1 a Work in small groups. Look at the images. What aspects of business do they show? What other images would you add?

b Work in pairs. Complete A in the Key VOCABULARY PANEL.

2 Study the collocations in A and write a definition for one of them. Then close your books. Work in pairs. Student A, say your definition for one of the collocations. Student B, give the expression. Then swap roles.

A: You give this to someone when you introduce yourself.
B: A business card.

3 a Work in pairs. Look at the sentences. Then discuss the questions.

Small businesses are suffering in the current economic climate.
The party receives most of its financial support from big business.

1 What is the difference between small businesses and big business?
2 Why is the first countable and the second uncountable?

b 4.1 Listen to a business lecturer explaining the difference to a student. Check your answers to 3a.

4 Listen again. Do you think the speaker is a) neutral? b) critical in his attitude? Why?
**Key Vocabulary**

**Business**

**A business + noun**

- Look at the words in the box. Which do not collocate: *business* + noun? Use a dictionary to help you.

<table>
<thead>
<tr>
<th>card</th>
<th>community</th>
<th>contact</th>
<th>correspondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>deal</td>
<td>district</td>
<td>hours</td>
<td>interest</td>
</tr>
<tr>
<td>investment</td>
<td>job</td>
<td>lunch</td>
<td>meeting</td>
</tr>
<tr>
<td>news</td>
<td>office</td>
<td>partner</td>
<td>plan</td>
</tr>
<tr>
<td>school</td>
<td>studies</td>
<td>trip</td>
<td>work</td>
</tr>
</tbody>
</table>

**B Talking about business**

- Look at the phrases in the box. Which were used in the audio to describe a) small businesses? b) big business? Use a dictionary to help you.

- exploit developing regions
- flout (environmental) agreements
- generate enormous profits
- influence governments
- low volume of sales
- multi-national corporations
- niche markets
- privately owned and operated
- small number of employees
- specialist products
- tailor-made services
- wield power

**C Expressions with *business***

- Look at the use of the word *business* in the common expressions. When does it mean a) somebody else’s life/work/affairs? b) serious intention/work?

1. Mind your own business!
2. That’s what you get for sticking your nose in somebody else’s business.
3. It’s none of your business!
4. He means business.
5. Let’s get down to business.

- How do you say the expressions in your language?
Reading

1. Work in pairs. Look at the images of three ‘niche brands’ (specialist products which are aimed at a small, select sector of the market). Then answer the questions.
   - What niche products are being offered?
   - Which niche market are they aimed at?
   - Which niche brand appeals to you most and why?

2. a. Read the article about niche marketing and brands. Which brand appeals to you most now? Has your opinion changed? Why/Why not?
   b. Compare your answers with a partner.

3. Match each brand to one of the business principles, a–c. How does each brand demonstrate its principle?
   a. Be different from the competition
   b. Focus on an area that others neglect
   c. Combine quality with distinctive branding

4. Do you know of any local or online businesses that have been successful in exploiting a niche market? Tell the class about them.

Three basic principles of successful niche marketing

For small businesses finding the right niche can make all the difference. But the right niche can be very hard to come by. Here are three basic business principles that can lead to success, and three successful companies who have put them into practice.

**Principle 1:**

**Pancracio**

This first brand is built on the founder’s twin passions – and his expertise. Pedro Álvarez, founder of Pancracio, has a passion for chocolate and an eye for design. These two passions have been brought together to create a very special gourmet company, specialising in exquisite chocolate, packaged beautifully in simple black and white designs. The blend of subtle tastes and subtle branding has been a complete hit. The first chocolates were sold privately to friends and family, but the company soon grew and now Pancracio has retail outlets in fashionable stores all over the world, where its hallmark black and white packaging is instantly recognised.

**Principle 2:**

**Sportclips**

The clever concept that lies behind this very successful franchise is a simple one – in order to survive you need to specialise. Rather than trying to be all things to all people, Sportclips concentrates all its effort on one small corner of the market – a corner that was being underexploited. The themed hairdressing parlours are targeted exclusively at men – and not at all men – at men who want a traditional haircut, men who like sports and don’t normally feel at home in a beauty salon. Plasma TVs are installed in all their outlets, broadcasting wall-to-wall sport. To enhance the sporting atmosphere, competitions are held and tickets to big sporting events are used as the bait to draw their customers in.

