

Grammar Reference

This section includes further explanations of the main grammar points covered in the Grammar Check sections of the book.

Unit 1

Present simple and present continuous

The present simple

This is used to refer to:

- regular occurrences or actions that are frequently repeated
*I **take** the 8:15 train and usually **get** into work just before 9:00.*

The following adverbs of frequency and time markers often appear in sentences of this type:

always	frequently	generally
hardly ever	normally	never
occasionally	often	rarely
regularly	sometimes	
systematically	usually	
once / twice (a day, a week, a month, a year)		
every (day, week, hour, month, year, time)		

- planned events and timetables
*The conference **opens** on Wednesday November 12th.*
- events that are being described in a story or narrative
*He **goes** into his office, **turns on** the computer, and **discovers** that the file is missing.*
- rules and written statements
*The contract **specifies** the exact number of hours to be worked.*
- conditions in a first conditional sentence
*If she **gets** the promotion, she'll have to move to head office.*

The present continuous

This is used to refer to:

- things that are taking place at the time of speaking
*Martha **is talking** to a customer on the phone.*
- actions that have not yet been completed
*We **are training** the staff to use the new system.*
- actions that are planned for a specific time in the future
*The auditors **are arriving** at ten.*

- conditions that are temporary
*Juliet **is using** my office while I'm away.*

Verbs in the present continuous are often associated with the following adverbs and time markers:

still	right now	at the moment
currently	at present	presently

Some verbs are never used in the continuous form:

- ~~*Are you **knowing** who is chairing the meeting?*~~
*Do you **know** who is chairing the meeting?*

- verbs of cognition
hear, know, believe, see
- verbs of feeling
like, dislike, want, prefer

All other verbs have both continuous and simple forms.

Wh- questions

The following interrogative pronouns, adverbs and adjectives are used to introduce **wh-** question forms:

Question word	Refers to
what (adj / pron)	objects, actions, states, people
when (adv)	time
where (adv)	location
which (adj / pron)	objects, actions, states
who (pron)	people
whom* (pron)	people (indirect object)
whose (adj)	people (possessive)
why (adv)	actions, states
how (adv)	actions, states

* *Whom* is mostly used in formal written English. In an informal context, *who* is more usual.

- Most **wh-** question forms are followed by an auxiliary verb and a personal pronoun:

***Why** did you leave your previous employer?*

What and *who* can be used as the subject of the verb. When this is the case, the auxiliary verb is not included and the verb is conjugated:

***Who** gave you my number?*

- How questions are often formed with adjectives or adverbs such as *big, expensive, important, long, often, powerful, tall, wide*:

How old do you have to be to take early retirement?

Some of the most common questions of this type are:

Duration	How long ...?
Frequency	How often ...?
Size	How big / wide / long / high ...?
Age	How old ...?
Degree	How powerful / strong ...?

- How much and how many are usually associated with nouns:

How many people work in this department?

Unit 2

Count and non-count nouns

Nouns are of three main types:

- count nouns. Most count nouns have plural forms with a final *s* or *es*:

<i>a mistake</i>	<i>some mistakes</i>
<i>a watch</i>	<i>the watches</i>

Some count nouns have irregular plural forms:

<i>the woman</i>	<i>the women</i>
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Some of the most common irregular count nouns are the following:

aircraft	aircraft	child	children
fish	fish	foot	feet
man	men	person	people
sheep	sheep	tooth	teeth

- non-count nouns. They are only used in the singular. They are never used with the definite article *a* or *an*:

<i>advice</i>	<i>fun</i>
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Some common non-count nouns are the following:

absence	anger	assistance
behavior	childhood	confidence
entertainment	food	growth
health	help	information
intelligence	knowledge	labor
luck	money	poverty
respect	safety	security
trade	training	transport
travel	water	wealth
welfare	work	worth

- nouns that have both count and non-count forms:
*My computer has already crashed two **times** in the last 30 minutes.*

How much **time** do we have for the presentation?

Other examples of nouns that have both count and non-count forms are the following:

chance	experience	influence
power	time	youth

Prepositions

Prepositions of place

Prepositions of place give specific information about the position / location of one thing in relation to another:

*The keys are kept **in** a cabinet **behind** the reception desk.*

- The most common prepositions of place that are used to indicate static positions are:

above	across (from)	against	alongside
among	(a)round	at	behind
below	beneath	beside	between
beyond	by	close to	for
from	in	in front of	inside
near	next to	on top of	on
opposite	outside	over	to
under	underneath	with	within

- The following prepositions are used to indicate movement:

along	away	down	from
into	off	onto	toward(s)
through	past	up	

Prepositions of time

Prepositions of time give information about the timing or the duration of something.

***Since** the position was advertised we've received 400 applications.*

The most common prepositions of time are:

after	at	before	by	during
for	from	in	on	since
through	to	until		

Unit 3

Articles *a, an, the*

The indefinite article a or an

The two forms of the indefinite article, *a* and *an*, are used with singular count nouns. (*An* is used before words beginning with a vowel, except when the vowel sound is *y* / *j* / .)

