

Company X in Fairtrade scandal!

Company X has used the Fairtrade labelling in a bid to enhance its reputation, and has seen sales and profits on many of its non-Fairtrade products soar as a result. But is this about to change? An independent report has revealed that Company X does not abide by the terms of the Fairtrade agreement for most of its products, and actually puts pressure on producers to accept lower prices, driving many growers into poverty.

Company X's situation following the news article

- Company directors moved quickly to limit the damage – they issued a press statement playing down the situation.
- Despite the press statement, the share price has fallen very quickly, and sales figures for most key products are much lower than expected.
- Customer surveys suggest the company is no longer trusted.

File 47 | Unit 7

Language at work, Exercise 6, page 58

Discuss what the speaker could say in situations 1–5.

Example: I was going to bring a sample of our new product, but unfortunately I haven't brought it with me today.

Past	Present
1 I intend to take a sample of the new product to the meeting.	I'm at the meeting. I have forgotten the sample of the new product.
2 I have to give a presentation at the conference in Moscow next week.	My boss has asked me to cancel all other arrangements and go to New York for a meeting next week.
3 We think we will make a profit this year.	Our products haven't sold as well as expected.
4 We're aiming to get a 10% discount on all orders over €20,000 during the negotiation.	They are telling us that they can't offer more than an 8% discount on any order.
5 I'm having lunch with Maria tomorrow.	Maria has cancelled our lunch appointment because she's too busy.

File 48 | Unit 12

Case study, Task, Exercise 1, page 101

Student C

Doing business in Brazil

- Remember that relationships are one of the most important elements in Brazilian business culture.
- Cultivate close personal relationships and build trust – you will then have a greater chance of successfully doing business in Brazil.
- Be aware that great importance is placed on the family in Brazil. This means that you will often find a number of family members working for the same company.
- It is common practice in Brazil to hire a *despechante*, or middleman, to help you in your business dealings. A *despechante* will help you navigate Brazilian bureaucracy for a nominal fee.
- DON'T rush business dealings with your Brazilian colleagues and avoid pressing for final decisions.
- Allow time for socializing before and during meetings – this is an important part of the relationship-building process.
- DON'T publicly criticize your Brazilian counterparts. If you need to tell them something negative, do so in private so they do not lose face in front of others.

File 49 | Unit 5

Business communication skills, Exercise 10, page 41

Student C

Situation 1

You are working on a project with very tight deadlines. Student A is expecting a piece of work from Student B tomorrow. Student B is unable to meet the deadline. Help them to discuss the issue, and to reach the best solution for all concerned.

Situation 2

You share an office with Student A and Student B. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 3.00 p.m. tomorrow. Student B will be on annual leave. Talk to Student A and see if she / he can look after the office for you while you are away from your desk.

Situation 3

You work in a team with Student A and Student B. You are very dissatisfied with some work that Student B has just carried out. It's true, she / he followed your instructions, but the quality is very poor and the work seems rushed. You don't want to accept the work, and you would like her / him to do it again.



7

Learning

Learning objectives in this unit

- Talking about training and learning
- Using communication strategies on the telephone
- Using participle clauses and 'the future in the past'
- Expressing dissatisfaction

Case study

- Tackling the skills shortage

Starting point

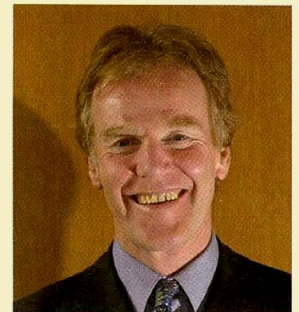
- 1 'Some people stop learning the moment they leave school. Others go on learning all their lives.' Do you agree?
- 2 What is different about the process of learning in each of these situations?
 - learning about historical events in school
 - learning how to cook
 - learning how to negotiate successfully
 - learning how to balance your work and private life
- 3 Think about any training courses you have done at work. What was good or bad about them? What did you learn?

Working with words | Talking about training and learning

- 1 Have you ever heard of the terms 'learning organization' and 'systems thinking'? Read the first part of the text and find out what they mean.

Becoming a 'learning organization'

Peter Senge, an American business strategist, came up with the concept of 'learning organizations' in his best-selling business management book, *The Fifth Discipline*. He defined them as companies '... where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.' At the heart of this vision is what he called 'systems thinking' – an ability to see and think about the organization as a whole, not just as a lot of disconnected parts. It emphasizes the need for the whole team to focus, learn, and build a shared vision.



- 2 Work with a partner. Read the text in 1 again and discuss questions 1–2.

- 1 What potential benefits might there be for a learning organization?
- 2 Do you work in a learning organization?

- 3 How realistic is it for a company to become a learning organization? Read the next part of the text and note the arguments for and against.