**Principle 3:**

**Lush**

This isn’t the only business offering natural cosmetics whose ingredients haven’t been tested on animals, but it has succeeded in making a space for itself alongside its competitors by finding a new twist. Its stores are brighter and smellier than all its rivals. Smellier? Brighter? Yes! You smell these stores long before you see them. When you approach the shopfront you are assaulted by the range of colours. And its products certainly don’t look like traditional cosmetics. Mountains of soap are piled high like building blocks and fill the small space. As you walk in, creams and shampoos are being served up in tubs like ice cream, and bath salts are sold in glittering balls that look like they should be hung from a Christmas tree.
GRAMMAR

1. a. Look at the extracts from Reading 2a. Which brand does each extract refer to?
   1. Plasma TVs are **installed** in all their outlets...
   2. This isn’t the only business offering natural cosmetics whose ingredients **haven’t been tested** on animals...
   3. ... you **are assaulted** by the range of colours.
   b. Look at the verbs in bold. What do they have in common? Read A in the Grammar panel and complete 1–4.

2. a. Which of the sentences in 1a could be easily changed from passive to active? Why are the other sentences difficult to transform?
   b. Read B in the Grammar panel. Use examples from 1a to complete 5–6.

3. Underline the objects in sentence 1 and the subject in sentence 2. What do you notice? Check your answer in C in the Grammar panel.
   1. Pedro Álvarez, founder of Pancracio, has a passion for chocolate and an eye for design.
   2. These two things have been brought together to create a very special gourmet company.

4. a. Work in pairs. Rewrite the underlined sentences using a passive form.
   Failure to capture a niche market is typically due to one of three mistakes.
   1. They didn’t carry out enough research into the market.
   2. They neglected to examine the competition.
   3. They didn’t analyse the online market thoroughly enough.
   b. Use the prompts to complete the text below. Use the passive voice where appropriate.

   **Take one step at a time**

   First commission some market research. Once (1) _______________ (do / research), make sure (2) _______________ (analyse / third party).
   When (3) _______________ (identify / key market), you can start to develop the perfect product.
   Once (4) _______________ (develop / product), pilot it with as wide an audience as possible. And when (5) _______________ (ready / launch / product) do it with energy and style!

5. a. Work in small groups. You are going to develop a product for a niche market. Turn to page 141 and follow the instructions.
   b. Take turns for each group to present their product to the class. As you listen to the other groups, make notes under these headings:
      - Product name
      - Product description
      - Target market
      - Strengths
      - Possible weaknesses
      - Overall impression
   c. Work in your groups from 1. Compare your notes. Which product would you invest in? Prepare to explain your reasons.
   d. Share your decision with the class. Which product is going to get the most investment?
SPEAKING

1 a Work in small groups. Look at the images and discuss the questions.
   ● What are the people sharing?
   ● What other things do people often share?
   ● What things do you share with your friends and family?
   ● Do you know of any businesses that are based on the idea of sharing?

b Share your ideas with the class.

LISTENING

1 a 4.4 Listen to an introduction to a radio programme about a new type of business model and answer the questions.
   1 What is the sharing economy?
   2 What types of businesses are mentioned?

b Compare your answers with a partner. What is the attitude of the two speakers to the concept of the sharing economy?

2 a Listen again. Tick the statements that reflect what Toni thinks.
   1 The sharing economy is a revolutionary business concept.
   2 The sole aim of the sharing economy is to save money.
   3 Sharing cars only cuts costs for the car owners.
   4 Businesses can help people share resources more efficiently.
   5 Car sharing networks won’t really affect the car industry.
   6 Consumer needs will change in the future.
   7 The sharing economy won’t affect the oil industry.
   8 Changes to the energy networks will probably take more than a decade.

b Change the sentences that you did not tick in 2a so that they reflect what Toni thinks. Then check your answers in transcript 4.4 on page 149.

3 a Work in pairs. Find the expressions in the transcript. Explain what they mean.
   1 change the face of business
   2 making the most of what we've got
   3 putting up with inbuilt obsolescence
   4 a very different business landscape
   5 a revolution ... or a passing fad

b Discuss the questions.
   ● Do you find Toni’s explanation convincing? Why/Why not?
   ● Would you like to know more about the sharing economy? Why/Why not?

GRAMMAR

1 a Complete the sentences with the verbs in the box.

