the answer beforehand
  - b to put more focus on the word(s) just before or after
  - c as the audience will have specific knowledge levels and cultural expectations
  - d so the audience feels that they're not wasting their time
  - e to make the audience feel that they are being spoken to directly
  - f so that the audience knows what to expect
  - g because this number of items is easier to remember and has more impact

3

**30**  **Now listen to Elsa presenting a new software for virtual team collaboration. Tick the presentation techniques she uses.**

- 1  state the purpose of the presentation
- 2  use pauses
- 3  give lists in groups of three
- 4  ask rhetorical questions
- 5  tailor the presentation to the audience
- 6  use the names of the people in the audience
- 7  outline the benefits for the audience

**Which tools or processes do you use when working in a team?**



4

**Do a role-play or a simulation of a situation where you need to present something either internally or externally.**

- 1 In pairs, choose **Option 1** (a presentation based on any imaginary scenario) or **Option 2** (a presentation based on a realistic situation).

**Option 1**

Use the notes in your file to present a new product to your partner.

→ **Partner A:** page 142

→ **Partner B:** page 148

**Option 2**

Think of a realistic situation where you need to present in English, either internally or externally. Make notes:

**What's the situation?**

Are you presenting your department, a project or something else?  
How will you structure the presentation? What will you talk about at the beginning, middle and end?  
Which questions do you expect and how can you prepare for them?

**Who's involved?**

What's the knowledge level of your audience?  
What do they want to know?  
What will engage them?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

**Key vocabulary**

**Introduction**

- Good morning/afternoon ...
- I'd like to tell you about / explain ...
- There are three main points I'd like to make.
- This will take around 20 minutes.
- By the end of this/today's presentation, you'll have a better understanding of ...
- If you've got any questions, just ask.
- I'll take questions at the end.

**Main part**

- I'd like to begin with ...
- That brings us to the next point.
- Now I'd like to move on to ...
- Why is this useful/ important?

**Visuals**

- This slide gives you an overview of ...
- I'd like to draw your attention to ...
- As you can see on the right/left ...
- Here you can see ...

**Ending**

- And finally, to summarize ...
- That brings me to the end.
- Are there any questions?
- Thanks, that's a good question.
- So, if there are no further questions, I'd like to thank you all for coming.

- 2 Now take turns giving your presentations. When it's your turn to listen, think of two questions to ask the presenter. Depending on the their preference, you can ask them either during the talk or at the end.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?



### Present perfect with *for* and *since*

<p><b>1</b> She's <b>lived</b> in Milan <b>for</b> many years. We've <b>been</b> part of the group <b>for</b> ten years now.</p>	<ul style="list-style-type: none"> <li>Das <i>present perfect</i> beschreibt Geschehnisse, die in der Vergangenheit begonnen haben und bis in die Gegenwart andauern. Mit <i>for</i> wird die Zeitspanne benannt, in der das Geschehen anhält. (1)</li> </ul>
<p><b>2</b> Interest rates <b>have been</b> high <b>since</b> April 2015. I've <b>worked</b> hard <b>since</b> our last meeting.</p>	<ul style="list-style-type: none"> <li>Mit <i>since</i> verweist man auf den Anfangszeitpunkt, an dem man das Geschehen begonnen hat. (2)</li> </ul>
<p><b>3</b> How long <b>have</b> they <b>had</b> this hotel? They've <b>had</b> this hotel <b>since</b> 2016. (Nicht: They <b>have</b> this hotel since 2016.)</p>	<div data-bbox="840 816 1459 1023" style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 10px;"> <p>The diagram shows a horizontal timeline. A solid orange line starts at a red dot labeled '2008' and ends at a red dot labeled 'now'. Above the line, a dashed orange line spans from '2008' to 'now' with the text 'for over ten years'. Below the line, a dashed orange line starts at '2008' and extends to the right with the text 'since 2008'.</p> </div> <ul style="list-style-type: none"> <li>Obwohl die Situation für die Gegenwart immer noch relevant ist, kann im Gegensatz zum Deutschen die Gegenwart nicht verwendet werden. (3)</li> </ul>



### Present perfect vs simple past

<p><b>1</b> They <b>launched</b> a new product <b>last summer</b> and <b>have already increased</b> their market share. I <b>started</b> here <b>when I was 22</b> so I <b>have been</b> with the company <b>for 15 years now</b>.</p>	<ul style="list-style-type: none"> <li>Mit dem <i>present perfect</i> wird ausgedrückt, dass etwas zu einem häufig nicht genauer benannten Zeitpunkt geschehen ist oder begonnen hat. Signalwörter sind u. a. <i>recently, already, just, lately, this year, so far, since</i> und <i>for</i>. Mit dem <i>simple past</i> wird ausgedrückt, dass etwas zu einem bestimmten Zeitpunkt passiert ist. Der Zeitpunkt wird meist im Satz genannt. (1)</li> </ul>
<p><b>2</b> We <b>worked</b> on the product line <b>for two months last year</b>.</p>	<ul style="list-style-type: none"> <li>Auch im <i>simple past</i> wird <i>for</i> verwendet, wenn die beschriebene Zeitspanne eindeutig in der Vergangenheit liegt. (2)</li> </ul>
<p><b>3</b> I <b>worked</b> on the project <b>two months ago</b>.</p>	<ul style="list-style-type: none"> <li>Das deutsche „vor“ wird mit <i>ago</i> ausgedrückt. <i>Ago</i> steht am Ende des Satzes. (3)</li> </ul>



### *some* and *any*

<p><b>1</b> I have <b>some</b> messages for you. I think there's <b>someone</b> sitting here.</p>	<ul style="list-style-type: none"> <li><i>Some</i> wird verwendet in bejahten Aussagesätzen (1) und in Angebotsfragen und Fragen, auf die eine positive Antwort zu erwarten ist (2).</li> </ul>
<p><b>2</b> Could I have <b>some</b> peanuts, please? Would you like <b>something</b> to eat?</p>	<ul style="list-style-type: none"> <li><i>Any</i> wird verwendet in verneinten Aussagesätzen (3) und offenen Fragen (4).</li> </ul>
<p><b>3</b> I don't have <b>any</b> time at the moment. I can't find my ticket <b>anywhere</b>.</p>	<ul style="list-style-type: none"> <li>Dies gilt ebenso für alle weiteren Verbindungen wie <i>someone/anyone, somebody/anybody, something/anything, somewhere/anywhere</i>.</li> </ul>
<p><b>4</b> Have you been on <b>any</b> business trips lately? Do you know <b>anyone</b> in Milan?</p>	





## 7

**Translate into English.**

- 1 Das ist schon seit ein paar Jahren unser Lieblingsrestaurant.
- 2 Wir interessieren uns für dieses Angebot.
- 3 Ich arbeite seit vier Jahren als App-Entwickler.
- 4 Möchten Sie etwas Kaffee?
- 5 Unsere Produktion ist im September nach Stuttgart umgezogen.
- 6 Sie hatten nichts Vegetarisches auf der Karte.
- 7 Kannst du mir dein Handy borgen?
- 8 Die neuen Produkte sind hinten im Lager.

**Typical Mistakes**

- 1 I have lived in London **for** many years.  
NOT *I have lived in London ~~since~~ many years.*
- 2 I'm interested **in** your new app.  
NOT *I'm interested ~~for~~ your new app.*
- 3 She **has worked** in sales since 2015.  
NOT *She ~~works~~ in sales since 2015.*
- 4 Could I have **some** milk, please?  
NOT *Could I have ~~any~~ milk, please?*
- 5 I moved **to Munich in January**.  
NOT *I moved ~~in January to Munich~~. (place before time)*
- 6 They were closed. I didn't get **anything** to eat!  
NOT *... ~~didn't get something~~ to eat!*
- 7 Can you **lend** me some money, please? Just €10 till tomorrow.  
NOT *Can you ~~borrow~~ me some money, please? ...*
- 8 Can we have a table at the **back** of the restaurant?  
NOT *... the ~~backside~~ of the restaurant?*

**Culture spot****Going on business trips abroad**

Every country – and every company – does things differently. It's not that there are correct and wrong ways, often it's just "the way things are done around here". People working internationally, for example, can sometimes get into awkward situations if they are not familiar with the (corporate) culture of their business partners.

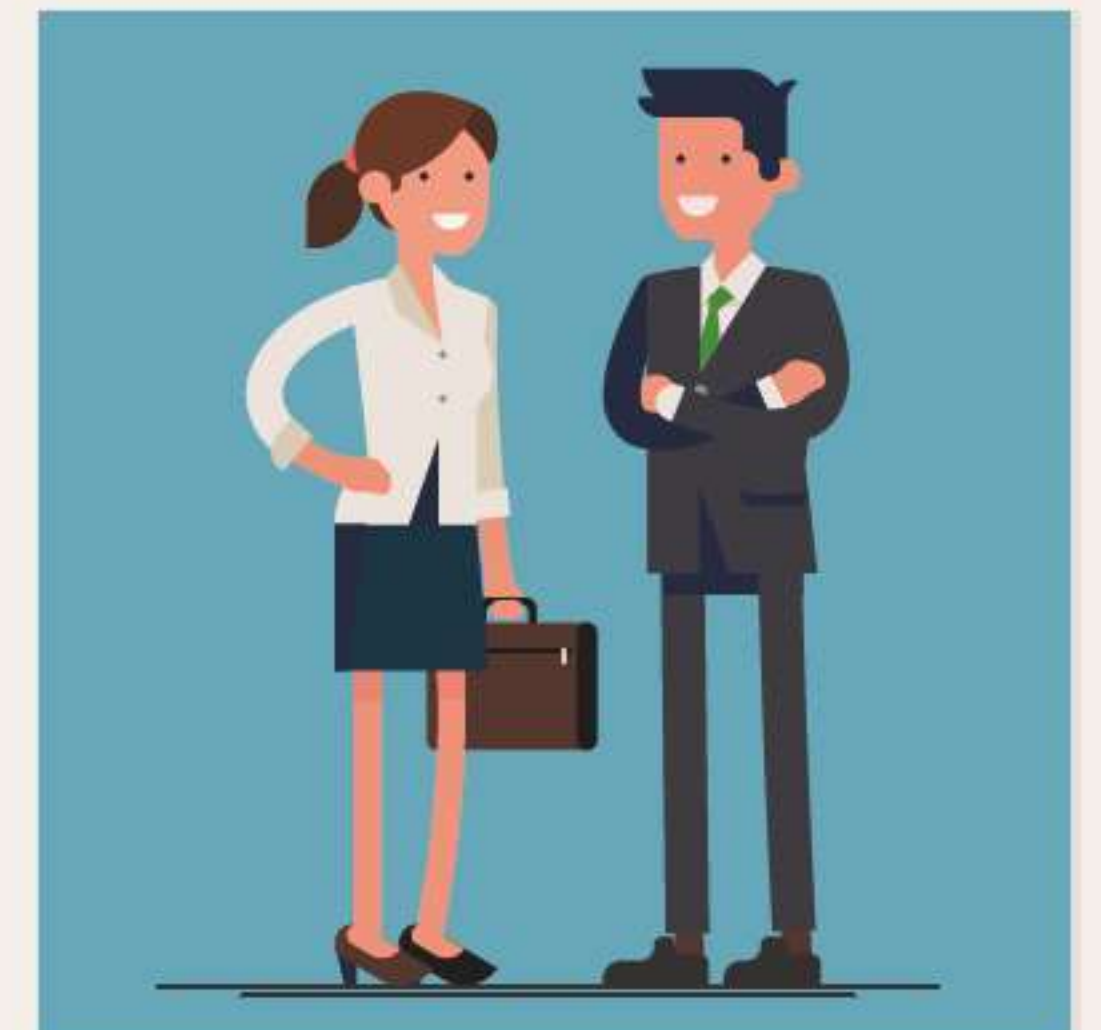
Think about these questions:

- When you go to a meeting, do you dress more formally than usual? Have you ever asked for advice on how formally you should dress?
- How do you feel when you dress much more or less formally than the other participants? How do you think *they* feel?
- Are decisions in your company/department made in the team or by one individual? Or are they discussed in a team and then made by an individual?
- How do you feel when other business partners decide matters in a different way from you? How do you think *they* feel?

It's important to remain open to other ways of doing things. You never know. Maybe you'll learn a better way of doing something from another culture. Anyway, it's always a good idea to find out about specific cultural traits when doing business with someone from another culture.


**What is it like in your country? Compare your answers with a partner in your next session.**


- 1 What issues have you had on business trips to other countries?
- 2 What advice would help someone from another country get the most out of a business trip to Germany?



awkward = *schwierig, unangenehm, peinlich*  
 traits = *Merkmale*  
 to get the most out of sth = *etw bestmöglich nutzen*

# Watch & talk 2

- 1**  **TALKING POINT** • What do you think of when you read or hear “diversity”? Which examples can you think of? How diverse is your workplace? Tell the group.
- 2** Look at the infographic below. Can you find three examples of workplace diversity? Did you think of any of them when answering question 1?

- 3**  **Now watch the video and answer the questions.**
  - What are the benefits of a diverse workforce?
  - What is diversity management?

## Diversity in the workplace

**CONFORMITY**



**DIVERSITY POLICY**



**AGREE**



**OH NO!**





**RACE & FAITH**  
**GENDER & MOBILITY**  
**NATIONALITY & AGE**



**DIVERSITY = SUCCESS**



- 4**  **The video talks about diversity and diversity management. Are these topics in your company? If so, how?**
- 5**  **TALKING POINT** • Discuss the statements on the right with your group. What’s your opinion?
  - The right person should get the job, even if it means we’re all the same and there’s not a lot of diversity.
  - Successful diversity management is practically impossible due to prejudice and resistance.
  - Organizational diversity targets are a good thing.



# Progress check • Units 5–8

## 1 In brief

**👥** Pick one of the topics or conversation starters below and use it as a springboard to start a conversation with a partner or within a group. Refer to the previous units for suitable vocabulary, phrases and grammar.

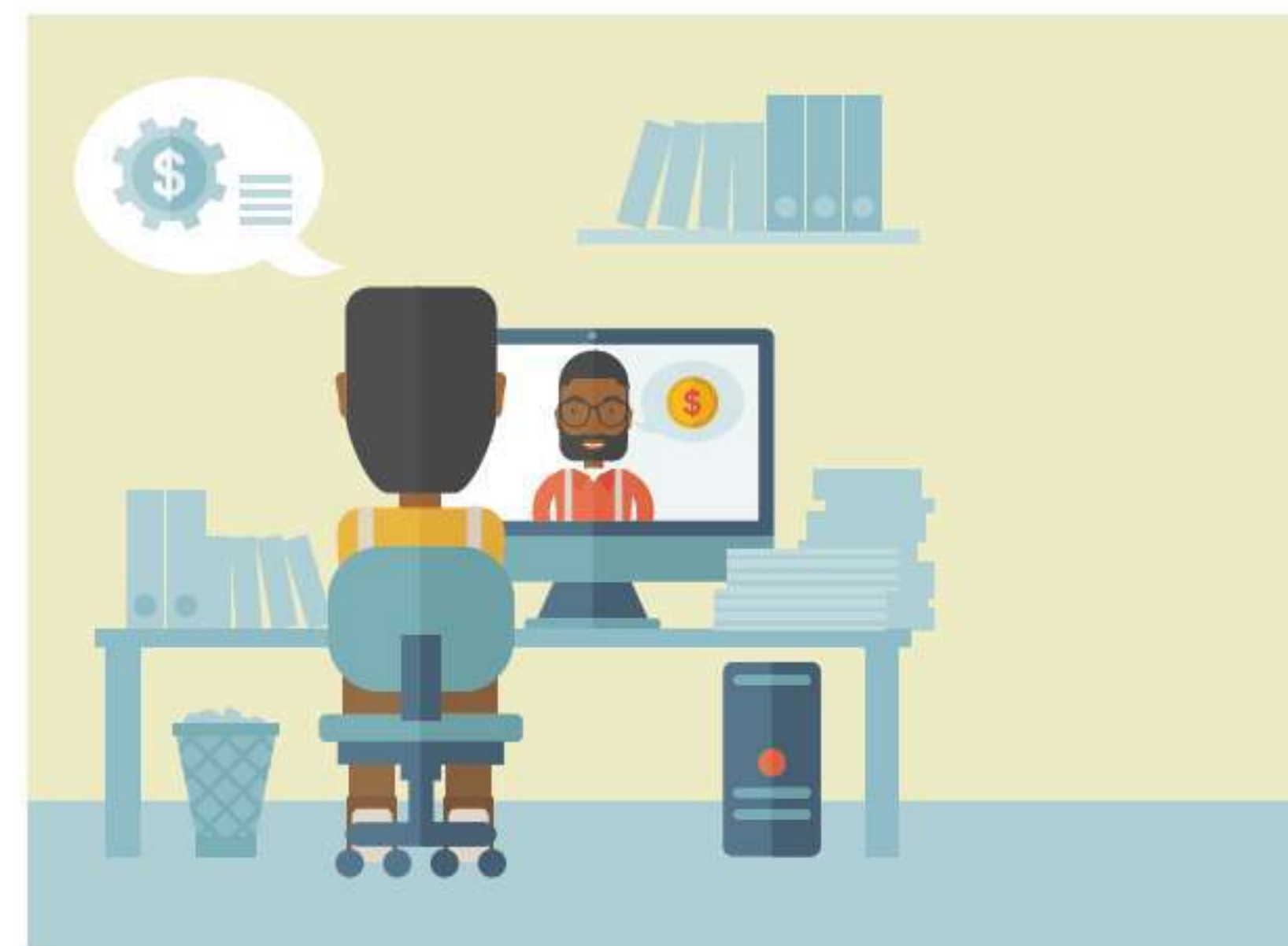
**👥** **Optional:** Create a role-play about the topic you chose and then act it out for the rest of the class.

Make sure you have understood your partner. Check the information! → [page 59](#)

**COMPLAINTS**

**predicting the future**  
 comparing options X and Y  
 I'd like to tell you something ...  
**persuading** a timeline for a project  
 my diary this week  
**Have you ever ... ?**

**weekend plans**



## 2 Debrief

What went well? What would you do differently next time? Did you identify areas where you need to improve your English? If so, make some notes and use them to plan topics to practise these points.

### TAKEAWAY UNITS 5–8



New words

New phrases

What can I do now? Now I can ...

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- talk about intentions
- make predictions
- check information
- discuss a project time line
- make arrangements
- give updates
- consider options and reach agreement
- persuade others
- make comparisons
- give presentations
- \_\_\_\_\_

# EXPLAINING THINGS

## Part A

### Can you give me some more details?

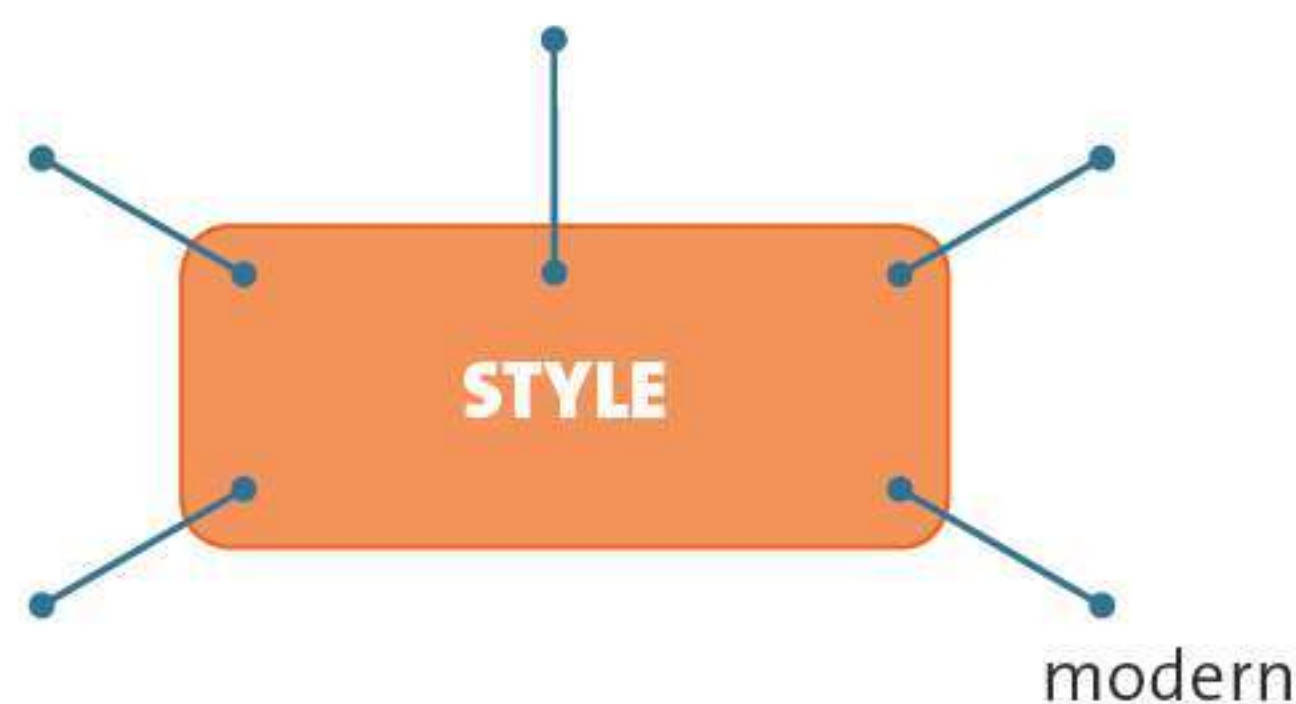
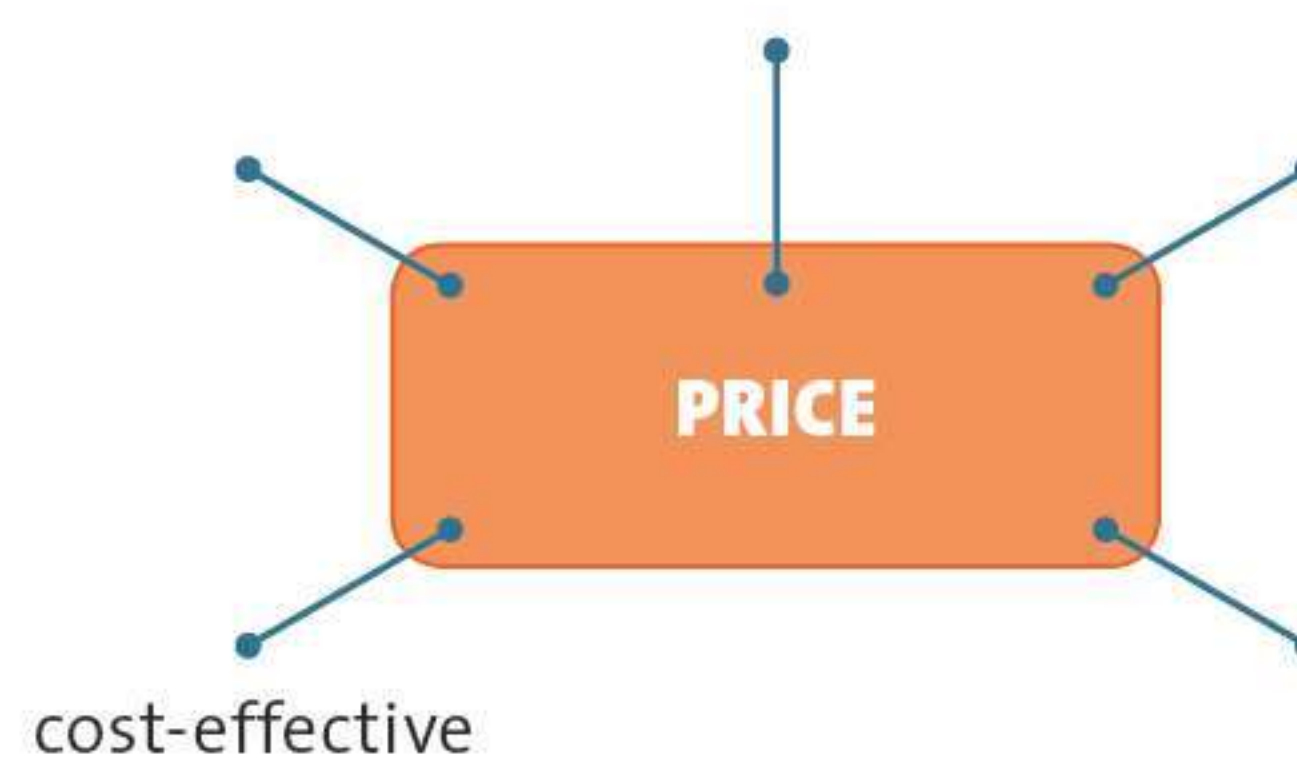


What products or services do you find fascinating, absurd or surprising? Which could you imagine being useful for you personally?

1

Add these adjectives to the appropriate categories. How many more suitable words or phrases can you think of? Add them to the diagrams.

green • trendy • trustworthy • pricey



### Learning objectives

#### Part A and B:

- describing features and benefits of products and services
- using linking words to formulate descriptions and complaints

#### Business life:

- analysing data and writing reports

2

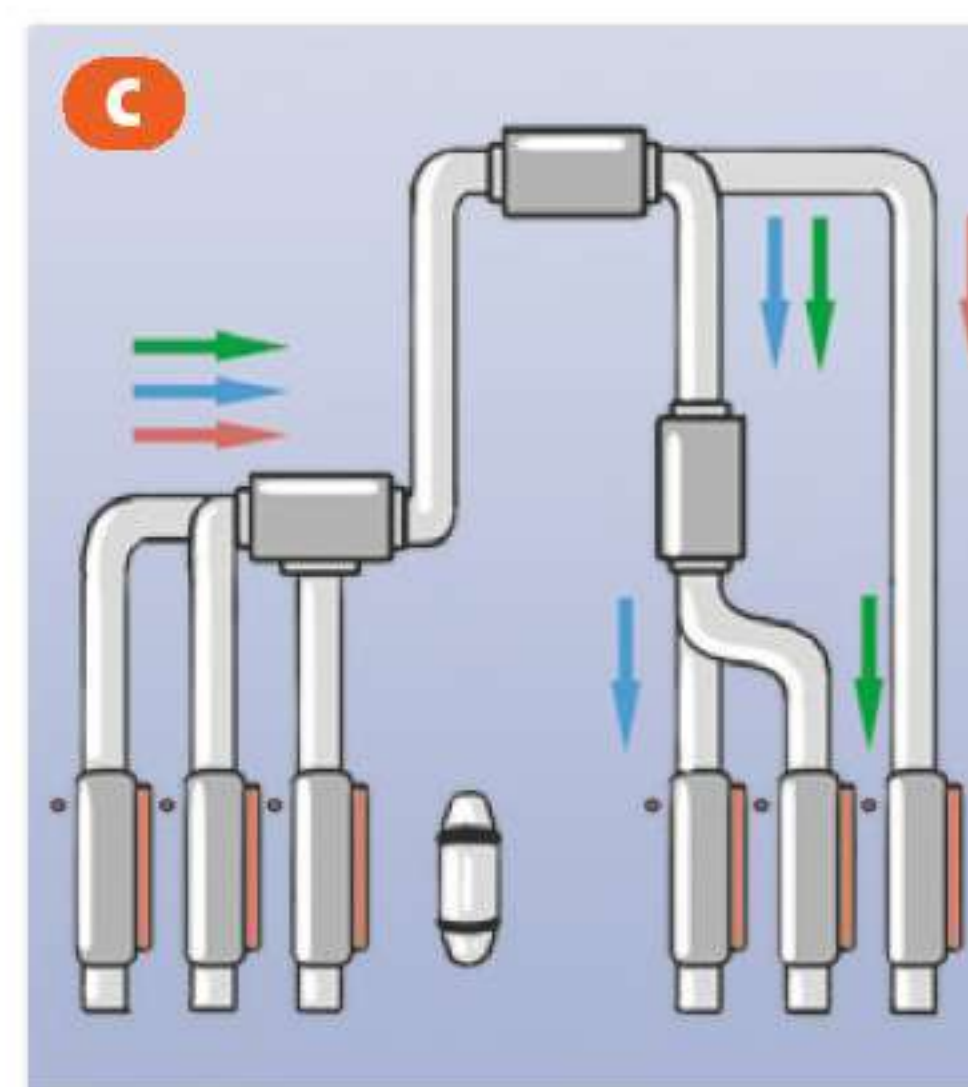
31 Uli Rietz is promoting his product at a trade fair. Nicole Smith is a potential client at his stand. Which of the products below are they discussing and how is it useful?



eco clean detergent



banana leaf plates



air tube system (pneumatic tubes)



hybrid bike

**Which linking words does Uli use in his sales pitch? Listen and check your answers.**

- 1 They had some problems two years ago *as a result of / thus* the economic crisis.
- 2 You no longer need staff to carry things, *due to / so therefore* our system saves you time and money.
- 3 It's environmentally friendly, *as / although* it reduces the need for vehicle transport.
- 4 *Although / So* the system looks simple, it is actually technologically quite advanced.

**Culture spot** → page 105

How do people sell in your country? Have you ever received an email or a phone call with an offer to buy something? Do you sometimes find advertising material in your letter box or inbox? How effective is it?

3

**Complete these statements using the phrases in the box. Then match them to describe the products shown in exercise 2.**

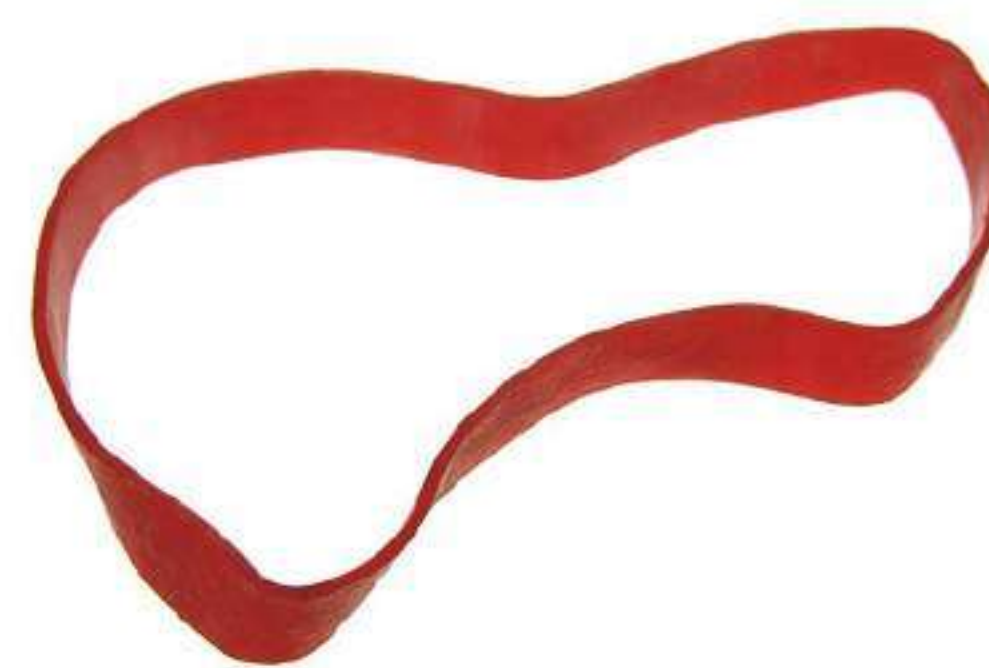
beautifully made • cuts transport costs • hard to break •  
no toxic ingredients • reasonably priced • safe to use

- 1 This system \_\_\_\_\_ and so contributes to more efficient internal logistics.
- 2 As you can see, this leather bag is \_\_\_\_\_ but still quite \_\_\_\_\_.
- 3 These coffee mugs look fragile, however they are in fact quite \_\_\_\_\_.
- 4 This new cleaning product is \_\_\_\_\_ due to the fact that it has \_\_\_\_\_.

4

**Choose an object you have with you and answer these questions using an adjective + infinitive and/or an adverb + past participle construction.**

- 1 How does the product look and function?
- 2 What is it used for?
- 3 What special features does it have?



**Now try to “sell” it to a partner. Use your imagination and make your sales pitch as interesting as possible.**

*This is a beautifully made pen. It writes really well, and I think it once belonged to a famous author.*

*These Bluetooth earphones have the latest technology. They are both reliable and easy to use.*

*I always have a rubber band with me. It is very useful to have and has helped me out many times.*

### Key grammar

**Describing things more clearly**

**Adjective + infinitive**

- It's **safe to use** because it has no toxic ingredients.
- The instructions are **easy to understand**.

**Adverb + past participle**

- It's **quite reasonably priced** if you consider the benefits.
- All of our products are **technologically advanced and beautifully made**.

## Part B Making connections



When were you last delighted about a product or delivery? When were you last disappointed? Explain why.

1

Fill in the missing nouns in the table, then use some of them to complete these emails exchanged between Nicole Smith from Mercury Logistics and Uli Rietz from SuperAir Solutions after the trade fair.

Verbs	Nouns
to reply	to send/receive a _____
to demonstrate	to give a _____
to request	to make a _____
to respond	to receive a quick _____
to invite	to send an _____
to query	to make a _____

1

Hello Nicole

It was great meeting you at the fair. Thanks for your \_\_\_\_\_<sup>1</sup> for further information about our air tube system. I am attaching the details and sending a sample by post.

If you would like a \_\_\_\_\_<sup>2</sup> of the system on site, please get in touch.

Best wishes  
Uli

2

Hi Uli

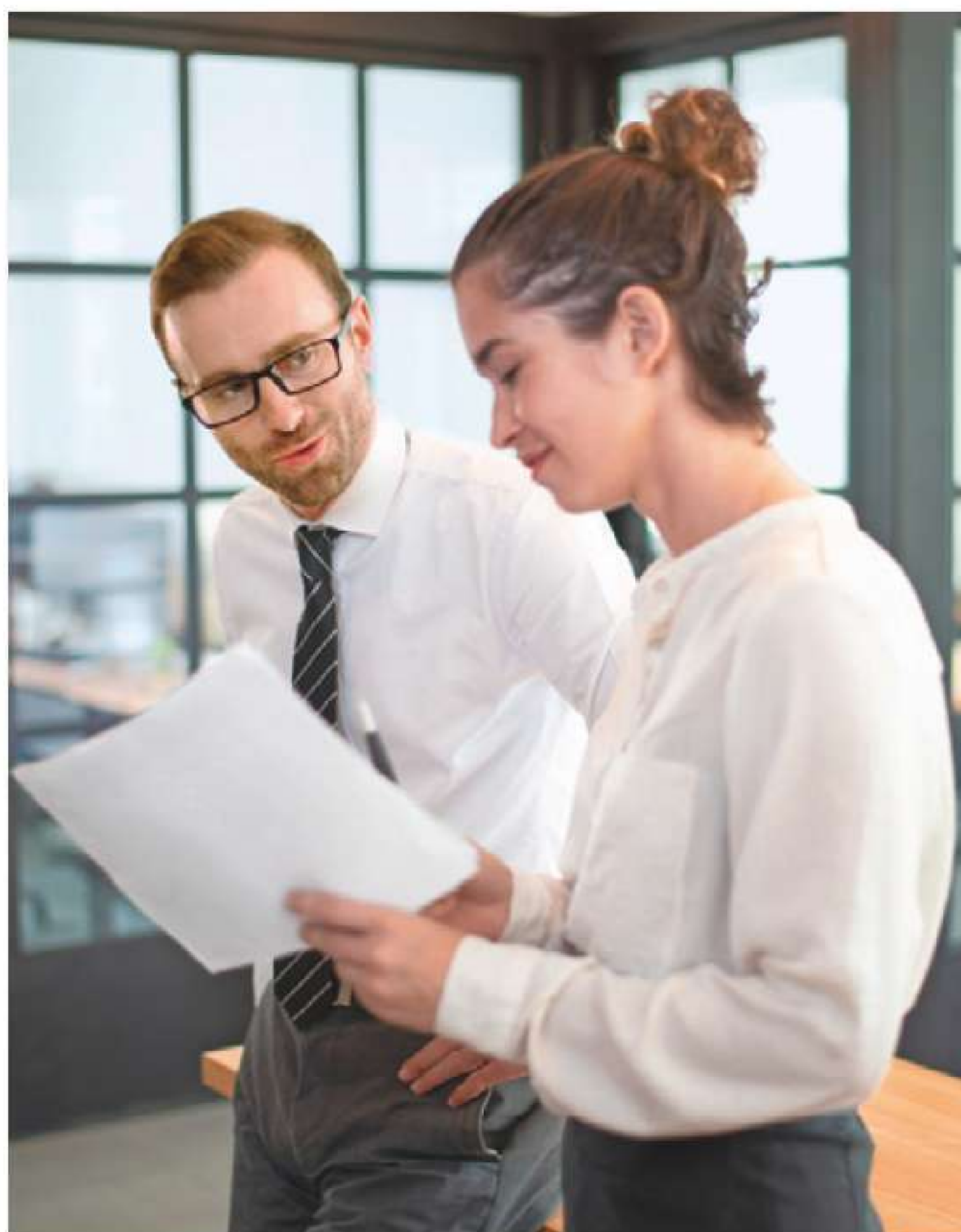
Thanks for your quick \_\_\_\_\_<sup>3</sup>. Unfortunately, the sample tube was damaged, but we are still interested in the system. I will talk to the facility manager to see when he is available and then send you an \_\_\_\_\_<sup>4</sup>.

Best  
Nicole

2

**32** Nicole talks to her colleague Werner about the air tube system. Listen and put the events in chronological order.

- \_\_\_\_\_ Uli sent her some further information.
- \_\_\_\_\_ Someone gave a favourable presentation of the air tube system.
- \_\_\_\_\_ Nicole invited Uli to demonstrate the product.
- \_\_\_\_\_ One of Uli's customers saved a lot of money.
- \_\_\_\_\_ Hurley Logistics installed the air tube system.



### REAL WORLD

Air tubes don't transport people yet! Research which kind of urban transportation systems are planned for the future. What systems for transport of goods or people will be seen as modern/old-fashioned in the future?

Look at these sentences from the dialogue. Which action happened first in each case – a or b? How can you tell?

- 1  a The tube systems saved his company a lot of money in the end,  
 b even though they had spent a lot installing it.
- 2  a An offer had already arrived on my desk  
 b by the time I got back from the fair.

3

Match the following sentence parts taken from emails.

- 1 \_\_\_\_\_ Although the goods hadn't been packaged carefully,
  - 2 \_\_\_\_\_ Due to the fact that we had invoiced you for the wrong amount,
  - 3 \_\_\_\_\_ By the time we noticed it was the wrong merchandise,
  - 4 \_\_\_\_\_ The system didn't match our requirements
- a although we had given you precise details. Please call to discuss asap.  
b we sent you a corrected invoice last week. Have you received it yet?  
c luckily none of them were damaged.  
d we had unpacked it. We are returning it and expect a replacement.



4

Complete these sentences using either the simple past or the past perfect of the verb in brackets.

- 1 They \_\_\_\_\_ (just / send) an interesting offer when my manager \_\_\_\_\_ (tell) me to look for a new supplier.
- 2 Unfortunately, Nicole \_\_\_\_\_ (not / stay) until the end of the presentation because she \_\_\_\_\_ (make) another appointment.
- 3 I \_\_\_\_\_ (not / realize) it at the time but SuperAir \_\_\_\_\_ (already / put) me on their mailing list.
- 4 I couldn't believe it! When I \_\_\_\_\_ (get) back from my holiday, they \_\_\_\_\_ (still / not / repair) my computer.

 **Now you. Think of and discuss similar events with a partner. Then write an email to inform a customer/supplier about one of them.**

*Unfortunately, I had a big surprise when ...*

*I didn't know at the time ...*

*I couldn't believe it! When I ...*

● ● ●
○

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### Key grammar

#### Past perfect

- When they got to the airport, the plane **had already left**.
- I **had finished** my work by 2 pm yesterday, so I took the day off.
- We still **hadn't been** to all the presentations **by the time** the fair finished.

## Reporting

1

GOBIKE produces bicycles in a range of designs and prices. Here are four bikes in their Gemini bike range. Would you buy any of these bikes? Why (not)?



GM1200

A classic all-round model. Sturdy frame and low step.



GM1350

Sporty and modern. Available in five colours, from classic black to shocking pink.



GM7000

15 speeds. A bike for the adventurous with extra features like built-in GPS included upon request.



GM1560

Lightweight, foldable city bike offering both style and performance. Available in three colours.

2

Which bike would you recommend to the following customers? Why? Discuss your choices with a partner.

- 1 \_\_\_ a young business person      3 \_\_\_ a retired person  
2 \_\_\_ a teenager      4 \_\_\_ a 20-year-old student

3

You work in the sales and marketing department at GOBIKE. Your boss, Joan Winters, wants you to write a report on the sales performance of the four bike models. What information files will you need for your report? Tick the boxes below.

Hi,

Over the next few weeks, I'd like to undertake a complete review of all our products including our range of Gemini bikes. Could you please write a report on the sales performance of all four models? I want you to compare the sales figures from last year and this year to date (YTD). Make sure you link the performance to our customer ratings across the same period. In your report, please make it clear where, how and why:

- sales have increased or decreased this year compared to last year
- customer ratings have risen or fallen over the two years

Furthermore, please focus on the GM7000 and the GM1560. One of these models will have to be discontinued and the other will receive a bigger production budget. I'd like your recommendations on which model we should discontinue and why. I need your report by 22 September at the latest. Will that work for you?

Thanks  
Joan

- 1  the sales figures for all your company's products  
2  the sales figures for bikes from two years ago  
3  the customer ratings for Gemini bikes from last year and this year  
4  the sales figures of your major competitors  
5  a price list for all your company's products  
6  the sales figures for all bikes from last year and this year

4

**In pairs, write a report on the scenario presented on the previous page or on a topic related to your own work.**

**Option 1**

**1** Work with a partner to complete your sales performance chart of the Gemini bike range. Answer each other's questions and complete your charts.

