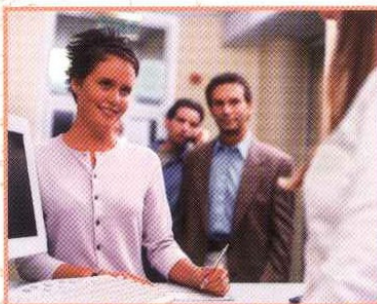
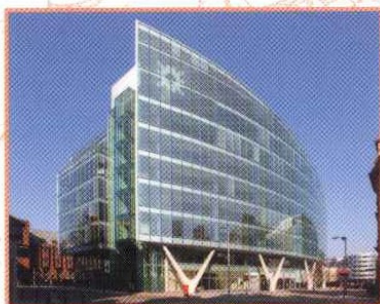


English for Banking & Finance

1

Vocational English
Course Book



Rosemary Richey
Series editor David Bonamy



CD-ROM

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1

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Contents

	Function	Language	Vocabulary	
Unit 1 Personal finance	Getting to know you p.4	Introducing yourself	<i>am / is / are</i> Present simple of <i>be</i>	Nationalities, countries and languages
	Names and numbers p.6	Saying names and numbers	Acronyms <i>What does ABD stand for?</i>	Numbers <i>one hundred and twenty-six</i> Currency symbols <i>£ pound, \$ dollar, ...</i>
	Paying for things p.8	Asking and answering questions	<i>have</i> (present tense) <i>Do you have any cash?</i> Present simple <i>He pays his rent by standing order.</i>	Everyday things <i>petrol, garden, computer, groceries, ...</i>
	Managing your money p.10	Discussing ways to manage money	Asking questions <i>Do you have a car?</i>	<i>salary, income, pension, budget, ...</i>
	Review p.11			
Unit 2 Jobs in banking	Starting out p.12	Describing things in an office Completing a fact sheet	<i>There is / There are</i> Singular / plural questions <i>Is there ...?</i> <i>Are there ...?</i>	Things in an office <i>desk, chair, printer, ...</i> Banking expressions <i>current account, withdrawals, mortgages, ...</i>
	What do you do every day? p.14	Describing daily routines	Present simple <i>What do you do every day?</i> Adverbs of frequency <i>always, never, sometimes, ...</i>	Everyday activities <i>get up, watch TV, study, go to work, ...</i>
	What's your job? p.16	Reading an article Understanding expressions	Forming sentences <i>I handle ...</i> <i>I'm responsible for ...</i> <i>I take care of ...</i> <i>I deal with ...</i>	Companies / places of work Jobs in Banking
	Customer care p.18	Assessing feedback Giving instructions	Adjectives The imperative	Positive and negative adjectives <i>friendly, attentive, ...</i> <i>ignorant, unhelpful, ...</i>
	Review p.19			
Unit 3 Banking products and services	Products and services p.20	Comparing products and services	Verb opposites <i>save / spend</i> <i>borrow / lend</i>	Products and services <i>foreign exchange, insurance, ...</i>
	What can you do? p.22	Answering comprehension questions Exchanging information	<i>can</i> and <i>can't</i> Questions and short answers	Advertising <i>special offer, free gift, limited, small print, ...</i>
	What can banks give to customers? p.24	Sequencing	Word partnerships <i>telephone banking</i> <i>can / can't + present simple</i>	Online banking Products and services <i>credit card, interest rate, ...</i>
	Customer service p.26	Interpreting feedback	Comparative adjectives	Customer surveys
	Review p.27			
Unit 4 Bank transactions	What are they doing? p.28	Describing what is happening now	Present continuous <i>I'm serving a customer.</i>	Time expressions <i>every day, now, at the moment, ...</i>
	How can I help you? p.30	Communication skills	Polite language <i>Could you ...?</i> <i>I would like ...</i> Word stress	Transactions
	Foreign currency p.32	Comparing currencies Answering comprehension questions	Wh- questions <i>Which country uses ... ?</i>	Foreign exchange <i>buy-back rate, commission, flat fee, ...</i> Currencies <i>yen, yuan, dirham, ...</i>
	Asking questions p.34	Asking and answering questions	Wh- question words Countable and uncountable nouns	Singular and plural nouns
	Review p.35			

	Function	Language	Vocabulary	
Unit 5 Investment	Investing money p.36	Comparing investments	Investment expressions <i>He made a profit of ...</i> <i>The interest rate is fixed at ...</i>	Expressions <i>guarantee, predictable, fixed, ...</i> Investment types <i>shares, bonds, mutual funds, ...</i>
	Spreading the risk p.38	Comparing and contrasting	Investment portfolios	Expressions <i>minimise risk, diversify, high return, ...</i>
	The stock market p.40	Predicting	Plurals <i>index / indices</i>	Stock exchanges Stock indices <i>Nikkei, Hang Seng, Dow Jones, ...</i>
	Arrangements and appointments p.41	Making and confirming appointments	Present continuous <i>Who is he meeting on Wednesday?</i> Prepositions of time <i>on Tuesday, in September, at five o'clock, ...</i>	Appointments
	Review p.43			
Unit 6 A career in accountancy	Who needs accountants? p.44	Interpreting an article	Adjectives <i>ambitious, rewarding, in demand, ...</i>	Careers in accountancy
	What do accountants do? p.46	Understanding a financial statement	<i>be going to</i> <i>He's going to ...</i> <i>will</i> <i>I'll give you some information about ...</i>	Financial statements Opposites of nouns <i>profit / loss</i> <i>owns / owes, ...</i>
	Jobs in accountancy p.48	Describing jobs in accountancy Asking and answering questions	Matching verbs to noun phrases <i>set a target, prepare a written report, keep track of something, ...</i>	Accountancy jobs <i>bookkeeper, tax advisor, budget analyst, ...</i>
	What makes a good accountant? p.50	Describing people	Negative prefixes <i>unreliable, incompetent, ...</i> Opposite meanings of adjectives <i>interested / uninterested, ...</i>	Job qualities <i>responsible, patient, ...</i> Job descriptions <i>satisfying, stressful, ...</i>
	Review p.51			
Unit 7 An accountant's life	Was it a good conference? p.52	Discussing past events	Past simple of <i>be</i> <i>The weather was fine on Monday.</i> Stronger adjectives <i>fascinating, horrible, excellent, ...</i>	Business and travel
	Calculations p.54	Making calculations Sequencing	<i>five times one hundred and sixty equals ...</i> <i>minus / equals to / subtracted from / added to / percent of, ...</i>	Calculation symbols <i>+ plus, - minus, ...</i> Large numbers <i>a / one trillion, five hundred and sixty seven million, ...</i>
	She worked hard yesterday p.55	Exchanging information	Past simple of regular verbs <i>I submitted my tax return.</i>	Tasks
	He finished school in 1994 p.56	Describing a career	Past simple Pronunciation <i>/V /d/ /ld/</i>	Careers
	He became an accountant p.57	Reporting	Past simple of irregular verbs	A 'to do' list
	A tax return p.58	Requesting information	A tax return letter	Tax returns
	Review p.59			
Unit 8 The economy	Economic indicators p.60	Understanding economic indicators	Synonyms	Economic indicators <i>stock market index, unemployment rate, ...</i>
	Trends and numbers p.62	Interpreting graphs Reporting trends	Economic descriptors <i>fluctuate, remain steady</i> The number 0 <i>zero, oh, nought, nil</i>	Decimal numbers <i>0.0563 / nought point nought five six three</i> Percentages <i>3.75% / three point seven five percent</i>
	Predictions p.64	Speculating about the economy	<i>Will</i> for future predictions	<i>grow / decline</i> <i>rise / fall</i> <i>remain steady / decrease</i> <i>fluctuate / stabilise</i>
	The central bank p.65	Exchanging information	<i>issue banknotes, store gold, regulate supply, ...</i>	Bank of England
	Good news, bad news p.66	Using expressions	A news briefing	Positive and negative expressions <i>Fortunately, ...</i> <i>Sadly, ...</i>
	Review p.67			
Partner files p.68				
Audio script p.70				

1

Personal finance

- introduce yourself
- talk about countries, nationalities and languages
- say names and numbers
- talk about personal finances

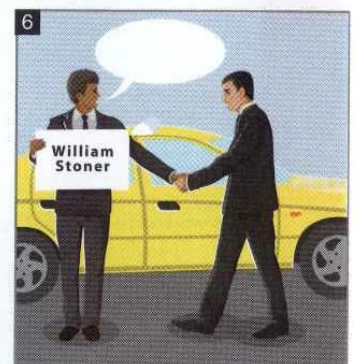
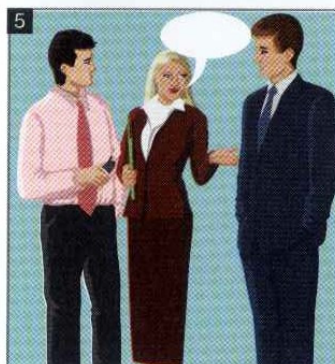
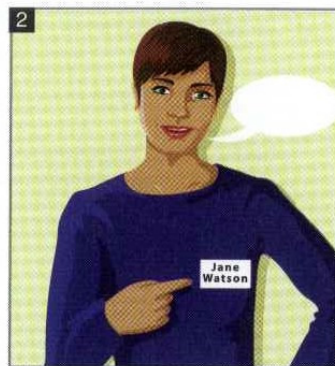
Getting to know you

Vocabulary 1 Match the phrases in the box with pictures 1–6.

Are you Mr Stoner?
Pleased to meet you.

Good morning.
This is Henry.

My name's Jane.
What's your name, please?



Listening 2 02 Listen and complete dialogues 1–4 with the words in the box.

am are I'm is name's this what's

- A: Hello. I (1) _____ Frances Cooper.
B: Hello. My name (2) _____ Jon Walsh. Pleased to meet you.
- A: Excuse me. (3) _____ you Mr Simpson?
B: Yes, I am.
A: Pleased to meet you, Mr Simpson. (4) _____ Trudi Moore.
- A: Good morning. (5) _____ your name, please?
B: My (6) _____ Simon Davies.
- A: Leena, (7) _____ is Justin Blake. Justin, this is Leena Koury.
B: Pleased to meet you, Justin.

*I am / 'm
We are / 're
What is / 's
My name is / 's*

Speaking 3 Work in pairs. Practise the dialogues in 2 with your own names.

Language

am / is / are (present simple of be)

We can use **be** to say where somebody is from.

Where are you from?	<i>I'm / am from Germany.</i>	<i>I'm not / am not from the USA.</i>
	<i>We're / are from Spain.</i>	<i>We aren't / are not from Argentina.</i>
Where is he / she from?	<i>George is from Canada.</i>	<i>Susan isn't / is not from Poland. She's / is from Germany.</i>
Where are they from?	<i>Maria and Francesca are from Italy.</i>	<i>They're not / are not from Spain. They aren't / are not from Spain.</i>

Vocabulary 4 Complete this table with the words in the box.

Brazil British China English French German Italian Japanese

Country	Nationality	Language(s)
Germany	1 _____	German
Italy	Italian	2 _____
3 _____	Brazilian	Portuguese
Egypt	Egyptian	Arabic
France	French	4 _____
5 _____	Chinese	Chinese
Japan	Japanese	6 _____
the UK	7 _____	English
Spain	Spanish	Spanish
the USA	American	8 _____
Switzerland	Swiss	German, French and Italian

5 Complete these dialogues with the correct country, nationality, or language.

- | | |
|---|--|
| 1 A: Hamdy, are you Egyptian?
B: Yes, that's right. I'm from _____ .
A: What language do you speak?
B: I speak _____ . | B: Yes, but they aren't from _____ . They're Swiss. |
| 2 A: Are you from China, Tamio?
B: No, I'm not. I'm from _____ .
A: So you speak Japanese?
B: Yes, that's right. | 4 A: Is he Canadian?
B: No, he isn't. He's from the USA.
A: What language does he speak?
B: He speaks _____ . |
| 3 A: Are they German?
B: No, they aren't.
A: They speak German. | 5 A: Are you _____ ?
B: No, I'm not from the USA. I'm from Brazil.
A: Do you speak Spanish?
B: No, I speak _____ . How about you?
A: I'm from Switzerland. I speak Italian and German. |

Speaking 6 Work in pairs. Say your nationality and the languages you speak.

A: *I'm Italian. I speak Italian, English and French. How about you?*

B: *I'm French. I speak French, English, Spanish and Chinese.*


Names and numbers

Listening 1 Look at this business card. Make three sentences.

Examples: *His name's ...*

He's a ...



2  **03** Listen to this phone call between Maria Styles, the human resources manager at UBCS International and a new employee. Choose the correct answers.

- 1 Why does Maria call the new employee?
 - a) She wants to visit his family.
 - b) She wants to check the spelling of his name.
 - c) She wants his business card.
- 2 What problem does she have?
 - a) She doesn't know his name.
 - b) She can't read his name.
 - c) She can't pronounce his family name.
- 3 What does the new employee want on his business cards?
 - a) Mr J Nagy
 - b) Nagy Jancsi
 - c) Jancsi Nagy

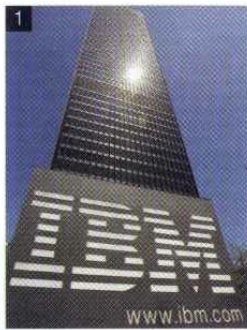
3 Listen again and complete these sentences with the words in the box.

check family repeat spell

- 1 I'm sorry. Could you _____ that, please?
- 2 Could I please _____ the spelling of your name?
- 3 How do you _____ your family name?
- 4 My _____ name is Nagy.

Speaking 4 Work in pairs and practise this dialogue. Use your own names.

- A: Hello, this is (1) _____. Can I check the spelling of your name, please?
B: Yes, my first name is (2) _____. That's (3) _____.
A: Could you repeat that, please?
B: Yes, of course. My first name is (4) _____. That's spelt (5) _____.
A: And how do you spell your family name?
B: My family name is (6) _____. That's (7) _____.
A: Thank you.



5 Look at the photos. What do the letters stand for? Choose the correct answers and then take turns with a partner to say what you think.

A: What does ADB stand for?

B: I think it's the Asian Development Bank.

- 1 IBM a) International Business Machines
b) International Business Management
- 2 HSBC a) Hull and Salford Building Corporation
b) The Hong Kong and Shanghai Banking Corporation
- 3 IBQ a) The International Bank of Qatar b) International Banking Quarter
- 4 ABK a) Amalgamated Bank of Kurdistan b) Al Ahli Bank of Kuwait

6 Say the next three numbers in each line.

- a) two, four, six, eight ...
- b) ten, nine, eight, seven ...
- c) three, six, nine, twelve ...
- d) two, four, eight, sixteen ...

Listening 7 04 Listen and tick (✓) the number you hear. Then work in pairs. Check your answers and say the numbers.

- a) 120 112
- b) 30 13
- c) 15 50
- d) 117 170
- e) 14 46

Writing 8 Write these numbers in words.

Example: a) 126 *one hundred and twenty-six*

- a) 126 _____ d) 312 _____
- b) 39 _____ e) 88 _____
- c) 45 _____

Vocabulary 9 Label these symbols with the words in the box. Then write the amounts 1–5 in words.

€ _____ \$ _____ £ _____ ¥ _____ % _____

dollars euros percent pounds yen

- 1 £27 _____ 4 \$12 _____
- 2 €33 _____ 5 ¥180 _____
- 3 59% _____

10 Work in pairs. Write three amounts and then dictate them to your partner.

Example: 25% *twenty-five percent*

Paying for things

Vocabulary 1 Write the words in the box under the pictures.

garden garage computer credit card house car

1



2



3



4



5



6



2 Work in pairs. Ask and answer questions about the things in 1.

A: Do you have a car? B: Yes, I do. / No, I don't.

Language

have (present tense)

We use have to talk about possession.	We have a computer.	She has two credit cards.
	We don't have / do not have a car.	She doesn't have / does not have any euros.
We can use do / does + have to ask a question.	A: Do you have any cash? B: Yes, I do . / No, I don't / do not .	A: What do you have in your wallet? B: I have thirty pounds.
	A: Does she have any cash? B: No, I'm sorry. She doesn't have / does not have any cash.	A: Do they have a big house? B: Yes, they do .

Listening 3 Listen and complete this dialogue with the words in the box.

do does (x3) doesn't have

A: Do you (1) _____ a house? B: Yes, it (4) _____ .
B: Yes, I (2) _____ . A: (5) _____ it have a garage?
A: (3) _____ it have a garden? B: No, it (6) _____ .

Language

Present simple

We use the present simple to talk about something that is always or usually true.	I work here.
We use the present simple to talk about things that happen regularly.	She has brown hair.
	They pay their telephone bill by credit card.
	He pays his rent by standing order.



Listening 4 06 Listen to Maggie. How does she pay for the things in the pictures? Tick (✓) the correct columns in the table.

	in cash	by credit card	by debit card	by cheque	by direct debit	by standing order
groceries						
clothes						
mortgage						
household bills						
petrol						

Speaking 5 Complete the table for you. Add three more things and show how you pay for them. Work in pairs. Take turns to ask and answer questions.

A: *How do you pay for petrol?*
 B: *I pay in cash.*

Pronunciation 6 07 Listen to these sentences. What is the sound at the end of the verb?

- Maggie **pays** for her groceries in cash.
- Sven **writes** lots of emails.
- Jon **uses** a computer at work.

7 Write the verbs in the box under the correct heading.

buys	checks	chooses	saves	takes	watches
------	--------	---------	-------	-------	---------

pays /z/ **writes** /s/ **uses** /ɪz/
 (1) _____ (2) _____ (3) _____
 (4) _____ (5) _____ (6) _____

8 08 Listen and check your answers to 7. Listen again and repeat the words.

Language 9 Complete these sentences with the correct form of the present simple.

- I _____ (pay) for my groceries by cheque.
- He _____ (use) cash for things under \$50.
- They _____ (buy) food at the supermarket with their debit cards.
- We _____ (pay) our household bills by direct debit or credit card.
- She _____ (save) €50 every month by shopping online.
- He _____ (read) the financial section of the newspaper first.
- She _____ (watch) the business news on TV.
- They _____ (check) their bank statement every week.

Managing your money

Vocabulary 1 Match the words in the box to these definitions 1–6.

budget expenses income pension realistic salary

- 1 money you get when you are old and don't work: _____
- 2 a plan you make about what to buy and how much to spend: _____
- 3 all the money that you get from your work and other sources: _____
- 4 the money you get from your employer: _____
- 5 money you pay for things like food, petrol, household bills, etc.: _____
- 6 something that is possible to achieve: _____

Reading 2 Read this advice on managing your money. Underline the words from 1 in the text.

MANAGE YOUR MONEY BETTER!

Whether you already have a job or you are still a student, it's important to manage your money well. Here are some questions to ask yourself:

- How much is my income?
- Can I save for a pension?
- How can I earn more money?
- Does my salary pay all my expenses?
- Is my budget realistic?

Six tips to help you manage your money better:

- 1 Make a budget and keep to it.
- 2 Learn to cook, and eat at home more.
- 3 Buy the things you need before you buy the things you want.
- 4 Check the prices in two or three supermarkets.
- 5 Don't go to the cinema; watch DVDs at home.
- 6 Walk, don't drive.

Speaking 3 Work in pairs. Discuss these questions.

- Are you good at managing your money?
- Which of the advice in the text do you follow?
- Do you have any more tips for managing your money?

4 Use words from the text in 2 to complete this dialogue.

A: How much money does your CEO (1) _____ ?

B: I don't know, but it's a lot!

A: Are you happy with your (2) _____ ?

B: It's OK, but I would like the company to pay me more!

A: Do you save money for a (3) _____ ?

B: Yes, I do. I think it's important to save for your old age.

A: Are you a clever shopper?

B: Yes, I always (4) _____ the prices in two or three shops before I buy something.

A: Do you have a (5) _____ ?


B: Yes, I think it's important to plan your spending.

A: Do you have car?

B: No, I don't. I (6) _____ to work.

5 Work in pairs. Take turns to ask and answer the questions in 4.

Review

Listening 1  09 Put these sentences in the correct order. Then listen to check your answers.

- 7 Hello! My name's George. Pleased to meet you.
- Well, nice to meet you. Enjoy the seminar.
- Where are you from, Susan?
- I'm a trainee at a bank in Toronto.
- No, I'm not. I'm from Canada. So Susan, what do you do?
- I'm from the UK. Are you from the USA?
- I'm a secretary at a bank in London. What about you?
- I'm Susan. Nice to meet you, too.
- 9 You, too!

What do you do?
=
What's your job?


Speaking 2 Work in pairs. Practise the dialogue in 1. Use your own name, country and job.

A: Hi, my name's Claire. I'm from Madrid. I'm an account manager at a bank in London. What do you do?

B: I'm a financial adviser for an investment bank in Beijing.

Practise again with a new partner. Then introduce your two partners to each other.

Example: *This is Ahmed. He's from the United Arab Emirates. He's a trainee at a bank in Frankfurt.*

Listening 3  10 Listen to a phone call. What does the customer want the account manager to do?

4 Read this change of address form. Listen again and find five mistakes.

Change of address request

Name: Ella Frick

Account number: 03457892

New address: 453 Lomis Street, Winchester SO30 5QZ

Home phone number: 01964 829741

Mobile phone number: 0779569803

Speaking 5 Work in pairs. Student A look at the information on this page. Student B look at the information on page 68.

Student A

You are a customer of UBSC International.

Your account number is 0987432.

Phone the bank to give your new address and phone numbers.

Your new address is 355 Walton Street, Oxford OX2 9JH.

Your new home phone number is 01865 7428996.

Your new mobile number is 07789537124.

Use your own name.

When the bank employee answers the phone, begin like this:

Hello, I'd like to change the details on my account, please.

2

Jobs in banking

- talk about things in an office
- describe banks and their services
- talk about daily routines
- talk about duties and responsibilities

Starting out

Listening



- 1 It is Martin Forsyth's first day as a trainee at UBCS International. You are going to listen to his conversation with his new boss, Emilia Olivieri. Which of these words and expressions do you think you will hear?

boardroom	break	cafeteria	computer	drinks machine
finish work	introduction	lunch	mortgage	
nationality	salary	seminar	start work	welcome

- 2 11 Listen and underline the words in the box in 1 that you hear.

- 3 Listen again. Are these sentences *true* (T) or *false* (F)?