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch on</td>
<td></td>
</tr>
<tr>
<td>change</td>
<td></td>
</tr>
<tr>
<td>disappeared</td>
<td></td>
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<tr>
<td>drive</td>
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<tr>
<td>find</td>
<td></td>
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<tr>
<td>happen</td>
<td></td>
</tr>
<tr>
<td>looking</td>
<td></td>
</tr>
<tr>
<td>revolutionising</td>
<td></td>
</tr>
</tbody>
</table>

1 The sharing economy will soon be revolutionising the business world.
2 This is what's going to disappear businesses in the future.
3 Car manufacturers will certainly have to change their business models.
4 Production can't continue to be the sole profit maker.
5 I think we may well be looking at a very different business landscape.
6 Those businesses which won't have been able to adapt, will have disappeared.
7 What about big business? It's unlikely they're going to change the face of business, surely?
8 It's really small at the moment, but the chances are it'll change the face of business.
9 We're bound to need to change the face of business alternative systems to run our energy-hungry lives.
10 I don't think it's likely to happen in my lifetime.
11 It probably won't disappear in the next ten years.
12 It could possibly be one of the best ways ahead if we're to find an alternative to fossil fuels.

b 4.5 Listen and check your answers. Were your answers the same? If not, do you think your answers are also possible?
2 a Look again at the sentences in 1a. Find
   a four modal verbs.
   b an example of modal + be + verb + -ing.
   c an example of modal + have + been + past participle.

b Which sentences in 2a express certainty about the future? Which are a little less confident?

3 a Work in pairs. Read A in the Grammar panel. Choose the correct options to complete 1–4.
   b Look again at the sentences in 1a. Find
      a three adverbs ending in -ly.
      b expressions including likely, unlikely, bound and chances.

4 Read B and C in the Grammar panel. Complete 5–9 and then answer question 10.

5 a Rewrite the sentences so they have the same meaning. Use the words in brackets.
   1 The sharing economy is bound to change the way we do business. (certainly)
   2 The sharing economy will probably be a big success in my country. (could)
   3 Finding enough people who will be willing to share their possessions will possibly be difficult to start with. (may)
   4 It will be hard to convince everybody about this movement. (sure)
   5 As economic recession grows, the sharing economy will not fail to have an influence on people’s lives. (can’t)
   6 I like the idea, but I will probably always want to have my own car. (unlikely)

b Do you agree with the sentences in 5a? If not, change them so that you do agree.

6 Work in small groups. What new business trends do you think will emerge in the next ten or twenty years?

**Pronunciation:** emphatic stress

1 4.6 Listen and add adverbs to the sentences.
   1 Developing countries will find it relatively easy to adopt a sharing economy.
   2 Most people will only be interested in sharing if they can save money.
   3 I won’t be renting my car out to strangers.
   4 I might consider exchanging my house with another family for a few weeks’ holiday.

2 How do the adverbs in 1 change the meaning in each sentence? Listen again. Mark the main stress in the four sentences. Notice how the stress underlines this new meaning.

3 Listen again and repeat.

4 Work in pairs. Do you agree with the sentences? Why/Why not?

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**Speculating about the future**

A Modal verbs & expressions

We use a range of modal verbs and expressions to speculate about the future: will, can, could, may, might, going to. (See page 18 for more information about the use of these modals for speculating about the past.)

We use will, can’t and going to to make (1) confident / tentative predictions:

This is what’s going to drive businesses in the future.

We use may, could, might to express (2) confident / tentative predictions. We add well after could, might, may to increase the level of certainty:

It might well affect almost all industries.

We use modal + be + verb + -ing to describe an action (3) in progress at / completed by a given point in time in the future:

Consumers of the future will be asking for durability.

We use modal + have + past participle to describe an action (4) in progress at / completed by a given point in time in the future:

Those companies which won’t have been able to adapt will have disappeared.

B Adverbs

We use adverbs to add information about how (5) frequent / certain we think a future event or state might be.

We use possibly and probably to show that we are (6) confident / not so confident:

It could possibly be one of the best ways ahead.

We use certainly, definitely to show that we are (7) confident / not so confident:

Car manufacturers will certainly have to change their business models.

The adverbs usually come (8) before / after an affirmative modal verb and (9) before / after a negative modal verb.

C Common expressions

Which of the expressions below is the most/least confident?

(10) it’s likely to / that it’s likely to / that it’s sure to
    it’s unlikely to / that there’s a (good) chance that...
    it’s bound to (the) chances are that...

See page 123 for grammar reference and more practice.
**Market metaphors**

**Reading**

1. Work in pairs. Look at the images in the article and discuss the questions.
   1. What do the statues have in common?
   2. What type of business do you think they are linked to?
   3. What qualities might they represent?