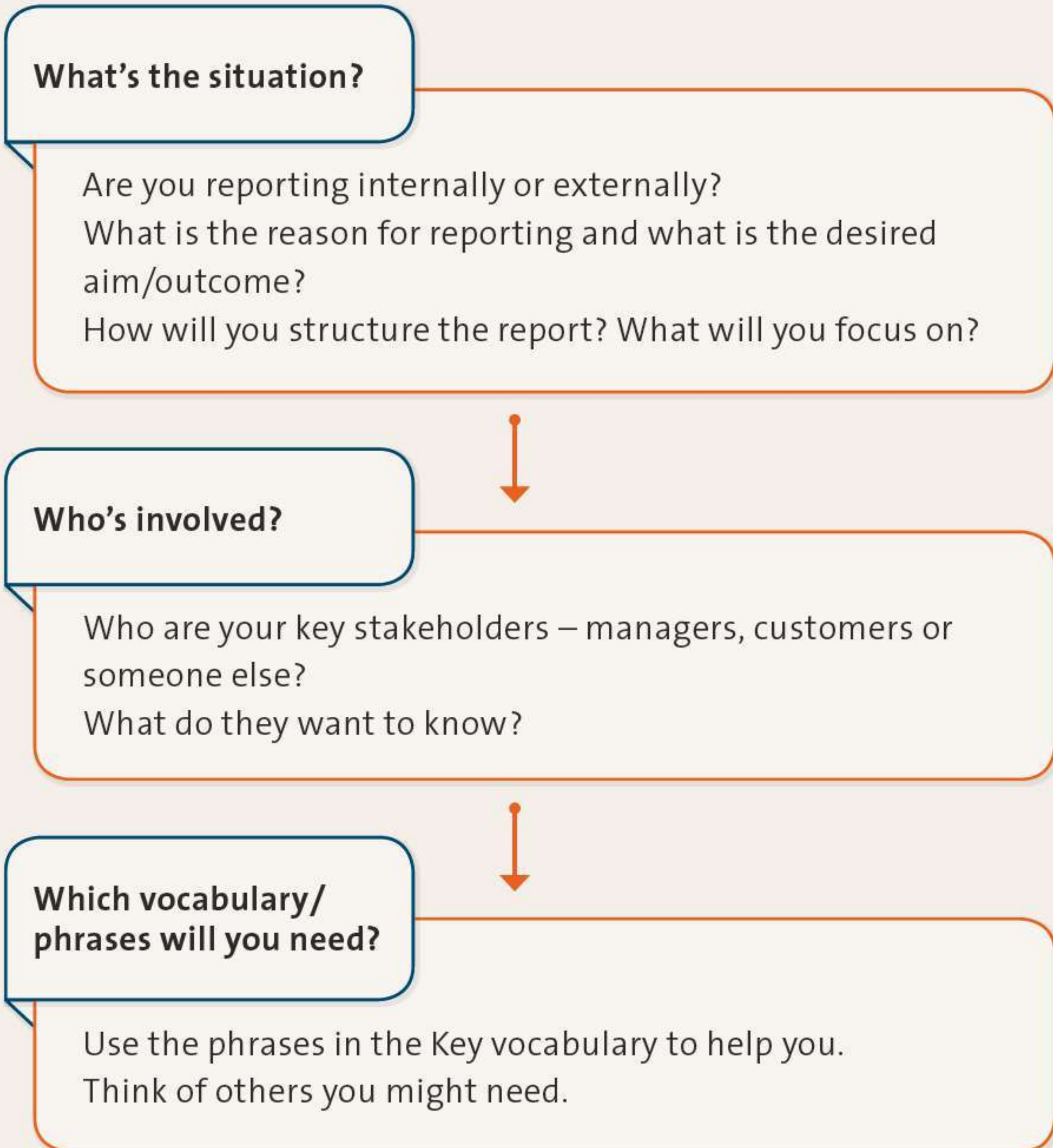
→ **Partner A:** page 142      → **Partner B:** page 148

**2** Now write the report requested by Joan Winters in exercise 3. Make sure you cover all the points in her email and organize your report as described below.

- Divide your report into five sections:*
- *Executive summary: a short version of the whole report*
  - *Introduction: why you are writing*
  - *Findings: the facts and figures*
  - *Analysis: possible reasons for the success/failure of the different models*
  - *Conclusions and recommendations: your opinion and suggestions*

**Option 2**

**1** Work with a partner to write a report on a topic related to your own work. Think of a realistic situation where you need to report either internally or externally. Make notes:



**2** Now work together to write your report. When you have finished the written version, take turns presenting the content orally. Try to speak freely and not simply read it out loud.

**Key vocabulary**

**Executive summary**

- This report is about ...
- Results showed that ...
- The following conclusions have been reached. / recommendations have been made.

**Introduction**

- The aim of this report is to compare/review/examine/contrast/recommend ...

**Findings**

- The findings are as follows ...
- It was found that ...  
 ... customer ratings (for ...) have risen/fallen compared to last year.  
 ... sales/customer ratings have remained the same / stable.  
 ... two out of four products ...  
 ... problems were encountered with ...

**Analysis**

- This might be due to the economic situation / the old-fashioned design / ...
- Perhaps this is because of changes in preferences / the high price / ...

**Conclusions and recommendations**

- The most frequent suggestion for improvement was ...
- The best-selling / least successful product is / products are ...
- On the one hand, ...  
 On the other, ...
- Based on the above findings, we recommend that ... should be considered.
- In the light of these findings, we suggest that ...

Reports are often written in the passive voice!  
 Progress has been made.  
 Our analysis shows that problems were encountered ...



### Adjective + infinitive

<p><b>1</b> The washing powder is <b>safe to use</b>. The diagram is <b>easy to understand</b>. The benefits are <b>clear to see</b>.</p>	<ul style="list-style-type: none"> <li>Nach bestimmten Adjektiven kann der <i>to</i>-Infinitiv benutzt werden. <b>(1)</b></li> <li>Das Adjektiv kann dabei auch gesteigert werden. <b>(2)</b></li> </ul>
<p><b>2</b> This report is <b>more difficult to understand</b> than last year's. The video was <b>easier to watch</b> in English than in German.</p>	

beautiful	to look at	good	to handle
comfortable	to hold	hard	to beat
difficult	to access	impossible	to forget
easy	to eat	simple	to operate

Die Verbindung von Adjektiven und *to*-Infinitiven wird häufig in Produktbeschreibungen oder Verkaufsgesprächen verwendet. Sie wird im Deutschen oft mit „lässt/lassen sich“ übersetzt: *The rucksack is easy to handle.* (Der Rucksack lässt sich leicht handhaben.)



### Adverb + past participle

<p><b>1</b> Our customers are <b>satisfied</b> with the <b>improved</b> system.</p>	<ul style="list-style-type: none"> <li>Das Partizip Perfekt kann als Adjektiv verwendet werden (<i>to satisfy</i> → <i>satisfied</i>; <i>to improve</i> → <i>improved</i>). <b>(1)</b></li> <li>Adjektive können durch Adverbien verstärkt werden. Das Adverb steht dann vor dem Adjektiv. <b>(2)</b></li> <li>Achtung! Das Adverb von <i>good</i> ist <i>well</i>. <b>(3)</b></li> </ul>
<p><b>2</b> Tools are <b>easily transported</b> with the new system. The banana-leaf plates are <b>reasonably priced</b>. The units were so <b>badly damaged</b> that we couldn't use them.</p>	
<p><b>3</b> The product was <b>well received</b>. The meeting was <b>well organized</b>.</p>	



### Past perfect

<p><b>1</b> I called the supplier because the goods <b>hadn't arrived</b>.</p>	<ul style="list-style-type: none"> <li>Das <i>past perfect</i> wird verwendet, um zwei oder mehrere Handlungen zu beschreiben, die in der Vergangenheit aufeinander folgten. Die Handlung, die zeitlich am weitesten zurückliegt, steht im <i>past perfect</i>. <b>(1)</b></li> <li>In Sätzen im <i>past perfect</i> stehen häufig Wörter wie <i>already</i>, <i>by the time</i>, <i>when</i>, <i>just</i>, <i>still not</i> und <i>not ... yet</i>. <b>(2)</b></li> <li>Das <i>past perfect</i> wird mit <i>had</i> und dem Partizip Perfekt gebildet. Für die Liste der unregelmäßigen Verben und deren dritten Formen, siehe Seite 154.</li> <li>Zwei aufeinanderfolgende Handlungen können mit <i>before</i> und <i>after</i> verbunden werden. Dann wird im ganzen Satz oft nur das <i>simple past</i> verwendet. <b>(3)</b></li> </ul>
<p><b>2</b> The train <b>had just left</b> when I got to the station. <b>By the time</b> I arrived, the meeting <b>had already started</b>. <b>When</b> I got there, the presentation <b>hadn't begun yet</b>.</p>	
<p><b>3</b> We (<b>had</b>) <b>checked</b> the packaging <b>before</b> we <b>sent</b> the goods to the customer.</p>	

I	had/'d	worked
he / she / it	had not / hadn't	
you / we / they	hadn't	





4

Complete the sentences with the past perfect form of the verbs in brackets.

- 1 It's been a busy day. I think I \_\_\_\_\_ (already / read) 100 emails by 9 o'clock this morning.
- 2 They \_\_\_\_\_ (already / visit) our stand twice by the time they spoke to us.
- 3 She \_\_\_\_\_ (already / phone) him to ask about the audit when I arrived in the office yesterday.
- 4 We \_\_\_\_\_ (try) to solve the problem many times before, so it was a relief when we finally found a solution.
- 5 How many reports \_\_\_\_\_ (you / write) by the end of last month?
- 6 Why \_\_\_\_\_ (his boss / not / be) in touch before today?

Notes

5

Complete the text with the correct verb – simple past or past perfect.

We *just cleared / had just cleared*<sup>1</sup> up everything at the stands when our manager *came / had come*<sup>2</sup> by with some champagne to celebrate a successful three days. Then a friend who works for a different company *joined / had joined*<sup>3</sup> us. An hour later we left together to go for dinner. The moment we *walked / had walked*<sup>4</sup> out of the building, it *started / had started*<sup>5</sup> raining. Unfortunately, I *left / had left*<sup>6</sup> my umbrella at the stand, but I *didn't feel like / hadn't felt like*<sup>7</sup> running back for it so I *got / had got*<sup>8</sup> completely wet.



6

Complete the sentences with the correct noun forms of the verbs in the box.

complain • complete • fail • offer • prepare • respond • succeed

- 1 The trade fair was a big \_\_\_\_\_. We managed to talk to a lot of buyers.
- 2 We had to do a lot of \_\_\_\_\_ before the fair, but it was worth it.
- 3 The \_\_\_\_\_ date for the project is May next year.
- 4 He got a great job \_\_\_\_\_ but he said no and stayed with his old company.
- 5 How many \_\_\_\_\_ did you receive to your email?
- 6 Excuse me, I'd like to make a \_\_\_\_\_ about your service.
- 7 Why hadn't they prepared better beforehand? The whole thing was a complete \_\_\_\_\_.

## 7

**Translate into English.**

- 1 Die Ware war schlecht verpackt.
- 2 Die Präsentation auf der Messe war sehr erfolgreich!
- 3 Auf der einen Seite, fand ich den Vortrag gut.
- 4 Das Meeting war gut organisiert.
- 5 Ich würde mir gerne die Verkaufszahlen ansehen.
- 6 Ich habe meine Briefftasche im Zug vergessen!
- 7 Wir hatten den Flug schon gebucht, als das Meeting abgesagt wurde.

**Culture spot****Email etiquette**

Emails are key relationship building tools, so it is important to choose your words carefully in order to strike the right tone. This is especially true when writing to people from other cultures or to people you never or rarely see. A message that you think is just quick and to the point might come across as cold and unfriendly.

- Start off with a warm greeting before you ask your questions or make your request. Begin with a comment like *How's it going?* or *Hope you had a nice weekend.* In more formal emails, you could make a reference to why you are writing before making your request. *As you know, we are conducting a customer survey and we'd really appreciate your input.*
- At the end of the email, try to include a friendly comment before signing off. *Thank you for your time and consideration, Thank you very much in advance, or I look forward to hearing from you soon.*
- If you need to ask someone for a favour, make sure it doesn't sound like a demand. You could soften your request: *Could you please provide me with any information you can? Thank you!* or indicate that you know that they are doing you a favour: *Could you do me a favour?*
- If you are late replying to an email, it's important to acknowledge this fact. In informal emails, you could begin by saying *Sorry for my late reply.* In more formal ones, you could say *I apologize for the delay in replying to your email.*

**What is it like for you? Share your views on this in your next session.**

- 1 How difficult or easy is it for you to write emails in English?
- 2 What kind of emails are most difficult to write in English?
- 3 What good and bad experiences have you had writing emails?

**Typical Mistakes**

- 1 I think the **goods** are reasonably priced.  
NOT ... ~~the wares~~ are reasonably priced.
- 2 We did a bit of networking **at** the trade fair.  
NOT ... ~~networking on~~ the trade fair.
- 3 On the one **hand**, I agree with you.  
NOT ~~On the one side~~, I agree with you.
- 4 It's a **well-designed** chair.  
NOT ~~It's a good~~ designed chair.
- 5 Let's have a look **at** the schedule later.  
NOT ~~Let's have a look on~~ ...
- 6 I have **left** the sample in the office.  
NOT ~~I have forgotten~~ the sample in the office.
- 7 I had **already organized the meeting** when my boss became ill.  
NOT ~~I had the meeting already~~ organized ...



to strike the right tone =  
den richtigen Ton treffen  
to the point = sachlich  
to sign off =  
sich verabschieden

# UNIT 10

# PROVIDING SERVICES

## Part A New management



**What mobile devices do you own? What are your favourite apps?  
What kind of new app would be useful for you but doesn't exist yet?**

### Learning objectives

#### Part A and B:

- talking about activities
- explaining a menu
- changing the subject

#### Business life:

- apologizing
- making and dealing with complaints

1

**Read the information on Auror's website and answer the questions.**

- 1 What services does the company offer?
- 2 Do you think Auror is innovative? Why (not)?
- 3 Where is the company located and when did it begin doing business?

**AUROR GROUP**

ABOUT US | PRODUCTS & PRICES | CUSTOMER SUPPORT | CONTACT

With its headquarters in Munich, Germany, the Auror Group is a leader in 3D-design and engineering software as well as AR (Augmented Reality) systems. Since the founding of our company in 1985, we have stood for quality and innovation and have been providing innovative solutions for many years. Our software is used in various manufacturing segments including industrial machinery and equipment, automotive parts and consumer products.

“With our AR system you can see the parts you are repairing on an image of the actual engine.”  
Kurt Schröder,  
Lead Development Engineer at Auror AR  
Field Systems Division since 2015

We launched our first B2B augmented reality application in 2015 and have been developing customized AR systems since then. We constantly adapt our systems to the needs of our customers to enable them to solve complex maintenance and design challenges. Our systems help technicians maintain and repair automotive systems, solar and wind farms, and design satellites.

We have 1,200 employees in 30 countries worldwide and work closely with our users to ensure that our customers will always be several steps ahead of the digital curve.

**Now find words or phrases in the text that have the same or similar meanings to the words below. Which of these words could be used to describe your company? Which other words are typical of your company?**

- |                 |             |                       |
|-----------------|-------------|-----------------------|
| 1 based in      | 3 supplying | 5 (to) service        |
| 2 establishment | 4 tailored  | 6 better than average |

### REAL WORLD

AR (Augmented Reality) is a live view of the environment around you with additional computer-generated data added. Search online for examples of how industries are integrating AR into their products and services.

2

Complete the sentences about the history of Auror using the present perfect continuous tense of the verb in brackets.

- 1 Auror \_\_\_\_\_ (operate) since 1985.
- 2 They \_\_\_\_\_ (create) B2B AR solutions since 2015.
- 3 Kurt \_\_\_\_\_ (work) as an engineer for many years.
- 4 Auror \_\_\_\_\_ (help) technicians perform repairs using augmented reality for a few years now.

 Ask and answer questions using “How long ...” with a partner.

*How long has Kurt Schröder been working as an engineer for Auror?*

**Key grammar**

**Present perfect continuous**

- How long **has Kurt been working** for his company?  
– He’s **been working** for his company since 2015 / for a few years.
- How long **have you been learning** English?  
– I **have been learning** English since I started school.

3

 **Key Users from different companies have been invited to give feedback on Auror’s current AR systems. Look at the profiles and ask and answer questions about the Key Users.**

<p><b>Matha and Robert</b>  <b>Aeronautic engineers, Buffalo Electrics</b>  <i>Tasks:</i> manufacturing and testing of aeronautical engine parts  <i>Year of hiring:</i> 1999 (Robert) / 2013 (Martha)  <i>AR Key Users since:</i> June 2015  <i># of Auror workshops attended:</i> 3</p>	
<p><b>Fatima</b>  <b>Satellite developer, Ressay</b>  <i>Tasks:</i> satellite design and optimization  <i>Year of hiring:</i> 2012  <i>AR Key User since:</i> March 2016  <i># of Auror workshops attended:</i> 1</p>	
<p><b>Tony</b>  <b>Automotive engineer, Brighton Inc.</b>  <i>Tasks:</i> engine maintenance and documentation  <i>Year of hiring:</i> 2015  <i>AR Key User since:</i> December 2017  <i># of Auror workshops attended:</i> 0</p>	

4

 **Now you. Find out how long a partner has been doing certain things.**

present address • job or occupation • languages •  
favourite sports • current interests

*How long have you been living at your present address?*

*Oh, I’m not sure exactly. About five years. I think.*

**Part B At a restaurant**



What are the local specialities in your region? What kind of exotic foods have you tried on trips abroad? Did you like them? Why (not)?

**1**

**33**  Kurt, a lead development engineer at Auror, meets up with Tony, an American Key User, before the workshop. Listen and answer the questions.

- 1 Where are Kurt and Tony meeting?
- 2 Why do you think Kurt wanted to meet ahead of the workshop?
- 3 Is Tony open-minded to new cultures or slightly reserved? Why do you think so?
- 4 What does Kurt offer to do on Monday morning? Why?



**Culture spot** → page 115

Is it OK to mix business with pleasure? Should you talk shop when dining out with a business partner? Why (not)?

**2**

What did Kurt and Tony say? Complete the sentences using the correct form of *get* or an expression with *get*. Then listen again and check your answers.

- 1 So you can't \_\_\_\_\_ this type of beer in Cleveland then?
- 2 One of the main perks of travelling is \_\_\_\_\_ local cuisine.
- 3 Oh, I think I could \_\_\_\_\_ this quite quickly.
- 4 They \_\_\_\_\_ here until Sunday evening.
- 5 \_\_\_\_\_ you \_\_\_\_\_ yet?
- 6 That way you \_\_\_\_\_ again.

**3**

 Match the sentence halves to make questions. Then take it in turns to ask and answer the questions with a partner.

- 1 \_\_\_\_\_ Is getting
  - 2 \_\_\_\_\_ In what situations do you sometimes get
  - 3 \_\_\_\_\_ When are you going to get
  - 4 \_\_\_\_\_ What is the best way to get
  - 5 \_\_\_\_\_ How long did it take you to get
- a home this evening?
  - b to know new business partners in an informal setting?
  - c used to your latest mobile device?
  - d lost in a strange city the best way to get to know it?
  - e irritated or impatient with business partners?

confused = *irritiert*  
irritated = *verärgert*  
(≠ *irritiert*)

4

34 Listen and tick the word you hear.

- |                                  |                               |                                   |                                 |                                  |                                 |
|----------------------------------|-------------------------------|-----------------------------------|---------------------------------|----------------------------------|---------------------------------|
| 1 <input type="checkbox"/> heart | <input type="checkbox"/> hard | 4 <input type="checkbox"/> life   | <input type="checkbox"/> live   | 7 <input type="checkbox"/> built | <input type="checkbox"/> billed |
| 2 <input type="checkbox"/> cab   | <input type="checkbox"/> cap  | 5 <input type="checkbox"/> simple | <input type="checkbox"/> symbol | 8 <input type="checkbox"/> safe  | <input type="checkbox"/> save   |
| 3 <input type="checkbox"/> peace | <input type="checkbox"/> peas | 6 <input type="checkbox"/> spice  | <input type="checkbox"/> spies  | 9 <input type="checkbox"/> faced | <input type="checkbox"/> phased |

Now you. Read one word in each pair out loud to your group. Can the others tell which words you said?

5

Take it in turns to explain the menu below to a partner. When it is your turn to listen, politely change the subject and ask questions about the topics in the box.

advice about purchasing items • local sights •  
agenda for the meeting • hotel • location of meeting •  
other attendees

*This is a local delicacy and one of my favourites. It's a sort of stew made with pork and turnip.*

*Sounds interesting. We have something similar in the States ... Oh, by the way, do you know anywhere near here where I can buy an adapter?*



## menu

### Suppen

- ▶ Berliner Kartoffelsuppe
- ▶ Grünkohlsuppe
- ▶ Spargelsuppe

### Für den kleinen Hunger

- ▶ Berliner Bulette mit Brot und Senf

### Vegetarisch

- ▶ Kartoffelauflauf mit kleinem Salat
- ▶ Bunte Gemüsepfanne
- ▶ Käsespätzle mit Röstzwiebeln
- ▶ Schupfnudeln mit Sauerkraut

### Hauptspeisen

- ▶ Kohlrouladen mit Salzkartoffeln (*Spezialität des Hauses*)
- ▶ Rindergulash mit Rosenkohl und Kartoffelklößen
- ▶ Gegrillte Schweinshaxe mit Grünkohl und Bratkartoffeln
- ▶ Wiener Schnitzel mit Pommes Frites und gemischtem Salat

### Dessert

- ▶ Ofenwarmer Apfelstrudel
- ▶ Rote Grütze mit Vanillesoße

### Key vocabulary

#### Explaining a menu

- These are cold dishes / starters / main courses / snacks / side dishes / sweets.
- It's a kind of beef / pork / chicken / sausage / vegetable / dumpling.
- It's fried / roasted / boiled / baked.
- It's a bit rich / salty / hot / sweet / tasty / rather bland / quite heavy / on the spicy side / organically grown / vegetarian.
- It's a local speciality.
- It's home-made.

#### Changing the subject

- **Speaking of which**, let's make sure we ...
- **By the way**, have you ever ... ?
- **Anyway**, what time are we ... ?
- **Well**, shall we ask ... ?
- Sounds good. **Oh, that reminds me ...**
- **This is totally unrelated but ...**

## Dealing with complaints

1

 **Discuss the following questions with a partner.**

- 1 When was the last time you made a complaint and what was the reason? What solution was found and were you happy with it?
- 2 When was the last time you had to deal with a complaint? How did you handle it and how satisfactory was the outcome for everyone?

2

 **Listen to Chia Suan Chong talk about dealing with complaints. What does she say is the most important thing to keep in mind? Why?**

**10** BUSINESS LIFE  
DEALING WITH  
COMPLAINTS



Interview with  
**Chia Suan Chong**  
Communication and  
intercultural skills trainer  
from York



3

**Decide if Chia's tips below are for making complaints (MC) or handling complaints (HC). Then watch the interview again to check your answers.**


- |   | MC                       | HC                       |
|---|--------------------------|--------------------------|
| 1 Be clear and concise and not too emotional.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Talk about the negative impact of the issue.                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Help the other person by talking about solutions that would work for you.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Don't interrupt. Just listen and then ask questions.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Show empathy and understanding.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Explain the reasons for the problem, but don't make excuses or place blame. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Find out what solutions might be satisfactory.                              | <input type="checkbox"/> | <input type="checkbox"/> |

4

 **Draw from your own experience and come up with two more tips of your own for making and handling complaints. Compare your ideas with the rest of the group.**



## 5

 **Practice making and handling complaints. Do a role-play or a simulation of a complaints situation.**

- 1 In pairs, choose **Option 1** (two role-plays in which you practise both making and handling complaints) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

→ **Partner A:** page 142      → **Partner B:** page 149

**Option 2**

Think of a realistic situation where you need to make or handle a complaint in a work-related context. Make notes:

**What's the situation?**

Decide if you are going to complain and your partner will handle the complaint or the other way around.  
What's the background to the situation?

**Who's involved?**

What is the relationship between the two people involved? Is it close/distant, formal/informal, cooperative/uncooperative?  
How will you need to tailor your approach?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

**Key vocabulary**

**Making complaints**

- I'm calling/ringing about ...
- There seems to be a problem/issue with ...
- I'm afraid we haven't received the ... yet.
- It looks like I was sent the wrong ...
- This is causing us problems because ...
- What solution can you propose?
- How can you fix this?
- To fix this, we'd like you to ...
- What kind of compensation can you offer us?

**Handling complaints**

- How can I help you?
- What can I do for you?
- What's the problem exactly?
- I am very sorry about this.
- I'll deal with this straight away / immediately.
- Which type of solution would work for you?
- How about if we ...
- I'll get back to you as soon as ...

- 2 Now role-play or simulate the situation.

- A** Start with an outline of the situation and the background.  
**B** Show empathy and don't assume your proposed solution will be what the other person is looking for. Ask questions.  
**AB** Summarize and be clear about the next steps.  
**B** Check the person is happy with the proposed solution.

- 3 Debrief the interaction.

- What went well? What would you do differently next time?
- How did you adapt your approach to the other person and the situation?
- Were you able to react appropriately to what the other person said?



**Partner A**

is making the complaint



**Partner B**

is handling the complaint



## Present perfect continuous

**1** I **have been learning** Italian for three years.  
She **has been working** here **since 2015**.  
**Have** you **been sitting** here all evening?  
**How long have** they **been living** here?

**2** I **'ve known** Leni for three years.  
(Nicht: ~~I've been knowing~~ Leni for three years.)  
We **'ve been** here since 8 o'clock.

- Mit dem *present perfect continuous* beschreibt man Ereignisse oder Handlungen, die in der Vergangenheit begonnen haben und bis in die Gegenwart andauern. Dabei wird die Dauer diese Ereignisse oder Handlungen betont. **(1)**
- Bei Zustandsverben wie z. B. *know* und *be* wird keine Verlaufsform, sondern die einfache Form des *present perfect* verwendet. **(2)**

←→  
*for* = a period of time  
←→  
*since* = from point in time

I / you	have ('ve) haven't	been learning
he / she / it	has ('s) hasn't	
you / we / they	have ('ve) haven't	



## Present perfect continuous vs present perfect simple

**1** I **'ve been attending** training programmes for years, but this training program **has changed** my life!  
We **'ve been reading** your newsletters since January but I **haven't read** the most recent one yet.

**2** I **'ve been living** / I **'ve lived** here for three years.  
We **'ve been working** / we **'ve worked** for this company since 2015.

- Das *present perfect continuous* betont die Dauer, das *present perfect* dagegen das Ergebnis einer Handlung oder eines Geschehens. **(1)**
- Die Verben *live* und *work* können – meistens ohne Bedeutungsunterschied – sowohl mit der einfachen Form des *present perfect* als auch mit dem *present perfect continuous* verwendet werden. **(2)**

*How many/often* = present perfect simple  
*How long* = present perfect continuous



Look at the pictures below and complete the sentences with the present perfect simple or the present perfect continuous. Which situation focuses on results and which on duration?



I \_\_\_\_\_  
(prepare) my presentation all day but it's not ready yet.



I \_\_\_\_\_  
(prepare) my presentation and it's good to go.

# Extra practice

1

Choose the best verb form: present perfect simple or present perfect continuous.

- A** How long *have you written / have you been writing* that report?  
**B** Since 10 o'clock, but it's not ready yet.
- A** How many reports *have you written / have you been writing*?  
**B** Three and a half, but I've nearly finished the last one now, luckily.
- A** *Have you seen / Have you been seeing* Tim today?  
**B** No, I haven't. Actually, I think he's off sick today.
- A** How long *has Bernd attended / has Bernd been attending* class?  
**B** Not long. This is only his second time here.
- A** *Have you flown / Have you been flying* to many countries?  
**B** Yes, but I've never been to Asia.

Notes

2

Complete the questions and answers using the present perfect continuous or the present perfect simple. In some cases you can use both.

- know**  
How long \_\_\_\_\_ Peter?  
I \_\_\_\_\_ him for three years.
- do**  
How often \_\_\_\_\_ this task?  
Actually, I \_\_\_\_\_ never \_\_\_\_\_ it before.
- live**  
How long \_\_\_\_\_ there?  
I \_\_\_\_\_ there for six months.
- make**  
How many complaints \_\_\_\_\_ this year?  
I \_\_\_\_\_ any.

3

Complete the sentences with the present perfect continuous form of the verbs in the box. Fill in *for* or *since* when appropriate.

ask • do • make • not live • sell • wait • work • write

- We \_\_\_\_\_ home electronics in our stores \_\_\_\_\_ over 10 years.
- I'm afraid the customer \_\_\_\_\_ for the delivery \_\_\_\_\_ the beginning of the month.
- How often \_\_\_\_\_ a complaint?
- \_\_\_\_\_ the latest version of our product was launched last week, all our customers \_\_\_\_\_ us questions about it.
- We \_\_\_\_\_ here long. We moved here last June.
- How long \_\_\_\_\_ you \_\_\_\_\_ your present job?
- How many reports \_\_\_\_\_ this week?
- I \_\_\_\_\_ for Auror \_\_\_\_\_ over a decade now.

4

Complete these sentences using expressions with *get* in the correct tense.

- 1 At first it was hard for me to understand her Chinese accent, but I \_\_\_\_\_ to it now.
- 2 It's already ten past nine. Shall we order? I \_\_\_\_\_ hungry.
- 3 We first \_\_\_\_\_ each other at university and we've been friends ever since.
- 4 It \_\_\_\_\_ late. Shall we stop here and carry on tomorrow?

Notes

5

Complete this restaurant dialogue with words and phrases from the box.

anyway • very tasty • How about • It's a sort of •  
local speciality • speaking of which

- A** What is this dish here?
- B** *Eintopf*? \_\_\_\_\_<sup>1</sup> soup with meat and vegetables. It's \_\_\_\_\_<sup>2</sup>. I'm sure you'll like it.
- A** Is it a \_\_\_\_\_<sup>3</sup> then?
- B** Yes. In fact, it's very popular here in this region.
- A** A regional delicacy then? This is such an interesting area, isn't it. \_\_\_\_\_<sup>4</sup>, I heard you have a sightseeing tour planned for tomorrow. What time does it start?
- B** \_\_\_\_\_<sup>5</sup> leaving at about seven?
- A** Sounds good to me.
- B** Great! \_\_\_\_\_<sup>6</sup>, do you think we're about ready to order?



6

35 Listen and take notes for the customer care agent.

Customer: \_\_\_\_\_

Order number: \_\_\_\_\_

Reason for call: \_\_\_\_\_

Action plan: \_\_\_\_\_



## 7

**Translate into English.**

- 1 Reisen macht Spaß!
- 2 Wie lange arbeitet er schon im Verkauf?
- 3 Der Kuchen wird aus Äpfeln gemacht.
- 4 Wir müssen unsere Dienstleistungen an die Kundenwünsche anpassen.
- 5 Kannst du die Speisekarte für mich übersetzen?
- 6 Ich arbeite seit 2017 an dem Projekt in Schweden.
- 7 Lass uns in Kino gehen. Ich lade dich ein!

**Typical Mistakes**

- 1 I think trying local cuisine is **fun**.  
NOT *I think trying local cuisine is funny.*
- 2 How long **has she been** HR Director?  
NOT *How long is she HR Director?*
- 3 The dish is **made from** potatoes.  
NOT *The dish is made out of potatoes.*
- 4 We should **adapt** our products **to** local conditions.  
NOT *... adapt our products on local conditions.*
- 5 Have a look at the **menu**.  
NOT *Have a look at the card.*
- 6 She **has been working** here since 2016.  
NOT *She is working here since 2016.*
- 7 **It's my treat**.  
NOT *I invite you.*

**Culture spot****Wining, dining ... and picking up the tab!**

Going out with business partners for a drink or a meal can be fun, but you might run into some awkward moments along the way. One of the trickiest things can be deciding who picks up the tab.

For example, someone might say to you *We thought we'd go out for a drink this evening. Would you like to join us?* You may end up in a pub where people tend to take it in turns to buy drinks at the bar for everyone. When you'd like to offer to pay, say *It's my round. What's everyone having? The same again?* If you're not sure if it's your turn, ask *Whose round is it now? Is it mine?*

You and your business partners might decide to go to a restaurant for a meal after work. At the end of the meal, someone may say *Shall we split the bill evenly?* or *Shall we go Dutch?* These are suggestions that everyone should contribute to the settlement of the bill. Of course, you might be feeling generous, in which case you could say *Let me get this* or *It's my treat*.

But what if you don't want to or can't accept the invitation in the first place. How do you gracefully turn down an invitation without hurting the other person's feelings and still leave the way open for further offers in the future? You could say *Well, thank you so much but, unfortunately, I can't make it this evening.*

**What is it like in your country? Compare your answers with a partner in your next session.**

- 1 In what situations is it sometimes difficult to decide or suggest who should pick up the tab?
- 2 How formal are get-togethers with colleagues or business partners?
- 3 What kind of business invitations are hard to turn down?
- 4 What other awkward situations can arise while wining and dining?

to pick up the tab  
= *die Rechnung bezahlen*  
to buy a round  
= *eine Runde ausgeben*  
to go Dutch = *getrennt bezahlen*  
to turn sth down  
= *etwas ablehnen*



UNIT  
**11**

# CONSIDERING OPTIONS

## Part A A new start?



Which of these things would you like to have? Rank these options from the most to the least preferable. Explain.



more time?



a new home?



more money?

### Learning objectives

Part A and B:

- talking about options
- discussing hypothetical situations and their consequences

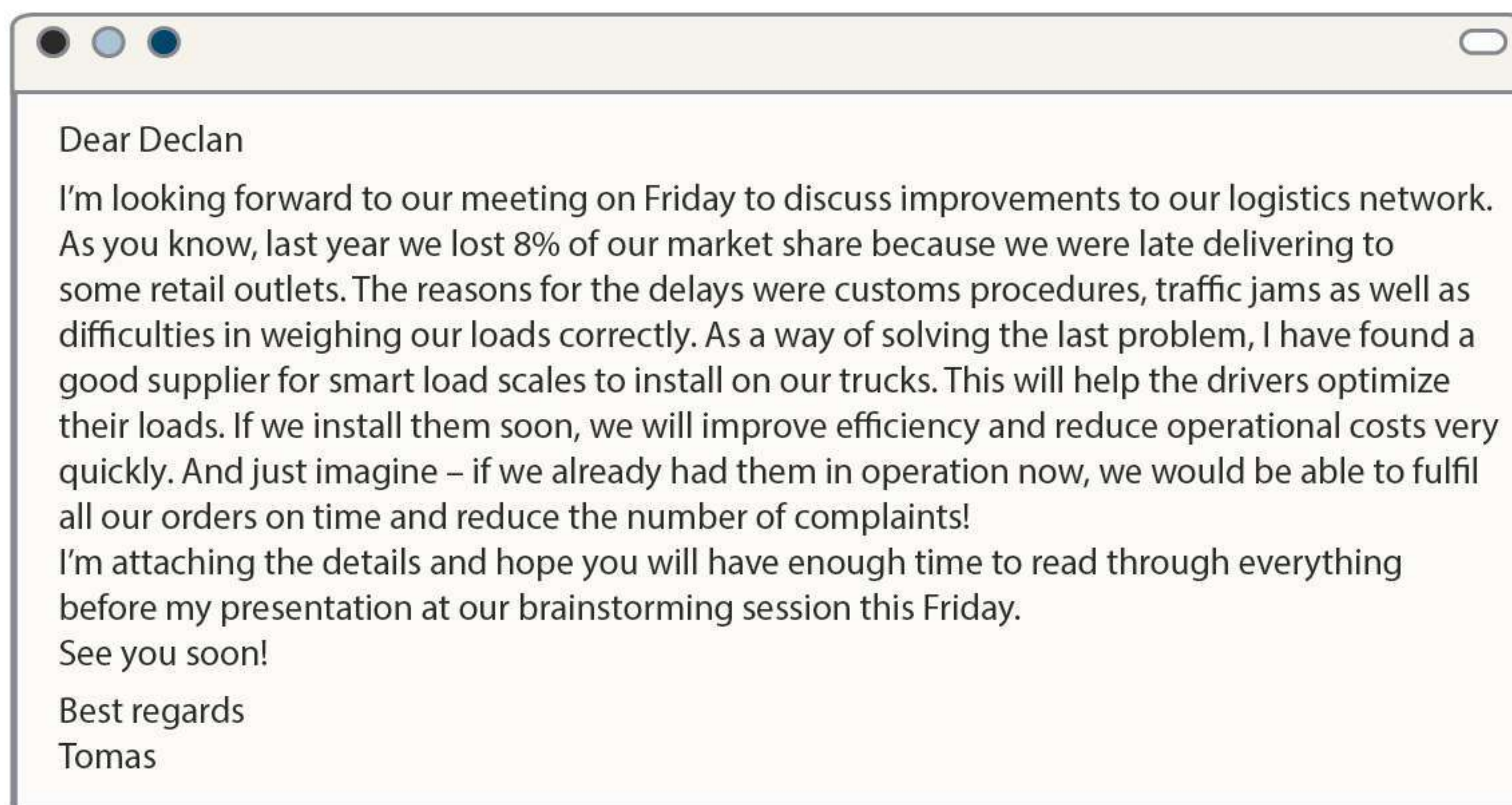
Business life:

- pitching ideas

1

Declan works for Rosco Global, a logistics company based in Germany. Read this email from his colleague Tomas and answer the questions.

- 1 What are the reasons for Rosco Global's loss of market share?
- 2 How does Tomas want to improve efficiency?



smart truck load scale =  
*digitale LKW-Waage und  
Monitor*

Now complete these business goals. Some of them are also mentioned in Tomas' email. What are the main goals in your area of work?

efficiency • orders on time • digital technology •  
within a budget • the number of complaints

- |                 |                |
|-----------------|----------------|
| 1 fulfil _____  | 4 reduce _____ |
| 2 improve _____ | 5 work _____   |
| 3 exploit _____ |                |

2

Tomas talks about installing smart load scales on Rosco Global's trucks. Which statement refers to a realistic situation (R) and which to a hypothetical one (H)?

1 *If we install them soon, we will improve efficiency and reduce operational costs very quickly.*

2 *If we already had them in operation now, we would be able to fulfil all our orders on time.*



### Key grammar

#### Second conditional

- If we **had** the resources, we **would invest** in this new technology.
- If I **were** you, I **wouldn't sign** the contract immediately.
- I **would order** these goods if we **needed** them.
- **Would we have** this problem if we **already had** the new software program?
- We **could** do more if we **didn't have** such a small budget.

**Now you.** Look at the Key grammar and think about and discuss with a partner how the second conditional is formed and when it is used.

3

Match the beginnings and endings of these statements and questions.

- 1 \_\_\_ If we improved the communications with our suppliers,
  - 2 \_\_\_ If I were you,
  - 3 \_\_\_ What could we do
  - 4 \_\_\_ If we installed the system this year,
  - 5 \_\_\_ We would be in trouble
- a I would find out more about the product before ordering it.
  - b if our budget weren't big enough for this purchase?
  - c I'm sure we would fulfil more orders next year.
  - d if we didn't work within our budget.
  - e we wouldn't be late fulfilling so many orders.



4

Tick the statements which are true for you. Then, for every box marked true, imagine a different reality and write down what you would do.

- 1 I don't have enough time to do everything I would like.
- 2 I don't have as much office space as I would like to have.
- 3 I don't live in my dream location.
- 4 I am not the CEO of my company.
- 5 My company doesn't offer job opportunities abroad.
- 6 There aren't many further training opportunities in my company.

true



**Ask and answer questions about what you would do differently in a small group.**

*What would you do if you had a month off?*

*If I had enough money, I would travel around the world.*

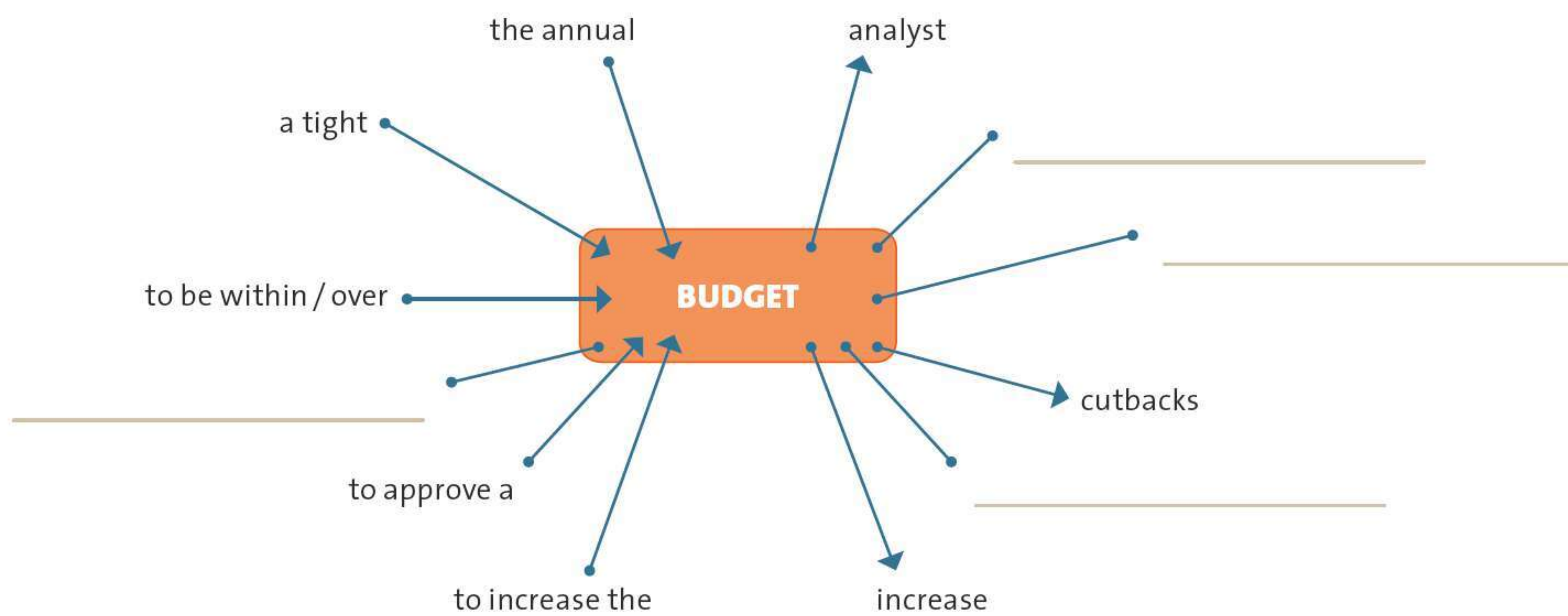
**Part B** **Discussing budgets**



Are you responsible for your own budget at work? If not, who do you talk to if you need it to be increased? What kind of things do you find a waste of money?

