

4 READING & LISTENING

- a Look at the title of the article and the photos. What do you think the 'bagel test' is?
- b Read the article and check. Then in pairs say what you can remember about...
- 1 Paul Feldman's original job
 - 2 the incident that made him decide to change his job
 - 3 how the 'bagel habit' started, and what it consisted of
 - 4 why he started asking for money, and the proportion of people who paid
 - 5 his friends' and family's reaction to his change of job.
 - 6 how his business progressed
 - 7 the economic experiment he had (unintentionally) designed
- c You are going to hear an American economist talking about Paul Feldman's experiment. Before you listen, in pairs, predict the answers to the questions:
- 1 What was the average payment rate?
a 70%–80% b 80%–90% c 90%–100%
 - 2 Were smaller offices more or less honest than big ones?
 - 3 How often has the cash box been stolen?
 - 4 Did people 'cheat' more during good or bad weather?
 - 5 Did people 'cheat' more or less at Christmas? Why?
 - 6 Who cheated more, executives or lower status employees?
- d **5 6**) Listen and check your answers to c.
- e Listen again and choose a, b, or c.
- 1 More people paid in Feldman's own office...
a after he had caught somebody stealing
b because he asked them personally for the money
c because the workers were his colleagues
 - 2 Feldman eventually stopped selling bagels to...
a a company where less than 80% paid for their bagels
b a company where the money box got stolen
c a company where less than 90% paid for their bagels
 - 3 People are more honest in smaller companies because...
a they are more likely to get caught
b they would be more embarrassed about being caught
c there is more control over what goes on
 - 4 People 'cheat' more...
a after a day off
b before all public holidays
c before some public holidays
 - 5 Which of these people is most likely to pay?
a an administrative worker who doesn't like his boss
b an executive who is very popular with his staff
c an employee who likes the company where he works
- f If Feldman left a basket of bagels in your school or work place, what proportion do you think would pay?

What The Bagel Man Saw

Would you pass the bagel test?

Once upon a time, Paul Feldman dreamed big dreams. While studying agricultural economics at Cornell, he wanted to end world hunger. Instead, he ended up taking a job with a research institute in Washington, analysing the weapons expenditures of the United States Navy. He was well paid and unfulfilled. 'I'd go to the office Christmas party, and people would introduce me to their wives or husbands as the guy who brings in the bagels,' he says. 'Oh! You're the guy who brings in the bagels!' Nobody ever said, 'This is the guy in charge of the public research group.'

The bagels had begun as a casual gesture: a boss treating his employees whenever they won a new research contract. Then he made it a habit. Every Friday, he would bring half a dozen bagels, a serrated knife, some cream cheese. When employees from neighbouring floors heard about the bagels, they wanted some, too. Eventually he was bringing in 15 dozen bagels a week. He set out a cash basket to recoup his costs. His collection rate was about 95 per cent; he attributed the underpayment to oversight.

In 1984, when his research institute fell under new management, Feldman said to management: 'I'm getting out of this. I'm going to sell bagels.'

His economist friends thought he had lost his mind. But his wife supported his decision. Driving around the office parks that encircle Washington, he solicited customers with a simple pitch: early in the morning, he would deliver some bagels and a cash basket to a company's snack room; he would return before lunch to pick up the money and the leftovers. Within a few years, he was delivering 700 dozen bagels a week to 140 companies and earning as much as he had ever made as a research analyst.

He had also – quite without meaning to – designed a beautiful economic experiment. By measuring the money collected against the bagels taken, he could tell, down to the penny, just how honest his customers were. Did they steal from him? If so, what were the characteristics of a company that stole versus a company that did not? Under what circumstances did people tend to steal more, or less?

5 MINI GRAMMAR

whatever, whenever, etc.

...a boss treating his employees **whenever** they won a new research contract.

We use *whenever* to mean at any time or it doesn't matter when, e.g. *Come and see me whenever you like.*

We can also use:

whatever (= anything), *whichever* (= anything, from a limited number), *whoever* (= any person), *however* (= in any way), *wherever* (= any place). They also mean it doesn't matter what / which / who / how / where, etc.

Complete the sentences with *whatever, whichever, whoever, whenever, however, or wherever.*

- 1 Please sit _____ you like.
- 2 There is a prize for _____ can answer the question.
- 3 _____ she opens her mouth she says something stupid.
- 4 I'm going to buy it _____ expensive it is!
- 5 _____ I give her, it's always the wrong thing.
- 6 I'll go by bus or train, _____ is cheaper.

6 VOCABULARY business

a Look at some words from the *Honest workers or thieves?* article. With a partner, say what they mean.

- the head (of a company)
- a department (of a company)
- a colleague
- set up (a business)
- employees
- customers

b ➤ p.162 Vocabulary Bank *Business*.

c Answer the questions with a partner.

What's the difference between...?

