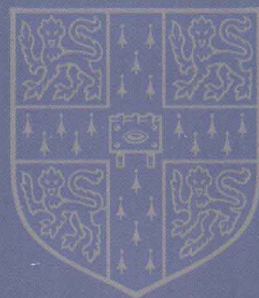


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初级·学生用书

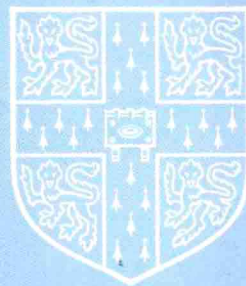
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著 者 (英) Norman Whitby

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Introduction

Who this book is for

This book is intended to be an interesting and stimulating course for lower-intermediate students of Business English (Common European Framework Level B1). It provides a general Business English course both for students who have not yet worked in business and for people who are working and have experience of business environments.

It provides practical reading, speaking, listening and writing skills for people who need English for working in business. It also contains a wide range of essential business vocabulary and grammar.

For students who want to study for a Business English qualification, this book gives you a complete preparation for the Cambridge Business English Certificate (BEC) Preliminary exam, together with a complete past BEC Preliminary paper supplied by Cambridge ESOL.

What the book contains

The book contains the following elements:

- **24 units for classroom study.** These units are organised in groups of four around a theme: company profiles, production and selling, etc. In each group of four, two of the units have a vocabulary focus and two have a grammar focus. Each unit gives training and practice in a variety of skills. These include:
 - different reading strategies for a variety of different business texts
 - listening for gist and specific information in a business context
 - writing business letters and emails
 - accuracy and fluency in speaking

- **Communication activities** for role-play situations, etc.
- **Sample answers** for writing activities.
- **Exam skills and Exam practice section.** This section, which starts on page 113, gives you detailed guidance on how to approach each BEC Preliminary exam task, the skills required and what the exam task is testing. The Exam skills pages contain exercises to build up your exam skills. The Exam practice pages contain all the questions/tasks from a past BEC Preliminary exam, supplied by Cambridge ESOL.
- **Full answer key** for all the exercises in this book.
- **Transcripts** for all the listening activities in the book.

Also available are:

- **MP3**, containing a variety of recorded material and BEC exam listening tasks.
- **Teacher's Resource Book**, containing guidance and suggestions on how to approach activities in the book, plus extra photocopiable activities to supplement the units in the Student's Book.
- **Personal Study Book**, containing activities and exercises based on the vocabulary, grammar and skills covered in each unit. It is intended as reinforcement of material you have studied in class. The Personal Study Book contains keys to all its exercises, so you will be able to check your answers yourself. It also contains a Word list of vocabulary from the Student's Book.

Map of the book

	Unit	Reading	Listening	Writing
Company profiles	1 The working day 10–13	Changing places: job swapping at work	Being a PA	
	2 Corporate culture 14–17	What kind of company culture would suit you?: reading and answering a quiz; A company culture statement	Company culture: a conversation between two employees	
	3 Company history 18–21	Levi Strauss: an article on company history; Hongdou: an article on the history of a Chinese clothing company	Joseph Rowntree: a business studies lecture	
	4 The Internet 22–25	Designing your website: an article	Email addresses	Set phrases for emails and letters; Writing emails: formal and informal style
Production and selling	5 Describing equipment 26–29	Leasing equipment: a web page; Problems with equipment: emails and headings on a form	Listening to descriptions of gadgets	Filling in a form
	6 Processes and procedures 30–33	Waratah: an article on an Australian clothing company	Chanel No 5: an interview about a production process; Office procedures: a conversation	
	7 Distribution and delivery 34–37	Selling your product abroad: an article	Enquiring about orders and deliveries; Chasing an order: telephone conversations	Phone messages
	8 Advertising and marketing 38–41	Descriptions of advertising media; Singapore Airlines: an article on the branding of an airline	Methods of advertising: an interview with the director of an advertising agency	
Business travel	9 Making arrangements 42–45		Making and changing appointments: voicemail messages and phone conversations; Future intentions and predictions: short extracts	
	10 Transport 46–49	Travel arrangements: notices and short messages; Eurostar: an article on train travel	Car clubs: a radio interview	
	11 Business accommodation 50–53	Hotel advertisements; Capsule hotels: an article on a special type of hotel	Distinguishing polite and rude intonation	Writing an email or fax to a hotel
	12 Out of the office 54–57	Thinking outside the box: an article on offsite meetings	Two colleagues choosing a venue; A welcome speech at a conference	