We use the indefinite article when we are referring to a noun in a general way. The indefinite article is not normally used with non-count nouns:

*A spokesman will be making **an** announcement later this afternoon.*

When we refer to nouns in a general way in the plural, we use the plural form of the noun (without an article):

***Mobile phones** are increasingly popular.*

When we want to be more specific we can use the adjective *some*:

***Some** viewers have complained.*

The definite article the

The definite article *the* is used before a noun or noun group (adjective + noun). It is used to refer to both singular and plural nouns:

- a specific person or thing

***The** Australian filmmaker, Jason Griffith, has been nominated for **the** award for **the** best* documentary.*

* The definite article is always used before superlative adjectives.

- the names of institutions, organizations, and positions

***The** director of **the** Advertising Standards Authority has threatened to ban the campaign.*

- things that have already been mentioned

*Is this **the** document you were looking for?*

- a general category

***The** press will be covering the ceremony.*

Non-count nouns are only preceded by the definite article when they are followed by a phrase or clause that gives specific information:

*The TV channels have **the** power to influence public opinion.*

Present perfect and past simple

The present perfect

The present perfect is formed with the auxiliary verb *have* plus the past participle or *-ed* form of the main verb (check your dictionary for irregular past participles):

*Our Internet provider **has** recently **upgraded** our connection speed.*

*The government spokesperson **hasn't** yet **made** a declaration to the press.*

We use the present perfect to talk about:

- events and actions that have started but are not yet finished

*The number of viewers **has continued** to drop.*

- events and actions that took place at an unspecified time in the past

*More than 10,000 people **have visited** our website.*

The present perfect can be used with:

- for* to indicate the duration of something

*We've used digital technology **for** the last two years.*

- since* to indicate the starting point of a process

*The new studio has been fully booked **since** March.*

The present perfect is used in the continuous form when we want to emphasize that a process has not been interrupted:

*They **have been working** on the problem all week.*

The present perfect is often used with time markers like:

already	almost	always	just
often	nearly	never/ever	yet*

* Yet is used with the negative and interrogative.

The past simple

The affirmative form of the past simple is formed by adding *-ed* to regular verbs or by using the past form of irregular verbs (again check your dictionary for irregular verbs):

*The unions **rejected** the government's offer.*

*Free FM **began** broadcasting one month ago.*

The interrogative and negative forms include the auxiliary *did*:

***Did** you listen to the news this morning?*

*No. I **didn't** have the radio on.*

We use the past simple to talk about:

- things that happened at a specific time or during a specific period in the past

*The magazine **published** the article in December.*

- things that happened regularly in the past

*Journalists **filed** their reports by phone.*

The past simple is associated with the following time markers:

after	afterwards	ago
before	finally	for
in	then	yesterday
last (week, etc.)		

Unit 4

Comparatives and superlatives

Comparatives

To make a comparative with one- or two-syllable adjectives, we add the suffix *-er*. With adjectives which end with the letter *y*, the suffix form is *-ier*:

strong stronger

easy easier

With adjectives of three or more syllables, the comparative is made by adding either *less* or *more* in front of the adjective:

*I think this model is **more** fashionable.*

Comparative adjectives are followed by *than* when we want to show what something is being compared to:

*Prices are **lower than** last year.*

We can also use *as ... (adj) ... as* and *not as ... (adj) ... as* to show the similarities or differences between two things:

*The packaging is **as** important **as** the design.*

*This model is not **as** powerful **as** the XP 80.*

Superlatives

To make a one- or two-syllable adjective into a superlative, we add the suffix *-est*. For longer adjectives we place *most* or *least* in front of the adjective. Superlative adjectives are always preceded by the definite article:

*Do you have **the latest** model?*

*The Caribbean is **the most** popular destination at this time.*

The following adjectives have irregular comparative and superlative forms:

good	better	best
bad	worse	worst
little	less	least
more	more	most
far	further	furthest

Comparative adjectives are often preceded by one of the following words:

much	a lot	a little
significantly	slightly	

Tag questions

Tag questions are used in spoken English to confirm information, seek agreement, or express surprise or disbelief. Tag questions are made by adding an auxiliary verb and a personal pronoun at the end of a statement. When the verb in the first part of a question is in the affirmative, the tag question is in the negative and vice versa:

*You **take** credit cards, **don't you**?*

*The sales **don't** start until next week, **do they**?*

Unit 5

The passive

The passive is used when we want to focus on the outcome of an action or on the result of a process, and not on the people or agents that make it happen:

*Two prototypes **will be produced**.*

*The factory **is equipped** with robotic systems.*

When we want to include information about the agent in a passive sentence, we use the preposition *by*:

*The machine **is powered by** a small electric engine.*

The passive is formed with the verb *be* followed by the past participle. The passive forms of the main verb tenses are shown below:

Tense	Passive
Present simple	<i>Materials are delivered by truck.</i>
Present continuous	<i>Modifications are being made.</i>
Future	<i>The new version will be launched in June.</i>
Past simple	<i>The technology was invented in Japan.</i>
Present perfect	<i>Quality control has been improved.</i>
Past perfect	<i>The product had not been designed for extreme weather.</i>
Modals	<i>The testing should be finished next week.</i>

Causative verbs

Have and get

The causative verbs *have* and *get* are used when we want to indicate that one person caused another person to carry out an action.

