

# 1 Grammar test

1 Read about Krystyna and underline the correct form of the verbs.

**Case studies**

FAQ

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**My working environment:** Krystyna Dabrowski

**Placement:** I'm a student and I <sup>1</sup> *do / 'm doing* a course in business studies and public relations. At the moment I <sup>2</sup> *finish / 'm finishing* an 8-week internship in a marketing department.

**Hours:** Normally I <sup>3</sup> *start / 'm starting* at 9 and <sup>4</sup> *finish / finishing* at 5.30. However, we're incredibly busy at the moment so I <sup>5</sup> *work / 'm working* late most evenings. But that's OK. The work is interesting so time <sup>6</sup> *passes / is passing* very quickly.

**Activities:** I <sup>7</sup> *deal / 'm dealing* with lots of emails and phone calls. I <sup>8</sup> *liaise / 'm liaising* with journalists and our PR agency. At the moment I <sup>9</sup> *prepare / 'm preparing* next year's catalogue. We <sup>10</sup> *have / are having* a tight deadline so I <sup>11</sup> *put in / 'm putting in* a lot of extra hours.

**Likes and dislikes:** It's a friendly working environment and I <sup>12</sup> *love / 'm loving* the interaction with people. That's definitely the best thing.



2 Complete the dialogues with the Present Simple or the Present Continuous form of the verbs in brackets.

- 1 A *Are you* (you, be) busy at the moment?  
B Yes, I *am* (be), actually. I *'m trying* (try) to finish a presentation for tomorrow.
- 2 A What time \_\_\_\_\_ Joseph usually \_\_\_\_\_ (get) to the office?  
B He normally \_\_\_\_\_ (arrive) before nine, but he \_\_\_\_\_ (have) problems with the traffic this morning.
- 3 A \_\_\_\_\_ the coffee machine \_\_\_\_\_ (work) today?  
B I \_\_\_\_\_ (not know). I always \_\_\_\_\_ (make) my own drinks.
- 4 A Where \_\_\_\_\_ you \_\_\_\_\_ (live) at the moment?  
B I \_\_\_\_\_ (rent) a small flat in the centre, but I \_\_\_\_\_ (hope) to find something a bit cheaper nearer the office.
- 5 A What \_\_\_\_\_ Farid and Emily \_\_\_\_\_ (do)?  
B They \_\_\_\_\_ (make) a conference call to the Tokyo office.
- 6 A What \_\_\_\_\_ Tina \_\_\_\_\_ (think) about her new manager?  
B Well, she \_\_\_\_\_ (say) she likes him, but I \_\_\_\_\_ (not believe) her!

3 Look at the Present Simple and Present Continuous verbs. Tick (✓) the correct ones, cross (✗) the wrong ones, and write the correct form of the verbs.

- 1  My department is always <sup>tries</sup> trying to stick to deadlines.
- 2  Lucinda's talking to some new clients at the moment.
- 3  Are you wanting to finish work on time today?
- 4  Akiko aims to finish a report by the end of the day.
- 5  This week we're mainly preparing a mailshot.
- 6  Lucas has a meeting with his manager at 3.30 today.
- 7  In my office most people are usually eating their lunches at their desks.
- 8  What are you working on at the moment?

# 1 First day

- 1 Work in pairs. What can go wrong on the first day in a new job?
  - *You arrive late.*
  - *You can't remember everybody's name.*
- 2 Read the blogs and answer the questions.
  - 1 What were their good and bad experiences?
  - 2 Who do you think had the best / worst days? Why?

## My first day

My manager took me round the department and introduced me to everyone. It was great to meet all my co-workers but I couldn't remember any of their names afterwards! Then I had a tour of the building – it's huge. My feet were aching at the end of the day! People gave me a lot of information – I couldn't remember much of that, either. But everyone seemed really enthusiastic and friendly. I'm looking forward to my second day.



**Katrina**

Today was my first day in my new job, and it was pretty awful. My manager was tied up in meetings most of the day – he was apologetic, but he didn't have time to talk to me and tell me what I should do. My colleagues seemed too busy to talk much. I tried to smile at everyone and look friendly but I think I seemed a bit mad! I had real problems with my PC, too. I had to keep phoning IT and I'm sure they got fed up with me. Hope tomorrow's better!