Speaking	Vocabulary	Grammar
Talking about your job; Asking about other people's jobs	Job titles and describing jobs; Names of company departments	Present simple and present continuous; Time expressions
Asking questions about companies	Finding and recording collocations	
Asking about products: past simple questions		Past simple; Regular and irregular verbs; Question forms
Discussion: how to design a website	Email and website terms	
Describing objects when you don't know the name	Vocabulary to describe objects: component parts, shapes, materials, uses; Office equipment; Describing problems with equipment	
Role-play: interviewing a company owner	Verbs to describe processes	The present passive
Role-play: making a telephone call to a supplier	Telephone language: completing a quiz	Modal verbs of obligation
Describing brands and markets; Discussing different advertising methods and advertising techniques	Vocabulary to talk about advertising and marketing; Language to describe cause and effect	
Role-play: making an appointment; Role-play: planning a sales event	Language for making appointments	Present continuous for future arrangements; <i>will</i> and <i>going to</i> future forms
	Vocabulary for air travel; Guessing unknown vocabulary through contrast words	Contrast words
Describing hotels; Role-play: at the hotel reception	Vocabulary to describe hotels and hotel facilities	
Discussing holidays and arrangements for time off; Role-play: finding out about conference facilities; Discussing how and where to make key decisions	Guessing vocabulary from context	Comparatives and superlatives

	Unit	Reading	Listening	Writing
Business relationships	13 Developing contacts 58–61	Business Network International: an article	Conversations when meeting someone for the first time	
	14 Cultural issues 62–65	Marketing in China: an article; Doing business in Finland: an extract from a guidebook	Cultural awareness: a radio interview; Gift-giving in Japan: a talk	
	15 Teamwork 66–69	Team-building events; <i>Kaizen</i> : an article	Creating good teams: a presentation	
	16 Entertaining clients 70–73	A restaurant review; Business golf: an article		Writing a thank you letter to a host
Finance	17 Describing statistics 74–77	Interpreting bar charts	Listening to statistical information: short extracts	
	18 Company finances 78–81	Halma: a secretive success: an article	A presentation by a company finance director	
	19 Investments 82–85	Shares and the stock exchange: a web page; Short articles from the business news; Men's and women's investments: an article	Men's and women's investments: an interview with the founder of an investment club	
	20 Starting up 86–89	Smoothie drinks: reading and comparing two articles; Kalido: an article on funding	Radio interview: the marketing director of a business support service	Writing letters to express interest in a new product
Human resources	21 Job applications 90–93	Writing your CV: an extract from a book; Online recruitment		Letter applying for a job; Letter inviting a candidate for interview; Letter giving the result of an application; Letters giving good and bad news
	22 Recruitment 94–97	Preparing for an interview: extract from a book giving advice; A Christmas text: an article	Radio interview on work situations: short extracts	
	23 Staff development 98–101	Advertisements for training courses; A memo and an advert; Centre Circle: an article	360 degree feedback: a radio interview	Filling in a form; Writing an email to book a place on a course
	24 Staff facts and figures 102–105	Use of emails: a business report; The right treatment for absentees: an article		Writing part of a business report
Communication activities		106		
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Contents of exam section		113		
Answer key		153		
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Speaking	Vocabulary	Grammar
Making small talk; Giving a timed speech to introduce a company	Guessing vocabulary from context	Present perfect and past simple
	Vocabulary to describe gifts: verb–noun collocations	Describing habits and customs
Discussing teams and team projects	Vocabulary to describe aims and achievements; Word-building	
Discussing ways of entertaining visitors; Telling a visitor about an event	Ways of describing food	Countable and uncountable nouns; Expressions of quantity
Describing figures and trends	Vocabulary to describe graphs and charts; Describing trends	Adjectives and adverbs; Comparisons
Discussing company information	Finance vocabulary	Pronouns and reference words
Role-play: a conversation with a financial adviser	Stocks and shares vocabulary; Guessing unknown words from context	
Giving a summary of an article	Collocation sets about time and money	<i>which/who/that/where</i> clauses
Discussing what to include in a CV	Headings for CVs; Describing application procedures	
Discussing applicants for a post; Hypothesising	Employment vocabulary	First and second conditionals
Discussing ways of giving feedback to staff	Sports vocabulary in business	
Doing a skills audit; Discussing company policies on absenteeism		Reported speech

