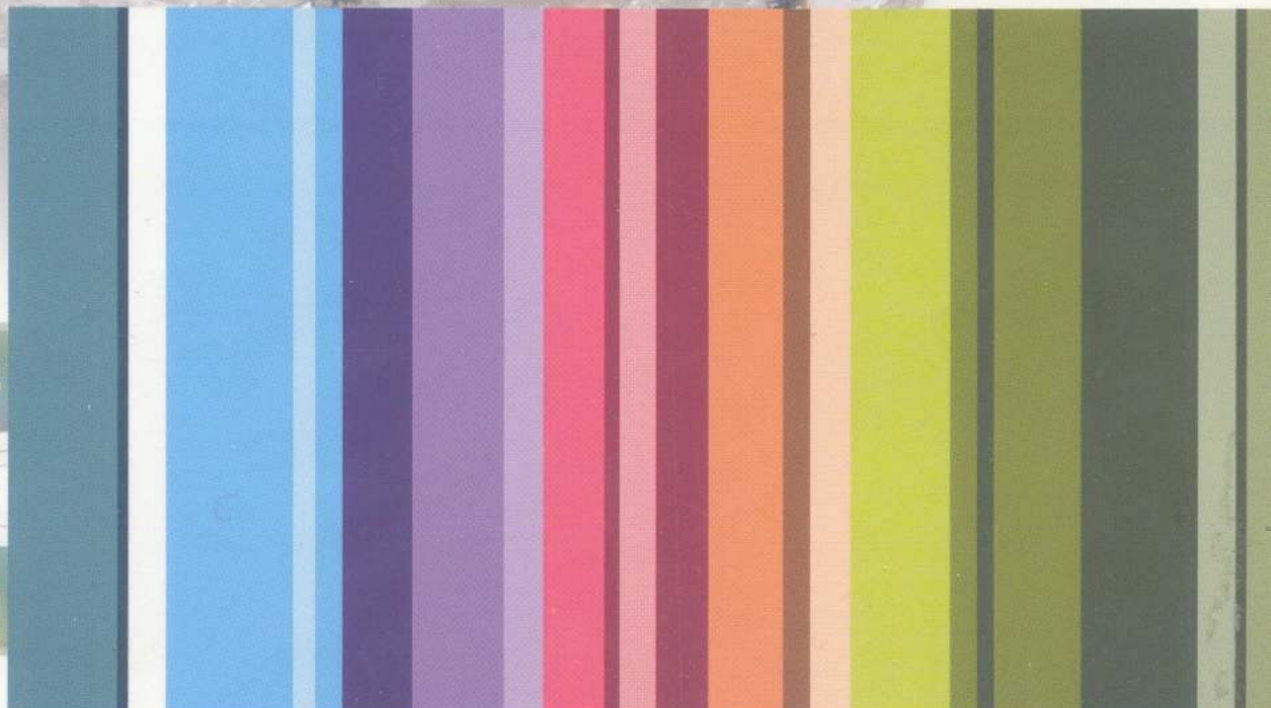


business

one : one

Rachel Appleby
John Bradley
Nina Leeke
Jim Scrivener

student's book advanced



course syllabus

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How to be assertive

In this lesson you will learn useful expressions to help you speak more forcefully.

Starter

- 1 Complete the questionnaire. Then talk your teacher through your answers.

How assertive are you?

Do you:

- 1 ask questions when you are confused?
yes / no / unsure
- 2 complain in a restaurant if the service is slow?
yes / no / unsure
- 3 find it difficult to say 'no' when you don't want to do something?
yes / no / unsure
- 4 find it easy to tell people what to do?
yes / no / unsure
- 5 interrupt people when they say something you do not agree with?
yes / no / unsure
- 6 prefer to send an email rather than speak to a 'difficult' client?
yes / no / unsure
- 7 volunteer your opinion at a meeting when you think someone is wrong?
yes / no / unsure

Expressions

How to be assertive with DESK

- D = describe the situation objectively
- E = explain how you feel, not what you think
- S = state what you want in simple terms
- K = know the possible outcomes