2. a. Read the article about symbols in the business world and check your answers to the questions in 1.

   b. Read the article again and answer the questions.
   1. Where can you find each of these animals?
   2. Which of the monuments
      a. is not associated with banking?
      b. is no longer a tourist site. Why?
      c. is popular with local people? Why?
      d. shows two opposing forces? How?

3. Look at the article again. Find verbs or expressions which mean ‘represent’.

4. Discuss the questions in groups.
   - Are there any famous animal statues in your town or capital city?
   - If so, where are they and what do they symbolise?
   - If not, can you think of any other famous statues? What do they represent?

5. Work in pairs. Describe a well-known icon, symbol or emblem. Can your partner guess what you are talking about?

---

**The BULL and the BEAR**

The world of finance is full of symbols, but some are more visible than others. The animals here are set in stone and bronze and sit outside emblematic buildings. The most famous of all is the Charging Bull monument near Wall Street in Manhattan. This animal can leave no one indifferent. For some, it conveys financial optimism and prosperity, but it could also stand for the energy, strength and unpredictability of the Stock Market itself. Others, such as the Occupy Wall Street movement, see it as embodying aggression, greed and competitiveness. Their protests have now made the monument off-limits to tourists.

But the bull also signifies something very particular to the stock market. A bull market is represented by increasing investor confidence, in fact a bullish trend often begins when the general economy is beginning to show signs of recovery. The opposite is a bear market which indicates a general decline in stocks over a period of time. And that’s the important thing to remember: the two animals symbolise long-term trends, not short-term changes. Bull and bear markets are usually measured in years. The terms date from the 1880s and were used widely then in New York and London. Here, you can see sculptures of both beasts outside the Frankfurt stock exchange.

Many banks use animals in their logos. Like so many countries’ coat of arms, Barclays Bank’s emblem is the eagle, which encapsulates power and authority, like the USA’s bald eagle seen here outside Grand Central Station in New York City. However, probably the best-known business animals are Stephen and Stitt – the two bronze lions standing outside the HSBC bank headquarters in Hong Kong. They were named after two former managers of the bank and now form an integral part of the bank’s identity. Indeed, like New York’s Bull they have become a landmark in the city, epitomising luck and prosperity. Parents still bring their children to stroke the paws and noses of the statues in the hope that the lions will bestow good fortune on their families.
VOCABULARY: business metaphors

1  a Read the next part of the article. What is the author’s main point?
   1 There are always good times and bad times in the stock markets.
   2 The ups and downs of stocks is described with dramatic language.
   3 Only business people can understand some market metaphors.

But bulls and bears are not the only metaphors used in the banking world. The way we talk about these stock market phenomena reveals a host of other metaphors as well. For example, investment strategists might remind us to ride the bull by buying shares in profitable companies, or tame the bear, by saving our money. In the same way that you leap with joy or slump into depression with the ups and downs of life, we use similar verbs to talk about our stocks and shares increasing and decreasing. Take your pick from: crash, plummet, surge, plunge, soar, climb, slip and stumble – and you have captured the drama of the stock market. But we do not only use metaphorical terms for losses and gains, but for the way the whole business world performs. We talk about a bubble bursting in the property market when prices and interest rates fall, the market bounces back when there are signs of a recovery and then before you notice it’s all booming again!

b Look at the metaphors ride the bull and tame the bear. Choose the best meaning for each.

ride the bull
1 survive in a strong market
2 make the most of a strong market

tame the bear
1 limit the damage of a weak market
2 promote a weak market

2 a Look at the verbs in italics in the text in 1a. Match them to definitions 1 and 2. Use a dictionary to help you.
   1 Going up / improving: leap .................................................................
   2 Going down / declining: plummet ....................................................

b  Look at the metaphors ride the bull and tame the bear. Choose the best meaning for each.

Listening & Speaking

1 Look at the animal-based logos. Which organisations do they represent? Why do you think they chose these animals?

2 a Listen to a podcast on the subject and check your answers to the questions in 1. Which animal from 1 is not mentioned?

b Listen again and answer the questions.
   1 Who do you think the podcast is intended for? How do you know?
   2 What is the advantage of using a familiar animal in your logo?
   3 What are the dangers of using some animals as symbols?
   4 What other examples of animal logos are given?

3 Work in pairs. Answer the questions.
   * Can you think of any companies in your country that have animal symbols?
   * Why do you think those animals were chosen?