**Alberto**

I got a laptop, a desk next to a window ☺, and a phone. I spent most of the morning installing software and reading some intranet stuff. I went with a couple of co-workers to the staff restaurant. The food wasn't great but they were both nice. We're going out for a drink at the end of the week.



**Matt**

The day started badly ☹. I arrived late (my train was cancelled!). Very embarrassing! My first meeting was with Human Resources. They gave me lots of background information on the company, details of the pension scheme (I'm only 20!), and things like that. I didn't get to my office before 11. It's open plan – and noisy! There's a lot of positive energy. I've got a great PC – silver, shiny and with a 15-inch screen. I love it ☺.



**Lucia**

- 3 Work in groups. Write your top ten tips for people starting a new job.

**Ten tips for starting a new job**

- 1 *Get up early so you can arrive on time.* \_\_\_\_\_
- 2 *Take some cash in case you have to buy lunch.* \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

- 4 Exchange your list with another group. Who gave the best / clearest / most useful / most unusual advice?

## 2 Grammar test

1 Complete the texts with the Past Simple or the Past Continuous form of the verbs in brackets.

- I <sup>1</sup> *was attending* (attend) a sales conference when I <sup>2</sup> \_\_\_\_\_ (go) to a fascinating session about 'wants and needs'. I <sup>3</sup> \_\_\_\_\_ (talk) to the speaker afterwards. While we <sup>4</sup> \_\_\_\_\_ (chat) I realised that she was in the same class as me at school!
- After Miu <sup>5</sup> \_\_\_\_\_ (graduate) from university, she <sup>6</sup> \_\_\_\_\_ (take) a gap year. She <sup>7</sup> \_\_\_\_\_ (travel) and <sup>8</sup> \_\_\_\_\_ (do) temp work in several countries, including South Africa and Australia. She <sup>9</sup> \_\_\_\_\_ (work) for an import export company in Sydney when she <sup>10</sup> \_\_\_\_\_ (decide) she <sup>11</sup> \_\_\_\_\_ (want) to stay there permanently.
- It was half past three and Javier <sup>12</sup> \_\_\_\_\_ (feel) tired. So he <sup>13</sup> \_\_\_\_\_ (get up) from his desk and <sup>14</sup> \_\_\_\_\_ (start) moving his arms and legs. He <sup>15</sup> \_\_\_\_\_ (stretch) from side to side when he <sup>16</sup> \_\_\_\_\_ (hear) a cough behind him. He <sup>17</sup> \_\_\_\_\_ (turn) and <sup>18</sup> \_\_\_\_\_ (see) his boss with a client.
- Laura <sup>19</sup> \_\_\_\_\_ (do) an internship with a software developer and Elena <sup>20</sup> \_\_\_\_\_ (finish) her final year at business school when they <sup>21</sup> \_\_\_\_\_ (set up) their own online company.

2 Complete the sentences with *when* or *while*. Sometimes either word may be possible.

- Nobody was talking *when* I walked into the office.
- Lucas visited several new clients \_\_\_\_\_ he was staying in London.
- Tereza was driving to the factory of a new supplier \_\_\_\_\_ she realized she was lost.
- He downloaded a computer virus \_\_\_\_\_ he was surfing the Net at work.
- They were discussing the recent sales figures \_\_\_\_\_ Mr Abaza announced that the whole sales team was going to receive a bonus.
- \_\_\_\_\_ we were waiting to start the meeting, I discovered that I didn't have the right documents with me.

3 Complete the dialogues with the correct form of the verbs in the boxes and the words in brackets. Use short forms.

decide be (x2) accept ~~not come~~ go (x2) see talk (x2) seem

- A Why <sup>1</sup> *didn't you come* (you) to the planning meeting this morning?  
 B Oh, I <sup>2</sup> \_\_\_\_\_ a bit busy.  
 A When I <sup>3</sup> \_\_\_\_\_ to the meeting I <sup>4</sup> \_\_\_\_\_ you were on the phone.  
 B That's right. It <sup>5</sup> \_\_\_\_\_ a customer.  
 A You <sup>6</sup> \_\_\_\_\_ very happy.  
 B Did I?  
 A Come on, tell me. Who <sup>7</sup> \_\_\_\_\_ (you) to really?  
 B OK, if you promise not to tell anyone. I <sup>8</sup> \_\_\_\_\_ to the Head of Human Resources at Reflex. I <sup>9</sup> \_\_\_\_\_ for an interview there last week, and they've offered me a job!  
 A <sup>10</sup> \_\_\_\_\_ (you) it?  
 B Yes, and that's why I <sup>11</sup> \_\_\_\_\_ not to go to the meeting.  
 A Well, that's amazing. Congratulations!