It sounds great, but does it actually work in practice? Those who maintain that it does, suggest that although it tends to cause upheaval and a real **paradigm shift** within a company, it usually leads to improved results. This is because 'systems thinking' means all levels of staff are actively encouraged to be creative and to take a holistic view of the business. **Performance management** and **personal development plans** play a key role in ensuring this happens, and the result is that all staff become far more engaged in the success of the company.

Conversely, there are some who question whether creating a learning organization is possible in the real world. They argue that in most cases a radical **structural change** to a company's culture is needed for it to stop thinking about training individuals and to start focusing on learning at the wider organizational level. There is also a suspicion that while the ideal is to have total **employee participation** and engagement in the learning process, in reality management will continue to impose values on a reluctant but deferential workforce. The argument against the 'learning organization' concept is that in the long run, what employees really need is to be able to do what they do better, not to spend time worrying about the bigger picture, and that companies should simply direct training towards addressing any **skills deficit** and encouraging professional development across the board in response to individual training needs.

4 Match the phrases in bold in the texts in 1 and 3 to definitions 1–8.

- 1 a written record of how an employee would like to progress in their career _____
- 2 a lack of ability and knowledge amongst a group of people _____
- 3 a view of the future that everyone is committed to _____
- 4 facilitation of staff achievement and progression by a company _____
- 5 personal involvement of a staff member in an activity _____
- 6 a radical change from one way of thinking to another _____
- 7 when a company reorganizes itself and introduces new systems _____
- 8 ambition and a desire for success that is shared by the group _____

5 Complete these sentences with the underlined phrases in the text in 3.

- 1 'I just don't believe in this idea that anyone can become a millionaire if they try hard enough. How often does this actually happen _____?'
- 2 'Yes, of course this project is going to be a nightmare to organize – but stop worrying about all the minor details – you need to focus on _____.'
- 3 'We've increased profitability in every single division of the company. It's been an incredibly successful year _____.'
- 4 'I know that we're spending a lot on training at the moment, but give it a few years – we're going to see huge benefits from this _____.'

6 Work with a partner. What advice would you give in situations 1–5? Use vocabulary from 4 and 5 and phrases below to help you.

They need ... There's a lack of ... There isn't any ... There needs to be ...

- 1 'A lot of the staff feel that no one is looking out for them and their career progression.'
- 2 'Everyone's just concentrating on their own tasks, so there's no team spirit.'
- 3 'There's a very rigid hierarchical management structure here, and staff feel that they're never going to get promoted because higher positions rarely become available.'
- 4 'We're having real problems recruiting people with the right kind of expertise.'
- 5 'We set up lots of training courses, but hardly anyone has signed up.'

7 38▶ Jane Willis is a training manager at a large publishing company. Listen to the interview and answer questions 1–3.

- 1 Does her company's training approach encourage 'systems thinking'?
- 2 How does Jane categorize the two types of training offered at her company?
- 3 What are the advantages and disadvantages of her company's approach?

8 38▶ What adjectives were used in the interview to describe the nouns *training* and *approach*? Listen again and check your answers.

9 Match the adjectives you noted in 8 to these definitions.

- 1 answering a wide range of needs (two adjectives): _____
- 2 coming from key departments / management (two adjectives): _____
- 3 coming from all areas and levels of a company (two adjectives): _____
- 4 answering particular work-related needs (one adjective): _____
- 5 coming from the individual member of staff (one adjective): _____

»» For more exercises, go to **Practice file 7** on page 114.

10 Work with a partner. Turn to File 32 on page 143. Read the information about training approaches at the two companies and discuss questions 1–2.

- 1 How would you describe each approach?
- 2 What are the advantages and disadvantages of each approach?

11 Work in small groups. Think about your own company.

- 1 How would you describe your company's approach to training and learning?
- 2 What are the advantages and disadvantages of that approach?
- 3 What changes would you suggest? What would be the results of these changes?



Context

Kirsten Marr is the training manager at Thurn Biotechnology. This morning she had a phone call with her line manager, Tamara Soledo, head of HR, to plan next year's training programme.

Telephoning | Communication strategies



1 39▷, 40▷ Listen to Tamara calling Kirsten back and a follow-up call received by Kirsten. What is the main problem and what is the eventual solution?

2 39▷, 40▷ Listen again and complete phrases 1–13.

- 1 Did _____ Friday?
- 2 I'm not quite _____.
- 3 Could you _____ again?
- 4 And, what _____ is, you don't think we have ...
- 5 No, it's _____ we don't have the trainers. We don't have the expertise.
- 6 Could you _____ what the problems were?
- 7 What was _____ again?
- 8 Consuelo _____ say?
- 9 Could I ask you _____ some details – how many participants ...
- 10 What _____, it's annoying for us because ...
- 11 ... do you _____ you can't do this training for us?
- 12 Sorry, I'm not _____ I understand.
- 13 That's not what I mean. _____ is that ...

