The Business is a multi-level business English course which offers the student a cutting-edge blend of electronic and print material. The syllabus is organized by topic and has been developed from detailed research into business-related degree courses in leading European institutions.

The Business is particularly suitable for students studying business at college or university, but the course will also appeal to working business people who need to enrich their vocabulary and express themselves more authoritatively beyond their immediate professional context.

Level: upper-intermediate, takes students from Council of Europe level B2 to C1

The Business offers you:

- an integrated self-study DVD-ROM, including video, interactive workbook, business dilemmas, interactive business documents, progress tests and all the course audio.
- a flexible modular structure which offers users maximum choice and flexibility. The units are divided into speaking, writing, vocabulary, grammar, business knowledge and case study modules.
- thorough and detailed language support including a Student's Book word list, grammar reference and extensive grammar and vocabulary practice material.
- systematic development of specific business language skills – from report writing to stating your views persuasively in a meeting.

The Business package includes: Student's Book and DVD-ROM pack, Teacher's Book with notes and extra photocopiables, Audio CDs and a Website with tests, course updates and innovative supplementary materials.

COMMON EUROPEAN FRAMEWORK

A1 | A2 | B1 | B2 | C1 | C2
1 Building a career

1.1 About business  The education business

Discussion
1 Decide which of these factors would be most important to you in choosing a business course. Order them from 1 = most important to 10 = least important.
- quality and reputation of faculty
- quality and experience of fellow students
- help with finding top jobs
- location
- alumni network
- cost
- innovative curriculum
- sports and social facilities
- earning potential
- accommodation service

Predicting and reading
2 Read the title of the article opposite. Which of these marketing techniques do you think are used?
- telemarketing
- TV advertising
- travelling shows
- discounts for early booking
- free holidays
- weekends at Harvard
- sponsorship

Scan reading
3 Read the article and check your predictions.

Reading for detail
4 Find what these numbers from the article refer to.
- a 23,000
- b 9%
- c 80%
- d 10%
- e 35
- f 43,700
- g 60,000
- h 8000

Listening and discussion
5 10:1 Listen to four students reacting to the article. Match each speaker 1–4 with the correct summary a–d.
- a Universities should be accessible to everyone.
- b Universities reinforce an unequal system.
- c Universities are right to be commercial.
- d Universities are right to be selective.

6 Discuss your own reactions to the article and your opinions on elitism in education.

Internet research
Search for the keywords “best business schools”. Choose the school you would most like to attend. Hold a class opinion poll to find the most popular choices.

The Harvard battle plan

Phase 1
1 Purchase ______ from examination boards.
2 Send ______ to high school juniors.
3 Visit ______ and travel to other countries.
4 Send out ______ to identify possible candidates.

Phase 2
5 Sort applications and give a score from ______.
6 Local ______ discuss the case for and against each candidate.

Phase 3
7 ______ lobby successful candidates by phone.
8 Invite applicants to spend ______ at Harvard in ______.
SURE, students work hard to get into this elite college. But so does the admissions committee, assures Dean Bill Fitzsimmons.

In the US, few competitions are more cutthroat than the college admissions game. And every year it grows more intense as an ever-larger pool of high school seniors apply for one of the coveted spots at the nation's top colleges. Meanwhile, the elite colleges have been stepping up their efforts to attract the best and brightest students – the prized pupils who will help increase the prestige of their campuses. You might assume that Harvard College – blessed with higher education's greatest brand name and an endowment second to none – could afford to remain relatively aloof from this battle. But in reality, 'There is no place that works harder than we do,' says William R 'Bill' Fitzsimmons, Harvard's veteran dean of admissions.

For the new academic year, which will start in September, Harvard received a near-record 23,000 applications. Of these, it accepted a mere 2,100 – or just 9% – ranking it as the nation's most selective college. Even more impressive, some 80% of the chosen ultimately decided to attend Harvard – a rate that is easily the highest among colleges and universities.