Have usually indicates that the person used his or her authority to obtain the result:

*The plant manager **had** the electricians **rewire** the workshop.*

Get refers to a situation in which the person persuaded rather than ordered someone to carry out an action:

*The HR director **got** the workers **to accept** a new productivity agreement.*

Both verbs can be followed by an infinitive with or without *to* or by a past participle. With the past participle, it is not necessary to state who carried out the action:

*We've **had** the new procedures **certified**.*

*They **got** the vehicle **repaired**.*

Other causative verbs

Other causative verbs indicate differing degrees of authority or permission:

permission	<i>to allow, to let</i>
authority	<i>to force, to make</i>

The verbs *let* and *make* are always followed by an infinitive without *to*:

*Their supervisor **lets** them **take** one ten-minute break every two hours.*

The verbs *force* and *make* are always used with the infinitive with *to*:

*Machine operators should be **made to** wear full protective clothing.*

Unit 6

Future forms

Different tenses can be used to refer to future time.

The future

The future with *will* is used to:

- talk about things that have been planned or that are considered likely to happen
*The goods **will arrive** on the 21st.*
- make general predictions based on normal behavior
*Markets **will** always be volatile.*
- in conversation, to indicate willingness to do something
*I'll **call** the customs office immediately.*
- in first conditional sentences
*If we send the goods by air, it **will double** the transportation cost.*

The form *shall* is sometimes used in more formal contexts:

*We **shall confirm** our order in due course.*

When an event has already been planned, we very often use the continuous form:

*The ship **will be docking** at terminal B.*

going to

When we focus on people's intentions we often use *be going to* followed by an infinitive:

*They **are going to give** us a discount for the warehousing.*

The present tenses

When we refer to a future event that is part of a timetable or fixed schedule, we use the present simple:

*The first consignment **arrives** next week.*

When we are talking about an event that has already begun or that has been planned for a specific time, we use the present continuous:

*The Jakarta office **is closing** in January.*

The following time markers are used with the future:

after*	before*	by*
eventually	in*	in due course
one day	soon	sooner or later

* These words are followed by a reference to a date or point in time:

*The goods must be delivered **by the end of the week.***

Cause and effect

When we talk about the causes and the effects of actions and events, we can use the following nouns, verbs and linking expressions. Note that verbs and nouns are usually followed by specific prepositions.

Nouns

Cause

the reason (for)
the cause (of)

Effect

the effect (of / on)
the result (of)
the outcome

*The main **cause of** the crisis is reduced demand.*

Verbs

Cause

to result (from)
to cause
to be caused (by)
to be responsible (for)
to originate (from)

Effect

to result (in)
to lead (to)
to mean

Be sure to use the appropriate prepositions with these verbs:

*The lack of rain has **resulted in** poor harvests.*

*The current crisis has **resulted from** mismanagement.*

Linking expressions

Cause

since
because (of)
as
due to

Effect

as a result (of)
thus
therefore
so
consequently

Unit 7

Relative pronouns: *that, who, whose, which, where*

Relative pronouns are used to give additional information about nouns. They are always followed by a relative clause containing at least one verb:

*Television is still the form of entertainment **that most people prefer.***

Relative pronouns can refer to the following things:

Pronoun

that*
what
where
which
who
whom*
whose

Refers to

people and things
things
places
things
people
people
possessions

* *That* is only used in defining relative clauses.

* *Whom* is only used in formal written contexts.

Relative clauses

There are two types of relative clauses: defining and non-defining. Defining relative clauses give essential information about the nouns they modify:

*The player **who is the first to score ten points** wins.*

It is possible to omit the relative pronoun in a defining relative clause when the pronoun refers to the object of the main verb:

*The show **(that)** we wanted to see was sold out.*

Non-defining relative clauses introduce extra information that is not essential:

*Origami, **which originated in Japan**, is the art of making shapes from paper.*

A non-defining clause is always punctuated with commas and the relative pronoun cannot be omitted.

Indirect questions

Questions can be either direct or indirect:

What time does the show start? (direct)

***Could you tell me** what time the show starts?* (indirect)

In indirect questions, the word order of the second part of the sentence is in the affirmative form and does not contain an auxiliary verb.

The answers to indirect questions are the same as for direct questions except that they may be preceded by a response such as *Yes* or *No*, *Of course*, *Sure*:

Yes ~~I could~~. It starts at 9.

Here are some other ways of introducing indirect questions:

***I wonder if** we could reserve a table for four?*

***We were wondering if** you'd be free to join us for lunch?*

***I don't suppose** you'd have time to meet this afternoon?*

***Would you happen to know** where I could get a taxi?*

***Do you know / have any idea** who won the match?*

Unit 8

Talking about trends

We use the following verbs and nouns to express negative (–) and positive (+) trends:

Verbs

transitive	intransitive
–	
decrease	decrease
reduce	
lower	
	fall
	drop
	go down
	decline
+	
increase	increase
raise	
	rise
	go up
	grow

Transitive verbs are always used with an object:

*The local utility has announced that it will **raise** the price of electricity by 2% in June.*

Intransitive verbs are never used with an object:

*Net income **has fallen** for the second quarter.*

When we want to describe significant changes, we can use the following intransitive verbs:

–	+
plummet	soar
plunge	skyrocket
slump	shoot up
collapse	

When we want to give the exact degree or duration of a change, we can do this by:

- indicating the beginning and the end of the trend with the prepositions *from* and *to*
*The share price fell **from** \$23 in June **to** only \$12 in August.*
- using the preposition *by* to indicate the extent of the change
*House prices have fallen **by** 3% over the last three months.*

Nouns, adjectives, and adverbs

The following nouns are used to describe trends:

–	+
a reduction	an increase
a decrease	a rise
a fall	a raise*
a drop	growth

* A *raise* usually refers to salaries.