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What is Business English?

As the global economy grows, companies from different countries increasingly have to work, trade and communicate with each other. English is often the language used for this communication, not just between native speakers of English but between business people who do not speak each other's language, but speak English as a foreign language.

Business English therefore helps business people worldwide to be able to trade and work together. Business English includes:

- the vocabulary which business people use
- the particular language skills which they require in order to do business in English
- grammar
- the ability to read about and discuss topics of general interest to business people.

Business vocabulary

Business English vocabulary is the words and phrases which allow business people to communicate about general business matters. Within Business English, it is possible to specialise much further, for example English for Banking, English for Marketing or English for Finance. Business English is less specialised than this and tries to cover the main general needs of business, rather than the very technical specialisations.

Language skills useful for business

These include being able to:

- listen and speak during normal business activities such as interviews, meetings, telephone conversations or negotiations
- read business letters, emails, reports, articles, information on the Internet, etc.
- write for business purposes (examples of business writing are reports, letters, emails and proposals).

Grammar

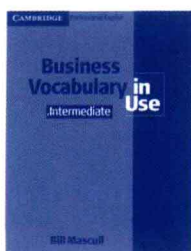
Correct grammatical expression is becoming more and more important for successful business communication in English. The quality of a company's and a business person's communications is increasingly seen as a reflection of the quality of the company, its products or services and the work of its employees.

Business topics

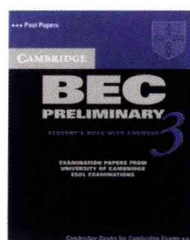
Business people are generally interested in business-related topics, and Business English allows them to read about and discuss these topics in English. They can read what is being written in the business sections of newspapers; they can read and discuss the latest ideas coming from international business schools. This allows them to keep up to date with the latest trends, business techniques, innovations and developments in the business world.

Other titles of interest from Cambridge University Press:

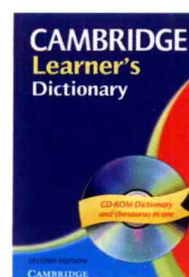
*Business Vocabulary
in Use Intermediate*



*BEC Preliminary
Practice tests*



*Cambridge
Learner's
Dictionary*





The working day

Getting started

- 1 Read the introductions and write the correct first names on the organigram below.



'I'm Kevin. I have general responsibility for the entire company. I represent the company in the financial community and the business world.'



'My name's Leila. My job is to make sure that the company is producing what people want to buy.'



'I'm Jenny. I'm responsible for recruitment and issues to do with staff welfare.'



'I'm Guy. I lead the team which makes our products.'



'I'm Richard. I do the bookkeeping and the payroll.'



'I'm Gamal. I'm responsible for money planning.'



'I'm Bernard. I'm in charge of the people who sell our products.'



'My name's Beverley. My area of responsibility is finding and testing out new products.'



'My name's Diane. I'm responsible for the whole company when Kevin is not here.'

3 Yates
Sales Director

1 *Kevin* Thompson
Managing Director

2 Drew
Assistant Managing Director

4 Asaad
Finance Director

5 Smith
Marketing Director

6 Green
Research and Development Manager

7 Tandy
Human Resources Manager

8 Laporte
Production Manager

9 Ray
Accountant

- 2 If you are working, tell your partner about your job. If you are still studying, think about someone you know and tell your partner about their job, using the phrases in the Useful language box.