3 Match the phrases in 2 to categories a–f.

- a Checking a fact: _____
- b Saying that you haven't heard or fully understood what was said: _____
- c Asking for repetition of a whole idea: _____
- d Checking understanding: _____
- e Requesting more information about something: _____
- f Clarifying following a misunderstanding: _____

4 41▷ Look at these extracts and correct the mistakes. Then listen and check your answers.

- 1 Just a thought. It may not be entirely relative, but ...
- 2 Actually, no, it doesn't matter – I guess it's a bit outside the topic right now.
- 3 Oh, that recalls me. Have you heard that Leon's leaving to go and work for another training provider?
- 4 Anyway, ... sorry. That's a bit of a digress.
- 5 Let's get back at the main issue.
- 6 By this way, talking about costs ...

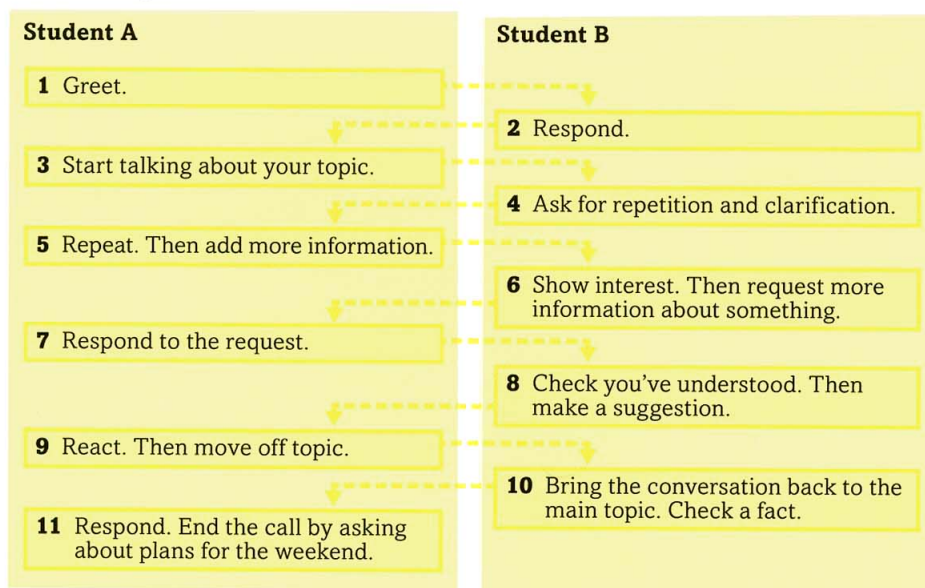
5 Which corrected phrases in 4

- a move away from the main topic to talk about something else? _____
 b move the conversation back to the main topic? _____

» For more exercises, go to **Practice file 7** on page 115.

6 Look at these topics and choose one that you find interesting. Make notes of some true things you can say about it.

- a new product proposal you are considering making
- problems with a current project
- something that was decided at a recent meeting which you disagree with
- a suggestion you have for improving efficiency in your company
- something that annoys you at work

7 Work with a partner. Make a call to a friend who works in another company. Discuss your topic from 6 and get help and advice from your friend. Use the flow chart to help you structure the conversation. When you have finished, change roles and repeat the task.

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Key expressions**Checking facts**

Did you say ...?
 ... did you say?
 What was ... again?

Checking understanding

What you're saying is that ...
 Do you mean that ...?

Asking for clarification

I'm not quite clear about your last suggestion.

I'm not quite sure I understand.

Could you run it by me again?

Could you clarify exactly what the problems were?

Could I ask you to spell out some details?

Dealing with a misunderstanding

It's not that we don't We don't ...

What I'm saying is ...

That's not what I mean. What I mean is ...

Digressing

Just a thought. It may not be entirely relevant, but ...

That reminds me. Have you heard ...?

By the way, talking about ...