**1**

Look at the word combinations with *budget*. Can you add any more to the diagram?



**2**

**36** Declan O’Conner is discussing how to make improvements in logistics with Tomas and Frank. What does Declan like/dislike about the proposal? What is he doubtful about?



**REAL WORLD**



SWOT Analysis – a method to help understand your Strengths, Weaknesses, Opportunities or Threats when you are planning a new strategy. What kind of planning strategies do you use? How well do they work?

**Culture spot** → page 125

How do you tell people in meetings that you have a different perspective on the situation? How direct/indirect can you be?

**Listen again. How does Tomas reply to these questions?**

- 1** Do you really think they’ll be worth it?
- 2** Why do you say that?
- 3** That’s a bit vague. Can you be more precise?



**3 Which phrases did you hear? Listen again to check if necessary.**

- 1 We are operating *under a tight budget / within budget*.
- 2 Unless we ask for a budget increase now, we *will lose / will gain* even more market share this year.
- 3 We *will / won't* get approval for twenty per cent unless we make a very strong case.
- 4 I will prepare a comparison of three other suppliers in case we *get / don't get* approval for a fifteen per cent increase in budget.
- 5 We *will / won't* need to submit a full proposal if we want to get the extra five per cent.

**4 Complete these sentence with *unless* or *in case*.**

- 1 We should prepare a detailed analysis \_\_\_\_\_ he asks for one.
- 2 \_\_\_\_\_ the order comes soon, I won't be able to process it today.
- 3 We're going to miss our deadline \_\_\_\_\_ we all work overtime.
- 4 We need a back-up plan \_\_\_\_\_ the supplier doesn't agree to our terms.

unless = *wenn ... nicht; es sei denn*  
 in case = *für den Fall, dass*

**Now make sentences relating to you and your job.**

- a Unless we meet the project deadline, we ...
- b I usually check my emails first thing in the morning, just in case ...
- c I don't normally have to work overtime unless ...

**5 You want to improve efficiency in your company. The following measures are on the agenda. Decide which ones you would implement and prepare to simulate a meeting.**

- introduce fun breaks
- install nap rooms
- insist that employees become active in social networks
- offer free hot and cold drinks all year round
- introduce flexitime
- allow dogs in the office
- install air conditioning in all offices



**Key vocabulary**

**Expressing doubt**

- Do you (really) mean (to say) ... ?
- I don't think it's (really) fair to say that ...
- I wouldn't go quite so far (myself).
- That's a bit vague / debatable / not necessarily true.
- What makes you think that?
- Do you really think so?

**Discuss your choices in a group and support them with good arguments. Express doubt if you are unsure about the choices other people make.**

- If we installed air conditioning in all the offices, everyone would be happier.
- Do you really think so?

**Pitching a proposal****1**

 Do you sometimes present or discuss new ideas at your workplace? What sort of ideas are they?

**2**

 David Briggs talks about pitches and the importance of pitching ideas in business. Watch the interview and answer the questions. Turn to the interview transcript on page 182 if necessary.



**1** What is a pitch?

---

**2** How do game designers use pitches at internal meetings?

---


**3** How can you prepare to deliver a pitch?

---


**4** How can you stop other people taking over and changing your ideas?

---

**3**

 Talking about elevator pitches, David says, *If you want to describe the movie Star Wars quickly, you could just say, "It's just the story of King Arthur set in space."* How would you pitch your work, project, service or products? Brainstorm with a partner and come up with an interesting pitch.

**4**

 Once you've given your pitch, other people might want to change your project idea. How would you deal with this?

5

**Do a role-play or a simulation of a situation where you need to pitch a proposal.**

- 1 In pairs, choose **Option 1** (two role-plays to pitch a proposal) or **Option 2** (a simulation using your own work situation or ideas).

**Option 1**

→ **Partner A:** page 143      → **Partner B:** page 149

**Option 2**

Think of a realistic work situation in which you need to pitch an idea (internally or externally). Make notes:

**What's the situation?**

What's your idea? What's the context?  
Is it related to a project, a process, to people or to something else?

**Who's involved?**

Who are you talking to? Brief your partner on the role they should play.  
Will your idea have internal or external impact?  
Is it likely to be easily accepted or rejected?  
How will you need to tailor your approach?

**Which vocabulary/ phrases will you need?**

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

**Key vocabulary**

**Pitching a proposal**

- The main thing I want to tell you about is ...
- To get straight to the point, ...
- In short, my idea is that we should ...
- To summarize my idea, it would be good to ...
- We're facing some issues at the moment, and I think I have the solution.
- We've identified a great opportunity to ...

**Defending your idea**

- I'm afraid that's not exactly what I'm saying.
- I've thought a lot about this idea and have considered various options.
- The advantages (of doing it like this) are ...
- Can we please focus on this idea/issue for the moment?
- I can see your point and think perhaps we can blend the two ideas.

- 2 Now role-play or simulate the situation.
- Start with the context.
  - Pitch your proposal.
  - Discuss your proposal and deal with questions and comments.
  - Summarize and end the discussion.
  - When you're not pitching, take notes and ask questions.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - How did you adapt your approach to the other person and the situation?
  - Were you able to react appropriately to what the other person said?



## Second conditional

<p><b>1</b> If customers <b>ordered</b> more chips, we <b>would increase</b> production. We <b>would have</b> much higher profits <b>if</b> we <b>improved</b> efficiency. We <b>would lose</b> customers <b>if</b> we <b>didn't have</b> the flexibility.</p>	<ul style="list-style-type: none"> <li>• Mit dem <i>second conditional</i> drückt man aus, was unter bestimmten Voraussetzungen geschehen könnte, aber unmöglich oder unwahrscheinlich ist. Dann steht im <i>if</i>-Satz das <i>simple past</i> und im Hauptsatz <i>would</i> + Infinitiv. <b>(1)</b></li> <li>• Um darüber zu spekulieren, was unter bestimmten Voraussetzungen geschehen könnte, können im Hauptsatz auch <i>could</i> und <i>might</i> verwendet werden. <b>(2)</b></li> <li>• Achtung! <i>If I were you ...</i> entspricht, „Wenn ich du/Sie wäre ...“. <b>(3)</b></li> </ul>
<p><b>2</b> If the producer <b>delivered</b> faster, we <b>could place</b> a bigger order. <b>If</b> prices <b>went</b> down, we <b>might open</b> a second factory.</p>	
<p><b>3</b> If I <b>were</b> you, I <b>would increase</b> the budget.</p>	

Kein *would* im *if*-Satzteil!  
Kein Komma vor *if*!



## First conditional vs second conditional

<p><b>1</b> If we <b>have</b> time, we'll <b>discuss</b> this at the end of the meeting.</p>	<p>Welche Form des Bedingungssatzes gewählt wird, hängt auch von der Einstellung des Sprechers ab.</p> <ul style="list-style-type: none"> <li>• Mit dem <i>first conditional</i> beschreibt der Sprecher eine Situation, die (sehr) wahrscheinlich und durchaus möglich ist. <b>(1)</b></li> <li>• Mit dem <i>second conditional</i> dagegen werden spekulative Aussagen über eine Situation getroffen, die eher unwahrscheinlich oder sogar unmöglich ist. <b>(2)</b></li> </ul>
<p><b>2</b> If we <b>worked</b> every weekend, we <b>might make</b> the deadline.</p>	

*First conditional* = realistische Situation  
*Second conditional* = hypothetische Situation

	If-clause	Main clause
<b>1<sup>st</sup></b>	<i>if</i> + simple present	<i>will</i> + infinitive (or <i>can/may/might</i> )
<b>2<sup>nd</sup></b>	<i>if</i> + simple past	<i>would</i> + infinitive (or <i>could/might</i> )



## unless and in case

<p><b>1</b> They will lose customers <b>unless</b> they reduce the prices. (= They will lose customers <b>if</b> they <b>don't</b> reduce their prices.)</p>	<ul style="list-style-type: none"> <li>• <i>Unless</i> und <i>in case</i> können in bestimmten Fällen in Bedingungssätzen verwendet werden.</li> <li>• <i>Unless</i> entspricht „wenn nicht“, „außer wenn“ oder „es sei denn“ und kann anstatt <i>if ... not</i> verwendet werden. <b>(1)</b></li> <li>• <i>In case</i> entspricht „im Falle“ oder „für den Fall, dass ...“. <b>(2)</b></li> <li>• Achtung! <i>In case</i> entspricht nicht <i>if</i>! <i>In case</i> wird benutzt, um Handlungen zu beschreiben, die für eine zukünftige Situation Vorsorge treffen. Mit <i>if</i> werden Handlungen beschrieben, die eine mögliche Bedingung darstellen. <b>(3)</b></li> </ul>
<p><b>2</b> We need to protect our brand <b>in case</b> our competitors launch another attack. Let's go ahead and prepare a SWOT analysis <b>in case</b> they ask for one.</p>	
<p><b>3</b> I'll take my mobile <b>in case</b> there's an emergency. (= I'll take it because an emergency <b>might happen later</b>.) I'll use my mobile <b>if</b> there's an emergency. (= I'll use it if the emergency <b>has already happened</b>.)</p>	





## 7

## Translate into English.

- 1 Wir würden die Kosten senken, wenn wir die Fahrer fortbilden würden.
- 2 Haben wir ausreichend Ersatzteile im Lager?
- 3 Sie haben gestern lange über die Zahlen diskutiert.
- 4 Wir haben uns auf Handelslogistik spezialisiert.
- 5 Könnten wir bitte in eine Klimaanlage investieren?
- 6 Er ist gerade rechtzeitig zur Aufführung gekommen.
- 7 Wir waren pünktlich zum Termin im Büro.
- 8 Nimm einen Schirm mit, falls es regnet.

## Culture spot

**Tips on how to avoid treading on people's toes**

- 1 When a business partner says something that you disagree with, it is important to **stay diplomatic** and express your perspective in a friendly or neutral tone. You could start by **acknowledging what has been said** and building up on it: *That's a very good point. Thank you for bringing that up. Can I just add something to that?*
- 2 Remember to **signal your intention** for stating your critical perspective. To make sure your business partner understands that you want to be constructive, you could say: *I just want to point out something which I think could be important here* or *The reason I am saying this is ...*
- 3 Emotions can run high in certain situations, so try to make sure that you **stay calm** when expressing your perspective. You could say *I really appreciate the work everybody has put in. Bearing that in mind, I would like to suggest ...* or *Please don't get me wrong but ...* to prepare them for the criticism to come. Also, try to **give the other person a chance to react**, as this can calm people down. For example, you could say *I think perhaps we could make a small change here. What does everybody think?*
- 4 It is also a good idea to phrase your perspective in the form of a question such as *Do you think we might be missing something here?* because this creates a more **cooperative atmosphere**.
- 5 Sometimes, though, you will need to be a bit more direct to make sure your perspective is understood clearly. Even then, however, while expressing your opinion firmly, try to also **remain diplomatic**: *I'm not sure that will work. I really think this might be worth trying* or *Actually, I must admit I disagree here.*
- 6 Finally, if you are putting forward your perspective to good English speakers and wish to **use an idiom to lighten the atmosphere**, you can introduce your criticism by saying *I don't want to tread on anyone's toes but do you think there might be an alternative solution?*

## Typical Mistakes

- 1 We would improve efficiency if we **invested** in better equipment.  
NOT ... *if we would invest in better equipment.*
- 2 We have sufficient components **in** stock.  
NOT ... *sufficient components on stock.*
- 3 We will **discuss** this at our next team meeting.  
NOT *We will discuss about this ...*
- 4 We specialize **in** personalized products.  
NOT *We specialize on personalized products.*
- 5 Our company plans to invest **in** better equipment.  
NOT ... *to invest into better equipment.*
- 6 We arrived just **in** time for lunch.  
NOT *We arrived just on time for lunch.*
- 7 The flight was not **on** time because of the storm.  
NOT *The flight was not in time ...*
- 8 I'm making a note of this **in case** I forget.  
NOT *I'm making a note of this if I forget.*



to tread on sb's toes =  
jdm auf die Füße treten  
emotions can run high =  
die Emotionen können  
hochschlagen  
bearing that in mind =  
vor diesem Hintergrund

UNIT  
**12**

# WORKING THINGS OUT

## Part A Going forward



**How would our lifestyles change if delivery drones and household robots became more common? Would our lives improve or would such technologies cause problems?**

### Learning objectives

Part A and B:

- formal/informal communication styles
- revising tenses
- saying goodbye

Business life:

- reviewing performance

**1**

**Match the sentences and questions 1–5 to the sentences a–e with a similar meaning.**

- 1** \_\_\_ Would you please arrange for it to be done soon?  
**2** \_\_\_ We handled the PR situation effectively.  
**3** \_\_\_ We must solve this issue urgently.  
**4** \_\_\_ They found an approach that might work.  
**5** \_\_\_ Let's cancel the conference on augmented reality applications.
- a** Let's call it off.  
**b** We need to sort things out by the end of the week.  
**c** They came up with a good idea to improve the smart fridge.  
**d** We dealt with the negative publicity about the delivery drone quite well.  
**e** Can you set up the voice-enabled smart speaker asap?

**Look at the underlined verbs in 1–5 and find the corresponding verbs in a–e. Notice how the verbs consisting of two or more parts sound less formal.**

**2**

**37** **Ethan Whitmore works in the sales department at Avista, a freight company based in Hamburg. Listen to the message he leaves for his colleague Eva Meier about a meeting. What is wrong and what does Eva have to do next?**

**38** **Now listen to a similar message in which Ethan uses multi-word verbs instead of single-word verbs. How did he rephrase the statements below?**

- 1** Something unexpected has happened.  
 \_\_\_\_\_
- 2** Can you handle it?  
 \_\_\_\_\_
- 3** You and Paul will be able to start the discussion.  
 \_\_\_\_\_
- 4** The three of us can find a solution in the afternoon.  
 \_\_\_\_\_

### REAL WORLD

Cloud computing – The hardware, software, and applications you use may be anywhere up in the “cloud”. That means the work isn’t done on your computer but is provided as a service by another company. As long as it does what you want, do you need to think about where it is or how it works?





3

Are these statements true or false? Correct the false ones. Then rewrite the corrected sentences using some of the verbs in the box.

arrange • cancel • find • handle • happen • inform • solve • start

- |   | true                  | false                 |
|---|-----------------------|-----------------------|
| 1 Ethan will miss the meeting tomorrow because something has come up. | <input type="radio"/> | <input type="radio"/> |
| 2 Paul has set up the meeting with Avista.                            | <input type="radio"/> | <input type="radio"/> |
| 3 Ethan will have to call off the meeting with Paul.                  | <input type="radio"/> | <input type="radio"/> |
| 4 Eva and Ethan have come up with some new ideas.                     | <input type="radio"/> | <input type="radio"/> |
| 5 Paul and Eva will kick things off.                                  | <input type="radio"/> | <input type="radio"/> |

 Discuss with the class how the tone of Paul's message changes when he uses multiword verbs.

### Key vocabulary

#### Common multi-word verbs

- Can you **put me through** to Ms Ely, please?
- How did you **deal with** that issue?
- Sorry, but we'll have to **call off** the meeting.
- Can you **pick me up** tomorrow, please?
- Where can I **drop you off**?
- How can I **build up** my knowledge on this topic?
- Let's **sort this out** later.
- How did you **come up with** that idea?

4

39  Listen to two short telephone conversations and answer the questions.

- 1 What problem does Eva have getting in touch with Paul?
- 2 What problems does Paul have understanding Eva?



Now complete these phrases from the telephone conversations.

- a Can you \_\_\_\_\_ to Paul Grant, please?
- b He \_\_\_\_\_ at the moment.
- c Should I \_\_\_\_\_ in his office?
- d Can you \_\_\_\_\_ a bit, please. I didn't \_\_\_\_\_ that.
- e Sorry, you're \_\_\_\_\_. Can you \_\_\_\_\_ that, please?
- f It's been \_\_\_\_\_. Bye for now.

5

 Think of a workplace issue and how you dealt with it or would deal with it. Then explain your situation to the group.

*We had to sort out the issue asap.*

*It was high time we came up with a plan.*

*I would call off the whole show immediately.*

*We would set up our own business in that case.*

**Part B** **Getting prepared**



**How future-proof are you? Tick the statements that are true for you now. Which ones might be true in five years' time? Why?**

- 1  I want to buy a hybrid car.
- 2  I work in a 95% paperless environment.
- 3  I have used an app to monitor my carbon footprint.
- 4  I am using voice-enabled systems more and more.
- 5  I am thinking of buying a “dumb phone”, one that can only make and receive calls.



**1**

**Match the verbs a–c to the multi-word verbs 1–4 with the same meaning. Use a dictionary if necessary.**

<p><b>1</b> to look into an issue</p>	<p><b>2</b> to cope with our demands</p>	<p><b>3</b> to speed up the process</p>	<p><b>4</b> to figure out a problem</p>
↙	↙	↙	↙
<p><b>a</b> <input type="checkbox"/> to investigate</p> <p><b>b</b> <input type="checkbox"/> to watch</p> <p><b>c</b> <input type="checkbox"/> to care for</p>	<p><b>a</b> <input type="checkbox"/> to meet</p> <p><b>b</b> <input type="checkbox"/> to keep up with</p> <p><b>c</b> <input type="checkbox"/> to manage</p>	<p><b>a</b> <input type="checkbox"/> to slow down</p> <p><b>b</b> <input type="checkbox"/> to accelerate</p> <p><b>c</b> <input type="checkbox"/> to fasten</p>	<p><b>a</b> <input type="checkbox"/> to solve</p> <p><b>b</b> <input type="checkbox"/> to ignore</p> <p><b>c</b> <input type="checkbox"/> to calculate</p>

**Ask each other work-related questions using the multi-word verbs above.**

*When did you last look into an issue at work?*

**2**

**40** **Eva from Avista and Paul from Cloud Advance Solutions have started their mid-morning meeting. Listen and answer the questions.**

- 1 What problems is Avista having with their current application?
- 2 How should the new application be different?

**Fill in the gaps using the words in brackets in the correct tense. The signal words will help you.**

- 1 What issues \_\_\_\_\_ (you / run into) so far?
- 2 We \_\_\_\_\_ (look into) things in more detail later.
- 3 When \_\_\_\_\_ (things / begin) to change then?
- 4 In the past, we \_\_\_\_\_ (offer) a smaller selection of services.
- 5 You \_\_\_\_\_ (run into) problems since the beginning of the year.



- 6 At the moment the application \_\_\_\_\_ (keep up with) our demands.
- 7 Our processing speed \_\_\_\_\_ (slow down) a lot this year.
- 8 Customers might \_\_\_\_\_ (ask for) a route from Shanghai to London.
- 9 \_\_\_\_\_ (they / always / play) a role in the calculation?
- 10 In the future the application \_\_\_\_\_ (not / just / have to) work out all the possible routes.

3

41  Paul is leaving Eva's office. How successful was the meeting? What are their plans for the future? Listen and match the sentences.



- 1 \_\_\_\_\_ It's been so nice meeting you.
- 2 \_\_\_\_\_ I'm sorry I can't join you tonight.
- 3 \_\_\_\_\_ Can I drop you off somewhere?
- 4 \_\_\_\_\_ I'm really looking forward to that meeting.
- 5 \_\_\_\_\_ Anyway, take care! See you in London! Goodbye!
- a Me too.
- b Bye, Paul. See you soon!
- c That's OK. Maybe next time?
- d Thanks very much, but no need to bother.
- e Thanks, Eva. I've really enjoyed meeting you too, and it was nice to catch up with Ethan as well.

### Key vocabulary

#### Saying goodbye

- Thanks for coming!
- It has been nice talking to / meeting you.
- I've really enjoyed meeting you, and it was nice to catch up with Paul too.
- Sorry I missed Peter. Give him my best regards. / Say hello to him from me.
- Would you like me to call you a taxi?
- Can I drop you off somewhere?
- Goodbye for now and take care!
- Have a good trip home.
- Enjoy the rest of your time here.
- See you soon!

#### Culture spot → page 135

On average, how long do you spend saying goodbye to business contacts? What topics do you talk about? What awkward topics might come up?

4

 Think of smart ways to future-proof your English speaking, listening, writing and reading skills. Share your ideas with the group.

*Broadly speaking the smartest way to build up your English is ...*

*Yes, but how about ...*

## Reviewing performance

1

 **How and when is performance assessed where you work? Discuss.**

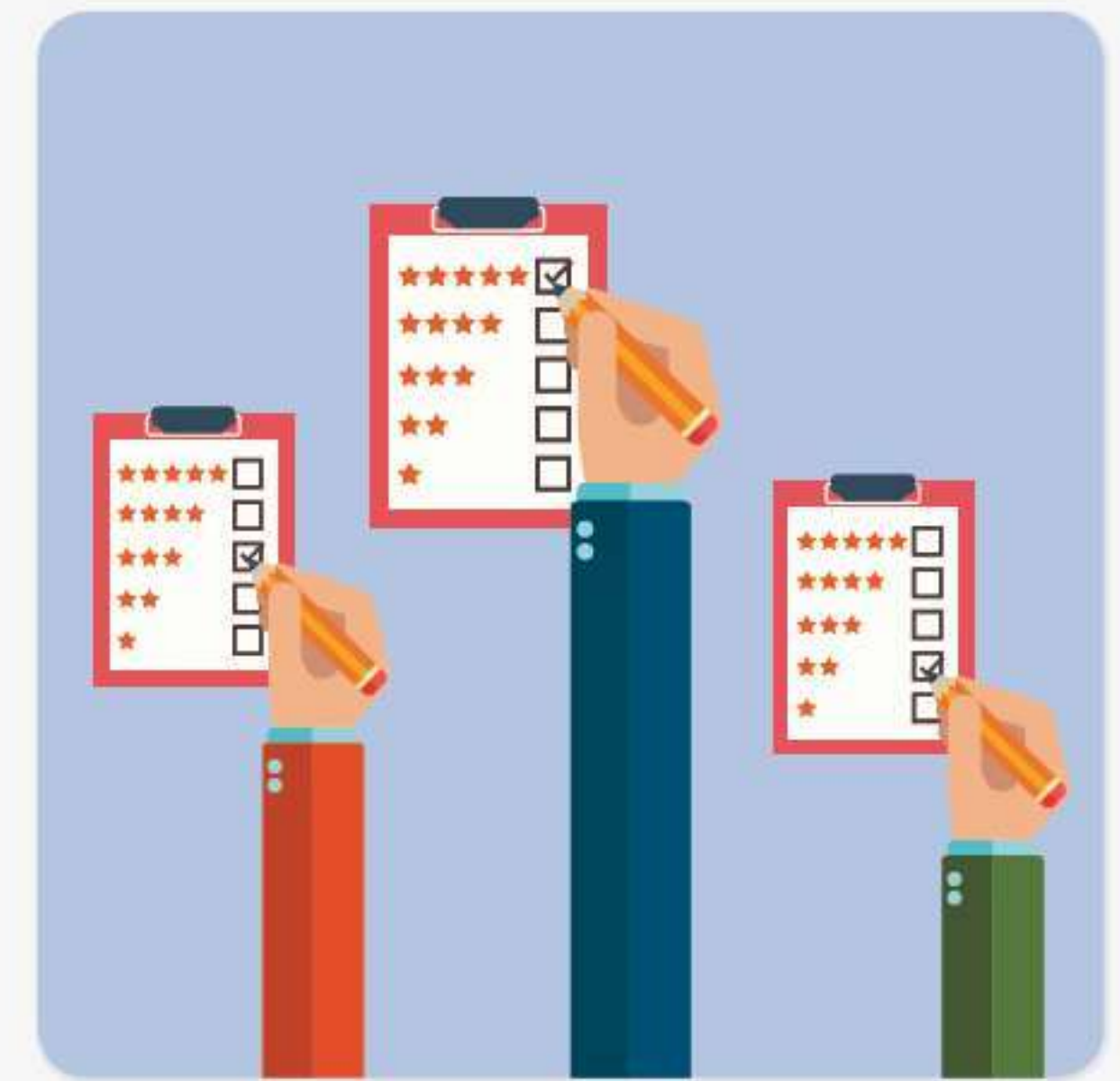
2

**Read the article below. Do you agree with what it says?**

### PERFORMANCE REVIEWS

An employee performance review is a method of evaluating and documenting an employee's job performance. Here are a few tips:

- 1 Define the employee's role and be clear about the job expectations. Document and adapt when necessary.
- 2 Make sure the employee also understands the objectives of the role, i.e. why they are doing what they are doing.
- 3 The employee's performance is ideally monitored on an ongoing basis. Support in the form of assistance and encouragement should be given throughout.
- 4 After a pre-defined period, the actual performance review is done. It helps both the manager and the employee know how they are doing in terms of the expectations and agreed objectives. This is not only a moment for the employee to gain insights into their own performance, but also for the manager to see if they are providing the right levels of support.
- 5 Finally, based on the review and rating, some kind of reward and/or development opportunity needs to be provided. This is extremely important so that the employee continues to feel appreciated and therefore motivated.



While no one would deny the importance of reviewing performance regularly, the problem with annual reviews is exactly the fact that they are annual, and this is why many organizations are dropping them. Performance happens all year round, and so the assessment should also happen all the time. Frequent feedback enables all sides to reflect and adapt on an ongoing basis. So, improvement can also be continuous and not simply once a year.

**Now answer these questions.**

- 1 Why might some people need to be flexible with their job descriptions?
- 2 How are performance reviews good for the employee and the manager?
- 3 Why are reward, recognition and development important?
- 4 Explain the 'problem' with annual performance reviews.

3

 **Complete these questions with words from the article. Then with a partner, discuss your answers to them in relation to where you work.**

motivated • objectives • ongoing • performance reviews • pre-defined • support

- 1 How have the \_\_\_\_\_ in your workplace changed over the past decade?
- 2 Are reviews done on an \_\_\_\_\_ basis or according to \_\_\_\_\_ periods?
- 3 How much clarity do you have in your job description and \_\_\_\_\_?
- 4 How is \_\_\_\_\_ provided?
- 5 What is done to keep employees \_\_\_\_\_?

## 4

## Do a role-play or a simulation of a situation where performance is being reviewed.

- 1 In pairs, choose **Option 1** (a role-play in which you give/receive a performance review) or, in groups of three, choose **Option 2** (a simulation using your own work situation or ideas).

### Option 1

→ **Partner A:** page 143      → **Partner B:** page 149

### Option 2

In groups of three, think of a realistic situation where you review performance with someone. Make notes together:

#### What's the situation?

Is this an annual review or an ongoing one?  
How will you structure the discussion?  
What will you focus on?

#### Who's involved?

Is it an internal or external review?  
With a colleague, line manager, customer, supplier?

#### Which vocabulary/ phrases will you need?

Use the phrases in the Key vocabulary to help you.  
Think of others you might need.

- 2 Now role-play or simulate the situation.
- **Option 1:** Follow the instructions in the partner files.
  - **Option 2:** **Partner A:** Play yourself.  
**Partner B:** Play the role of the other person (e.g. a colleague or peer, a line manager or external business partner such as a supplier).  
**Partner C:** You are an observer. Observe the performance review and give feedback at the end.
- 3 Debrief the interaction.
- What went well? What would you do differently next time?
  - Now that you've reached the end of the book, do a short performance review on your English with your trainer or a partner. Did you identify areas where you need to improve your English?

### Key vocabulary

#### Talking about the role

- We're in agreement that the role is ...
- The job description says ...

#### Discussing objectives

- The objectives we're aiming for are ...
- To succeed in the role I/you need to ...
- You should aim for ...
- I want to focus on ...

#### Reviewing and rating

- Everything is looking good.
- This performance is better than / not as good as last time.
- There have been (not such) good developments with ...

#### Talking about the next steps

- Moving forward, we need to ...
- It would be good to ...
- The next step/objective would be to ...
- We need to provide more training/support/development/clarity ...



## Multi-word verbs

<p><b>1</b> The meeting was <b>called off</b> last week. (It was <b>cancelled</b>.) I want to <b>run</b> this <b>by</b> my colleague. (I want to <b>consult</b> my colleague on this matter.)</p>	<ul style="list-style-type: none"> <li>• <i>Multi-word</i> Verben bestehen aus zwei oder mehr Teilen: einem Hauptverb und einem Partikel. Die am häufigsten genutzten Partikel sind <i>around, by, at, away, down, in(to), off, on, out, over, round, up</i>. <b>(1)</b></li> <li>• <i>Multi-word</i> Verben klingen oft weniger formell als ihre aus einem Verb bestehenden Synonyme. <b>(2)</b></li> </ul>
<p><b>2</b> Can you <b>set</b> the meeting <b>up</b>? (Can you <b>arrange</b> the meeting?) They <b>ran into</b> a few problems. (They <b>encountered</b> a few problems.)</p>	



## Overview of tenses

<b>Simple present</b>		→ Unit 1, page 18
I <b>always drink</b> coffee in the morning.	Signal words: <i>every day, regularly, always, often, rarely, never</i>	
<b>Present continuous (for ongoing actions)</b>		→ Unit 1, page 18
She <b>is working</b> on a project <b>at the moment</b> .	Signal words: <i>currently, at the moment, today, these days</i>	
<b>Simple present passive</b>		→ Unit 2, page 28
These parts <b>are always manufactured</b> abroad.	Signal words: <i>every day, regularly, always, often, rarely, never</i>	
<b>Simple past</b>		→ Unit 3, page 38
We <b>visited</b> our supplier a few days <b>ago</b> .	Signal words: <i>when, ago, last week/month, in 2015</i>	
<b>Simple past passive</b>		→ Unit 3, page 38
The goods <b>were delayed</b> last month.	Signal words: <i>when, ago, last week/month, in 2015</i>	
<b>Future</b>		→ Unit 5, page 60
<p><b>with will</b> We <b>will probably meet</b> her at the trade fair. (guess) <b>I'll open</b> the window. (spontaneous decision) I <b>will send</b> you the contract tomorrow. (promise)</p>	<p><b>with going to</b> I <b>am going to cancel</b> the meeting. (intention/plan) We <b>are going to meet</b> Tim on Friday. (arrangement/appointment)</p>	
<b>Future passive</b>		→ Unit 5, page 60
<p><b>with will</b> The training <b>will be completed</b> by 20 October.</p>	<p><b>with modals</b> This project report <b>must be completed</b> asap.</p>	
<b>Present perfect</b>		→ Unit 6, page 70
We <b>have already met</b> our new colleague.	Signal words: <i>already, not yet, so far, this week/month, recently, lately</i>	
<b>Present continuous (for future arrangements)</b>		→ Unit 6, page 70
They <b>are arriving</b> in France <b>tomorrow</b> .	Signal words: <i>tomorrow, soon, later, on Monday</i>	
<b>Past perfect</b>		→ Unit 9, page 102
The meeting started <b>after</b> they <b>had arrived</b> .	Signal words: <i>by, by the time, before, after, already, yet</i>	
<b>Present perfect continuous</b>		→ Unit 10, page 112
I've <b>been working</b> here <b>since</b> 2017.	Signal words: <i>How long, for, since</i>	







## 6

**Translate into English.**

- 1 Die Leitung wird ständig unterbrochen. Können Sie mich hören?
- 2 Mein Chef überlegt die Dienstreise zu verschieben.
- 3 Die Verkaufszahlen waren schlechter als im letzten Jahr.
- 4 Wir handeln mit Logistikdienstleistungen.
- 5 Ich habe den Designer erwischt, bevor er abgereist ist.
- 6 Unser Flug war vier Stunden verspätet.
- 7 Wir sollten uns fragen, ob das der richtige Weg ist.
- 8 Können Sie mich an Werk 4 absetzen?

**Culture spot****Time to say goodbye**

There are many ways of saying goodbye in English, just as there are many ways of saying hello, and it's important to use an expression that is appropriate to the situation. In the end, it's all up to your judgment but remember that what's normal in your culture may not be in your business partner's culture.

**Let's get physical**

In Germany, the standard gesture for saying goodbyes is to shake hands and simultaneously make eye contact. In your business partner's country there may be a different norm. In some cultures, people may move closer than you're used to or touch you on your arm or shoulder. For example, don't be surprised if you get a hug from your partners in England or just a wave of the hand in America. You might feel uncomfortable if you extend your hand and your partner gives you a hug!

If you're not sure, ask advice from a colleague who has already done business with people from the same country about the best way to say goodbye. If that's not possible, then try to let the other person make the first move and do your best to react spontaneously.

**A way with words**

When saying goodbye is quite usual to:

- make a reference to the reason you came together,  
(*I think we've had a very productive meeting.*)
- show that you enjoyed the meeting,  
(*It was nice to finally meet you! or It was great seeing you again!*)
- refer to the next step and/or  
(*OK, if you send me the data, I'll finish the report.*)
- the next time you will meet.  
(*I look forward to seeing you again next month.*)

Above all it's important to be natural. This is yet another opportunity to build on the rapport you have with your business partners and help strengthen your business relationship.


**Typical Mistakes**


- 1 The line is breaking **up** a bit. I can hardly hear you.  
NOT ... *is breaking ~~down~~.* I can hardly hear you.
- 2 We are thinking about **organizing** another meeting next month.  
NOT *We are thinking about ~~to organize~~ ...*
- 3 The situation has become **worse**.  
NOT ... *has become ~~worser~~.*
- 4 We **deal in** cloud computing services.  
NOT *We ~~deal with~~ cloud computing services.*
- 5 I **caught** him before he left the conference.  
NOT *I ~~eatched~~ him before ...*
- 6 My **flight** is ready for boarding.  
NOT *My ~~fly~~ is ready for boarding.*
- 7 We have to prepare **ourselves** for the future.  
NOT *We have to prepare ~~us~~ for the future.*
- 8 Can you drop me **off** at the hotel?  
NOT *Can you drop me ~~down~~ at the hotel?*

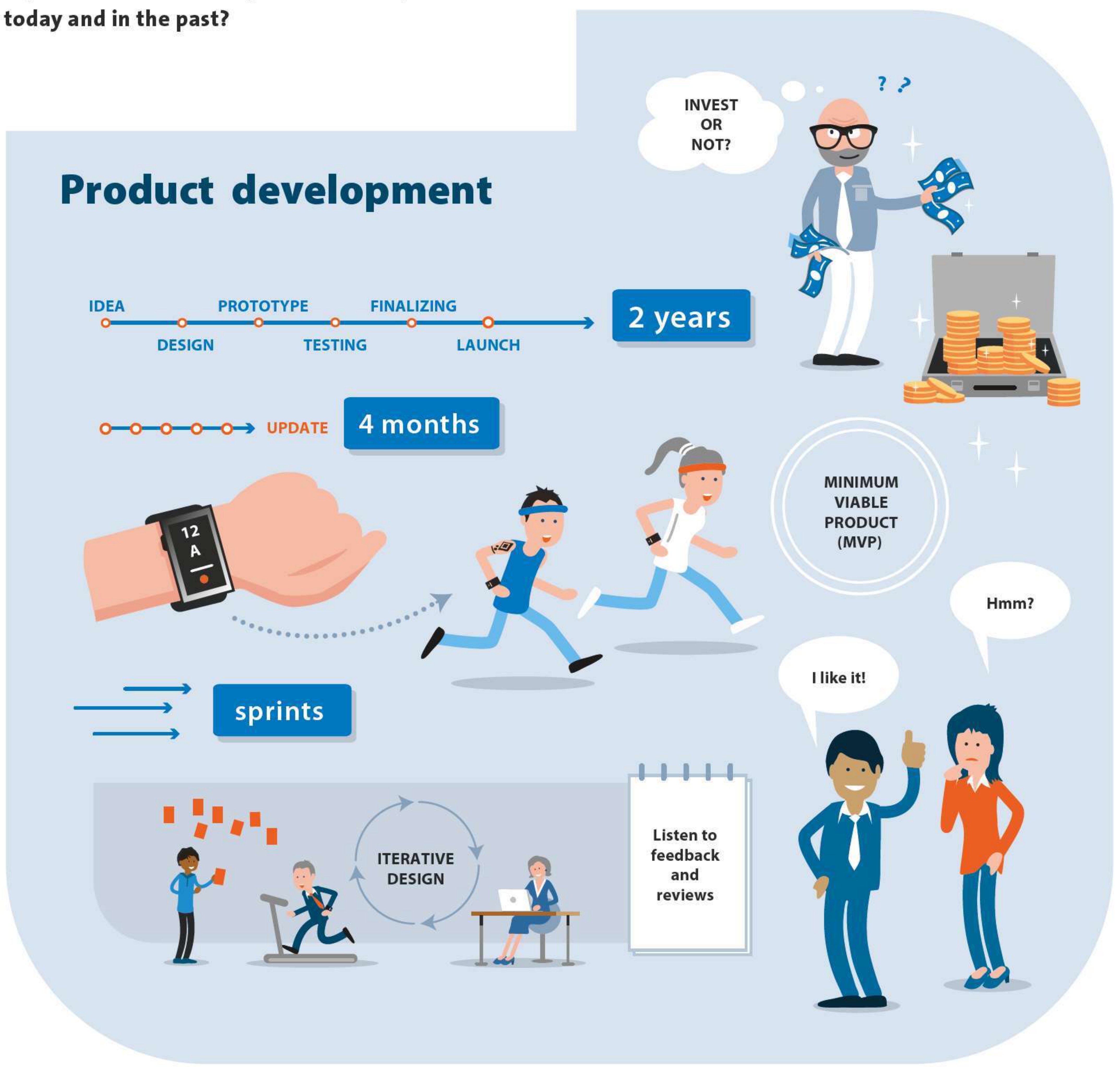




appropriate =  
*angemessen*  
judgment = *Beurteilung*  
to extend = *ausstrecken*  
to make the first move =  
*den ersten Schritt tun*

# Watch & talk 3

- 1**  **TALKING POINT** • How has product or service development changed in your organization in recent years? Are there new processes or approaches? Tell the group.
- 2** Look at the infographic below. Can you find a key difference between product development today and in the past?

- 3**  **Now watch the video and answer the questions.**
  - What does it say about development cycles?
  - Why are products “never finished” these days?




- 4**  **The video asked what product (or service) development cycles are like where you work. Does your company have faster development cycles than in the past? Tell a partner.**
- 5**  **TALKING POINT** • Discuss the statements on the right with your group. What do you think?

- It's not a good thing that products generally don't last as long these days. It's bad because of the waste.
- It's a good thing that products are updated so quickly and so often, otherwise they become useless. The waste is an unfortunate by-product of this.
- Designing products and services around customer feedback means we have better quality products these days.

# Progress check • Units 9–12

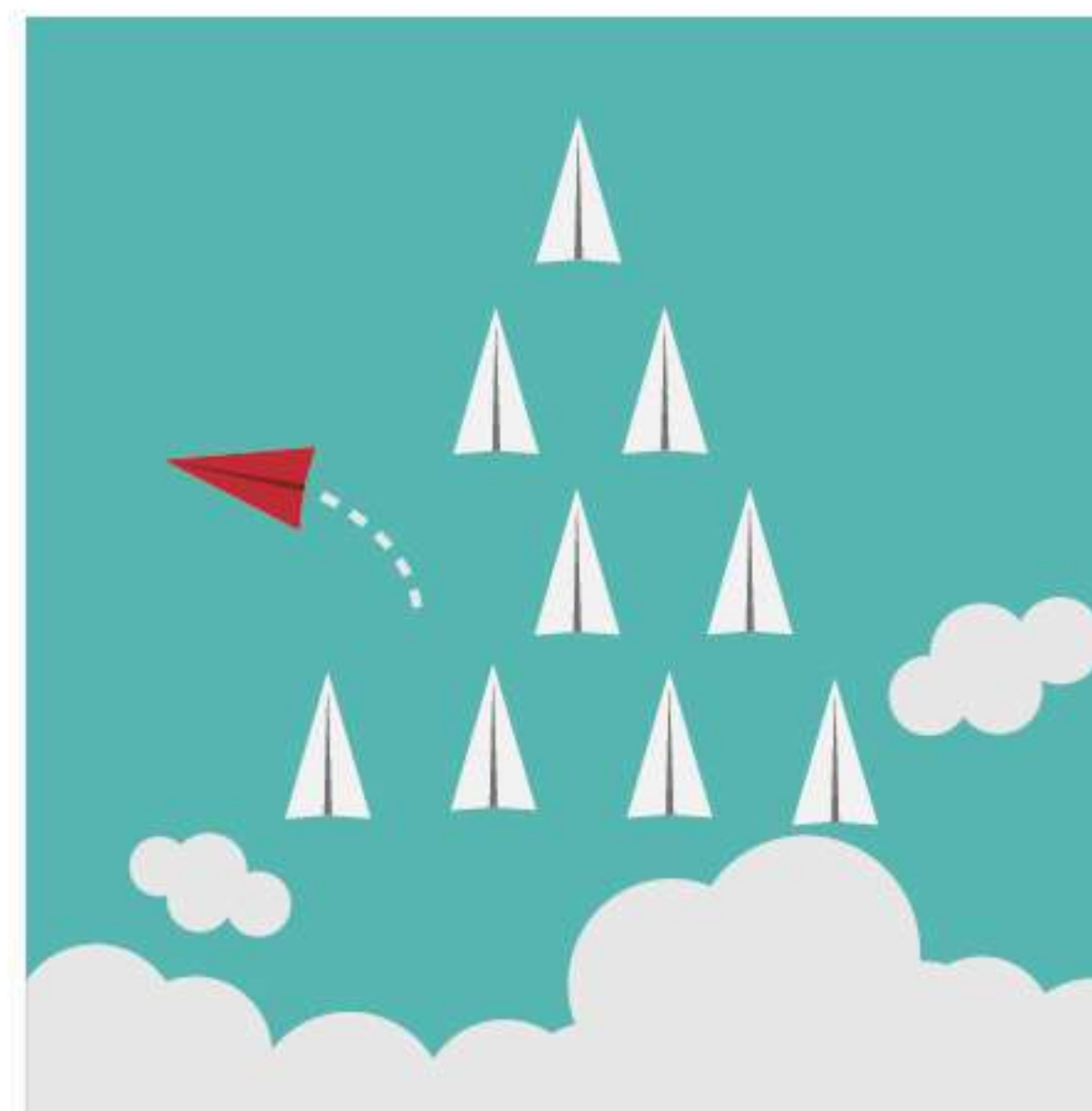
## 1 In brief

 Pick one of the topics or conversation starters below and use it as a springboard to start a conversation with a partner or within a group. Refer to the previous units for suitable vocabulary, phrases and grammar.