The following adverbs and adjectives are often added to verbs and nouns to show the degree of change:

adjective	adverb
significant	significantly
sharp	sharply
slight	slightly
moderate	moderately

Modals of possibility

The following modal verbs are used to talk about possibility:

can	be able to
could	
may	might
will	shall
would	
should	
ought to	

- *can* and *be able to* are used in the present to talk about possibility

We **can (are able to)** offer you a personal loan at 5%.

With the past tense, we use the forms *could* and *was able to* and with the future, we use *will be able to*:

He **couldn't** remember how much he'd paid.

We **ll** never **be able to** afford the mortgage.

- *may* and *might* are used to talk about events that are considered likely but that are not certain

The central bank **may/might** put up interest rates during the next quarter.

- *will* is used to talk about events that are certain to happen

The local bank **will** be closed over the holiday period.

- *shall* is normally used for things that someone has decided to do

I **shall** save as much as I can.

- *would* is used to talk about things that are certain to happen if particular conditions are fulfilled (see Conditionals)

Prices **would** of course be affected if the weather conditions changed.

- *should* and *ought to* are used to talk about things that we expect to happen

Consumer prices **should** rise more slowly during this quarter.

The modals *can*, *should*, *may*, and *might* also have past modal forms. We use these forms when we want to speculate or comment about past events:

The finance ministry **shouldn't have published** such an inaccurate forecast.

Unit 9

The language of obligation

We use the following modal verbs to indicate obligation:

have to	must	need to
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In most cases the three verbs are synonymous. However, there is no future and no past form of *must*.

Must is used to order somebody to do something:

You **must** be ready to leave by five.

Have to expresses that something is necessary:

I'm taking the night train because I **have to** attend a meeting at 9 a.m.

I'll **have to** call the travel agency and cancel the reservation.

The captain **had to** ask for permission to dock.

The negative forms of the verbs have quite different meanings.

The negative forms of *need* and *have to* indicate an absence of obligation:

You **don't have to** check out until 11 a.m.

However, the negative of *must* indicates that something is forbidden:

Passengers are reminded that they **must not** leave their baggage unattended.

Other verbs expressing obligation are:

require	force	oblige
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Conditionals

We use different forms of conditional clauses, depending on how likely it is that the event we are talking about will take place:

- if we are talking about something that happens repeatedly, we use the zero conditional with the present simple
*If / When I **have to** travel for business I always **take** my laptop.*

- if the event is quite likely to happen but not certain, we use the first conditional with the present simple and the future tense

*I'll **call you** at the office if my flight is late.*

- if we want to speculate about a situation that does not exist at the time of speaking, we use the second conditional

*If I **had** the choice, I **would go** by train.*

We can also use *unless* in a conditional clause. This gives the clause the meaning of *not*:

*We'll **hold** the ceremony outside **unless it rains**.*

If we start a conditional sentence with an *if* clause, we use a comma before the main clause:

*If I **had** more time, I'd **visit** the National Museum.*

However, when we start a conditional sentence with the main clause, there is no need to include a comma:

*I'd **go** to the opera more often if it **weren't** (wasn't) so expensive.*

Other words that often introduce a conditional clause are:

even if	whether	as long as	provided (that)
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For information about the third conditional, see page 137.

Unit 10

Indirect speech

We use reported speech to talk about what other people have said. We do this by transforming what was said into a complete sentence in the past introduced by the verbs *say*, *tell* or *ask*.

The mayor's exact words, "*The project has cost more than forecast*" are expressed as follows:

The mayor **said** that the project **had cost** more than initially forecast.

We transform the original tenses that were used by the speakers in the following ways:

present continuous	→	past continuous
present simple	→	past simple
past simple	→	past simple
		past perfect
present perfect	→	past perfect
future with <i>will</i>	→	<i>would</i>

Questions, instructions, and orders are reported with the verbs *ask* and *to tell*.

Questions

The journalist **asked if / whether** the building would be completed on schedule.

Instructions / orders

The authorities have **asked / told** drivers **to** avoid using their cars and **to take** public transport instead.

Say and tell

When we use the verb *say*, we do not have to indicate the person the message was addressed to:

City planners **said** the new tramway will / would ease traffic congestion.

When we use *tell*, we must indicate who the message was addressed to:

Ms. Lopez **told the journalists** that the stadium would be inaugurated in July.