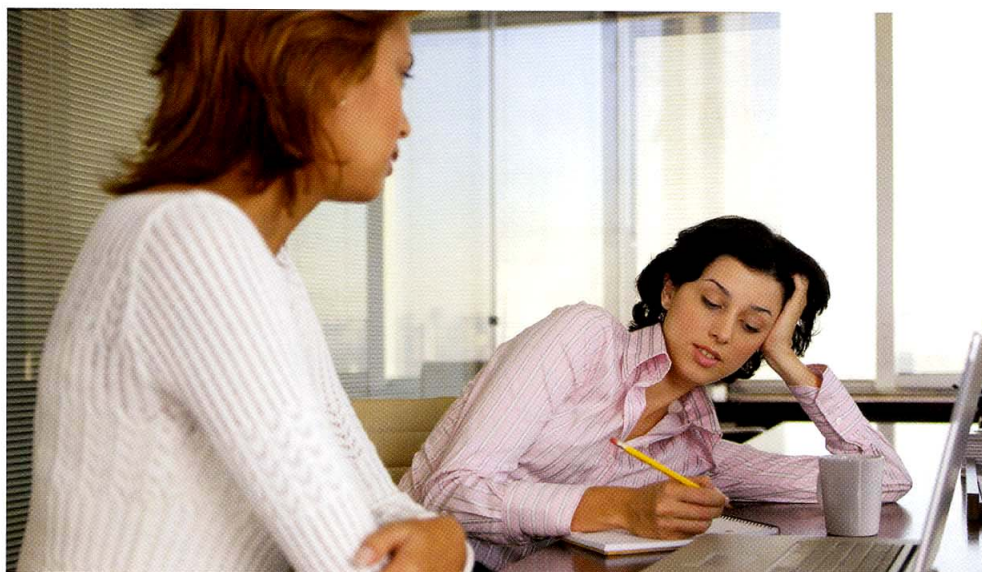
Resuming

Actually, it doesn't matter – it's a bit off-topic right now.

Anyway ... sorry. That's a bit of a digression.

Let's get back to the main issue.

📍 » Interactive Workbook
 » Phrasebank

**Culture question**

One reason that communicating by telephone can be difficult is because you are unable to use gestures or body language.

- How important are gestures, eye contact, and body language in your culture?
- Are there any gestures or body language that are not acceptable?
- Are there any gestures / body language typical of your own culture that may be misinterpreted in international business meetings?



Language at work | Participle clauses | 'The future in the past'

1 42▷ Complete extracts 1–5 with these phrases. Then listen and check your answers.

Working Given the Having discussed Knowing how Faced

- 1 _____ with the need to be fully compliant with the new legislation by early next year ... I think we have at least 70 staff who need to ...
- 2 _____ on the principle that they can all pass the content on to their own staff, we should have everyone trained up by January.
- 3 _____ limited number of companies offering this training, we don't actually have much choice.
- 4 **A** Have you heard that Leon's leaving to go and work for another training provider?
B _____ demotivated he's been about his job recently, I'm not too surprised!
- 5 _____ it with the relevant people, we now think we need to ask an external training provider to do this.

2 The phrases *working, faced, knowing, given, and having discussed* in the sentences in 1 all help to form what are called 'participle clauses'. Match these phrases to descriptions a–d.

- a this is a present participle (two answers) _____
- b this could be replaced by *because there is a* _____
- c this is *having + past participle* _____
- d this could be replaced by a passive, e.g. *as we are confronted* _____

3 Look at sentences 1–2. Why would you use 1 rather than 2? How could you make 1 negative?

- 1 Knowing how demotivated he's been about his job recently, I'm not too surprised!
- 2 Because I know how demotivated he's been about his job recently, I'm not too surprised!

4 Look at this extract from audio 41▷ and answer questions 1–4.

Tamara ... I haven't seen that report on the e-learning project yet.

Kirsten Ah, yes, I remembered that yesterday. I **was going to** write it this morning, but ...

- 1 Is Kirsten trying to explain her schedule or make an excuse?
- 2 Has Kirsten written the report or not?
- 3 When did she decide that she would write the report 'this morning'?
- 4 Why do you think the structure in **bold** is known as 'the future in the past'?

5 Look at other examples of 'the future in the past' in a–d. Which one expresses

- | | |
|------------------------|-----------------------|
| 1 a prediction? ____ | 3 an obligation? ____ |
| 2 an arrangement? ____ | 4 an intention? ____ |
- a I **was meeting** Jim at 9.00 a.m. tomorrow, but he's just cancelled.
 - b We gave her the Sales Manager job and we thought that she **would** increase profits.
 - c I **was going to** contact her this week, but apparently she's on holiday.
 - d They **were supposed to** call me before 1.00 p.m., but I haven't heard anything.

» For more information, go to **Language reference Unit 7** on page 129.

6 Work with a partner. Turn to File 47 on page 147.

» For more exercises, go to **Practice file 7** on page 115.

7 Work with a partner. For each of the following situations, think of examples from your own life or work. Take turns to tell your partner about it using 'the future in the past' and a participle clause. Your partner can ask questions.

Example: I was supposed to go to a conference in Tokyo, but it was cancelled. Given my current workload, this was probably a good thing.

- 1 A time when you had to change your plans at the last minute.
- 2 Something you believed someone else was planning to do, but they didn't do it.
- 3 A task you were responsible for. Explain what other people expected you would do.

Practically speaking | Expressing dissatisfaction

1 43▶ Listen to three conversations. In each case decide

- 1 where the people are
- 2 what they don't like
- 3 if they both have the same views.