 **Optional:** Create a role-play about the topic you chose and then act it out for the rest of the class.

Practise changing the subject to challenge your partner. → [page 109](#)

**email enquiry** **the perfect product/service**  
 What would you do if ... ?  
**What had already happened when you ... ?**  
*hotel and restaurant talk*  
**How long have you ... ?** **writing to complain**



## 2 Debrief

What went well? What would you do differently next time? Did you identify areas where you need to improve your English? If so, make some notes and use them to plan topics to practise these points.

### TAKEAWAY UNITS 9–12



New words

New phrases

What can I do now? Now I can ...

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- describe features and benefits of products
- write reports
- handle hotel and restaurant situations
- explain a menu
- make and handle complaints
- discuss hypothetical scenarios
- express doubt
- pitch ideas
- review performance
- \_\_\_\_\_

## Partner A

UNIT  
1

Business life, Exercise 4 · page 17

## 1 Introduce yourself to a new colleague.

You are Jordan Walker.

Team: Supply Chain Western EuropeCurrent project: optimizing data entry for order planningOffice location: 3<sup>rd</sup> floor, near the kitchen

Then make some small talk and find out something about them.

## 2 Introduce yourself to someone you meet at a networking event.

You are Sam Massey.

Job title: software engineerYour expertise: ten years in the field working for small and medium sized enterprises (SMEs)Career path: three different companies over the past ten yearsPrevious projects: worked on smart lift systems, GPS shipping and a drone delivery software

Then make some small talk and find some shared interests.

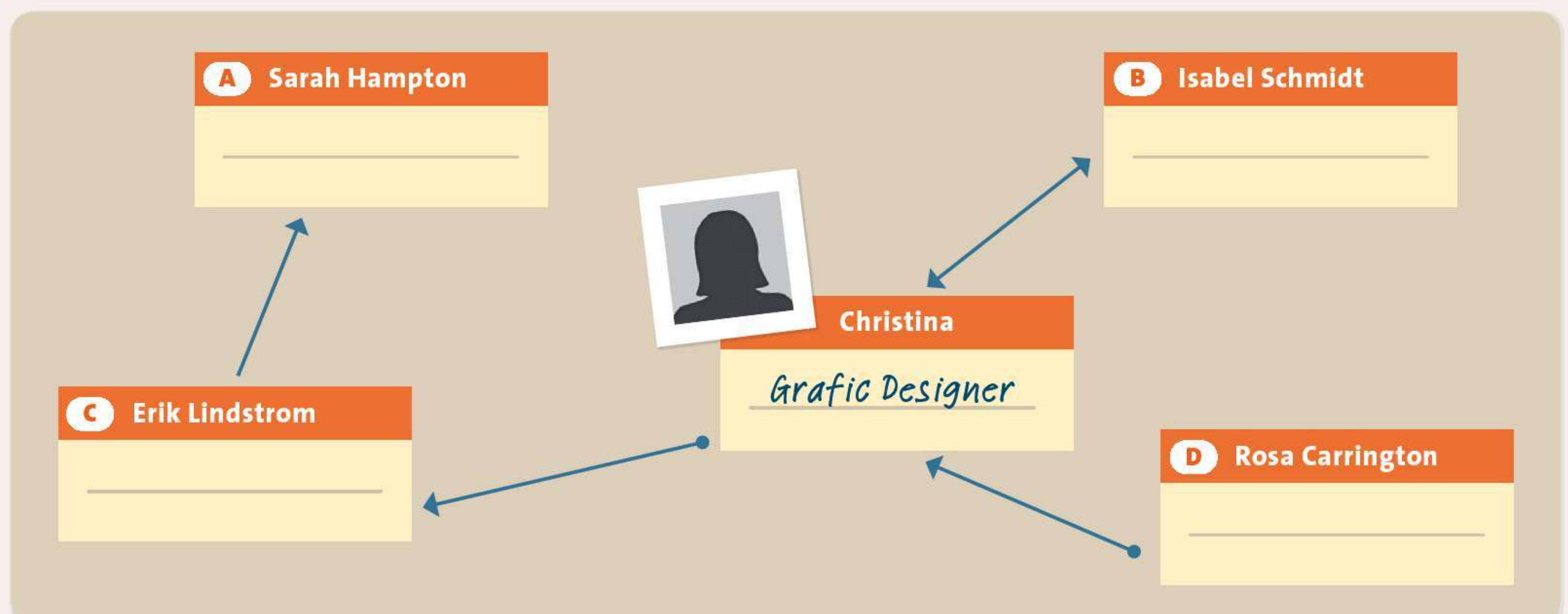
UNIT  
2

Part B, Exercise 2 · page 24

## 1 Read out the text below while your partner fills in the missing information in his/her file.

Anthony works in H&S (Health and Safety). He is a junior manager and a member of a small team. He reports to his team leader Sebastian Ehlers. He has two direct reports: Monika Schürmann, a data input clerk, and Frank Taylor, a safety engineer. When he can, Anthony has lunch with a friend of his, Janice Schalk, who is a sales representative at the same company.

## 2 Now listen to your partner. Fill in the missing information (A–D) in the diagram and complete sentences 1–4. Then summarize Christina's main relationships in the company.



- 1 \_\_\_\_\_ is Erik's boss.
- 2 Christina reports to \_\_\_\_\_.
- 3 Christina is supervising \_\_\_\_\_.
- 4 \_\_\_\_\_ is one of Christina's colleagues.

UNIT  
3

**Business life, Exercise 4** · page 37

- 1 **You are Linda. You call Jonas to follow up on the conversation in exercise 3 on page 36, but his colleague Alex answers the phone. Use the information below during the call.**

- You work for the purchasing department of your company.
- You're calling about the order for the DC77 components that were delayed. The supplier called back and said they can part deliver by the 10<sup>th</sup>, with the rest of the order coming by the 20<sup>th</sup>.
- Does that help or does Jonas need all of the components at the same time?

- 2 **You are still Linda. Jonas calls you back. Answer the phone and use the information below during the call.**

- The supplier said they can get about 40% of the DC77 order by the 10<sup>th</sup>, and the rest of the order by the 20<sup>th</sup>.
- Check if this is OK with Jonas. Confirm the plan with him so that you can inform the supplier.

UNIT  
4

**Business life, Exercise 4** · page 47

- 1 **Use the information below to practise building a relationship with a new colleague.**

- You will be working on a project with a new colleague. You know that you are both experienced and qualified for the job.
- Start some small talk and try to get to know him/her better. Share information about yourself – you want them to feel they can trust you as a person, but you also want to know that you can trust them.
- You are going to lunch in the canteen together.

- 2 **Now role-play talking to a new supplier using the information below.**

- You are speaking to a new supplier and want to find out if they are competent and reliable.
- You also want to show them that you are a competent partner as you have experience with this type of project and have worked in the field for over ten years.
- The conversation is taking place during the coffee break at a meeting.
- Make some small talk and try to find out more about them and their competence and reliability.

You are planning a product launch party for around 150 people and want to order small gift items for the event. You need 150 pieces of one item and three other items with around 100 pieces each. Your budget is flexible, but you are still looking for a good deal. Look at the website below and decide which gift items could be interesting for you.

## BRANDED Corporate gifts

BESTSELLERS
HOME
ABOUT
CORPORATE CLUB
CONTACT

<p>T-shirts</p> <p>from <b>€3.45</b></p>		<p>Card Holders</p> <p>from <b>€0.68</b></p>	
<p>Thermo Mugs</p> <p>from <b>€1.70</b></p>		<p>USB Sticks</p> <p>from <b>€3.54</b></p>	
<p>Cotton Shopping Bags</p> <p>from <b>€1.40</b></p>		<p>Power Banks</p> <p>from <b>€5.76</b></p>	
<p>Fidget Spinners</p> <p>from <b>€0.99</b></p>		<p>Pens</p> <p>from <b>€0.50</b></p>	

All prices exclude VAT.  
Special offers for Corporate Club members.

Now call BRANDED and ask for more details. If you have a problem understanding, use the phrases in the Key vocabulary. Answer any questions your partner might have and don't forget to leave your name and contact details. Use the international spelling alphabet to help you.

- minimum order quantities
- prices for quantities of 100 and 150
- delivery information and payment terms
- Corporate Club benefits

### Key vocabulary

#### Checking information

- Sorry, I didn't catch that.
- Could you say it again / repeat it, please?
- Could you spell that, please?
- Was that seventy or seventeen?  
– Seventeen, one-seven.
- How much does it cost?
- When can I expect ... ?
- Can you confirm that ... ?
- Can you tell me (your) ... ?
- If I understand correctly, that means ...
- Let me read that back to you ...

**Your project is hitting its productivity targets, but you are falling behind on your schedule. Present an update to the team and answer any questions they might have. Deal with any differences of opinion positively.**

- You've completed the first three stages of the project. There are only four stages left.
- You took a little more time than planned because there was an unexpected situation at stage two. Everything is now OK again.
- You think you'll be able to make up for the delay in stage two and still finish the project by the end of the year as planned.
- You might, however, go about 10% over the budget. This should be OK as it is still within the scope of the project.
- You don't think you need to push the schedule back, or apply for more budget.

**You have a new job in Berlin starting in two months and want to sell your flat near Stuttgart. Your partner is looking to buy your flat. Read the information below and negotiate a deal with your partner.**

- The current market value of your flat is €320,000. You have placed an advert online with the asking price of €335,000.
- You want to get as much as you can for it, but are willing to accept €305,000 because you need the money for your new flat in Berlin.
- As an extra, you could add some pieces of furniture (value: €10,000) to the deal. They were specially made for the flat.

#### Key vocabulary

##### Reaching agreement

- I might be able to ... if you ...
- How about if we ... ?
- Will you ... ?
- What do you think?
- How does that sound?
- Yes, that sounds fair/acceptable.
- I'm sorry, that's not possible/feasible.
- I can't lower the price.
- I might be able to agree to that.
- I can agree to that.

**1 Read the information below and role-play a situation in which you need to influence your team leader.**

- You are under time pressure with a project and need to influence your team leader to give you support.
- You would like to postpone the deadline and possibly get an assistant for a few weeks.
- Convince your team leader by telling him/her about the benefits of this (e.g. higher performance, more motivation, your team will meet its targets).

**2 Now role-play a situation in which you are trying to influence a team member. Use the information below.**

- Your colleague who is on the same team is good at their job, though you often find it difficult to work with them.
- They just focus on their tasks and don't really help other people in the team.
- You need to influence them to think not only about their tasks, but also about the whole team and the success of the team.

UNIT  
8

## Business life, Exercise 4 · page 89

- 1 Use the information below to present a new product to your partner. Use four of the techniques from page 88.

New Product	
Name:	Bam2
Function:	medium-sized loan for young couples
Benefit:	long loan term; fast approval process
Term:	8–10 years
Good for:	renovations, family car, honeymoon, etc.

- 2 Now listen to your partner's presentation and note the techniques he/she uses.

UNIT  
9

## Business life, Exercise 4 · page 101

Work with a partner to complete your sales performance chart of the Gemini bike range. Answer any questions they may have about the information you have.

How many did we sell last year?

What was the customer rating last year?

How many have we sold so far this year?

What's the customer rating this year?

Model	Units sold last year	Customer rating last year	Units sold this year	Customer rating this year
GM1200		● ● ● ● ●		
GM1350	18,000			● ● ● ● ●
GM7000		● ● ●	4,500	● ●
GM1560	3,000		4,000	

Customer rating key*	
very poor	●
poor	● ●
average	● ● ●
good	● ● ● ● ●
very good	● ● ● ● ● ●
* in terms of reliability and price	

UNIT  
10

## Business life, Exercise 5 · page 111

- 1 Read the information below and role-play a situation in which you are making a complaint.

- You are a reseller and your supplier hasn't delivered an order by the agreed date. This now means that you'll miss your own delivery deadlines for your customers.
- You need a quick solution. Call the supplier and find out:
  - Can the order be split and delivered directly to your customers (in two different locations) by the end of the week at no extra cost?
  - What sort of further compensation can they offer?



**2 Now role-play a situation in which you are handling a complaint. Use the information below.**

- You work in a restaurant.
- A customer ordered their meal without the garlic sauce, but the kitchen was very busy and forgot to use a different sauce.
- Apologize for the mistake and offer a new meal with a different sauce. You'll try and bring it quickly. Other quick meal options include pizza and salad.
- Make sure the customer is happy with whichever solution you agree on. Offer them a complimentary (free) dessert and/or coffee if you have to.

UNIT  
11

**Business life, Exercise 5** · page 121

**1 You're in a team meeting and have a new idea for improving the team's efficiency. Read the information below and prepare your pitch. Then present it to your partner and discuss your ideas.**

- The team spends a lot of time writing and reading emails.
- A lot of people are usually in cc and these people often get involved in responding, which creates confusion and more work.
- You think there should be email guidelines within the team charter about the number of mails sent and when to put colleagues in cc.

**2 Your colleague is running a little late on their part of the project and is pitching a suggestion to extend the deadline. Read the information below. Then listen to your partner and discuss.**

- You agree that the project has grown in scope, but the extra parts should still be manageable within the same time.
- You don't think that extending the deadline is the best solution.
- You believe that the team should do a little overtime, and maybe get an assistant for the next few months to make sure you hit the deadline and finish the project on time.

UNIT  
12

**Business life, Exercise 4** · page 131

**You are a line manager and are going to give one of your team members a performance review. Read the information below and use the tips for performance reviews on page 130.**

- Your team member has been on your team for just over two years.
- They are doing well in their role and work hard. They are very accurate and precise in what they do and take their role very seriously. Generally they meet most of their targets.
- However, their strong focus on their own activities means that they are sometimes unwilling to take on other tasks, even if they are just temporary, or to support others.
- They also communicate in an expansive way, using a lot of unnecessary words, meaning that others either don't listen or lose patience.

## Partner B

UNIT  
1

Business life, Exercise 4 · page 17

1 You're new in the company and have just met your partner. Introduce yourself to them.

You are Quinn Becker.

Team: Corporate Sales Western Europe

Current project: a new product: the BZZ22

You're familiar with it from your previous job.

Office location: 2<sup>nd</sup> floor, in the sales team

Then make some small talk and find out something about them.

2 Introduce yourself to someone you meet at a networking event.

You are Elliot Damitz.

Job title: project leader (app development)

Your expertise: a diploma in business and six years' experience in a global company

Career path: joined the internship programme in current company six years ago and recently became team leader of a group of six developers

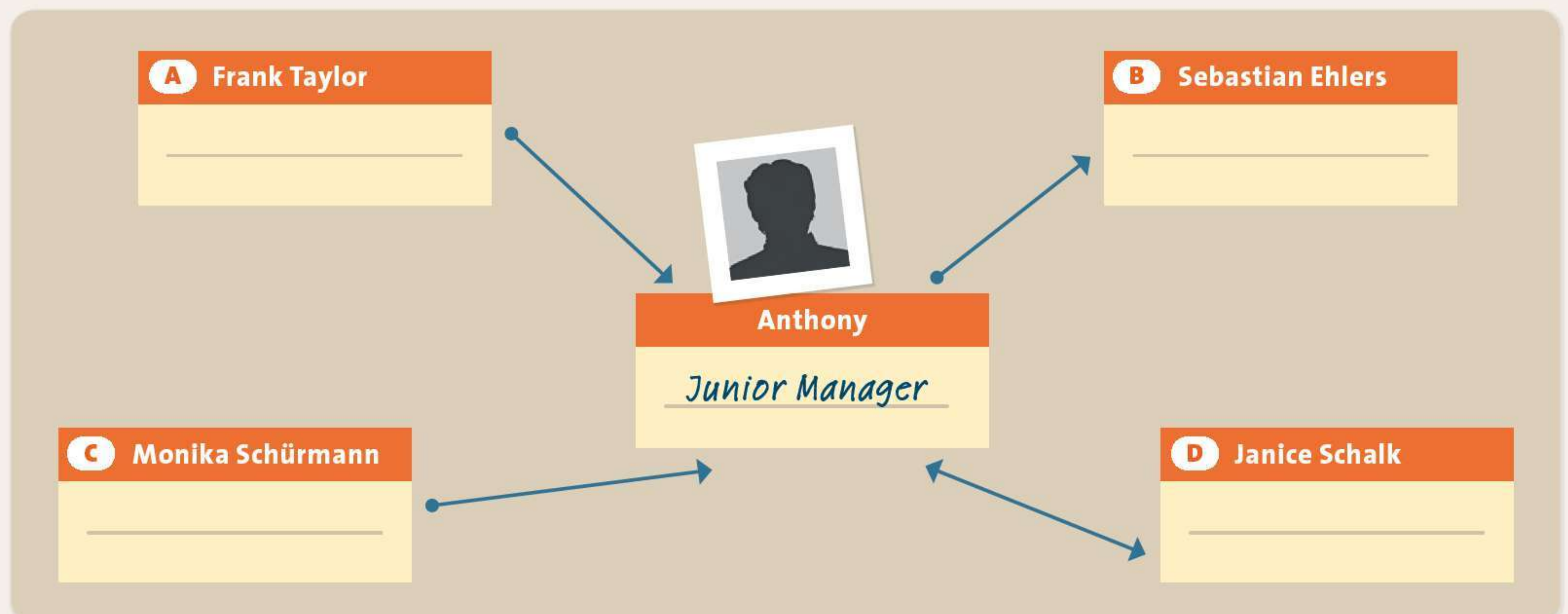
Previous projects: worked on two major mobile games and a banking app

Then make some small talk and find some shared interests.

UNIT  
2

Part B, Exercise 2 · page 24

1 Listen to your partner. Fill in the missing information (A–D) in the diagram and complete the sentences 1–4. Then summarize Anthony's main relationships in the company.



1 \_\_\_\_\_ is Anthony's boss.

2 \_\_\_\_\_ and \_\_\_\_\_ report to Anthony.

3 Anthony and \_\_\_\_\_ are friends.

4 \_\_\_\_\_ is not a member of Anthony's team.

**2 Now read out the text below while your partner fills in the missing information in his/her file.**

Christina is a graphic designer in the marketing department. Her immediate boss is Erik Lindstrom, who's a senior graphic designer. Erik reports directly to Sarah Hampton, who is the head of the marketing department. Christina works closely with Isabel Schmidt from the advertising department. At the moment Christina is supervising a new trainee, Rosa Carrington.

**UNIT  
3**

**Business life, Exercise 4 · page 37**

**1 You are Alex. Your partner Linda calls to follow up on the conversation in exercise 3 on page 36. Use the information below during the call and make notes for Jonas.**

- You work in the product development department
- Jonas is not in today. (Think of a reason why, if you want.)
- Take a message.
- Check the notes you've taken before you end the call.

Message for: \_\_\_\_\_  
Date/Time: \_\_\_\_\_  
Caller: \_\_\_\_\_  
Message: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2 You are Jonas. Call Linda back and use the information below to respond.**

- Yes, it helps to get some of the components early. But it needs to be at least half of the order so you can do a test run.
- Make sure you get Linda's confirmation that this will be possible. If not, then it doesn't help and you will wait until 20<sup>th</sup> for the full order.

**UNIT  
4**

**Business life, Exercise 4 · page 47**

**1 Use the information below to practise building a relationship with a new colleague.**

- You're going to be working on a project together with a new colleague and want to be sure they are the right person. You have a number of years' experience, but you don't know how experienced they are with this type of project.
- You also want to find out more about who they are and enable them to get to know you better.
- You are going to lunch in the canteen together.

**2 Now role-play talking to a new customer using the information below.**

- You are a supplier and want to show your potential customer that you are competent and can be trusted.
- You have experience with this type of project and have worked in the field for over six years.
- The conversation is taking place during the coffee break at a meeting.
- Make some small talk and find out more about them and their competence and knowledge of this type of project.

You work for BRANDED, a corporate gifts company. A potential customer is calling to find out some information and maybe place an order. Use the information below to answer his/her questions.

BRANDED Corporate gifts → Bestsellers						
		50	100	150	200	500
T-shirts		€5.50 (min. quantity)	€4.98	€4.59	€4.45	€3.45
Thermo Mugs				€2.98 (min. quantity)	€2.35	€1.70
Cotton Shopping Bags			€2.05 (min. quantity)	€1.89	€1.60	€1.40
Fidget Spinners				€1.99 (min. quantity)	€1.57	€0.99
Card Holders		€1.99 (min. quantity)	€1.70	€1.10	€0.99	€0.68
USB Sticks		€4.50 (min. quantity)	€4.10	€3.99	€3.70	€3.54
Power Banks			€6.99 (min. quantity)	€6.50	€5.99	€5.76
Pens		€1.00 (min. quantity)	€0.95	€0.80	€0.75	€0.50

All prices exclude VAT.

Special offers for Corporate Club members: 10% off all item orders of €150 or more.

All shipping times are dependent on logo print approval. Standard shipping time is 5 working days.

All orders must be paid in full within 28 days of invoice unless otherwise agreed in writing.

Find out which items your partner wishes to buy and in what quantities. If you have a problem understanding, use the phrases in the Key vocabulary to check. Ask for their name and contact details before you end the call. Use the international spelling alphabet to help you confirm the details.

### Key vocabulary

#### Checking information

- Sorry, I didn't catch that.
- Could you say it again / repeat it, please?
- Could you spell that, please?
- Was that seventy or seventeen?  
– Seventeen, one-seven.
- How much does it cost?
- When can I expect ... ?
- Can you confirm that ... ?
- Can you tell me (your) ... ?
- If I understand correctly, that means ...
- Let me read that back to you ...

UNIT  
6

### Business life, Exercise 5 · page 69

Listen to your colleague give an update about your project which has fallen behind schedule. Discuss what you can do.

- You believe that unexpected things are likely to happen again in future and would like to plan accordingly.
- You think that you should ask your management for more budget and also to push the schedule back by around two months.

UNIT  
7

### Part A, Exercise 5 · page 75

You live in London, but have a new job starting in Stuttgart next month. You found an advert for a flat in Stuttgart that you would like to buy. Use the information below to negotiate a deal with your partner.

- Your partner's flat is advertised at €335,000 and is not too far outside Stuttgart.
- You would like to buy a flat and have a budget of €320,000, but obviously it'll be better if you can get one cheaper.
- You will also need some furniture for the flat and will be happy if it's included in the price.

### Key vocabulary

#### Reaching agreement

- I might be able to ... if you ...
- How about if we ... ?
- Will you ... ?
- What do you think?
- How does that sound?
- Yes, that sounds fair/ acceptable.
- I'm sorry, that's not possible/feasible.
- I can't lower the price.
- I might be able to agree to that.
- I can agree to that.

UNIT  
7

### Business life, Exercise 4 · page 79

1 Read the information below and role-play a situation in which you need to influence a member of your team.

- You are a team leader. One of your team members is not very good at time management and often comes under time pressure when deadlines are nearing.
- You want to influence them to have better control over their schedule and planning.
- At the moment they're working on an important project that can't run late. You and the rest of the department are also already fully busy, so you hope they are managing their time well this time.

2 Now role-play a situation in which you are trying to influence a team member. Use the information below.

- You like your job, are good at it and usually hit your performance targets.
- However, not everyone on your team works so hard and you have some colleagues who are often slow or not delivering the right quality of work.
- Rather than helping them with their specific work, you think it is better to influence them to try to improve themselves, their speed and quality.

UNIT 8

Business life, Exercise 4 · page 89

1 Listen to your partner's presentation and note the techniques he/she uses.

2 Now use the information below to present a new product to your partner. Use four of the techniques from page 88.

New Product	
Name:	SkinPay
Function:	a chip implant which enables contactless payments simply by waving your hand over the payment machine
Benefit:	no more wallets, credit cards or cash
Term:	automatic software updates; chip has to be replaced every ten years (through a minor medical procedure)
Good for:	people (e.g. joggers) who don't like carrying cash, cards, wallets or handbags

UNIT 9

Business life, Exercise 4 · page 101

Work with a partner to complete your sales performance chart of the Gemini bike range. Answer any questions they may have about the information you have.

How many did we sell last year?

What was the customer rating last year?

How many have we sold so far this year?

What's the customer rating this year?

Model	Units sold last year	Customer rating last year	Units sold this year	Customer rating this year
GM1200	10,000		10,000	● ● ● ● ●
GM1350		● ● ● ● ●	11,000	
GM7000	6,000			
GM1560		● ●		● ● ●

Customer rating key*	
very poor	●
poor	● ●
average	● ● ●
good	● ● ● ● ●
very good	● ● ● ● ● ●
* in terms of reliability and price	

**1 Read the information below and role-play a situation in which you are handling a customer complaint.**

- You are a supplier and a customer calls you to complain about a late order.
- Your logistics centre made a mistake. Apologize for the delay and promise your customer that they'll get the delivery by the end of the week.
- It could also be possible to send the order to a different address if that helps, e.g. their customer. Find out what solution they're looking for.

**2 Now role-play a situation in which you are making a complaint in a restaurant. Use the information below.**

- You specifically ordered your meal without garlic in the sauce. It took a long time to arrive and it has garlic sauce all over it.
- You don't have time to wait for a new one, but you are still hungry. See if they can bring you something else quicker. What are your options?

**1 You're in a team meeting and your colleague is pitching an idea for improving team efficiency. Read the information below and listen to their ideas. Then add your own.**

- You think your colleague's idea isn't bad, however, this is a good opportunity for you to make a proposal of your own.
- You think that it would be much more efficient if the team moved away from email completely. You have heard about a new virtual collaboration space where you can post information and files in one place for everyone to see and access.
- You think the virtual collaboration space is the way to go.

**2 You're in a team meeting and have a new idea for extending the project deadlines. Read the information below and prepare your pitch. Then present it to your partner and discuss.**

- The scope of your project has expanded and it looks unlikely that you'll hit your team's deadline.
- Your idea is to extend the deadline by a month.
- With the extra month, you'll be able to complete the new topics, and you think the overall quality of the project will be better.

**Your line manager is going to review your recent performance with you. Use the information below to react to what your line manager says.**

- You've been on this team for about two years now and are happy in your job and do it well.
- However, your manager often tries to push new tasks on to you. These are beyond what was agreed in your job description.
- You also feel that the others in the team are often impatient when you are explaining things to them. You think many team members are stressed and are always rushing and hurrying to get things done.

## Information file

UNIT  
6

Part A, Exercise 4 · page 65

Ask each other questions about your past experiences using the phrases below. If the answer is yes, ask a follow-up question. Otherwise ask a new question.

**to write**

a report in English •  
a really long email •  
to the CEO

**to post**

a video on YouTube •  
a comment on a blog

**Key vocabulary****Asking follow-up questions about past experience**

- Oh, really! So when exactly were you there?
- Wow! What kind of things did you do there?
- That sounds fascinating! Was it a business trip or were you just there for fun?

**to listen to**

a podcast in English •  
a complete audiobook •  
an American radio programme

**to take part in**

a video conference •  
a webinar •  
a breakfast meeting •  
a stand-up meeting

**to work**

in an open-plan office •  
from home • for a multinational  
company • until 9 pm

**to have**

a week with no meetings • an argument with  
a colleague • dinner in a very expensive restaurant •  
a teleconference during a holiday

Have you ever taken part in  
a breakfast meeting?

Yes, I have actually. /  
No, luckily not.

When was it?

Last week – with the whole  
department.

 Report your findings to the class.

Jan has been to Australia twice.  
He was last there in September last year.

Anton has never taken part in a stand-up meeting,  
but he has taken part in a breakfast meeting.

Jim **has been** to the USA.  
(Now he's back home.)  
Uta **has gone** to the USA.  
(She's still there.)

UNIT  
7

Part B, Exercise 4 · page 77

**Germany**

Flexitime arrangement in 38% of companies.  
Overtime work in 24% of companies.  
Male employees taking parental leave in 14%  
of companies.

**Austria**

Flexitime arrangement in 51% of companies.  
Overtime work in 32% of companies.  
Male employees taking parental leave in 12%  
of companies.



# Numbers, dates, years and times

## Numbers

Cardinal numbers		Ordinal numbers	
1	one	1 <sup>st</sup>	first
2	two	2 <sup>nd</sup>	second
3	three	3 <sup>rd</sup>	third
4	four	4 <sup>th</sup>	fourth
5	five	5 <sup>th</sup>	fifth
6	six	6 <sup>th</sup>	sixth
7	seven	7 <sup>th</sup>	seventh
8	eight	8 <sup>th</sup>	eighth
9	nine	9 <sup>th</sup>	ninth
10	ten	10 <sup>th</sup>	tenth
11	eleven	11 <sup>th</sup>	eleventh
12	twelve	12 <sup>th</sup>	twelfth
13	thirteen	13 <sup>th</sup>	thirteenth
14	fourteen	14 <sup>th</sup>	fourteenth
15	fifteen	15 <sup>th</sup>	fifteenth
16	sixteen	16 <sup>th</sup>	sixteenth
17	seventeen	17 <sup>th</sup>	seventeenth
18	eighteen	18 <sup>th</sup>	eighteenth
19	nineteen	19 <sup>th</sup>	nineteenth
20	twenty	20 <sup>th</sup>	twentieth
21	twenty-one	21 <sup>st</sup>	twenty-first
22	twenty-two	22 <sup>nd</sup>	twenty-second
23	twenty-three	23 <sup>rd</sup>	twenty-third
30	thirty	30 <sup>th</sup>	thirtieth
31	thirty-one	31 <sup>st</sup>	thirty-first
40	forty	40 <sup>th</sup>	fortieth

Cardinal numbers		Ordinal numbers	
50	fifty	50 <sup>th</sup>	fiftieth
60	sixty	60 <sup>th</sup>	sixtieth
70	seventy	70 <sup>th</sup>	seventieth
80	eighty	80 <sup>th</sup>	eightieth
90	ninety	90 <sup>th</sup>	ninetieth
100	one/a hundred	100 <sup>th</sup>	hundredth

110	one hundred <b>and</b> ten
1000	one/a thousand
6,496	six thousand four hundred <b>and</b> ninety-six
100,000	one/a hundred thousand
1,000,000	one/a million (1m)
5,000,000,000	five billion (1bn)

**Achtung!** Im amerikanischen Englisch entfällt „and“ normalerweise zwischen Hunderter und Zehner (z. B. *one hundred ten*).



Sowohl im Deutschen als auch im Englischen gibt es das Wort „Billion“. Eine US-amerikanischen billion entspricht im Deutschen einer „Milliarde“. Für die deutsche „Billion“ sagt man im Englischen trillion. Im britischen Englisch wird billion meist für „Milliarde“, manchmal aber auch (leicht veraltet) für „Billion“ gebraucht. Hier ist also Vorsicht geboten.

## Dates

Britain 	USA 
Dates are normally written with a cardinal number followed by the month: 23 March	In the USA, the day is usually written after the month: March 23
When only numbers are used, the order is day, month, year: 12/09/14    12 September 2014	When only numbers are used, the order is month, day, year: 09/12/14    September 12, 2014

## Years

1998

nineteen  
ninety-eight

2000

two thousand

2012

twenty twelve /  
two thousand  
(and) twelve

2020

twenty twenty /  
two thousand  
(and) twenty

## Times

### The 12-hour clock

The 12-hour clock is used in everyday conversation.



ten o'clock



five past ten



(a) quarter past ten



twenty past ten



half past ten

twenty-five  
to eleven(a) quarter  
to eleven

ten to eleven

eight minutes  
to elevenmidnight or  
noon/midday

Achtung:  
*half past ten*  
bedeutet 10.30  
nicht 9.30!



In American English  
*after* is sometimes  
used instead of *past*,  
and *of* instead of *to*:

**10.15**

a quarter **after** ten

twenty **of** eleven

**10.40**

### The 24-hour clock

Travel times		
In everyday situations, the 24-hour clock is used in Britain only when talking about travel timetables (flight times for example). It is almost never used in the USA (except in the military).	<b>00:00</b> zero hundred <b>00:15</b> zero zero (oh oh) fifteen <b>09:50</b> zero (oh) nine fifty <b>09:55</b> zero (oh) nine fifty-five	<b>11:00</b> eleven hundred <b>11:03</b> eleven oh three <b>14:30</b> fourteen thirty <b>22:50</b> twenty-two fifty
Appointments, etc.		
In many everyday business situations in Britain, the 24-hour clock is used to write times (for example in a diary or to confirm the time of a meeting in an email), but when speaking we use the 12-hour clock. It is not normal in Britain – as it is in German-speaking countries – to talk of a meeting beginning at sixteen hundred (sechzehn Uhr). Instead, we can use the 12-hour clock (above), but very often we just say figures (five, six, etc.) and am or pm (or a.m. and p.m.) for morning or afternoon/evening.		
Sometimes we write these times with a colon:	<b>06:00</b> six am <b>08:05</b> eight oh five <b>09:15</b> nine fifteen <b>10:30</b> ten thirty	<b>13:00</b> one pm <b>14:47</b> two forty-seven pm <b>00:05</b> twelve oh five am (five minutes past midnight) <b>12:05</b> twelve oh five pm (five minutes past midday)

## Prepositions in time expressions

<i>in</i> + years, seasons, months, parts of the day	<i>on</i> + days, dates	<i>at</i> + times, parts of the day
in 2013 in spring/winter in February/August in the morning/afternoon	on Monday (at ten o'clock) on Fridays on 23 June on September 18 <sup>th</sup> , 2012	at ten o'clock at 3.25 pm at noon/midday/midnight at night



*at* the weekend



*on* the weekend

# Telephone numbers and addresses

## Telephone numbers

The important thing to remember is that in English we say the individual numbers of telephone numbers one after the other. If you give your telephone number as some people do in German (e.g. if you say the number 123456 as *twelve thirty-four fifty-six*), people probably won't understand you. When saying a phone number, make a pause after the code (*Vorwahl*) and also in the middle of longer numbers. You can also say "That's" plus the number, e.g. *That's four one six, seven two three*. Please note: The telephone numbers given here are examples only.

- In the USA, all phone numbers are made up of seven digits plus the three-digit area code. Americans often give their phone numbers like this:  
*(123) 456 7890 Area code one two three, four five six, seven eight nine zero*
- "0" is usually said as the letter "o" (also sometimes as zero in the USA):  
*(01234) 567890 oh one two three four, five six seven, eight nine oh*
- In British English, double numbers (e.g. 22, 33) are said as double-two, double-three, etc.  
*744311 seven double-four, three double-one*  
(US: *seven four four, three one one*)

- Three identical numbers (e.g. 555) can be said as *treble five, five double-five* or *double five five*. (US: *five five five*).
- A few numbers, usually of larger companies, can end in 000. These are usually said as thousand:  
*012 345 6000 oh one two, three four five, six thousand*
- The number you give to people so they can reach you directly is called your "direct line". If someone first calls the reception, they might need your "extension" number. This is the internal version of your direct line.

## Postal addresses

British and American postal addresses each follow a standard format: (company) name, street, town or city and in the UK a "postcode", in the USA a five (or sometimes a nine) digit "zip code". Remember that in the UK and the USA the street number is placed before the street name.

Britain 	USA 
 <p>Sigma Consulting Ltd. Attn: Jane Goldsmith 4 Mossparck Road Glasgow G62 8NL UK</p>	 <p>DataCorp, Inc. 1037 Richmond Avenue Houston, TX 77042-1810 USA</p>

## Email and website addresses (URLs)

• dot @ at : colon - dash/hyphen _ underscore / (forward) slash	Lila.morris@aol.com	Lila dot Morris at A-O-L dot com
	d_klein@t-online.de	D underscore Klein at T dash online dot D-E
	ben.smith@citybank.co.uk	Ben dot Smith at City Bank dot co dot U-K
	http://www.kulinar.at/sales	H-T-T-P colon forward slash forward slash W-W-W- dot Kulinar dot A-T slash sales

Wenn wir E-Mail- oder Webadressen buchstabieren, verwenden wir nicht „minus“, sondern *dash* oder *hyphen* für den Bindestrich.

Infinitive	Simple past	Past participle	
be	was/were	been	<i>sein</i>
become	became	become	<i>werden</i>
begin	began	begun	<i>beginnen, anfangen</i>
break	broke	broken	<i>brechen, kaputtmachen</i>
bring	brought	brought	<i>bringen</i>
build	built	built	<i>bauen</i>
buy	bought	bought	<i>kaufen</i>
catch	caught	caught	<i>fangen</i>
choose	chose	chosen	<i>(aus)wählen, aussuchen</i>
come	came	come	<i>kommen</i>
cost	cost	cost	<i>kosten</i>
cut	cut	cut	<i>schneiden</i>
deal	dealt	dealt	<i>handeln, sich beschäftigen (mit)</i>
do	did	done	<i>tun, machen</i>
draw	drew	drawn	<i>zeichnen</i>
drink	drank	drunk	<i>trinken</i>
drive	drove	driven	<i>(Auto)fahren</i>
eat	ate	eaten	<i>essen</i>
fall	fell	fallen	<i>fallen</i>
feel	felt	felt	<i>(sich) fühlen</i>
find	found	found	<i>finden</i>
fly	flew	flown	<i>fliegen</i>
forget	forgot	forgotten	<i>vergessen</i>
get	got	got (US: gotten)	<i>bekommen, gelangen</i>
give	gave	given	<i>geben, schenken</i>
go	went	gone	<i>gehen, fahren</i>
grow	grew	grown	<i>wachsen</i>
have	had	had	<i>haben</i>
hear	heard	heard	<i>hören</i>
hide	hid	hidden	<i>(sich) verstecken</i>
hit	hit	hit	<i>schlagen</i>
hold	held	held	<i>halten</i>
hurt	hurt	hurt	<i>schaden</i>
keep	kept	kept	<i>behalten</i>
know	knew	known	<i>wissen, kennen</i>
lead	led	led	<i>führen, leiten</i>
learn	learnt/learned	learnt/learned	<i>lernen</i>
leave	left	left	<i>(weg)gehen, (ver)lassen</i>
lend	lent	lent	<i>(aus)leihen, borgen</i>
let	let	let	<i>(zu)lassen, erlauben</i>
lose	lost	lost	<i>verlieren</i>
make	made	made	<i>machen, tun</i>
mean	meant	meant	<i>bedeuten</i>
meet	met	met	<i>(sich) treffen, kennenlernen</i>

Infinitive	Simple past	Past participle	
pay	paid	paid	<i>(be)zahlen</i>
put	put	put	<i>legen, stellen, setzen</i>
read [ri:d]	read [red]	read [red]	<i>lesen</i>
ride	rode	ridden	<i>(mit)fahren, reiten</i>
rise	rose	risen	<i>steigen, sich erheben</i>
ring	rang	rung	<i>klingeln, anrufen</i>
run	ran	run	<i>laufen, verwalten</i>
say	said	said	<i>sagen</i>
see	saw	seen	<i>sehen</i>
sell	sold	sold	<i>verkaufen</i>
send	sent	sent	<i>senden, schicken</i>
set	set	set	<i>setzen, stellen, legen</i>
shake	shook	shaken	<i>schütteln</i>
show	showed	shown/showed	<i>zeigen</i>
sing	sang	sung	<i>singen</i>
sit	sat	sat	<i>sitzen</i>
sleep	slept	slept	<i>schlafen</i>
speak	spoke	spoken	<i>sprechen</i>
spell	spelt/spelled	spelt/spelled	<i>buchstabieren, schreiben</i>
spend	spent	spent	<i>ausgeben, verbringen</i>
stand	stood	stood	<i>stehen</i>
steal	stole	stolen	<i>stehlen</i>
swim	swam	swum	<i>schwimmen</i>
take	took	taken	<i>nehmen</i>
teach	taught	taught	<i>unterrichten</i>
tell	told	told	<i>erzählen, sagen</i>
think	thought	thought	<i>denken, meinen</i>
throw	threw	thrown	<i>werfen</i>
understand	understood	understood	<i>verstehen</i>
wake	woke	woken	<i>wecken</i>
wear	wore	worn	<i>tragen, anhaben</i>
win	won	won	<i>gewinnen</i>
write	wrote	written	<i>schreiben</i>

UNIT  
1

## First Impressions

Extra practice · pages 19–21

- 1 1 wears  
2 work  
3 are not / aren't speaking  
4 is wearing  
5 do not / don't speak  
6 am/'m working
- 2 1 c, 2 b, 3 d, 4 f, 5 e, 6 a
- 3 1 With who are you working this week?  
2 Why do so many people like this brand?  
3 How often does Sasha take a break?  
4 Does your company sell its products abroad?  
5 When do you usually finish work?  
a 3, b 5, c 2, d 1, e 4
- 4 1 Do you know; works  
2 is working  
3 start; am/'m starting; is; am/'m doing  
4 have; are having  
5 are using  
6 are buying
- 5 1 c, 2 b, 3 a, 4 e, 5 d, 6 f
- 6 2 Do you think this is a good time to invest in gold?  
– **Well**, it's hard to say.  
3 **Unfortunately**, I can't help you with that software.  
4 I want to go to the theatre next week and have an extra ticket. **So**, are you interested?  
5 Will you email Tom about the new plan?  
– **Actually**, I'm seeing him tomorrow, so I'll tell him then.
- 7 1 What are you working on at the moment?  
2 I'm a teacher at this school.  
3 I'm taking a break in the garden at the moment.  
4 The current wages are too low.  
5 I work for a Japanese company.  
6 We spend a lot of time testing our products.  
7 The technician explains the process to the visitors.  
8 Do you often to go the cinema?