- 1.10 1 Martin is the sales distribution manager for a franchise mobile phone company. He is speaking on the phone to his boss, Jane. Read the text above. Then listen to their conversation. How does Martin apply DESK?
- 1.10 2 Put the words from the conversation in the correct order. Then listen again to check.
 - 1 as / well / we / aware / you're / a / staffing / have / big / problem.
 - 2 finish / what / me / was / let / I / going / say / to.
 - 3 feeling / what / to / is / I / say / my / mean / overworked / that / team / are.
 - 4 agree / that / right / you / we're / must / now / understaffed.
 - 5 clear / want / this / I / be / to / perfectly.
 - 6 anything / promise / I / you / though / can't / afraid / I'm.
 - 7 I / the / it / no / way / see / we've / choice / other / got.

Writing

- 1 A supplier has been late in their delivery of several orders. As a result, you had to make last-minute changes to the production schedule. Write an email to the supplier informing them that you will not accept any more mistakes. Use DESK from Expressions to help you structure the email. Include the following expressions:

D = point out that / several mistakes / serious consequences

E = very dissatisfied / poor service / sales department

S = need / guarantee delivery dates in future

K = inform you / repetition late deliveries / look for another supplier

Language box

The expressions *wish* and *if only* are used to express desires or feelings.

Use *wish* and *if only* with the past simple to express something you would like to be different now:

I wish I had a better job!
(= I would like a different job)

If only he spoke better German!
(= his level of German isn't good enough)

Use *wish* and *if only* with the past perfect to express your feelings now about something that happened or something you did in the past:

I wish we'd never signed this contract.
(= we signed it and I think it was a mistake)

If only I hadn't bought this car!
(= I'm not happy. It's not a good car)

Hint

There are many adjectives with **over** and **under** that indicate the idea of too much or too little:

He's overworked. (= he has too much work)

That car is definitely overpriced! (= it should be much cheaper)

I feel my work is undervalued. (= you should respect me more)

The department is understaffed. (= more people are needed)

1.2 3 Jane has spoken to Peter, the managing director of the firm. She then meets Martin again. Listen to their conversation and answer the questions.

- 1 Does Martin get what he wants?
- 2 How assertive is Jane?

4 Look at the following direct statements. How could you make them more indirect or diplomatic?

- 1 Taking on two more people is impossible!
- 2 We understand the situation.
- 3 When can I have more staff?
- 4 Wait for the time being.
- 5 Talking about this is a waste of time!
- 6 Believe me about a replacement for Tony.

1.2 5 Listen again. What expressions do Jane and Martin use instead of the sentences in 4?



Speaking

1 You and your teacher work for the same company. You have recently changed your job in the company and now have to drive a lot more on business. You also have more expenses and are not happy with the present system of claiming these expenses back at the end of each month. (Your teacher is responsible for paying expenses.) Using the DESK technique, role-play the following situation. Try to use language from **Expressions** and the **Language box**.

You:

- use your own car at present (approximately 1,500 kilometres / month).
- have an average monthly expenses claim for last three months of €950 – can you be paid weekly?
- are using your own credit card a lot to pay for expenses. Possibility of company credit card?

Your teacher:

- knows company cars are provided when job involves more than 30,000 kilometres a year.
- knows company policy for expense claims is monthly but this depends on the amount. It is possible to pay certain expenses in advance.
- knows that up to now only the managing director has a company credit card. How much is this really needed?

Use *wish* and *if only* with *could* when you know that it is impossible to achieve what you want:

I wish I could take a couple of years off and travel around the world. (= impossible)

If only they could cut the price!
(= but they can't)

Use *wish* and *if only* with *would* to say you do not approve of someone's behaviour.

I wish you would stop interrupting!
(= you do this frequently and I don't like it)

If only he wouldn't send me all these emails!
(= I receive too many emails from him)

Look

Look at listening script 1.2 on page 122. Find more examples of *wish* and *if only*.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

1 1
2 2
3 3

Things to remember

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How to train someone

02

In this lesson you will learn how to teach people to do their jobs.