Reporting verbs

Instead of reporting the exact words that a speaker used, we often paraphrase what was actually said by using reporting verbs. Reporting verbs are normally followed by different combinations of prepositions, infinitives or relative pronouns:

- verbs followed by *that*

The local residents **claimed that** the airport extension plan would cause house prices to fall.

accept	acknowledge	add
admit	advise	agree
announce	believe	claim
complain	confirm	decide
disagree	discover	estimate
explain	feel	forget
hope	inform	insist
know	mean	mention
notice	persuade	predict
promise	realize	repeat
reply	think	threaten
warn	wish	worry

- verbs followed by *to*

The operators have **advised** rail travelers **to** expect delays of up to two hours.

advise	agree	disagree	forbid
instruct	invite	order	persuade
promise	remind	urge	warn

Unit 11

Gerund and infinitive forms

Gerund

The gerund is formed by adding *-ing* to the base form of a verb. Gerunds can be used in different ways:

- as non-count nouns

Exercising helps to keep you fit.

- after certain verbs

The doctor suggested **changing** to a new diet.

I dislike **working** with computers.

Have you considered **following** a diet?

Some of the other verbs that are always followed by a gerund are:

admit	adore	appreciate
avoid	delay	detest
enjoy	finish	imagine
involve	keep	mention
mind	miss	postpone
practice	recall	risk
stand	be used to	look forward to

- after the following prepositions

after	before	by	for
on	despite	without	since

The infinitive

The infinitive form is *to* + verb.

Infinitives are used:

- after certain adjectives

He was **unwilling to buy** her cigarettes.

(un)able	bound	due
liable	(un)likely	

- in noun phrases that express purpose

To reduce your cholesterol, you should avoid fatty foods.

- after certain verbs

The doctor **decided to refer** the patient to a specialist.

Other verbs that are followed by the infinitive are:

agree	intend	hope	plan
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Some verbs are used with the infinitive or with an object plus infinitive:

beg	expect	help	want
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Other verbs are used only with an object plus infinitive:

advise	warn
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Some verbs can be used with either a gerund or an infinitive:

Charles **likes to do** yoga.

Charles **likes doing** yoga.

With the following verbs, there is no major difference in meaning between the two forms:

continue	like	hate	love	start
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But with the verbs *stop* and *remember* the meanings are different:

She **stopped taking** her medication.

(She doesn't take medication any more.)

She **stopped to take** her medication.

(She stopped what she was doing and took her medication.)

Third conditional

The third conditional is used to talk about what would have happened in a particular situation if conditions had been different:

If they **hadn't taken** an X-ray, they **would never have seen** that the bone was fractured.

Third conditional sentences have two clauses: the *if* clause always includes a verb in the past perfect, and the main clause contains *would + have + a past participle* (the conditional perfect). Either clause can be used to introduce a third conditional sentence.

Unit 12

Words expressing contrast

We use certain words to introduce a contrast between two statements:

While it is true that standards of living have risen, there are still large numbers of people living below the poverty level.

The following words can introduce a contrast between two clauses in the same sentence:

although	even if	even though
though	whereas	while
except that*		

* *Except that* is not used at the start of a sentence:

*There is nothing wrong with the proposed legislation **except that** it will be difficult to apply.*

Despite and *in spite of* are used before a noun or noun phrase and cannot be followed by a verb:

Despite the objections of some senators, the law was adopted.

However, *nonetheless*, and *nevertheless* introduce a contrast between two consecutive sentences:

Overall participation in the referendum has been higher than forecast. **However**, in some states only 30% of the population voted.

Subjunctives

The subjunctive is the base form of a verb without the preposition *to*. Subjunctive forms are used after certain verbs and adjectives and are introduced by *that*:

*The government has suggested **that** the income tax threshold **be** raised.*

*It is essential **that** the new legislation **be** properly enforced.*

The following verbs and adjectives are also used in this way:

- verbs

ask	demand	insist	propose
recommend	request		

- adjectives

advisable	crucial	desirable
important	necessary	preferable
vital		

The subjunctive form is also used in formal English:

- with the verb *be* in a clause which begins with the word *whether*

*Officers are requested to report all violations of road safety, **whether** they **be** serious or not.*

- after *would rather* and *had better*

*You'd **better register** soon if you want to vote.*

TOEIC® Wordlist

As you progress through Target Score and prepare to take the TOEIC®, you can use the following wordlist to revise and review essential vocabulary. Next to each word write in: related terms, synonyms, definitions and / or examples that will help you to memorize and retain them.

	<i>page</i>		<i>page</i>
abroad	87	device	52
accessories	45	diet	110
advertising campaign	44	discount	45
afford	108	dock	57
agenda	62	drugstore	112
allowance	78	duties	56
analyst	58	earnings	59
appliance	40	efficient	28
applicant	120	elevator	52
appoint	12	entrepreneur	90
assembly line	53	equipment	19
ballot	116	executive	16
belongings	24	exercise	110
benefit	13	exhibition	76
bid	13	expenditure	78
bill	28	facilities	105
board	85	feature	42
board game	75	findings	11
booking	91	fire	23
bottom line	121	fraud	121
branch	81	furniture	18
brochure	46	growth	58
broker	57	helpline	87
candidate	116	hire	11
cell phone	28	hobby	71
charge	87	income	79
check in	85	infrastructure	101
citizenship	116	ingredients	49
climate	102	injury	114
coastline	106	installment	83
colleague	13	insurance	78
commission	91	invoice	21
commodity	56	laptop	30
compensation	13	law enforcement	119
component	48	lawmaker	121
corporate	52	layoff	28
courtroom	117	leadership	15
credit record	83	legislator	116
currency	84	lifestyle	110
damage	102	load	49
deadline	72	loan	81
decline	58	location	43
delivery	45	luggage	87