4 a Think of an animal. What do you associate with it? What product(s) could you advertise with this animal?

b  Report back to the class. Do they agree with your associations?
**Focus on language**

5 a Who is Helen asking each time?
   1 You wouldn’t happen to know anything about the takeover, would you?
   2 You don’t know what’s going on, do you?
   3 Can you confirm whether there are going to be redundancies?

b What is Helen’s relationship with the people? In which situation does she ask the questions? Which way of asking is the most/least direct?

6 a With a partner, complete each extract with one word.
   1 I’m not sure I ___________ you.
   2 First I’ve ___________ about it.
   3 Certainly ___________ that way.
   4 We’ve been ___________ that without help the paper is in danger.
   5 That’s not my ___________ of it at all.
   6 There was some ___________ of job losses...
   7 I’d have to ___________ that.
   8 I’m not ___________ of that...

b Check your answers in transcripts 4.8 and 4.9 on pages 149–150.

7 a Divide the phrases in 6a into ways of confirming information and ways of denying knowledge.

b Work in pairs. Decide with a partner how the sentences in 6a avoid being direct. In which phrases does the speaker
   1 avoid saying no?
   2 avoid saying yes?
   3 deny any knowledge?
   4 avoid mentioning names?
   5 pretend not to understand?

“Denying knowledge”

Look at how Christine denies knowledge. Which words do you think she stresses most?

Helen: They’re saying Travis are going to buy us out.
Christine: Really? First I’ve heard about it.

Helen: So they’re closing us down?
Christine: That’s not my understanding of it at all...

b 4.10 Listen and check.

Read the exchanges out loud in pairs. Make sure you stress the appropriate words.

**Over to you**

8 Work in pairs. You are going to play a game. Turn to page 141.
Tune in

1 a Work in small groups. Discuss the questions.
   - How often do you listen to music or read a book?
   - Which do you listen to most? CDs, digital downloads, the radio?
   - Do you prefer print books or ebooks? Why?
   - Have your reading and listening habits changed at all over the last five years? Has the format changed?

b Look at the data about the book industry. Are there any surprises? Does it reflect your discussion? What do you think will happen to reading habits in the future?

Prepare for task

2 a Look at the sentences describing the data. Which phrases in bold are describing a) an increase? b) a decrease?

   1 The sales of print books dropped dramatically between 2000 and 2010.
   2 The sales of print books will continue to fall over the next five years.
   3 There has been a slight drop in sales of print books over the last few years.
   4 There has been a significant rise in the popularity of ebooks in the last year.
   5 Sales of print books are down on last year.
   6 Ebook sales in 2010 were up by approximately 5% from the previous year.
   7 Sales in the book industry have been slowing down gradually over the past few years.
   8 There is a perceptible decline in the book industry as a whole.
   9 Ebook sales are growing at a steady rate.

b Read the sentences again and compare them with the data in the diagrams. Decide if the sentences are correct (C), incorrect (I) or if the information is not given (NG).

   3 a Use the phrases from 2a to help you complete the short summary of the data about the book industry.

   There is no doubt that there is a slight (1) in the book industry as a whole. The figures show that overall sales, including print and digital, (2) compared to the figures over the last five years. However, there has been a (3) in the digital book market. The ebook market is (4) at a steady rate and all projections suggest that it (5) to grow over the next five years. It is not so clear what will happen to the print market, though it is expected that sales will continue (6).  

   b Which of the features below are included in 3a?

   1 a general summarising statement
   2 a personal opinion
   3 detailed descriptions of the data
   4 an interpretation of the data

4 a Work in pairs. Answer the questions about the summary in 3a.

   - Where would you expect to read this kind of summary?
   - Have you ever had to write texts describing data in your job or as part of your studies?

Task

5 Work in pairs. Look at the data about the music industry on page 144. Write five sentences summarising the main information. Use the language in 2a.

6 Use the sentences in 5 to write a short summary of the data following the style of the text in 3a. Use no more than 100 words.

Report back

7 Work with another pair. Compare your texts. Did you include the same information?

8 a What changes do you think will take place in the music industry over the next ten years? Add a sentence or two to your summaries explaining your predictions.

b Share your predictions with the class.
VOCABULARY

Work trends

1 Match verbs 1–6 to phrases a–f to form collocations describing work trends.

1 gain in    a comeback
2 be on      b a boom
3 make       c the rise
4 decline    d without trace
5 sink       e popularity
6 enjoy      f sharply

2 Work in pairs. Use some of the words in 1 to describe work or other trends in your community.

Discussing jobs & work

3 a Complete the sentences about work with suitable words in the correct tense.