The real surprise, however, is how hard Harvard works behind the scenes to achieve these amazing results. From his corner office in Byerly Hall, Fitzsimmons oversees a carefully considered three-part battle plan. The first phase begins in the spring, when Harvard mails letters to a staggering 70,000-or-so high school juniors – all with stellar test scores – suggesting they consider applying to America's best-known college. Harvard buys their names from the examination boards which administer aptitude and college-admission tests.

Each year, Harvard's admissions team tours 140 US cities, as well as hundreds of other places in Latin America, Europe, Africa and the Far East. This year, 10% of the admitted students came from abroad. In addition to his staff of 35, Fitzsimmons enlists Harvard's coaches and professors to look for talent. The math department, for instance, starts to identify budding math geniuses by keeping a close eye on kids doing well in math contests. Harvard students also get into the act. Since 2003, Harvard has hired fifteen to twenty low-income students to call and email promising low-income high school students. Their job: to counter the 'impression that Harvard is only for the rich and elite,' says Fitzsimmons. In fact, under Harvard's relatively new financial aid policies, parents who make less than $60,000 a year aren't expected to pay anything toward the annual $45,700 fee for tuition, room and board. Fitzsimmons also sends an army of some 8,000 alumni volunteers to tour the country to identify and recruit promising high school students by holding shows where they live. Later, they also interview nearly all applicants.

By then, Fitzsimmons will be deep into the second phase of his battle plan: sifting through the thousands of applicants. Every application is rated on a scale of one (the best ever) to six (the worst ever). Then, in February, the applications are divided up geographically among twenty subcommittees. 'We present the case for each applicant like a lawyer would,' says Fitzsimmons. 'This is the polar opposite of a computer process and because we have so many people involved, there are lots of checks and balances.'

Once the final decisions have been made, Fitzsimmons and his team move to phase three: an all-out push to convince the chosen few to attend Harvard. Professors, alumni and students are all recruited to start calling the admitted. And in mid to late April over half of those who were accepted typically show up at Harvard for an elaborate weekend. The Harvard pitch is clearly effective. 'What we aim to do is to get the very best faculty together with the very best students,' Fitzsimmons says. 'Our hope is that these synergies will develop the talents of these students to a much greater degree and that they will then give back a lot more to America and the world.' That belief may sound corny, but it's clearly helped drive Harvard to go to enormous lengths to find the best and brightest.
1 Building a career

1.2 Vocabulary Education and career

Brainstorming

1 Think of as many good reasons as possible for studying business.

2 The letter below discusses reasons for attending business school. Choose one verb for each of 1–10 to complete the letter with the correct collocations.

Dear Sonia,

You asked my advice about going to business school. Well, don’t miss out on a wonderful opportunity to (1) gain/boost/make knowledge and to (2) make/acquire/do skills which will serve you for a lifetime. As well as (3) gaining/receiving/improving your employability and (4) having/boosting/making your future earnings, you’ll (5) get/have/obtain lots of fun (6) going/to/doing/getting parties and (7) doing/making/learning friends. If you choose a good school you’ll (8) enhance/receive/learn tuition from experienced professors and (9) obtain/do/make practical experience that will really (10) enhance/obtain/gain your CV. In your shoes, I wouldn’t hesitate for one moment!

3 Look again at the list you made in 1. Are any of the ideas in the letter to Sonia the same as yours? Which phrases would you add to your list?

4 With a partner, decide which collocations in 2 relate to professional rather than personal experience. Use them to write sentences about yourselves that you could use in a job interview.

Funding

5 Read the extract below about how to pay for studies. Choose a verb from the box to complete each gap.

obtain finance borrow support win subsidize arrange

If you’re not lucky enough to be married to a millionaire or to have parents with very deep pockets, you may be wondering how to (1) ______ the next step in your education. Customs vary from country to country; one of the most popular solutions is to (2) ______ a student loan, sometimes interest-free or tax-deductible, that is only repayable when you are in full-time work. Many students who are unable to (3) ______ money from friends or family prefer to (4) ______ themselves by working part-time, and some are able to (5) ______ grants from local government or to (6) ______ scholarships from their universities. If you’re already in work, try persuading your employer to (7) ______ your studies — in some countries companies are bound by law to contribute towards further education.