UNIT  
2

## Describing Products

Extra practice · pages 29–31

- 1 1 d, 2 c, 3 f, 4 e, 5 a, 6 b
- 2 1 Top-of-the-range cars are made at our plant in Asia.  
2 Costs in production are cut by automating processes.  
3 Resources are not / aren't wasted in the factory.  
4 Are adhesives purchased for use in industrial processes?  
5 Artificial ingredients are not / aren't used in their home-made cakes.  
6 The details can be sent by email tomorrow.
- 3 1 First of all, a business plan is drawn up.  
2 Secondly, premises are found and they are redecorated.  
3 Following that, equipment and furniture are ordered.  
4 Next, staff is recruited.  
5 After that, invitations for the opening are sent out to customers and the press.  
6 And then items such as coffee, cakes and sandwiches are ordered.  
7 Finally, champagne, cakes and coffee are served to guests at the opening.
- 4 1 division 3 manager 5 range  
2 colleague 4 staff 6 culture
- 5 1 d, 2 b, 3 a, 4 c
- 6 1 department 3 to 5 making 7 staff  
2 doing 4 supervisor 6 boss 8 doing
- 7 Surname: Waheed  
First Name: Azari  
Telephone: 0044 20 7836 6652  
Mobile: 0044 7700 900 736  
Email: a\_waheed@online.co.uk  
Website: www.xtratimes.com
- 8 1 This yoghurt is home-made. Would you like to try?  
2 This work is done every Monday.  
3 The suits are made by an Italian firm.  
4 The headquarters will move to Madrid.  
5 You can reach me on my new mobile number.  
6 The factory in the Netherlands produces dairy products.  
7 These shoes are manufactured by hand.  
8 The quality is checked every hour.

UNIT  
3

Looking back

Extra practice · pages 39–41

- 1 1 went 6 lived  
 2 studied 7 did not have  
 3 graduated 8 took  
 4 got 9 moved  
 5 worked 10 did not like
- 2 1 Where did she go to university?  
 – She went to university in Munich.  
 2 When did she graduate?  
 – She graduated in 2016.  
 3 Where was her first job?  
 – Her first job was in Erlangen.  
 4 How did she get to work back then?  
 – She got to work by train.  
 5 When did she move to PTC?  
 – She moved to PTC in 2017.
- 3 1 was  
 2 Were you able to  
 3 did not / didn't have  
 4 began  
 5 made  
 6 were you not / weren't you  
 7 could not / couldn't  
 8 had  
 9 could not / couldn't
- 4 1 ordering process 5 purchasing department  
 2 job opportunity 6 performance review  
 3 product developer 7 engineering industry  
 4 team member
- 5 1e, 2d, 3b, 4c, 5a, 6g, 7h, 8f
- 6 1 were; manufactured  
 2 was written  
 3 was served  
 4 are bought  
 5 were not / weren't paid  
 6 Was; delivered
- 7 1 Anita travelled to the USA in 2017.  
 2 I got my first job last year as a team assistant.  
 3 We didn't go very far yesterday.  
 4 She ordered two months ago.  
 5 Where were you yesterday?  
 6 I was born here.  
 7 Harry doesn't have a university degree.  
 8 I will tell Kathrin at the meeting.

UNIT  
4

Getting your message across

Extra practice · pages 49–51

- 1 1 badly 6 well  
 2 careful 7 lucky  
 3 currently 8 possibly  
 4 easily 9 thoroughly  
 5 quickly 10 usually
- 2 1 quickly; careless  
 2 hard; amazing  
 3 urgently  
 4 late; luckily  
 5 badly; happy  
 6 immediately; important
- 3 1 must wear  
 2 must not / mustn't use  
 3 must write  
 4 need not / needn't work  
 5 must not / mustn't smoke  
 6 need not / needn't show
- 4 1 You must be ...  
 2 Nice to meet you.  
 3 Can I take your coat?  
 4 How was your flight?  
 5 Is this your first visit to Delhi by the way?

5 1d, 2b, 3a, 4c

6	●●●	●●●	●●●●	●●●●
	compliment	arrangement	competitor	invitation
	document	appointment	sabbatical	information

- 1 appointment, arrangement, compliment  
 2 sabbatical  
 3 appointment, document, information, invitation  
 4 document, information, invitation  
 5 competitor
- 7 1 The food smells very good!  
 2 We often speak to our suppliers on the phone.  
 3 The quality manager visited the factory last week.  
 4 Visitors don't have to wear protective clothing.  
 5 I took a six-month sabbatical.  
 6 The designer has an appointment in Paris.  
 7 Everyone was surprised that Tim came.







UNIT  
9

## Explaining things

Extra practice · pages 103–105

- 1 2 His English was easy to understand. / It was easy to understand his English.  
3 This detergent was safe to use. / It is safe to use this detergent.  
4 This machine has been difficult to transport. / It has been difficult to transport this machine.  
5 The meeting is going to be complicated to organize. / It is going to be complicated to organize the meeting.  
6 The system was difficult to demonstrate. / It was difficult to demonstrate the system.
- 2 1 reasonably priced  
2 technologically advanced  
3 completely safe  
4 ergonomically made  
5 beautifully designed
- 3 1 As a result                      4 however  
2 Although                         5 Nonetheless  
3 For example
- 4 1 had already read  
2 had already visited  
3 had already phoned  
4 had tried  
5 had you written  
6 had his boss not been
- 5 1 had just cleared                5 started  
2 came                                6 had left  
3 joined                               7 didn't feel like  
4 walked                              8 got
- 6 1 success                            5 responses  
2 preparation                        6 complaint  
3 completion                         7 failure  
4 offer
- 7 1 The goods were badly packed.  
2 The presentation at the trade fair was very successful.  
3 On the one hand, I thought the presentation was good.  
4 The meeting was well organized.  
5 I would like to look at the sales figures.  
6 I left my wallet on the train!  
7 We had already booked the flight when the meeting was cancelled.

UNIT  
10

## Providing services

Extra practice · pages 113–115

- 1 1 have you been writing  
2 have you written  
3 Have you seen  
4 has Bernd been attending  
5 Have you flown
- 2 1 have you known; have/'ve known  
2 have you done; have/'ve; done  
3 have you been living; have/'ve been living (or: have/'ve lived)  
4 have you made; have not / haven't made
- 3 1 have been selling; for  
2 has been waiting; since  
3 have you made  
4 Since; have been asking  
5 have not lived here  
6 have; been doing  
7 have you written  
8 have worked; for
- 4 1 am getting used                3 got to know  
2 am getting                        4 is getting
- 5 1 It's a sort of  
2 very tasty  
3 local speciality  
4 Speaking of which  
5 How about  
6 Anyway
- 6 Customer: Jane Kaminsky  
Order Number: XT 4927DE  
Reason for call: order hasn't yet arrived  
Action plan: Bill will call Jane back as soon as he knows what happened to the order.  
Jane might receive a discount.
- 1 Travelling is fun!  
2 How long has he been working in sales? / How long has he worked in sales?  
3 The cake is made from apples.  
4 We have to adapt our services to customer demands.  
5 Can you translate the menu for me?  
6 I have been working on the project in Sweden since 2017. / I have worked on the project in Sweden since 2017.  
7 Let's go to the cinema. It's my treat.

UNIT  
11

Considering options

Extra practice · pages 123–125

- 1 **1 e, 2 g, 3 a, 4 b, 5 c, 6 f, 7 d**
- 2 **2** ... you had a canteen in your company?  
**3** ... their prices weren't too high?  
**4** ... you had a great job?  
**5** ... your company offered part-time work?  
**6** ... you were in charge of your budget?
- 3 **1** in case      **4** in case  
**2** Unless      **5** Unless  
**3** unless      **6** in case
- 4 **1** He would buy a new laptop if he had the money.  
**2** We won't be competitive unless we open a new logistics centre.  
**3** If we opened more factories, we would sell more goods. / If we open more factories, we will sell more goods.  
**4** Unless we start now, we won't finish in time for lunch.  
**5** If the delivery date is OK, we'll sign the contract.  
**6** Let's exchange phone numbers in case we have to call each other later.  
**7** If he went to the meeting, he could discuss the ideas in the report.
- 5 **1** depreciation      **3** increase the  
**2** weakness      **4** products
- 6 **1** main reason  
**2** great opportunity  
**3** market share  
**4** convincing evidence  
**5** competitive advantage
- 7 **1** We would reduce the costs if we educated our drivers.  
**2** Do we have enough spare parts in stock?  
**3** They discussed the figures for a long time yesterday.  
**4** We are specialized in trade logistics.  
**5** Could we please invest in air conditioning?  
**6** He arrived in time for the show.  
**7** We were in the office on time for the meeting.  
**8** Take an umbrella in case it rains.

UNIT  
12

Working things out

Extra practice · pages 133–135

- 1 **1 b, 2 d, 3 c, 4 e, 5 f, 6 a**
- 2 **1** Jamie will have to **call** the meeting **off** due to lack of participation.  
**2** We want to **build up** our online presence and research new customers.  
**3** Last week they **came up** with an interesting way to redesign our application.  
**4** The company has **looked into** new ways of moving freight.  
**5** I'm afraid they have already **kicked off** the meeting.  
**6** Haven't they **asked for** our input yet?
- 3 **1** standing in for      **6** cut off  
**2** come across      **7** write up  
**3** look into      **8** zero in on  
**4** call; back      **9** run; by  
**5** speak up      **10** figure; out
- 4 **1** works  
**2** gave  
**3** Have you ever flown  
**4** was installed  
**5** has she been dealing with  
**6** are delayed  
**7** will not / won't catch; come  
**8** will not / won't lose; invest  
**9** would place  
**10** are going to meet; will be
- 5 **1 c, 2 a, 3 f, 4 b, 5 e, 6 d**
- 6 **1** The line keeps breaking up. Can you hear me?  
**2** My boss is thinking about postponing the business trip.  
**3** The sales figures were worse than last year.  
**4** We deal in logistics services.  
**5** I caught the designer before he left.  
**6** Our light was delayed by four hours.  
**7** We should ask ourselves if this is the correct way.  
**8** Can you drop me off at plant 4?

UNIT  
1

## First impressions

02  Part A, Exercise 3 · page 13

**Toni:** Hi, I don't think we've met. You're new in the company, aren't you? Welcome to SANA Biotech! I'm Toni.

**Matt:** Hi, I'm Matt. Nice to meet you. Yeah, it's my second day here, in fact. I'm from Australia. I'm here on a student exchange.

**Toni:** Nice to meet you too, Matt.

**Matt:** So, whereabouts do you work?

**Toni:** Just down the corridor, over there, in the main lab. Would you like a coffee, Matt? Regular or decaf? I can show you how the machine works. It's very easy.

**Matt:** Oh, I don't actually drink coffee, just water for me. But I'm not sure ...

**Toni:** Oh, just turn the tap to the left for sparkling and to the right for still. Help yourself. There you go! Uhm, actually I'm on my way outside. Would you like to come along too? I just need some fresh air after testing samples all morning.

**Matt:** Sure, there's still some time before lunch. So, uhm, where do you come from originally then?

**Toni:** Well, I come from Düsseldorf. But I love it here. Hiking is one of my hobbies.

**Matt:** Really! Cool! I can't wait to do some skiing here, myself. Do you do any skiing?

**Toni:** I do a bit of everything really. Skiing, cycling, hiking – there are plenty of trails around here.

**Matt:** Right! Great!

**Toni:** So, Matt, what about you then? Where in Australia ...

03  Part B, Exercise 3 · page 15

**Xavier:** (*Sneezing*) Oh, sorry! I think I may be a bit allergic to the plants!

**Alex:** They are actually going a bit too far with all these green plants – at least in this area. But better than no plants at all, I suppose.

**Xavier:** (*Sneezing*) Sorry, uhm, it's Alex, isn't it?

**Alex:** Yes. I'm Alex Schröder. It's ... uhm ...

**Xavier:** Xavier Dos Santos. We met at the onboarding last month.

**Alex:** Yes, of course. Nice to see you again. How are you doing, Xavier? Sorry, I should have remembered your name, but there were quite a few new recruits last month.

**Xavier:** Well, the company is growing.

**Alex:** Yeah, we are recruiting a lot of new colleagues for the plant in Hongdao. It's getting hard to keep track.

**Xavier:** Yeah, it must be a nightmare for you folks in HR.

**Alex:** Well, it's all part of the job! So, how are you settling in by the way?

**Xavier:** Fine. I'm still doing the orientation training, of course. And I love it here in Germany but I can't wait to go to China too.

**Alex:** I can imagine. But you still have three months to go. Make the most of your time here.

**Xavier:** Ah, right, maybe you could help me. I'm feeling a bit out of shape. This membership we have for corporate wellness – I'm actually not sure how it works. How do I register ...

UNIT  
2

## Describing products

04  Part A, Exercise 4 · page 23

**Vinay:** Hello, I'm Vinay Bera. I'm an assembly line manager here. Are you Ms Rakow?

**Tina:** Yes, I'm Tina Rakow from Felix International. Nice to meet you, Mr Bera.

**Vinay:** Nice to meet you too. My manager just asked me to give you a tour of our assembly line.

**Tina:** Oh, thank you so much for agreeing to do it at such short notice.

**Vinay:** You're very welcome. Uhm, so, tell me, do you work with Mr Ricardo Schmidt?

**Tina:** Yes, I do. In fact, he's my boss and he sends his regards. He couldn't come to Bengaluru this time, so he sent me here instead.

**Vinay:** Oh, thank you. I see. Well, pass on my best wishes too, and welcome to Bengaluru.

**Tina:** I will. And thank you.

05  Part A, Exercise 4 · page 23

**Vinay:** So, before we start, I'd like to give you a brief overview of the shoe-making process. As you know, we use both leather and synthetic materials, right?

**Tina:** Aha, so you make shoes in different qualities?

**Vinay:** Yes, we do. From no-names to famous brands – they are all made here!

**Tina:** How interesting!

**Vinay:** First, all the material is delivered to the unloading bay behind the factory and then is taken to the cutting area, which is over there. The shapes are cut out by hand. A number of processes in shoe-production are still done manually, you know.

**Tina:** Oh, really? Why is that?

**Vinay:** Shoemaking is a very skilled profession – machines can't do everything alone. We need skilled workers who can understand design patterns and operate hand tools and machinery.

**Tina:** I see. I've heard that some shoe manufacturers are automating their processes to speed up production.

**Vinay:** Maybe, but it's early stages yet. At the moment we still need skilled workers who understand their craft. And it's hard to program machines to do all that.

**Tina:** I see your point – so what's the next stage?

**Vinay:** After the cutting process, the top parts of the shoe are sewn together, and attached to the bottom part of the shoe with a strong adhesive or glue. That is what you are interested in specifically, isn't it?

**Tina:** Yes, as you know, our company makes a lot of different adhesives, and I am here to study your processes and to optimize our product to match your requirements.

**Vinay:** We need very strong adhesives, as I am sure you can imagine.

**Tina:** Yes, indeed. So, what happens next?

**Vinay:** Well, next, the shoes are given an attractive finish and then they are inspected for defects in the quality control area and finally – to wrap things up, so to speak – the shoes are packed in boxes and taken to the loading bay ready for shipment.

**Tina:** Aha. So, I see you are very busy here.

**Vinay:** Yes, we are. Shoes are always in demand!

**Tina:** Yes, I can imagine! So, does the production line run at the weekend too?

**Vinay:** Yes, it does. We have so many orders ...

## 06 Part B, Exercise 1 · page 24

I work for a company called Furniture Solutions. We have an online platform and sell all kinds of products from beds and coffee tables to complete kitchens. We don't have a regular store – we sell everything through our portal. I work in the Human Resources department as a recruiter. My immediate boss is Gabriella Balcke. She's head of HR and reports directly to our CEO. Within the department, I work closely with Sandra Beck. She's responsible for employee remuneration, and her supervisor is Uwe Schmidt. Uwe also reports directly to Ms Balcke.

Outside of our department, I often give Gina Rossi some support. She's a colleague of mine in the purchasing department, and they currently need a lot of new staff. Gina is a junior buyer and a member of a small team of seven people. Jürgen Löwe heads up the team. In fact, he's the head of the purchasing department.

I have lots of nice colleagues in several other departments too, like Anna Tafel from customer care. I sometimes meet up with her in the coffee break.

## 07 Part B, Exercise 5 · page 25

**Petra Weber:** Hi, nice to meet you all. My name is Petra Weber and I work as a lab technician for Fresh Look in Düsseldorf. We are a British company and our Head Office is in Sheffield. Fresh Look is a trusted brand name. We specialize in innovative hair care products, but we're currently developing a new product range of body care products for children – you know, soaps, shampoos, bubble bath. The structure of our company is quite flat and divided according to products. Our products are made in factories in Asia and Africa and are then exported to 13 different countries, but our main customer base is in Europe and the UK. Obviously a lot of our business is done in English, so we require most of our employees to have a good level of English. This is why courses in business English are held regularly throughout the organization.

**Johan Svenson:** My name is Johan Svenson. Pleased to meet you all. I'm Norwegian and I work for Lasco Energy, a utility company based near Oslo. I'm a safety engineer and

I'm responsible for making sure that the plant meets national and international safety standards.

Our company structure is straightforward. Basically, it's like a pyramid. At the top we have the board of directors and at the bottom we have the workforce. In between, we have a lot of senior managers, junior managers and that sort of thing. I work very closely with colleagues from all departments, but especially those in the training department. Safe work habits are taught in different countries to managers and workers on a regular basis – safety first, you know! As to the plant itself, all our energy is generated through hydroelectric power. Lasco Energy is a growing company, and we are currently constructing a new hydroelectric power station in Turkey.

#### 08 Business life, Exercise 1 · page 26

##### Conversation 1

This is where the manufacturing process happens. After the components are delivered, they are brought into the production area where they are assembled. These sensors check the quality of every product as it leaves the line, and the sensors are checked every hour by the team over there. After that, the products are packed into containers. And these robots here put the containers onto pallets. When the pallets are full, the forklift drivers come over and take the pallets to the loading area for delivery.

##### Conversation 2

**Mehmet:** Well, we don't use cash here. You need to use your card. It's really quite easy. First you just load up your tray with what you want to eat.

**Sarah:** Right.

**Mehmet:** Then you bring it over here and place it under the camera. The things on your tray are then scanned and recognized by the camera. After that you swipe your card here, and the money is taken from your employee account.

**Sarah:** The camera recognizes the food? So how exactly does it work?

**Mehmet:** Before lunch a member of the canteen staff takes photos of each dish and uploads them to the database. The camera then recognizes what's on your plate and the amounts are added up.

**Sarah:** Wow. That's amazing!

**Mehmet:** Yes, I know. And pretty soon we won't even need employee cards as the cameras will use facial recognition to know who we are too. The money will be automatically taken from our accounts.

##### Conversation 3

**Klaus:** So, as you're new here and might not know how to do this – let me show you.

**Oxana:** Great. Thanks.

**Klaus:** First you open the program and select 'New Meeting'. It's important that this is done every time.

**Oxana:** Why is that important?

**Klaus:** Well, if you don't, then you might accidentally re-open an old meeting room.

**Oxana:** Ah, OK.

**Klaus:** This system is much better than the last one we had. Meetings can be joined from many different devices, such as smartphones and tablets. And shared files and whiteboard notes are automatically sent to all the participants afterwards.

**Oxana:** Sounds good.

**Klaus:** So, it's pretty simple after that. You set 'New Meeting', specify the dates and participants, add their email addresses here and click on 'confirm'. Then the meeting is set and the invites are automatically sent to the participants.

**Oxana:** Thanks, Klaus. That seems quite straightforward. I don't have any further questions for now.

##### Conversation 4

**Noah:** This is where you need to come before you go into the production line area. You have to put on a bunny suit before you go in.

**Marko:** A bunny suit? Are we going to a party?

**Noah:** Ha! Unfortunately, not. Cleanroom suits are also known as bunny suits. The whole production line area is a clean environment because of the product technology. Anyway, the suits are all stored over here. You put them on like this. First the trousers and the top. And then the hood is fitted like this.

**Marko:** So the hood goes on last. And what do I do after that?

**Noah:** Then you get the shoe coverings and gloves. They are made out of a different material which is stronger. Then you can go in.

**Marko:** Got it. Thanks.

**Noah:** ... and finally, put your suit in this box when you leave the area.

**09**  **Extra practice, Exercise 7** · page 30

My surname is Waheed. That's W A H double E D.

My first name is Azari. That's A Z A R I.

My telephone number is 0044 (that's the country code for the UK) 20 (for London) 7836 6652.

You can also reach me by mobile phone on 0044 7700 900 736.

My email address is "a" underscore "waheed" (that's W A H E E D) at online.co.uk.

Please visit my website at [www.xtratimes.com](http://www.xtratimes.com).

I'll spell that: W W W dot X T R A T I M E S, that's all one word, dot com.

**UNIT**  
**3**

**Looking back**

**10**  **Part B, Exercise 1** · page 34

**Mario:** *Ciao, Julia. Benvenuta, please sit down.*

**Julia:** Oh, OK, thank you, Mario.

**Mario:** So, Julia, I want to talk to you about an opportunity. A new job opening.

**Julia:** Yes?

**Mario:** Well, I see you started here only ... three ... ?

**Julia:** Actually, just two years ago.

**Mario:** Yes, that's right, two years ago, as a junior buyer in the purchasing department.

**Julia:** Yes, time has flown!

**Mario:** *Si*, and I can see from looking at last month's performance reviews that things are going very well. You dealt with very large orders for timber in Norway last month. Was that the material for our LED bed range?

**Julia:** Yes, it was. LED beds are still one of our most popular products.

**Mario:** Yes, incredible! But if that's what the market wants!

**Julia:** They are very comfortable and not very expensive ...

**Mario:** OK ... Well, I see you were able to complete all your tasks independently at the beginning of the year. Very good. Nice, it looks as if you will soon be able to deal with everything that comes your way.

**Julia:** Well, yes. I learned very quickly when I first started here last year because we were understaffed at the time, and there was so much to do. At first, I couldn't even find my way to the canteen or deal with suppliers independently, but after a couple of months, I was able to complete all my main tasks quite efficiently and now I feel that I am ready for more challenges.

**Mario:** OK. Good. Well, you can definitely take on more responsibility. As you know, we're looking for new team leaders. Do you think you're the right person for the job?

**Julia:** Yes, I feel ready for it and I know I can do it.

**Mario:** Do you understand that as a team leader you need to collaborate in a team environment and also lead the team? And manage budgets and deadlines of course.

**Julia:** Well, yes, that's no problem. I was able to meet the team deadlines when I worked in the office supplies department in my previous job. And I helped with the budgets there too.

**Mario:** Good, team leaders are responsible for sourcing materials from a wide range of suppliers and negotiating the best deals independently. So, your previous experience will be really useful.

**Julia:** Yes, and my present experience too.

I communicate regularly with our suppliers and sub-contractors and I also sometimes handle negotiations for my team leader.

**Mario:** Independently, or with support?

**Julia:** Well, with support.

**Mario:** OK. Next question – how flexible are you? In your current job your working hours are fixed. Can you work more hours than now? Will that be a problem?

**Julia:** Well, I have two young daughters who are in pre-school. But we are able to manage the logistics quite well using our family network.

**Mario:** Ah, *bambini!* Excellent. Well, our next job vacancies are at head office in Alto Adige, uh South Tyrol, by the way. A two-year contract. Can you speak Italian? It would be really useful for day-to-day living, but it's not a must.

**Julia:** South Tyrol! Well, no, I can't speak Italian, but I am willing to learn. Uhm, but are there any vacancies coming up here in Flensburg any time soon?

**Mario:** Well, that's hard to say. Oh, look at the time. It's already one o'clock. Can we continue this discussion over lunch?

**11**  **Business life, Exercise 2** · page 36

**Anne:** Hello. This is the purchasing department. Anne Bowen speaking.

**Jonas:** Hi Anne, it's Jonas Kaiser here from product development. Is Linda there?

**Anne:** I'm sorry, the line's pretty bad. Could you repeat that, please?

**Jonas:** Yes, it's Jonas Kaiser here. I'd like to speak to Linda Jones.

**Anne:** Oh, that's better. Hi, Jonas. I'm sorry, she's not here at the moment. I think she's in a meeting. Could you call later, say, in two hours?

**Jonas:** Well, I'll be in a meeting then myself. I need some information from her. Can you take a message?

**Anne:** Sure, go ahead.

**Jonas:** I placed an order with her purchasing team last week. Can she tell me when I will get the components I need?

**Anne:** OK, I'll give her the message when she returns.

**Jonas:** Great, thanks a lot. Bye, Anne.

**Anne:** Bye, Jonas.

**12**  **Business life, Exercise 3** · page 36

**Jonas:** Hello, Jonas Kaiser speaking.

**Linda:** Hi Jonas, it's Linda from purchasing. You called me earlier? Is now a good time?

**Jonas:** Oh, hi Linda. Thanks for calling me back. Can you tell me the status of my order?

**Linda:** Yes, sure. That's for the DC77 components, right?

**Jonas:** Yes, those ones.

**Linda:** I checked, and we placed the order the same day you ordered from us. I'm sorry to say that our supplier has to source the components from the DC77 manufacturer, but they can get them to us by the 20<sup>th</sup>. Is that OK for you?

**Jonas:** Hmm. Well, to be honest, I'd expected them sooner. I really need them asap. Is there any flexibility with that date?

**Linda:** I'm afraid not. I'm sorry, Jonas, but I'm afraid I can't do more to help you at the moment.

**Jonas:** That's OK, Linda. Thanks for letting me know.

**Linda:** OK, no problem. Talk to you soon, Jonas.

**Jonas:** Yes, have a good week. Bye.

**Linda:** Goodbye.

UNIT  
4**Getting your message across****13**  **Part A, Exercise 4** · page 43

**Durva:** Oh, you must be Ms Birnbaum from Altex. I'm Durva, Durva Rahman. Please call me Durva. The driver called ahead and told me you were on your way. Welcome to Dhaka.

**Nina:** Hello, Durva. It's nice to meet you in person. Please call me Nina.

**Durva:** Thank you. That's much easier to pronounce. It's nice to meet you too. How was your flight? Did everything go smoothly?

**Nina:** Everything went well. We arrived late last night. David sends his apologies, but we're running on a tight schedule and have decided to split up our factory tours this week.

**Durva:** No problem. He sent me an email yesterday. Uhm, we have about an hour to discuss a few things before Ajay, our factory manager, picks us up to take us to the plant. Would you like to come this way? My office is just over there.

**Nina:** Certainly.

**Durva:** So, what's your first impression of Dhaka, then?

**Nina:** Well, it's a very busy city. Is the rush hour always like this?

**Durva:** Yes, in fact the streets are busy all day! How is the traffic in Frankfurt?

**Nina:** Frankfurt is also a very busy city but not as colourful as Dhaka. I'm looking forward to seeing a bit more of the city this afternoon. I saw in my guidebook that there are a lot of interesting places to visit.

**Durva:** If you like, I can show you around a bit after the tour of the plant. We can go to a typical Dhaka restaurant this evening if you have time. It's in a very quiet location.

**Nina:** Thank you. I'd love to. I always like to try out new food when I'm in a country for the first time.

**Durva:** Great, that's a deal then. Here we are. Can I take your jacket?

**Nina:** Thank you.

**Durva:** Would you like a cup of coffee or something before we get down to business? There's also some tea with traditional spices.

**Nina:** Oh, actually, I'd love some coffee.



**Durva:** I'll join you. Here you go! Milk? Sugar?

**Nina:** Just milk, no sugar. Thank you.

*(mobile phone rings)*

**Durva:** Oh sorry, would you excuse me for a minute, Nina. I need to take this. Please help yourself to a snack if you like.

**Nina:** Thanks. They look very tasty.

**14**  **Extra practice, Exercise 6** · page 50

appointment

arrangement

competitor

compliment

document

information

invitation

sabbatical

UNIT  
5

**Big plans**

**15**  **Part A, Exercise 1** · page 54

**Host:** The next story in our business segment is about some dramatic losses in the European dairy industry. We are going to take a closer look at a company called Lacto GmbH that has its headquarters in Regensburg, Germany. Lacto is an important supplier to the Irish market, so what do the company's losses mean for imports to Ireland? Lacto's CEO Wolfgang Meier is here to tell us. Good morning, Wolfgang. Thanks for joining us here at the Irish Business Breakfast.

**Wolfgang:** Thanks for inviting me.

**Host:** So, the news is not good, is it? Last year you made some losses in the dairy sector. Why is that?

**Wolfgang:** Well, we have to understand the problem. Why are people drinking less milk and buying fewer dairy products? These days more and more people are having breakfast on-the-go instead of having their breakfast cereal with milk at home. And a lot of people now think fruit is a healthier alternative to milk. Our research department tells us that fruit smoothies are going to be very popular this summer.

**Host:** I see. And what are you going to do about this?

**Wolfgang:** Well, first, we are going to launch a new marketing campaign to focus on the

benefits of drinking milk instead of fruit smoothies. Secondly, our new production facility is going to make it possible to reduce the prices of our leading dairy products, which is good news for our customers. And thirdly, people are starting to spend more money on food and drink, so we're also going to launch a new line of luxury milk shakes with fruit flavours. This new brand will target customers who are willing to pay more for their food and drink products. I think our new brand will be better than anything currently on the market.

**Host:** Is this just marketing talk or are we really in for a treat? Let's talk to the Chief Engineer at Lacto's new production facility and ... oh dear, I'm sorry, we are having some technical difficulties. Instead we will go to Dublin and see what is happening in the capital.

**16**  **Part B, Exercise 1** · page 56

Well, as you know, although it's only January, the Supreme brand is already very successful, especially in Ireland. We will need to set up a production line in our factory there for this brand. This will be in addition to our main production here in Regensburg. Until we can get it up and running, we're outsourcing our additional production needs. We no longer have the luxury of long implementation cycles, and everything has gone "agile" these days, so we need to get this new production line up and running as quickly as possible ... and fix any issues along the way. We want to stop outsourcing at the end of week 14, so the clock is ticking.

We have a support team locally in Ireland, but we're the core project team, so we'll all need to make a couple of trips there over the coming months. On this chart you can see an overview of the project schedule. The first step is to install the new production line. The installation will take about a month, and will be completed by the end of week 12. We're going to begin testing in week 11 to see how the new line works. This testing will take around a month and will be carried out on an ongoing basis over four weekly trials.

During this testing phase, the optimization changes will happen every two to three days from week 12. It won't take more than three

to four hours each time to get the machines fitted for the next trial, which can be done during the night shift.

In week 14, we're going to start two weeks' training with the machine operators. Testing and optimization have to be finished by the end of week 14. That's our most important deadline, as we need to start producing on the new line at the beginning of week 15.

In the fourth week of production, in week 18, we're going to do another round of testing and optimization, during the night shift.

#### 17 Part B, Exercise 4 · page 57

**Sarah:** So, are there any questions or comments on the schedule?

**Martin:** Sorry, this timeline is unrealistic. With respect, Sarah, I can't agree to this schedule. A weekend changeover period won't be long enough to start working on the new line and stop the outsourcing.

**Sarah:** What do you suggest then?

**Martin:** I think we need to bring the whole schedule forward and start with installation in week five or six. That'll give us a whole extra month at the other end.

**Sarah:** I understand your concern, Martin, but aren't you forgetting that we will produce less around Easter anyway?

**Paolo:** Sarah's right. Any issues that arise will be dealt with during that weekend, the Easter weekend. We can run night shifts and weekends for two weeks in advance to build up stock levels if necessary so that ...

**Martin:** Wait a minute. Are you saying that we have to work nights and weekends in March? I'm not happy about that. I've already got holiday from last year that I have to take before the end of March. I won't be able to do nights and weekends of overtime on top.

**Anja:** OK, let's calm down a moment. That's not what we're saying. It's only a back-up plan. I'm sure we'll be able to stay on schedule.

**Sarah:** Yes. I agree. We'll be fine.

**Paolo:** Uhm ...

**Anja:** Yes, Paolo?

**Paolo:** I think Sarah's right. I think her schedule will work. There is enough time in the schedule for testing and optimization. By Easter the new line should be running perfectly so that we can

make the transition from the Saturday to the Sunday.

**Martin:** OK. I agree with you up to a point. I'd still be happier if we could bring the whole project forward.

**Anja:** Sarah, is that possible?

**Sarah:** It might work. Look, Martin, I promise I'll check the dates again, and I'll get back to you by the end of the week.

**Martin:** OK. Thanks, Sarah.

#### 18 Business life, Exercise 2 · page 58

**Nancy:** Welcome to Gourmet 13, Corporate Events and Parties. This is Nancy speaking.

**Anja:** Hello, it's great you're there. I didn't know if anyone would be there on a Sunday.

**Nancy:** Yes, we're here every day. How can I help you today?

**Anja:** This is Anja Junker from Lacto. I'm calling from our factory in Sandyford, in South Dublin. I have your catalogue from a colleague, but I have a couple of questions before I place an order.

**Nancy:** Sure. What would you like to know?

**Anja:** Firstly, can you confirm that you deliver to Sandyford?

**Nancy:** Yes, we do.

**Anja:** Great. We're planning an end-of-project team day and party on Saturday, the 11<sup>th</sup> of April in our office and we need some catering early in the evening.

**Nancy:** We can help you with that. What would you like to order?

**Anja:** Can you tell me your menu options for the barbecue buffet?

**Nancy:** Sure. We offer a range of beef, pork, lamb and chicken dishes. You can order specific dishes, or simply tell us the number of people and we'll provide a selection.

**Anja:** There'll be fifteen people.

**Nancy:** Sorry, was that fifteen or fifty?

**Anja:** Fifteen, one five.

**Nancy:** Right.

**Anja:** That menu all sounds very meaty. Do you have any other options?

**Nancy:** Yes, we can also do fish and vegetarian barbecue options, as well as salad and potatoes.

**Anja:** That's good. OK, so I'd like to order ...

19  **Business life, Exercise 3** · page 58

**Anja:** So I'd like to order Menu B for 15 people.  
**Nancy:** OK. I've noted that. And are there any specific dietary requirements in your group?  
**Anja:** Yes, there's one vegan and two people are vegetarians.  
**Nancy:** Right. We'll prepare some vegan and vegetarian options as well.  
**Anja:** That's great, thanks.  
**Nancy:** Sure. And that's on the 11<sup>th</sup> of April.  
**Anja:** That's right ... and ... eh ... what are your terms of payment?  
**Nancy:** Fifteen days after delivery.  
**Anja:** And are there any additional costs, like delivery fees or something else?  
**Nancy:** No. That's it. And all prices include delivery.  
**Anja:** That's good to hear. Will you be able to deliver at 6 pm?  
**Nancy:** Sorry, I didn't catch that. What time do you want delivery?  
**Anja:** At 6 pm. Will you be able to do that?  
**Nancy:** Yes, sure we can.  
**Anja:** And please tell the driver that when they get there they should go to Entrance B, and then call me on 00353 1 9012532. I'll need to come down and bring the driver in through security. Does that make sense?  
**Nancy:** Right. 00353 1 9012532, I've made a note of that and I'll be sure to tell the driver. And could you please repeat the name of your company, ... oh, and your name too, please?  
**Anja:** Sure, I'm Anja Junker. And the company is Lacto Limited. We're a subsidiary of Lacto GmbH.  
**Nancy:** Can I just check that? Anja Junker from Lacto Limited. That's J-U-N for November – K-E-R?  
**Anja:** Yes, that's it.  
**Nancy:** Great. We already have your Sandyford office address on file. Can you tell me your email address and I'll send you an order confirmation.  
**Anja:** It's anja.junker@lacto.com  
**Nancy:** OK, that's anja.junker@lacto.com. Great. Thanks for your order, and have a nice day.  
**Anja:** Thanks. You too. My team will be happy this is now organized. Goodbye.

20  **Extra practice, Exercise 7** · page 62

**Peter:** Sign-To-Go, good morning. This is Peter speaking.  
**Sabine:** Hi, this is Sabine Morel from Digi-Shop in Lyon. I'd like to check an order, please.  
**Peter:** Could you please give me your order number?  
**Sabine:** Yes, it's BDAE56.  
**Peter:** Sorry, I can't find it. Can you please give me your name and company name? I'll see if I can find it that way.  
**Sabine:** It's Sabine Morel – Mike, Oscar, Romeo, Echo, Lima. And the company is Digi-Shop. That's Delta, India, Golf, India, hyphen, shop, S-H-O-P. My name should be in your computer. I ordered from you last year.  
**Peter:** One moment. OK, Ms Morel, yes, here you are. Digi-Shop. Right. OK, I've found your order. It's BDEI56.  
**Sabine:** Yes, that's what I said.  
**Peter:** Oh ... well ... we've found it now. How can I help you?  
**Sabine:** So, I'd like to change my order for the camera bags.  
**Peter:** OK. What would you like to change?  
**Sabine:** We ordered two types of camera bags. I'd like to change that to just one type of bag. Just the black one, reference number EP11YJD, and I'd like 200 of them.  
**Peter:** OK, I'll just read that back to you. So, just one model of bag, order number EP11YJD and you want 200 of them.  
**Sabine:** Yes, great.  
**Peter:** It looks like we'll be able to ship in about ten days, so you should have the order in about two weeks. Is that OK?  
**Sabine:** Excellent! That's fine. Thanks.  
**Peter:** You're welcome, Ms Morel. Have a nice day.  
**Sabine:** Thanks. You too. Goodbye.

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**Meeting expectations**

21  **Part A, Exercise 2** · page 65

**Armin:** So you started here at the beginning of the year?  
**Sophia:** That's right. My first day was January 15<sup>th</sup>. I met my team and then got to know a few

more colleagues at the welcome event later that afternoon.

**Armin:** Your team has already gotten bigger, hasn't it?

**Sophia:** Yes, when I started there were ten of us, and now there are fifteen of us!

**Armin:** Wow! Uhm, I just need a few more personal details for the infographic. Tell me about your roots. You're German, right?

**Sophia:** I have dual nationality. My mother is German and my father is Argentinian. I grew up in Bavaria, Germany.

**Armin:** That's interesting. Have you been home this year?

**Sophia:** I usually try to get back home twice a year. I was last there in April.

**Armin:** Not long ago then. So, apart from visiting home, what else is important to you?

**Sophia:** That's easy! Travelling and good food. I have a list of places I'd still like to visit. I've already visited some of them like Japan and Hawaii, but I haven't been to Norway yet. Maybe next year.

**Armin:** Have you ever been to any Scandinavian countries?

**Sophia:** No, not yet.

**Armin:** Well, you should definitely head to Norway next year then. It's beautiful.

**Sophia:** Yes, I think I will.

**Armin:** One last question. How is your French coming along?

**Sophia:** Slowly. I haven't made much progress yet, but at least I can understand a menu now!

## 22 Part B, Exercise 1 · page 66

**David:** Good morning, Sophia, Anton! Sorry I'm late. That coffee looks good. I think I'll join you.

**Sophia:** Hi, David. Please do!

**Anton:** Help yourself to the fruit too. They've just delivered it and it's nice and fresh.

**David:** Thanks! So, you both have a busy week ahead of you?

**Sophia:** Absolutely! Lots of deadlines to meet. Things are so busy around here. A service representative is coming at 9.30 to repair some lab equipment and then I have to finish preparing a presentation.

**Anton:** And after that Sophia and I are flying to Berlin. We're demonstrating our new materials to some potential clients there tomorrow

morning. I hope everything goes well because we're a bit behind schedule with the tests.

**David:** Well, I'll keep my fingers crossed. When are you coming back?

**Sophia:** Tomorrow evening.

**Anton:** It's a shame you're not coming with us, David. It is your field, after all.

**David:** Well, maybe next time. The China project is keeping me busy, and I'm still learning the ropes here. Sophia, are you still taking Wednesday off? That will give you some time to recover after the demonstration in Berlin.

**Sophia:** Well, unfortunately, now I can only take the morning off. You see, we're running tests on the new waterproof fabric on Wednesday afternoon. We have to finish all the tests by the end of the month.

**David:** I see! Well, do you have a gap in your busy schedule early Thursday morning by any chance?

**Sophia:** Not first thing, but maybe later. Why are you asking?

**David:** It's the China project. I was just wondering ... do you have any time for a chat about the specifications? I need to finish a draft report by Monday evening and there are a few things that aren't quite clear to me. I don't want to miss the deadline.

**Sophia:** Thursday, let's see. Well, I have an appointment in the morning until 10 and another one in the afternoon ... Maybe I could fit you in in between, depending on how long we'd need.

**David:** Mmm, I'm afraid mid-morning doesn't work for me. How about Friday afternoon then? After the equipment maintenance workshop? It will only take half an hour at most.

**Sophia:** Well, my flight to Beijing Friday evening was cancelled this morning. I'm not flying there until Sunday now. So, sure. Let's say Friday after the equipment maintenance workshop at 6 pm.

**David:** That works for me. Anton, if you have some time then, I'd appreciate your input too.

**Anton:** So we're all meeting after the workshop on Friday? Sure!

**David:** Great, thanks! And drinks on me afterwards!

23  Part A, Exercise 1 · page 74

**Carina:** So I had that meeting with the department heads about supporting a better work-life balance among our workforce.

**Zoran:** Well done! What did they say?

**Carina:** Well, they didn't approve of getting fitness machines for the office, but they do think the fitness trackers are a great idea and approved purchasing 100 of them.

**Zoran:** Great!

**Carina:** So, it looks like we're ready to place an order then.

**Zoran:** Well, wait a minute. We know which equipment we want to buy, but that doesn't mean that we should order directly from the catalogue. I mean, look at the prices!

**Carina:** Well, we could always order used equipment.

**Zoran:** No, we can't do that. We want our employees to be motivated and to see this investment as a sign of our commitment to them and their well-being. If we buy used fitness trackers, it will look like we're only half trying. There might also be insurance issues if they're not new and turn out to be faulty.

**Carina:** I see what you mean.

**Zoran:** And we need to think about discounts. For example, if we order 100 of them in total, I think we should definitely aim to get a bulk order ...

**Carina:** Good point. If they offer us a discount, we won't use up our entire budget. Maybe we'll then have enough left in the budget to get the snack boxes we were looking at. You remember the ones for the healthy drinks, fruits and snacks?