machinery	50	site inspector	51
mail order	40	skill	11
mall	45	spare time	71
manufacture	47	special	74
medicine	112	spokesperson	32
membership	108	sponsorship	113
monitor	23	staff	11
mortgage	78	stake	58
neighborhood	102	standard of living	59
news bulletin	32	stationery	40
newsletter	30	stock	55
office supplies	21	stress	110
official	110	subscription	26
opponent	75	sue	23
outing	76	supervisor	15
overdraft	81	supplier	57
overseas	48	surplus	58
overtime	53	surveillance	23
paperwork	21	survey	31
parking lot	20	switch	30
pastime	70	tariffs	56
paycheck	82	taxpayer	120
performance	23	theft	121
plant	51	tourist guide	86
policy	81	tournament	71
politician	121	traffic	102
polls	116	training	13
pollution	102	travel agent	91
press conference	32	treatment	112
procedure	51	trip	90
raw materials	48	update	30
real estate	82	upgrade	30
refinery	51	utility	78
register	85	vacation	90
reliable	28	vaccination	113
requirement	120	volunteer	119
resident	102	wage	58
resort	106	warehouse	57
résumé	16	warranty	45
retirement	9	waste	51
sales clerk	45	waterfront	103
sales target	76	wealth	82
scenery	90	wholesale	55
schedule	15	wilderness	72
setting	73	withdraw	81
shipment	57	witness	116
shuttle	85	workforce	52
sick leave	114	workout	114

Communication File

1 Careers

Role cards for temporary work agency interviews

Director of PeoplePower, Interviewer

You are one of the co-directors of PeoplePower. Your job is to choose the top performers in many different fields.

Prepare a short list of questions about the candidate's profession, skills, job functions, and experience.

PeoplePower Candidate, Interviewee

Choose a profession which you know well or one you can do some research on. In order to be listed by PeoplePower, you must convince them that you are highly motivated and well-qualified.

Prepare a short description of your profession, your skills and qualifications. What questions will you ask your potential employer?

2 Workplaces

ACTIVE PRACTICE



Student A

Describe the position of the objects to your partner. How many differences can you find?

Role cards for safety screening

Sales Representative of 'VideoScan'

You are hoping to get the contract with the Franklin Institute to supply surveillance technology. Your arguments are:

- your customers (private companies and government institutions) are very satisfied with the results of the technology – reduction of workplace misconduct and intrusions
- increased security is a must for all organizations in today's unstable society
- your company will provide technical support and training for staff in how to use the equipment appropriately
- cameras can be installed in plain view or hidden

Vice President of the Franklin Institute

You are worried that the Institute may be held responsible in the event of serious injury to a student or staff member. Your arguments in favor of CCTV (closed-circuit TV) are:

- it will be cheaper than hiring extra security staff
- unsafe areas like the underground parking lot and parts of the campus grounds can be secured
- the security services will be able to react immediately in any emergency
- video records can provide evidence in case of litigation

Professor of Psychology

You are opposed to the use of surveillance technology for the following reasons:

- there is no proof that surveillance technology changes people's behavior
- it will have a negative effect on both student and staff morale, generate stress, and make both students and staff uncomfortable
- it is an invasion of individual privacy
- it could be used to victimize certain individuals
- the Institute is an educational environment in which freedom of expression should be encouraged, not controlled

Role cards for safety screening

Student Representative

You have received reports from students concerning the theft of various personal items (laptop computers, cell phones). However, you are not sure that video surveillance equipment is necessarily a good thing. You would like to know:

- how the technology will be used and by whom
- where cameras will be installed
- whether the police will be informed of security incidents

Administration Spokesperson

You are the union representative. The union members are worried about the plan to introduce surveillance technology. Your concerns:

- the cost (it might be better to spend the money on hiring extra security personnel)
- the potential abuse of the system which could be used to monitor employee performance at work
- cameras might be hidden
- this is the first step towards more widespread surveillance (i.e. monitoring the use of computers and the telephone)



Student B

Describe the position of the objects to your partner. How many differences can you find?

3 Communications

Role cards for press conference

GloTelCom President

- You must announce that GloTelCom is laying off 2,000 workers because of poor financial results.
- GloTelCom would like to continue to operate in the local community.
- Avoid journalists' questions about whether GloTelCom will move operations overseas. It is true that GloTelCom is considering moving its operations, but you do not want to discuss this now.

GloTelCom Spokesperson

- The layoffs are only temporary. GloTelCom supports its workers.
- You will explain the benefit packages being given to laid-off employees.
- Each worker will receive:
 - three months' additional salary (severance pay)
 - six months' health insurance coverage.

The Mayor

- You are afraid the layoffs will greatly affect the local economy and damage your chances of being re-elected, so you want to reassure the public.
- You will announce that the government is working with GloTelCom to create more job opportunities.