- 1 There are four desks in Martin's office. (T / F)
- 2 There is a phone on Martin's desk. (T / F)
- 3 There's a computer on Martin's desk. (T / F)
- 4 There are some books on Martin's desk. (T / F)
- 5 There aren't any cups in the office. (T / F)
- 6 There isn't a cafeteria at UBCS. (T / F)

Language

There is / There are

We use there is / there are to say that something or somebody exists.	There is / There's a phone on the desk. <i>There are</i> some books on the desk.
singular questions:	A: Is there a drinks machine in the office? B: Yes, there is . / No, there isn't (is not) .
plural questions:	A: Are there any books? B: Yes, there are . / No, there aren't (are not) .
negative forms:	There aren't any cups. (plural) <i>There isn't a computer.</i> (singular)

- Writing 4 Write sentences about your office or the place where you study with *there is / are* and *there isn't / aren't*. Use the words in the box and any others that you know.

book	chair	clock	drinks machine	computer	desk
magazine	pen	phone	printer	television	

- Speaking 5 Work in pairs. Take turns to ask and answer questions about what there is in your office or the place where you study.

A: *Is there a drinks machine in your office?*

B: *No, there isn't. Are there any books in your office?*

A: *Yes, there are. Are there any ...*

Reading 6 Read part of the information sheet from Martin's introduction to UBCS. Then complete the fact sheet.



UBCS International is a leading international bank. We provide an excellent range of products and services, including current accounts, savings accounts, mortgages, insurance, loans, foreign exchange services and investment advice. We have 2,000 employees in our head office in Frankfurt and 38,000 in our 320 branches in Europe, the Middle East and Asia. We give our trainees experience in all our departments:

- Our cashiers serve the bank's customers. They help customers make deposits and withdrawals, check balances, answer questions and help customers with their everyday banking needs.
- At our foreign exchange counter, the cashiers sell foreign currency to customers who want to go abroad.
- Our mortgage advisers arrange mortgages for customers who want to buy property. They also set up insurance policies.
- Our financial advisers give customers information about stocks and shares, bonds and other types of investments.

make a deposit =
deposit money
make a withdrawal
= withdraw
money

UBCS International	
Location	Services (tick ✓ those that apply)
Head office _____	current accounts <input type="checkbox"/> insurance <input type="checkbox"/>
Branches _____	savings accounts <input type="checkbox"/> loans <input type="checkbox"/>
Company figures	foreign exchange <input type="checkbox"/> accountancy <input type="checkbox"/>
Number of branches _____	mortgages <input type="checkbox"/> investment advice <input type="checkbox"/>
Number of employees _____	

Vocabulary 7 Find and underline these words and expressions in the text in 6. Then match them to phrases 1–8.

current account deposit employees head office
investments mortgage savings account withdrawal

- 1 the main office of a company _____
- 2 the people who work at a company _____
- 3 money put into a bank account _____
- 4 money taken out of a bank account _____
- 5 money that banks lend people to buy property _____
- 6 a bank account that pays no interest or low interest _____
- 7 a bank account for investment; the bank pays interest _____
- 8 things people put their money in to make more money _____

Speaking 8 Put these words in order to make questions.

- 1 What / name / is / bank / your / the / of
- 2 Where / office / is / head / your
- 3 How / do / you / have / branches / many
- 4 How / employees / do / many / you have
- 5 What kind / provide / you / do / of / products and services
- 6 Where / branches / are / your

9 Work in pairs. Student A look at the information on this page. Student B look at the information on page 68. Use the questions in 8 to ask each other about your banks.

Student A

You work for Benhams Bank. You provide current and savings accounts, mortgages, loans and investment advice. Your head office is in London. You have 16 branches in the UK. Your bank has 2,000 employees.

What do you do every day?


Speaking 1 Which of these things do you do every day? Discuss with a partner.

get up go to work have a shower have breakfast / lunch / dinner
meet friends study talk to customers watch TV

A: Do you watch TV every day?

B: Yes, I do. How about you?

A: No, I don't.

Listening 2  **12** At lunchtime, Martin meets Nabila Habib in the UBCS cafeteria. Read and listen to the first part of their conversation. Note down three things that Nabila does every day.



Nabila: Hello, you're new, aren't you?

Martin: Yes, I am.

Nabila: Welcome to UBCS. My name's Nabila.

Martin: Pleased to meet you. I'm Martin.

Nabila: So, do you like your new job?

Martin: I don't know yet. In fact, this is only my first day.

Nabila: Oh, right, sorry! This is my first year. I'm a cashier.

Martin: Oh, great! Maybe you can tell me more about being a cashier. What do you do every day?

Nabila: Well, I come to work at 8.30. The bank opens at 9.00. I help customers deposit money and withdraw money from their accounts. Sometimes I answer questions about products and services. Other times I check balances for customers. Oh, and I also help my boss. He opens new accounts for customers and talks to them about investments. I give customers information about our interest rates and help them with forms, that sort of thing.

Language


Present simple

What do you do every day?	I come to work at 8.30.
	She helps them with forms.
We often use adverbs of frequency (e.g. <i>always, usually, often, sometimes, never</i>) and other time expressions (e.g. <i>every day, in the morning</i>) with the present simple. The adverbs come before the verb. Time expressions come at the beginning or end of the sentence.	He opens new accounts in the morning .
	They always come to work at 8.30.
	In the evening , I check my balance online.
In affirmative sentences, we add -s or -es in the third person singular (<i>he, she, it</i>).	We pay by cheque every month .
	He watches the financial news every morning.
	She sometimes pays in cash.

3 Match the two halves of the sentences. Do you do these things every day?

- | | |
|---------------------------------------|-----------------------------------|
| 1 She comes to work | a) new accounts for customers. |
| 2 She checks | b) at 9.00. |
| 3 Her boss opens | c) at 8.30. |
| 4 The bank opens | d) balances for customers. |
| 5 Customers come to the bank | e) about interest rates. |
| 6 She gives the customers information | f) and deposit or withdraw money. |

Writing 4 Write sentences about the things in the box in 1 that you do every day.
Example: *I get up every day at 6.30. I have a shower at 6.45. I have lunch from 12.30 to 1.30.*

Listening 5  13 Listen to the second part of Martin and Nabila's conversation. Tick (✓) the things they talk about.

- 1 what they do at lunchtime 3 what they do in the evening
2 how they get to work 4 what they do at the weekend

6 Listen again and complete these sentences with the words in the box.

always never often sometimes (x2) usually (x3)

- 1 Nabila _____ finishes work at 5.00.
2 She _____ stays late.
3 She _____ gets home before 7.30.
4 She _____ walks to work.
5 Martin _____ goes shopping on Saturday morning.
6 He _____ plays football in the afternoon.
7 He and his friends _____ go to the cinema.
8 He _____ watches TV.

Language

Adverbs of frequency

We use adverbs of frequency to describe how often somebody does something or how often something happens.	<i>The bank always opens at 9.00.</i>	100% ↑ ↓ 0%
	<i>I usually go to work by train.</i>	
	<i>I often read the newspaper on the train.</i>	
	<i>I sometimes buy coffee at the station.</i>	
	<i>I never arrive late.</i>	
In negative sentences, adverbs of frequency come between <i>don't / doesn't</i> and the verb.	<i>I don't usually go to work by bus.</i>	
	<i>I don't often work on the train.</i>	
Adverbs of frequency come before main verbs but after the verb <i>to be</i> .	<i>I never arrive late.</i>	
	<i>I am never late.</i>	

7 Complete these sentences with *always, usually, often, sometimes* and *never*. Make them true for you.

- 1 I _____ get up early.
2 I _____ leave my house before 7.30.
3 I _____ read the newspaper on the bus or train.
4 I _____ have a big lunch.
5 I _____ get home before 6.30.
6 I _____ eat dinner in a restaurant.
7 I _____ watch TV in the evening.
8 I _____ go to bed very late.

Speaking 8 Work in small groups. Talk about what you do every day and at the weekend. Use *always, usually, often, sometimes* and *never*.

A: *Do you get up early?*

B: *Yes, usually. But I never go to bed very late.*

What's your job?



Reading 1 Look at the words in the box. Which are jobs? Which are companies / places of work?

branch manager building society cashier customer service adviser
insurance company investment analyst senior account manager
supermarket supervisor trainee

Jobs in banking

Banks offer many different jobs, from trainee cashier right up to senior account manager or investment analyst. Many jobs are in specialist areas such as IT or corporate banking – accounts for business customers. Some banks have call centres where customer service advisers answer telephone enquiries. In the UK today, building societies, insurance companies and even supermarkets can offer the same services as banks. There is a lot of competition, so banks always need top-quality staff with good communication skills.

Training and opportunities

Trainees with basic school qualifications usually process cheques and do administrative tasks. They then take a training course to become cashiers. Good cashiers often become supervisors, responsible for their own teams of employees.

Graduate trainees have a fast-track training course. They usually spend about two years learning how the bank works. Then they can get management positions.

Branch managers spend a lot of time with customers and sometimes visit business customers in their office or factory.

Working conditions

Working hours are usually 9 am to 5 pm. Most banks have an annual appraisal system and give salary increases according to performance. Some also have good pension schemes. Larger banks have sports facilities for activities such as golf and tennis.

- 2** Read the article. Are these statements *true* (T) or *false* (F)?
- 1 Only university graduates get jobs in UK banks. (T / F)
 - 2 Customers visit call centres to talk to customer service advisers. (T / F)
 - 3 Some other companies offer the same services as banks. (T / F)
 - 4 University graduates become managers as soon as they join a bank. (T / F)
 - 5 Managers never leave the bank during working hours. (T / F)
 - 6 Working hours are usually 9 am to 5 pm. (T / F)

Vocabulary 3 Find words and expressions in the article to match these definitions.

- 1 the ability to talk to people clearly and explain things well:
c _____ s _____
- 2 banking for business customers rather than individual customers:
c _____ b _____
- 3 people who watch over other employees and check their work:
s _____
- 4 a way of deciding how well and how hard an employee works:
a _____ s _____
- 5 a way of saving for the time when you are old and don't work any more:
p _____ s _____


- 4** Complete these sentences with the jobs in the box in 1.
- 1 A _____ has a team of employees and watches and checks their work.
 - 2 A _____ works at a bank counter and handles everyday banking.
 - 3 A _____ handles customers' problems and questions, often on the phone.
 - 4 An _____ knows a lot about the economy and investments.
 - 5 A _____ is in charge of the employees and customers at one branch of the bank.
 - 6 A _____ is responsible for customers' accounts. It is a management position.

Speaking 5 Work in pairs and discuss. Do you do any of the jobs in 4? Do you want to do any of these jobs?

Reading 6 Read this job description. What is the job? Choose from the list in the box.

'I work in a bank, but I'm not a cashier.
I'm responsible for all the employees. I deal with any problems they have.
I handle advertisements for new employees and I take care of trainees.'

branch manager customer service adviser human resources manager
investment analyst IT services manager senior account manager

Listening 7  14 Listen to four people talking about their jobs. Tick (✓) the correct job for each person.

- | | | | | |
|------------|--------------------------|--------------------------|--------------------------|---------------------|
| 1 Isabella | <input type="checkbox"/> | senior account manager | <input type="checkbox"/> | IT services manager |
| 2 Raoul | <input type="checkbox"/> | human resources manager | <input type="checkbox"/> | cashier |
| 3 Ravi | <input type="checkbox"/> | customer service adviser | <input type="checkbox"/> | branch manager |
| 4 Jenny | <input type="checkbox"/> | investment analyst | <input type="checkbox"/> | IT services manager |

8 Listen again and complete the gaps.

- 1 My name's Isabella. I'm responsible _____ opening new accounts at our bank. I give customers _____ about our interest rates and the accounts that we have.
- 2 I'm Raoul. I work in a bank and I help customers make _____ and withdrawals. I also _____ any problems they have with their accounts.
- 3 Hi. My name's Ravi. I work _____ a bank, but I don't actually work in the bank. Customers telephone me when they have problems and complaints and I _____ with their questions.
- 4 Hello! I'm Jenny. I take _____ of all the computers in the bank. I train employees how to use computers. I don't _____ with customers.

9 Match 1–4 to a–d to form sentences.

- | | |
|--------------------|-------------------------------------|
| 1 I handle | a) of new employees and trainees. |
| 2 I deal | b) for all the office equipment. |
| 3 I take care | c) with customers' complaints. |
| 4 I am responsible | d) customer enquiries and problems. |

Customer care

Language 1 Are these comments from customer service surveys positive (P) or negative (N)?

1 *Your cashiers are impatient. They never wait for people to finish what they have to say.*

2 *The cashiers are always polite and friendly. They always take time to answer my questions.*

3 *Why aren't your employees more attentive? They don't listen and they aren't interested in me or my problems at all!*

4 *Your employees are really helpful and efficient.*

5 *The cashiers are very knowledgeable.*

Adjectives

We use **adjectives** to describe people or things.

*The cashiers at my bank are **friendly** and **efficient**.*

*A good bank has **knowledgeable** and **attentive** cashiers.*

An adjective usually comes before a noun ...
or, after the verb *be*.

*This bank has very **helpful** employees.*

*The employees at this bank are **polite**.*

An adjective does not change. It stays the same for singular and plural nouns.

*an **attentive** cashier / **attentive** cashiers*

Vocabulary 2 Match the positive adjectives 1–7 with their negative opposites a–g.

- | | |
|-----------------|----------------|
| 1 friendly | a) rude |
| 2 helpful | b) inefficient |
| 3 patient | c) inattentive |
| 4 knowledgeable | d) unhelpful |
| 5 attentive | e) unfriendly |
| 6 polite | f) ignorant |
| 7 efficient | g) impatient |

3 Complete these tips for cashiers. Use the words from 2.



CUSTOMER CARE

As a cashier, you are the first point of contact for our customers. It is important that you present a positive image of the bank.

- Always be _____ and _____. If you are impolite and unfriendly, our customers will go to another bank.
- Be _____: answer questions and deal with transactions quickly and well.
- Be _____. Make sure you have all the information you need to answer customers' questions. Employees who are _____ create a very bad impression.
- Listen carefully to what customers say and look at them when you talk to them. If you are _____, customers think you are not interested in them and don't care about them.
- Some of our customers are elderly or disabled. Sometimes it is difficult for them to explain what they want and understand what you say to them. Be _____ and give them time to say what they want. Other customers are usually happy to wait while you help them.

Review

Reading 1 Complete this dialogue with the correct form of the words in the box.

check	eat	get	give	help
learn	leave	open	put	show

Asif: Hi, Martin! How's your new job?
Martin: Hi, Asif! It's great. It's hard work, but really interesting.
Asif: What time do you start?
Martin: The bank (1) _____ at 9.00, but I start work at 8.30.
I (2) _____ my house at 6.30 to get there.
Asif: Wow. That's a long day.
Martin: Yes, it is. But I (3) _____ quite a long break at lunchtime. And there's a cafeteria at the bank so I can (4) _____ my lunch there.
Asif: What exactly do you do all day?
Martin: Well, I'm a trainee at the moment, so I sit and (5) _____ from other employees. I'm sitting with a cashier in the banking hall this week. Her name is Nabila. She serves customers and (6) _____ them make deposits and withdrawals. She (7) _____ the balances of their accounts and answers their questions. She (8) _____ the customers information about the bank's interest rates and (9) _____ them how to complete forms to open new accounts.
Asif: So do you do any work or do you just watch other people work?
Martin: Well, I usually just watch and learn, but sometimes I (10) _____ money in the ATM.
Asif: Wow, you handled all that money? Still, I think it's more fun to take it out!
Martin: Yes, you're right!

Listening 2  15 Listen and check your answers to 1.

Writing 3 Rewrite these sentences using the adverbs of frequency in brackets.

- 1 I go to work at 8.30. (usually)
- 2 I go home at 5.00. (always)
- 3 I am late for work. (never)
- 4 I eat my lunch in the cafeteria. (sometimes)
- 5 I sit and watch the other cashiers. (often)
- 6 The cashiers are helpful and polite to the customers. (always)

Speaking 4 Work in pairs. Take turns to ask and answer questions about what you do every day. Use some of these questions to help you.

- What do you do every day? • What exactly do you do?
- What do you do after that? • Do you ... ? • What time do you ... ?

Writing 5 Write a paragraph about your job or what you do every day. Use some of the words and expressions in the box.

always	I deal with ...	I'm responsible for ...
I take care of ...	often	sometimes usually

3

Banking products and services

- talk about banking products and services
- talk about what you can and can't do
- talk about what banks can offer customers
- talk about what customers want from their bank

Products and services

Reading

1 Think of a bank you use. Which of these products and services can you get at your bank?

current account foreign exchange insurance investment advice
loan mortgage safe deposit box savings account

2 Read these descriptions. Match the people 1–6 to the products and services from the box in 1 that they need.



1 Marvin Wiley is 16. His parents give him an allowance of £80 a month. He pays it into his current account at the bank. He spends some of the money on clothes, music, magazines and going out with his friends. He wants to go to college next year. He knows that being a student is expensive so he saves some of his allowance for when he is at college. Every month he takes £30 and puts it in a box in his bedroom. He now has over £500. _____



2 Rafiq and Selma Aziz are married. They are both 24. They live with Rafiq's parents, but the house is very small and they want a flat of their own. They both have jobs and they have some money. Selma's parents can lend them a little more. _____



3 Maria Villiers is 67. She is retired and lives on her pension. Her sister Vera lives in Australia. Maria has a round-the-world ticket and next week she plans to visit Singapore and Indonesia on the way to Australia. _____



4 Karl Dorfman is rich. He has £100,000 in savings. He doesn't know what to do with his money. He already has a nice big house and an expensive car. His wife thinks it's a good idea to buy shares or bonds. He doesn't know anything about these things. _____



5 Gloria Bannerman has some beautiful and valuable jewellery. It was her grandmother's. She doesn't wear it often, but she doesn't want to sell it. She worries that someone might break into her house and steal it. She already has insurance. _____



6 Amara Akintola is a doctor. She can drive, but she doesn't have enough savings to buy a car. She often visits patients in their homes at night. This is sometimes very difficult by bus. She has a driving licence and sometimes she borrows a friend's car, but her friend often needs it at night. _____

Vocabulary 3 Find words or phrases in the texts in 2 that mean the same as these expressions.

- 1 money given to children or teenagers by their parents
- 2 a way of investing money by buying parts of a company
- 3 an airline ticket with which you can travel to many different countries
- 4 an official document that shows you can drive
- 5 a system by which you can get money if someone steals or damages your property
- 6 money that the government or your employer gives you when you are old and you stop working

4 Complete these sentences with suitable words or phrases.

- 1 I have some gold coins. I don't want to keep them at home. I need to get a _____ at the bank.
- 2 I'd like some information on a _____. I want to buy a house.
- 3 I'd like some euros. I need to go to the _____ counter at my bank.
- 4 I'm interested in investing in the IT business. I'd like to buy some _____ in Google.
- 5 I put 10% of my salary in my _____ account each month.
- 6 I'm going shopping. I don't want to carry lots of cash so I'll take my _____.
- 7 My favourite sport is sailing and I want to buy an expensive new boat. I need a _____ from the bank.
- 8 I have a lot of valuable things in my house. Perhaps I should get some _____.

5 Match the verbs 1–4 to their opposites a–d.

- | | |
|----------|----------|
| 1 save | a) take |
| 2 borrow | b) sell |
| 3 buy | c) spend |
| 4 give | d) lend |

6 Use the words in 5 to complete these questions.

- 1 Do you _____ your money as soon as you get it or do you put some of it in a savings account?
- 2 Do you ever _____ money to other people? Do they always pay you back?
- 3 Do you ever _____ things from other people? Do you always give them back on time?
- 4 Do you ever _____ money to charity?
- 5 Do you usually _____ things in shops or online?
- 6 Do you always _____ your credit card with you when you go abroad?
- 7 Do you _____ money for a pension?
- 8 Do you ever _____ things you don't want any more?

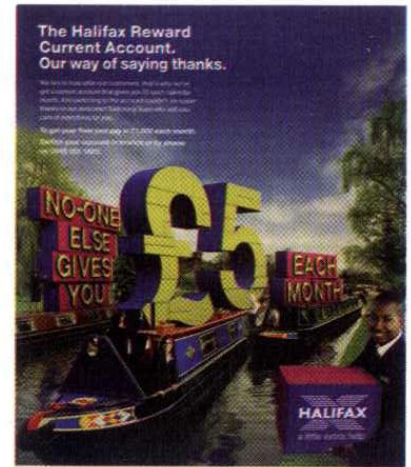
Speaking 7 Work in pairs. Take turns to ask and answer the questions in 6.

What can you do?

- Speaking 1** How do banks attract new customers? Discuss in pairs. Use the words in the box.

advertisements free gifts
interest rates special offers

- Reading 2** Read this article. Then choose the best summary.



NEW CUSTOMERS ONLY!

Banks always want to get new customers and so they make attractive offers: new customers can get higher interest rates on savings accounts for the first six months, there are no arrangement fees on new mortgages, people who open a new current account get a free gift. However, these special offers are usually limited to 'new customers only' – which often appears in the small

print at the bottom of their advertisements and makes existing customers angry. Why are all the best offers, the best products, the best interest rates for 'new customers only'?

In a TV advertisement for the Nationwide Building Society in the UK, an existing customer goes into a bank and asks for several of the attractive products and services the bank offers. Each time, the bank

employee tells him he can't have what he wants because it is for 'new customers only'. He leaves the bank and goes to the Nationwide Building Society where the special offers are for all customers. This advertisement suggests that banks need to take customer care seriously and treat all customers the same. The clever business strategy is not just to attract new customers, but to keep the ones you already have.

- The article is about the way banks treat new and existing customers differently. It suggests that existing customers are just as important as new customers.
- The article is about the products and services banks offer to customers. It says that people go from bank to bank and look for the best special offers.
- Use the words and expressions in the box to complete the definitions 1–6.

arrangement fee attractive free gift limited small print special offer

- An _____ is a sum of money you usually have to pay the bank when you take out a mortgage.
- A _____ is a present. You don't have to pay for it. A company gives it to you as a thank-you for buying their product or service.
- Something which is _____ to one group of people is something which people outside that group can't have.
- Something which is _____ is something that people want to have. The word is also used to describe people who look nice.
- A _____ is something a company uses to get new customers. It could be a price reduction, two products for the price of one, a better interest rate, a free gift, etc.
- _____ is text in tiny letters, often at the bottom of an advertisement. Because it is small and difficult to read, companies hope their customers won't notice it. It usually contains bad news.

can / can't

We use can + infinitive without to talk about something we are able to do generally ... or, at this moment.	<i>I can drive</i> <i>I can see a queue of customers waiting.</i>
In negative sentences, we use the short form (can't) more often than the full form (cannot).	<i>She can't serve this customer right now.</i>
In questions and short answers:	<i>A: Can new customers have a free gift?</i> <i>B: Yes, they can. / No, they can't.</i>

- 4** Read the text from 2 again. Complete these sentences with *can* or *can't*.
- 1 A customer who opens a new current account _____ get a free gift.
 - 2 New customers _____ get better interest rates on their savings accounts.
 - 3 Existing customers _____ have the special offers because they are for new customers only.
 - 4 The 'new customers only' policy _____ make existing customers angry.
 - 5 The customer in the advertisement _____ have what he wants because he isn't a new customer.