Starter

- 1 When was the last time that you showed someone how to do something - either at work or in your personal life? What did you teach? Was your teaching successful or not?
- 2 Look at these ways for learning a new task. Which do you think is the most effective?
 - listening to an explanation
 - reading a book
 - role-playing
 - shadowing an experienced person
 - learning by doing
 - watching a film demonstration

Expressions

- 1 Kasia and Harry are trainers for a large distributor of medical and toiletry products. Today they are running a one-day seminar for recently recruited salespeople. Listen to four extracts and number this list of training techniques in the order they occur.
 - _____ pair work discussion
 - _____ emphasizing key points to take away
 - _____ stating what will be studied in a session
 - _____ praising trainees
 - _____ brainstorming ideas
 - _____ group work
 - _____ signposting the stage of the session
 - _____ role-playing real-life scenarios
- 2 Match the trainers' comments (1-9) with the functions (a-i).
 - 1 Our topic for today is 'pharmacy visits'.
 - 2 Please get into a pair with another person.
 - 3 I need a volunteer.
 - 4 Make a list. You've got five minutes.
 - 5 Don't just talk about the products.
 - 6 Now I'll pass you over to Kasia.
 - 7 I think that's the last one, isn't it?
 - 8 The six Ps, as we called them.
 - 9 That's all for today.

Speaking

- 1 Look at the pictures from a manual for warehouse workers. Imagine that your teacher is a new employee and train them how to do these tasks. Remember that the pictures show advice and warnings.



Language box

Inversion means reversing the normal word order of subject and auxiliary verb. It is normal in questions but also occurs in some other structures.

We can use inversion when a sentence starts with a comparative:

But more important is the way they respond.

We can use inversion when a sentence starts with a negative meaning:

At no point did you check your answers.

We can also use inversion when a sentence starts with a word which suggests limitation or restriction:

Little do you know!

Hardly had the trainer finished speaking than everyone was asking questions.

Hint

When you need to emphasize that an imperative instruction is particularly important, add the auxiliary **do**. Pronounce the sentence with the main stress on **do**.

Do be systematic.

Do remember that.

- a warning students what they shouldn't do
- b closing the seminar
- c concluding a section of the seminar
- d stating what will be studied in the session
- e checking with trainees
- f reorganizing people
- g asking for a trainee to help
- h setting trainees a task
- i using a memorable name to help students recall important points

2.1 o 3 Replace the words in **bold** in sentences 1–6 with one of the verbs below in the correct form. Then listen again to check.

reflect on explore clarify underline demonstrate examine

- 1 We'll **make clear** some ground rules for visits.
- 2 We'll **look at** a few ideas to encourage the pharmacist to buy more items.
- 3 OK. Alex, you're going to **show** how not to do it.
- 4 Everyone else **watch and think carefully and seriously about** what he's doing wrong, and how he could improve.
- 5 With Harry, you've **investigated** how to sell the perfumes and toiletries.
- 6 I'd just like to **stress** the key points we've been looking at today.

Writing

- 1 Imagine that you have to train someone to do one small but important task that you regularly perform in your job. Make a list of:
 - the main things they will need to know or understand
 - the key things they will need to be able to do
 - the most important things to warn them about.
- 2 Now write a training document for that person, explaining what they need to know about the task. Try to use inversion in your writing. (Note that it is particularly common in formal written English.)



Inversion occurs after *as* to express a similarity:

They buy a lot from us – *as* does the next shop we're going to visit.

He's a great person – *as* is the whole team.

Look

Look at listening script 2.1 on page 122. Find four more examples of inversion.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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3

Things to remember

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How to evaluate someone

In this lesson you will learn ways of talking about people's performance.

Starter

- 1 Look at the extract from a staff handbook. Do you think performance appraisals are effective in achieving these objectives?

Uses of performance appraisals

- helping management to supervise subordinates more closely
- making decisions on promotions, transferrals, and dismissals
- motivating employees by giving them feedback on their strengths and weaknesses
- deciding on training plans
- establishing pay rises and/or bonuses and who to allocate them to

Expressions

- 1 Complete the performance evaluation document with the headings below.
good needs improvement
does not meet minimum standards
excellent average

- 1 _____ Exceptional performance. Employee not only achieves set objectives well above established standards but also **makes accomplishments in unexpected areas.**
- 2 _____ Consistently **goes beyond** established standards in most areas of responsibility. Employee both meets job requirements and reaches objectives above established standards.
- 3 _____ Employee fulfills all job requirements and achieves set objectives **to an appropriate standard.**
- 4 _____ Employee either fails to fulfil **set objectives** within appropriate standards or does not completely meet some job responsibilities.
- 5 _____ Employee neither **meets job responsibilities** nor achieves important objectives.