2 43▶ Complete extracts 1–11. Then listen again and check your answers.

- 1 Though I have to admit, I'm not getting _____ it.
- 2 And the pace is so slow! It's _____!
- 3 I know what you mean. It's really _____, too.
- 4 In fact, I think I've _____.
- 5 Well, I agree it hasn't _____ so far ...
- 6 I have to say that I _____ professional.
- 7 Well, the cover for example – _____.
- 8 And to be frank, I'm _____ the wording either.
- 9 I _____ staying.
- 10 To be honest, I'm _____ that I have to be here at all.
- 11 ... I just _____ my time.

3 Match sentences 1–11 in 2 to these categories.

- a The speaker says that something does not reach the right level of quality. _____
- b The speaker says that something is not as good as they hoped beforehand. _____
- c The speaker says that something isn't useful for them. _____
- d The speaker says that something is making them impatient or bored. _____
- e The speaker says that they cannot stand any more of something. _____

4 Sometimes it's important to soften what you say to make it sound less direct. Look at sentences 1–4 and underline words the speaker uses to soften what they say.

- 1 To be honest, I think this seminar is a bit of a waste of time.
- 2 I can't really see the point of everyone being here if they're not contributing.
- 3 I have to admit, I'm not really enjoying my new job.
- 4 I'm afraid that this report still needs some work.

5 Work with a partner. Decide how you would soften sentences 1–5.

- 1 Your performance this year has been substandard.
- 2 I hate the project I'm working on at the moment.
- 3 You need to completely rewrite your presentation.
- 4 This meeting is a waste of time.
- 5 Why are we here if there's nothing for us to do?

»» For extension and revision, go to **Useful phrases** on page 135.

6 Read situations 1–4 and think of phrases from 2 that could be used in each one. Then work with a partner and practise the conversations.

- 1 You meet your colleague at the coffee machine. Discuss how bad the coffee at work is and how poor the canteen food is.
- 2 You are both attending a long presentation given by a regional manager about last quarter's turnover, but it's very boring. Find out if your partner is also finding it boring.
- 3 You have both just seen an announcement about the annual staff bonus. It is surprisingly low. Discuss this with your partner.
- 4 You are both very busy, but have been asked by your boss to attend an informal presentation given by another department about their work. It is not relevant to you or your current tasks. Discuss this with your partner.

📄 »» Interactive Workbook »» Exercises and Tests

Key word | say

Match phrases with *say* in italics in 1–5 to alternatives a–e.

- 1 Let him *have his say*.
- 2 *Let's say* ... the 24th? Do you think you'll be able to do it by then?
- 3 *Say* that we go ahead with this – what will happen?
- 4 *I say* let's forget it.
- 5 If you had, *say*, a bad cold, you might not come to work.
- 6 *You can say* that again.

- a for example ...
- b assuming ...
- c my opinion is ...
- d You've made a really good point and I agree with it.
- e give his opinion
- f how about ...



Company profile Leyland Trucks

Leyland Trucks, originally founded in 1896, is based in North West England. It manufactures over 14,000 trucks each year and employs over 1,200 people. Since 1998 it has been a subsidiary of PACCAR Inc, a global manufacturer of commercial vehicles. Leyland is now the PACCAR group's established centre for light and medium truck design, development, and manufacture.

Tackling the skills shortage

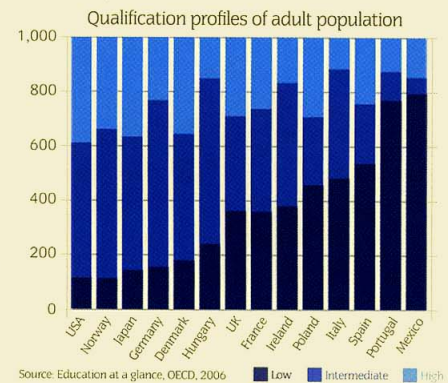
Background

Lack of skilled workers affects future of UK economy

A recent report commissioned by the government has found that the UK could face a significant decline in economic growth if nothing is done to address the current skills deficit.

Despite recent improvements in education standards, the report found that over 20% of school leavers have difficulties with numbers and are unable to read or write properly. Even university graduates are part of the problem, as employers often report them to be unable to communicate effectively and thus lacking in the soft skills that are essential in the majority of graduate positions. There is also a distinct lack of highly-trained individuals in IT and engineering, causing serious recruitment problems for companies in these sectors.

The report concludes that, in the face of increasing competition from emerging economies such as China and India, action



needs to be taken now if the UK is to remain competitive in the global environment. And the recommended changes are not just limited to schools and universities – employers will also be part of the process and will be encouraged to train more employees at work.