**Zoran:** Yes, good idea. OK. How about this? We tell the supplier that we want 80 fitness trackers and see if we can get a bulk discount. Then if he agrees, we can 'spontaneously' order another 20 before reaching a final agreement. This might get us a little bit more discount.

**Carina:** That's a good strategy. I think it's a good way to go.

**Zoran:** Good. Can you complete the order form and send it off on Monday to – eh, what was his name?

**Carina:** Martin Rümmler.

**Zoran:** Yeah, right – so he'll have it before our meeting on Thursday?

**Carina:** OK, sure.

**Zoran:** Great. Thanks.

24  Part A, Exercise 4 · page 75

**Zoran:** Well, thanks for coming, Mr Rümmler. Did you get our online order form? We sent it over on Monday.

**Martin:** Yes, I got the order, thanks, but I'm a bit confused. The total order is only for 80 fitness trackers.

**Zoran:** Yes, that's right.

**Martin:** Oh, OK. That's it?

**Zoran:** Well, yes. We've decided against the fitness equipment for the office and want to focus on the trackers. Our budget is quite tight though. We might be able to order more if you can give us a discount.

**Martin:** Well, I'm sorry, that isn't feasible. The prices are the way they are because you're ordering top quality. Our fitness trackers are top of the range, and on an order of this size I'm afraid we can't offer a discount.

**Carina:** Well, don't you think that a discount could be possible because we're a new customer?

**Martin:** I might be able to agree to that. Hmm. I'll tell you what: if you can increase your order by another ten fitness trackers, I'll give you a ten per cent discount on the complete order. How does that sound?

**Carina:** OK, now that's getting interesting. How about if we increase our order by another twenty and we place an order for the snack boxes too? Will you give us a fifteen per cent discount and free delivery?

**Martin:** You drive a hard bargain, Ms Hensch. I'm sorry, I can't increase the discount though. However, if you increase your order that much, I can throw in the premium wrist straps for the fitness trackers, as well as free delivery.

**Carina:** With a ten per cent discount?

**Martin:** Yes, that's right. How does that sound?

**Carina:** OK, that sounds fair. I can agree to that.

**Martin:** Great! So when can I expect to receive the new purchase order?

**Zoran:** I'll call the purchasing department later today and take care of reissuing the order form. In the meantime we can ...

25  Part B, Exercise 1 · page 76

**Dirk:** Hey, Sue. What can I get you?

**Sue:** Oh, I'll have a coffee, please, Dirk. White, no sugar.

**Dirk:** So, how's it going?

**Sue:** Pretty good, thanks. I just got back from visiting the Dublin subsidiary.

**Dirk:** Ah, how did that go?

**Sue:** Yeah, good. Everything went fine. You know, they've got the highest workload of all our European offices these days, but they still have the best results. They get everything done.

**Dirk:** Here, this one's for you.

**Sue:** Thanks.

**Dirk:** Anyway, that sounds great.

**Sue:** Yeah, they're really into this whole work-life balance thing in Ireland at the moment. It's becoming more and more important – and I think that's good.

**Dirk:** You can't be serious! Some people are just lazier than others and look for reasons to work less. We have always worked hard, and it's just the fashionable thing now to talk about this work-life balance stuff. I don't buy it.

**Sue:** Maybe, but the Dublin group aren't lazy. Look at their performance. It's about being more responsible for having a life outside of work. People who only work all the time, like some people I won't mention, will burn out eventually.

**Dirk:** Huh?

**Sue:** It's counterproductive. Just working all the time. You need to balance your work with something like sport, or something to help you switch off.

**Dirk:** Switch off?

**Sue:** Yeah, you know, relax, take your mind off work, think of other things. There are things in life other than work, you know. With a healthy work-life balance you'll get more satisfaction from work and also have better results. I really think you should think about ...

26  Part B, Exercise 1 · page 76

**Dirk:** OK, I see what you mean. Sometimes I do feel that I just live for work. It would be nice to be more active outside of work.

**Sue:** Well, how about coming jogging with me? It's one of the easiest sports to start. I go running

along the river twice a week at around 7 pm. I only started about two months ago.

**Dirk:** Mmm.

**Sue:** Really, it's great. The air, well, it's fresher than in the office, that's for sure. And jogging's definitely more convenient than going to a gym; you can start directly from the door of the office. Why don't you come with me on Thursday?

**Dirk:** Oh, I don't know. I'm not as fit as I used to be.

**Sue:** Oh, come on! We'll take it easy. I know you'll find it more enjoyable than staying here in the office so late.

**Dirk:** OK, fine. I'll give it a go. Let's meet at the front door around ten to seven. That will give me time to ...

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## Out of office

27  Part A, Exercise 2 · page 84

**Maria:** Good morning ... Max, isn't it? Max Altmann. You're the first to arrive! Have you been here long?

**Max:** Oh, hi ... it's ...

**Maria:** Maria Fumacelli from Marketing. We talked briefly in a telcon a couple of months ago.

**Max:** Hi, Maria. Yes, I remember. No, actually, I've just arrived. I've only been here for a few minutes.

**Maria:** Well, welcome to the workshop. When did you arrive in Milan? This morning?

**Max:** No, yesterday afternoon. It gave me a bit of time to prepare for the team meeting today.

**Maria:** Great, I'm looking forward to the meeting. By the way, are you presenting your new app this morning or tomorrow?

**Max:** No, tomorrow when my colleague Stefan arrives. He's the IT expert.

**Maria:** What kind of app is it?

**Max:** Well, I started work in the consumer loans division in Munich last March and was given the task of researching new ways of making web purchases ...

**Maria:** Oh, so, did you join the company in March?

**Max:** No, just the consumer loans division. I've been with the company for two years now. I was based in Essen and worked in the mortgage division earlier.

**Maria:** I see. So, what gave you both the idea for the app? From what I understand it's a kind of mobile wallet?

**Max:** Well, it's a sort of virtual credit card. These days consumers are always trying new things. They don't want to pay high interest rates on their regular credit cards and are looking for a simple way of financing one-off purchases.

**Maria:** So how long do they have to pay back the loan?

**Max:** It's flexible. Between one month and two years.

**Maria:** Sounds interesting. Do you think it's a secure way to pay?

**Max:** Well, we have done a lot of research, but after the presentation you can make your own minds up. Stefan and I have been busy with this project since April.

**Maria:** How long have you known each other then? Is this the first project that you've worked on together?

**Max:** No, we first worked together on a project in Essen, so I guess we've known each other for ... about one and a half years.

**Maria:** Well, I'm looking forward to your presentation. Your new virtual credit card definitely sounds promising!

**Max:** And I'm very interested in your input from a marketing perspective and any feedback on how to make it better is welcome. Ah, so, here are the others!

## 28 Part B, Exercise 1 · page 86

### *At the reception*

**Receptionist:** Reception.

**Stefan:** Oh, hello. This is Stefan Baker in room 304. I'm afraid there aren't any towels in my room. Could you please send some up?

**Receptionist:** Yes, of course, Mr Baker. I'm very sorry about that. I'll send some up straight away. Is everything else OK?

**Stefan:** Yes, everything else is fine. Oh yes, um, could you tell me what time breakfast is in the morning?

**Receptionist:** Breakfast is served from 6 until 10 am, sir.

**Stefan:** That's great. Oh, I have one more request. Could you order me a taxi for tomorrow morning at seven, please ... to the airport?

**Receptionist:** Of course. I'll do it straight away.

**Stefan:** Great, thank you. Goodbye.

### *In the hotel bar*

**Stefan:** Oh, there you are. Hi!

**Max:** Hi Stefan, I hope you settled in well.

**Stefan:** Yes, all good. The service is great and I find the staff really helpful and friendly.

**Max:** Can I get you something to drink?

**Stefan:** Yeah, sure. I'll have a beer and some nuts if they have any.

**Max:** Excuse me. Could I have another beer and some nuts, please?

**Barman:** I'm sorry. We don't have any nuts left. Would you like to try some salted snacks instead?

**Max:** Yeah sure. That's fine. Can you recommend somewhere good to eat in the area?

**Barman:** Well, the hotel restaurant is quite nice and it's just on the other side of the reception area.

**Max:** OK, that sounds great. What do you think? Should we try that?

**Stefan:** Sure ... I wonder what time it closes though.

**Barman:** Don't worry, sir. We're in Italy. It'll be open for at least a couple more hours.

### *In the restaurant*

**Max:** Hello. Is anyone sitting at this table?

**Waiter:** I'm sorry, sir. It's reserved.

**Max:** Do you have any other tables available with a view of the street?

**Waiter:** I'm afraid not, sir. But this one here is free. They have just left. Let me clear it for you. One moment, please.

**Max:** OK, thank you. Let's take this table, Stefan.

**Stefan:** Sure, that's fine. But ... Oh, there seems to be something on my chair.

**Max:** Why don't you sit here then?

**Stefan:** OK great. That's better. Right. Now let's have a look at the menu, though I'm actually not that hungry to tell you the truth ...

[...]

**Max:** ... and I think he was in Rome, too. Ah, here comes the waiter.

**Waiter:** Excuse me. Are you ready to order?

**Max:** Yes, I am, at least, I'd like some *crostini* to start with. And then I'd like to try something new. I'll have some *ossobuco* for my main course.

**Waiter:** Yes, sir. *Crostini* to start, followed by *ossobuco*. It's a Milanese speciality!

**Stefan:** Um, I don't eat meat or fish. Do you have any vegetarian dishes?

**Waiter:** Yes, sir. They're on the third page and marked with a leaf.

**Stefan:** Oh, OK ... Well, then, I'll have the vegetable soup as a starter and ... let's see ... the asparagus *risotto* for my main course.

**Waiter:** Certainly, sir.

[...]

**Waiter:** Here you go, sir. A bottle of *Chianti* and a large bottle of still water.

**Max:** Oh no. I'm afraid that's not what we ordered. We ordered a bottle of *Pinot grigio* and some sparkling water.

**Waiter:** I'm very sorry, sir. I'll get you the right order straight away.

**Max:** Great. Thanks a lot.

## 29 Part B, Exercise 4 · page 87

### Conversation 1

**Woman:** Excuse me ... sorry ...

**Waitress:** Yes, madam?

**Woman:** I've just dropped my knife and fork. Sorry. Could you please bring me a new set of cutlery?

**Waitress:** Yes, of course. One moment ... Here you go.

**Woman:** Thanks and ... actually, would it be possible to move tables? There's a draught coming from the door.

**Waitress:** No problem. How about a table near the back of the restaurant? There's one over there in the corner.

**Woman:** Yes, that would be fine, thank you. We'll move over there now.

### Conversation 2

**Man:** Excuse me.

**Waitress:** Yes, sir ... Is everything OK?

**Man:** Well, actually, no. First, we had to wait a very long time for our main courses. Now we finally have them, but I'm afraid that my meal is overcooked and my colleague's meal is cold.

**Woman:** Yes, and the vegetables seem a bit undercooked, too.

**Waitress:** Oh, I'm very sorry about that. Let me take them both back to the kitchen at once and

sort it out. You both ordered your steak medium rare, right?

**Man:** Yes, we did. And look at the meat. It isn't very tender.

**Waitress:** I'm sorry, sir. I'll make sure you both get replacements as soon as possible. Would you like to have some more wine in the meantime? Compliments of the house?

**Woman:** Thank you – that sounds nice.

## 30 Business life, Exercise 3 · page 88

**Elsa:** Good morning, everyone. Thanks for coming. I'd like to tell you about our new virtual collaboration software. It's easy to use, will reduce email overload and allows for more effective communication within the whole team. It's a bit like having a team notice board in a shared office. You can pin up files and documents which everyone can view. There's always only one version of each so there can be no confusion about which is the more recent one. You can also chat with individuals and the whole team through a messenger. All of these elements will make it easier to work in our remote team than by using traditional communication like emails and attachments. OK, so in the next hour, there are a few things I'd like to show you. First, I'd like to introduce you to the structure of the platform itself, then I'll show you three basic functions in detail. By the end of the presentation, you'll have a better understanding of this software. This next slide gives you an overview of the presentation. Oh, and if you've got any questions, just ask. So, if you're ready, we can now look at the platform itself.

[...]

OK, so that was the platform and how it looks. I'd now like to move on and look at the basic functions. The first one is the webcam function. Uhm ... I need a volunteer. Henri, how about you? Can you log in and be our test person?

**Henri:** Huh, me? Uh, OK.

**Elsa:** Thanks. OK, Henri, so now that you're logged in, I can see a green icon beside your name. That shows me that you're online and at your computer. Why is that useful? Well, if I need to communicate with you I can send you a quick message and it'll pop up on your screen ... just like that.



**Henri:** And I can now simply respond and it'll ping back to you?

**Elsa:** Exactly. So that's one way to communicate quickly and easily.

The second function I want to show you is how to upload files. All you have to do is click on the arrow here and ... choose the file ... and now, as you can see, there's a file stored in the documents section. In this case it's a 'How to' pdf for using this collaboration platform. It's even possible to tag it with some relevant terms.

And finally, the third function I'd like to show you is how to use the discussion forum. If I want to create a discussion thread for people to comment on, I can do it here. Uhm ... I pick a title and simply post my comment. I can address it to everyone in the group or just to specific people. And then when someone responds, it goes below ... So here we can see an ongoing discussion about a specific topic. And over time there'll be multiple topic threads clearly organized.

**Henri:** That's great.

**Elsa:** Exactly. So to summarize, this new software will make it easier for us to communicate in real time, more transparently and on different topics in different threads. Finally, we will have better control of document versions since we're all looking at the same shared online document rather than at multiple versions as email attachments. Right. Thanks, Henri.

So, that brings me to the end of the presentation. Are there any further questions?

**Henri:** Well, yes, I have one actually. What if I need to ...

installed our air tube system to make their warehouse more efficient to operate. I'm here because Duncan Abbot the CEO of Hurley Logistics is presenting a case study on how they cut their costs by fifteen per cent by using our system.

**Nicole:** What is your system exactly?

**Uli:** It's a fast, safe and reliable method of transporting small objects or shipping documents in and between warehouses. The objects are placed in pipes and are transported from one location to the next using air pressure.

**Nicole:** Ah, so we can use it in our warehouse to transport things like tools?

**Uli:** Right! You no longer need staff to carry things, so therefore our system saves you time and money and pays for itself quite quickly. And, of course, it's environmentally friendly, as it reduces the need for vehicle transport and thus air pollution is decreased.

**Nicole:** Sounds interesting. But aren't these air tube systems a bit old-fashioned? They look very simple.

**Uli:** Not at all. The technology is constantly changing. Our systems are cost effective and well designed. Although the system looks simple, it is actually technologically quite advanced. It is used in hospitals, department stores and modern logistics warehouses.

**Nicole:** Interesting. Can you install the system in any building?

**Uli:** Oh yes, that's no problem at all. Uhm, if you're interested in learning more, some of our customers will be at the presentation tomorrow afternoon at one to talk about their experiences with the system. As this talk is so popular, I would need to register you for it. But, if you can't make it, I'll send you a video of it if you like. Do you think you can make it at one?

**Nicole:** Yes, I think I can manage that.

**Uli:** Great. Let me just take your details. And if you don't manage to come, I'll send you the video by email.

**32**  **Part B, Exercise 2** · page 98

**Nicole:** The presentation I attended at the fair was really interesting.

**Werner:** Mmm, I saw your report. Sounds a bit like the idea for the Hyperloop system in Los Angeles.

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**Explaining things**

**31**  **Part A, Exercise 2** · page 96

**Uli:** Hi, I'm Uli Rietz with SuperAir Solutions.

**Nicole:** Nicole Smith. Mercury Logistics. Pleased to meet you.

**Uli:** It's a pleasure to meet you too. I'm not sure if you're familiar with our company, but we work with Hurley Logistics.

**Nicole:** Oh, really?

**Uli:** Yes, they had some problems two years ago as a result of the economic crisis. Then they

**Nicole:** Yes, except that this system transports documents and small objects and not people yet, at least as far as I know! Anyway, the CEO of Hurley Logistics said it was a success for them. Apparently, the tube system saved his company a lot of money in the end even though they had spent a lot installing it.

**Werner:** So, what's your impression? Should we invite them here to demonstrate the product?

**Nicole:** Yes, we could do that. When would be convenient?

**Werner:** Let me just check my calendar. I will be away next month on a business trip. Do you think they can move quickly and give us a demonstration by the end of the month?

**Nicole:** I think so. They seem to be fairly keen to do business. An offer had already arrived on my desk by the time I got back from the fair. So, I think they'll agree to a meeting this month.

**Werner:** All right. Let's get in touch with them then and arrange a time and date.

**Kurt:** I'm happy to hear that.

**Tony:** It's not the kind of thing you can get in America, that's for sure. Which reminds me, I know we don't really want to talk shop this evening, but will I be the only American attending the workshop on Monday?

**Kurt:** No, Martha and Bob from upstate New York will be there. They aren't getting here until Sunday evening though, along with most of the other attendees. Didn't you get the list I sent you?

**Tony:** Maybe.

**Kurt:** Let me just check. Yeah, I sent it ... I'm sure you must have got it.

**Tony:** I'll check again. Anyway, this is a nice place. Is it typical? Seems quite modern ...

**Kurt:** The restaurant? Well, the décor is quite modern, I suppose, but the food they serve here is ... uhh ... *Hausmannskost*. It's good home-style cooking. What do you say? They put their ...

**Tony:** They put their heart and soul into it? That's good. Faced with the choice of plain or fancy cooking, I'd pick plain every time! We have a lot of trendy food places in Cleveland. All this fusion cuisine and stuff. A symbol of the times, I suppose. I prefer traditional American fare.

**Kurt:** Speaking of food, time's flying, so maybe we should look at the menu and see what we want to order soon. Are you getting hungry yet?

**Tony:** Indeed I am!

**Kurt:** Here we go then ...

**Tony:** Oh. By the way, Kurt, before I forget. Is there a simple way to get to the workshop on Monday? It was hard to find the way to my hotel by public transport from the airport last night and I got lost. I get the impression cabs are the way to go, as you don't have Uber here, do you?

**Kurt:** No, we don't. But I can pick you up at 8 am if you like. I have to drive past your hotel anyway. That way you won't get lost again, and we can have a chat about the agenda before the workshop, so you'll know what to expect. How does that sound?

**Tony:** Great. Mmm – everything looks good in the pictures but I'm getting a bit confused reading the descriptions. I have no idea what anything is. This for example. What's this?

**Kurt:** *Weißwurst*? I can try to explain. We normally eat it in the mornings. It's a kind of sausage ...

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10

## Providing services

33  Part B, Exercise 1 · page 108

**Kurt:** Well, Tony, welcome to Munich and here's to a great workshop on Monday!

**Tony:** Yeah. Here's to the workshop! Prost!

**Kurt:** Prost!

**Tony:** That's good! Thanks for suggesting this, Kurt!

**Kurt:** You're welcome. I like to get to know all our key users personally ahead of the workshops. And thanks again for the Cleveland Indians baseball cap. It's a great souvenir.

**Tony:** It suits you. Mmm. This tastes good. What kind of beer did you say it was again?

**Kurt:** *Weißbier*. It's made with wheat. It's a local speciality. So you can't get this type of beer in Cleveland then?

**Tony:** Not that I know of. One of the main perks of travelling is getting to know local cuisine. Beer included. Wouldn't you agree?

**Kurt:** Indeed! I hope it's to your taste.

**Tony:** It's very refreshing.

**Kurt:** It is, isn't it? Especially on a warm evening like tonight.

**Tony:** Definitely! I think I could get used to this quite quickly.

34  **Part B, Exercise 4** · page 109

heart	life	built
cab	simple	save
peas	spice	faced

35  **Extra practice, Exercise 6** · page 114

**Bill:** Customer care. Bill Sawyer speaking. How can I help you?

**Jane:** Hello. My name is Jane Kaminski. I'm calling to find out what happened to my order. I placed it four weeks ago and it still hasn't arrived.

**Bill:** I'm sorry to hear that. Do you have an order number for me, Ms Kaminski?

**Jane:** Yes, it's XT 4927DE.

**Bill:** Can I just read that back to you? X-Ray, Tango, 4927, Delta, Echo?

**Jane:** That's right.

**Bill:** One moment. Let me just check. Please bear with me ... oh, I'm afraid the order hasn't been processed yet.

**Jane:** What? Why not?

**Bill:** I'm not sure, but I'll look into it immediately and call you back. Will that be OK?

**Jane:** Yes, but I hope you can offer me some sort of compensation. Perhaps a discount? I've been waiting for this order for days now.

**Bill:** I understand. I'll see what I can do. Let me talk to my colleagues and find out what happened. I'll call you right back.

**Jane:** All right. Well, thank you. I'll expect your call soon then. Goodbye.

**Bill:** Goodbye.

the drivers optimize their loads quickly and efficiently, and that way we'll be able to improve efficiency. I know these smart scales aren't cheap, but we should see them as a great opportunity to invest in our future.

**Declan:** OK, thanks, Tomas. This solution sounds great and would certainly speed things up for us, but we are operating under a tight budget. I've just had a look at the costs for these things and they are quite high. Do you really think they'll be worth it?

**Tomas:** Yes, I do. Remember that we need to look at the long-term benefits. Unless we ask for a budget increase now, we will lose even more market share this year.

**Frank:** I think Tomas has a good point there, Declan. If we want to increase or even just keep our market share, we will have to increase our annual supply chain budget by at least twenty per cent over two years.

**Declan:** Twenty per cent! That seems like a lot. I think I could get a fifteen per cent increase, but we won't get approval for twenty per cent unless we make a very strong case. Do you have any more information to add to your presentation, Tomas?

**Tomas:** Well, I am researching some other suppliers who can offer us similar, but cheaper models. I should have the details ready by the end of the week.

**Declan:** That sounds good. But do you think they are as good?

**Tomas:** Frankly, no.

**Frank:** Why do you say that?

**Tomas:** The supplier I mentioned in my presentation is the market leader and my personal favourite.

**Declan:** That's a bit vague. Can you be more precise?

**Tomas:** All right, I will prepare a comparison of three other suppliers in case we don't get approval for a twenty per cent increase in budget.

**Frank:** That's a good strategy. We need to aim high, Declan. We will need to submit a full proposal if we want to get the extra five per cent. And that will include a SWOT analysis and a timeline. I can prepare those.

**Declan:** OK, so if we got the go-ahead, how fast would we be able to install the scales, Tomas?

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**Considering options**

36  **Part B, Exercise 2** · page 118

**Tomas:** ... So that brings me to the end of my presentation. Just to sum up – last year we lost quite a bit of our market share. Why did this happen? Well, problems with custom procedures, traffic jams and – due to budget cutbacks – we didn't invest in our supply chain, and we were often late delivering our products to the retail outlets. The last mile is always the longest as they say! But, I think I have found a way to give us a competitive advantage. Smart load scales installed on board our fleet of trucks will help

**Tomas:** By the end of April, I imagine.

**Declan:** Fine. So if we could get a really good proposal together, we would at least have a chance. Maybe we will be able to convince ...

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## Working things out

37  Part A, Exercise 2 · page 126

Hi Eva, this is Ethan speaking. Uhm, sorry but I can't manage to be there for the start of the meeting with Paul, our cloud computing expert, tomorrow morning. Something ... uhm ... something unexpected has happened and I have to handle the situation. As you know, we want to discuss improving our freight-routing application at the meeting. Paul is travelling from London and I ... uhm ... had promised to pick him up at the airport. We were going to come to the office directly so that we can start the meeting at 10. I ... er ... can't manage it, though, so can you ... uhm ... handle it? I can join you a bit later at around 12.30. Uhm, maybe you can just give him a quick call to inform him about the changes and get to know him a bit before the meeting? We have a lot of ... uhm ... issues with our application and need to find a way to make it perform better in the future. I'm sure you and Paul will be able to ... uhm ... start the discussion, and then the three of us can find a solution in the afternoon. Thanks, and ... er ... say hello to Paul for me.

38  Part A, Exercise 2 · page 126

Hi Eva, this is Ethan speaking. Uhm, sorry but I can't make it for the start of the meeting with Paul, our cloud computing expert, tomorrow morning. Something ... uhm ... has come up and I need to deal with it. As you know, we want to talk about improving our freight-routing application at the meeting. Paul is coming over from London and I ... uhm ... had promised to pick him up at the airport. We were going to come to the office directly so that we can start the meeting at 10. I ... er ... can't make it, though, so can you ... uhm ... deal with it? I can join you a bit later at around 12.30. Uhm, maybe you can just give him a quick call to inform him about the new arrangements and get to know him a

bit before the meeting. We have a lot of ... uhm ... issues with our application and we need to come up with a way to make it perform better in the future. I'm sure you and Paul will be able to ... uhm ... kick the discussion off, and then the three of us can sort everything out in the afternoon. Thanks, and ... er ... say hello to Paul for me.

39  Part A, Exercise 4 · page 127

1

**Receptionist:** Cloud Advance Solutions. How can I be of assistance?

**Eva:** This is Eva Maier from Avista. Can you put me through to Paul Grant, please?

**Receptionist:** Paul Grant? Yes, one moment, please. Putting you through. Sorry, nobody is answering. He doesn't seem to be available at the moment. Maybe you can try his mobile?

**Eva:** Oh, I don't think I have that number. Could you give it to me, please?

**Receptionist:** Oh, I'm afraid I can't do that. Should I transfer you to someone else in his office?

**Eva:** Uhm, no, it's all right. I think my colleague may have his number. Thank you.

**Receptionist:** Thank you for calling. Goodbye.

2

**Paul:** Paul Grant, speaking. Who's calling?

**Eva:** Hello, Mr Grant. This is Eva Maier from Avista speaking. I work with Ethan Whitmore. I believe he sent you an email this morning about our meeting tomorrow. He won't be able to make it for 10.

**Paul:** Yes, he did. Sorry, Ms Maier, can you speak up a bit, please? I didn't quite catch that.

**Eva:** Sorry, I'm just phoning about the meeting at 10 tomorrow. Ethan won't be able to pick you up at the airport, so I'll be there instead. He'll join us later. We'll probably have to start the meeting without him. Anyway, I'll be there tomorrow to pick you up.

**Paul:** Great! I'm looking forward to meeting you, Ms Maier. I'm sure we can get things off to a good start.

**Eva:** Sorry, you're breaking up. Can you repeat that, please?

**Paul:** Sorry, I'm in the tube at the moment and the signal here is very weak. Anyway, so see you

tomorrow morning at the airport, Ms Maier. It's been nice speaking to you. Bye for now.

**Eva:** Goodbye, and see you tomorrow, Mr Grant.

#### 40 **Part B, Exercise 2** · page 128

**Paul:** So, thanks for picking me up and getting me coffee and everything.

**Eva:** You're very welcome, Paul. So, I think I'd like to kick off the meeting and talk about the big picture first.

**Paul:** Sure, sounds good. So what kind of improvements do you want in the new application?

**Eva:** Uhm, well mostly we just have to prepare ourselves for the future and make sure our application does what we want it to do and not the other way round!

**Paul:** I see. So, what issues have you run into with your application so far?

**Eva:** Well, we will look into things in more detail later when Ethan gets here but, generally speaking, we are growing very quickly and our needs are beginning to change.

**Paul:** Well, that's good news about your expansion. When and how did things really begin to change then?

**Eva:** At the beginning of this year. In the past, we only offered our customers a small selection of freight services, but now we need to build up our services to stay competitive.

**Paul:** So, let me just make a note of this. At first, your services were limited, but now you are expanding and want to offer more. And you have been running into problems since the beginning of the year?

**Eva:** Yes, the application is not keeping up with our demands anymore. We have thousands of routes by air, by sea and by land. We need quick access to route data and maps, and our processing speed has slowed down a lot this year.

**Paul:** I see. So, you need to speed things up?

**Eva:** Yes, but not only that. The application needs to be smart too. We work in a very competitive market and we need to future-proof ourselves. Customers might ask for a route, say, from Shanghai to London, or New York to Sydney. We need to be able to work out the best route for both sides including factors such as pricing, speed and distance.

**Paul:** What about other factors like weight and type of goods? Do they always play a role in your business?

**Eva:** Yes, of course. In the future, the application won't just have to work out all the possible routes for each shipment. It will have to pick the fastest one by taking a lot of factors into consideration.

**Paul:** So, broadly speaking, your current application isn't powerful enough or smart enough yet to cope with your new challenges?

**Eva:** Yes, exactly. We have to future-proof our knowledge base, and so we think it's time to say goodbye to the old system and say hello to a new, smarter way of doing things!

#### 41 **Part B, Exercise 3** · page 129

**Eva:** Well, thanks again for coming and discussing the issues with our app. I think we are on the right track now. It's been so nice meeting you.

**Paul:** Thanks, Eva. I've really enjoyed meeting you too, and it was nice to catch up with Ethan as well. It's a shame he had to run off so quickly before the end of the meeting.

**Eva:** Yes, the crisis in the harbour is keeping him busy. Again, I'm sorry I can't join you tonight, but I'm afraid I just can't change my appointment.

**Paul:** That's OK. Maybe next time? In London!

**Eva:** Yes, I'm really looking forward to that meeting.

**Paul:** Me too.

**Eva:** Uhm, can I drop you off somewhere? Or would you like me to call you a taxi?

**Paul:** Thanks very much, but no need to bother. It's a nice evening, and I think I'll walk back to the hotel. I've figured out the route on my phone. It's not far. We've been indoors all day and some fresh air would be nice.

**Eva:** OK, so goodbye for now and have a good trip home!

**Paul:** Thanks a lot, Eva. We'll be in touch soon anyway about your new application. We have a lot to prepare to make sure you are future-proof. Anyway, take care! See you in London! Goodbye!

**Eva:** Bye, Paul. See you soon!

## INTERVIEWS

UNIT  
1

## First impressions

 **Interview with David Briggs, game designer from Berlin** · page 16

## First contact

When making introductions for the first time, I like to **consider the setting**. I work in a very **informal environment**, so it's OK if I see somebody new at the office to just walk up and give them my first name. "**Hey I haven't seen you before. My name's David.**" And then I'll usually say which team I'm working on. Um, if it's a more **formal environment**, maybe if I'm giving a presentation, I'll usually give my full name. "**My name is David Briggs. I'm a game designer.**" And then I'll give a brief background or overview about my expertise on the topic or background in the field.

When meeting someone for the first time, um, some **additional information** I like to give, besides my name, is a little bit of information about **the team** that I'm working on, maybe which **project** we're currently developing, and then I also specifically like to point out **where** in the building **I'm sitting**. That way they can come to me if they have any questions or if they want to go to lunch sometime.

Um, if it's outside of the office, maybe at a **networking event**, I'll give a little bit more details about my **career path** and previous projects I've worked on. Also if I have any **side projects** or games that I can currently talk about I'll be happy to share that just so that we can kind of have a conversation about any shared interests.

UNIT  
4

## Getting your message across

 **Interview with Chia Suan Chong, freelance communication and intercultural skills trainer from York** · page 46

## Building relationships

Why is it important to build relationships with business visitors and not just focus on the

business? Well, because **business is done with people** and if we don't have the trust and good will of the people that we do business with, then **we could face problems** with the business. Projects might not run smoothly if there are communication breakdowns and delays, **contracts might not get signed** if there are misunderstandings or suspicion, and **repeat collaboration might not happen** if we don't like the people that we are doing business with. Business and relationships go hand in hand, and we shouldn't see it as two separate things. Relationship building is about building trust and there are **two major types of trust building**. The first one focuses on **showing competence**. That means showing that you are **reliable**, you are **capable** of doing the job, you are **experienced**, you are **results-oriented**. The other kind is focused on **being open** and showing who you really are. And this might involve taking your business acquaintance out of the office building and spending time with them over dinner. This might involve sharing your opinions and thoughts about different topics or just showing the different sides of yourself to your business acquaintances.

UNIT  
6

## Meeting expectations

 **Interview with Ronan Kavanagh, product manager from Zurich** · page 68

## Giving updates

So, project updates are really important. First and foremost, it's to **clarify goals and objectives** for the team. I see this overall enhancing team performance by ensuring total clarity of purpose and what they're setting out to achieve for project success. And secondly, it's to **address** things like **schedule constraints or schedule risks** to see if the programme or the project is on track. And working with the team to understand how we can overcome these issues or address these issues. And also we can use this to address these topics to senior leadership, for example, to **gain support for resources**, for **budget issues** or, for example, for **external or internal suppliers**.

So, how would I define success in a project? First and foremost it's about **total clarity of goals, objectives and schedule** by all team members and stakeholders throughout the life of the project. Typically we may capture this in a project charter where all this information is clear and presented in one place.

There are often **differences of opinion**, of course, during a project in terms of progress or status, and I would normally address this by bringing the team together to **review the project charter**. Perhaps the charter was not sufficiently clear during the beginning of the project. So, I'd bring the team together, perhaps in a workshop environment with flipcharts and whiteboards, to help **bring the team together** to converge their opinion towards what we want to achieve with that project.

UNIT  
7

## Reaching agreement

 **Interview with Ronan Kavanagh, product manager from Zurich** · page 78

### Influencing

So, there are three really important areas of influence in business: internally **with management**, internally **with your project teams** and externally **with customers**.

Influencing management is extremely important to ensure your project is a success because they need to provide you the support when you need it in terms of budget or schedule or resources. In terms of your project teams, obviously influencing them is extremely important to ensure your team morale is high, productivity is high, and they're clear on what they're setting out to achieve. **Convincing customers** externally with your new ideas and solutions **drives business growth**.

Certain things are very important in order to influence others. **Relationship building is an absolute must**. It is very hard to influence others without building up a rapport. Secondly, working with clarity and purpose helps people follow your lead. Lastly, working thoroughly and with a high degree of quality **sets an example** for others and **gives people confidence** in your work that you do and the projects that you work on.

On the other hand, one's influence can also have a negative impact on others. For example, having an **unclear or changing** set of **goals** can reduce team morale and productivity. Or **working carelessly or thoughtlessly** can lead others to believe that this is an acceptable practice and can erode trust in your work.

UNIT  
10

## Providing services

 **Interview with Chia Suan Chong, freelance communication and intercultural skills trainer from York** · page 110

### Dealing with complaints

The most important thing to bear in mind when dealing with complaints is that we see the **world from our own perspective**. It's easy to forget that other people might not see the world the way we do. So, we need **greater levels of patience** and we need to **slow our thinking** right **down** when either making or dealing with complaints. We need to be able to put ourselves in the shoes of the other person.

When making complaints, we need to be clear and concise and not emotional. At least not too emotional. We need to not only **talk about** the situation and the background, but also **the negative impact of the issue** that we are facing. This will make it clear that a solution is necessary. And finally, we should **help the other person find a solution** that is satisfactory for us. And this means actually talking about the solutions or the range of solutions that would work for us. Otherwise, there is a risk that they'll suggest solutions that we're not interested in or that might not work for us. And that's not going to help anybody.

How about some tips for handling complaints? Firstly, **don't interrupt**. Listen and then ask questions. Don't make assumptions. Secondly, **show empathy and understanding** for the negative impact that the problem is having on the other person. And explain the reasons for the problem or the issue, but **don't make excuses or place blame**. Finally, find out what solution might be satisfactory for the other person. Don't assume that you have the best solution for them.

 **Interview with David Briggs, game designer from Berlin** · page 120

### Pitching a proposal

What is a pitch and why is it important for business? A pitch is really just **an idea** that you've had, that you **explain in a very short and concise manner**. And you get all of your ideas out basically in as effective and efficient of a manner as possible. In game design, we use pitches to convey ideas like new characters for a game or maybe new rules inside of a game. What we've found is the best way to give a pitch is just in a very very **short, memorable but concise** way. We call these "**elevator pitches**". So, an example of a good elevator pitch might be for the movie *Star Wars*. If you want to describe the movie **Star Wars** quickly, you could just say, "**It's just the story of King Arthur set in space.**" The best way to prepare for a pitch is just to practise. Find a colleague or a friend, give the pitch to them. Tell them your ideas, have them **repeat it back to you** and if you understand everything that they're saying, all of your key ideas are there and it's all in line with what you were originally thinking – you've created a great pitch. Once you've given your pitch, the idea is out there and it's almost always going to start a conversation. The other person might have ideas of their own or they might even want to completely change your project. So, it's going to be up to you to pick out **what are the core ideas**, what's most important and then **protect your overall vision**.

### INFOGRAPHICS

 **Watch & talk 1** · page 53

### Working in teams

**Teamwork** is at the core of most organizations' success. The key drivers in any organization are the people and how they collaborate, rather than the technology, products or services alone.

Many organizations are trying to move away from traditional **hierarchical** top-down structures where tasks are directed or approved of from above. It can be difficult to innovate or be flexible as an individual or team in such environments.

Moving on from hierarchical structures, we come to those organizations with **flat** structures. The team leader is a part of the team, rather than above it. And status is less important. There can be more focus on team success, which comes from improved collaboration in less hierarchical environments. However, such flat teams and organizations are often still limited by defined roles and other boundaries.

This is why we're seeing more and more **self-organizing** teams. These groups of colleagues together have a specific role or task, though they are without a specifically assigned team leader. They tend to be **small, autonomous and agile**, with the freedom to operate within pre-defined limits, e.g. budget and/or time. It is through such teams that organizations can be fast moving and more innovative. Many slow-moving global organizations have created innovation hubs with teams like these to help them advance more quickly.

Another change we are seeing in the global corporate world is the increase in international and **cross-functional** teams.

For example, we could have a **design** team in Mumbai working together with a **sales** team in Berlin to design a product for a client in Bordeaux. The **after-sales** team will be in France, and the **service specialists** will fly in, as necessary, from the UK.

To add complexity, each of those people will have local, regional and virtual reporting lines, and will be working in a so-called **matrix** structure. This way, the company is able to offer a better service to its customers and make best use of its experienced employees – no matter where they are based.

These working environments come with many benefits, but they are also not without their **challenges**, such as **language, time zones, culture and diversity**, different local **processes and legal regulations**.

How about you? What's it like where you work and are any of these challenges familiar?



## Watch & talk 2 · page 95

### Diversity in the workplace

There are many benefits in the workplace when people are alike, think the same way, and do things in the same way. It can make it easier to set **rules** and processes, and reduce the chances of misunderstandings or conflict.

However, **conformity** is not always a good thing. If everyone's the same, and thinks the same, there is the risk that mistakes are made together as a group, or that innovation is very slow, or perhaps too fast.

It is for these reasons that we need greater levels of diversity in the workplace. People who are different from us may see the world differently from how we do. And yes, that might mean we, and our way of doing things, are challenged more.

**Diversity challenges our sense of norm.** But it can also mean that we have the opportunity to learn more from each other and succeed together. Examples of diversity could be race and faith, gender and mobility, nationality and age. There are, of course, many more examples; you only have to look around your office.

Diversity management is the formal process of managing the levels of diversity in the workplace. This might mean setting **targets** within the company or department to increase diversity in some respects and then selectively recruiting new employees to meet these targets.

But it's not simply a matter of hiring people to meet diversity targets. It also probably means giving the employees some **training** to support a possible change in attitude and even behaviour towards colleagues who are diverse and different. Diversity challenges the concept of "normal" in any workplace situation, until ideally, diversity itself becomes the norm. So, how is diversity managed in your company or industry?

## Watch & talk 3 · page 137

### Product development

Traditional product development took a lot longer in the past than it does today. In the past it usually took years to bring a new product to market. The process started with an **idea**, some **design** work until a **prototype** could be built, or

a number of them. Then there would be some **testing** phases before the product was **finalized** and **launched**.

These days, a version of a product can be brought to market in a matter of weeks or months.

To make this possible, the way products (and services) are developed had to change. Instead of prototyping to perfection and adding all features before a product launch, there is now the concept of a **minimum viable product**, or **MVP**.

This is a functioning version of the product which is made as quickly and as cheaply as possible, but has all the key innovative features. This version is then used to **test the market** to see if there is interest in the product.

Based on this interest, the company will then decide whether to **invest** in further development **or not**.

MVPs are often created through a process of **sprints**. This is when the team moves very quickly with their ideas, and builds on them quickly, doing as much as is necessary and not more.

Development is often done through **iterative design** phases. This means that a version is designed, and then updated, and then updated again, and so on, even after the product has launched. So the product is perhaps never really finished.

This frequently happens in the world of app development with updates happening all the time, but we can also see it in tangible, or physical, products. Fitness trackers, TVs or even cars regularly receive software upgrades, which can adapt and improve the functions of the product. To do this, the physical product itself doesn't have to be changed.

When companies take an iterative approach to product development, it helps them to be customer focussed. They can **listen to the feedback and read the reviews**, and then make necessary changes with the next launch or update.

And because many products have electronic components these days, that next update can often be easily done.

The need for faster development cycles has hit almost all industries. What's it like where you work?

Hier finden Sie sämtliche Wörter und Wendungen des Buches in alphabetischer Reihenfolge. Die Zahl nach dem Stichwort bezieht sich auf die Seite, auf der das Wort zum ersten Mal erscheint.