## 2 Business activities


- 1 Work in groups. Make a list of the ten main industries and businesses in your country.

*financial services*  
*coal mining*  
*tourism*

- 2 Read the following definitions, then classify your ideas from exercise 1 as *primary*, *secondary* or *tertiary*.

**Onlineinfo**

**The three sectors of production**  
All businesses can be classified into three main groups depending on their main activity.



**The primary sector** involves the production and collection of raw goods such as oil, wood, and crops.

**The secondary sector** includes businesses that manufacture or construct goods from housing to computers and frozen pizzas.

**The tertiary sector** provides services of all kinds to businesses or to consumers. This group includes banking, education, transportation and retailers.

These sectors are all interdependent. An advertising agency, for example, is clearly a service in the tertiary sector. However, it relies on businesses from the other two sectors to function, such as the manufacturers of computers and mobile phones and the producers of electricity on which all their hardware depends. An advertising agency is also dependent on other tertiary services, from the models and actors who appear in their advertisements to the bank manager who provides their loans.

- 3 Work in pairs. Think of one of your favourite DVDs. Which business activities were involved in its production? Brainstorm your ideas, then label them P (Primary), S (Secondary) or T (Tertiary).

*filming and recording (S)*  
*transporting DVDs to warehouse (T)*  
*felling of trees for wood pulp (P)*

- 4 Work in groups. Discuss the following questions.
- What is happening to the primary, secondary and tertiary sectors in your country? Are they growing or declining? Why?
  - What is happening to the following business activities in your country or region?

<b>agriculture</b>	<i>clothes manufacturing</i>	<i>financial services</i>
<b>mining</b>	<b>education</b>	<b>car manufacturing</b>

## 4 Grammar test

1 Complete the sentences for the following situations with *should have* or *shouldn't have* and the correct form of the verb.

- Claudia didn't check the estimated costs. Her project went seriously over budget.  
Claudia should have checked the estimated costs.
- Michael criticized his secretary in front of other members of staff. They were very embarrassed.  
Michael \_\_\_\_\_ his secretary in front of other members of staff.
- Laurence didn't attend the review meeting. Later she was reprimanded by her manager.  
Laurence \_\_\_\_\_ the review meeting.
- Jacek used Roz's computer without asking her.  
Jacek \_\_\_\_\_ Roz's computer without asking her.
- Rachel and Nicole chatted throughout the team meeting. They annoyed their colleagues.  
Rachel and Nicole \_\_\_\_\_ throughout the meeting.
- Sara didn't take notes during the presentation. It caused problems later.  
Sara \_\_\_\_\_ notes during the presentation.

2 Read the chatroom messages and underline the correct form of the verbs.

### Katalin

I can't stand the place where I work. I <sup>1</sup> should have spoken / *will have to speak* to Human Resources months ago when I was first unhappy. Now I think I <sup>2</sup> *had to* / *'ll have to* apply for another job.

### Owen

In my last job, the office was really relaxed. We <sup>3</sup> *didn't have to* / *had to* wear smart clothes.

### Jade

My manager expected me to work longer hours than my colleagues. I always <sup>4</sup> *should have* / *had to* take work home and work at weekends.

### Sandro

My last boss believed very strongly in personal development. We <sup>5</sup> *should have gone* / *had to go* on lots of teambuilding and training courses. It was quite inspirational.

### Isabel

My last boss was great. I <sup>6</sup> *didn't have to* / *will have to* start before 10 or work late. I <sup>7</sup> *had to* / *shouldn't have changed* my job. I'll never have another boss like him!

3 Answer the questions about you.

- What did you have to do last week?

\_\_\_\_\_

- What should you have done last week?

\_\_\_\_\_

- What will you have to do next week?

\_\_\_\_\_

## 4 Keep talking

Play this game in groups of three or four students.

Take it in turns to pick a card.

Talk about the topic for as long as possible.

The person who can talk for the longest is the winner.