- 1 a customer and a client
- 2 a boom and a recession
- 3 increase and improve
- 4 rise and fall
- 5 export a product and import a product
- 6 a manager and an owner

7 PRONUNCIATION & SPEAKING

changing stress on nouns and verbs



Changing stress on two-syllable nouns and verbs

Some words change their stress depending on whether they are verbs or nouns. The nouns are usually stressed on the first syllable, e.g. an *ex|port*, a *re|cord* and the verbs on the second syllable, e.g. to *ex|port*, to *re|cord*. Words like this include: *increase, decrease, import, progress, permit, produce, refund, transport.*

- a Read the information in the box and practise saying each word both ways, as a verb and as a noun.
- b Underline the stressed syllable on the **bold** word.
 - 1 We're making good **pro|gress** with the report.
 - 2 The new building is **pro|gre|ssing** well.
 - 3 We **ex|port** to customers all over the world.
 - 4 One of our main **ex|ports** is wine.
 - 5 **A** Can you **re|fund** me the cost of my ticket?
B Sorry, we don't give **re|funds**.
 - 6 Sales have **in|creased** by 10% this month, so there has been an **in|crease** in profits.
 - 7 The demand for organic **pro|duce** has grown enormously.
 - 8 Most toys nowadays are **pro|duced** in China.
 - 9 They're planning to **trans|port** the goods by sea.
 - 10 There has been a rise in the number of people using public **trans|port**.
- c 5 10)) Listen and check. Practise saying the sentences.
- d Talk to a partner.

In your country...

- 1 What agricultural products are produced or grown? What products are manufactured?
- 2 What are the main exports to other countries? What kind of products are usually imported to your country?
- 3 Is your country in a boom period, in a recession, or somewhere in between? How easy is it to find a job at the moment? Has the number of unemployed increased or decreased recently?

8 5 11)) SONG *The Truth* 🎵



clauses of contrast and purpose

clauses of contrast

- 1 **Although** the advert said it would last for years, mine broke after two months. (5 4))
I went to work **even though** I wasn't feeling very well.
I like Ann, **though** she sometimes annoys me.
- 2 **In spite of (Despite)**
her age, she is still very active.
being 85, she is still very active.
the fact that she's 85, she is still very active.



Use *although*, *though*, *even though*, and *in spite of* or *despite* to express a contrast.

- 1 Use *although*, *though*, *even though* + a clause.
Although and *even though* can be used at the beginning or in the middle of a sentence.
- *Even though* is stronger than *although* and is used to express a big or surprising contrast.
 - *Though* is more informal than *although*. It can only be used in the middle of a sentence.
- 2 After *in spite of* or *despite*, use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.
- Remember not to use *of* after *despite* NOT *Despite of the rain...*

clauses of purpose

- 1 I went to the bank **to** talk to my bank manager. (5 5))
in order to
so as to
- 2 I went to the bank **for** a meeting with my bank manager.
- 3 I went to the bank **so that** I could talk to the manager in person.
- 4 I wrote down what he said **so as not to** forget it.

Use *to*, *in order to*, *so as to*, *for*, and *so that* to express purpose.

- 1 After *to*, *in order to*, and *so as to*, use an infinitive.
- 2 Use *for* + a noun, e.g. *for a meeting*. You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal*.
- 3 After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).
- 4 To express a negative purpose, use *so as not to* or *in order not to*, e.g. *I wrote down what he said in order not to forget it*. NOT *to not forget it*.

a Complete the sentences with *one* word.

- We're very happy in our new house, *though* there's a lot to do.
- 1 We loved the film _____ the fact that it was nearly three hours long!
 - 2 Carl doesn't like spending money _____ though he's very well off.
 - 3 They went down to the harbour _____ see if they had fresh fish.
 - 4 I'll put your number straight into my phone so _____ not to forget it.
 - 5 My mother called the doctor's in _____ to make an appointment.
 - 6 The cake tasted good in _____ of not looking like the photo in the recipe book.
 - 7 I've put the heating on quite high so _____ the house will warm up quickly.
 - 8 I must say that _____ the service was poor, the meal was delicious.
 - 9 I stopped at a motorway café _____ a quick meal before continuing on my journey.
 - 10 _____ not being very fit, he managed to walk the three miles to the village.

b Rewrite the sentences.

- Despite not getting very good reviews, I thought the book was fantastic.
Even though the book didn't get very good reviews, I thought it was fantastic.
- 1 We stayed at a bed and breakfast so as not to spend too much money on accommodation.
We stayed at a bed and breakfast so that...
 - 2 Despite earning a fortune, she drives a very old car.
Although...
 - 3 Everyone enjoyed the film even though the ending was sad.
Everyone enjoyed the film in spite of...
 - 4 The plane managed to land despite the terrible weather conditions.
The plane managed to land even though...
 - 5 I told her I enjoyed the meal she had cooked me so that I wouldn't offend her.
I told her I enjoyed the meal she had cooked me so as...
 - 6 The manager called a meeting so as to explain the new policy.
The manager called a meeting in order...