Useful language

Describing your job

I'm the ... (job title) at ... (company).
 I'm responsible for ...
 My job/ responsibility is to ...
 I'm in charge of ...

Company departments

Vocabulary

Look at the list of departments in a company (a–h) and read people's situations (1–6) below. Decide which department each person should ask to speak to when phoning the company. There are more departments than you need.

- Mr Mitchell is a marketing executive who has received several complaints from customers about faulty goods. *d*
- Mr Davies is a consultant who thinks he has not been paid for an invoice.
- Mr Finer has just received the results of some laboratory tests on a possible new product.
- Ms Slater is a sales executive who is interested in working for the company.
- Ms Evans works in the company as a secretary and she has a problem with her computer.
- Mr Martin is a retailer who is interested in stocking the company's products.

- a Personnel
- b Accounts
- c Technical support
- ~~d Quality control~~
- e Sales
- f Marketing
- g Research and development
- h Production

Personal assistants

Listening

- 1 Many busy people have a personal assistant or 'PA'. Work in pairs and make a list of at least three things you think a PA does.
- 2 You are going to hear an interview with a PA who works for the director of a TV channel. Which of the following do you think could be part of her job?

- | | | | |
|------------------------------|--------------------------|---------------------------|--------------------------|
| answering letters | <input type="checkbox"/> | making coffee | <input type="checkbox"/> |
| booking flights | <input type="checkbox"/> | prioritising appointments | <input type="checkbox"/> |
| booking train tickets | <input type="checkbox"/> | taking notes in meetings | <input type="checkbox"/> |
| co-ordinating special events | <input type="checkbox"/> | taking phone calls | <input type="checkbox"/> |
| looking up information | <input type="checkbox"/> | welcoming visitors | <input type="checkbox"/> |



- 02 3 Listen to the first part of the interview to see if you were right.

- 4 Read the following questions (1–6) and match them with correct reply (a–f).

- | | |
|---|---|
| 1 What kind of atmosphere do you work in? | a Organisation is the most important thing. |
| 2 What do you like best about your job? | b You can be under a lot of pressure to meet deadlines. |
| 3 And what do you like least? | c It's very busy. |
| 4 Do you have a good working relationship with your boss? | d Yes, we get on very well. |
| 5 What kind of qualities do you think a PA needs? | e Being a PA is a valuable career. |
| 6 Do you have any words of encouragement for anyone who is thinking of becoming a PA? | f The people I work with. |

- 02 5 Listen to the rest of the interview and check your answers.

Talking point

Work in pairs. Choose four questions from the interview to ask your partner about their job.

Changing places

Reading

Reality TV is where real people are filmed in different situations. One example is *Big Brother* where a group of people who do not know each other have to live together in the same house.

1 Discuss these questions in small groups.

- Do you know any other examples of reality TV?
- What do you think of it?

2 Read the article below quickly, without using a dictionary, to get a general understanding of what it is about. This is called *skimming* and is very useful in a work environment when you have a lot of text to read. After you have skimmed the text, you can decide if you are interested in reading any parts of it in more detail.

3 When you have skimmed the text and decided which sentences or paragraphs you would like to read again in more detail, you need to be able find them

quickly. Looking through a text for the key words which you are interested in is called *scanning*.

The text *Changing Places* has four paragraphs. Scan the text and write the paragraph numbers which talk about the following.

- | | Paragraph(s) |
|-----------------|--------------|
| • Donald Eisner | |
| • Alex Jennings | |
| • Both men | |

4 Scan the text again to see if the following statements are true or false. For each statement, you will need to check two paragraphs.

Donald Eisner

- 1 He comes from a rich family.True.....
- 2 He can cook pancakes.
- 3 In the programme, he successfully cleans rooms up to his company's required standards.
- 4 He is thinking of making a different person responsible for ordering the cleaning materials.