Discussion

6 What are the advantages and disadvantages of the methods of financing your education mentioned in the article? Which ones would you use?

7 Work with a partner. You are going to read about a businesswoman named Jacky. Ask questions to exchange information and complete the description of her education. Student A should turn to page 110. Student B should turn to page 112.

8 Talk about your education. Was it different from your parents’ education? What sort of education would you like your own children to have?
Further interactive vocabulary practice on the DVD-ROM

1.2 Vocabulary

Search for the keywords “action verbs for resumes cvs”. Update your CV using dynamic action verbs and phrases.

Action verbs

Complete the CV with appropriate action verbs from the boxes. Then use them to write sentences for your own CV.

2002–2004 Sales manager, Way2Go Travel, UK
1 _____ corporate clients by phone and 2 _____ incentive travel programmes to Boards of Directors
3 _____ and 4 _____ new sales reps
5 _____ sales targets for every month and 6 _____ annual objectives by twenty per cent

2004–2007 Sales and marketing manager, Hondo Holidays, Texas
7 _____ sales materials and 8 _____ innovative advertising campaigns
9 _____ and 10 _____ a team of 40 telesales operators
11 _____ a working party and 12 _____ proposals for a new e-commerce division

Career stages

Decide which verbs from the box can refer to people who ...
1 are currently enjoying having no work  
2 lost their jobs due to poor company performance  
3 are making positive career moves  
4 are leaving a job they were unhappy with  
5 are making a geographical change  
6 lost their job due to disciplinary problems

to be laid off   to quit   to be on assignment   to be promoted   to be suspended

to be resting   to be made redundant   to be transferred   to take a sabbatical

to give in your notice   to be dismissed   to join a company

Listening for gist

Listen to six speakers talking about career changes. Use expressions from 10 to describe each situation.

Work with a partner. Discuss the situations below.

What would you do if …
1 you were promoted to a job you knew was too difficult for you?
2 you were made redundant after 25 years’ service?
3 you were unfairly dismissed for harassing an employee?
4 you gave in your notice the day before the firm announced a 33 per cent salary increase?
5 you were transferred to Alaska?
6 you were on sabbatical for a year?

Listening and discussion

Listen to three people talking about career choices. Make notes on the problems they face. Discuss what you would do and why. Then compare your answers with page 110.
Building a career

1.3 Grammar Tense review

Test yourself

1. A businesswoman, Lindsey, is describing her career status, history and aspirations. In the first extract, identify and correct the six errors relating to verb tenses in her story. Change the verbs to the correct form of past simple, past continuous or past perfect.

When I left school I wasn’t sure what to do next. I was applying for a place at university, but while I had revised for my exams I already decided that I didn’t feel ready for university. I had read a lot about East Africa, and one day when I watched a TV documentary about Ethiopia, I suddenly knew that that was where I was going. In fact it was while I had worked with an NGO in Ethiopia that I was becoming interested in business.

2. In the next extract, Lindsey explains her current projects. Complete the extract with the correct forms of the verbs in brackets. Use present simple, present continuous, present perfect simple, or present perfect continuous.

I (1) (just finish) my course at the Franklin School of Business and I (2) (currently work) at JPC again while I (3) (consider) various opportunities. As JPC’s Finance Director (4) (leave) the company unexpectedly, I (5) (agree) to manage the finance department until a new appointment is made. For example, for the last three weeks I (6) (design) a new audit procedure which I believe will significantly improve financial control. However, I (7) (look) for a position in East Africa for some time now, and this one (8) (seem) perfect for my profile.

3. In a job interview, Lindsey gave the following answers. Each answer is a conditional sentence. Choose the correct form of the verb to complete each sentence.

1. If I (get/am getting/got) the job, I (am trying/will try/tried) to make myself available as soon as possible, but I (am not/will be/wouldn’t be) able to start immediately unless JPC (will agree/would agree/agreed) to let me go.

2. You see, if I (make/will make/made) a commitment, I (am doing/do/did) my best to respect it.

3. If by any chance the job will be/would be/were based in Kenya, I (am taking/would take/will take) it anyway, even though I’d prefer to use my Amharic.