- 2 Look again at the performance evaluation document in 1. Can you explain the words in **bold**?
- 3 Read the written comments from the performance appraisal of Jerry DeSouza, manager of one of the Kool Karaoke chain of karaoke clubs.

Speaking

- 1 You are Jerry DeSouza. Role-play an appraisal with Mira, one of your receptionists (your teacher). Use your notes below.

Commercial orientation

- 2 Doesn't promote more expensive packages and memberships

Customer focus

- 4 Courteous, could be more friendly
- remember regular customers' names

Time management

- 3 Punctual, sometimes doesn't submit weekly customer report on time

Teamwork

- 2 Not v cooperative re rota changes. Has personal problem with Asst Manager?

Language box

Not only ... but also is used to emphasize addition, with either a positive or negative meaning:

The company has **not only** developed innovative products, **but also** won awards for them.

If *not only* is at the beginning of the sentence, in order to be more emphatic, we invert the subject and verb:

Not only did you arrive late, but you also didn't go to the meeting.

Both ... and is used to combine two elements:

You can **both** scan and print with this machine.

Hint

Either and neither are pronounced in two ways

/iːðə/ /niːðə/ or /aɪðə/ /naɪðə/

Both pronunciations are correct.

Mr DeSouza has not only found innovative ways of attracting more customers but has also managed to keep within budget. Therefore he has succeeded in bringing the club back into profitability.

Mr DeSouza could definitely improve in this area. He prefers to work alone, which is neither helpful to his colleagues nor sustainable in the long term. He hardly ever sends in the 'top play' reports or takes part in the management workshops.

Mr DeSouza has been making an effort in this regard, e.g. more training for new employees. However, he has not met the objective of reducing staff turnover at his club, so this is an area that Mr DeSouza needs to work on.

How would you rate Jerry in each area based on the ratings system in 1? Complete the table with your ratings (1-5).

Competency	Rating
Commercial orientation	
Teamwork	
Leadership – motivating and developing others	

Writing

1 The following extract from a performance appraisal uses only simple sentences. Rewrite it in a more sophisticated style by joining some of them together.

Ms Lee is hard-working. She is well-motivated. She usually works alone. She does not communicate enough with her colleagues. Her colleagues do not always know when there is a problem. This can lead to disappointed customers. She should talk to them about any problems. Alternatively, she could email them about any problems. Usually Ms Lee is customer-focused. She replies to enquiries within two days. She is polite and friendly on the phone. We have not received any complaints about her from the customers. We have not received any complaints from her colleagues.



Either ... or shows two alternatives:

We should **either** get paid overtime **or** have time off in lieu.

Neither ... nor shows a combination of negatives:

The new office is **neither** comfortable **nor** convenient.

We invert the subject and verb after *nor* for emphasis:

Jurgen **neither** phoned me back **nor** did he reply to my emails.

Look

Look again at the texts in **Expressions**. Find more examples of these phrases.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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3

Things to remember

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How to interview someone

In this lesson you will learn techniques and phrases for interviewing effectively.

Starter

- 1 Match behavioural competencies (1-6) with the definitions (a-f).
- 1 achievement
 - 2 creativity
 - 3 leadership skills
 - 4 relationship building
 - 5 self-awareness
 - 6 teamworking
- a having the determination to meet the required goals and targets
- b showing an understanding of your own emotions and how they impact on the behaviour of others
- c working co-operatively to achieve goals
- d being able to think beyond boundaries to create new ideas or approaches
- e seeking opportunities to contribute to positive outcomes for clients, with the aim of reaching win-win solutions
- f enabling others to develop confidence and realize potential through encouraging, inspiring, and supporting them

Expressions

- 1 Read the advert below. Which of the competencies in Starter would be specifically relevant?