Tackling the skills shortage

Leyland Trucks is a company that has already been affected by the UK skills deficit. Over the last few years the company has become aware that there is a growing shortage of trained professional engineers. There are two main causes for this. Many of the firm's most highly-qualified and longest-serving

employees have recently retired. At the same time, fewer young people are choosing to study engineering and enter the profession. The combination of these two factors means that Leyland faces the risk of a serious shortage of professional engineers in years to come if nothing is done to tackle the problem.

Discussion

- 1 What action can be taken to deal with a countrywide skills shortage?
- 2 What could the HR department at Leyland Trucks do to solve their skills-related problem?
- 3 44► Listen to an interview with a consultant who worked with the company. Compare Leyland Trucks' strategy with your suggestions in 2.
- 4 What advantages does their strategy have? Are there any possible disadvantages?

Task

1 Read this information about XM22.

XM22 is a small web marketing agency based in the UK. It has developed several highly successful websites for various clients and is aiming to expand over the next few years. In order to expand, the company needs more staff, but is finding it difficult to recruit employees with the right skills. The roles that are particularly difficult to fill are the creative positions and IT development positions. The HR department has to find solutions to this problem.

2 Work with a partner. You work together in the HR department of XM22, but you have different ideas about how to solve the problem. One of you regularly works from home, so you need to discuss your ideas by telephone. Student A, look at the information below. Student B, turn to File 33 on page 143.

3 Read your suggested action points and prepare to explain them to your partner in a telephone call.

Student A

Suggested action

- 1 **Recruit internationally** – research suggests it should be quick and easy to recruit skilled people in India for the development roles and possibly in Europe for the creative roles.

Why?

- Although it can be complicated recruiting abroad, it will be easier to find people who already have the necessary skills and this will solve the problem very quickly.
- It's cheaper than recruiting in the UK and then paying for extensive training courses.
- It will give the company more of an international feel and perspective.

- 2 **Introduce low-cost training / learning solutions including mentoring / shadowing programmes, and self-managed learning.**

Why?

- Mentoring / shadowing programmes will enable less experienced employees to seek advice and support from a more experienced colleague, and learn new skills – this is a great way of sharing knowledge and skills. It also builds relationships between staff members and is low-cost (although it could be time-consuming).
- Self-managed learning (allowing staff access to books, DVDs, and e-learning packages) – encourages employees to take responsibility for their own learning and is also low-cost.

4 Have the telephone call. During the call

- explain your suggestions and deal with any misunderstandings
- check you have understood your colleague's suggestions
- if you wish, digress from the main topic / resume discussion of the main topic
- decide which suggestions the company should follow.

5 Work with your partner and present your suggestions from 4 to the class.

The Expert View

In today's competitive environment more employers are looking for an approach to learning and development that requires less time away from the place of work. The use of e-learning, coaching, job shadowing, and self-directed learning all provide employers with a potential solution. For work-based learning to be successful a joint commitment is needed from both the trainee and their manager to ensure that short-term productivity is not continually prioritized over longer-term development needs. By working in partnership with an external provider, an employer can increase the organizational commitment to workplace learning. The provider will help the employer define time commitments, communicate expectations, and monitor progress.

Wendy Varney, Executive Development Consultant, Centre for Customised Executive Development
Cranfield School of Management

Case study

Fronting

- In most active sentences, the subject of the verb comes first. However, we can alter the word order to place the information we want to emphasize at the beginning of the sentence. This is called 'fronting'.
I liked the conference hall, but I thought the accommodation was awful. → The conference hall I liked. The accommodation I thought was awful.
- Note that subject and verb / auxiliary are inverted after negative expressions, after *only*, and after participles.
Rarely have I seen such a confident presentation.
Only in Japan can you get fish as fresh as this.
Included in the contract was a job description.

It-clefts

Form

it + *be* + emphasized language + relative clause

Use

To focus our attention on a noun phrase or adverbial.

It was the finance director who suggested freezing recruitment.
It was earlier this morning that she phoned me.

What-clefts

Form

what + noun phrase / clause + *be* + emphasized language

Use

To move our attention to the end of the sentence.

What he does is assess proposals.
What I want is an evening off.

Other phrases

We can also use phrases such as *the person / people who / that, the place where, the reason why, the thing that* to add emphasis.

Tom is the person that you need to speak to.
The place where our 2012 conference will be held is Brighton.
The thing that annoys me most is that no one contacted us about the problem.