4. Lindsey is being asked about her objectives and mobility. Choose the correct future verb forms to complete the text: will, going to, or present continuous.

In the short term, I hope (1) I’ll become I’m becoming a department manager quite quickly. I’ve learnt a lot about management on the MBA, and (2) I’m going to put / I’m putting the theory into practice as soon as I can. On the personal front, (3) I’ll get / I’m getting married next June; over the next couple of years my fiancé (4) will write / I’m going to write TV and movie scripts, so (5) he is going to be / he is being totally mobile and happy to move as necessary.
### Time markers

1. Decide which time markers from the box are usually associated with the present simple and which are associated with the present continuous.

<table>
<thead>
<tr>
<th>Usually</th>
<th>Currently</th>
<th>Always</th>
<th>At present</th>
<th>At the moment</th>
<th>Often</th>
</tr>
</thead>
</table>

2. Decide which time markers from the box are usually associated with the past simple and which are associated with the present perfect.

<table>
<thead>
<tr>
<th>Ever</th>
<th>In</th>
<th>Never</th>
<th>Ago</th>
<th>Already</th>
<th>(Not) yet</th>
<th>When</th>
<th>Just</th>
<th>Since</th>
<th>For</th>
<th>Last</th>
</tr>
</thead>
</table>

### Listening

7. Every ten years, the Franklin School of Business organizes a reunion party. Listen to a conversation between two of its graduates, Fraser and Jess and answer the questions.

a. What is Fraser doing at the moment?
b. Where did Fraser work before?
c. Why did Fraser leave that job?
d. What has Fraser been doing recently?
e. What did Jess do after leaving the business school?
f. What is Jess doing at the moment?
g. What is Jess doing soon?
h. What does Fraser discover about Jess?

### Role-play

9. With a partner, imagine you meet twenty years from now at a reunion party. Make polite conversation following the cues below.

- What … do?
- How long … your most recent job?
- What … at the moment?
- What … recently?
- What … after leaving college?
- What … next?

### Balloon debate

10. Work in groups of three or four. You all work for the same private business school. Due to budget restrictions, there is not enough money to pay everybody's salary, so one person must be made redundant. Choose one of the positions below, then each present details of your past accomplishments, current projects and future objectives: the group must then decide who has made a good case for continuing and who has to drop out.

#### Marketing Manager
- **Accomplishments:** created positive image and brand name
- **Projects:** develop new markets and international contacts
- **Objectives:** become one of top ten schools in the world

#### Personnel Manager
- **Accomplishments:** fired boring professors, hired top consultants
- **Projects:** implement performance-related incentives
- **Objectives:** higher salaries and longer holidays for all staff

#### Head of Administration
- **Accomplishments:** made school profitable after years of losses
- **Projects:** get corporate sponsorship and govt. funding
- **Objectives:** improve facilities and profitability

#### Director of Studies
- **Accomplishments:** replaced old books with multimedia programs
- **Projects:** develop revolutionary methods of learning
- **Objectives:** 100 per cent success in exams with only 50 per cent study time

'We have a very low drop out rate.'
Building a career

1.4 Speaking Giving reasons in interviews

Listening and discussion

1 **1:07** Listen to eight interview questions. Which of these questions about personal choices are reasonable interview questions? Give reasons.

**Listening**

2 **1:08–1:09** Ruth and Anaïs applied for the same job with Banco Agricolo. Listen to two extracts from their interviews and complete these statements with Ruth or Anaïs.

1 Ruth chose to study business because it pays more than languages.
2 Anaïs chose to study business to prepare for a career as an international manager.
3 Ruth chose the Franklin School of Business mainly for the quality of its programmes.
4 Anaïs chose the Franklin School of Business mainly to be with her boyfriend.
5 Ruth has not prepared or organized her ideas.
6 Anaïs presents well-prepared and well-organized ideas.
7 Ruth gives vague and sometimes irrelevant reasons.
8 Anaïs gives appropriate, precise and well-structured reasons.