<b>a bad leader</b>	<b>my ideal job</b>	<b>how to get energized at work</b>
<b>my favourite magazine</b>	<b>what I'm reading</b>	<b>a good leader</b>
<b>how to avoid time-wasting</b>	<b>the last thing I bought</b>	<b>mobile phone etiquette</b>
<b>in five years' time</b>	<b>tips for learning English</b>	<b>my favourite film</b>

## 5 Grammar test

1 Complete the dialogues with *will* or *going to* and the phrases from the box.

apply for it	get you	be free	do it	leave
ask for a promotion	send it again	type them up		

- 1 A Have you written up the minutes from the last meeting?  
B Sorry! I forgot all about it. I 'll type them up as soon as I can.
- 2 A Where's Tanya?  
B She's in a meeting. I don't think she \_\_\_\_\_ for a couple of hours.
- 3 A Did you get my email?  
B Yes, but I can't open the attachment.  
A OK, I \_\_\_\_\_.
- 4 A Are you interested in the International Exhibition Organizer job?  
B Yes, I am. I \_\_\_\_\_. In fact, I'm updating my CV at the moment!
- 5 A Andrew looks nervous.  
B Yeah, well, he's decided to talk to his manager. He \_\_\_\_\_.
- 6 A What's the matter?  
B I'm exhausted.  
A OK, I \_\_\_\_\_ a double espresso.
- 7 A Do you want me to read your presentation?  
B That's OK. I spoke to Magdalena earlier. She \_\_\_\_\_.
- 8 A Have you heard the news? The managing director \_\_\_\_\_.  
B When?  
A Next month, apparently.

2 Look at the following sentences. Tick (✓) the correct ones, cross (✗) the wrong ones, and correct them.

- 1  Liam isn't going to come to the three o'clock meeting. He has other commitments.
- 2  The company's new website is going to go online tomorrow. We hope it is having a great impact.
- 3  Sandro can't work late this evening. He will meet a former colleague at half past six.
- 4  'How does this programme work?' 'Don't worry, I explain.'
- 5  When are you knowing the sales figures?
- 6  'Would you like a drink?' 'I m going to have a fresh orange juice, please.'

3 Complete the sentences with *will have to* or *will be able to* and the following verbs. They may be positive or negative.

access	work	take on	meet	protect	start
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- 1 We will have to protect our computer system against hackers.
  - 2 Digital communication means that more people \_\_\_\_\_ from home.
  - 3 My computer has just crashed. I \_\_\_\_\_ that presentation all over again.
  - 4 The IT department is carrying out important work over the weekend so staff \_\_\_\_\_ their email accounts.
  - 5 I'm free on Thursday so I \_\_\_\_\_ you for lunch.
  - 6 If the online business continues to grow, they \_\_\_\_\_ more staff.
- 4 In your notebook write sentences about you. What will you have to do if you want to ...?
- improve your English
  - find a good job
  - have a successful year

# 5 Contemporary trends

In this activity you are going to examine different issues that have an impact on business and our lives.

1 Work in groups of four. Choose one of the issues below to examine.



A Working from home



B Cheap air travel



C Banning cars from city centres



D The Internet

2 Work on your own and consider the following questions.

What impact is the issue you have chosen having on people's lives?  
 What impact will it have in the coming ten years?

Think about the following areas:

- social
- economic
- environmental
- personal

Make a note of your ideas in the table below.

Positive	Negative

3 Work in your groups and discuss your ideas. Use the Expressions from page 32 of the Student's Book.

4 In your groups, choose another topic and do the exercise again.

## 6 Grammar test

1 Complete the sentences with *must* or *can't* and the verbs from the box.

belong feel enjoy come want know ~~speak~~ have be (x2)

- Shika has worked in Paris for five years so she must speak fluent French.
- Gilberto hasn't updated his CV so he \_\_\_\_\_ ready to apply for the job.
- You don't even go to foreign restaurants. You \_\_\_\_\_ to work abroad.
- Olivia seems to get on with everybody. She \_\_\_\_\_ quite an extrovert.
- Ethan calls home from Japan every week. I think he \_\_\_\_\_ homesick.
- This old mobile \_\_\_\_\_ to Sophie. She only buys the latest models.
- Agnieszka did an internship with a finance company so she \_\_\_\_\_ about hedge funds.
- Carlo doesn't understand Italian so he \_\_\_\_\_ from Italy.
- Leon always looks enthusiastic. He \_\_\_\_\_ working here.
- Sameera looks very happy. She \_\_\_\_\_ a new job.