A = das Wort befindet sich in den *Audioscripts*

V = das Wort befindet sich in den *Videoscripts*

P = das Wort befindet sich in den *Partner files*

AE = amerikanisches Englisch

BE = britisches Englisch

## A

**abbreviation** 83 Abkürzung  
**above all** 135 vor allem, vor allen Dingen  
**abrupt** 51 schroff  
 to **accelerate** 22 beschleunigen  
**acceptable** 31 annehmbar, zulässig, vertretbar  
**acceptance, consumer** ~ 85 Kunden-/Verbraucherakzeptanz, Kaufbereitschaft  
**access** 44 Zugang  
 to **access sth** 121P auf etw zugreifen  
**accidentally** 26A aus Versehen, versehentlich  
**accommodation** 42 Unterkunft  
**according to** 25A (je) nach, gemäß  
**accordingly** 69P entsprechen  
**account** 26A Konto  
**accurate** 13 (genau) zutreffend  
 to **achieve sth** 68V etw erreichen  
**acquaintance, business** ~ 46V Geschäftsfreund/in  
**action** 42 Maßnahme(n)  
**actually** 15A eigentlich, wirklich, doch, übrigens  
 to **adapt: ~ sth** 16 etw anpassen; **~ to sth** 51 sich an etw anpassen, sich auf etw einstellen  
 to **add up** 26A addieren  
**addition, in ~ to sth** 56A zusätzlich zu etw  
 to **address sth** 22 etw (*Thema usw.*) ansprechen, auf etw eingehen  
**adhesive** 23A Klebstoff  
 to **advance** 52V vorankommen, sich weiterentwickeln  
**advance, in ~** 42 im Voraus  
**advanced** 96A modern, fortschrittlich  
**advantage** 14 Vorteil; **competitive** ~ 118A Wettbewerbsvorteil  
**adventurous** 100 abenteuerlustig

**advice** 31 (guter) Rat, Ratschlag  
**advisor, tax** ~ 67 Steuerberater/in  
**aeronautic** 107 Luftfahrt-, Flugzeug-  
**aeronautics** 24 Luftfahrt  
**aeroplane** 24 Flugzeug  
**affordable** 22 bezahlbar, günstig, erschwinglich  
**after all** 66A schließlich  
**afterwards** 26A hinterher  
**age** 21 Zeitalter  
**agile** 52 wendig, flink, agil  
**agreement, to reach (an)** ~ 74 eine Einigung/Vereinbarung erzielen  
**ahead, ~ of sth** 108A im Vorfeld von etw, vor etw; to **be ~ of the curve** 106 der Zeit voraus sein  
**aim** 101 Ziel  
 to **aim: ~ for sth** 75 etw anstreben; **~ to do sth** 74A anstreben, etw zu tun  
**air: ~ conditioning** 42 Klimatisierung, Klimaanlage(n); **~ tube system** 10 pneumatisches Röhrensystem  
 to **align with sth** 69 mit etw übereinstimmen  
**alike** 94V gleich, identisch, ähnlich  
**allergic, to be ~ to sth** 15A allergisch gegen etw sein  
**allowed** 48 erlaubt, gestattet  
**amazing** 26A toll, unglaublich, erstaunlich  
**ambitious** 15 ehrgeizig  
**amount** 26A Betrag  
**analysis** 101 Analyse  
**anniversary** 67 Jahrestag, Geburtstag  
**annual** 118 jährlich, Jahres-  
**anyway** 26A wie dem auch sei, egal  
**apology** 42 Entschuldigung; to **send one's ~ies** 43A sich entschuldigen lassen  
**apparently** 63 anscheinend  
**appetizers** pl 64 Häppchen

**applicant** 41 Bewerber/in  
**application** 8 Bewerbung; 33 Anwendung  
 to **apply for sth** 10 sich für/um etw bewerben; 71 etw beantragen  
**appraisal** 66 Beurteilung  
 to **appreciate sth** 45 etw zu schätzen wissen  
**approach** 10 Ansatz, Vorgehensweise, Herangehensweise  
**appropriate(ly)** 15 passend, angemessen  
**approval** 48 Zulassung, Freigabe; **~ process** 89P Bewilligungsverfahren; **~ visit** 42 Inspektionsbesuch  
 to **approve: ~ sth** 52V etw genehmigen, etw absegnen; **~ of sth** 74A etw billigen, etw gutheißen  
**approximately** 83 ungefähr, zirka  
**area, cutting ~** 23 Zuschnittbereich; **designated ~** 44 (eigens) ausgewiesener Bereich; **loading ~** 26A Ladezone; **urban ~** 40 Stadtgebiet, Grossstadt, Ballungsraum  
 to **arise** 57A (*Problem, Situation usw.:*) auftauchen, entstehen  
**arrival** 43 Ankunft  
**arrow** 88A Pfeil  
**Arthur, King** ~ 120V König Artus  
**artificial** 29 künstlich  
**asap (= as soon as possible)** 36A schnellstmöglich  
**asparagus** 86A Spargel  
**aspect** 24 Seite, Gesichtspunkt  
 to **assemble** 26A montieren, zusammenbauen  
**assembly line** 22 Fließband, Montagestraße  
 to **assess sth** 130 etw beurteilen, etw bewerten  
**assessment** 130 Beurteilung, Bewertung

**asset** 77 Aktivposten, Vermögenswert  
to **assign** 52V zuweisen  
**assistance** 130 Hilfe, Unterstützung;  
to **be of** ~ 127A behilflich sein  
**assistant HR manager** 12 stellvertre-  
tende/r Personalleiter/in  
**association** 40 Verband  
**assumption** 110V Annahme,  
Unterstellung  
**assurance** 42 Zusage  
**atomic** 64 atomar, Atom-  
to **attach sth to sth** 23A etw an etw  
befestigen, etw mit etw verbinden  
**attack** 122 Angriff  
**attempt** 79 Versuch  
**attendee** 55 Teilnehmer/in  
**attention, to pay ~ to sth** 74 auf etw  
achten  
**attitude (to/towards sth)** 73 Einstel-  
lung, Haltung (zu etw)  
**attractive** 22 attraktiv  
**audience** 88 Publikum  
**augmented reality (AR)** 106 Erwei-  
terte Realität  
**author** 97 Schriftsteller/in  
to **automate** 23A automatisieren  
**automatic(ally)** 26A automatisch  
**automotive** 24 Automobil-  
**autonomous** 52 autonom  
**average, on ~** 77 im Durchschnitt  
**award** 10 Preis, Auszeichnung  
**aware, Be ~ that ...** 63 Seien Sie sich  
im Klaren darüber, dass ...  
**awkward** 93 schwierig, unangenehm,  
peinlich

## B

**back-up plan** 57A Notfallplan, Plan B  
**background** 16V Hintergrund(infor-  
mationen)  
**baked** 109 gebacken  
to **bargain** 74 handeln, feilschen  
**bargain, to drive a hard ~** 75A hart  
verhandeln, mit harten Bandagen  
kämpfen  
**base, customer ~** 25A Kundenstamm,  
Stammkundschaft; **knowledge ~**  
128A Wissensgrundlage  
**basically** 25 im Grunde, im Wesent-  
lichen

**basis, on a regular ~** 25A regelmäßig;  
**on a rotary ~** 12 im Wechsel,  
abwechselnd, turnusgemäß;  
**on an ongoing ~** 56A laufend,  
kontinuierlich  
**Bavaria** 65 Bayern  
**bay, loading ~** 23 Verladerampe,  
Laderampe; **unloading ~** 23  
Entladerampe  
to **bear sth in mind** 110V etw beach-  
ten, etw nicht vergessen, an etw  
denken  
**beforehand** 51 vorher, zuvor  
**behalf, on ~ of sth** 83 in jds Auftrag,  
in jds Namen  
to **behave ethically towards sb** 44  
sich ethisch korrekt gegenüber jdm  
verhalten  
**behind schedule** 32 im Verzug, im  
Rückstand  
**benefit** 52V Vorteil, Nutzen  
**besides sth** 16V außer etw  
**best wishes** pl 23A beste Grüße  
**between, in ~** 25A dazwischen  
**beyond, to be ~ sth** 131P über etw  
hinausgehen  
**bill, settlement of the ~** 115 Beglei-  
chen der Rechnung  
to **bill sb sth** 109 jdm etw in Rechung  
stellen  
to **blame sb** 63 jdm die Schuld geben  
**blame, to place ~** 110V einen Schul-  
digen suchen  
**bland** 109 fad  
to **blend sth** 121 etw (miteinander)  
vermischen  
**blessing** 67 Segen  
**board of directors** 25A Vorstand,  
Unternehmensleitung  
**body care** 25A Körperpflege  
**boiled** 109 gekocht  
**booth, phone ~** 34 Telefonzelle  
**border** 10 Grenze, Landesgrenze  
**born and raised, I was ~ in ...** 39 Ich  
stamme aus ...  
to **borrow** 84 (sich etw) leihen  
**bottom part** 23A Unterteil  
**boundary** 18 Grenze  
**branch** 11 Filiale

**branded** 59P mit Markennamen  
versehen, Marken-  
to **break: ~ sth** 97 etw kaputtmachen,  
etw zerbrechen; **~ down** 46 versa-  
gen, scheitern; **You're ~ing up.** 127A  
Die Verbindung ist schlecht.; **~ the  
ice** 31 das Eis brechen  
**breakdown, communication ~** 46V  
Kommunikationsprobleme  
to **brief sb on sth** 121 jdn über etw  
informieren  
**brief(ly)** 8 kurz, knapp  
**briefcase** 103 Aktenkoffer  
**bright** 64 (*Farbe:*) leuchtend, hell,  
stark  
to **bring sth up** 125 (*Thema*)  
ansprechen  
**British Isles** pl 82 Britische Inseln  
**broadly speaking** 128A vereinfacht  
gesagt  
**bubble bath** 25A Schaumbad  
**budget** 30 Budget, Etat  
**bulk order** 74A Großbestellung, Gross-  
auftrag  
**bunny suit** 26A Reinraum-Overall  
to **burn out** 76A ausbrennen  
**business: to get down to ~** 43A zum  
Geschäftlichen übergehen, zur Sache  
kommen; **urgent family ~** 42 drin-  
gend(e) Familienangelegenheit(en);  
**~ acquaintance** 46V Geschäfts-  
freund/in; **~ unit** 24 Geschäfts-  
bereich  
**button** 20 Taste, Knopf  
**buyer** 24A Einkäufer/in  
**by the way** 15A übrigens, à propos  
**by-product** 136 Abfallprodukt, Neben-  
produkt

## C

**cab** 108A Taxi  
**cake** 29 Kuchen, Törtchen  
to **call sth off** 126 etw absagen,  
etw abblasen  
**campaign** 54A Kampagne  
**cancellation** 12 Absage  
**candidate, job ~** 20 Bewerber/in  
**capable, to be ~ of doing sth** 46V fähig  
/ in der Lage sein, etw zu tun  
**caption** 28 Bildunterschrift

- to **capture sth** 68V etw erfassen
- carbon** 44 Kohlenstoff; ~ **foot-print** 128 CO<sub>2</sub>-Bilanz, CO<sub>2</sub>-Fußabdruck
- care, to take ~ of sth** 13 sich um etw kümmern, etw erledigen; **body** ~ 25A Körperpflege; **customer** ~ 20 Kundenbetreuung, Kundendienst; **hair** ~ 25A Haarpflege; **medical** ~ 44 medizinische Versorgung
- career: rewarding** ~ 72 erfolgreiche Karriere; ~ **path** 16V (beruflicher) Werdegang; ~ **prospects pl** 32 Aufstiegsmöglichkeiten, Berufsaussichten
- careless(ly)** 49 unaufmerksam, unachtsam
- case, in** ~ 119 für den Fall, dass; falls; **in ~ of fire** 44 im Brandfall; to **make a strong ~ for sth** 118A überzeugende Argumente für etw vorbringen
- casual clothes pl** 14 Freizeitkleidung
- to **catch: ~ sth** 58A etw verstehen, etw mitbekommen; ~ **up with sb** 129A sich mit mit jdm (über Neuigkeiten) austauschen; ~ **up on all the gossip** 12 sich über den neuesten Klatsch austauschen
- to **celebrate** 104 feiern
- chain, production** ~ 22 Produktionskette
- chair** 73 Vorsitzende/r, Leiter/in (einer Besprechung/Sitzung)
- to **chair a meeting** 55 eine Sitzung leiten
- challenge** 34A Herausforderung, (schwierige) Aufgabe
- to **challenge sb/sth** 94V jdn/etw infrage stellen
- challenging** 64 anspruchsvoll, fordernd, schwierig
- champagne** 29 Champagner
- change** 52 Wandel
- changeover** 57A Umstellung
- character** 10 (*Roman, Film:*) Person, Figur
- charge, to be in ~ of sth** 123 für etw zuständig/verantwortlich sein
- charter, project** ~ 68V Projektauftrag
- chat** 12 Unterhaltung, Schwätzchen
- to **chat to sb** 15 mit jdm plaudern, sich mit jdm unterhalten
- to **check** 9 abhaken; ~ **sth out** 42 sich etw ansehen
- childcare** 44 Kinderbetreuung; ~ **facility** 48 Kinderbetreuungsstätte
- chips** BE 122 Pommes frites
- choice, to face sb with a ~** 108A jdn vor die Wahl stellen
- circumstances pl** 44 Umstände
- citizenship, dual** ~ 10 doppelte Staatsbürgerschaft
- clarification** 62 Erläuterung, Klarstellung
- to **clarify** 57 erläutern, klarstellen
- clarity** 68V Klarheit
- cleanroom** 26A Reinraum
- to **clear the table** 86A den Tisch abräumen
- clerk** 24P Sachbearbeiter/in
- climate, economic** ~ 32 Wirtschaftsklima, Konjunktur
- climbing, rock** ~ 44 Klettern
- close** 24A eng; ~ **by** 51 in der Nähe, nahegelegen; to **take a ~er look at sth** 54A sich etw näher ansehen
- closing** 42 (*Brief, E-Mail:*) Schluss, Schlussformel
- clothes pl: C~ make a man.** 28 Kleider machen Leute.
- clothing, protective** ~ 22 Schutzkleidung
- clue** 10 Hinweis, Anhaltspunkt
- coffee table** 24A Couchtisch
- to **collaborate** 34A zusammenarbeiten
- colourful** 43A bunt, lebendig
- to **come: ~ across as unfriendly** 105 unfreundlich wirken; ~ **along** 13A mitkommen; ~ **up with sth** 57 sich etw ausdenken, sich etw einfallen lassen
- comment (on sth)** 57A Bemerkung (zu etw), Kommentar (zu etw)
- commitment** 44 Verpflichtung, Zusage; ~ **to sb/sth** 74A Engagement für jdn/etw
- common** 83 üblich, verbreitet, häufig; to **have sth in** ~ 8 etw gemeinsam haben
- communication breakdown** 46V Kommunikationsprobleme
- company, freight** ~ 11 Frachtunternehmen, Transportunternehmen; **parent** ~ 25 Muttergesellschaft; **pharmaceutical** ~ 20 Pharma-Unternehmen; **utility** ~ 25A Versorgungsunternehmen; ~ **structure** 24 Unternehmensstruktur, Firmenorganisation
- compared to** 51 im Vergleich zu, verglichen mit
- comparison** 76 (*Grammatik:*) Steigerung
- compensation** 114A Entschädigung, Schadenersatz, Ausgleich
- competitive** 123 konkurrenzfähig; ~ **advantage** 118A Wettbewerbsvorteil
- competitor** 124 Konkurrent/in, Wettbewerber
- to **complain about sth** 63 sich über etw beschweren, über etw klagen
- complaint** 63 Beschwerde, Reklamation
- complicated** 103 kompliziert
- complimentary** 111P auf Kosten des Hauses
- compliment: C~s of the house.** 87A Geht aufs Haus. Auf Kosten des Hauses.
- component** 14 Teil, Bauteil, Komponente
- compromise** 75 Kompromiss
- to **concentrate** 77 sich konzentrieren
- concerned, as far as sth is** ~ 41 was etw betrifft/angeht
- concise** 110V präzise, kurz und bündig
- conclusion** 101 Schlussfolgerung
- to **conduct sth** 105 etw durchführen
- confidence (in sb/sth)** 78V Zutrauen (zu jdm/etw)
- confident** 28 selbstbewusst
- conflict** 94V Auseinandersetzung(en), Streit
- conformity** 94 Konformismus
- confused** 75A verwirrt, irritiert
- confusion** 88A Verwirrung, Verwechslung, Durcheinander

to **connect with sb** 31 mit jdm in Verbindung treten, sich auf Antrieb mit jdm gut verstehen

to **consider sth** 16V etw berücksichtigen, etw in Betracht ziehen; 95 über etw nachdenken

**consideration** 105 Aufmerksamkeit, (freundliche) Berücksichtigung; to **take sth into ~** 128A etw berücksichtigen

**considered, to be ~ sth** 41 als etw gelten

to **consist of sth** 126 aus etw bestehen

**constant(ly)** 52 ständig

**constraint** 68V Zwang, Engpass

to **construct** 25A bauen, errichten

**consumer: ~ acceptance** 85 Kunden-/Verbraucherakzeptanz, Kaufbereitschaft; **~ loan** 84A Privatkredit, Verbraucherdarlehen; **~ products pl** 24 Konsumgüter

**consumption** 22 Verbrauch; **energy ~** 29 Energieverbrauch, Stromverbrauch

**contactless** 89P berührungslos, kontaktlos

**continuous** 130 kontinuierlich

**contract** 13 Vertrag

**contrast, in ~** 41 dagegen

to **contrast** 101 (miteinander) vergleichen

to **contribute to sth** 115 zu etw beitragen, seinen Beitrag zu etw leisten

**control (of sth)** 20 Kontrolle (über etw)

**convenient** 72 günstig, praktisch

**conventional** 22 herkömmlich, traditionell

to **converge sth** 68V etw zusammenbringen, etw einander annähern

**conversational tone** 45 Umgangston, Plauderton

to **convey sth** 120V etw vermitteln

to **convince** 78V überzeugen, überreden

to **coordinate** 24 abstimmen, koordinieren

to **cope with sb/sth** 128 mit jdm/etw zurechtkommen

**core** 52V Kern, Zentrum, Haupt-

**corporate** 15A Unternehmens-; **~ gift** 59P Werbegeschenk; **~ sales pl** 17P Verkauf, Vertrieb (an Unternehmenskunden); **~ social responsibility (CSR)** 10 soziale Unternehmensverantwortung

**corresponding** 126 entsprechend

**corridor** 13A Flur, Gang

**counterproductive** 76A kontraproduktiv

to **cover for sb** 18 jdn vertreten, für jdn einspringen

**covering, shoe ~s pl** 26A Überschuhe

**co-worker** 21 Kollege/-in

**craft** 23A Handwerk

**crisis** 129A Notlage, Krise; **economic ~** 96A Wirtschaftskrise

**criticism** 125 Kritik, Kritikpunkt(e)

**cross-functional** 52 abteilungsübergreifend, funktionsübergreifend

**cruise** 84 Kreuzfahrt

**cuisine** 108A (Landes-)Küche

**cultural gap** 31 kulturelle Distanz, Kluft zwischen den Kulturen

**current** 9 aktuell

**currently** 10 derzeit, zur Zeit, momentan

**curse** 67 Fluch

**curve, to be ahead of the ~** 106 der Zeit voraus sein

**customer: ~ base** 25A Kundenstamm, Stammkundschaft; **~ care** 20 Kundenbetreuung, Kundendienst

**customs** 116 Zoll; **~ procedures pl** 116 Zollformatlitäten

to **cut: ~ costs** 29 Kosten senken; **to ~ a long story short** 32 kurz gesagt; lange Rede, kurzer Sinn

**cutback** 118 Kürzung

**cutlery, (set of) ~** 87A Besteck

**cutting: ~ area** 23 Zuschnittbereich; **~ process** 23A Zuschnitt

to **cycle** 13 mit dem Rad fahren, radeln

**cycle, implementation ~** 56A Umsetzungsperiode, Implementierungszyklus

**cycling** 13A Radfahren

## D

**dairy** 10 Milchprodukte

**dangerous** 44 gefährlich

**data: ~ entry** 17P Dateneingabe; **~ input** 24P Dateneingabe

**day-care centre** 44 Kindertagesstätte

**deadline, to extend a ~** 121P eine Frist verlängern; to **hit a ~** 121P eine Frist einhalten, einen Termin schaffen

**deal** 11 Geschäft; **That's a ~.** 43A Abgemacht!

to **deal with sth** 13 sich um etw kümmern, etw erledigen

to **debrief sth** 17 eine Nachbesprechung über etw abhalten

**decade** 113 Jahrzehnt, zehn Jahre

**decaf** 12 entkoffeinierter Kaffee

to **decode** 63 entziffern, entschlüsseln

**décor** 108A Einrichtung, (Innen-)Ausstattung

to **decrease sth** 29 etw senken

**defect** 23A Mangel, Fehler

**defined** 52V festgelegt

**degree** 33 Abschluss; 78V Maß, Grad

**delayed** 37P verspätet, zu spät, verzögert

to **delegate sth** 34 etw delegieren, etw abgeben

**delicacy** 109 Delikatesse

to **deliver** 120 (Vortrag) halten

**demand** 22 Nachfrage; 105 Forderung; to **be in ~** 23A gefragt sein

**demands pl** 128A Ansprüche, Anforderungen

to **demonstrate sth** 66A etw vorführen

**demonstration** 27 Vorführung

to **deny sth** 130 etw leugnen

to **depend on sth** 51 von etw abhängen, auf etw ankommen

**depending on sth** 66A je nach etw

**depreciation** 124 Wertminderung, Abschreibung

**design pattern** 23A Schnittmuster, Dessin

**designated area** 44 (eigens) ausgewiesener Bereich

**designed, to be ~ for sth** 84 für etw gedacht sein

**desired outcome** 79 gewünschtes Ergebnis  
**destination** 65 Reiseziel, Ort  
**detergent** 96 Reinigungs-, Wasch-, Geschirrspülmittel  
 to **develop** 31 (sich) entwickeln  
**developer** 17P Entwickler/in  
**development, product** ~ 8 Produktentwicklung  
**dietary** 58A Ernährungs-, Ess-  
 to **differ from sth** 22 sich von etw unterscheiden  
**diploma** 17P Diplom  
 to **direct** 52V lenken, steuern  
**direct report** 24P (unmittelbare/r) Unterebene/r  
**direction** 75 Richtung  
**director, board of ~s** 25A Vorstand, Unternehmensleitung  
**disadvantage** 14 Nachteil  
**disagreement** 69 Widerspruch, Meinungsverschiedenheit, Uneinigkeit  
**disappointed** 81 enttäuscht  
**disconnected**, to **get** ~ 36 (*Verbindung*;) unterbrochen werden  
 to **discontinue** 100 (*Produkt*) auslaufen lassen  
**discount** 74A Rabatt  
**dish** 26A Gericht; **side** ~ 109 Beilage  
 to **disrespect sth** 63 respektlos mit etw umgehen  
**distance** 128A Entfernung, Streckenlänge  
 to **distribute** 123 (*Produkte*) absetzen, vertreiben  
**distribution** 13 Vertrieb, Versand  
 to **disturb** 37 stören  
**diverse** 24 vielfältig, unterschiedlich, bunt, multikulturell  
**diversity** 52 Vielfalt, Diversität  
**divided**, to **be** ~ **into** ... 24 in ... unterteilt sein  
**division** 24 Abteilung, Bereich, Sparte  
**doable** 42 machbar  
**doctor** 20 Arzt/Ärztin  
 to **document** 130 dokumentieren  
**documentation** 42 Unterlagen  
**dos and don'ts** 41 *Dinge, die man tun und lassen sollte*

**doubt** 119 Zweifel; **when in** ~ 31 im Zweifelsfall  
**doubtful**, to **be** ~ **about sth** 30 sich über etw unschlüssig sein, an etw seine Zweifel haben  
**draft** 66A Entwurf  
**draught** 87A Durchzug, Luftzug  
 to **draw**: ~ **from sth** 110 auf etw zurückgreifen; ~ **sth up** 13 (*Vertrag usw.*) etw aufsetzen, etw abfassen  
**drink: D~s on me.** 66A Ich gebe einen aus.  
 to **drive**: ~ **sth** 78V etw antreiben; ~ **a hard bargain** 75A hart verhandeln, mit harten Bandagen kämpfen  
**driver** 26A Fahrer/in; **key** ~ 52V treibende Kraft  
**drone** 17P Drohne  
 to **drop** 92 zurückgehen, sinken; ~ **sth** 130 etw aufgeben; ~ **sb off** 129A jdn absetzen  
**dual**: ~ **citizenship** 10 doppelte Staatsbürgerschaft; ~ **nationality** 65A doppelte Staatsbürgerschaft  
**due to** 44 aufgrund von/des/der  
**dumb** 128 dumm  
**dumpling** 109 Knödel, Kloß  
**durable** 64 langlebig, strapazierfähig  
**Dutch**, to **go** ~ 115 getrennt bezahlen

## E

**early stages** *pl* 23A Anfangsphase, Frühstadium  
**earphones** *pl* 97 Kopfhörer  
**Easter** 57A Ostern  
**economic**: ~ **climate** 32 Wirtschaftsklima, Konjunktur; ~ **crisis** 96T Wirtschaftskrise  
**educational** 40 Bildungs-, schulisch  
**elevator** *AE* 120V Aufzug, Lift  
**emergency** 122 Notfall  
**empathy** 110V Mitgefühl  
 to **employ sb** 24 jdn beschäftigen, jdn anstellen  
 to **enable sb to do sth** 47P (es) jdm ermöglichen, etw zu tun; jdn in die Lage versetzen, etw zu tun  
 to **encounter a problem** 101 auf ein Problem stoßen  
 to **encourage sb to do sth** 74 jdn ermuntern/ermutigen, etw zu tun  
**encouragement** 130 Ermutigung, Förderung  
**energy consumption** 29 Energieverbrauch, Stromverbrauch  
**energy-efficient** 22 energiesparend, energieeffizient  
 to **engage sb** 89 jdn faszinieren  
**engineer, lead** ~ 106 leitende/r Ingenieur/in; **mechanical** ~ 33 Maschinenbauingenieur/in; **safety** ~ 12 Sicherheitsingenieur/in, -techniker/in  
**engineering** 33 Ingenieurwesen, Technik; **mechanical** ~ 33 Maschinenbau; ~ **department** 13 Konstruktionsabteilung, technische Abteilung  
 to **enhance** 68V verbessern, stärken, fördern  
 to **enjoy**: to **thoroughly** ~ **sth** 45 etw ausgiebig genießen  
**enjoyable** 76A angenehm, vergnüglich  
**enterprise, medium-sized** ~ 17P mittelständisches Unternehmen; **small**, 17P Kleinunternehmen  
**entire** 22 gesamte/r/s  
**entry, data** ~ 17P Dateneingabe  
**environment** 14 Umfeld, Umgebung  
**environmentally-friendly** 20 umweltfreundlich  
**equipment** 14 Geräte  
**ergonomic(ally)** 103 ergonomisch  
 to **erode sth** 78V etw (*Vertrauen usw.*) untergraben  
**essence** 63 Wesen, Kern  
**established, long-** ~ 25 alteingesessen, eingeführt  
**ethically**, to **behave** ~ **towards sb** 44 sich ethisch korrekt gegenüber jdm verhalten  
**evacuation** 44 Evakuierung  
 to **evaluate** 130 bewerten, evaluieren  
**evenly** 115 gleichmäßig  
**eventually** 23 schließlich  
**evidence** 124 Beleg(e), Nachweis(e), Beweis(e)  
**exaggerated** 83 übertrieben  
**example**, to **set an** ~ 78V ein Beispiel geben

**excuse, to make ~s** 110V sich herausreden, Ausreden suchen  
**executive** 67 Manager/in  
**existing** 33 bestehend  
**exit, fire** ~ 44 Notausgang  
 to **expand** 14 expandieren; 121P sich ausweiten; ~ **sth** 19 etw ausweiten, etw erweitern  
**expansion** 128A Erweiterung, Vergrößerung, Ausbau  
**expansive** 131P weitschweifig, angedehnt  
**expectation** 64 Erwartung  
**experienced** 45 erfahren  
**expertise** 16V Fachwissen, Kompetenz  
 to **exploit sth** 116 etw ausschöpfen, sich etw zunutze machen  
 to **express sth** 119 etw ausdrücken  
 to **extend** 135 (*Hand*) ausstrecken; ~ **a deadline** 121P eine Frist verlängern  
**extra cost, at no** ~ 111P ohne Aufpreis, ohne Mehrkosten  
**eye contact** 135 Blickkontakt

## F

**fabric** 23 Stoff, Gewebe  
 to **face**: ~ **sth** 46V vor etw stehen, mit etw konfrontiert werden, einer Sache gegenüberstehen; ~ **sb with a choice** 108A jdn vor die Wahl stellen  
**face-to-face** 9 persönlich  
**facial recognition** 26A Gesichtserkennung  
**facility, childcare** ~ 48 Kinderbetreuungsstätte; **production** ~ 24 Produktionsanlage  
**facilities** *pl* 30 Ausstattung, Anlage(n)  
**failure** 101 Misserfolg  
**fairly** 98A ziemlich  
**faith** 94 Glaube  
 to **fake it** 28 so tun, als ob  
 to **fall behind** 69P in Rückstand geraten  
**familiar, to be** ~ **with sth** 17P etw kennen, mit etw vertraut sein  
**fancy** 108A extravagant, ausgefallen  
**fare** 108A Kost  
**farm, solar** ~ 106 Solarpark; **wind** ~ 106 Windpark

**fascinating** 23 faszinierend, spannend  
**fashion industry** 64 Modebranche  
**faulty** 74A mangelhaft, defekt  
**favour, to ask sb for a** ~ 105 jdn um einen Gefallen bitten  
**feasible** 75A machbar, möglich  
**feature** 44 (Ausstattungs-)Merkmal, Eigenschaft  
**fee** 58A Gebühr, Kosten  
**feelings** *pl*, **mixed** 15 gemischte Gefühle; to **hurt sb's** ~ 115 jdn Gefühle verletzen  
 to **figure sth out** 128 etw (*Problem*) lösen, etw herausfinden  
**file** 26A Datei  
 to **finalize** 55 etw (endgültig) festlegen  
 to **finance** 84A finanzieren  
**financial** 84 Finanz-, finanziell  
**findings** *pl* 101 Ergebnisse  
**finish** 23A Oberfläche, Oberflächenbehandlung, Politur  
**finished** 85 abgeschlossen, beendet  
**fire, in case of** ~ 44 im Brandfall; ~ **exit** 44 Notausgang  
**firmly** 125 nachdrücklich, bestimmt  
**first: ~ and foremost** 68V zunächst, zuallererst; **in the ~ place** 115 von vornherein, überhaupt  
**firstly** 29 zuerst, zunächst  
 to **fit**: ~ **sth** 26A etw aufsetzen; ~ **sb in** 66A jdm einen Termin geben, jdn einschieben  
**fitness machine** 74A Fitnessgerät  
 to **fix an issue** 56A ein Problem beheben  
**flat** 25 flach  
**flavour** 54A Geschmack(srichtung)  
**fleet** 118A Fuhrpark  
**flexitime** 80 Gleitzeit  
**floor, shop** ~ 23 Werkstatt, Fertigungsbereich, Produktionshalle  
**fluent(ly)** 19 (*Sprache*:) fließend  
**focus** 13 (inhaltlicher) Schwerpunkt  
**fog** 50 Nebel  
**foldable** 100 faltbar  
 to **follow**: ~ **up on sth** 37P einer Sache nachgehen, etw aufgreifen; ~ **sb's lead** 31 sich an jdm orientieren; 78V jds Beispiel folgen, jdm folgen

**footprint, carbon** ~ 128 CO<sub>2</sub>-Bilanz, CO<sub>2</sub>-Fußabdruck  
**forbidden** 44 verboten, untersagt  
**forecast** 55 Prognose, Vorausschätzung  
**foreigner** 86 Ausländer/in  
**foremost, first and** ~ 68V zunächst, zuallererst  
**fork** 87A Gabel  
**forklift** 26A Gabelstapler  
**foundation** 82 Stiftung  
**founding** 106 Gründung  
**fragile** 97 zerbrechlich, empfindlich  
**frame** 35 Gestell, Rahmen  
**freedom** 52V Freiheit  
**freelance** 46V selbstständig, freiberuflich  
**freight company** 11 Frachtunternehmen, Transportunternehmen  
**frequent** 101 häufig  
**fried** 109 (in der Pfanne) gebraten  
 to **fulfil an order** 116 eine Bestellung abwickeln, einen Auftrag erfüllen  
 to **function** 97 funktionieren  
**furniture** 24 Möbel  
**future-proof** 128 zukunftsfähig  
 to **future-proof sth** 128A etw zukunftsfähig machen

## G

to **gain sth** 68V etw bekommen, etw gewinnen  
**gap** 66A Lücke; **cultural** ~ 31 kulturelle Distanz, Kluft zwischen den Kulturen  
**garlic** 111P Knoblauch  
**generally speaking** 128A insgesamt, allgemein gesprochen  
 to **generate** 25A erzeugen  
**gentle** 31 sanft; **in a ~ way** 31 zurückhaltend, vorsichtig  
**genuine** 51 echt  
**gesture** 135 Geste  
 to **get**: ~ **by** 31 zurechtkommen; ~ **sth across** 42 etw vermitteln, etw deutlich machen; ~ **disconnected** 36 (*Verbindung*:) unterbrochen werden; ~ **lost** 108A sich verfahren, sich verlaufen; ~ **down to business** 43A zum Geschäftlichen übergehen, zur Sache kommen

**get-together** 115 Beisammensein  
**gift, corporate** ~ 59P Werbegeschenk  
**gloves** *pl* 26A Handschuhe  
**glue** 23A Klebstoff  
 to **go ahead with sth** 30 etw durchführen  
**go-ahead, to get the** ~ 118A grünes Licht bekommen  
**good: ~ to go** 112 startklar; ~ **will** 46V Wohlwollen  
**goods** *pl* 13 Ware(n)  
**gossip, to catch up on all the** ~ 12 sich über den neuesten Klatsch austauschen  
**graceful(ly)** 115 höflich, würdevoll  
 to **graduate from university** 32 den Universitätsabschluss machen  
**grateful** 45 dankbar  
**greeting** 42 (*Brief, E-Mail:*) Anrede  
**groceries** *pl* 44 Lebensmittel  
 to **guess** 84A vermuten, annehmen; ~ **sth** 13 etw erraten  
**guidebook** 43A Reiseführer  
**guidelines** *pl* 44 Richtlinien, Vorschriften

## H

**habit** 25A Gewohnheit  
**hair care** 25A Haarpflege  
**hand, on the one** ~ 101 einerseits; **on the other** ~ 101 andererseits; to **shake** ~s 16 jdm die Hand geben; ~ **tool** 23A Werkzeug, Handwerkzeug  
**hand-made** 22 handgefertigt, handgearbeitet  
 to **handle sth** 34A etw erledigen, etw bewältigen, mit etw zurechtkommen  
**happy, to be ~ to do sth** 16V etw gern tun; gern bereit sein, etw zu tun  
**harbour** 129A Hafen  
**hardly** 12 kaum  
**harmless** 31 harmlos  
**head** 24A Leiter/in, Chef/in; ~ **office** 14 Zentrale, Hauptsitz  
 to **head up sth** 24A etw (*Team usw.*) leiten  
**header** 42 (*E-Mail:*) Kopfdaten, Header  
**headquarters** *pl* 10 Zentrale, Hauptsitz  
**health** 20 Gesundheit, Befinden; ~ **and safety** 24P Arbeitsschutz, Arbeits-

sicherheit; ~ **spa** 124 Wellness-einrichtung  
**health-conscious** 124 gesundheitsbewusst  
**healthy** 74A gesund  
**heart, to put one's ~ and soul in sth** 108A etw mit Leib und Seele tun  
**heating** 29 Heizung, Heiz-  
**hectic** 38 hektisch  
**hello, to say ~ to sb from sb** 129 jdn von jdm grüßen  
**helmet, safety** ~ 48 Schutzhelm  
 to **help: H ~ yourself.** 43A Bedienen Sie sich!  
**hierarchical** 52 hierarchisch  
**hierarchy** 31 Rangordnung, Hierarchie  
**high, it's ~ time** 127 es ist höchste Zeit  
**hiking** 13A Wandern  
**hiring** 107 Einstellung  
 to **hit: ~ a deadline** 121P eine Frist einhalten, einen Termin schaffen; ~ **a target** 69P ein Ziel erreichen  
**home-made** 22 hausgemacht, selbstgemacht  
**hometown** 8 Heimatstadt  
**honest, to be ~** 36A ehrlich gesagt  
**hood** 26A Haube  
**host** 43 Gastgeber/in  
**HR manager, assistant** ~ 12 stellvertretende/r Personalleiter/in  
**hub** 52V Drehscheibe, Knotenpunkt  
**hug** 135 Umarmung  
**humour** 31 Humor  
 to **hurry** 81 sich beeilen  
 to **hurt sb's feelings** 115 jdn Gefühle verletzen  
**hydroelectric power** 25A Wasserkraft  
**hygiene** 24 Hygiene  
**hypothetical** 117 theoretisch, hypothetisch

## I

**ice, to break the** ~ 31 das Eis brechen  
**i.e.** 130 das heißt  
**ID card** 26 Ausweis(karte)  
**ideally** 94V idealerweise, im Idealfall  
 to **illustrate** 28 veranschaulichen, illustrieren  
**imaginary** 89 imaginär  
 to **imagine** 15A sich (etw) vorstellen

**immediate** 24A unmittelbar  
**immediately** 43 sofort, unverzüglich  
**impact** 78V Wirkung, Auswirkung(en), Einfluss; to **have more** ~ 88 eine größere/bessere Wirkung erzielen  
**impatient** 108 ungeduldig  
**implant** 89P Implantat  
 to **implement** 119 (*Maßnahmen*) umsetzen, (*Neuerungen*) einführen  
**implementation cycle** 56A Umsetzungsperiode, Implementierungszyklus  
**impolite** 63 unhöflich  
**impossible** 75 unmöglich  
**impressed** 43 beeindruckt  
**impression** 12 Eindruck  
**impressive** 64 beeindruckend  
**incredible** 34A unglaublich  
**independent(ly)** 34A selbstständig  
 to **indicate sth** 105 etw erkennen lassen  
**industrial competitiveness** 22 (industrielle) Wettbewerbsfähigkeit  
 to **influence** 17 beeinflussen  
**influence** 78V Einfluss  
 to **inform sb of sth** 86 jdm etw mitteilen, jdn von etw in Kenntnis setzen  
**information pack** 44 Informationspaket, -mappe  
**ingredient** 29 Inhaltsstoff, Zutat  
 to **innovate** 52V Neuerungen einführen  
**input** 66A Beitrag, Beiträge; **data** ~ 24P Dateneingabe  
**inquiry** 48 Anfrage  
**insight** 130 Einblick  
 to **inspect** 23A prüfen, untersuchen  
**insurance** 74A Versicherung  
 to **integrate** 15 integrieren, einbinden  
**intention** 54 Absicht  
**interest** 84 Zins, Zinsen; ~ **rate** 84 Zinssatz  
**internship** 17P Praktikum  
 to **interview sb** 20 mit jdm ein Vorstellungsgespräch führen  
**intonation** 23 Sprachmelodie  
**introduction, to make** ~s 16V sich vorstellen, sich (miteinander) bekannt machen  
**introductory** 42 einleitend



to **invest in sth** 20 in etw investieren  
**invitation** 29 Einladung  
 to **invite**: ~ **sb** 54A jdn einladen;  
 ~ **sb to do sth** 107 jdn auffordern,  
 etw zu tun  
**invite** 26A Einladung  
**invoice** 59P Rechnung  
 to **invoice sb** 99 jdm eine Rechnung  
 ausstellen, jdm etw in Rechnung  
 stellen  
 to **involve sth** 46V etw mit sich brin-  
 gen, etw beinhalten  
**irony** 31 Ironie  
**irritated** 108 gereizt, verärgert,  
 genervt  
**isle, British I~es pl** 82 Britische Inseln  
**issue** 45 Problem; to **fix an ~** 56A ein  
 Problem beheben; to **raise an ~** 85  
 eine Frage / einen Punkt ansprechen  
**item** 29 Artikel; 55 Punkt  
**itinerary** 42 Reiseplan, Reiseroute

## J

**job**: ~ **candidate** 20 Bewerber/in;  
 ~ **opening** 34A freie Stelle;  
 ~ **opportunity** 34A (berufliche)  
 Chance, Jobangebot; ~ **security** 33  
 Beschäftigungssicherheit, sicherer  
 Arbeitsplatz; ~ **vacancy** 34A zu be-  
 setzende Stelle, Vakanz  
 to **join**: ~ **sth** 26A an etw teilnehmen;  
**I'll ~ you for coffee.** 43A Ich nehme  
 auch einen Kaffee.  
**judgment** 135 Beurteilung, Urteils-  
 vermögen  
**junior** 24A nachgeordnet, Nach-  
 wuchs-, Jung-  
**just**: J~ **like that.** 88A Einfach so.

## K

**keen, to be ~ to do sth** 98A etw unbe-  
 dingt tun wollen  
 to **keep**: ~ **track of sth** 15 den Über-  
 blick über etw behalten; ~ **sb on their**  
**toes** 32 jdn auf Trab halten; ~ **sth in**  
**mind** 75 etw beachten, an etw  
 denken  
**key driver** 52V treibende Kraft  
 to **kick sth off** 126A etw beginnen,  
 etw (*Diskussion usw.*) eröffnen

**kind** 24A Art, Sorte  
**kindly** 48 freundlicherweise, bitte,  
 gefälligst  
**King Arthur** 120V König Artus  
**knife** 87A Messer  
 to **know**: to **let sb ~** 36A jdm Bescheid  
 sagen  
**knowledge**: ~ **base** 128A Wissens-  
 grundlage; ~ **level** 89 Wissensstand

## L

**lab** 13A Labor; ~ **technician** 12 Labo-  
 rant/in  
**lack (of sth)** 133 Mangel (an etw)  
**landscape designer** 49 Landschafts-  
 architekt/in  
 to **last long** 136 lange halten  
**lasting, long-~** 65 langlebig  
**lastly** 78V schließlich, zu guter Letzt  
 to **launch** 54A (*Kampagne*) starten,  
 (*Produkt*) einführen, vorstellen, auf  
 den Markt bringen  
**launch, product ~** 59P Produkt(neu)  
 vorstellung, Produktpräsentation  
**law** 41 Gesetz  
**layer** 25 Ebene, Schicht  
**lead, to follow sb's ~** 31 sich an jdm  
 orientieren; 78V jds Beispiel folgen,  
 jdm folgen  
**lead engineer** 106 leitende/r Inge-  
 nieur/in  
**leader, market ~** 118A Marktführer/in;  
**team ~** 24P Gruppenleiter/in  
**leadership, senior ~** 68V Führungs-  
 kräfte  
**leaf** 86A Blatt  
 to **learn the ropes** 66A sich einarbei-  
 ten, sich zurechtfinden  
**leather** 23A Leder  
**leave, to go on ~** 32 Urlaub nehmen;  
**parental ~** 77 Elternzeit  
**legal**: ~ **department** 13 Rechtsabtei-  
 lung; ~ **regulations pl** 52 gesetzliche  
 Vorschriften  
 to **lend** 84 (jdm etw) leihen  
 to **let sb know** 36A jdm Bescheid  
 sagen  
**level** 25A Niveau; 64 Ebene;  
**knowledge ~** 89 Wissensstand;  
**like, just ~ that.** 88A Einfach so.