1 These days it’s getting harder to h                         a job. People get sacked far more easily than before.
2 Some industries are s                         job losses such as the building trade, but others are doing fine.
3 Technology doesn’t help c                         new jobs, people generally lose their jobs because computers take their place.

b Are the sentences true about your community at the moment?

4 a Work in pairs. How many synonyms for ‘old’ and ‘new’ can you think of?

b R6 Look at the images. Listen to the speaker describing them. What adjectives does he use?

Functional language

Softening the message

1 a Soften the sentences using more formal expressions so that they would be considered more polite.

1 You’re fired!
2 They rejected your application.
3 I lost the report we need for the meeting.
4 I suppose this is a shock to you, but I’ve never done this kind of work before.

b R8 Listen to four conversations and compare the expressions used to those in 1a. What other features of the sentences make them more polite or indirect?

2 Work in pairs. Choose one of the conversations and continue it. How might the other person react to this news?

Personal qualities

5 Work in pairs. Can you remember the adjectives formed from the nouns?

confidence, commitment, enthusiasm, insight, self-assurance, willingness

GRAMMAR

Hedging

1 a Order the words to make sentences.

1 society / could / that / the / Unemployment / biggest / be / faces / problem / our /
2 before / home / There / working / more / seem / to be / than / people / from /
3 we / that / time / nowadays / is / leisure / believed / It / have / less /
4 many / would / now / immigrants / industry / seem / are / by / service / It / that / jobs / done /

b R7 Listen and check.

2 Identify the words which make the sentences more indirect. How could you say the same sentences in a more direct way?

Uses of it

3 a Work in pairs. Describe your office or classroom. Incorporate five different examples of it.

b Try to find three differences or similarities in your answers.

Looking back

● What useful tips or information about the workplace can you remember from this unit?
● Which aspect of the unit was the most relevant to your situation? Why?
● Think of five useful expressions from this unit. When might you use them and with who?
**Vocabulary**

*Business + noun*

1. **a** Work in pairs. Write a list of collocations which follow the pattern *business + noun*.

   **b** Which of the words have a relevance to your life or where you live?

**Talking about business**

2. **a** Work in pairs. Match verbs 1–5 to nouns a–e to make expressions related to business.

   - 1. generate
   - 2. influence
   - 3. wield
   - 4. exploit
   - 5. flout

   - a. power
   - b. developing regions
   - c. enormous profits
   - d. (environmental) agreements
   - e. governments

   **b** Can you think of a company that does any of these things?

**Business metaphors**

3. **a** Replace the words in bold with the correct form of the verbs in the box.

   - bounce back
   - boom
   - crash
   - slip

   1. Shares are recovering now after an initial decline.
   2. There were problems earlier in the year, but now the economy is doing fantastically well.
   3. When news came of the resignation, share prices fell a little only to recover by the end of trading.
   4. The stock market has fallen dramatically only a few times like this in its history.

   **b** Are similar metaphors used in your language?

**Grammar**

**The passive voice**

1. **a** Complete the gaps with the correct form of the verbs in the active or passive.

   **Going freelance**

   After working for a company, going freelance is not easy, but if these steps are taken, the transition should be smooth enough. Firstly, make sure all the internet facilities and office equipment are installed in your home office and that you work in a room that is separated from the rest of the house. If you have too much work to do on your own, employ somebody who you trust and work with previously. Finally, it’s very important to design a manageable work schedule and not to pressurise by time. It’s great when you are your own boss, but don’t allow the rest of your life to be neglected.

   **b** Discuss in pairs. Would you ever consider going freelance? Do you consider the advice good or bad? Why?

**Speculating about the future**

2. **a** Work in pairs. Write captions for the images using any ways you like to speculate about the future.

   **b** Compare with another pair. Do you agree with their speculations? Think of other ways of saying the same thing.

3. **R9** Listen to sentences about the objects and write them down. Which sentences have adverbs? Do you agree with the predictions or not?

**Functional language**

**Confirming and denying information**

1. **a** **R10** Listen to a short conversation. What is it about? What is the relationship between the two speakers?

   **b** Note two expressions used for confirming information and two for denying it.

**Looking back**

- Describe two images in this unit using as many words and phrases as you can.
- Which topic in this unit would you like to know more about? Why?