Senior PR consultant

Sage & Wise

Applicant sought for a senior consultant to join vibrant team in Manchester. The position involves working on consumer brands. You will work at a strategic level, and will maintain and build relationships with your clients and proactively look to develop those accounts. As well as day-to-day direction with key account holders, the job includes:

- project and event management
- high-level media management
- working closely with a small group of colleagues
- meeting tight deadlines.

- 2 Sage & Wise have shortlisted two applicants for the post in 1. Listen to an extract from each interview. What relevant experience does each candidate have in relationship building?

Candidate's experience

1 George

2 Kirsten

Speaking

- 1 You are on the interview panel at Sage & Wise. You're going to focus on achievement skills. Put your notes below into a logical order, and then, using the language from Expressions and the Language box, ask questions about the candidate's experience. (Your teacher is the candidate.)

Strategies for meeting a deadline?
How did you overcome difficulties?
A past example - to motivate yourself to complete a difficult task
Benchmarks for setting own goals?
Another time - do the same?
Did you meet the deadline? Satisfactory result?

Language box

An interviewer usually starts with open questions to put the candidate at ease and to find out general information. Further questions aim to get more detail and confirm the information the interviewer is looking for. They often finish with a hypothetical and/or reflective question.

Open questions can be *Wh-* questions or statements beginning *Tell me about / Describe ...*:

What do you admire in the way your colleagues work?

Tell me about an occasion when you came into conflict with a colleague.

Statements reflecting the candidate's experience, followed by more open questions are then used to find specific evidence, or highlight gaps in a candidate's experience:

Hint

team leader – the person who leads the team

team player – someone who is generally good at working as a member of a team, usually in their job

team-builder – the person responsible for ensuring a team can work well together, often by choosing people with different skills to complement each other

teammate – a member of the same team or group as yourself

3 Which candidate would you offer the job to? Why?

4 Listen to a short extract of the interviewers discussing their opinions. What is their choice? Why?

5 Listen again to both extracts. What expressions do the interviewers use instead of the phrases below?

- 1 according to what has been done so far
- 2 something in particular that someone gives (to a project / activity)
- 3 your job to do something
- 4 having the ability to decide on something and act alone without the help of others
- 5 the perfect person for the job
- 6 keep in touch with people on a regular basis
- 7 able to focus on more than one thing at a time
- 8 demonstrating real experience of tasks
- 9 able to look closely at small but important aspects
- 10 showing honesty and professional commitment

Writing

- 1 You are interviewing a candidate tomorrow for a post in your office. It's important that their teamworking skills are good. Write two questions for each category in the **Language box** related to teamworking.
- 2 Write a short advert for your own job. Include phrases from **Expressions**.



Look

Look at listening scripts 4.1 and 4.2 on page 123 and underline all the questions. What category in the **Language box** does each question belong to?

What interests us is your own involvement. What was your role in the project?

One thing you don't appear to have is experience with the latest software. How would you get yourself up to speed?

Closed (usually *Yes / No*) questions are used to confirm your understanding of what the candidate has said so far:

So did you get everyone involved?

Hypothetical questions probe more deeply, sometimes about the position applied for:

What would you do if someone was reluctant to join in?

Reflective questions can be used to round off a topic:

How did you feel about this decision?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to be supportive

05

In this lesson you will learn how to sympathize with someone who has a problem.

Starter

- 1 You're walking along a corridor at work when you meet a colleague who seems worried or upset. How could you show that you understand and would like to help?
- 2 When being supportive, do you think it's more important to give advice or to listen?



Expressions

- 1 Tamara is the Human Resources Manager of La Cascada, a medium-sized hotel in a national park. Felipe, a junior employee, comes to talk to her. Listen and decide what problems are discussed.
- 2 Tamara asks Felipe questions to show support and to allow him to tell his side of the story. Listen again and complete Tamara's questions.

- 1 What can _____ ?
- 2 Was there _____ ?
- 3 What makes _____ ?
- 4 Could you _____ ?
- 5 What do you _____ ?