2 Re-write the sentences using *must*, *can't* or *may / could*.

- You don't think you will go to the meeting. You aren't sure.  
I may not go to the meeting.
- Tim is late for work. You are sure he is caught in a traffic jam.  
Tim must be caught in a traffic jam.
- The sales figures seem too low. You are sure they aren't right.  
\_\_\_\_\_
- Christopher is very quiet today. It is possible he is depressed.  
\_\_\_\_\_
- Simona looks very tired. You are sure she is working too much.  
\_\_\_\_\_
- You have received no phone calls. You are sure there is a fault on the line.  
\_\_\_\_\_
- Alex is thinking about taking a gap year. He isn't sure.  
\_\_\_\_\_
- You can hear a mobile phone. You are sure it isn't yours.  
\_\_\_\_\_

3 Underline the correct modal verbs to complete the sentences.

- A Have you seen David today?  
B No, I haven't. I think he might / must be working at home. I'm not sure.
- A Who's that guy talking to Melissa?  
B I think it's Harry's new PA.  
A That can't / must be him. He's too old. Harry's new PA is in his twenties.
- A I think we could / can't meet our targets for this month.  
B Really?  
A Yes, the figures are looking much better.
- A My colleague Karen has decided to take a job in Canada.  
B You might / must be very upset. Everyone really likes her, don't they?
- A Did you know that Alex writes a work blog?  
B He could / can't have enough work to do!

## 6 Culture shock

1 How much do you know about British behaviour and gestures? Read the article.

Underline the information you know.

Circle the information you find surprising.



### Everything you wanted to know about the British but were afraid to ask



- When paying a cashier, people always place the money in the cashier's hand.
- A 'V' sign made with the fingers with the palm towards the viewer means 'victory' or 'peace'.
- A 'V' sign made with the back of the hand towards the viewer is very offensive.
- If British people accidentally touch someone they usually say 'excuse me' or 'sorry'.
- Queueing is normal when there is a demand for an item. This doesn't happen in pubs. However, it's rude to accept service from a barperson before someone who has been waiting longer.
- It is normal in Britain to pack your own groceries at a supermarket check-out. Sometimes a cashier will offer to help.
- When people go to a pub with friends or colleagues, it is normal to take turns in buying drinks for everyone. This is called 'buying a round'.
- Attracting the attention of a shop worker or a waiter with gestures (especially by snapping the fingers) is rude.
- However, you can ask the waiter to bring the bill by making a writing gesture with one hand (as a pen) on the other hand (as paper).
- When invited round for dinner, it is expected that the guests will bring a bottle of wine or a gift such as flowers or chocolates.
- Kissing or hugging after a first introduction is very unusual.

- On escalators at train stations, people stand on the right and overtake on the left.
- However, they walk on the left-hand side in corridors or walkways.
- The British don't walk slowly in groups on the pavement.
- They usually add a tip of 10% to the bill in restaurants unless a service charge has already been included.
- They don't eat chips (French fries) with their fingers in restaurants or at people's homes. Fingers are often used for eating meat on the bone such as chicken.



2 Work in pairs. Compare your responses to the text.

3 Work in pairs. Read the article again and compare the behaviour in the UK to what you do in your own culture.

4 Write a guide for visitors to your country on acceptable behaviour and gestures.

## 7 Grammar test

1 Complete the article with the passive form of the verbs in the box.

suspend	hold	claim	report	arrest
study	invest	discover	force	believe

### The collapse of Parmalat

After the financial scandals at Enron and WorldCom, it <sup>1</sup> *was believed* that no similar fraud could happen in Europe. Then came the collapse of Parmalat. When Parmalat failed to make a \$185 million bond payment in November 2003, its accounts <sup>2</sup> \_\_\_\_\_ by auditors and banks. It <sup>3</sup> \_\_\_\_\_ that 38% of Parmalat's assets <sup>4</sup> \_\_\_\_\_ in a Bank of America account in the Cayman Islands. But on 19 December, it <sup>5</sup> \_\_\_\_\_ by the Bank of America that no such account existed. In the subsequent investigation, it <sup>6</sup> \_\_\_\_\_ that assets <sup>7</sup> \_\_\_\_\_ to offset up to \$16.2 billion in liabilities and falsified accounts. The company <sup>8</sup> \_\_\_\_\_ into bankruptcy on 27 December. Trading in Parmalat shares <sup>9</sup> \_\_\_\_\_ on the same day. The founder of Parmalat, Calisto Tanzi, Chief Financial Officer, Fausto Tonna, and 18 other people <sup>10</sup> \_\_\_\_\_.