3 Put the expressions you have just heard in the appropriate group, as in the examples:

**Introducing a point**: 1, ...

**Seeing both sides**: 3, ...

**Combining reasons**: ...

**Adding ideas**: 2, ...

1 Firstly ...
2 Besides,
3 On the whole ..., however ...
4 As regards choosing business ...
5 It not only prepared me to work ..., but it also means that ...
6 In addition, a business degree always gets attention ...
7 As far as my choice of business school is concerned,
8 It's true that the big names ..., but on the other hand, newer schools like Franklin ...
9 For one thing, they have better facilities, and for another, they're less expensive.
10 What's more, their curricula are ...

4 With a partner, use expressions for combining reasons and adding ideas to complete these answers to interview questions. What were the questions?

1 Mainly for the variety. I get out of the office a lot; I meet a lot of different people; the salary was much better than anything else I was offered!
2 Well, it's very close to what's known as the 'Plastics Valley'; to lots of jobs, there are very good communications; it's one of the most beautiful areas in the country.
3 Several reasons really; it really relaxes me after a hard week; and it's a great way to meet people.
Search for the keywords "illegal interview questions." Make a list of questions you don’t have to answer in an interview, and the best way to react if an interviewer does ask them. Are there "illegal" questions which you find perfectly acceptable?

Role-play

Role-play the following job interviews. Student A should interview Student B for a job as manager of the world’s biggest night-club in Ibiza, then Student B should interview Student A for a job as manager of the world’s most famous circus. Follow instructions 1–4.

1. Meet in separate groups of As or Bs to decide what qualities, skills and experience you will be looking for in the ideal candidate. Prepare questions to test the candidate in each area.
2. Agree on a time limit, and meet a partner to hold the interviews. Each candidate should give reasons why they are the best person for the job.
3. After the interviews, meet again in your groups of As or Bs to decide which candidate will get the job.
4. Meet in your pairs of A and B to announce the result and give your partner reasons why they did or didn’t get the job.
1 Building a career

1.5 Writing Cover letters

Brainstorming

1. When applying for a job or a placement, you should always send a cover letter with your CV or resume. In small groups, divide the list below into Dos and Don’ts for writing dynamic cover letters. When you have finished, compare your ideas with the list on page 110.

- Start your letter ‘Dear Sir or Madam’
- Write a formal introduction in the first paragraph.
- Ask directly for an interview.
- Write at least 400 words – the more information you give, the better.
- Use sophisticated language to make a good impression.
- Follow the AIDA model used in advertising – attention, interest, desire, action.

2. Use the action verbs from the box to complete this email cover letter.

- broken   capture   developed   doubled   exceeded   modernized
- obtained   optimize   present   trained

Dear Mr Crouch

Having (1) ______ objectives and (2) ______ sales records in all my previous positions, and recently (3) ______ my MBA in marketing at Warwick University, I feel I am an ideal candidate for the position of European Sales Manager at Starfield Nightclubs.

In my last job as senior sales representative for Roxy Entertainment Ltd., I (4) ______ new products for teenage customers, (5) ______ sales staff, and (6) ______ the membership management system. Over a two-year period, I (7) ______ average revenues per venue.

Nightclubs are highly competitive sector of the entertainment industry, and I am certain I have the skills to (8) ______ market share and (9) ______ Starfield’s profitability.

I would be happy to (10) ______ my ideas in more detail at interview, and I will call you early next week to arrange a meeting. If you have any questions, please feel free to contact me before then. Thank you for your time and consideration.

Yours sincerely,
Kiara Pointer

3. Decide the purpose of each paragraph in 2. Which paragraph is intended to

- request action?
- give details of the applicant’s accomplishments?
- get the reader’s attention?
- relate the applicant to the company, showing why the company should hire her?
Match sentence beginnings 1–10 with endings a–j to make typical dynamic sentences for cover letters.

1. My outgoing personality makes me a... my formal education.
2. I recently graduated b... to meet with you.
3. I served as c... a phone call.
4. I attended d... a strong candidate.
5. I supported e... a career in insurance brokering.
6. Jobs such as bartending enhanced f... talk with you.
7. I have the skills to embark on g... by working in radio advertising sales.
8. I would like very much to h... from the University of Oregon.
9. I will follow up this letter with i... in Michigan, Arizona and Oregon.
10. I can arrange a time j... president of the debating society.