Speaking

- 1 Your teacher will role-play a colleague who has the following problems. Listen, be supportive, and offer advice where appropriate. Try to use language from **Expressions** and the **Language box**.
 - I have too much work to do and I'm getting stressed out.
 - I think I made a bad mistake in my work last week.
 - I really don't get on with one of my colleagues.
 - Customers have made some complaints about me.

Language box

Adverbs can show your opinions and interpretations. Use them at the beginning of a clause to indicate your own view:

Stupidly, he's handed in his resignation.

Worryingly, the deadline is tomorrow.

Seemingly and *apparently* are often used at the start of a clause to say that you think you know something but are not 100% certain of the facts:

Apparently, it arrived too late.

Seemingly, no one went to the meeting.

When used before an adjective, an adverb can have a different meaning from the same adverb at the beginning of a clause:

Surprisingly, I felt tired. (= I was surprised that I felt tired)

Hint

Use adverb + **but** + adverb to describe how people do things.
Slowly but surely he's getting there.
You'll have to tell him **politely but firmly** to leave.

- 5.2
- 3 Listen to Tamara talking to Magda, the senior receptionist. What problems do Magda and Tamara discuss? How does Tamara show sympathy and support?
- 4 Make sentences to be supportive using the words below. You should use the words in the same order, but may need to change the tense of the verb or add words.
Example: Not / worry.
Don't worry.
- 1 You / look / like / you / get / something / mind.
 - 2 Be / something / you / discuss?
 - 3 What / earth / wrong?
 - 4 I / not / help / unless / I / know / what / problem / be.
 - 5 I / so / sorry / hear / that.
 - 6 You / be / not / first / person / this / happen.
 - 7 Be / anything / I / do / help?
- 5.2
- 5 Tamara says all the sentences in 4. Listen again to check your answers.

Writing

- 1 Your friend Jack works for another company, but you both frequently use a live messaging program to gossip about work. Read the printout of a short chat you had this morning. Then write your missing responses to Jack's messages.

Jack: Hi!

You:

Jack: Terrible – I'm in big trouble.

You:

Jack: Last week I got an email from a source I didn't recognize. I opened the attachment and it contained a virus. It's destroyed loads of files on the company computer!

You:

Jack: I know! But I still feel pretty stupid.

You:

Jack: No. But thanks for offering. I hope my boss is as understanding as you! Anyway – can't chat now. I'm talking to the IT department about recovering the work.

You:

Send

I felt **surprisingly** tired.
(= I was surprised by how tired I felt)

You can use adverbs to modify other adverbs. The adverbs positioned first are usually adverbs of degree, for example: *entirely, extremely, greatly, highly, hopelessly, moderately, quite, rather, really, very*.

They finished the meeting **extremely** quickly.

Look

Look at listening scripts 5.1 and 5.2 on pages 123–124. Find more examples of adverbs. Find one example of *seemingly* and one of *apparently*. Decide why Tamara uses these words.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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Things to remember

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How to motivate someone

In this lesson you will learn ways of encouraging people in their work.

Starter

- 1 Which two of these factors motivate you most at work? Why?
 - perks or benefits
 - challenging work
 - comfortable environment
 - helping others
 - high status
 - praise from others
 - financial reward
- 2 Do you think your colleagues would reply differently? How?



Expressions

- 1 Cheung has transferred from the Shanghai office to the New York office of Verne & Brewers, the audit company she works for. Listen to extracts from two meetings she has with Greg, her line manager. The second meeting takes place six months after the first one. Answer the questions.
 - 1 In the first meeting, what problems does Cheung have at work? Why does Greg think Cheung should not leave New York?
 - 2 In the second meeting, why is there a possibility of a new job for Cheung? What does she have to do to get the new job?
- 2 Which of these phrases does Greg use when he is encouraging Cheung to stay? Which phrases does he use when he is encouraging her to go for the promotion?
 - 1 Don't be so hard on yourself.
 - 2 It's a great opportunity for you.
 - 3 You shouldn't give up so easily.
 - 4 It's up to you to go the extra mile.
 - 5 We'll be counting on you to make the most of it.
 - 6 You just need to give yourself a bit more time.