Unit 6 | Adverbs

Adverbs of degree

- Many adverbs of degree are used to qualify the gradable adjective or adverb they precede, e.g. *quite, rather, pretty, fairly, a bit, a little*, and, especially in American English, *somewhat*.
*The figures were **quite** promising.*
*He suggested, **rather** stupidly, that we forget about the deadlines.*
- We can use most of these words with adjective + noun combinations. Note the word order with *quite*.
*It was **a rather tedious** speech.*
*It was **quite a good party**. (Not: ~~It was a quite good party.~~)*
- We can also use an adverb of degree with *not*, e.g. *not very, not really, not absolutely*. We can also say *not at all*.
*I'm **not very** / **not at all** concerned about the canteen's closure.*

- Note that *not really* can mean both *not very* and *not, in fact*. The word stress (see the underlined words in the examples) in the sentence helps to convey the different meanings.

*I'm **not really** angry about her resignation, just disappointed. (not angry, in fact)*
He wasn't really angry, but he raised his voice. (a bit angry)

- When the adverb comes before *not*, the meaning is different.
*I'm **not absolutely** convinced. (less than 100%)*
*I'm **absolutely not** convinced. (0%)*

Note that putting the adverb before *not* isn't possible with *very*.

*I'm **not very** happy with this situation. (Not: ~~I'm very not happy with this situation.~~)*

Focus adverbs

- The adverbs *even, just, and only* focus our attention on one part of a sentence. They usually come before a main verb, but after an auxiliary or *be*.
*Exetica **only** had better results than us in May. (not in June, etc.)*
*I **just** don't understand why team A didn't complete the first away day task. (I really don't understand)*
*Jo couldn't **even** remember all the details. (a criticism of Jo)*
- If these adverbs refer to a noun phrase then they come before it, and the meaning is changed.
***Only** Exetica had better results than us in May. (no other company)*
*I don't understand why team A didn't complete **just** the first away day task. (they managed to complete all the others)*
*I don't understand why **just** team A didn't complete the first away day task. (all the other teams managed to do it)*
***Even** Jo couldn't remember all the details. (Jo is expected to be good at remembering and the fact that she couldn't indicates that there were a lot of details.)*

Functional adverbials

Adverbials are often used to refine the message conveyed by the sentence, without altering the meaning of any individual words. For example, they can be used

- to soften negative reactions
***Unfortunately**, I can't agree with you. (also: regrettably, sadly)*
- to provide a link to what someone else has said
***Of course**, you're right about that, but ... (also: no doubt, obviously, evidently, certainly)*
- to move the subject of conversation / writing onto a different area
***Frankly**, I'd prefer not to discuss that ... (also: to be honest, honestly, actually)*

Unit 7 | Participle clauses | Future in the past

Participle clauses

- An adverbial clause begins with a conjunction (e.g. *because, when, after*) and gives extra information about the main topic in a sentence.
***When I travel by train**, I prefer to sit by the window.*
Often it is possible to use a clause with a present participle instead. This is called a participle clause.
***Travelling by train**, I prefer to sit by the window.*

No, I'm sorry. I don't see what you're getting at.
I'm not sure I agree with you.
I'd like a second opinion on this, if you don't mind.

6 | Using vague language

Something about ..., I think!
... you've put me on the spot there.
I'm not quite sure now.
I seem to remember ...
... something like that, in any case.
I'm sure I would have done.
I'm trying to think ...
I'd say you're on the right track.
... it's the kind of thing ...
It just needs a bit more ...
You know, ... and so on.
Something along those lines ...
Yes, ... something like that.
No, not really.
It's difficult to explain, really ...
It almost had a hint of ...
It was kind of ...
... you know, that sort of thing.
... a bit like that, but not quite as ...
It was a bit ... oh, I don't know.

7 | Expressing dissatisfaction

I have to admit, I'm not getting much out of it.
It's doing my head in!
It's really testing my patience.
I think I've reached my limit.
It hasn't lived up to expectations so far.
I have to say, I was expecting something a bit more ...
It's just not up to scratch.
To be frank, I'm not very happy with ...
I can't really see the the point of ... -ing.
To be honest, I'm finding it a bit frustrating that ...
I just don't think this is the best use of my time.
This is ridiculous.
This is just not good enough.

8 | Dealing with difficult questions

Admitting ignorance

I'm afraid I don't know any more than you do.
Sorry, I don't know what you mean.
I'm afraid I'm not up to speed on ...

Refusing to answer

I'm sorry, but I can't answer that.
I would prefer not to talk about it.
I'm afraid I can't disclose that information – it's confidential.

Avoiding the question

Well, it's not that straightforward.
It's hard to say at the moment.
I can't really comment.

Distancing yourself from the question

I'm afraid I'm really not in a position to talk about that.
It's not for me to say.
It's nothing to do with me.

9 | Dealing with misunderstandings

Saying you haven't understood

I don't know what you're talking about.
What do you mean?
I don't get it.

Responding to a misunderstanding

I didn't mean that.
Sorry if I didn't make that clear.
No, you've got it wrong.
I was thinking more along the lines of ...
That's not really what I meant – what I actually wanted to say was ...
What I meant was ...
Can I put this straight?
It may seem ..., but actually ...
No, that's not right.
No, that's not exactly what I'm saying.