- 5** Write questions and short answers using *can* or *can't*.

Example: *I Can you speak Japanese? (X) No, I can't.*

- 1 you speak / Japanese? (X)
- 2 buy / a flat / Rafiq and Selma? (✓)
- 3 Karl / on investments / get advice? (✓)
- 4 any special offers / you get / at your bank? (X)
- 5 Marvin / buy a car? (X)
- 6 Rafiq and Selma / from Selma's parents / borrow money? (✓)
- 7 interest rate / get a better / they? (X)

- Speaking 6** Add two more things to the table. Tick (✓) if you can do these things and cross (X) if you can't. Work in pairs. Take turns to ask and answer questions using *can* and *can't*. Complete the table for your partner.

A: *Can you speak Arabic?*


B: *Yes, I can.*

You	Your partner
Speak Arabic?	
Drive?	
Ride a horse?	
Use a computer?	
Play the piano?	

- Writing 7** Write three sentences about what you and your partner can and can't do. Use the information in 6.

Example: *Shilpi and I can both drive. I can play the piano, but Shilpi can't. Neither of us can ride a horse.*

What can banks give to customers?

Listening 1  **16** Listen to Peter talking to his colleague, Marwan. Which products and services in the box do they mention?

cheques credit card current account debit card interest rate
loans and mortgages online banking savings account safe deposit box

2 Listen again and complete these sentences.

- 1 A _____ account is for paying everyday bills and expenses.
- 2 A _____ account is sometimes called a deposit account.
- 3 The bank pays the customer _____ on a savings account?
- 4 You can tell customers that at the moment the interest _____ for savings accounts is three percent.
- 5 I can also offer new customers a _____ card.
- 6 I can show them how the _____ works.
- 7 Customers also often ask about _____ banking.
- 8 You can tell them the interest rates on _____ and mortgages.

Reading 3 Read the rest of Marwan and Peter's conversation. Are sentences 1–6 *true* (T) or *false* (F)?

Peter: Oh, Marwan, one more thing. What about credit cards?

Marwan: Well, we don't automatically give credit cards to new customers.

Peter: So are they just for existing customers?

Marwan: No, but we know that our existing customers are good with money. We see their salaries come into their current account every month. We know how much money they have in their deposit accounts. We are usually happy to give them credit cards. With new customers it's a bit different. We don't have any information about them. So, they can apply for a credit card and we then check their credit rating with a credit agency. If the credit agency gives them a good rating, we can give them a credit card. At first, there is a low spending limit on the card. They can only use the card up to a certain amount of money. Later, we can increase that limit.

Peter: When they show that they are responsible customers?

Marwan: That's right.

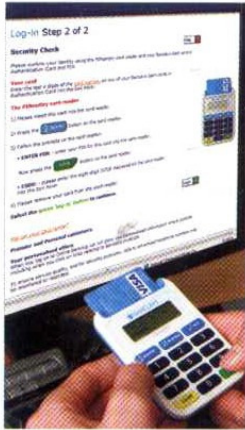
- 1 The bank doesn't give credit cards to existing customers. (T / F)
- 2 The bank doesn't have a lot of information about new customers. (T / F)
- 3 New customers can't get credit cards. (T / F)
- 4 Customers with a good credit rating can have credit cards. (T / F)
- 5 The spending limit on a credit card can change. (T / F)
- 6 Good customers have a higher spending limit on their credit cards. (T / F)

Vocabulary 4 Put a cross (X) next to the word(s) that you can't use with the word in bold.

- | | | | | | |
|---|-----------------------------------|------------------------------------|---|----------------------------------|----------------|
| 1 | <input type="checkbox"/> currency | <input type="checkbox"/> deposit | <input type="checkbox"/> savings | <input type="checkbox"/> current | account |
| 2 | <input type="checkbox"/> cash | <input type="checkbox"/> ATM | <input type="checkbox"/> withdraw | <input type="checkbox"/> current | machine |
| 3 | <input type="checkbox"/> online | <input type="checkbox"/> telephone | <input type="checkbox"/> foreign exchange | <input type="checkbox"/> debit | banking |
| 4 | <input type="checkbox"/> credit | <input type="checkbox"/> cash | <input type="checkbox"/> debit | <input type="checkbox"/> loan | card |

- Speaking 5** Where can you use your credit card? Where can't you use it? Work in pairs and discuss. Give two or three examples using *can* / *can't* + the present simple.
Example: *I can pay for food with my credit card at the supermarket. I can't use it at some restaurants.*

- Reading 6** Read this dialogue. Number the sentences in the correct order.



- 1 Peter: Good morning, Mr Osman. How can I help you today?
- Mr Osman: OK, I understand. How long will it take to get my user ID and password?
- Mr Osman: I'm interested in online banking. I'm very busy, so it's difficult to come into the bank all the time when I want to pay bills or check my balance.
- Peter: Only a few days. As soon as you get this information, you can log in and start banking online.
- Mr Osman: When do I need to use my user ID?
- Mr Osman: Can I check my balance at any time?
- Peter: I understand. Well, online banking is really easy and convenient. First, you need to register. You can do this online – just go to our website, click on 'online banking' and complete the form. We then send you a user ID and password. You can change the password at any time.
- Mr Osman: That's great. Thanks for your help.
- Peter: You need to type in this number to log on to your account. Most people change their password to something they can remember easily. It's important not to share your password with anyone – for security reasons.
- Peter: Yes, of course. You can check your balance, look at your account information, pay bills and do most of the other things you do now at the bank.
- 17 Peter: You're very welcome. Please let me know if you need any other assistance.

- Listening 7**  17 Listen and check your answers to 6.

- 8** Match 1–6 to a–f to make sentences about Mr Osman.

- | | |
|---|---|
| 1 Mr Osman can't go to the bank every day | a) for online banking on the bank's website. |
| 2 When Mr Osman starts online banking, | b) when he gets his user ID and password. |
| 3 Mr Osman can register | c) to something he can remember easily. |
| 4 He can start online banking | d) until he registers. |
| 5 He can change his password | e) because he is very busy. |
| 6 He can't start online banking | f) he can check his balance and make payments online. |

Customer service

Speaking 1 When you use a bank, what is more important to you: the people who deal with you or the services they offer? Work in pairs and discuss.

Reading 2 Read this memo. Which comments are about the people at the bank (*P*) and which are about the products and services (*PS*)? Mark each sentence 1–6 *P* or *PS*.

memo

Customer power

Most banks offer similar products and services. So why do customers choose one bank rather than another? Read what the customers in our bank survey say:

- 1 'I look for lower service charges. I don't want to pay high charges to my bank.'
- 2 'I use my bank because the interest rates on their savings accounts are higher than those in other banks.'
- 3 'I don't like inefficient service. Bank transactions need to be easier and faster.'
- 4 'I choose my bank by how polite the cashiers are. The cashiers at my old bank were quite rude. I use another bank now and the cashiers are much more polite.'
- 5 'The location of the branch is important to me. There are too many banks in the centre of town. They need to have branches in more convenient locations.'
- 6 'I do my banking by telephone now. The employees I talk to are friendlier and more efficient and I like that.'

Language

Comparative adjectives

We use comparative adjectives to compare two people or things.


For short adjectives, we add -er (than) .	<i>Our interest rates are higher than yours.</i>	<i>Trainee cashiers are slower than experienced cashiers.</i>
For long adjectives, we use more (than) .	<i>These chairs are more comfortable than those.</i>	<i>Banks that open on Saturdays are more convenient than those that don't.</i>
Notice the spelling:	big → <i>bigger</i> (double the consonant)	
	friendly → <i>friendlier</i> (change y to i and add -er)	
Irregular forms:	<i>good</i> → <i>better (than)</i>	
	<i>bad</i> → <i>worse (than)</i>	
	<i>far</i> → <i>farther (than)</i>	

3 Read the memo from 2 again. Underline the comparative adjectives.

Writing 4 Use the information from this customer survey to write six sentences.
Example: *The ATMs at UBCS are easier to use than those at Benhams Bank.*

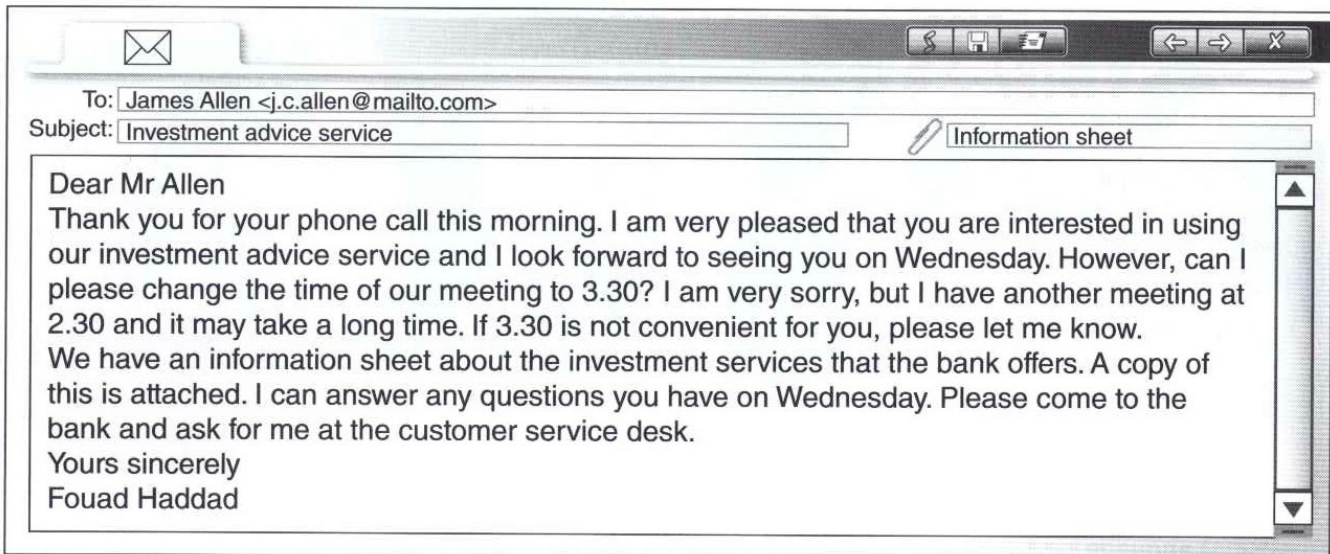
Does the bank have ...	UBCS	Benhams Bank
easy to use ATMs?	✓✓✓	X
efficient cashiers?	✓✓✓	✓✓
friendly employees?	✓✓	✓✓✓
low service charges?	✓✓	X
high interest rates?	X	✓
branches in convenient places?	✓✓✓	✓
attractive products?	✓✓	✓✓✓

Review

- Listening 1**  18 Listen to this phone call. What does the customer want?
- 1 advice on his current account
 - 2 advice on investments
 - 3 to sell some shares
 - 4 to close his current account

- 2** Listen again. Are these statements *true* (T) or *false* (F)?
- 1 Mr Allen is an existing customer. (T / F)
 - 2 Mr Allen wants to open a savings account. (T / F)
 - 3 Mr Allen knows a lot about investments. (T / F)
 - 4 The bank offers an investment advice service. (T / F)
 - 5 Mr Haddad arranges a meeting for next Thursday at three o'clock. (T / F)
 - 6 The meeting time is not convenient for Mr Allen. (T / F)

- Reading 3** Mr Haddad sends a follow-up email to Mr Allen. Read the email then answer these questions.
- 1 Why does Mr Haddad need to change the time of the meeting?
 - 2 What does Mr Haddad attach with the email?



- Writing 4** Write Mr Allen's reply to Mr Haddad. Follow these instructions:
- Thank Mr Haddad for his email.
 - Tell him that 3.30 on Wednesday is convenient for you and that you look forward to seeing him at the bank.
 - Thank him for the information sheet.

- 5** Read these statements about online banking. Which are positive (P) and which are negative (N)?
- 1 Online banking is more convenient. You can do it at any time and from any place. _____
 - 2 You need more PINs and passwords; it is more difficult to remember them all. _____
 - 3 It's like having a bank open 24 hours a day. _____
 - 4 It is easier for computer hackers to break into your accounts and steal money and information. _____
 - 5 You can get more up-to-date information on your accounts. _____
 - 6 It is faster and easier to pay bills. _____

- Speaking 6** Work in pairs. Talk to your partner about online banking. Discuss the positive and negative points in 5.

4

Bank transactions

- talk about what is happening now
- use polite language
- talk about foreign currency transactions
- ask questions

What are they doing?

Speaking 1 Study the picture. Then close your book. Work in pairs and make a list of what you saw.



Language

Present continuous

We can use the **present continuous** to talk about something that is happening now, at exactly this moment. We often use it with time words and phrases like *now*, *right now*, or *at the moment*.

We use the form **am / is / are + -ing**.

I'm / am serving a customer at the moment.

He's / is buying some currency.

She isn't / is not talking on the phone right now.

What are they doing?

A: Is he serving a customer?

B: Yes, he is. / No, he isn't.

2 Look at the picture again and match these questions to the correct answers.

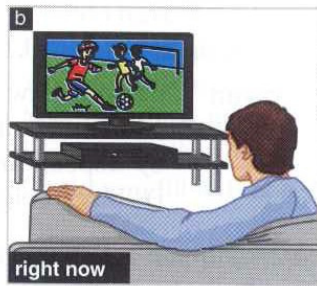
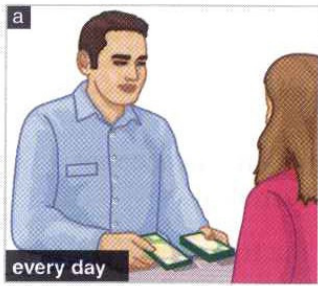
- | | |
|-------------------------------|-------------------|
| 1 Is H serving a customer? | a) Yes, he is. |
| 2 Is E talking on the phone? | b) No, she isn't. |
| 3 Is A talking to a customer? | c) No, he isn't. |

Speaking 3 What are the people in the bank doing? Work in pairs. Describe the picture using the present continuous form of the words in the box.

Example: *People H and I are waiting in line behind person G.*

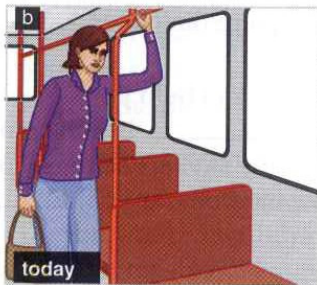
buy	fill in	sell	serve	take out
talk on the phone		talk to	wait	

Writing 4 Look at these pictures. Write sentences for pictures *a* and *b* using the prompts.



1 Georg (serve customers bank / watch a football match)

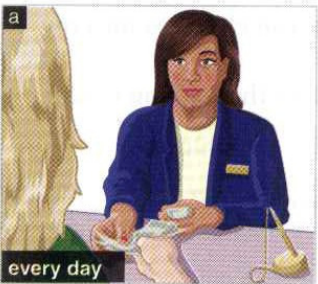
Example: a) *Every day Georg serves customers in a bank.*
 b) *Right now he is watching a football match.*



2 Marta (go to work by car / by bus)

a) _____

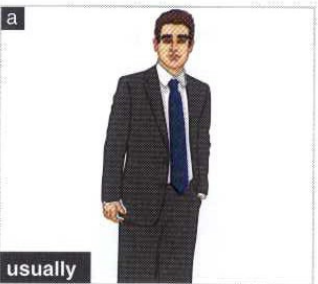
b) _____



3 Sophie (work in a bank / play tennis)

a) _____

b) _____



4 Paulo (wear a suit / wear shorts and T-shirt)

a) _____

b) _____



5 Lola (work on a computer / play the piano)

a) _____

b) _____

5 Write each expression in the box under the correct heading: present simple or present continuous.

at the moment	every day	every month	every year
most days	now	often	right now
			today
			usually

How can I help you?

Listening



1 Which of these transactions do you do at your bank?

- a) transfer money from one account to another
- b) pay bills
- c) cash cheques
- d) withdraw money from an account
- e) deposit money into an account
- f) buy foreign currency

2 19 Listen and match each dialogue 1–5 to one of the transactions in 1.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

3 20 Listen again and complete dialogues 1–3.

1

Cashier: Good morning. How can I help you?

Customer: Good morning. I (1) _____ like to transfer some money from my current account to my savings account, please.

Cashier: Certainly, sir. How much money (2) _____ you like to transfer?

Customer: £500.

Cashier: Right. (3) _____ I have your name and your account numbers, please?

2

Customer: Hi, good morning. I'd (4) _____ to pay these cheques into my current account, please.

Cashier: Certainly, madam. (5) _____ you complete this paying in slip, please?

Customer: Oh, right. Is this OK?

Cashier: Yes, that's fine. (6) _____ you please sign it here?

Customer: OK. Here you are.

Cashier: Thank you.

3

Cashier: Good afternoon.

Customer: Good afternoon. I (7) _____ like to cash this cheque, please.

Cashier: OK. How do you (8) _____ the money?

Customer: In tens and twenties, please.

Language

Polite language

We use **Can / Could you** + infinitive without *to* when we ask somebody to do something for us.

Could you ...? is more formal and polite than **Can you ...?**

Can you fill in this form, please? (less polite)

Could you fill in this form, please? (more polite)

We use **would like** + to-infinitive to say that we want to do something.

Would like is a polite way of saying 'I want'. The short form is **'d like**.

I want to transfer some money. (less polite)

I would ('d) like to transfer some money. (more polite)

We use **can** or **may** when we ask for permission.

Many people think that **may** is more polite than **can**.

Can I have your name, please? (less polite)

May I have your name, please? (more polite)

Can I sit here, please? (less polite)

May I sit here, please? (more polite)

4 In which dialogue in 3 is the cashier less polite?


5 Match the cashier's questions 1–6 to the customer's replies a–f.

- 1 Could I have your name, please?
- 2 How can I help you?
- 3 Would you like to speak to the manager?
- 4 May I ask how much you would like to withdraw?
- 5 Would you like that in pounds or euros?
- 6 Could you fill in this form, please?


- a) Of course. Do you have a pen?
- b) Yes, please. Is she available?
- c) Certainly. It's Blanka Novakova.
- d) I'd like to open an account, please.
- e) 500 euros, please.
- f) In pounds, please.

Writing 6 Rewrite these sentences to make them more polite.

- 1 Who do you want to speak to?
- 2 Do you want to withdraw some money?
- 3 I want to cash a cheque.
- 4 Can I have 500 euros, please?
- 5 What currency do you want?
- 6 How much do you want of each currency?
- 7 What's your account number, please?
- 8 What's your name?

Listening 7  **21** Listen and underline the stressed words in each sentence 1–5. Then listen again and repeat the sentences.

- 1 Would you like that in dollars or in pounds?
- 2 I'd like to open an account, please.
- 3 May I have your name and account number, please?
- 4 Could you fill in this form, please?
- 5 I'd like to transfer some money, please.

Speaking 8  **22** Work in pairs. Listen and then roleplay the dialogue. Take turns to be the customer and the cashier.

Cashier: Good morning. How can I help you?
 Customer: Good morning. I'd like to **cash a cheque**, please.
 Cashier: Certainly. **How would you like the money?**
 Customer: **In tens and twenties, please.**
 Cashier: OK, here you are.
 Customer: Thank you very much.


9 Work in pairs. Roleplay the dialogue from 8 again, but change the words in red. Use these ideas to help you.

<i>Customer</i>	<i>Cashier</i>
<i>buy some euros</i>	<i>How many...?</i>
<i>transfer some money</i>	<i>... your name and account numbers? How much?</i>
<i>pay a bill</i>	<i>How much...? Who would you like to pay?</i>
<i>deposit these cheques</i>	<i>paying in slip</i>

A: Good afternoon. I'd like to buy some euros, please.
 B: Certainly. How many euros would you like?
 A: I'd like 300 euros, please.

Foreign currency


- Speaking 1** Work in pairs and discuss these questions.
- Do you go abroad on holiday or on business? Which countries do you usually visit?
 - How many foreign currencies can you name?

- Listening 2**  **23** Listen to Sam Peterson talk about a business trip. Tick (✓) the countries he mentions.

Country	Currency
<input type="checkbox"/> Germany	
<input type="checkbox"/> Switzerland	
<input type="checkbox"/> Japan	
<input type="checkbox"/> France	
<input type="checkbox"/> the United Kingdom (UK)	
<input type="checkbox"/> the United Arab Emirates (UAE)	
<input type="checkbox"/> China	
<input type="checkbox"/> the United States of America (USA)	
<input type="checkbox"/> Spain	
<input type="checkbox"/> Sweden	

- 3** Listen again. Write the currencies Sam mentions in the correct place in the table. Why doesn't he need any dollars?
- 4** Complete the table with the currencies for the countries Sam doesn't mention. Then add your own country and currency to the table. Can you add two more countries and their currencies?

- Speaking 5** Work in pairs. Take turns to quiz your partner about countries and currencies. Example: *What's the currency in China? Which country uses the yen?*

- Listening 6**  **24** Sam goes to the foreign exchange counter at his bank to buy the currency he needs. Listen. What is the problem?

- 7** Listen again and answer these questions.
- 1 Which of the currencies does the bank have already?
 - 2 Which of the currencies does the bank not hold?
 - 3 What does the cashier offer to do?
 - 4 When does Sam leave on his trip?
 - 5 When can he collect his currency?

Reading 8 Read this article. Who is the advice for?

- Cashiers at foreign exchange counters.
- Bank employees who want to give their customers a better deal.
- People who want to buy foreign currency.



GET A BETTER DEAL

Most of us don't plan ahead when we go abroad. Of course it's possible to change your money at the airport before or after you fly, but airport exchange counters often charge more expensive rates. However, going to the bank won't always get you a better deal.

Some companies charge commission for doing foreign exchange transactions. In the UK, this is usually between £1.50 and £3.00. Commission usually comes in two forms:

- 1 *A minimum charge*
This can make it very expensive to change small amounts of money.
- 2 *A flat fee*
This is good if you change larger amounts of money: the fee is the same no matter how much you are changing.

Beware of 'commission free' offers. These don't always provide better value for money. The currency seller usually makes up for the loss of commission with a higher exchange rate. Also look at the buy-back rate. Some companies offer to buy back any currency you have left for free. This means you don't pay a commission twice.