Brainstorming

In small groups, read the two job ads. For each position, list at least two qualities and two skills that the ideal candidate should have.

Development Officer for Executive Education
Based in Paris, you will promote the specialist training services of a top international business school to companies throughout Europe. You will generate and follow up leads, handle client appointments and presentations, prepare tenders and secure client commitment before handover to account managers.

Brand Manager EMEA
Based in London, but with extensive travel, you will be responsible for maintaining and developing a household name in video games. Liaising with head office in Japan, you will design and implement marketing campaigns for the Europe, Middle East and Africa region, and ensure that cost and profit objectives are met.

Writing

1. Divide into two teams, As and Bs. The As will apply for the position as Development Officer for Executive Education, and the Bs for the position as Brand Manager, EMEA. Follow the instructions below to write your letter.
2. With a partner from the same team, list real or imaginary examples of your experience, skills and accomplishments which you want to mention in your cover letter.
3. Plan the four paragraphs of your letter, using the examples you have listed.
4. Write a cover letter, remembering to use action verbs whenever possible.
5. In teams, A and B, exchange your cover letters. Read the other team’s letters, and decide which candidates deserve to be short-listed for an interview. Announce your decision to the other group.
Building a career

1.6 Case study  Mangalia Business School

Discussion

1 Decide which of the following features are more advantageous for an international business school.

- history: more than 100 years old or modern new school
- funding: public or private
- students: 80% local and 20% foreign or 20% local and 80% foreign
- faculty: business leaders or researchers
- location: international metropolis or small seaside town
- site: campus or city centre

Reading

2 Read the information about Mangalia Business School and list its strengths and weaknesses in terms of its ability to compete on a global market.

Mangalia Business School (MBS)

Founded in 1992, MBS is a private business school in southeast Romania with an excellent reputation for quality in Central and Eastern Europe. Situated on the Black Sea coast, close to the Romanian Business Centre, which hosts international conferences and seminars, Mangalia’s climate and cultural heritage make it the ideal location for both summer schools and all-year study on a well-equipped seaside campus with comfortable accommodation for 300 students. The School offers internationally recognized undergraduate and masters degrees, as well as executive education tailored to the needs of individual companies. Faculty are recruited from Central Europe’s most successful companies. Work placements are organized in Romania, Bulgaria, Hungary and Ukraine, providing invaluable experience of international business.

Courses

- 15% summer schools
- 5% executive education
- 20% MBA
- 60% undergraduate
Listen to an extract from a presentation given by Radu Ionescu, the Dean of MBS, and answer the questions.

1. What alternatives is MBS facing due to globalization?
2. What does Radu Ionescu expect from his guests?
3. What has Ion Bumbescu offered, and what are his conditions?

In small groups, hold a meeting to discuss the brief below and draw up proposals for MBS's five-year plan.

**Mangalia Business School**

**Brief for international consultants**

1. Sponsorship
   - Should MBS accept Bumbescu's offer to sponsor the school? (see point 3)

2. Tuition fees
   - Until now fees have been average for business schools of this type. Should MBS maintain this policy, raise fees to a higher than average level, or reduce them to a lower than average level? (see point 3)

3. Development projects
   - MBS can afford to invest in the development projects below as follows:
     - At current (average) fee levels, one project only.
     - If Bumbescu's sponsorship is accepted, two projects.
     - If fees are increased, one additional project.
     - If fees are reduced, one project less.
   - The possible projects are as follows:
     - strengthen faculty and increase research funding
     - improve and extend facilities
     - improve placement and career services
     - develop international recruitment and exchange programmes
     - your ideas ...

4. Promotion
   - Please consider the following, as well as your own ideas:
     - Who should MBS target: undergraduates, future MBAs, corporate clients?
     - Where should MBS look for its future clients: Romania, Central Europe, Western Europe, the US, the Far East, worldwide?
     - How should MBS promote itself: materials, media, events, incentives?

Listen to a radio news report. How does this news affect your proposals?

Present your proposals. The class should vote for the best presentation.