2 Complete the sentences using the correct form of the passive.

- The Fairtrade minimum price *is calculated* (calculate) to cover the costs of sustainable production and a sustainable livelihood.
- The repairs \_\_\_\_\_ (complete) by the beginning of next week.
- \_\_\_\_\_ (children, exploit) in the production of these goods?
- Our working practices \_\_\_\_\_ (reviewed) at the moment.
- The company \_\_\_\_\_ (found) in the early 1960s.
- Since 1998, our efforts to use Fairtrade products \_\_\_\_\_ (increase).
- The Internet \_\_\_\_\_ (use) by campaigners to put pressure on companies they don't approve of.
- In the future, more locally-sourced food \_\_\_\_\_ (consume).

3 Make the active sentences passive. Use a phrase with *by*.

- One of my colleagues will place an order later today.  
An order will be placed by one of my colleagues later today.
- A large audience was listening to her presentation.  
Her presentation \_\_\_\_\_
- Cafédirect is giving ethical investors the opportunity to buy shares in its company.  
Ethical investors \_\_\_\_\_
- My manager must write the report.  
The report \_\_\_\_\_
- The company might buy Fairtrade products later this year.  
Fairtrade products \_\_\_\_\_
- Markus should have given a decision.  
A decision \_\_\_\_\_

## 7 Ethical consumers

- 1 Read the paragraph and answer the question. Why do you think there is a difference between what consumers believe and their spending habits?

An increasing number of people consider themselves ethical consumers. They actively choose to buy goods or services that are produced ethically – without harming or exploiting humans, animals, or the natural environment. In practice, however, while an increasing number of British consumers say they care about a company's record on social responsibility, ethical products only make up about 4% of total consumer spending.

- 2 Work in pairs. Read the extracts from a recent report and discuss the following points.
- Do you find any of the statistics surprising?
  - Compare the statistics with attitudes in your country.

We asked 2,000 people about their attitudes to business and ethical consumerism. This is what we found:

Only **4%** strongly believe that companies behave ethically.

**16%** boycotted products for ethical reasons.

**93%** believe that companies should be responsible for improving the impact of their products and services on society.

About a **quarter** bought a product because it was linked to a charity.

Nearly **40%** have made **5 or more** ethical purchases in the last year.

Recycling is the most common 'ethical' activity (**77%**), followed by giving to charity (**70%**).

Over **80%** take into account a company's social responsibility when they make a purchase.

Over **90%** of employees believe their employer's policy on social responsibility is important.

**2%** bought a **RED** product\* last year.

Over **80%** of employees think their employer is socially responsible.

\*RED products are sold to raise money for women and children affected by AIDS in Africa

- 3 Work in pairs. Do you think you are an ethical consumer? Discuss the following questions, giving personal examples.

### The ethical consumer *questionnaire*

- Do you regularly recycle domestic waste (paper, glass, etc.)?
- Do you support local shops and suppliers?
- Do you ever recommend companies for their responsible reputation?
- Do you choose products or services because of a company's responsible reputation?
- Do you avoid products or services because of a company's reputation?
- Do you choose products mainly for ethical reasons?
- Do you actively look for information about a company's behaviour or policies?
- Do you feel guilty when you make an unethical purchase?
- Do you ever actively campaign about environmental or social issues?