CHANGING PLACES

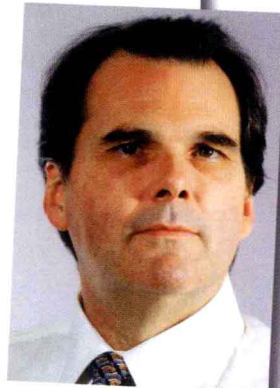
1 Many critics dislike reality TV but one show which has received very favourable reviews is *Changing Places*. The main idea is simple. Take the Chief Executive Officer of a company and put him or her in the position of one of the company's low-end workers.

2 Donald Eisner is the CEO of the Absalon chain of hotels in Australia. His family have been hotel owners for three generations and are one of the wealthiest in the Australian hotel industry. In the programme, we see Donald Eisner working as a bellboy, cook and cleaner while supervisors monitor his performance, noting any mistakes. He has some triumphs, it is true. In the kitchen, he successfully cooks several pancakes, for example, and, as a housekeeper, he makes the beds correctly. The rest of his housekeeping, however, is not a success, as he fails to clean any rooms to the company's required standards. At the end of the programme, we see his supervisor taking him from room to room, pointing out his mistakes.

3 Alex Jennings runs a successful chain of steak bars called Wayside Inn. He has a reputation for demanding quality from his staff, both in terms of food and service. When he changes places with some of his staff, we see him fail a number of tasks in the restaurant. As a waiter,

he continually forgets to ask customers how they want their steaks to be done and mixes up the orders completely when he has to serve five tables at the same time. A few minutes later, disaster strikes when his tie becomes caught under the drinks on a tray! The next day, when he takes the place of the cook, his supervisor makes him redo several of the steaks.

4 Now that their experience is over, are the CEOs thinking of making any changes? The answer is that they already have. "We have carried out several changes, like sorting the knives, forks and spoons, to make it easier for the person who washes the dishes," says Mr Jennings. "We're also redesigning the staff uniforms." Mr Eisner found the experience even more of a shock. He is not only making changes in his hotels, like the policy on who orders new supplies of cleaning materials, but he also wants to create a *Changing Places* day at all Absalon Hotels so that all senior management can go through a similar process.



- 5 He would not like other senior executives to work as cooks and cleaners.

Alex Jennings

- 6 He believes quality is important in his restaurants.
- 7 He has good skills as a waiter.
- 8 He is making changes to the uniforms that staff wear.

5 Discuss these questions in small groups.

- What do you think about having a *Changing Places* day?
- Would it be a good idea in your company or place of study?

Grammar workshop

Present simple and present continuous

- You use the **present simple** to talk about habits and things that are *always* or *usually* true.
Alex Jennings runs a chain of steak bars.
(He does this as part of everyday life.)
Question: **Does he run** a chain of steak bars?
Negative: *He doesn't run* a chain of steak bars.
- You use the **present continuous** to talk about things which are true only in this period of time, or a process which is not completed.
They are redesigning the staff uniforms.
(This is true only in this period of time.)
Question: **Are they redesigning** the staff uniforms?
Negative: *They aren't redesigning* the staff uniforms.
(Formed with **am/is/are** + *redesigning/making*, etc.)

1 Divide the time phrases in the box below into two groups to show if they are used with the present simple or the present continuous.

always	at the moment	at this moment in time
currently	every month	every week
generally	now	never
often	sometimes	this month
today	this week	twice a month
usually		

Present simple	Present continuous
usually	now

Note: Some verbs are not usually used in the continuous because they talk about *states*, not actions e.g. *I want, he likes, we know, I believe, I think, she prefers, they understand*, etc.

2 Complete this interview with Donald Eisner by putting the verbs in brackets into the correct form, using either the present simple or the present continuous. Sometimes you need to use the question or negative form.