So how can you know which is the best deal? The answer is to ask how much of the currency you will get, after all charges, in exchange for your money. Find the company that will give you the most and you are ready to go.

9 Read the article in 8 again. Are these statements *true* (T) or *false* (F)?

- Foreign exchange counters at airports are usually more expensive than at banks. (T / F)
- A flat fee means that you can't change a small amount of money. (T / F)
- Companies that offer 'commission free' usually have higher exchange rates. (T / F)
- The text advises travellers to always look for a 'commission free' offer. (T / F)

Vocabulary 10 Find the words / phrases in the box in the text in 8. Underline them. Then match them to the definitions 1–4.

buy-back rate commission exchange rate minimum charge

- A charge for doing a foreign exchange transaction: _____
- An amount of money you pay to change money. The bank may charge more than this amount but you can't pay less than it: _____
- The rate at which a company will buy back any currency from you: _____
- The rate at which a company will buy or sell currency: _____

Asking questions

Language

Wh- question words

Wh- questions begin with a question word (e.g. *when, where, why, how*).

We use <i>when</i> to talk about time.	When can she collect the money?
We use <i>what</i> when we want to know about something (not a person).	What is the current interest rate?
We use <i>where</i> to ask about places.	Where is UBCS bank?
We use <i>why</i> to ask about the reason for something.	Why does she want euros?
We use <i>who</i> when we want to know about a person or some people.	Who is she speaking to?
Use <i>which</i> instead of <i>who</i> (for people) or instead of <i>what</i> (for things) when there is a limited set of possibilities to choose from.	Which customer is she speaking to? Which country does she like best?
We use <i>how</i> to ask about the way to do something.	How does she want the money?
We use <i>how much</i> / <i>how many</i> to ask about quantity.	How many euros does she want? How much money does she want?

1 Complete these questions with the correct question words.

- 1 _____ can I help you?
- 2 _____ can I speak to about a loan?
- 3 _____ can I start online banking?
- 4 _____ is the minimum charge for changing money?
- 5 _____ is the bank's head office?
- 6 _____ dollars would you like?

2 Match your answers 1–6 from 1 to these sentences a–f.

- a) _____ It's in Frankfurt.
- b) _____ You can speak to the manager. Let me find out if he's free.
- c) _____ As soon as you receive your user ID and password.
- d) _____ I'd like to open a current account, please.
- e) _____ Five hundred. In twenties, please.
- f) _____ It's £2.50.

Countable and uncountable nouns

Countable nouns can be singular or plural.

We can count them and we can use numbers and <i>a / an</i> with them.	<i>a dollar</i> → <i>one dollar</i>	How many dollars would you like?
	<i>an appointment</i> → <i>ten appointments</i>	I have an important appointment this week.

Uncountable nouns are usually singular. We cannot count them and we do not usually use numbers or *a / an* with them (e.g. information, money, water, news, advice).

We use some with plural countable nouns.	We've got some bills to pay.
We use some with uncountable nouns in affirmative sentences.	She would like some water to drink.

3 Choose whether the nouns in italics are countable (C) or uncountable (U).

- 1 Could you give me some *advice* on buying *shares*, please? _____
- 2 How much *commission* do you charge for foreign exchange *transactions*?

- 3 Does the bank pay *interest* on this *account*? _____
- 4 I enjoy my *job*, but the work is sometimes *difficult*. _____

Review


Vocabulary 1 Complete each sentence with the correct form of the verb in brackets.

- 1 We usually _____ (charge) customers £50 for this service, but today we _____ (offer) it for £35.
- 2 Dalia _____ (serve) a customer right now.
- 3 At the moment we _____ (offer) a special interest rate.
- 4 Most days I _____ (walk) to work, but I _____ (go) by bus today because it _____ (rain).
- 5 Robert is in the kitchen. He _____ (make) a cup of coffee.
- 6 Mr Jensen usually _____ (wear) a suit to work.

2 Complete this dialogue with a suitable word or phrase in the box.

any	can	could	could you	how	how many
how much	I'd like	some	would you like		

Cashier: Good morning. (1) _____ I help you?
Customer: Yes, (2) _____ to deposit this cheque into my current account.
Cashier: OK. Do you have your paying in slip?
Customer: Yes, here you are.
Cashier: Thank you. (3) _____ you just sign it here, please?
Customer: Sure. Here you are.
Cashier: OK, that's all done for you. Can I help you with anything else today?
Customer: Yes, I'd like (4) _____ American dollars, please.
Cashier: And (5) _____ dollars would you like?
Customer: One hundred and fifty pounds' worth, please.
Cashier: OK, that comes to \$240. (6) _____ would you like the money?
Customer: In tens and twenties, please.
Cashier: I'm sorry, but I don't have (7) _____ tens. I can do it all in twenties.
Customer: That's fine.
Cashier: Right, here you are.
Customer: Thank you. Oh, and (8) _____ give me some information about insurance? (9) _____ do you charge for travel insurance?
Cashier: My colleague, Peter, will be able to help you with insurance queries. (10) _____ to take a seat over there? He's serving another customer at the moment, but I can ask him to come over and give you all the information you need.
Customer: OK, great. Thanks.
Cashier: You're welcome.

Listening 3  25 Listen to the dialogue and check your answers.

Speaking 4 Work in pairs. Student A look at the information on this page. Student B look at the information on page 68.

Student A

You are a cashier.

A customer comes into your bank to buy some foreign currency.

You don't have any yen, but you can order some by next Wednesday.

Your colleague Leila Farzi deals with travel insurance. She is serving another customer at the moment.

Begin like this:

Good morning. How can I help you?

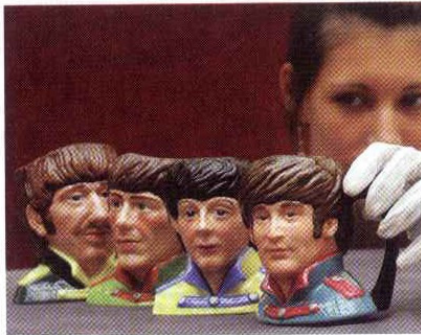
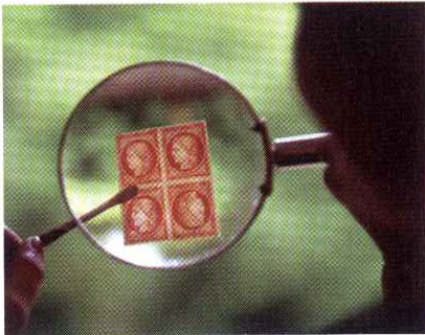
5

Investment

- talk about types of investment
- talk about investment portfolios
- talk about the stock market
- talk about arrangements and appointments

Investing money

- Speaking 1** Look at these photographs. They show different ways of investing. Do you invest in any of these things? What other types of investments do you know? Work in pairs and discuss.



- Reading 2** Read this text. Underline four things that people buy as investments.

INVESTING YOUR MONEY


Investment means using money to buy something (an asset) with the aim of making a profit by selling that asset at a higher price some time in the future. There are many different types of investments. Some people put their money in art, stamps, or collectibles. Other people invest in shares and become part owners of a company. Not only can they make a profit by selling those shares at a higher price than they paid for them, but they can receive a dividend – a share of the profits which the company gives to its shareholders every year. People often ask about the difference between *savings* and *investments*. Sometimes the two terms appear interchangeable, but there is a big difference. Quite simply, investment involves some kind of capital risk. There is no guarantee that you will make a profit. In fact, the price of your assets may fall and you may not even get back your capital, the money you put in. Some banks call their savings accounts 'investment accounts', but this is misleading. The only risk of savings accounts is that inflation will reduce the value of the money you put in them. There is no risk of losing your capital.

- 3** Read the text in 2 again. Are these statements *true* (T) or *false* (F)?
- 1 There is no difference between savings and investments. (T / F)
 - 2 Buying art and buying shares are both types of investments. (T / F)
 - 3 Investments involve more risk than savings. (T / F)
 - 4 There are two ways in which shareholders can make money from their shares. (T / F)
 - 5 Savings accounts involve no risk at all. (T / F)

- 4 Find and underline the words in the box in the text in 2. Match them to these definitions 1–7.

asset capital collectibles dividend guarantee profit risk

- 1 certainty that something will happen: _____
- 2 the possibility that you will make a loss: _____
- 3 the money you pay for an asset or put into a savings account: _____
- 4 the money you make when you sell something for a higher price than you paid for it: _____
- 5 a valuable item that can be sold for cash: _____
- 6 things that have value because many people are interested in owning them: _____
- 7 a share in the profits of a company, which is paid to the shareholders: _____

- Listening** 5  26 Listen to a financial adviser. Which types of investment in the box does he mention?

art bonds gold mutual funds property shares

- 6 Listen again. Match investments A, B and C to what the financial adviser says about them.

A shares B bonds C mutual funds

- 1 There isn't a predictable rate of return. _____
- 2 There is little risk, but the returns are quite low. _____
- 3 You put your money together with money from other investors. _____
- 4 There is no guarantee you can make a profit. _____
- 5 You get your capital back on a certain date in the future. _____
- 6 Your earnings change from day to day. _____

- Vocabulary** 7 Complete these sentences with the words and expressions in the box.

capital dividend fixed guarantee open-end
predictable profit rate of return risk

- 1 The interest rate is _____ at 2.5% for five years, which is quite low, so I am looking for an investment with a better _____.
- 2 No type of investment comes with a _____ that you will make a profit. Sometimes you may make a loss.
- 3 New investors can join at any time because it is an _____ fund.
- 4 This investment doesn't have a fixed interest rate so the amount you earn is not _____.
- 5 He sold his art collection and made a _____ of £15,000.
- 6 With any investment, there is always a _____ that you won't get back the money you put in.
- 7 On the date when a bond matures, the company or government pays back your _____.
- 8 The company is doing well, so shareholders will get a good _____ this year.



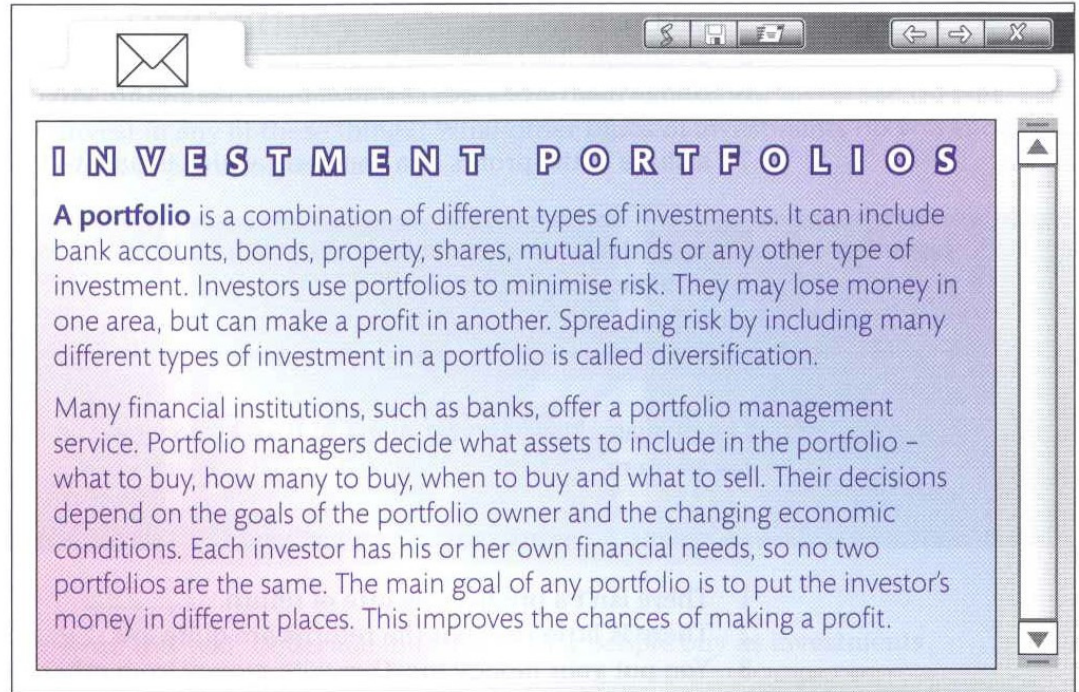
There are only two guarantees in life: death and taxes!

Spreading the risk

Reading 1 Read this saying. What does it mean and how do you think it relates to investment?

Don't put all your eggs into one basket!

2 Read this article about investment portfolios from an investment website. What is the main aim of a portfolio?



INVESTMENT PORTFOLIOS

A portfolio is a combination of different types of investments. It can include bank accounts, bonds, property, shares, mutual funds or any other type of investment. Investors use portfolios to minimise risk. They may lose money in one area, but can make a profit in another. Spreading risk by including many different types of investment in a portfolio is called diversification.

Many financial institutions, such as banks, offer a portfolio management service. Portfolio managers decide what assets to include in the portfolio – what to buy, how many to buy, when to buy and what to sell. Their decisions depend on the goals of the portfolio owner and the changing economic conditions. Each investor has his or her own financial needs, so no two portfolios are the same. The main goal of any portfolio is to put the investor's money in different places. This improves the chances of making a profit.


3 Read the article again. Complete these sentences with the words in the box.

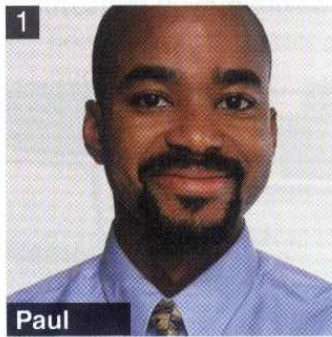
assets	chances	financial	goals	management
risk	spreading	types		

- 1 A portfolio combines different _____ of investments.
- 2 The aim of a portfolio is to minimise _____.
- 3 A bank may offer a portfolio _____ service to its customers.
- 4 Diversification is a way of _____ risk.
- 5 Portfolio managers choose _____ to include in the portfolio.
- 6 The _____ of the customer affect the decisions that the portfolio manager makes.
- 7 Investors all have different _____ needs.
- 8 The _____ of making a profit are improved if the investor's portfolio is diversified.

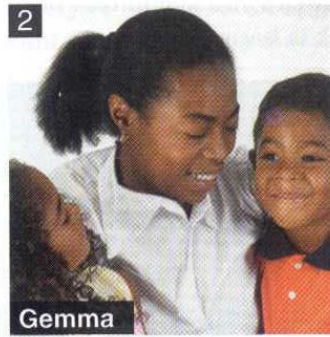
4 Are these statements *true* (T) or *false* (F) according to the article in 2?

- 1 A portfolio increases an investor's chances of making a profit. (T / F)
- 2 Portfolios only include limited types of investments. (T / F)
- 3 All the investments in a portfolio are likely to make the same amount of profit. (T / F)
- 4 Portfolio managers look at economic conditions when they make decisions about what assets to put in a portfolio. (T / F)
- 5 Most portfolios are very similar. (T / F)
- 6 Most investors have the same financial needs. (T / F)

- 5  27 Read and listen to what these people say about their financial needs. Match the people 1–3 to a suitable portfolio.



I'm single. I have a good, well-paid job and I have a lot of money to invest. I'm interested in a high return on my money and I want to see my investments grow quickly.



I'm married with two children. I'm a teacher. I want to invest some of my money so I can pay for my children to go to university. They are still young, so I have plenty of time. Going to university is very expensive, but I worry about high-risk investments.



We are retired. We have some savings and would like some investments that will give us money for extras like holidays and presents for our grandchildren. We don't want to invest in shares because we worry that we may lose our capital if the share price falls.

Portfolio A _____

This portfolio is well diversified with a mixture of low and high-risk investments. The portfolio manager has bought shares in some good companies and he thinks these will increase in value gradually. There is, of course, no guarantee that the higher-risk investments in the portfolio will make a profit, but he believes they will increase over a ten-year period.

Portfolio B _____

This portfolio includes shares in several companies that produce new technology. If the companies do well, the rate of return will be very high. However, these investments are quite risky. Technology develops quickly, so the portfolio manager will soon see if she has made the right decision.

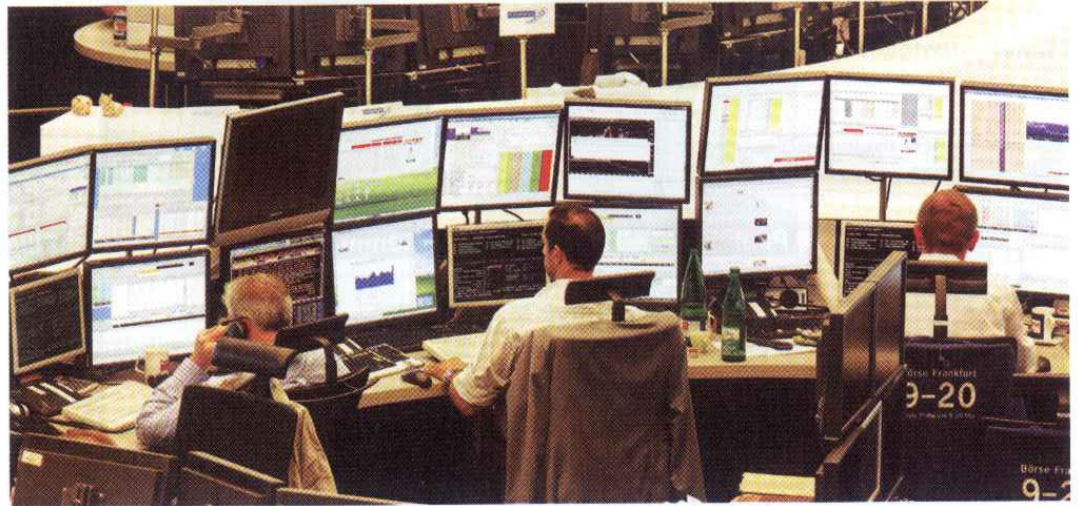
Portfolio C _____

This portfolio includes investments in a savings account that pays a good rate of interest. It also includes some government bonds. The portfolio manager put it together for investors who prefer a low-risk strategy, but need a steady income from their investments.

- Speaking** 6 How would you diversify a \$100,000 investment? Write a sample portfolio.
- 7 Work in small groups and discuss your portfolio. Who has the best portfolio? Whose portfolio is the most diversified?

The stock market

Reading 1 What can you see in this photo? Where do you think this is and what do you think is happening?



2 Read this text. What is the difference between a stock exchange and a stock market index?

Stock markets

Every country has its own stock market, where people can buy and sell shares and other securities. A stock exchange is a building where this trading takes place. Some of these are very old – the London Stock Exchange started in the 17th century. However, a lot of share trading today is done by computer. This is much faster and cheaper.

Companies raise capital by selling their shares to investors on the stock market. They use the money to run their day-to-day business and to expand. Investors buy shares to make money. They hope to make a profit when the share price goes up. They also get money from dividends.

A stock market index is a way of measuring a section of a stock market. It is a list of some of the shares traded in the stock market. It shows the price of these shares at the end of each trading day and the number of shares bought and sold. Investors can look at the stock market indices in the newspaper. They can see how well or how badly their shares are doing.

*index (singular) –
indices (plural)*

3 Match the stock market indices to the correct stock exchanges. Then add your country's stock exchange and index to the table.

ATX DAX Dow Jones FTSE 100 Nikkei Hang Seng

	Stock exchanges	Index
1	New York	
2	Frankfurt	
3	London	
4	Tokyo	
5	Hong Kong	
6	Vienna	
7		

Arrangements and appointments

Speaking 1 Work in pairs and discuss. Do you have a lot of appointments? How do you keep a record of your appointments (e.g. in a diary, on your computer, on your phone)?

Reading 2 Read about Mark Hunter's appointments. Are these statements *true* (T) or *false* (F)?

Mark Hunter is an investment banker at UBCS International. He's looking at his diary and checking his appointments for next week. At 10 am on Monday, he's interviewing a new personal assistant. He is flying to Brussels at 2 pm on Tuesday afternoon. He is coming back

on Wednesday evening at 5 pm. On Thursday morning at 8 am, he's having breakfast with some colleagues. And on Friday at 11 am, he's meeting an important customer, Saleh Aoun, to discuss new investments for his portfolio.

- 1 Mark is interviewing a new personal assistant on Monday at 10 am. (T / F)
- 2 At 8 am on Thursday, Mark is having breakfast with colleagues. (T / F)
- 3 On Friday, Mark is meeting important customers for breakfast. (T / F)

Language

Present continuous

We can use the **present continuous** to talk about future plans or arrangements.

A: What **are** you **doing** next week?

B: On Monday, I'm **interviewing** a new personal assistant.

We use the form **be + verb + -ing**.

A: **Are** you **flying** to Brussels this afternoon?

B: Yes, I **am**. / No, I'm **not**.

Next week, I'm **travelling** to Seoul on business.

We're **meeting** at 11.45 tomorrow to discuss a portfolio.

3 Complete Mark's diary for next week with the information in 2.


Calendar					
	Monday May 2	Tuesday May 3	Wednesday May 4	Thursday May 5	Friday May 6
8am					
9am					
10am					
11am			meeting Sasha Dubois at ING		
12pm	lunch Barbara and Vikram				
1pm					lunch Georg Bergmann
2pm					
3pm					
4pm		meeting Tony Price at Sony			
5pm				tennis Peter	
6pm					

4 Look at Mark's diary again and answer these questions.

- 1 What is he doing at 12 pm on Monday?
- 2 What is he doing at 4 pm on Tuesday?
- 3 Who is he meeting at 11 am on Wednesday?
- 4 Who is he playing tennis with on Thursday?
- 5 When is he having lunch with Georg Bergmann?

Prepositions of time

We use on with days and dates.	<i>I'm meeting him on Tuesday / on 24 June / on Friday evening.</i>
We use in with parts of the day and longer periods of time.	<i>I'm meeting him in September / in the summer / in the morning.</i>
We use at with clock times. We also say: <i>at night, at the weekend, at Easter, at the moment.</i>	<i>I'm meeting him at five o'clock / at night / at the weekend.</i>
We do not use <i>on, in</i> or <i>at</i> when we use next, last, every, this, yesterday , or tomorrow .	<i>I'm meeting him next week / month / year.</i>

Listening 5  28 Complete this conversation with *at, on, in, or next*. Then listen and check your answers.