Speaking

- 1 Role-play the following situations with your teacher. Try to use language from Expressions.
 - One of your kitchen sales reps (your teacher) has failed to meet the last two months' sales targets, despite apparently working hard. They are feeling demotivated and not making as much effort as previously. You have a meeting to improve their motivation.
 - The same kitchen sales rep has made a great effort and has been exceeding targets for the past few months. They now have the possibility to go for a sales manager position by taking part in management training. Motivate them to spend time on the training and go for the promotion.

Language box

We use the present simple to talk about habits and routines, long-term situations, and facts:

We hold a team meeting every Monday.

We use the present continuous to talk about activities happening now, or temporary actions:

We're running a promotion on bathroom suites this month.

We also use the present continuous to talk about arranged activities in the near future:

They're delivering the goods tomorrow.

Always / constantly + present continuous is used to emphasize a long-term habit. Often they reflect a negative attitude:

We're always trying to improve our service.
Sue's constantly complaining.

Hint

We use the present perfect to connect the past to the present, as an unfinished time period.

You've only worked here six months so far.

6.1
6.2

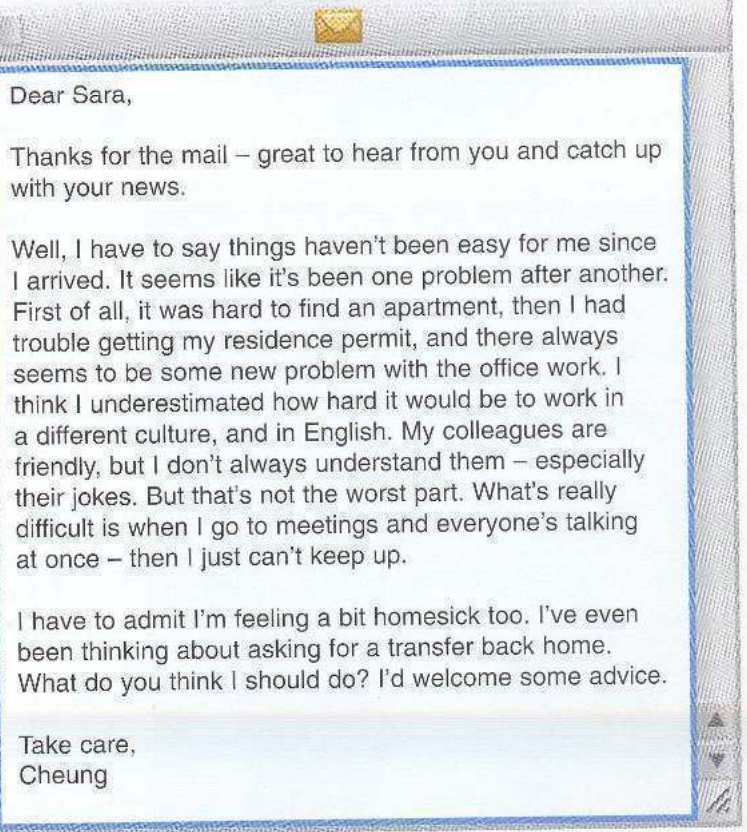
3 Correct the mistakes in the sentences. Then listen again to check your answers.

- 1 You've been coped very well with the workload.
- 2 OK, you're having some problems in the short period, but you can turn these around quite quickly.
- 3 Thanks for all the hard work you've been putting up.
- 4 I'm also really pleased for the way you've managed to integrate into the team.
- 5 If you can keep on the good work, ... you stand an excellent chance of promotion.
- 6 I'm appreciating the fact that you haven't been here long.
- 7 I'm sure you wouldn't have any trouble adapt to the new role.



Writing

1 Cheung wrote this email after her first meeting with Greg. Read her email and write Sara's reply. Try to use some of the language from **Expressions** and the **Language box**.



Stative verbs, such as *like, believe, know, want, own*, are not usually used in the present continuous:

Mike doesn't believe that I sent him the email.

Some verbs can be used in the present simple or present continuous with a difference in meaning:

I **think** we should lower our prices.
(= in my opinion)

I'm **thinking** about looking for a new job.
(= I'm considering at the moment)

Look

Look at listening script 6.1 on page 124. Find more examples of the present simple and present continuous.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

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|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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