- Interviewer** So, now you've experienced work in all these different hotel jobs. Which job **1** *do you think* ... (you think) is the most difficult?
- Eisner** I think housekeeping. Housekeepers **2** (need) so much energy. They also **3** (spend) most of the time working by themselves, so it can be a very lonely job.
- Interviewer** **4** (you make) any changes in your hotels now?
- Eisner** Yes, certainly. We **5** (review) the policy on who orders the cleaning equipment. The present system **6** (not work) very efficiently. We **7** (also look) at a number of other hotel policies.
- Interviewer** Why **8** (you want) other senior executives to have the *Changing Places* experience?
- Eisner** Because it's such a good learning experience. It **9** (remind) executives that management decisions always have effects on other members of staff. Executives often **10** (not realise) what these effects are.

3 Write five sentences about things which happen or are happening in your company or place of study, using the following time expressions.

- 1 Every month
- 2 Every year
- 3 always
- 4 At the moment
- 5 This month

4 Work in pairs. Read your sentences to each other to see if any of your sentences match your partner's.



Corporate culture

Getting started

1 Read the following dictionary definition.

Corporate culture • *n.* the values, beliefs and traditions in a company which influence the behaviour of its staff. It is important for job-seekers to know about the culture of an organisation before accepting a job.

2 Work in pairs and discuss the following.

- How do you think cultures might be different in different companies? Consider:
 - the relationship between staff and management
 - the relationship between colleagues
 - company traditions
 - how the staff dress
 - how the office space is organised.

3 Discuss your ideas in pairs.

Corporate culture

Reading

1 Read this quiz to find out what kind of company culture is best for you. Circle A for *agree* or D for *disagree*.

What kind of company culture would suit you?

SECTION A

- 1 I like taking time to have a chat with colleagues even if this means spending more time at work. A/D
- 2 It's nice when people at work celebrate birthdays or special occasions. A/D
- 3 I prefer people to fix a time to meet me rather than come to my office or my desk at any time. A/D
- 4 I don't like working in an open space with everyone's desk in the same area. I work better in an office of my own. A/D
- 5 I like to put photos and personal objects in my workspace. A/D



SECTION B

- 6 If I disagree with my boss, I can tell him/her. A/D
- 7 I prefer to receive a formal report about my work, not just casual comments. A/D
- 8 When my boss gives me something to do, I like to get detailed instructions that I can follow. A/D
- 9 It's important for me to feel I am involved in the decision-making process at work. A/D
- 10 A company should have standard procedures and policies that everyone must follow, not ones which change with people's situations or personalities. A/D

SECTION C

- 11 A company must keep up with the times. A/D
- 12 I need to take on challenges to make my job interesting. A/D
- 13 When planning a strategy, it is useful to look at what has worked well in the past. A/D
- 14 A company should be proud of its traditions. A/D
- 15 Finally, which of these proverbs do you prefer?
 - a Better safe than sorry.
 - b Nothing ventured, nothing gained.

2 Add up your scores for sections A, B and C.

SCORES

Section A

- 1 A=1 2 A=1 3 A=0 4 A=0 5 A=1
D=0 D=0 D=1 D=1 D=0

Questions 1 to 5 are about your relationship with colleagues. A score of higher than 2 suggests that you like to work for a company where employees are friends and can talk about personal matters. A score of 2 or less means that you prefer to keep your work life separate from your personal life.

Section B

- 6 A=1 7 A=0 8 A=0 9 A=1 10 A=0
D=0 D=1 D=1 D=0 D=1

Questions 6 to 10 are about your relationship with your managers. A score of higher than 2 suggests you like to work in a company where roles between managers and staff are flexible. A score of 2 or less means that you like to work in a company where people have clearly defined roles and there is more distance between staff and managers.

Section C

- 11 A=1 12 A=1 13 A=0 14 A=0 15 a=0
D=0 D=0 D=1 D=1 b=1

Questions 11 to 15 are about your attitude to tradition. A score of higher than 2 means you like to work in a company which values new ideas and takes serious risks. A score of less than 2 means you prefer the security of a company with strong traditions.

3 Compare your scores with a partner to see if you would like to work in the same sort of organisation.

Vocabulary

When recording vocabulary, it is not always enough to write down single words. It is much more useful to record which words are often used together. These are called *collocations*. Usually the words are from different parts of speech.