# 8 Grammar test

**1** Match the beginnings and ends of the sentences.

- |  |  |
|--|--|
| 1 If companies employ more diverse workforces,               | a you wouldn't like it.                            |
| 2 If they introduce the new pay structure,                   | b it risks being shut down.                        |
| 3 If we don't go online soon,                                | c we'll lose our market share.                     |
| 4 If employees harass their colleagues,                      | d there would be less inequality in the workplace. |
| 5 If more women were employed full time,                     | e diversity schemes won't work.                    |
| 6 If managers don't genuinely care,                          | f their productivity increases.                    |
| 7 If you had to do my job,                                   | g we'll be better off.                             |
| 8 If a Norwegian company has fewer than 40% women directors, | h they will be disciplined.                        |

**2** Complete the sentences using the first conditional. Use short forms.

- Even if they offer (offer) me the job, I won't (not accept) it. I really didn't like the interview at all.
- If I \_\_\_\_\_ (get) a salary increase, I \_\_\_\_\_ (take) a holiday. I'm not sure yet.
- I think they \_\_\_\_\_ (be) disappointed if we \_\_\_\_\_ (not give) them a decision this afternoon.
- If I \_\_\_\_\_ (see) Hoshi, I \_\_\_\_\_ (definitely, tell) him what happened.
- I \_\_\_\_\_ (not, drive) my own car even if they \_\_\_\_\_ (pay) for the petrol. It's much easier by train.
- What \_\_\_\_\_ (she, do) if she \_\_\_\_\_ (not, get) the qualification?
- I'm sure my performance \_\_\_\_\_ (improve) if I \_\_\_\_\_ (go) on this course.
- If we \_\_\_\_\_ (be able to) prove the company is responsible, they \_\_\_\_\_ (pay) damages.

**3** Offer advice to colleagues for the following situations.

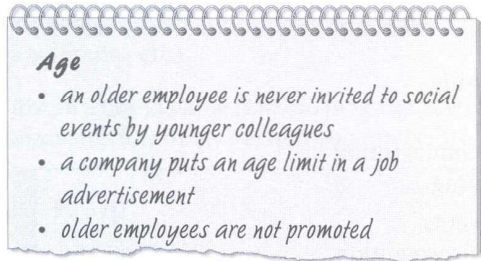
- I have to produce spreadsheets and use a computer the whole time and I'm not very good at it.  
*If I were you,* \_\_\_\_\_
- I have to entertain three British visitors to our company and I don't know what to do.  
\_\_\_\_\_
- I have to give a presentation at a conference and I'm really nervous about it.  
\_\_\_\_\_
- I have lots of things to do and I don't know where to begin.  
\_\_\_\_\_
- My boss is always criticizing me and I don't know what I should do.  
\_\_\_\_\_

**4** What would you do if you ...

- lost your passport in a foreign country?  
\_\_\_\_\_
- were going to be late for a job interview?  
\_\_\_\_\_
- left your mobile phone in a taxi?  
\_\_\_\_\_
- saw a colleague stealing office stationery?  
\_\_\_\_\_

## 8 Diversity and discrimination

- 1 Work in groups. What kinds of discrimination can take place inside an organization? Note your ideas and give examples.



- 2 Read the article, then match the categories with the definitions below.

**The three types of discrimination**

The workplace brings together lots of people who may have little in common except their jobs. In spite of cultural, ethnic, or personal differences, there usually aren't any problems. However, in some cases, they don't get along and this can lead to unacceptable behaviour including bullying and even violence. Occasionally, the company itself may have policies which lead to discrimination. There are three main types of discrimination that can occur in an organization:

1 Direct discrimination      2 Indirect discrimination      3 Harassment

- A Applying a condition or practice that makes it more difficult for certain groups inside an organization to get on.  
\_\_\_\_\_
- B Treating people differently on the basis of their sexual orientation, religion, ethnic background, gender, etc.  
\_\_\_\_\_
- C Behaviour that creates a hostile, offensive, or unpleasant environment.  
\_\_\_\_\_
- 3 Decide if these examples of discrimination are Direct (1), Indirect (2), or Harassment (3).
- a  1 A job advertisement says 'no disabled people need apply'.
- b  2 People who are different (e.g. for sexual orientation, religion) are denied their rights or are never offered jobs.
- c  3 Making sexual comments about a colleague in his/her presence.
- d  1 Women are only given certain jobs while men take the others.
- e  2 People with disabilities are automatically rejected from certain jobs.
- f  3 Making jokes about particular groups of people.
- g  1 A particular ethnic group tend to be given certain jobs.
- 4 Use the Internet to find out about the following organizations. Then find out if there are similar organizations in your own country.
- Kick racism out of football
  - The Commission for Racial Equality
  - Equal Opportunities Commission