Ben: Hi, Sue. How are you?
 Sue: Great, thanks.
 Ben: You're going on vacation soon, aren't you?
 Sue: Yes. I'm going to Spain (1) _____ week.
 Ben: Lucky you! When are you flying?
 Sue: I'm flying (2) _____ Wednesday.
 Ben: (3) _____ the morning or (4) _____ the afternoon?
 Sue: (5) _____ five o'clock in the morning.
 Ben: That's early! Are you driving to the airport?
 Sue: No, I'm taking a taxi. It's coming to pick me up (6) _____ three o'clock!
 Ben: And what time are you arriving in Spain?
 Sue: (7) _____ lunchtime. Paolo and Pilar are meeting me at the airport and taking me to their house.
 Ben: Is Jim going with you?
 Sue: Yes, but he's meeting an important customer (8) _____ Thursday so he can't fly with me (9) _____ Wednesday. He's joining me (10) _____ the weekend. What about you? Are you taking a vacation this summer?
 Ben: I don't know yet. Maybe (11) _____ month.

Writing 6 Write your own diary for next week. Make sure you have at least six appointments. Choose from these appointments or use your own ideas.

<i>meeting with the bank manager</i>	<i>lunch with Don Walton</i>
<i>breakfast with Sharon and Paul</i>	<i>interview new receptionist</i>
<i>give seminar for new trainees</i>	<i>tennis with Steven</i>
<i>meeting with IT services manager</i>	<i>fly to Paris</i>
<i>visit to HSBC</i>	

Speaking 7 Work in pairs. Take turns to ask each other about your appointments for next week.

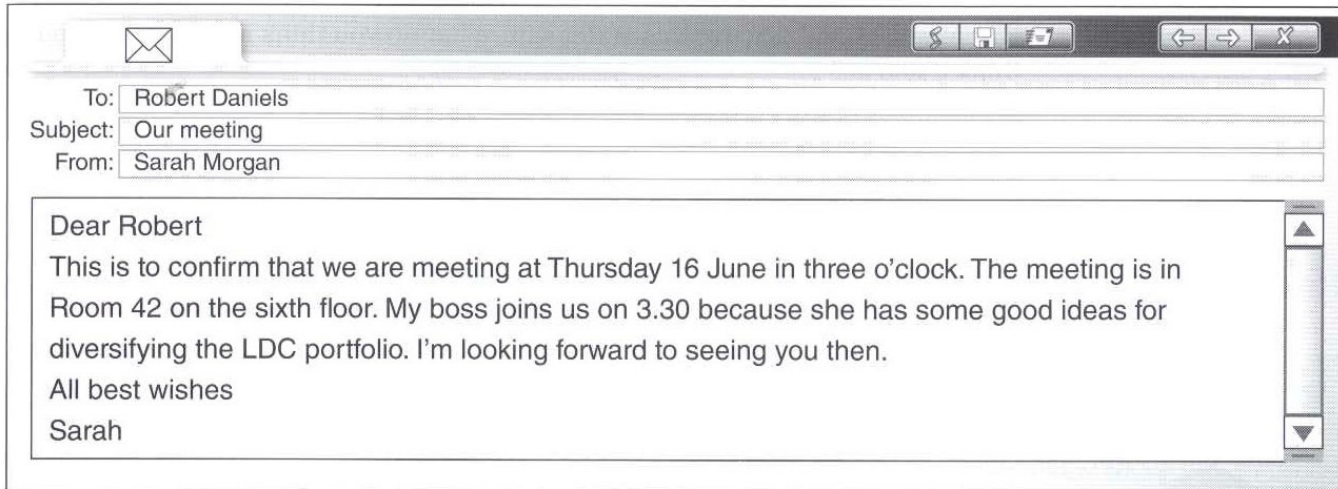
A: *What are you doing on Tuesday?*
 B: *At ten o'clock I'm interviewing a new receptionist. Then I'm having lunch with an important customer at 12.30.*

Review

Listening 1  Listen to two investment managers at UBCS and answer these questions.

- 1 What does Sarah want to talk to Robert about?
- 2 What day and time does Robert suggest for the meeting?
- 3 Why is this not a good time for Sarah?
- 4 What day and time do they agree on?

Reading 2 Read Sarah's email to Robert. Find and correct four mistakes.



3 Read this dialogue. Why do Robert and Sarah arrange another meeting next week?

Robert: LDC's portfolio is quite well diversified. They've got a lot of shares, but not many bonds.

Sarah: Right. I think perhaps they have too many shares. That's a lot of risk and we can't guarantee them a good return. Bonds are safer, but of course the rate of return is lower. How about offering them more investments in property?

Robert: That's a good idea. Let's ask Charles Simmons for some advice. He specialises in property. In fact, I'm seeing him at the weekend. We're playing golf on Sunday. I can ask him then.

Sarah: Good idea. I'm meeting John Gilmore from LDC on the 25th of June. I can make some suggestions for new investments then.

Robert: OK, let's meet early next week and I can tell you what Charles suggests. Is Monday afternoon any good for you?

Sarah: No, I'm sorry. I'm giving a seminar for the new trainees at two o'clock. And I'm having dinner with Julian and Steve that evening. How about Tuesday morning?

Robert: I'm free at 11 o'clock.

Sarah: Fine. Let's make it Tuesday at 11 o'clock then.

Writing 4 Write sentences using the prompts.

Example: *Robert is seeing Charles Simmons at the weekend.*

- 1 Robert / see / Charles Simmons / weekend
- 2 Robert / play golf / Charles / Sunday
- 3 Sarah / meet John Gilmore / 25th June
- 4 Sarah / give seminar / new trainees / Monday two o'clock
- 5 Sarah / have dinner / Julian and Steve / Monday evening
- 6 Sarah and Robert / have a meeting / next Tuesday 11 o'clock

- talk about the accountancy profession
- talk about future intentions
- talk about accountancy jobs
- talk about the qualities needed to be an accountant

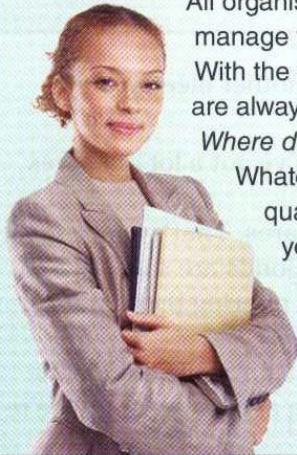
Who needs accountants?

Speaking 1 Work in pairs and discuss this statement. What do you think it means? Do you think it is true?

Accountancy doesn't just belong to accountants.

- Reading 2** Read this text. What kind of text is it?
- an article about accountancy from an economic journal
 - an advert for a job as an accountant
 - an advert for an organisation that offers accountancy qualifications
 - part of an information sheet for companies looking for accountants

IAFP – Your passport to the future



All organisations around the world, large or small, need someone who can understand and manage their finances. So a career as an accountant will give you excellent job prospects. With the right qualifications, you can work in many different countries. Qualified accountants are always in demand from Australia to Azerbaijan. The question is not *Where can I go?* but *Where do I want to go?*

Whatever your career goals, you need to think seriously about a professional accountancy qualification. There are many to choose from – and the choice you make now will affect your career options in the future. A good qualification is your passport to a variety of career opportunities.

We offer first-class qualifications to ambitious, capable and hardworking people who are looking for a rewarding career in accountancy, finance and management.

Our qualifications are respected worldwide by employers, governments and the accountancy profession itself.

- 3** Read the text in 2 again. Which of these statements about accountancy are mentioned? Tick (✓) or cross (X).
- Qualified accountants can work abroad.
 - Accountancy is a very old profession and the earliest financial records date back 7,000 years.
 - There are always job vacancies for accountants.
 - All businesses need accountants to understand and manage their finances.
 - A job in accountancy gives you lots of choices about what to do and where to go in your career.
 - You need a proper qualification to get all the advantages of a career in accountancy.
 - Accountants usually earn a lot of money.
 - There are many different accountancy qualifications that people can get.

4 Choose the best explanation a–c for each statement 1–3.

1 Qualified accountants are always in demand from Australia to Azerbaijan.

- a) There are jobs for accountants in all the countries of the world.
- b) Lots of accountants leave Australia to go and work in Azerbaijan.
- c) There are plenty of accountants in Australia and Azerbaijan.

2 The choice you make now will affect your career options in the future.

- a) You need to decide now exactly what job you want to have in the future.
- b) You will have more choice of jobs in the future if you choose the right qualification now.
- c) It is not possible to become an accountant if you have a different job now.

3 A good qualification is your passport to a variety of career opportunities.

- a) Accountants don't need passports to travel to different countries.
- b) If you have a passport, you can easily get work as an accountant.
- c) A qualification in accountancy will give you lots of choices in your career.

Vocabulary 5 Find the words in the box in the text in 2. Underline the words in the text and then use them to complete these sentences.

ambitious	capable	career options	goals
in demand	job prospects	respected	rewarding


- 1 Derek is only 20, but he's very _____. In five years' time he wants to be the boss of his own company.
- 2 The more qualifications you have, the more _____ you will have because you will be able to choose from a variety of different jobs and professions.
- 3 This company offers excellent _____. We will promote you quickly and your salary will increase rapidly.
- 4 Sometimes the most _____ jobs are not those with the highest salaries. Low-paid jobs that help other people are often very satisfying.
- 5 It is important to have _____. Decide where you want to be in five years' time and how much you want to earn, then work hard to achieve these things.
- 6 Janice works hard and does her work quickly and well. As a result she's always _____ and it's hard for her to find time for a holiday!
- 7 Emilia is very _____. You can give her a task and ten minutes later it's done.
- 8 There are lots of qualifications you can take. The most _____ ones are those offered by well-known professional organisations.

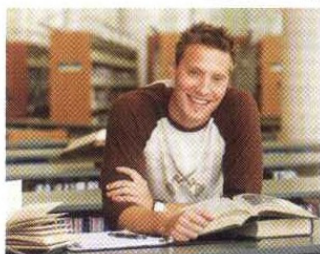
Speaking 6 Work in small groups. Discuss these questions.

- What do you find rewarding about your career / studies?
- Do you know someone who is ambitious?
- Do you know someone who is capable?
- What are your goals?

What do accountants do?

- Speaking 1** Which of these things do you think accountants do?
- Provide a record of a company's assets, debts and investments.
 - Produce reports showing the financial position, cash flow and profitability of an organisation.
 - Help the management of a company run their business efficiently.
 - Help investors decide if shares in a company will be a good investment.

- Listening 2**  **30** Bob and Callum meet at the gym. Listen to the dialogue. Are these sentences *true* (T) or *false* (F)?



- Callum is going to be an accountant. (T / F)
- Bob thinks accountancy is boring. (T / F)
- Callum is going to get his accountancy qualification in October. (T / F)
- Callum is going to work abroad. (T / F)
- Callum is going to get married. (T / F)
- Bob isn't working at the moment. (T / F)

Language

be going to and will

We use **be going to** for things we have already decided to do.

*He's **going to** get married next year.*

*I'm **going to** apply for an accountancy course.*

***Are you going to** go to the meeting tomorrow?*

We use **will** for decisions about the future made at the moment of speaking.

I'll give you some information about accountancy.

A: What would you like to drink?

B: I'll have a coffee, please.

- 3** Complete these sentences and dialogues with *be going to* or *will*.

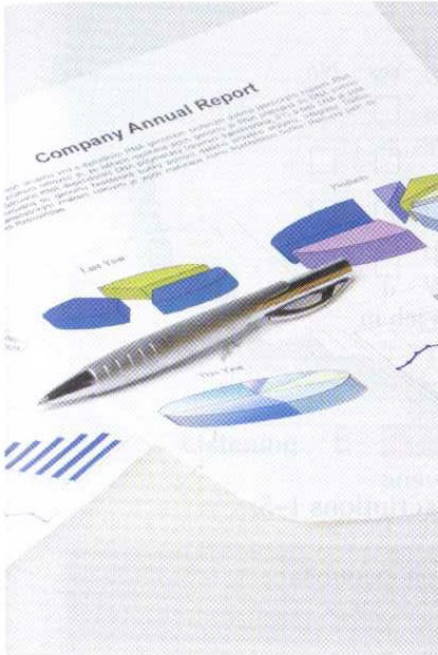
- I _____ get married in September.
- A: It's very cold here in here!
B: Oh, sorry, I _____ shut the window.
- A: I'm afraid Mr Jones is on the phone at the moment.
B: That's OK. I _____ wait.
- I'm sorry, I can't hear you. I _____ just turn off the TV.
- A: Who _____ book the meeting room?
B: I _____.
- Sadie says she _____ buy some shares in UBCS.
- A: Do you have your book on accountancy with you?
B: No, I'm sorry, I _____ bring it to work tomorrow.
- We _____ work abroad for the next three years.

- Listening 4** Complete these sentences with the words in the box. Check your answers in the audio script on pages 75–76.

communication figures financial information options qualification

- Isn't it a bit boring – all facts and _____ ?
- It's not just about numbers, it's about _____ .
- Accountants communicate _____ information about a business to all the people who need to know.
- I'm going to get my _____ in September and then I will have lots of _____ .
- I'll give you some _____ about the course I'm on.

- Reading 5** Read part of the information sheet that Callum gives to Bob. Make a list of the people who need the information that accountants provide.



Accountancy course 1

INTRODUCTION

Accountants produce financial statements. A financial statement is a written report with information about the financial activities of a company. It includes a *balance sheet* and a *profit and loss statement*.

- A balance sheet lists the company's assets (the things it owns), its liabilities (the things it owes) and its capital (money invested in the company).
- A profit and loss statement shows the company's income, expenses and profits or losses.

Accountants produce financial statements quarterly (every three months) or annually (every year) to show the financial position of a company and its performance over a period of time. This period of time is called the reporting period.

There are many different people who need this information. They could be shareholders, the directors of the company, government departments, employees, suppliers or customers. Investors can also look at this information and decide whether or not to buy shares in the company.

- Vocabulary 6** Find a word or phrase from the information sheet in 5 with a similar meaning to 1–6.

- 1 things a company owns, such as machines and buildings
- 2 things a company owes, such as debts and taxes
- 3 a record of a company's assets, liabilities and capital
- 4 money left from a company's income once expenses have been paid
- 5 people who sell goods and services to a company
- 6 money a company receives from the sale of goods or services

- 7** Match the opposites 1–7 and a–g. Then use some of these words to complete the memo.

- | | |
|-------------|----------------|
| 1 profit | a) customers |
| 2 owns | b) spoken |
| 3 income | c) management |
| 4 written | d) liabilities |
| 5 suppliers | e) expenses |
| 6 assets | f) loss |
| 7 employees | g) owes |

memo

Costmore Electronics is having a very bad year, so it won't make a ¹ _____.

In fact, its expenses are much higher than its ² _____, so it will make a loss. The balance sheet shows that it now ³ _____ over £3 million to the bank. The employees are very unhappy.

They blame the ⁴ _____ and they are thinking about a strike.

The ⁵ _____ aren't happy either because the quality of Costmore's products is not very good.

Costmore blames its ⁶ _____. It says their materials are poor quality.

Costmore is going to sell some of its ⁷ _____ to raise some money.

It ⁸ _____ a building in the centre of Leeds. It can sell this building for around £2 million.

Jobs in accountancy



JOBS in Accountancy

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1 Are you good at keeping records? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Do you like working with figures? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Do you enjoy checking details? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you keep your paperwork in order? | <input type="checkbox"/> | <input type="checkbox"/> |

If you've answered *Yes* to each question, then a job in accountancy could be right for you!

- Reading 1** Read part of a questionnaire. Tick (✓) your answers.
- 2** Match the accountancy jobs in the box with the descriptions 1–5.

external auditor	bookkeeper	financial controller
budget analyst	tax adviser	

- This person keeps a record of the financial transactions of a company. They enter the transactions into ledgers (one for the sale of goods and services and one for the purchase of goods and services). _____
- This person develops and manages a company's financial plans. They set a budget and keep control of the company's expenses. _____
- This person checks the financial statements prepared by a company's accountants. They are not an employee of the company. _____
- This person manages the day-to-day financial activities of a company. They monitor the performance of each department, check and analyse the accounts, manage the cash flow and report to management on the state of the company's finances. _____
- This person specialises in tax regulations. They prepare corporate and personal income tax returns. They also advise clients on how to reduce the amount of money they pay in taxes. _____


- Listening 3** 31 Listen and check your answers. What other accountancy jobs do you know? Would you like to do any of these jobs?

- Vocabulary 4** The verb in *italics* can be used with all the noun phrases on the right. Underline the noun phrases the verb is used with in 2.

- | | | | |
|------------------|------------------------------|--------------------|---------------------|
| 1 <i>check</i> | the financial statements | the accounts | the details |
| 2 <i>set</i> | a target | goals | a budget |
| 3 <i>monitor</i> | the performance of something | the cash flow | a budget |
| 4 <i>prepare</i> | tax returns | accounts | written reports |
| 5 <i>keep</i> | a record | track of something | control of expenses |
| 6 <i>manage</i> | financial activities | financial plans | the cash flow |
| 7 <i>analyse</i> | accounts | figures | performance |

5 Complete these sentences with suitable words or phrases from 4.

- 1 I keep a _____ of all the company's income and expenses.
- 2 Saleem prepares his clients' _____ and tells them how much money to pay the government.
- 3 Could you _____ these calculations for me, please? I don't think they are correct.
- 4 The company is monitoring the _____ of all its factories. Those that make a loss will be shut down.
- 5 I manage my company's _____ – the movement of money into and out of the company.
- 6 We are going to _____ a budget for this year. All new equipment must come within the budget.
- 7 The boss won't be satisfied if we just tell her our analysis of the figures. She expects us to prepare a _____.

Listening 6  **32** Match questions 1–6 with answers a–f. Then listen and check your answers.

- 1 Do you set a budget for your spending? _____
- 2 Are you good at keeping within your budget? _____
- 3 How do you keep track of your spending? _____
- 4 Do you prepare your own tax returns? _____
- 5 Do you monitor the stock market? _____
- 6 Do you check your bank statements? _____

a) Yes, I do. I also check my credit card statements very carefully.

c) Yes, I do. I decide each month how much I can spend on entertainment – eating out, going to the cinema, that sort of thing.

e) Well, I try to keep within my budget, but sometimes if there is something special, like a dinner that I really want to go to, I spend a bit more than I planned.

f) I put all my receipts in my desk drawer and at the end of the month, I enter the amounts in a spreadsheet on my computer. I enter the information under general headings, like *travel, food, entertainment, clothes, etc.* Then I can see how much I spend each month on these things.

b) No, I don't. I employ an accountant to do that.

d) Yes, I do. I have a portfolio of shares, so I monitor their performance. Some of my shares are in companies in developing countries. These investments are quite risky, so I also monitor the political situation in these countries carefully.

Writing 7 Write your own answers to the questions in 6.

Speaking 8 Work in pairs. Discuss the answers you wrote in 7.

What makes a good accountant?

- Language 1** Look at the adjectives in the box. Which do we use to describe people? Which do we use to describe jobs? Which can we use for both?

ambitious capable efficient hardworking meticulous organised
patient reliable responsible satisfying stressful well-informed

- 2** Complete these sentences with some of the adjectives from the box in 1.
- Someone who works hard is _____.
 - Someone who pays great attention to detail is _____.
 - Someone who knows the latest information is _____.
 - Someone you can trust to do a job well and on time is _____.
 - Someone who doesn't get angry easily is _____.
 - Someone who gets things done quickly and correctly is _____.
 - Someone who wants to get to the top of their profession is _____.
 - Someone who is good at planning is _____.
 - Someone who always does the right thing is _____.

Negative prefixes

A **prefix** is a group of letters that we add to the beginning of a word to form a new word.

We can make some adjectives **negative** by adding the prefixes **un-**, **in-**, **im-**, **ir-**, **dis-** and **il-**.

reliable → *unreliable*

competent → *incompetent*

polite → *impolite*

regular → *irregular*

honest → *dishonest*

legal → *illegal*

- 3** Complete the information. Write the missing adjectives.

Opposite meanings of adjectives

un- interested – uninterested; ¹ _____ – unreliable; ² _____ – unambitious
dis- honest – dishonest; organised – ³ _____
im- mature – immature; patient – ⁴ _____
in- competent – incompetent; ⁵ _____ – inefficient; capable – ⁶ _____
ir- regular – irregular; responsible – ⁷ _____

- Speaking 4** Work in pairs and discuss. Which of the qualities in 1, 2 and 3 do you think an accountant needs? What other qualities can you add? Make a list.

- 5** Read this Accountancy Personality Profile. Did you choose the same qualities in 4?

Accountancy Personality Profile

Accountancy is a rewarding and satisfying career, but it can sometimes be quite stressful. A good accountant needs to be:

- meticulous
- efficient
- good with figures
- reliable
- well-informed
- organised

- 6** Make a list of the qualities you need for your job or a job you want to do in the future. Work in pairs and compare your lists.

Review

Language 1 Underline the correct future form in italics.

- 1 I'm not sure what to do for lunch. Oh, I know! *I'm going to have* / *I'll have* lunch at that new Italian restaurant.
- 2 She has a lot to do before the meeting tomorrow, so *she's going to take* / *she will take* some work home with her.
- 3 A: Do you know if Donald wants tea or coffee?
B: No, I don't. Hang on and *I am going to ask* / *I'll ask* him.
- 4 A: What are you going to do when you leave college, Emma?
B: *I will become* / *I am going to become* an accountant.
- 5 *We're going to present* / *We will present* our report to the client on Friday.
- 6 A: Bill, the tax office needs that form as soon as possible!
B: *OK, I'll email* / *I'm going to email* it straight away.

2 Write the opposites of these adjectives.

- 1 reliable _____
- 2 responsible _____
- 3 disorganised _____
- 4 patient _____
- 5 inefficient _____
- 6 capable _____

3 Choose the best adjectives in italics to complete this text.

I'm self-employed, so I need a good accountant, someone who is ¹ *efficient* / *ambitious* and will work quickly and well. I'm not very good at keeping records, and all my financial information is in a big pile of paperwork on my desk, so I need someone ² *responsible* / *organised* who can put everything in the correct order. I don't understand financial matters and I always have a lot of questions, so I need someone who is ³ *patient* / *capable* and who can explain things to me slowly and carefully. I want my accountant to be ⁴ *well-informed* / *hardworking* about the tax regulations so that he or she can save me money on my taxes. I also need someone ⁵ *reliable* / *patient* who will prepare my tax return and submit it to the government on time.

Listening 4  **33** Listen to this dialogue. Why is Bob calling Callum?

5 Listen again and answer these questions.

- 1 What is Bob going to do?
- 2 When is the next course going to start?
- 3 Does Callum think Bob will enjoy the course?
- 4 Why does Callum think Bob will be a good accountant?
- 5 Who is Callum going to talk to about Bob?

Speaking 6 Work in pairs. Discuss your plans for this week.

A: *What are you going to do this week?*

B: *I've got an exam on Friday, so I'm going to prepare for it. I'm going to read my textbook again and I'm going to do some of the exercises. What about you?*

7


An accountant's life

- talk about the past
- talk about calculations
- talk about things you did / didn't do
- talk about stages in your career
- talk about a tax return

Was it a good conference?