Verb-noun collocations like these are very useful:
reach a target launch a product

1 Look at the questions in the corporate culture quiz again. Find verb-noun collocations with these meanings.

- 1 talk informally *have a chat*
2 make an appointment
3 change things to be modern
4 agree to do something difficult
5 decide the way to do something
in the future

There are other types of collocations like these:

adjective-noun **noun-verb**
We only use *high quality* *Sales increase* in the summer.
materials.

We offer a *wide range of* *The market is expanding*
services. quickly.

verb-adverb
Staff are allowed to *dress casually*.
I have to *work closely* with my colleagues.

2 Find adjective-noun collocations in the quiz with these meanings.

- 1 the normal way of doing something
2 (in the scores analysis) big danger

Sometimes you may want to record more than two words. For example, you might add the verbs that often go before adjective-noun collocations. The collocation *wide range* is often preceded by the verbs *offer* or *provide*.

What verbs would commonly come before the two adjective-noun collocations you found for questions 1 and 2? Look in the quiz to find out.

3 Now use these verbs (1-7) and nouns (a-g) to make common collocations. You can use some of the words more than once. Use a dictionary if necessary.

- | | |
|----------------|----------------------------|
| 1 pay | a a proposal |
| 2 create | b a meeting |
| 3 pool | c our ideas |
| 4 put forward | d a solution |
| 5 hold | e attention (to something) |
| 6 reach | f an opportunity |
| 7 come up with | g your full potential |

4 Do the same with these adjectives (1-6) and nouns (a-f). Again, you can use the adjectives more than once.

- | | |
|---------------|---------------|
| 1 challenging | a atmosphere |
| 2 rewarding | b work |
| 3 close | c resource |
| 4 friendly | d partnership |
| 5 competitive | e contact |
| 6 valuable | f price |

Olympus

Olympus are an international company who produce goods for the notepad computer market. They have published the following statement of their corporate culture on their website.

2 UNIT

Vocabulary

- 1 Read the statement and underline the collocations you made in the last exercise. (If any of your collocations do not appear in the text, they are probably correct, but check them with your teacher or a dictionary.)

About OLYMPUS

People talk a lot about corporate culture these days but at Olympus we really pay attention to it. We aim to offer people challenging and rewarding work in a pleasant environment. Employees dress casually on days when there is no customer contact and this helps to create a friendly atmosphere.

Developing and maintaining close partnerships with our customers is one of the keys to our success. Our customers appreciate that we offer high quality products at competitive prices and a high level of customer care. They rely on us to come up with solutions for their needs. And of course, customer care is not just about external customers. It is also about how we relate to each other and work together to pool our ideas.

We also work in close contact with other Olympus employees around the world. This interaction creates many opportunities to travel and to learn from other offices. We realise that our most valuable resource is our employees. This is why we strongly support the professional and personal development of our staff through workshops, classes and short courses. We aim to help all our employees reach their full potential.

Our management style is open door and staff have access to management at all levels at all times. We pride ourselves on our good communication. We hold quarterly meetings where employees can put forward any new proposals and we have regular communication meetings to inform employees about all company activities.

In short, Olympus is a great place to work.

Listening

Of course, what a company says about its corporate culture may not be what happens in reality! You are going to hear two Olympus employees talking about changes to the pension scheme in their company.

Task tip

It is not necessary to understand every word of the conversation. Concentrate on the information which is *important*. In this case, listen for the opposite of the culture statement.

- 03 1 Look back at the Olympus culture statement, then listen to the conversation and answer this question.

- What parts of the culture statement are not true, according to these employees?

- 03 2 Listen to the recording again and write down three more verbs which collocate with *a meeting*.

- 3 Work in pairs and describe these employees' attitude towards the company they work for.

Useful language

Describing attitudes

I think their attitude to the company is very warm.
I think they sound enthusiastic about the company they work for.
To me, they seem very dissatisfied with the corporate culture.
They sound angry about the changes.