10 | Expressing personal views

Encouraging someone to express personal views

So what did you think of ...?
Such as?
You're not in favour of ..., then?
I was interested in what you said earlier about ...
What did you like about it in particular?
It must have been ...?
How does it feel to ...?
You were saying earlier that ...
I heard ...
What do you mean?
So ...?
What are your thoughts on ...?
I'd like to know what you think about it.

Expressing personal views

To be honest with you, ...
Personally speaking, ...
I have to say ...
To tell you the truth, ...
To be perfectly honest, ...
Honestly?
Personally, I think ...
I look at it like this: ...
My attitude is ...

11 | Raising a difficult point

I don't mean to sound rude, but ...
This is a bit delicate.
Please don't take offence.
Please don't take this the wrong way.
You see, the thing is, ...
I'm not quite sure how to put this.
With respect, ...
I have to say that ...
The fact is, ...
Don't be offended, but ...
I'm sorry to have to say this, but ...

12 | Giving and responding to compliments

Complimenting

That was great.
A very worthwhile meeting / discussion.
You're looking well.
I like your ...
I thoroughly enjoyed that.
It was very interesting.
Great design.
I love ...
Well done, you did a great job.
You have very nice ...
That was brilliant.
I saw your ... and I thought it was excellent.

Responding

Thanks.
Thank you. I felt it went well.
Thanks for the feedback.
I don't know how you can say that, but thanks anyway.
I was hoping it'd be well received.
Glad you enjoyed it.
I'm glad you liked it.

File 30 | Unit 6

Practically speaking, Exercise 3, page 51

Student B

Situation 1

Student A will ask you for some tips on how to organize a tour and presentation of your company to a group of graduates. You organized the same event last year. You can remember the day in general, but you have trouble recalling the details.

- Started with a tour of the building – lasted all morning?
- Short lunch break – sandwich lunch in meeting room, or fast food in staff canteen?
- Afternoon – talk by representative from each department. Introducing different job types?
- Finished with question and answer session?

Situation 2

In order for the MD to authorize the new project you are working on, you need to present a written proposal with Student A. You have written the first draft. Ask Student A for feedback before writing the second draft. Ask questions if you feel you need more detail from Student A.

File 31 | Unit 6

Case study, Task, Exercise 2, page 53

Post-1990s – the downturn begins

- A split in the management team led to Adam Crees gaining full control of the company in 2001. Against advice he decided to diversify and to invest in developing a model for the luxury market, competing with Porsche, Aston Martin, and Maserati. This led to the launch of the Adamo Tera in 2004.
- The Tera was not well received and failed to compete in its class on performance, quality, and price. However, the push toward diversification continued, and in 2006 and 2007 Adamo launched the Tera 2 and the Bos.
- Production became increasingly automated, leading to the company having more managers than workers, many of whom had been with Adamo since the start and knew little about running a large company.
- Increased competitor activity meant that the luxury car market became flooded with high-quality models. Adamo's costs spiralled while its revenues began to fall.
- The poor reputation of the Tera and Bos models has had a negative impact on the AV1 and the Capra – customers are turning away from these models and sales have plummeted.
- A slowing global economy has accelerated the recent downturn in sales with Adamo expecting a fall in revenue of at least 25% on the previous year.

File 32 | Unit 7

Working with words, Exercise 10, page 55

Company 1

- no formalized training approach – training needs of each department are extremely varied, so this would be too complicated
- no in-house training – only learning from more experienced employees whilst doing the job
- money for external training available, but only given in response to a direct request from an employee

Company 2

- structured and formalized training approach
- senior management decide what kind of training courses are made available
- employees in first year of employment must complete two courses designed for their particular job – this is decided by the line managers
- employees in the second year of employment must complete two more general courses related to the company (e.g. product presentations, business processes, etc.) – this is decided by the line managers and employees during appraisals
- employees must complete two training courses per year after their second year

File 33 | Unit 7

Case study, Task, Exercise 2, page 61

Student B

Suggested action

1 Continue recruiting in UK, but use psychometric testing to help find people with the right attitude and who will learn skills quickly.

Why?

- Although it will be expensive to employ a qualified practitioner to manage the tests, the company will have more control over the recruitment process.
- It will enable the company to find people who can grow within company and make it easier to develop training to meet their needs.

2 Introduce an extensive training programme, including specific job-related and company-specific training in-house, along with generic external courses.

Why?

- Although this will be expensive, it will be worth it in the long-term – employees will gain skills specific to their job as well as a wider understanding of the company as a whole.
- External courses will also enable them to increase self-awareness and develop their general business skills.
- The government is likely to make such training schemes compulsory in a few years, so starting it now will put the company in a strong position.