- Speaking 1** Do you go to conferences? If yes, what do you enjoy about them? What problems do you have? Work in pairs and discuss. Think about the presentations, the hotel, the food, etc.



- Listening 2**  34 George was at an accountancy conference in Bradford last week. Listen to the dialogue. Tick (✓) the things that were problems for him.

- Tom Watson wasn't there.
- The presentations weren't interesting.
- The conference rooms were small.
- The hotel bedrooms were small.
- There wasn't any hot water in the hotel bathrooms.
- The food wasn't good.
- The hotel was noisy at night.
- There weren't any lifts at the hotel.

- 3** Listen again. Are these sentences *true* (T) or *false* (F)?

- There were lots of good people at the conference. (T / F)
- Tom Watson was alone at the conference. (T / F)
- Steve Allbright's presentation wasn't very good. (T / F)
- The hotel was excellent. (T / F)
- The hotel rooms were large. (T / F)
- The food at the hotel was good. (T / F)

Past simple of be

We use the past simple of be to talk about the past.	George was at a conference last week.
We often use these time expressions with the past simple: <i>yesterday, last night / week / month / year, two hours / days / weeks / months ago, in January, in 2004.</i>	We were in a meeting yesterday.
In questions and short answers:	A: Was the weather good? B: Yes, it was . / No, it wasn't (was not) .
	A: Were the presentations interesting? B: Yes, they were . / No, they weren't (were not) .

4 Complete this dialogue with the past simple of *be*.

- A: (1) _____ you in the office last week?
 B: No, I (2) _____. I (3) _____ in Spain on holiday.
 A: How wonderful! What (4) _____ the weather like?
 B: It (5) _____ hot and sunny most days,
 A: (6) _____ your children with you?
 B: No, they (7) _____. They (8) _____ at their grandparents' house.
 A: What (9) _____ your hotel like?
 B: It (10) _____ excellent.
 A: (11) _____ the food good?
 B: Yes, it (12) _____ delicious!
 A: And the people?
 B: They (13) _____ very friendly.

5 Rewrite these sentences in the past tense using the word(s) in brackets.

Example: *I The weather was fine on Monday.*

- The weather is fine today. (on Monday)
- George is at a conference today. (last week)
- Tamsin is in the office today. (yesterday)
- The company's results are very good this month. (last month)
- The external auditor is here today. (on Tuesday)
- The conference is excellent this year. (last year)

Vocabulary 6 Are these adjectives positive (P) or negative (N)?

- | | | | |
|---------------|---------------|-------------|--------------|
| 1 good | 4 fascinating | 7 horrible | 10 wonderful |
| 2 excellent | 5 fine | 8 revolting | 11 delicious |
| 3 interesting | 6 awful | 9 bad | |

7 Look at these pairs of words. They have similar meanings, but one word is stronger than the other. Tick (✓) the stronger adjective.

- | | | | |
|--|--------------------------------------|--------------------------------------|-------------------------------|
| 1 <input type="checkbox"/> good | <input type="checkbox"/> excellent | 5 <input type="checkbox"/> wonderful | <input type="checkbox"/> fine |
| 2 <input type="checkbox"/> bad | <input type="checkbox"/> awful | 6 <input type="checkbox"/> horrible | <input type="checkbox"/> bad |
| 3 <input type="checkbox"/> fascinating | <input type="checkbox"/> interesting | 7 <input type="checkbox"/> small | <input type="checkbox"/> tiny |
| 4 <input type="checkbox"/> revolting | <input type="checkbox"/> bad | 8 <input type="checkbox"/> delicious | <input type="checkbox"/> good |

8 Use the stronger adjectives in 7 to complete these dialogues.

- A: Were the presentations interesting? B: Yes, they were _____ .
- A: Was the conference good? B: Yes, it was _____ .
- A: Were the rooms small? B: Yes, they were _____ .
- A: Was the weather fine? B: Yes, it was _____ .
- A: Was the food bad? B: Yes, it was _____ .

Calculations

Vocabulary 1 What do these symbols mean and how do you say them in English? Work in pairs and discuss.



2 Match the symbols in the box in 1 with 1–6.

- | | |
|---------------------------------|-----------------------------------|
| 1 minus / subtracted from _____ | 4 multiplied by ... / times _____ |
| 2 percent (of) _____ | 5 equals / is _____ |
| 3 plus / added to _____ | 6 divide(d) by ... _____ |

Language

Calculations

Five minus three equals / is two.	$5 - 3 = 2$	Twenty-five divided by five equals five.	$25 \div 5 = 5$
Three subtracted from five equals two.		Fifteen multiplied by six is ninety.	$15 \times 6 = 90$
Ten plus five is fifteen.	$10 + 5 = 15$	Fifteen times six is ninety	
Five added to ten equals fifteen.		Ten percent of two hundred and fifty is twenty-five.	$250 \times 10\% = 25$

Listening 3 **35** Listen and number the calculations in the order you hear them. Then repeat the calculations.

- | | |
|---|---|
| a) $2,250 \div 3 = 750$ <input type="checkbox"/> | d) $145 + 605 = 750$ <input type="checkbox"/> |
| b) $5 \times 150 = 750$ <input type="checkbox"/> | e) $1 + 749 = 750$ <input type="checkbox"/> |
| c) $7,500 \times 10\% = 750$ <input type="checkbox"/> | f) $780 - 30 = 750$ <input type="checkbox"/> |

Speaking 4 Work in pairs. Student A look at the information on this page. Student B look at the information on page 69.

Student A

Read these calculations to Student B. Give your partner time to write them down. Then check your partner's answers.

- 1 $50 + 60 = 110$
- 2 $1,000 \div 200 = 5$
- 3 $825 - 30 = 795$
- 4 $33 \times 99 = 3,267$

Student B will then read some calculations to you. Write them down. Student B will check your answers.

5 Match numbers 1–4 to the words a–d.


- | | |
|---------------------|-----------------------------|
| 1 100,000 | a) a / one trillion |
| 2 1,000,000 | b) a / one million |
| 3 1,000,000,000 | c) a / one billion |
| 4 1,000,000,000,000 | d) a / one hundred thousand |

6 **36** Practise saying these numbers. Then listen and check.

- 1,234,567,890
- 580,677
- 2,587,453,201

She worked hard yesterday

Listening

- 1  37 George's assistant Tamsin was very busy while George was at the conference. Look at her list of jobs. Listen to the conversation and tick (✓) the jobs she finished.



Tamsin

While I am at the conference, please

- * call Bill Mudie and arrange a meeting with him for next Friday
- * print out the letters in my correspondence file
- * prepare Mr Sweetman's tax return (all the information you need is in his file)
- * email Mrs Kato and promise her we will send her tax return on Monday
- * check the calculations on the Costmore Electronics cash flow
- * help Nigel with the Copsey Ltd financial statements
- * enter the figures in the LMC profit and loss statement

Language

Past simple of regular verbs

We use the past simple to talk about actions and situations that started and finished in the past. To form the **past simple of regular verbs**, we add **-ed** to the verb.

Be careful of the spelling changes:

walk → **walked**
 arrive → **arrived**
 stop → **stopped**
 try → **tried**

Sally **finished** her income tax return.

I **worked** hard yesterday.

A: **Did** you **call** the tax office?

B: Yes, I **did**. / No, I **didn't**.

We **didn't organise** a conference.

I **studied** for an exam.

He **arranged** a meeting with his boss.

I **submitted** my tax return.

- 2 Listen again. Write sentences about what Tamsin did and didn't do last week.

Example: *I She called Bill Mudie and arranged a meeting with him for next Friday.*

- | | |
|------------------------------|----------------------------------|
| 1 (Bill Mudie) | 5 (Copsey Electronics cash flow) |
| 2 (letters) | 6 (Nigel) |
| 3 (Mr Sweetman's tax return) | 7 (LMC figures) |
| 4 (email / Mrs Kato) | |

Writing

- 3 Write five sentences about what you did and didn't do last week. Use the words in the box and / or your own ideas.

arrange a meeting check some calculations email a colleague
 finish some work help a friend study for an exam visit a client work hard

Speaking

- 4 Work in pairs. Compare your sentences from 3. Take turns to ask and answer questions using these prompts.

- Who did you help?
- What did you do?
- Who did you visit?
- Who did you email?
- When did you arrange the meeting for?
- What work did you finish?

He finished school in 1994

Vocabulary 1 Complete the information about George's career. Use the correct past tense of the verbs in the box.

finish graduate marry move pass promote qualify start

1994 George ¹ _____ school.
1998 He ² _____ from university.
1999 He ³ _____ work at Monroe and Maplin Accounting Services in London.
2000 He ⁴ _____ Jenny.
2002 He ⁵ _____ his accountancy exams and ⁶ _____ as an accountant.
2004 He ⁷ _____ from the London office to the Frankfurt office.
2009 Monroe and Maplin ⁸ _____ him to head of the tax department in London.



Listening 2 **38** Listen and check your answers to 1.

3 **39** Listen and repeat these verbs. Write the verbs in the box in the correct column in the table.

finished moved started graduated passed qualified
 promoted visited helped worked arranged filed checked

/t/	/d/	/ɪd/
<i>finished</i>	<i>moved</i>	<i>started</i>

Writing 4 Look at the information about George in 1. Make a similar table for yourself. Use your own dates and write what you did in each year.

Date	What you did

Speaking 5 Work in pairs. Discuss the dates in your tables. Take turns to ask and answer questions.

A: *My dates are 2001, 2003, 2004 and 2010.*

B: *What did you do in 2001?*

A: *I graduated from university.*

He became an accountant

Reading 1 Read this description. Underline the past simple verbs.

In 1994, George left school and went to university. He made lots of friends at university and he met his wife, Jenny, there. He left university in 1998 and went to work for Monroe and Maplin Accounting Services in London in 1999. In 2002, he took his accountancy exams. He got good results in all his exams and he became a qualified accountant.

Language

Past simple of irregular verbs

Some verbs do not form the past simple with *-ed*. They are **irregular**.
(e.g. *go* → *went*, *buy* → *bought*, *meet* → *met*)

George **met** his boss yesterday.

I **bought** the currency a week ago.

I **went** to the office by train.

We use **did / didn't** + infinitive in negative sentences and questions.

We **didn't** send the email.

Did you come to work by bus?

A: **Where** did you **go** for your holiday?

B: I **went** to Spain.

2 Match the irregular past simple verbs you underlined in 1 to their infinitive forms 1–7.

1 go _____

5 make _____

2 meet _____

6 become _____

3 take _____

7 get _____

4 leave _____

3 Match the irregular verbs in box A to their past simple forms in box B.

A

make	buy	go	speak	have	meet
see	come	find	send	write	

B

bought	spoke	went	came	found	had
met	saw	sent	made	wrote	

Writing 4 Look at George's list of things to do for yesterday. What did he do? What didn't he do? Write five sentences about George's day using some of the verbs in 3.

Example: Yesterday George wrote to Tony Parsons. He ...

To do:

Write to Tony Parsons ✓

Speak to Tamsin about the budget analysis conference in Dubai ✗

Find the paperwork for the meeting with Bill Mudie ✓

Make an appointment with Sue Patterson at Costmore Electronics ✓

Send an email to Mr Sweetman ✗

3.00 go to Collins and Mudie for a meeting with Bill ✓

12.00 lunch with the boss ✓

5.00 meet Tom at the gym ✗


Buy flowers for Jenny ✓

Speaking 5 Work in pairs. Take turns to ask and answer about what George did yesterday.

A: What did George do at 12 o'clock?

B: He had lunch with his boss.

A tax return

Listening 1  40 Listen to this dialogue. Tick (✓) the thing George wants Mrs Taylor to send.

- | | |
|---|--|
| 1 <input type="checkbox"/> her tax return | 4 <input type="checkbox"/> details of her household expenses |
| 2 <input type="checkbox"/> details of her income | 5 <input type="checkbox"/> a cheque for the tax she owes |
| 3 <input type="checkbox"/> details of her business expenses | |

2 Listen again and answer these questions.

- 1 Why can't George submit Mrs Taylor's tax return today?
- 2 When did the details of Mrs Taylor's income and business expenses arrive?
- 3 Why can Mrs Taylor claim a 'business use of home' charge?
- 4 Which of these things does George need to calculate the 'business use of home' charge?
 - a) details of Mrs Taylor's income
 - b) Mrs Taylor's gas and electricity bills
 - c) records of Mrs Taylor's mortgage payments
 - d) information on the number of rooms in the house Mrs Taylor uses for business
- 5 What will George do when Mrs Taylor sends the information?

Vocabulary 3 Complete the letter George sent with the tax return to Mrs Taylor. Use the words and phrases in the box.

check household expenses questions records sign submit



Dear Mrs Taylor,

Thank you for sending the information about your ¹ _____. I am enclosing your tax return for your approval. Please ² _____ the return carefully. If you are satisfied that it is correct, please ³ _____ the additional copy of page 6 and send the signed page 6 only back to me. I will then ⁴ _____ the return to the tax office using the online filing service.

You may keep the tax return for your ⁵ _____. If you have any ⁶ _____, please call me or Tamsin on 01730 829741.

Yours sincerely,

George Johnson

Speaking 4 Read George's letter in 3 again. Work in pairs and discuss these questions.

- 1 Will George submit Mrs Taylor's tax return by post? If not, how will he submit it?
- 2 Can you submit tax returns online in your country?
- 3 Can people who work from home claim a 'business use of home' charge in your country? How do accountants calculate how much to claim?

Review

Language 1 Complete these questions with the past simple of *be*.

- 1 Where _____ George Johnson's conference?
- 2 Who _____ at the conference from Collins and Mudie?
- 3 _____ the speakers good?
- 4 _____ the presentations interesting?
- 5 _____ the hotel good?
- 6 _____ the bedrooms at the hotel big?
- 7 What _____ the food at the hotel like?
- 8 Why _____ the hotel noisy?

2 Complete these sentences with the past simple form of the verbs in the box.

arrive	finish	graduate	help	order
rain	wait	walk	watch	work

- 1 In 2001, Françoise _____ from university.
- 2 Our visitors _____ early. They are waiting in reception.
- 3 A: Excuse me, we _____ two coffees ten minutes ago.
B: Sorry, sir, I'll bring them straight away.
- 4 Tom _____ very hard yesterday and he _____ all the calculations.
- 5 A: What did you do last night?
B: We _____ a TV programme about accountancy.
- 6 I _____ for ten minutes, but the bus didn't come, so I _____ home.
- 7 Tamsin _____ Nigel with the figures on Tuesday morning.
- 8 It _____ yesterday, so George didn't walk to work.

3 Complete these sentences with the verbs in brackets. Make them true for you.

- 1 _____ a newspaper yesterday. (buy)
- 2 _____ the house before 8.30 this morning. (leave)
- 3 _____ more than five phone calls yesterday. (make)
- 4 _____ a cup of coffee this morning. (have)
- 5 _____ a friend last night. (meet)
- 6 _____ to a conference last month. (go)
- 7 _____ to my parents last week. (speak)
- 8 _____ a letter yesterday. (get)

Writing 4 Complete these sentences. Make some true and some false for you.

- | | |
|-----------------------|-------------------------|
| 1 I joined ... | 5 We went to ... |
| 2 My sister wrote ... | 6 My friend started ... |
| 3 I studied ... | 7 My father had ... |
| 4 I became ... | 8 At school I got ... |

Speaking 5 Work in pairs. Take turns to read out your sentences. Guess which of your partner's sentences are false.

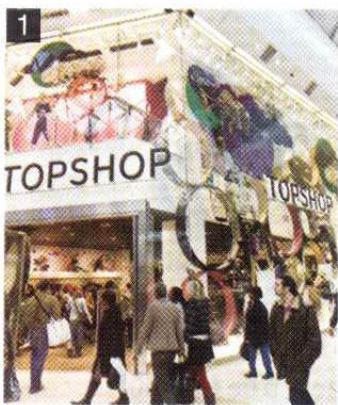
6 Work in pairs. Take turns to ask and answer the questions in 1. Look back through the unit if you can't remember the answers.

- talk about economic indicators
- talk about trends in the economy
- make predictions
- give positive and negative news
- talk about central banks

Economic indicators

Reading 1 Work in pairs. How do the words and expressions in the box affect the economy? Check the meaning of any words you don't know in a dictionary.

construction consumer spending industrial production
 manufacturing productivity retail prices staple items unemployment



2 Match photos 1–3 to these descriptions a–c.

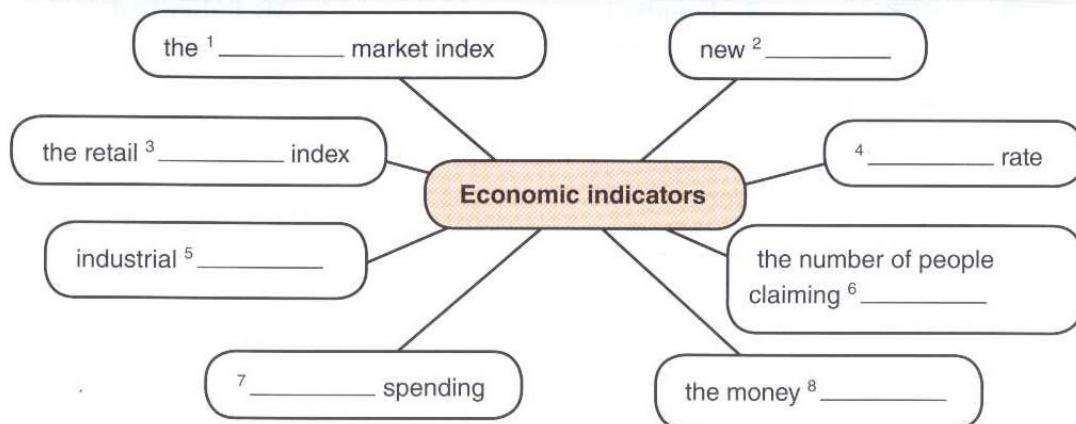
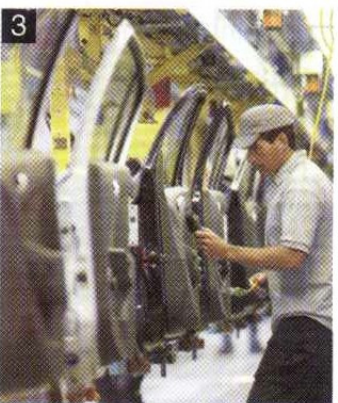
- a) unemployment _____
 b) consumer spending _____
 c) manufacturing _____

3 Read this text. Use the information in the text to complete the diagram.



ECONOMIC INDICATORS

Economists use economic indicators to analyse a country's economy. Economic indicators are statistics about the economy. They show how well the economy is doing and they enable economists to predict how well it will do in the future. The indicators include the stock market index, the retail price index (a measure of inflation), the unemployment rate, the number of people claiming benefits, new construction, industrial production, consumer spending and changes in the money supply. Leading economic indicators are indicators which change before the economy changes. The stock market is an example of a leading economic indicator. The stock market usually begins to decline before the economy declines and it generally improves before the economy begins to come out of a recession. Leading economic indicators are the most important type for investors as they help predict what the economy will be like in the future.



- 4** Match the economic indicators from the diagram in 3 to these explanations.
- 1 The number of new houses people are building: _____
 - 2 The number of people who don't have jobs: _____
 - 3 A list of selected shares representing the performance of the whole stock market: _____
 - 4 The number of people without jobs who get money to live on from the government: _____
 - 5 A record of price changes in a range of staple items, such as bread and milk, which are essential for a normal household: _____
 - 6 A measure of the changes in the amount produced by industries including manufacturing and mining: _____
 - 7 The number of things sold to customers in a specific period of time: _____
 - 8 The total amount of money in the economy, including currency held by the public and money in bank accounts: _____

Vocabulary **5** Find the words in the text in 3 that mean the following.

- 1 prices getting higher: _____
- 2 to say what you think will happen in the future: _____
- 3 to get smaller or become worse: _____
- 4 money the government pays to people who are sick or don't have jobs: _____
- 5 building new homes or offices: _____
- 6 a period of time when an economy has negative growth: _____

6 Use your answers from 5 to complete these sentences.

- 1 We hope the economy will come out of _____ in the next few months.
- 2 Malcolm lost his job three years ago when he became ill. Now he's living on _____.
- 3 Economists _____ that the price of oil will rise again next year.
- 4 Last year a litre of milk cost 60 pence; today it's nearly 80 pence – that's _____.
- 5 The industrial sector is _____ so unemployment is rising.
- 6 Jim has a job in _____. His company is building an office block in the centre of the city.

Speaking **7** Work in pairs. Discuss these questions.

- 1 Do you know how much a litre of milk costs in your country? Do you know how much it cost a year ago?
- 2 Is the unemployment rate high or low in your country? Do you know anyone who is unemployed?
- 3 Which items do you think are 'staple' items? Make a list of some staple items you buy.
- 4 Is the manufacturing industry in your country growing or declining? Can you say why?