Employee Union Representative

- The GloTelCom layoff package is not enough.
- The laid-off workers should receive:
 - six months' salary as severance pay
 - one year of health insurance coverage
 - GloTelCom should pay for re-training and educational programs.
- You should ask whether GloTelCom plans to close its operations in the area.

Journalist

- You want to know the real reasons for the layoffs. Are they going to close both local plants permanently?
- GloTelCom has been conducting negotiations with manufacturers overseas.
- The CEO has made four trips overseas in the last six months. Why?
- Ask the mayor why he/she said two weeks ago that the local job market was "strong and stable".

4 Retailing

Role cards for presenting a product

Card A

The IceMaker

An elegant, compact kitchen appliance to produce ice cubes!

Capacity produces 40 small, medium or large ice cubes every hour

Cost 350 U.S. dollars

Card B

Safe Bather

A battery-powered alarm system that lets you know when your bath tub is full – before it's too late!

Cost 25 U.S. dollars

Card C

KeyLocator

A discreet, programmable battery-operated key ring that allows you to find those lost keys. Just dial your KeyLocator number on your cell phone and your KeyLocator key ring will respond with a ringing tone.

Cost 299 U.S. dollars

Card D

CorkMaestro

An all-electric corkscrew that takes the work out of opening bottles. Your guests will be amazed!

Cost 98 U.S. dollars

Construction Superintendent

Your concern is the construction schedule, which cannot stop.

You have many sub-contractors working on the project and delays will be costly.

You want to continue working in areas away from the excavations.

Mayor

On the one hand, the new industrial park will be beneficial to local business.

On the other hand, the preservation of historical sites will bring in tourism.

You will have to make the final decision about the site.

Archeologist

All construction must stop while your teams survey the entire site.

You will need a minimum of eight months and full access to the entire construction site.

Ideally you would like to have a full fourteen months.

President of the Local Heritage Foundation

All construction on the industrial complex must permanently stop.

The government should purchase the site to create a museum and cultural heritage center.

The museum would bring in many tourists and help the local economy.

Tourism will attract more businesses.

5 Industry

Role cards for construction and development versus preservation and heritage

Land Developer

You have invested a lot of money in the industrial park. Your project will provide much-needed manufacturing and office space for businesses, bringing income into the community.

You want a guarantee from the mayor that construction will continue in three months.

6 Trade

Role cards for fair trade or free trade?

Store Manager

You have serious doubts about the Fairtrade Town initiative. You believe that:

- there is no proof that guaranteeing a fixed price for goods promotes economic prosperity
- free market prices determined by supply and demand are better than promoting the interests of producers and consumers
- the initiative would only be interesting if it boosts business activity in the community

President of the Local Farmers' Union

You represent a small group of local farmers. You believe that:

- promoting Fairtrade products would be at the expense of locally grown produce
- the local agricultural industry could suffer as a result
- your organization could only support the Fairtrade initiative if it also promotes local products

Town Council Member

You have organized this meeting in response to a petition in favor of becoming a Fairtrade Town. As the chairperson for the meeting, you should present the agenda and act as the moderator for the discussion. You are interested in hearing all opinions but you believe that:

- you may not have the budget to support this initiative
- it could hurt the local business community
- it could enhance the town's image

Fairtrade Spokesperson

You are actively promoting the Fairtrade initiative and have assisted other communities in adopting it. Your experience has shown that:

- Fairtrade is a growth sector (+ 30%) over the last two years
- Fairtrade can improve the community image
- it can promote community cohesion and development
- it develops public awareness of global trade issues

Consumer Group Representative

You are a member of a local consumer group. You believe that:

- consumers' views are often ignored by retailers
- Fairtrade is a growing market
- Fairtrade ultimately benefits the consumer by improving the quality and the choice of goods available

7 Leisure

Sailing

Accompanied by a sea captain, the group will spend two days sailing on a yacht. On the first morning, the group will learn basic sailing techniques and receive Level I National Sailing Associations Certification. The second day will end with a regatta.

Two-day rates start at €400 per person.

Deep Sea Fishing

The group will be taken fifteen miles offshore to fish for tuna, halibut, and shark. The 48' fully-equipped boat has overnight capacity so that the trip can range from eight to 24 hours.

Cost: €1,600 for a full day or € 2,400 for two days and a night.

Cooking

Enjoy cooking classes, gourmet meals, and a night in a luxury hotel. You will work with our top chefs to prepare a seven-course dinner for the group.

Cost is: €400 per person, food and accommodation included.

Survival School

The group will participate in a three-day survival school. Outdoor survival lessons include building overnight shelters, preparing meals in the outdoors, and administering emergency first aid.

Cost: €500 per person for three days.

Race-Car Driving

Your group will be taken to the Motor Speedway and given instruction on race-car driving. Afterwards you will practice driving cars that reach speeds of up to 220 kilometers per hour and participate in a real race.

Cost: €300 per person for a day trip including lunch.

9 Travel

Role cards for eco-tourism development

Local Community Leader

Visitors should be limited to 30 people per month. Eco-tourism developers must make a ten-year commitment to the project.

Profits should be divided as follows:

- 50% should be given to the local community
- 20% should be re-invested in developing tourist programs and facilities
- 30% should go to non-local shareholders and investors

Eco-tourism Developer

You would like to bring in ten groups of six people every month.