**stock ~s pl** 57A Lagerbestände  
**light** 21 leicht  
**light-hearted** 31 heiter, unbeschwert  
 to **lighten** 125 (*Atmosphäre*) auf-  
 lockern  
**lighting** 29 Beleuchtung  
**lightweight** 100 leicht  
**like, just ~ that.** 88A Einfach so.  
 to **limit** 52V beschränken,  
 einschränken  
**limit** 52V Grenze, Rahmen  
**line, to be in ~ with sth** 120V mit etw  
 übereinstimmen; **production ~** 14  
 Produktionslinie, Fertigungsanlage;  
**reporting ~s pl** 52V Berichtswege,  
 Berichtsstruktur  
**line manager** 30 Vorgesetzte/r  
 to **link** 100 verknüpfen  
**link, public transport ~** 48 Nah-  
 verkehrsverbindung  
**load** 116 Fracht, Ladung, Last  
**loading**: ~ **area** 26A Ladezone; ~ **bay**  
 23 Verladerampe, Laderampe  
**loan** 84 Kredit, Darlehen; **consumer ~**  
 84A Privatkredit, Verbraucherdar-  
 lehen; ~ **term** 89P Kreditlaufzeit  
**located, to be ~ in** 11 seinen Sitz in ...  
 haben  
**location** 43A Lage, Standort  
**long-established** 25 alteingesessen,  
 eingeführt  
**long-lasting** 65 langlebig  
**long-term** 15 langfristig  
 to **look into sth** 114A sich um etw  
 kümmern, einer Sache nachgehen  
**loss** 54A Verlust  
**lost, to get ~** 108A sich verfahren,  
 sich verlaufen

## M

**machine operator** 56A Maschinen-  
 führer/in  
**machinery** 23A Maschinen  
**made up of sb/sth, to be ~** 29 aus jdm/  
 etw bestehen  
 to **maintain sth** 75 etw aufrecht  
 erhalten; 106 etw warten, etw  
 instandhalten  
**maintenance** 66A Wartung, Instand-  
 haltung

to **make**: ~ **it** 29 es schaffen; ~ **sth up** 55 etw erfinden, sich etw ausdenken; ~ **up for sth** 69P etw wieder gutmachen; ~ **up one's mind** 30 sich entscheiden, 84A sich eine Meinung bilden

**maker** 22 Hersteller/in

**manager, line** ~ 30 Vorgesetzte/r; **senior** ~ 25 leitende/r Angestellte/r

**manipulation** 64 Bearbeitung

**manually** 23A von Hand, händisch

**manufacturing**: ~ **plant** 14 Produktionsanlage, Fertigungsstätte; ~ **sector** 14 Produktionssektor, verarbeitende Industrie

**marital status** 41 Familienstand

to **mark** 86A kennzeichnen

**market**: ~ **leader** 118A Marktführer/in; ~ **share** 10 Marktanteil(e); ~ **value** 75P Marktwert

to **master sth** 65 etw beherrschen

to **match sth** 23A einer Sache entsprechen

**matter** 13 Angelegenheit; **no** ~ 52V egal; **in a** ~ **of weeks** 136V in ein paar Wochen

to **matter** 73 wichtig sein, eine Rolle spielen

**mattress** 35 Matratze

**meantime, in the** ~ 75A in der Zwischenzeit, unterdessen

to **measure** 14 messen

**measures** pl 119 Maßnahmen

**meaty** 58A fleischlastig

**mechanical**: ~ **engineer** 33 Maschinenbauingenieur/in; ~ **engineering** 33 Maschinenbau

**medical**: ~ **care** 44 medizinische Versorgung; ~ **procedure** 89P medizinischer Eingriff

**medicine** 84 Arzneimittel

**Mediterranean** 82 Mittelmeerraum, Mittelmeer-

**medium rare** 87A (*Steak*:) medium

**medium-sized enterprise** 17P mittelständisches Unternehmen

to **meet**: ~ **sth** 64 (*Erwartungen usw.*) erfüllen; ~ **sb socially** 24 sich privat mit jdm treffen, privat mit jdm ausgehen

**member of staff** 64 Mitarbeiter/in

**membership** 15A Mitgliedschaft

**memorable** 120V einprägsam

to **mention sth** 23 etw erwähnen, etw nennen

**merchandise** 99 Ware

**metrology** 14 Messtechnik

**Milanese** 86A mailändisch, aus Mailand

**milestone, project** ~ 56 Zwischenziel, Meilenstein

**mind, to bear sth in** ~ 110V etw beachten, etw nicht vergessen, an etw denken; to **keep sth in** ~ 75 etw beachten, an etw denken; to **make up one's** ~ 30 sich entscheiden, 84A sich eine Meinung bilden; to **take one's** ~ **off sth** 76A nicht mehr an etw denken, jdn von etw ablenken

**minimum viable product (MVP)** 136 Minimalprodukt

**minor** 89P geringfügig, klein, unbedeutend

to **miss** 12 vermissen

**misunderstanding** 46V Missverständnis

**mixed feelings** pl 15 gemischte Gefühle

**mobility** 94 Mobilität

**modification** 85 Änderung, Modifikation

to **modify** 85 ändern, modifizieren

to **monitor** 128 überwachen

**mood** 51 Laune, Stimmung

**morale** 78V Moral, Arbeitsmoral

**mortgage** 84 Hypothek

**move, to make the first** ~ 135 den ersten Schritt tun

**mug** 59P (Kaffee-)Becher

**multiple** 88A mehrere

## N

**nap** 119 Nickerchen

**nappy** 24 Windel

**nationality, dual** ~ 65A doppelte Staatsbürgerschaft

to **near** 79P näherkommen

**needs** pl 56A Bedarf, Bedürfnisse

**negatively, to view sb** ~ 73 jdn schlecht ansehen

to **negotiate** 11 verhandeln

**negotiation** 75 Verhandlung

**new recruit** 15A neue/r Mitarbeiter/in

**nightmare** 15A Albtraum

**non-controversial** 21 nicht strittig, neutral

**nonetheless** 103 nichtsdestotrotz, trotzdem

**noon** 83 Mittag

**notice, at short** ~ 23A kurzfristig; ~ **board** 88A Schwarzes Brett

**nut** 86A Nuss

## O

**objective** 24 Ziel

to **observe** 131 beobachten

**observer** 131 Beobachter/in

**obvious** 31 offensichtlich, selbstverständlich

**obviously** 25A natürlich

**occupation** 107 Beschäftigung

**off, to take time** ~ 34 sich frei nehmen

**office, head** ~ 14 Zentrale, Hauptsitz; ~ **space** 117 Bürofläche

**onboarding** 15A Einführung, Onboarding

**one-off** 75 einmalig

**ongoing** 85 im Gange, laufend; **on an** ~ **basis** 56A laufend, kontinuierlich

**open-minded** 108 unvoreingenommen, offen

**opener** 21 (Gesprächs-)Eröffnung

**opening** 29 Eröffnung; **job** ~ 34A freie Stelle

to **operate** 24 geschäftlich tätig sein; ~ **sth** 23A etw bedienen

**operational**: ~ **costs** pl 116 Betriebskosten; ~ **technology** 14 Betriebstechnik

**operations** pl, **sales** ~ 24 Vertriebsaktivitäten

**operator, machine** ~ 56A Maschinenführer/in

**opportunity** 21 Gelegenheit; **job** ~ 34A (berufliche) Chance, Jobangebot

to **optimize** 23A optimieren

**order** 63 Befehl; **bulk** ~ 74A Großbestellung, Großauftrag; **purchase** ~ 75A Auftrag, Bestellung; to **fulfil an** ~ 116 eine Bestellung abwickeln, ei-

nen Auftrag erfüllen; ~ **planning** 17P  
Auftragsplanung  
**ordering process** 39 Bestellvorgang  
**organically grown** 109 biologisch  
angebaut  
**organization** 24 Unternehmen  
**orientation training** 10 Einarbeitung  
**originally** 8 ursprünglich  
**otherwise** 59P anderweitig, anders,  
sonst  
**outcome** 75 Ergebnis, Resultat; **desired**  
~ 79 gewünschtes Ergebnis  
**outlet, retail** ~ 116 (Einzelhandels-)  
Geschäft  
**outline** 27 (kurzer) Überblick  
**outside (of sth)** 24A außerhalb (von  
etw)  
to **outsource** 56A auslagern  
**outstanding** 45 ausstehend  
**overall** 24 insgesamt; 120V Gesamt-  
to **overcome sth** 52 etw bewältigen,  
etw überwinden  
**overcooked** 87A verkocht, zerkocht  
to **overdo** 73 übertreiben  
**overload** 88A Flut, Überfrachtung

## P

to **pack** 23A verpacken  
to **package** 27 verpacken  
**packaging** 27 Verpackung  
**painting** 40 Malen, Malerei  
**pallet** 26A Palette  
**paperless** 128 papierlos  
**paperwork** 45 Unterlagen  
**parent company** 25 Mutter-  
gesellschaft  
**parental leave** 77 Elternzeit  
**part, spare** ~ 61 Ersatzteil  
**participant** 10 Teilnehmer/in  
**participation** 133 Teilnahme  
**particular, in** ~ 31 insbesondere,  
besonders  
**partly** 57 teilweise, zum Teil  
**party** 75 Partei  
to **pass sth on** 23 etw weiterleiten,  
etw weitergeben  
**path, career** ~ 16V (beruflicher)  
Werdegang  
**patience** 110V Geduld  
**patio** 12 Terrasse, Innenhof

**pattern, design** ~ 23A Schnittmuster,  
Dessin  
to **pay**: ~ **for itself** 96A sich bezahlt  
machen, sich rentieren; ~ **attention**  
to **sth** 74 auf etw achten  
**payroll** 13 Gehaltsabrechnung  
**pea** 109 Erbse  
**peace** 12 Frieden  
**peanut** 90 Erdnuss  
**peer** 131 (gleichrangige/r) Kollege/-in  
**percentage** 82 Anteil, Prozentsatz  
to **perform** 126A funktionieren; ~ **sth**  
107 etw ausführen, etw durchführen;  
~ **well/badly** 49 eine gute/schlechte  
Leistung zeigen  
**performance** 53 Leistung; **sales** ~ 100  
Umsatzentwicklung, Verkaufsergeb-  
nis; ~ **review** 40 Leistungsbeurtei-  
lung, Erfolgskontrolle  
**perks** *pl* 108A Vorteile, Vergünsti-  
gungen  
**permanent** 14 dauerhaft  
**perspective** 69 Sichtweise,  
Einschätzung  
**perspective** 125 Standpunkt  
**pharmaceutical company** 20  
Pharma-Unternehmen  
to **phase sth out** 109 etw auslaufen  
lassen  
**phone booth** 34 Telefonzelle  
**physical** 135 körperlich  
to **pick**: ~ **sth** 12 sich etw aussuchen,  
etw wählen; ~ **sb/sth up** 43 jdn/etw  
abholen; ~ **up the tab** 115 die Rech-  
nung bezahlen  
**picture, the big** ~ 128A das große  
Ganze  
to **ping** 88A pingen, anpingen  
**pink, shocking** ~ 100 knallrosa  
**pipe** 96A Röhre, Rohr  
**pitch, sales** ~ 97 Verkaufsgespräch,  
Verkaufspräsentation  
to **pitch sth** 120 etw präsentieren,  
für etw werben  
**place, in the first** ~ 115 von vorn-  
herein, überhaupt  
to **place blame** 110V einen Schuldigen  
suchen  
**plain** 108A schlicht, einfach

**plant** 14 Werk, Betrieb, Anlage;  
**manufacturing** ~ 14 Produktions-  
anlage, Fertigungsstätte  
**plate** 26A Teller  
**point, I see your** ~. 23A Ich verstehe,  
was Sie meinen.; **up to a** ~ 57A bis zu  
einem gewissen Punkt; **What's the** ~  
**of ...?** 51 Welchen Sinn hat ...? Was  
soll eigentlich ...?  
to **point (sth) out** 16 (auf etw) hin-  
weisen  
**politeness** 63 Höflichkeit  
**pollution** 96A Verschmutzung  
to **pop up (on the screen)** 88A (auf  
dem Bildschirm) erscheinen  
**power station** 25A Kraftwerk  
**powerful** 128A leistungsfähig  
**practice** 78V Praxis  
**prayer room** 44 Gebetsraum,  
Andachtsraum  
**precautions** *pl*, **safety** ~ 44 Sicher-  
heitsvorkehrungen  
**pre-defined** 52V vorher festgelegt  
to **predict** 54 vorhersagen, prognos-  
tizieren  
**preference** 101 Vorliebe  
**prejudice** 94 Vorurteil(e)  
**premises** *pl* 29 Geschäftsräume,  
Betriebsgelände  
**pre-school** 34A Vorschule  
**presence** 133 Präsenz  
**present** 107 aktuell, gegenwärtig  
**pretty** 26A ziemlich  
**previous** 17P vorig, letzte/r/s  
**price tag** 74 Preisschild  
**priced, reasonably** ~ 97 preisgünstig  
**pricey** 96 teuer, happig  
**pricing** 128A Preisgestaltung, Preise  
**priority** 55 vorrangige/dringliche  
Sache  
**procedure, customs** ~s *pl* 116 Zollfor-  
matlitäten; **medical** ~ 89P medizini-  
scher Eingriff  
to **process sth** 20 etw bearbeiten  
**process, approval** ~ 89P Bewilligungs-  
verfahren; **ordering** ~ 39 Bestell-  
vorgang  
**processing speed** 128A Bearbeitungs-  
geschwindigkeit

**product:** ~ **development** 8 Produktentwicklung; ~ **launch** 59P Produkt(neu)vorstellung, Produktpräsentation; ~ **range** 25A Sortiment, Produktpalette; ~ **chain** 22 Produktionskette; ~ **facility** 24 Produktionsanlage; ~ **line** 14 Produktionslinie, Fertigungsanlage

**productivity** 69P Produktivität

**profession** 23A Beruf, Tätigkeit

**professional** 40 beruflich

**progress** 68V Stand (der Dinge)

**progress** 73 Fortgang

**project, side ~** 16V Nebenprojekt; ~ **charter** 68V Projektauftrag; ~ **milestone** 56 Zwischenziel, Meilenstein

**promising** 84A vielversprechend

to **pronounce sth** 43A etw aussprechen

to **proofread sth** 61 etw Korrektur lesen

**property** 84 Immobilie

**proposal** 75 Angebot, Vorschlag

to **propose** 85 vorschlagen

**prospective** 17 potenziell

**prospects pl, career ~** 32 Aufstiegsmöglichkeiten, Berufsaussichten

to **protect** 84 schützen

**protective clothing** 22 Schutzkleidung

to **prototype** 136V einen Prototypen entwickeln

to **provide sth** 45 etw zur Verfügung stellen; 58A etw anbieten

**public transport link** 48 Nahverkehrsverbindung

**punctuality** 73 Pünktlichkeit

to **purchase** 29 kaufen

**purchase** 84 Kauf; ~ **order** 75A Auftrag, Bestellung

**purpose** 64 Absicht, Zweck

to **put:** ~ **sth forward** 125 etw vorbringen, etw vortragen; ~ **oneself in sb's shoes** 110V sich in jds Lage versetzen

**pyramid** 25A Pyramide

## Q

**Q & A** 55 Fragerunde

to **query sth** 98 etw fragen, etw anfragen

**question, That is out of the ~.** 30 Das kommt überhaupt nicht in Frage.

**R**

**race** 94 Rasse

to **raise an issue** 85 eine Frage / einen Punkt ansprechen

**raised, I was born and ~ in ...** 39 Ich stamme aus ...

**random(ly)** 84 zufällig

**range, product ~** 25A Sortiment, Produktpalette; **top of the ~** 29 Premium-, Spitzen-, Top-

to **rank sth** 44 etw einstufen, etw bewerten

**rapid(ly)** 14 rasch, schnell

**rapport** 78V persönliche Beziehung, harmonisches Verhältnis

**rare, medium ~** 87A (*Steak:*) medium

**rarely** 12 selten

**rate, interest ~** 84 Zinssatz

**rather** 21 ziemlich

**rating** 100 Bewertung, Beurteilung

**re** 48 bezüglich

to **reach (an) agreement** 74 eine Einigung/Vereinbarung erzielen

**reason** 27 Grund

**reasonable** 82 angemessen, vernünftig

**reasonably priced** 97 preisgünstig

**received, to be well ~ (by sb)** 102 (*Produkt usw.:*) gut (bei jdm) ankommen

**recently** 17P vor kurzem

**recognition** 130 Anerkennung; **facial ~** 26A Gesichtserkennung

to **recognize** 26A erkennen

**recommendation** 45 Empfehlung

**record** 44 Bilanz; **track ~** 64 Werdegang

to **recover** 66A sich erholen

to **recruit** 14 (*Personal*) einstellen, anwerben

**recruit, new ~** 15A neue/r Mitarbeiter/in

**recruiter** 24A Personalbeschaffer/in

**red tape** 32 Bürokratie, Papierkrieg

to **redecorate** 15 renovieren, neu tapezieren

to **redesign** 133 neu gestalten, umgestalten

to **refer to sth** 53 auf etw zurückgreifen, etw zur Hilfe nehmen; 65 etw erwähnen, sich auf etw beziehen, auf etw verweisen

**reference** 41 Referenz; to **make a ~ to sth** 105 etw erwähnen; ~ **number** 62A Bestellnummer, Artikelnummer

to **reflect on sth** 53 über etw nachdenken

**refreshing** 108A erfrischend

**refreshment** 43 Erfrischung

**refrigerator** 84 Kühlschrank

**regard, He sends his ~s.** 23A Er läßt Sie grüßen.

**regarding** 45 bezüglich, betreffend

to **register** 15A sich anmelden

**regular** 24A normal, gewöhnlich; **on a ~ basis** 25A regelmäßig

**regulations pl, rules and ~** 44 Regelungen und Vorschriften

to **reissue** 75A etw erneut ausstellen

to **reject** 121 ablehnen

**related to sth** 13 im Zusammenhang mit etw

**relation** 24 Beziehung

**relationship** 27 Verhältnis

**relevant** 14 anwendbar, relevant

**reliability** 47P Zuverlässigkeit

**reliable** 46V zuverlässig

**remark** 42 Bemerkung

**remote** 88A Fern-

**remuneration** 24A Entlohnung, Vergütung

to **reorganize** 35 umstrukturieren

**repeat** 46V erneut, wiederholt

to **replace** 13 ersetzen, austauschen

**replacement** 87A Ersatz

to **report** 100 berichten, Bericht erstatten, einen Bericht verfassen; ~ **to sb** 24A jdm unterstellt sein

**report, direct ~** 24P (unmittelbare/r) Untergebene/r

**reporting lines pl** 52V Berichtswege, Berichtsstruktur

**representative** 66A Vertreter/in

**request** 86A Bitte; **upon** ~ 100 auf Wunsch  
 to **request sth** 98 um etw bitten, etw anfordern  
 to **require sb to do sth** 25A jd muß etw tun  
**required, to be** ~ 22 erforderlich sein  
**requirements** pl 23A Anforderungen  
**reseller** 111P Wiederverkäufer/in  
**reserved** 108 zurückhaltend, reserviert  
**resistance** 94 Widerstand  
**resources** pl 22 Ressourcen, (Geld-) Mittel, Rohstoffe  
 to **respect** 44 respektieren, achten  
**respect** 94V Hinsicht; **with** ~ 57A mit Verlaub  
**responsibility, corporate social** ~ (CSR) 10 soziale Unternehmensverantwortung  
**responsible** 44 verantwortungsvoll; to **be** ~ **for sth** 13 für etw zuständig sein, für etw verantwortlich sein  
**retail outlet** 116 (Einzelhandels-) Geschäft  
**retired** 100 pensioniert, im Ruhestand  
 to **return sth** 42 etw zurücksenden, etw einreichen, etw retournieren  
**revenue** 92 Einkünfte, Einkommen  
**review** 87 Rezension, Kritik; ~ (of sth) 100 Überblick (über etw), Bericht (über etw); **performance** ~ 40 Leistungsbeurteilung, Erfolgskontrolle  
 to **review sth** 68V etw besprechen, etw prüfen  
 to **revisit sth** 69 etw überdenken  
**reward** 130 Belohnung, Gegenleistung, Vergütung  
**rewarding career** 72 erfolgreiche Karriere  
**rhetorical** 88 rhetorisch  
**rich** 109 (*Speise:*) gehaltvoll, fettig  
 to **ride** 85 (*Fahrrad usw.*) fahren  
**roasted** 109 (auf dem Grill / im Ofen) gebraten  
**robot** 26A Roboter  
**rock climbing** 44 Klettern  
**role** 15 Funktion  
**root** 65A Wurzel

**rope, to learn the** ~s 66A sich einarbeiten, sich zurechtfinden  
**rotary, on a** ~ **basis** 12 im Wechsel, abwechselnd, turnusgemäß  
**route** 128A Route, Strecke, Weg  
**routing** 126A Festlegung der Route  
**rubber** 97 Gummi  
**rules and regulations** pl 44 Regelungen und Vorschriften  
 to **run:** ~ **sth** 22 etw betreiben; ~ **into sth** 128A auf etw stoßen  
**run, test** ~ 37P Testlauf, Probelauf  
**running, to be up and** ~ 56A laufen, in Betrieb sein  
 to **rush** 12 hetzen, eilen; 71 sich beeilen

## S

**sabbatical** 32 Sabbatjahr, Auszeit  
**safe** 22 sicher; **it's** ~ **to say that ...** 30 man kann sagen, dass ...  
**safety: health and** ~ 24P Arbeitsschutz, Arbeitssicherheit; ~ **engineer** 12 Sicherheitsingenieur/in, -techniker/in; ~ **helmet** 48 Schutzhelm; ~ **precautions** pl 44 Sicherheitsvorkehrungen  
**salary** 20 Gehalt  
**sales: corporate** ~ 17P Verkauf, Vertrieb (an Unternehmenskunden); ~ **operations** pl 24 Vertriebsaktivitäten; ~ **performance** 100 Umsatzentwicklung, Verkaufsergebnis; ~ **pitch** 97 Verkaufsgespräch, Verkaufspräsentation  
**salted** 86A gesalzen  
**same, at the** ~ **time** 27 gleichzeitig  
**sample** 13A Probe; 98 Muster  
**satisfaction** 76A Zufriedenheit, Erfüllung; to **get** ~ 75 zufriedengestellt werden  
**satisfactory** 42 zufriedenstellend, befriedigend  
**satisfied** 102 zufrieden  
**sausage** 108A Bratwurst  
 to **say hello to sb from sb** 129 jdn von jdm grüßen  
**scales** pl 116 Waage  
**sceptical** 134 skeptisch

**schedule, behind** ~ 32 im Verzug, im Rückstand  
**scope** 69P Umfang, Rahmen  
**secondly** 29 als nächstes  
**sector, manufacturing** ~ 14 Produktionssektor, verarbeitende Industrie  
**secure** 32 sicher  
**security, job** ~ 33 Beschäftigungssicherheit, sicherer Arbeitsplatz  
 to **seem** 31 scheinen, anscheinend sein  
 to **select** 26A auswählen  
**selection** 58A Auswahl  
**selective(ly)** 94V gezielt  
 to **send:** ~ **one's apologies** 43A sich entschuldigen lassen; **He** ~s **his regards.** 23A Er läßt Sie grüßen.  
**senior** 24P leitend, höherrangig, vorgesetzt; ~ **leadership** 68V Führungskräfte; ~ **manager** 25 leitende/r Angestellte/r  
**sense** 94V Sinn  
**sensitivity** 63 Sensibilität, Einfühlungsvermögen  
**sequence** 23 Folge, Abfolge, Reihenfolge  
**series** 85 Reihe, Produktreihe  
**serious, to be** ~ 76A es/etw ernst meinen  
**seriously, to take sth** ~ 131P etw ernst nehmen  
 to **serve** 29 servieren  
 to **service sth** 106 etw warten, etw instandhalten  
**session** 21 Unterrichtsstunde  
 to **set:** ~ **sb/sth apart from sb/sth** 44 jdn/etw von jdm/etw unterscheiden; ~ **out to do sth** 68V sich vornehmen, etw zu tun; ~ **an example** 78V ein Beispiel geben  
**set in stone** 55 in Stein gemeißelt  
**setting** 16V Rahmen  
 to **settle:** ~ **in** 15A sich eingewöhnen, sich einleben, sich zu Hause fühlen; ~ **into sth** 14 sich an etw gewöhnen  
**settlement of the bill** 115 Begleichen der Rechnung  
 to **sew** 23A nähen  
 to **shake hands** 16 jdm die Hand geben  
**shame, it's a** ~ 66A es ist schade

- shape** 15A Form  
to **share sth** 16V etw mitteilen, über etw sprechen  
**share, market** ~ 10 Marktanteil(e)  
**shared interests** pl 16 gemeinsame Interessen  
to **ship** 27 versenden  
**shipment** 23A Versand; 128A Lieferung, Sendung  
**shipping** 17P Versand  
**shocking pink** 100 knallrosa  
**shoe, to put oneself in sb's ~s** 110V sich in jds Lage versetzen; ~ **coverings** pl 26A Überschuhe  
**shop, to talk** ~ 51 über die Arbeit reden; ~ **floor** 23 Werkstatt, Fertigungsbereich, Produktionshalle  
**short-term** 15 kurzfristig  
**side: ~ dish** 109 Beilage; ~ **project** 16V Nebenprojekt  
**sight** 109 Sehenswürdigkeit  
to **sign** 46V unterzeichnen, unterschreiben; ~ **off** 105 sich verabschieden; ~ **up for sth** 70 sich bei etw anmelden  
**similar to sth** 12 einer Sache ähnlich  
to **simulate** 17 simulieren  
**simultaneous(ly)** 135 gleichzeitig  
**site, on** ~ 42 vor Ort  
**skilled** 23A Fach-, qualifiziert; ~ **worker** 23A Facharbeiter/in  
to **slow down** 128A sich verlangsamen  
**small enterprise** 17P Kleinunternehmen  
**smart** 14 intelligent; 49 (Kleidung:) elegant, schick  
**smile, to put a ~ on sb's face** 31 jdn zum Lächeln bringen  
**smooth(ly)** 42 reibungslos, problemlos  
**socially, to meet sb** ~ 24 sich privat mit jdm treffen, privat mit jdm ausgehen  
to **soften sth** 63 etw abschwächen, etw abmildern  
**softener** 15 Weichspüler  
**solar: ~ farm** 106 Solarpark; ~ **panel** 103 Solarmodul  
**soon, any time** ~ 34A demnächst, in naher Zukunft  
to **sort sth out** 126 etw klären, etw regeln  
**soul, to put one's heart and ~ in sth** 108A etw mit Leib und Seele tun  
to **source** 34A (Material usw.) beschaffen  
**South Tyrol** 34A Südtirol  
**spa, health** ~ 124 Wellnesseinrichtung  
**space** 120V Weltraum, Weltall  
**spare part** 61 Ersatzteil  
to **speak: so to** ~ 23A sozusagen; ~ **ing of which** 109 à propos, übrigens  
**speaker** 126 Lautsprecher  
**special, today's** ~ 92 Tagesangebot, Tagesgericht  
**speciality** 86A Spezialität  
**specifically** 16V speziell, besonders, eigens  
to **specify sth** 31 etw (genau) angeben  
**speed** 100 Gang; **processing** ~ 128A Bearbeitungsgeschwindigkeit  
to **speed sth up** 23A etw beschleunigen, etw verbessern  
**spices** pl 43A Gewürze  
to **split sth (up)** 43A etw aufteilen  
**spontaneous(ly)** 54 spontan  
**sporty** 100 sportlich  
**springboard** 53 Ausgangspunkt  
**spy** 109 Spion  
**staff, member of** ~ 64 Mitarbeiter/in  
**stage** 23 Abschnitt, Etappe; **early ~s** pl 23A Anfangsphase, Frühstadium  
**stakeholder** 44 Akteur/in, Beteiligte/r  
**standard** 25A Norm, Vorschrift  
**starter** 86A Vorspeise  
**state** 52 Zustand  
to **state sth** 63 etw aussprechen, etw benennen  
**status, marital** ~ 41 Familienstand  
**steady, a ~ hand** 12 eine ruhige Hand  
**stew** 109 Eintopf  
**stock levels** pl 57A Lagerbestände  
**stone, set in** ~ 55 in Stein gemeißelt  
to **store** 26A lagern, aufbewahren  
**storey** 44 Geschoss, Etage  
**story, to cut a long ~ short** 32 kurz gesagt; lange Rede, kurzer Sinn  
**straightaway** 86A sofort  
**straightforward** 25A einfach, simpel  
**strap, wrist** ~ 75A Armband  
**strength** 118 Stärke  
to **strengthen** 135 stärken  
**stress management** 77 Stressbewältigung  
to **stress sth** 79 etw betonen  
**strict(ly)** 44 streng  
**strike** 134 Streik  
to **strike the right tone** 105 den richtigen Ton treffen  
**structure, company** ~ 24 Unternehmensstruktur, Firmenorganisation  
**student exchange** 13A Schüleraustausch, Studentenaustausch  
to **study sth** 23A sich mit etw (e eingehend) beschäftigen, sich etw genau ansehen  
**stuff** 76A Zeug  
**sturdy** 100 robust  
**sub-contractor** 34A (beauftragte) Firma  
to **submit** 118A (Dokumente usw.) einreichen  
**subsidiary** 11 Niederlassung, Tochtergesellschaft  
**sufficient(ly)** 68V hinreichend, ausreichend  
to **suit: sth suits sb** 108A etw steht jdm  
**suitable** 21 geeignet  
to **sum up: to** ~ 118A zusammenfassend  
**superior** 40 Vorgesetzte/r  
to **supervise sb** 24P jdn (als Vorgesetzte/r) betreuen  
**supervisor** 24A Vorgesetzte/r; **warehouse** ~ 12 Lagerleiter/in  
**supply** 24 Versorgung, Bereitstellung  
to **support sth** 22 etw fördern, etw unterstützen; 119 etw (mit Argumenten) untermauern  
**support, to give sb** ~ 24A jdm helfen, jdm zuarbeiten  
to **suppose: ... I suppose ...** 15A wohl, vermutlich  
**sure, to be ~ to do sth** 21 daran denken, etw zu tun; **That's for ~.** 76A Ganz bestimmt! Das steht fest!  
**surroundings** pl 43 Umgebung  
to **survive** 65 überleben  
**suspicion** 46V Misstrauen, Argwohn

**sustainability** 24 Nachhaltigkeit

**sustainable** 32 nachhaltig

to **swipe** 26A (Kreditkarte) durchziehen

to **switch to sth** 32 zu etw wechseln

**synthetic** 23A synthetisch

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**tab**, to **pick up the ~** 115 die Rechnung bezahlen

to **tag** 88A verschlagworten

**tag, price ~** 74 Preisschild

to **tailor sth (to sb/sth)** 47 etw (auf jdn/etw) zuschneiden

to **take: ~ sth seriously** 131P etw ernst nehmen; **~ care of sth** 13 sich um etw kümmern, etw erledigen; **~ one's mind off sth** 76A nicht mehr an etw denken, jdn von etw ablenken; **~ time off** 34 sich frei nehmen

**talk** 96A Vortrag

to **talk shop** 51 über die Arbeit reden

**tangible** 136V handfest, konkret

**tap** 13A Wasserhahn

**tape, red ~** 32 Bürokratie, Papierkrieg

to **target sb** 54A auf jdn zielen, jdn als Zielgruppe ansprechen

**target**, to **hit a ~** 69P ein Ziel erreichen

**taste**, to **sb's ~** 108A nach jds Geschmack

**tasty** 45 schmackhaft, lecker

**tax advisor** 67 Steuerberater/in

**team leader** 24P Gruppenleiter/in

**telcon** 8 Telefonkonferenz

**temporary** 14 vorübergehend; 131P befristet

to **tend to do sth** 115 dazu neigen, etw zu tun; etw zu tun pflegen

**tender** 87A zart

**tense** 85 (Grammatik:) Zeit, Zeitform

**term** 84 Begriff; **loan ~** 89P Kreditlaufzeit; **long-~** 15 langfristig; **short-~** 15 kurzfristig

**terms** pl 119 Bedingungen, Konditionen; **in ~ of** 44 hinsichtlich, in Bezug auf; **~ of payment** 58A Zahlungsbedingungen

to **test** 13A prüfen, untersuchen

**test run** 37P Testlauf, Probelauf

**textiles** pl 64 Textilien

**thorough(ly)** 48 gründlich; to **enjoy**

**sth ~ly** 45 etw ausgiebig genießen

**thoughtless** 78V gedankenlos, achtlos

**thread** 88A Strang

**threat** 118 Bedrohung, Gefahr

**thrilled**, to **be ~ with sth** 32 von etw begeistert sein

**throughout ...** 24 in ganz ...; 130 durchgehend, während der ganzen Zeit

to **throw sth in** 75A etw gratis dazugeben

**tight** 42 knapp, eng

**timber** 34A Nutzholz, Bauholz

**time**, to **take ~ off** 34 sich frei nehmen; **any ~ soon** 34A demnächst, in naher Zukunft; **at all ~s** 12 ständig, stets, jederzeit; **at the ~** 34A seinerzeit, damals; **at the same ~** 27 gleichzeitig; **it's high ~** 127 es ist höchste Zeit; **T ~ has flown.** 34A Wie schnell die Zeit vergangen ist!

**timeline** 57A Zeitrahmen, Zeitplan

**tiring** 15 anstrengend, ermüdend

**today's special** 92 Tagesangebot, Tagesgericht

**toe**, to **keep sb on their ~s** 32 jdn auf Trab halten; to **tread on sb's ~es** 125 jdm auf die Füße treten

**tone** 21 Ton; **conversational ~** 45 Umgangston, Plauderton; to **strike the right ~** 105 den richtigen Ton treffen; **~ of voice** 23 Tonfall

**tool, hand ~** 23A Werkzeug, Handwerkzeug

**top** 26A (Kleidung:) Oberteil; **on ~** 57A zusätzlich; **~ of the range** 29 Premium-, Spitzen-, Top-

to **touch** 135 berühren

**touch**, to **be in ~ (with sb)** 129A sich (bei jdm) melden, in Verbindung bleiben

**towel** 86A Handtuch

**toxic** 97 giftig, toxisch

to **track** 14 verfolgen, aufspüren

**track**, to **be on ~** 68V auf dem richtigen Weg sein, auf Kurs sein; to **be on the right ~** 129A auf dem richtigen Weg sein, auf Kurs sein; to **keep ~ of sth** 15 den Überblick über etw behalten; **~ record** 64 Werdegang

**trade journal** 9 Fachzeitschrift, Branchenmagazin

**traffic jam** 116 Stau

**trail** 13A Wanderweg

to **transfer** 127A weiterleiten, (Telefon:) durchstellen

**transition** 57A Übergang, Umstellung

**tray** 26A Tablett

to **tread on sb's toes** 125 jdm auf die Füße treten

**treat**, to **be in for a ~** 54A etw (Schönes) erwarten dürfen, sich auf etw (Schönes) freuen können; **It's my ~.** 115 Du bist eingeladen. Ich zahle.

**trial** 56A Probelauf, Testphase

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**true**, to **be ~ for sth** 74 auf jdn zutreffen

**truly** 75 wirklich, wahrhaft

to **trust** 46 vertrauen

**trust** 46V Vertrauen; **~ building** 46V Vertrauensbildung

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**trustworthy** 96 vertrauenswürdig

**truth** 86A Wahrheit

**tube** 10 Röhre, Rohr, Schlauch; 127A U-Bahn (in London); **air ~ system** 10 pneumatisches Röhrensystem

to **turn: ~ sth down** 115 etw ablehnen; **~ out to be sth** 74A sich als etw erweisen

**turnip** 109 Rübe, Kohlrübe

**turnover** 92 Umsatz

**twins** pl 32 Zwillinge

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**unacceptable** 73 inakzeptabel

**uncomfortable**, to **feel ~** 51 sich unwohl fühlen, sich unbehaglich fühlen

**undercooked** 87A (nur) halbgar

**understaffed** 34A unterbesetzt

**understanding** 27 Verständnis

**understatement** 31 Untertreibung

to **undertake sth** 100 etw durchführen

**unexpected** 69P unerwartet

**unfortunate** 136 bedauerlich

**unit** 82 Stück, Artikel; **business** ~ 24 Geschäftsbereich  
**unless** 59P wenn nicht, sofern nicht  
**unloading bay** 23 Entladerampe  
**unnecessary** 44 unnötig, nicht nötig  
**unsuitable** 21 ungeeignet  
**unsustainable** 96 nicht nachhaltig  
**unwilling, to be ~ to do sth** 131P nicht bereit sein, etw zu tun  
**up and running, to be ~** 56A laufen, in Betrieb sein  
**to upload** 26A hochladen  
**upon request** 100 auf Wunsch  
**upstate New York, from ~** 108A aus dem Bundesstaat New York (*nicht aus der Stadt New York*)  
**urban area** 40 Stadtgebiet, Großstadt, Ballungsraum  
**urgent(ly)** 45 dringend; ~ **family business** 42 dringend(e) Familienangelegenheit(en)  
**use, to make best ~ of sth** 52V etw optimal nutzen  
**to use up sth** 74A etw aufbrauchen, etw verbrauchen  
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**utility company** 25A Versorgungsunternehmen

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**vague** 118A unklar, vage, verschwommen  
**valid** 84 gültig  
**valuable** 22 wertvoll  
**value** 75P Wert; **market ~** 75P Marktwert

**various** 25 verschieden  
**vehicle** 22 Fahrzeug  
**ventilation** 42 Belüftung  
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**viable, minimum ~ product (MVP)** 136 Minimalprodukt  
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**vice versa** 75 umgekehrt  
**view (of sth)** 86A Blick, Aussicht (auf etw)  
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**virtual** 84A virtuell  
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**voice-enabled** 126 sprachgestützt, sprachgesteuert  
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**volunteer** 88A Freiwillige/r  
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**to wait: I can't ~.** 15A Ich kann es kaum erwarten.  
**to walk up to sb** 16V auf jdn zugehen  
**wallet** 84A Brieftasche, Portemonnaie  
**warehouse supervisor** 12 Lagerleiter/in  
**waste disposal** 44 Abfallentsorgung  
**to waste sth** 22 etw verschwenden, etw vergeuden  
**water cooler** 12 Wasserspender  
**waterproof** 66A wasserdicht  
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**wave** 135 Winken

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**weak** 127A schwach  
**weakness** 118 Schwäche  
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**weight** 128A Gewicht  
**well-being** 74A Wohl, Wohlbefinden  
**wheat** 108A Weizen  
**whereabouts** 13 wo (genau)  
**while, for a short ~** 10 für kurze Zeit  
**will, good ~** 46V Wohlwollen  
**willing, to be ~ to do sth** 34A (gern) bereit sein, etw zu tun  
**wind farm** 106 Windpark  
**to wine and dine sb** 115 jdn (großzügig) bewirten  
**wining and dining** 115 Bewirtung (von Geschäftsfreunden)  
**wish, best ~es pl** 23A beste Grüße  
**to wonder** 45 sich fragen  
**wonder, no ~ with ...** 50 kein Wunder bei ...  
**to work sth out** 126 etw hinbekommen; 128A etw berechnen  
**worker, co-~** 21 Kollege/-in; **skilled ~** 23A Facharbeiter/in  
**workforce** 25A Belegschaft, Angestellte  
**workload** 76A Arbeitspensum, Arbeitsbelastung  
**workmanship** 103 Verarbeitung  
**worth** 51 wert  
**to wrap: ~ sth up** 23A etw einpacken, etw abschließen; **to ~ things up** 23 abschließend  
**wrist strap** 75A Armband

## Y

**yearly** 40 jährlich, Jahres-



# Acknowledgements

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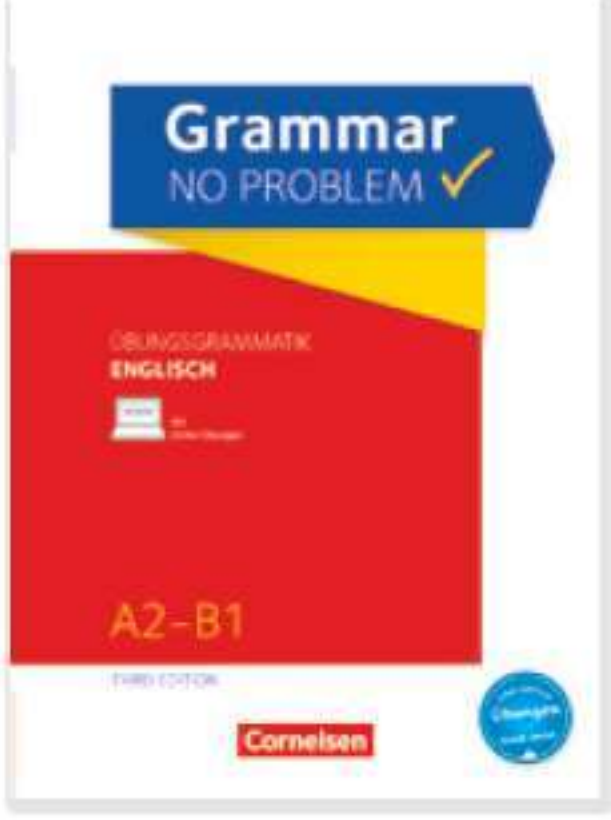
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- Sanfter Einstieg durch *Welcome Unit* und *Warm-up* Übungen
- Drei *Progress checks* nach Unit 4, 8 und 12
- *Watch & Talk*: Animierte Infographiken greifen aktuelle Themen aus der internationalen Arbeitswelt auf.
- *Business life*: Zentrale Business-Themen und Interview-Filme regen zum Sprechen und Diskutieren an.
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