Trends and numbers

Vocabulary 1 There are many ways to say things go up, go down, or don't move much at all. Look at the verbs in the box and put them with the correct heading. One of the words doesn't fit any of the headings (it means to go up and down a lot). Which word is it?

decline	decrease	fall	fluctuate	grow
increase	remain steady	rise	stabilise	

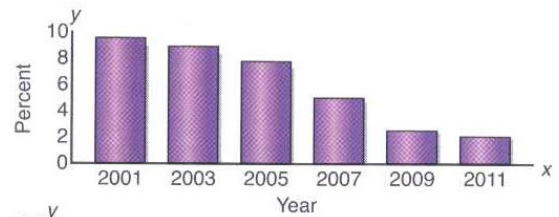
↗ go up	≈ don't move	↘ go down
---------	--------------	-----------

2 Look at these graphs. Complete the sentences with the correct form of the verbs in the box.

decline	fall	fluctuate	remain steady	rise	stabilise
---------	------	-----------	---------------	------	-----------

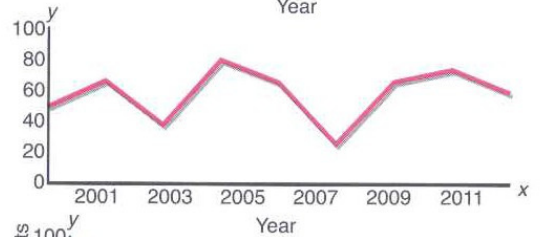
1 Inflation is

_____.



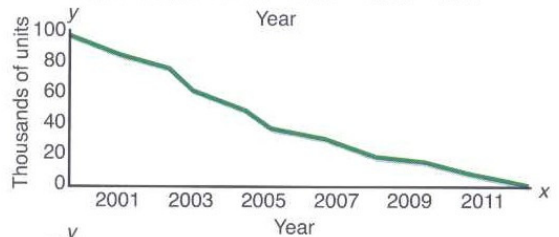
2 Retail prices are

_____.



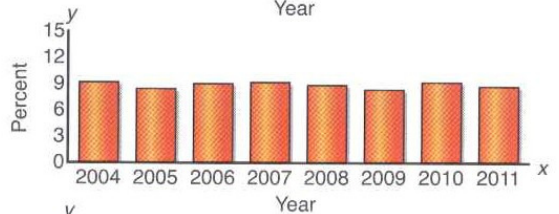
3 New construction is

_____.



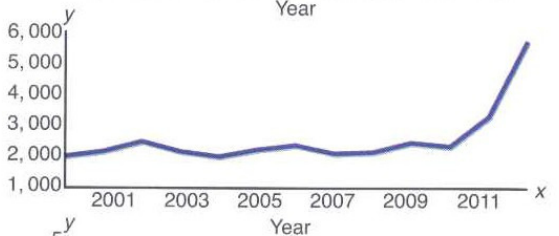
4 Unemployment is

_____.



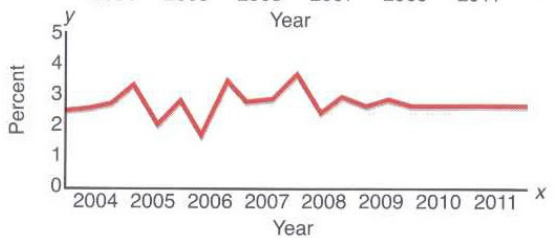
5 The stock market is

_____.



6 Consumer spending is

_____.



- Writing 3** Make a small presentation about two imaginary countries and their economic activities then compare with a partner. Use the information in the chart. Start like this:

I'd like to update you on some economic news from Tapia and Randan. First, consumer spending in Tapia is ...

Tapia

consumer spending ↗
unemployment=

Randan

new construction ↘
inflation ↘
the stock market ↗
retail prices=

- Listening 4**  41 Listen and repeat these numbers.

- a) 3.5
b) 3.51
c) 3.14159
d) 3.75%

Language

0 can be pronounced <i>O</i> , <i>zero</i> , <i>nought</i> , <i>nil</i> and <i>love</i>	
In British English oh is often used for telephone numbers.	My number is oh -one-seven-three- oh -eight-two-nine-seven-four-one (01730 829741)
Zero and nought are more common in mathematics.	Interest rates fell by zero point four percent (0.4%).
In sports scores, we use nil .	Manchester United beat Chelsea by three goals to nil . (3-0)
However, in tennis, 0 is love .	The score is love -fifteen. (0-15). Federer leads by two sets to love .

- Listening 5**  42 Listen and tick (✓) the numbers you hear.

- 1 0.563 0.0563
2 01372 5849 01373 5849
3 5-0 0-5
4 0.5% 0.9%

- Speaking 6**  43 Say these percentages. Then listen and check your answers.

- 1 2.4% 3 0.36%
2 0.75% 4 2.09%

- 7** Work in pairs. Write three percentages and take turns to dictate them to your partner. Check your partner's answers.



Predictions

Speaking 1 Look at the words in the box and discuss these questions with a partner.

a bus ticket a meal in a restaurant an airline ticket
a train ticket bread fruit and vegetables meat petrol

- 1 How often do you buy these things?
- 2 What percentage of your income do you spend on food and travel?
- 3 Do you notice changes in the price of these things?

Language

Will for future predictions

We use **will + infinitive** without **to** to talk about something that we think, believe, or know will happen in the future.

The economy **will** grow next year.

Prices **will** rise in the autumn.

A: **Will** the economy grow next year?

B: Yes, it **will**. / No, it **won't**.



2 Work in pairs. Make predictions about the price of the things in the box in 1.

Example: *I think the price of petrol will rise next month.*

3 **44** Listen to this radio interview with an economic analyst. Underline the correct verbs in brackets next to her notes.

1 The economy _____ by 3.5% in the next quarter. (grow / decline)

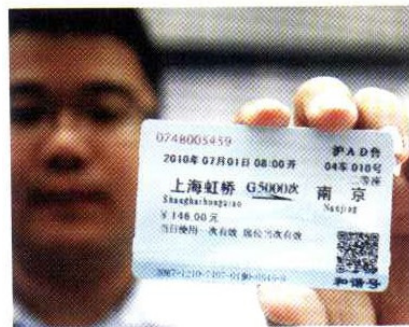
2 The FTSE 100 index _____ by 25% in the next 12 months. (rise / fall)

3 Interest rates _____ to 4.75% next month. (rise / fall)

4 Unemployment _____ over the next six months. (remain steady / decrease)

5 Consumer spending _____ after the summer. (increase / decrease)

6 The price of oil _____ in the coming year. (fluctuate / stabilise)



4 Complete the analyst's notes in 3. Use **will** + the infinitive of the correct verb.

5 Listen again and complete these sentences with the words in the box.

continue expect optimistic positive probably supply

- 1 I'm generally _____ about the economy.
- 2 I predict that this decline will _____.
- 3 With the growth in the economy, can we _____ more people to find work in the near future?
- 4 I'm not very _____ about growth in that area.
- 5 I think the unemployment rate will _____ remain steady for the next six months.
- 6 It's always a question of _____ and demand.

The central bank

- 1 Do you know the names and locations of any major central banks? Write down your ideas.

Example: UK – Bank of England – London




- 2 Tick (✓) the things you think central banks do.

- 1 issue banknotes and coins
- 2 store the country's reserves of gold
- 3 provide current accounts and mortgages for government ministers
- 4 regulate the money supply
- 5 set official interest rates
- 6 supervise the work of other banks in the country
- 7 maintain monetary and financial stability

Reading 3 How much do you know about the Bank of England? Try this quiz.

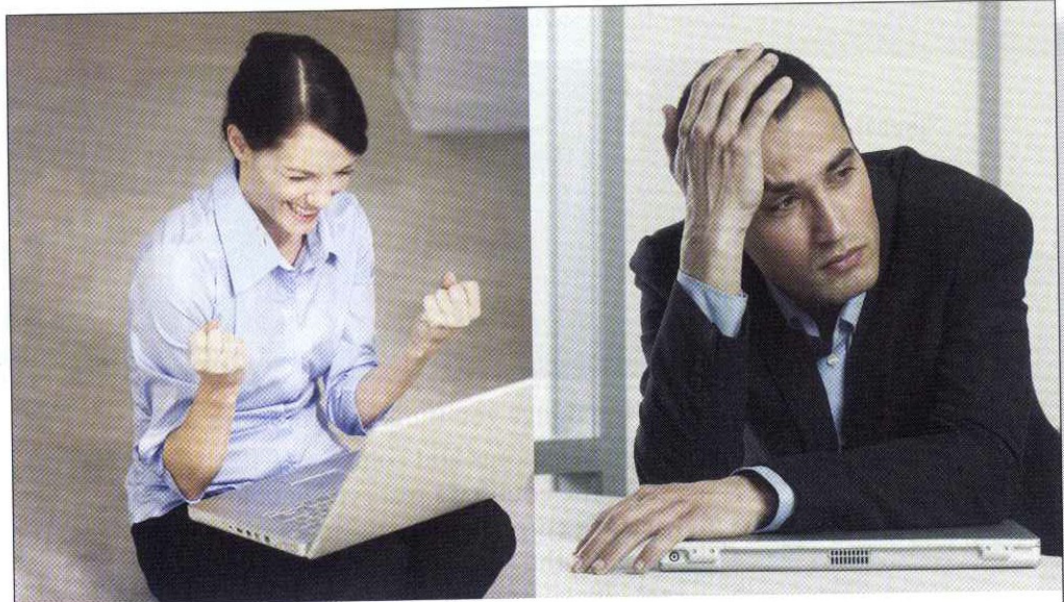
The Great Bank of England Quiz

- 1 When was the Bank of England founded?
a) 1469 b) 1694 c) 1964
- 2 What is the Bank of England's nickname?
a) The Old Goat of Threadneedle Street
b) The Old Gentleman of Threadneedle Street
c) The Old Lady of Threadneedle Street
- 3 True or false? The bank of England stores gold for other countries which don't have a secure place to keep their gold.
- 4 In 1943, the highest value note issued by the Bank of England was issued for the last time. How much was it worth?
a) £1,000 b) £5,000 c) £10,000
- 5 True or false? Until 1853, all banknotes were signed individually by one of the cashiers.
- 6 True or false? In 1836, a man who worked in the London sewers showed the directors of the Bank of England that it was possible to get into the gold vault from a sewer under the bank.
- 7 Approximately how much is one gold bar worth?
a) £50,000 b) £200,000 c) £1 million
- 8 True or false? The Bank of England started setting the official interest rate in 1836.
- 9 True or false? The Bank of England will not replace a damaged banknote which was left in a pocket and went through a washing machine.
- 10 The Bank of England destroys old or damaged banknotes. How does it do this?
a) It burns them.
b) It turns them into compost and sells it to farmers.

Listening 4  45 Listen and check your answers to the quiz in 3. Does any of the information surprise you?

Good news, bad news

- Reading 1** Read this briefing about news on the economy. Underline the expressions used to give positive and negative news.



We now have up-to-date information on the state of the economy. There is both positive and negative news to report. First, we are pleased to say that inflation is steady and retail prices show little change. We are glad to report that unemployment is down from 9% to 8.5%. However, I am afraid we do not expect much growth this year in the overall economy. Unfortunately, the high exchange rate is not helping our exports. However, we are optimistic that the balance of trade will remain steady.

- 2** Write the expressions you underlined in 1 under the correct heading.

Positive

Negative

Example: *We are pleased to say that ...*

- 3** Add these expressions under the correct heading in 2.

Fortunately, ... I am delighted to be able to tell you that ...
 I'm sorry to have to report that ... I regret to say that ... Regrettably, ...
 Sadly, ... The bad news is that ... The good news is that ...

- 4** Complete these positive (P) and negative (N) sentences with a suitable phrase from the table.

- 1 _____ that unemployment is down. (P)
- 2 _____ new construction decreased last year. (N)
- 3 _____ consumer confidence increased in the last quarter. (P)
- 4 _____ we predict that interest rates will rise next month. (N)
- 5 _____ inflation decreased last year. (P)
- 6 _____ the FTSE index fell by five points yesterday. (N)

- Speaking 5** Work in pairs. Discuss two positive and two negative things about the economy.

Example: *I'm pleased to say that inflation is falling. Unfortunately, interest rates are still very high ...*

Review

Writing 1 Put these words in order to make sentences about the economy.

- 1 Today's / unemployment / show / figures / that / is rising
- 2 Interest / very / rates / are / at / moment / high / the
- 3 Consumer spending / rises / summer / the / often / in
- 4 The / stock market / leading / economic indicator / is / of / an example / a
- 5 The / remained / steady / retail / index / price / in the / quarter / last

2 Look back at 2 and 3 on page 60 and choose three indicators. Write sentences about these economic indicators in your country. Then work in pairs and compare your sentences. How do your country's indicators compare?

Example: *Unemployment is low in my country, but consumer spending is falling.*

3 Decide if these sentences are good news or bad news. Add a suitable expression at the beginning of each one to show what kind of news it is.

- 1 _____ the Bank of England is going to raise interest rates for the third time this year.
- 2 _____ new construction is decreasing and performance in the industrial sector is poor.
- 3 _____ consumer confidence is growing and unemployment is falling.
- 4 _____ retail prices remained steady in the last quarter of the year.
- 5 _____ we predict that growth in the economy will continue for the next three years.

Speaking 4 Work in pairs. Take turns to say these figures to each other.

- 1 10.5
- 2 62.53
- 3 4.35%
- 4 7.85%
- 5 3.0756
- 6 0.153

5 Work in pairs. What are your predictions for the economy over the next two years? Make questions and answers about topics 1–4.

A: *Will inflation fall?*

B: *No, it won't. I think it will remain steady.*

- 1 inflation
- 2 unemployment
- 3 retail prices
- 4 interest rates

6 Work in pairs. Student A look at the information on this page. Student B look at the information on page 69.

Student A

You are a reporter for a business news programme.

You phone an economist for an interview about his or her predictions for the economy.

- 1 Ask what the economist thinks will happen with inflation and consumer spending.
- 2 Find out his or her predictions for the economy next year.

Partner files

1 Personal finance

Review **Speaking exercise 5 page 11**

Student B

You work at UBCS International.

A customer phones to give a new address and new phone numbers.

Ask for the customer's name and account number.

Ask for the new address and phone numbers.

If you don't understand, ask the customer to repeat the information.

Write down the new information and complete this change of address form.

Change of address request

Name: _____

Account number: _____

New address: _____

Home phone number: _____

Mobile phone number: _____

Begin like this:

UBCS International. Good morning.

2 Jobs in banking

Starting out **Speaking exercise 9 page 13**

Student B

You work at JFB International Bank. Your head office is in Paris and you have 27 branches in France, Belgium and Luxembourg. Your bank has 15,000 employees. Your bank provides current and savings accounts, foreign exchange and mortgages.

4 Bank transactions

Review **Speaking exercise 4 page 35**

Student B

You are a customer.

You go to the bank because you want to buy some yen for a business trip.

You leave on Thursday.

You also want information on travel insurance.

7 An accountant's life

Calculations

Speaking exercise 4 page 54

Student B

Student A will dictate some calculations to you. Write them down. Student A will then check your answers.

Now dictate these calculations to Student A. Give your partner time to write them down. Then check their answers.

1 $3,000 \div 15 = 200$

2 $1,020 + 250 = 1,270$

3 $127 \times 3 = 381$

4 $973 - 125 = 848$

8 The economy

Review

Speaking exercise 6 page 67

Student B

You are an economist.

A reporter phones you to ask some questions about your predictions for the economy.

Give a positive prediction about inflation, but say there will be no change in consumer spending.

Give two or three predictions for the economy next year.

Audio script

Unit 1 Personal finance

02

- 1 A: Hello. I am Frances Cooper.
B: Hello. My name is Jon Walsh. Pleased to meet you.
- 2 A: Excuse me. Are you Mr Simpson?
B: Yes, I am.
A: Pleased to meet you, Mr Simpson. I'm Trudi Moore.
- 3 A: Good morning. What's your name, please?
B: My name's Simon Davies.
- 4 A: Leena, this is Justin Blake. Justin, this is Leena Koury.
B: Pleased to meet you, Justin.

03

[M = Maria; J = Jancsi]

- M: Hello, is that Jancsi Nagy?
J: Yes, but it's Nagy.
M: I'm sorry. Could you repeat that, please?
J: Nagy. My family name is Nagy.
M: Oh, I'm sorry. This is Maria Styles from Human Resources. I want to make your new business cards. Could I please check the spelling of your name?
J: Yes, of course. My first name is Jancsi. That's spelt J-A-N-C-S-I.
M: Sorry, was that J-A-double N-C-S-I?
J: No, just one N. J-A-N-C-S-I.
M: OK. And how do you spell your family name?
J: My family name is Nagy. That's N-A-G-Y.
M: Oh, so your first name is Jancsi and Nagy is your family name? On my list it's Nagy Jancsi.
J: Yes, that's how we write it in Hungary. But this is the UK, so please put Jancsi Nagy on the business cards.
M: OK. No problem. Thanks.

04

- What's your address? It's 120 Station Road.
- There are 30 students in the class.
- Our bank has 50 branches.
- There are 117 trainees at the seminar.
- How many do you need? About 14, I think.

05

- A: Do you have a house?
B: Yes, I do.
A: Does it have a garden?

- B: Yes, it does.
A: Does it have a garage?
B: No, it doesn't.

06

[I = Interviewer; M = Maggie]

- I: Maggie. How do you pay for things? For example, how do you pay for groceries?
M: I pay for groceries in cash.
I: OK. What about clothes?
M: Umm. I think I pay by debit card most of the time. Yes.
I: Do you have a mortgage?
M: Yes, I do.
I: How do you pay your mortgage?
M: By standing order. Every month the bank takes the same amount of money out of my account automatically.
I: OK, and how do you pay your household bills?
M: I pay these by direct debit.
I: How about petrol? How do you pay for petrol?
M: Hmm. By credit card, I think. Yes, by credit card.
I: Do you use cheques at all?
M: No, I don't.

07

- Maggie pays for her groceries in cash.
- Sven writes lots of emails.
- Jon uses a computer at work.

08

- saves
- checks
- watches
- buys
- takes
- chooses

09

[G = George; S = Susan]

- G: Hello! My name's George. Pleased to meet you.
S: I'm Susan. Nice to meet you, too.
G: Where are you from, Susan?
S: I'm from the UK. Are you from the USA?
G: No, I'm not. I'm from Canada. So Susan, what do you do?
S: I'm a secretary at a bank in London. What about you?

- G: I'm a trainee at a bank in Toronto.
 S: Oh, I know someone ... Well, nice to meet you.
 Enjoy the seminar!
 G: You, too!

10

- [A = Account Manager; E = Ella]
 A: UBCS International, how can I help you?
 E: Hello, I'd like to change the details on my account, please.
 A: Certainly. What's your name, please?
 E: Ella Frick. That's E double L-A F-R-I-C-K.
 A: And your account number?
 E: 0345 7892.
 A: OK, Ms Frick. Which details would you like to change?
 E: My address and phone number.
 A: OK. What's the new address?
 E: It's 455 Loomis Street, Winchester.
 A: Could you repeat that, please?
 E: Yes, of course. 455 Loomis Street. That's L-O-O-M-I-S Street, Winchester SO13 5QZ.
 A: Right. And the new phone number?
 E: My new home number is 01962 829741.
 A: OK. So that's 01962 829541.
 E: No, 741.
 A: OK. And your mobile phone number?
 E: It's the same number as before – 0779589803.
 A: OK. I'll change the information on your account straight away. Is there anything else I can do for you, Ms Frick?
 E: No, that's everything for today. Thank you.
 A: You're very welcome. Goodbye.

Unit 2 Jobs in banking

11

- [E = Emilia; M = Martin]
 E: Hello, Martin! Welcome to UBCS.
 M: Thank you, Ms Olivieri. It's nice to meet you.
 E: Please call me Emilia. Follow me and I'll show you around. OK, here we are. This is your office. You share it with Peter Dawson, Tasneem Patel and Marie Dubois. They're at a seminar today, but you can meet them tomorrow. This is your desk and there's your phone. There isn't a computer here yet, so you can use Peter's computer for today.
 M: Right, OK.
 E: There are some books on your desk for you to read. And the drinks machine is in the corner. Oh, there aren't any cups, but there are some in the kitchen next door. Now, then. We start work at 8.30 in the morning and we finish work at five o'clock. There is a break for lunch from 12.30 to 1.30 and there's a cafeteria on the second floor.

OK, now please help yourself to a drink, if you like. I'll meet you back here in a few minutes, then we can go through your programme for the day.

- M: OK, thanks. I'll get a coffee and meet you back here.
 E: Right. There is an introduction to the bank and its products and services for all new trainees at 10.00 in the boardroom. That's on the third floor. And then Maria Styles from Human Resources will ...

12

- [N = Nabila; M = Martin]
 N: Hello, you're new, aren't you?
 M: Yes, I am.
 N: Welcome to UBCS. My name's Nabila.
 M: Pleased to meet you. I'm Martin.
 N: So, do you like your new job?
 M: I don't know yet. In fact, this is only my first day.
 N: Oh, right, sorry! This is my first year. I'm a cashier.
 M: Oh, great! Maybe you can tell me more about being a cashier. What do you do every day?
 N: Well, I come to work at 8.30. The bank opens at 9.00. I help customers deposit money and withdraw money from their accounts. Sometimes I answer questions about products and services. Other times I check balances for customers. Oh, and I also help my boss. He opens new accounts for customers and talks to them about investments. I give customers information about our interest rates and help them with forms, that sort of thing.

13

- [M = Martin; N = Nabila]
 M: So what time do you finish work?
 N: Well, I usually finish at 5.00, but sometimes I stay late. I live near the bank so I always get home before 7.30.
 M: Do you walk to work?
 N: Sometimes I cycle, but usually I walk. How about you?
 M: I always come by train.
 N: What do you do at the weekend?
 M: On Saturday, I often go shopping in the morning. I usually play football in the afternoon and then meet my friends in the evening. We sometimes go to the cinema or have dinner in a restaurant. How about you?
 N: I often go out with my friends on Saturday evenings. But on Sundays I usually stay at home and watch TV. Do you watch TV?
 M: No, I never watch TV.

- 1 My name's Isabella. I'm responsible for opening new accounts at our bank. I give customers information about our interest rates and the accounts that we have.
- 2 I'm Raoul. I work in a bank and I help customers make deposits and withdrawals. I also handle any problems they have with their accounts.
- 3 Hi. My name's Ravi. I work for a bank, but I don't actually work in the bank. Customers telephone me when they have problems and complaints and I deal with their questions.
- 4 Hello! I'm Jenny. I take care of all the computers in the bank. I train employees how to use computers. I don't deal with customers.

[A = Asif; M = Martin]

A: Hi, Martin! How's your new job?

M: Hi, Asif! It's great. It's hard work, but really interesting.

A: What time do you start?

M: The bank opens at 9.00, but I start work at 8.30. I leave my house at 6.30 to get there.

A: Wow. That's a long day.

M: Yes, it is. But I get quite a long break at lunchtime. And there's a cafeteria at the bank so I can eat my lunch there.

A: What exactly do you do all day?

M: Well, I'm a trainee at the moment, so I sit and learn from other employees. I'm sitting with a cashier in the banking hall this week. Her name is Nabila. She serves customers and helps them make deposits and withdrawals. She checks the balances of their accounts and answers their questions. She gives the customers information about the bank's interest rates and shows them how to complete forms to open new accounts.

A: So do you do any work or do you just watch other people work?

M: Well, I usually just watch and learn, but sometimes I put the money in the ATM.

A: Wow, you handled all that money? Still, I think it's more fun to take it out!

M: Yes, you're right!

Unit 3 Banking products and services

[P = Peter; M = Marwan]

P: Marwan, could you help me go over this checklist for helping new customers, please?

M: Yes, of course.

P: So, this is what I've got. I can help customers open new accounts. A current account is for paying everyday bills and expenses. And a savings account is sometimes called a deposit account – is that right?

M: That's right. It's for savings – money the customer wants to put aside for the future.

P: And the bank pays the customer interest on a savings account?

M: Yes, that's right. You can tell customers that at the moment the interest rate for savings accounts is three percent.