You will commit to a six-year contract.

Profits should be divided as follows:

- You and your company should receive 30%
- 30% to the local community
- 30% to the shareholders
- 10% to the local Non-Governmental Organization who will oversee the sustainable development

Eco-tourism Financial Investor

You would like to bring in 100 eco-tourists every month.

You would like to limit the initial contract to three years.

Profits should be divided as follows:

- You expect to receive 60%
- 20% to local individuals who work for the eco-tourism project
- 20% for the eco-tourism developers

NGO Representative

Limit the number of visitors to 30 per month.

The contract's minimum duration should be ten to twelve years.

Profits should be divided as follows:

- 30% should be given to the local leaders
- 15% to the locals working on the project
- 25% to the investors and shareholders
- 15% to the eco-tourism developers
- 10% to federal government officials
- 5% should be donated to local Non-Governmental Organizations

10 Environment

Role cards for winds of change

Spokesperson for Wind Gen, the group of electricity companies

You represent the companies who are planning to build the offshore wind towers. Your group will be making a huge investment, as the project is expected to cost 700–800 million dollars. You are convinced that the development is in the best interests of both the local community and the state as a whole. Among the arguments that you can use are:

- the project will reduce pollution
- it will ultimately provide enough electricity for 100,000 homes
- it will create jobs and position Cape Cod as a leader in the use of alternative power sources
- it will reduce the state's requirements for natural gas

Spokesperson for New England Maritime Commission, the authority for local maritime affairs

You represent the various maritime authorities and the local fishermen. You are opposed to the project for the following reasons:

- the development represents a collision danger for shipping (particularly passenger ferries)
- construction of wind towers could change the pattern of currents and lead to the creation of new uncharted sandbanks
- local fishermen may be excluded from the 24-square-mile area. Cables will also have to be laid between the towers and the shore and may constitute a hazard for fishermen

Spokesperson for Cape Cod Community Watch, local residents' committee

Your association seeks to defend the environment of Cape Cod as it is now. You are opposed to industrial development even if it is to provide alternative energy. Your reasons are:

- the towers, which are 250 feet tall, will be visible from coastal towns and will detract from the natural beauty of the Cape
- the development could have negative effects on marine mammals and on the migratory birds that visit the area
- tourism may be adversely affected and real estate may lose value
- there is a danger of pollution from lubricating oil that is contained in the towers
- the forecast energy production figures may be exaggerated
- turbine noise may be carried downwind toward the land

Spokesman for AltaVolta, the alternative energy lobby

Your association promotes the use of alternative energy sources. You believe this is an opportunity to oppose current policies which favor generating electricity by burning fossil fuels. Your main arguments are:

- the forecasts show that demand for electricity in the area will grow
- Cape Cod is ideally situated to benefit from abundant wind power
- wind power will lead to greater decentralization of electricity production
- the planned project will lead to better quality of life for Cape Cod residents
- wind power is clean, efficient and renewable
- the project is a test case for environmental protection and could lead to positive changes in national energy policy

11 Health

Role cards for keeping the company healthy

Card A

You are studying how the company's headquarters can be redesigned to encourage employees to get more exercise. Your suggestions are:

- relocate the parking areas so that employees will have to walk further
- widen and decorate existing stairways to make them more attractive to use
- relocate the company cafeteria outside the main company building
- install smaller, slower elevators

Card B

You are looking into how to set up an on-site company fitness center where employees would be able to work out during office hours. Your recommendations are:

- the center should be staffed by professionals
- each employee should draw up a personal fitness plan
- employees who achieve their personal goals will receive a bonus
- medical consultations will be given free of charge
- quiet rooms will be available for employees to relax in

Card C

You are analyzing the benefits of giving staff individual health assessments. You would like to introduce:

- a voluntary program of health risk assessment – staff will receive the results of a medical examination
- free counselling
- a weekly seminar on healthy living
- an internal website with advice and guidelines
- a 24-hour health hotline

Card D

You are evaluating ways of promoting better health and hygiene for the staff. You believe the company should:

- introduce a strict no-smoking policy – only non-smokers will be recruited, and anyone found smoking at work will be dismissed
- remove all vending machines that sell soda-based drinks and confectionery and supply only water fountains
- eliminate high-calorie foods from the cafeteria menu
- purchase special office furniture for all computer users

12 Society

Debate: Should avatars in virtual worlds have the power to “eliminate” other players?

Group A

Arguments FOR

Virtual worlds should be as realistic as possible.
Most players prefer power.
Avatars should be able to do anything they want.
Virtual violence doesn't hurt anyone.
Virtual worlds should be a place where players can act out aggressions.
The real world is safer if people can act out their aggressions in virtual worlds.
People are free to leave the virtual world whenever they want to.

Group B

Arguments AGAINST

Virtual worlds should reflect human ideals not reality.
Humans desire equality.
Avatars should be empowered for good and not bad.
Virtual violence is still a type of violence – psychological and moral.
Virtual worlds should be where people can realize their dreams and actualize their ideals.
Virtual violence promotes violence in the real world.
Virtual worlds should be hospitable and inviting places for new members.