P: OK, let's see. I can also offer new customers a debit card, show them how the ATM works and help them deposit and withdraw money. Is all that right?

M: Yes, but don't forget to offer them cheques as well. People in the UK and in the USA still use these a lot. Customers also often ask about online banking so they can do their banking from their computers at home.

P: Right. Those are good points, Marwan. Thanks. How about loans and mortgages? They might be interested in buying a new car or a flat.

M: Yes, you can tell them the interest rates on loans and mortgages.

P: Great. Thanks for your help.

M: You're welcome.

[P = Peter; O = Mr Osman]

P: Good morning, Mr Osman. How can I help you today?

O: I'm interested in online banking. I'm very busy, so it's difficult to come into the bank all the time when I want to pay bills or check my balance.

P: I understand. Well, online banking is really easy and convenient. First, you need to register. You can do this online – just go to our website, click on 'online banking' and complete the form. We then send you a user ID and password. You can change the password at any time.

O: When do I need to use my user ID?

P: You need to type in this number to log on to your account. Most people change their password to something they can remember easily. It's important not to share your password with anyone – for security reasons.

O: OK, I understand. How long will it take to get my user ID and password?

P: Only a few days. As soon as you get this information, you can login and start banking online.

O: Can I check my balance at any time?
 P: Yes, of course. You can check your balance, look at your account information, pay bills and do most of the other things you do now at the bank.
 O: That's great. Thanks for your help.
 P: You're very welcome. Please let me know if you need any other assistance.

18

[A = Mr Allen; H = Mr Haddad]
 A: Good morning. May I speak to Mr Haddad, please?
 H: Speaking.
 A: This is James Allen. I hold a savings account at your bank and I'm interested in some other investments, perhaps bonds or shares. Can I discuss this with you?
 H: Yes, of course. We offer a range of investment products, including bonds, and we can also help you buy shares.
 A: Do you give investment advice? I don't know very much about investments, I'm afraid.
 H: Yes, we offer an investment advice service. Could you come to the bank for a meeting?
 A: Yes, of course. When is convenient for you?
 H: How about next Wednesday at three o'clock? Can you do that?
 A: Yes, I can do Wednesday at three. Thank you very much.
 H: You're welcome. See you next Wednesday. Goodbye.
 A: Bye.

Unit 4 Bank transactions

19

1 A: Good morning. How can I help you?
 B: Good morning. I would like to transfer some money from my current account to my savings account, please.
 A: Certainly, sir. How much money would you like to transfer?
 B: £500.
 A: Right. May I have your name and your account numbers, please?
2 A: Hi, good morning. I'd like to pay these cheques into my current account, please.
 B: Certainly, madam. Could you complete this paying in slip, please?
 A: Oh, right. Is this OK?
 B: Yes, that's fine. Could you please sign it here?
 A: OK. Here you are.
 B: Thank you.

3 A: Good afternoon.
 B: Good afternoon. I'd like to cash this cheque, please.
 A: OK. How do you want the money?
 B: In tens and twenties, please.
4 A: I'd like to order some currency, please.
 B: Certainly, sir. Which currency would you like?
 A: Well, I'm going to Spain, Italy and Turkey.
 B: I see. And how much do you need of each currency?
 A: I don't know. Probably about £500 in euros and £200 in Turkish currency. What is the currency in Turkey called?
 B: It's the Turkish lira. We have euros at the bank so I can give you those now, but I'll need to order the lira.
 A: OK. When can I collect it?
 B: If I order today, it should be here by Thursday morning.
5 A: Good afternoon. Can I take your name and the first line of your address, please?
 B: Yes, it's Bill Watson and my address is 33 Rillington Street.
 A: OK, and the first and last letters of your password, please?
 B: B and S.
 A: Thank you, Mr Watson. How can I help you today?
 B: I'd like to pay £95.22 to Southern Electric.
 A: Fine. I can do that for you now. OK. That's all done for you. Your reference number is 057424.
 B: Thanks very much.
 A: Is there anything else I can help you with today?
 B: No, that's all, thanks.
 A: OK, have a lovely day, Mr Watson.
 B: Thanks. Bye.

20

1 A: Good morning. How can I help you?
 B: Good morning. I would like to transfer some money from my current account to my savings account, please.
 A: Certainly, sir. How much money would you like to transfer?
 B: £500.
 A: Right. May I have your name and your account numbers, please?
2 A: Hi, good morning. I'd like to pay these cheques into my current account, please.
 B: Certainly, madam. Could you complete this paying in slip, please?
 A: Oh, right. Is this OK?

B: Yes, that's fine. Could you please sign it here?

A: OK. Here you are.

B: Thank you.

3 A: Good afternoon.

B: Good afternoon. I'd like to cash this cheque, please.

A: OK. How do you want the money?

B: In tens and twenties, please.

21

1 Would you like that in dollars or in pounds?

2 I'd like to open an account, please.

3 May I have your name and account number, please?

4 Could you fill in this form, please?

5 I'd like to transfer some money, please.

22

A: Good morning. How can I help you?

B: Good morning. I'd like to cash a cheque, please.

A: Certainly. How would you like the money?

B: In tens and twenties, please.

A: OK. Here you are.

B: Thank you very much.

23

Every year, I go to many different countries on business. Of course, I always need to buy currency to use in each place. I often go to Germany and France, so I buy euros. I also go to Japan and China – that's yen and yuan. And sometimes I go to the UAE, so I need dirhams. Oh, and I always get some pounds for the UK. I live in New York, so at least I don't have to get any dollars!

24

[C = Cashier; S = Sam]

C: Good morning, sir. How can I help you?

S: I'd like to buy some currency, please.

C: Certainly, sir. For which country?

S: A few actually. For France, Germany, the UAE, Japan, China and the UK.

C: I see. Well, we have euros and pounds here at the bank, but we don't hold any of the other currencies at the moment. I can order them for you, though. When do you leave?

S: Next Tuesday.

C: OK, I can get them by then. In fact, you could collect them on Friday. Would that be convenient for you?

S: Yes, that would be fine.

C: And how much of each currency would you like?

S: Well, let me see. That's five days in Germany and ...

25

[C = Cashier; S = Susanna]

C: Good morning. Can I help you?

S: Yes, I'd like to deposit this cheque into my current account.

C: OK. Do you have your paying in slip?

S: Yes, here you are.

C: Thank you. Could you just sign it here, please?

S: Sure. Here you are.

C: OK, that's all done for you. Can I help you with anything else today?

S: Yes, I'd like some American dollars, please.

C: And how many dollars would you like?

S: One hundred and fifty pounds' worth, please.

C: OK, that comes to \$240. How would you like the money?

S: In tens and twenties, please.

C: I'm sorry, but I don't have any tens. I can do it all in twenties.

S: That's fine.

C: Right, here you are.

S: Thank you. Oh, and could you give me some information about insurance? How much do you charge for travel insurance?

C: My colleague, Peter, will be able to help you with insurance queries. Would you like to take a seat over there? He's serving another customer at the moment, but I can ask him to come over and give you all the information you need.

S: OK, great. Thanks.

C: You're welcome.

Unit 5 Investment

26

I'd like to talk about three basic investment options. First, you can buy shares. You then become a shareholder, that is – part owner of a company. When the company makes a profit, the shareholders get a share of that profit. This payment is called a dividend. The price of shares can go up or down, so there is no guarantee you can make a profit when you sell your shares. However, share prices can rise a lot, so you can make a lot of money. Bonds are another type of investment. When you buy a bond, you are lending your money to a company, or sometimes to a government. In return, they agree to pay you a fixed rate of interest on your money. In addition, you get your capital back on a certain date in the future. This is called the date when the bond matures. There is little risk here, but the returns are quite low. Finally, you can invest in a mutual fund. This is a collection of shares and bonds.

You put your money together with money from other investors. It is sometimes called an 'open-end fund' because new investors can join the fund at any time. You pay a financial professional, a fund manager, to handle your investment. The fund manager decides what shares and bonds to buy and sell. There isn't a predictable rate of return. Your earnings change from day to day.

 27

- 1 I'm single. I have a good, well-paid job and I have a lot of money to invest. I'm interested in a high return on my money and I want to see my investments grow quickly.
- 2 I'm married with two children. I'm a teacher. I want to invest some of my money so I can pay for my children to go to university. They are still young, so I have plenty of time. Going to university is very expensive, but I worry about high-risk investments.
- 3 We are retired. We have some savings and would like some investments that will give us money for extras like holidays and presents for our grandchildren. We don't want to invest in shares because we worry that we may lose our capital if the share price falls.

 28

- [B = Ben; S = Sue]
- B: Hi, Sue. How are you?
S: Great, thanks.
B: You're going on vacation soon, aren't you?
S: Yes. I'm going to Spain next week.
B: Lucky you! When are you flying?
S: I'm flying on Wednesday.
B: In the morning or in the afternoon?
S: At five o'clock in the morning.
B: That's early! Are you driving to the airport?
S: No, I'm taking a taxi. It's coming to pick me up at three o'clock!
B: And what time are you arriving in Spain?
S: At lunchtime. Paolo and Pilar are meeting me at the airport and taking me to their house.
B: Is Jim going with you?
S: Yes, but he's meeting an important customer on Thursday so he can't fly with me on Wednesday. He's joining me at the weekend. What about you? Are you taking a vacation this summer?
B: I don't know yet. Maybe next month.

 29

- [R = Robert; S = Sarah]
- R: Hello, UBCS. Robert Daniels speaking.
S: Hello, Robert. It's Sarah, Sarah Morgan.
R: Oh, hi, Sarah.

- S: I'm ringing to see if we can meet some time this week. We need to discuss LDC Ltd's portfolio.
R: Yes, that's a good idea. Let's see ... I'm free on Thursday at 2 pm. Is that a convenient time for you?
S: Oh, no. I'm sorry. I'm having lunch with my boss on Thursday at one o'clock. We're discussing ways to attract new customers. I don't think I'll be free till at least 2.30.
R: Well, how about three o'clock, then?
S: Yes, that's fine. I'll book the meeting room and then email you to confirm later this afternoon.
R: Great, thanks very much, Sarah. Bye.
S: Goodbye.

Unit 6 A career in accountancy

 30

- [B = Bob; C = Callum]
- B: Hi, Callum. I don't see you at the gym much these days!
C: Hi, Bob. No, I don't have a lot of time. I'm studying for my accountancy exams.
B: You're going to be an accountant? I don't believe it!
C: Why is that surprising? Accountancy is a great career.
B: Isn't it a bit ... boring – all facts and figures?
C: Not at all! It's fascinating. And it's not just about numbers, it's about communication.
B: Communication?
C: Yes. Accountants communicate financial information about a business to all the people who need to know, like shareholders, directors, investors ... I'm going to get my qualification in September and then I will have lots of options. I will be able to travel.
B: To travel?
C: Yes, there are jobs for accountants all over the world. I'm going to go to Australia or Asia.
B: Wow. That sounds exciting.
C: What about you, Bob? What are you doing these days?
B: Well, I don't have a job at the moment. I'm going to get married next year, so I'm looking for a new job now.
C: What about accountancy?
B: Well, the way you describe it, it does sound interesting.
C: I'll give you some information about the course I'm on.
B: Thanks, Callum. That's very kind of you. Are you going home now?
C: Yes.

- B: I'll give you a lift. Then I can pick up the information on your course.
- C: OK. I'll just phone Karen to say that we're on our way.
- B: Great. I'll go and get the car.

31

- 1 A: What is your job?
B: I'm a bookkeeper in a small electronics company. I am responsible for keeping records of sales and purchases. I enter every transaction into a ledger. A ledger is like a book. One is for sales and one is for purchases.
- 2 A: Could you tell me what you do, please?
B: Yes, I'm a budget analyst.
A: What does that involve?
B: Well the company has a budget – that's a sort of financial plan for the amount of money it wants to spend on things, things like salaries and materials. I help set the budget and then I monitor it. I check that the company isn't spending too much on one thing, or too little on another.
- 3 A: Can you tell me what your job is, please?
B: I'm an external auditor.
A: Yes, but what do you actually do?
B: Well, I work for an accountancy firm. I visit companies and I check the financial statements prepared by the companies' accountants.
A: So you don't work for the company itself?
B: No, I work for a firm of accountants. The company is our client.
- 4 A: Could you tell me what your job is, please?
B: I'm a financial controller. I work for a manufacturing company and I am responsible for the day-to-day financial activities of the company. I monitor the performance of each department and I check the financial statements that the company's accountants produce. I keep the management informed about the state of the company's finances.
- 5 A: What do you do?
B: I'm a tax adviser. I'm a specialist in tax regulations. I prepare corporate tax returns for companies and income tax returns for individuals – those are the tax statements that they have to submit to the government. I work out how much tax they have to pay and sometimes I can show them ways to reduce the amounts of tax they pay.

32

- 1 A: Do you set a budget for your spending?
B: Yes, I do. I decide each month how much I can spend on entertainment – eating out, going to the cinema, that sort of thing.
- 2 A: Are you good at keeping within your budget?
B: Well, I try to keep within my budget, but sometimes if there is something special, like a dinner that I really want to go to, I spend a bit more than I planned.
- 3 A: How do you keep track of your spending?
B: I put all my receipts in my desk drawer and at the end of the month, I enter the amounts in a spreadsheet on my computer. I enter the information under general headings, like *travel, food, entertainment, clothes*, etc. Then I can see how much I spend each month on these things.
- 4 A: Do you prepare your own tax returns?
B: No, I don't. I employ an accountant to do that.
- 5 A: Do you monitor the stock market?
B: Yes, I do. I have a portfolio of shares so I monitor their performance. Some of my shares are in companies in developing countries. These investments are quite risky, so I also monitor the political situation in these countries carefully.
- 6 A: Do you check your bank statements?
B: Yes, I do. I also check my credit card statements very carefully.

33

- [C = Callum; B = Bob]
- C: Hello? Callum MacDonald speaking.
B: Callum, it's Bob.
C: Hi, Bob. What's up?
B: I'm calling to thank you very much for the information on the accountancy course.
C: Oh, you're welcome. Are you interested?
B: Yes, I am. In fact, I'm going to apply for it. The next course is going to start in August.
C: That's great. I think you will love it – you're good with figures, patient, organised, efficient ...
B: Stop it, Callum. You're joking!
C: No, seriously, I think you will be a great accountant. I know the course tutor quite well. I'm going to have a meeting with him tomorrow, so I'll tell him about you.
B: That's really kind. Thank you.

Unit 7 An accountant's life

34

[T = Tamsin; G = George]

T: Hi George. Welcome back. How was the conference? Were the speakers good?

G: It was an excellent conference. There were lots of good people and the presentations were all very interesting. My old friend Tom Watson was there, too.

T: Tom Watson?

G: Yes, you know Tom. He's a tax adviser at Collins and Mudie. He was there with some of his colleagues. And that man who is a specialist in budget analysis, Steve something?

T: Steve Allbright?

G: Yes, that's right. He was there. His presentation was fascinating.

T: So, no problems, then?

G: Not with the conference. That was fine. But the hotel was awful. The bedrooms were horrible. They were small and dark, and there wasn't any hot water in the bathrooms. The food was revolting, too. And there was a lot of noise at night. The lifts were very noisy and the hotel was next to a busy road. I won't stay there again!

T: Oh dear!

35

- Five times one-hundred and fifty equals seven hundred and fifty.
- Two thousand, two hundred and fifty divided by three equals seven hundred and fifty.
- One hundred and forty-five plus six hundred and five equals seven hundred and fifty.
- Ten percent of seven thousand five hundred is seven hundred and fifty.
- Seven hundred and eighty minus thirty is seven hundred and fifty.
- One added to seven hundred and forty-nine is seven hundred and fifty.

36

- one billion two hundred and thirty-four million five hundred and sixty-seven thousand eight hundred and ninety
- five hundred and eighty thousand six hundred and seventy-seven
- two billion five hundred and eighty-seven million four hundred and fifty-three thousand two hundred and one

37

[G = George; T = Tamsin]

G: Were you busy while I was at the conference, Tamsin?

T: Yes, I was quite busy.

G: Did you call Bill Mudie?

T: Yes, I did. I called him and arranged the meeting for Friday at 3 pm in the boardroom. I ordered coffee and biscuits for 3.30.

G: That's great. Thank you for that. What about the letters in my correspondence file?

T: Yes, I printed them out. They're all on your desk.

G: Fantastic. Did you prepare Mr Sweetman's tax return?

T: Yes, I did. I finished it yesterday. And I emailed Mrs Kato to say that we will send her tax return on Monday.

G: Thank you. She will be very pleased. Did you check the calculations on the Costmore cash flow?

T: No, I'm sorry, I didn't have time. I'll do them today.

G: OK. And the Copsey financial statements?

T: Yes, I helped Nigel with those. He's going to show them to you this afternoon.

G: And LMC. Did you enter the figures in their profit and loss statement?

T: I entered some of them, but I didn't finish them. I'll do them now.

G: Thanks, Tamsin.

38

- In 1994, George finished school.
- In 1998, he graduated from university.
- In 1999, he started work at Monroe and Maplin Accounting Services in London.
- In 2000, he married Jenny.
- 6 In 2002, he passed his accountancy exams and qualified as an accountant.
- 7 In 2004, he moved from the London office to the Frankfurt office.
- 8 In 2009, Monroe and Maplin promoted him to head of the tax department in London.

39

finished
moved
started
graduated
passed
qualified
promoted
visited
helped
worked
arranged
filed
checked

▶ 40

[G = George; T = Mrs Taylor]

G: Hello, is that Mrs Taylor?

T: Speaking.

G: This is George Johnson from Monroe and Maplin. I'm calling about your tax return. We need some more information in order to complete it.

T: Oh, right. What do you need?

G: Well, you sent us details of your income and business expenses. They arrived last week. But as you work from home, you can claim a 'business use of home' charge. This will reduce the amount of tax you pay.

T: That sounds good. What exactly do you need?

G: We need details of your household expenses, so that's your gas and electricity bills and records of your mortgage payments. And also can you let us know the number of rooms in your house, the number of rooms that you use for business and the number of hours per week that they are used for business?

T: OK, I can do that. I'll send the information this afternoon.

G: That's great. Then I can finish the calculations and let you know how much tax to pay.

T: Thanks very much.

G: You're welcome. Goodbye.

T: Goodbye.

Unit 8 The economy

▶ 41

- a) three point five
- b) three point five one
- c) three point one four one five nine
- d) three point seven five percent

▶ 42

- 1 A: What answer did you get?
B: I got nought point nought five six three.
A: Good, I got the same!
- 2 A: Could you give me your telephone number, please?
B: Yes, it's oh one three seven two, five eight four nine.
A: Thanks.
- 3 A: Oh, no! I missed the match. What was the score?
B: Five nil.
A: Five nil to who?
B: Scunthorpe United of course!

A: Yes! Result!

- 4 A: What was the percentage rise from last month.
B: It was zero point nine percent.
A: Really?

▶ 43

- 1 two point four percent
- 2 nought point seven five percent
- 3 nought point three six percent
- 4 two point zero nine percent

▶ 44

[I = Interviewer; F = Fernanda]

- I: On the programme today we have Maria Fernanda, economic analyst at UBCS International. Welcome to the programme, Maria.
- F: Thank you.
- I: Now, is it good news or bad news for the economy?
- F: Well, I'm generally positive about the economy. I predict that it will grow in the next quarter, perhaps by as much as 3.5%.
- I: Really?
- F: Yes, the stock market is doing well and I believe it will continue to do well over the next 12 months. I predict a rise of around 25%.
- I: What about interest rates?
- F: Interest rates are declining at the moment. I predict that this decline will continue and that they will fall to around 4.75%, possibly as early as next month.
- I: I see. And what about the rate of unemployment? With the growth in the economy, can we expect more people to find work in the near future?
- F: I'm not very optimistic about growth in that area. I think the unemployment rate will probably remain steady for the next six months.
- I: Does that mean consumer spending will also remain steady?
- F: No, I think there is more confidence in the economy and after the summer consumer spending will increase.
- I: And what about the price of oil?
- F: Well, that is more difficult to predict. It's always a question of supply and demand. We are monitoring the political situation in the oil-producing countries very carefully. Over the coming year, I think the price of oil will fluctuate quite a lot.
- I: So that's some good news and some bad news for the economy. Thank you very much, Maria.
- F: You're welcome.

[A = Adil; S = Simon]

- A: Simon, you work at the Bank of England's museum. I didn't even know the Bank of England had a museum!
- S: Oh, yes, it does. There are many surprising things about the Bank of England. The museum is great. You can see old banknotes and you can even try to lift a gold bar!
- A: OK, well you should know the answers to this quiz, then.
- S: Let's have a look. Right. Question one is easy. It was founded in 1694 as a bank for the government.
- A: OK. I think even I know the answer to the next one. It's 'c', isn't it. The Old Lady of Threadneedle Street.
- S: Yep, that's right. Threadneedle Street is the bank's address.
- A: Why 'Old Lady'?
- S: I have no idea! Anyway, the answer to question three is 'true'. The Bank of England does store gold for other countries.
- A: I didn't know that.
- S: It's true. And number four is 'a'. £1,000 is the highest denomination banknote ever issued by the bank.
- A: What about number five. That isn't true, is it?
- S: Actually it is true. Banknotes were entirely handwritten until 1725 when the bank started printing them. But they were still signed individually by one of the cashiers until 1853.
- A: Amazing! And what about number six. This is a joke, isn't it?
- S: No, it isn't. It's absolutely true. The man was a sewer worker and he wrote to the directors and offered to meet them at a time of their choice in the gold vaults – which he then did.
- A: But why didn't he just steal the gold?
- S: He was a very honest man. And the directors of the bank gave him £800 as a reward for his honesty.
- A: I see. That was a lot of money then.
- S: It's a lot of money now, but not as much as the price of one gold bar.
- A: That's question seven isn't it? OK how much is one gold bar worth?
- S: Well, of course, the price fluctuates a lot, but at the moment it's about \$200,000.
- A: OK, number eight. True or false?
- S: Ah, now that one is false. Actually the Bank of England started to set the official interest rate in 1997.
- A: That's quite late. Who did it before that?

- S: The government.
- A: What about number nine?
- S: That's false, too. The Bank of England will replace a damaged note, no matter what the cause.
- A: What if it got wet?
- S: Well, there has to be evidence of at least half the note and it helps if the serial number is still there.
- A: OK and finally, the old and damaged notes. How does the bank destroy them?
- S: This is a trick question. In fact, both these answers are correct. They burn about half the notes and the other half are turned into compost. Farmers use it to improve their soil.
- A: Now I've heard it all! Many thanks, Simon.
- S: You're welcome!

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