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FOREWORD

This book includes practical materials of Business English initially designed for students of the Institute of International Management of Tomsk Polytechnic University. Taking into account the topics presented and the urgent need to introduce business technologies in modern scientific, educational and industrial context, the textbook can also be applied to students of technical educational institutions (Intermediate, Upper-Intermediate and Advanced).

Business English will help students to activate and extend your knowledge of English and gain the necessary confidence and skills to use it for your own purposes. It encourages you to think about language creativity. There are opportunities for individual, pair and group work and private study at home. This book includes a wide range of activities and approaches designed to appeal to different personal learning styles.

The course consists of ten units, each containing the same component sections which cover various types of activities.

1. Unit 1: Introduction into Business English
2. Unit 2: Recruitment
3. Unit 3: Writing CV and Letter of Application
4. Unit 4: Job interviews
5. Unit 5: Business Etiquette
6. Unit 6: Types of Business Organizations
7. Unit 7: Company Structure
8. Unit 8: Money Matters
9. Unit 9: Telephoning
10. Unit 10: Giving a Successful Presentation.

Each unit has a separate section on Listening, Speaking, Writing, Reading, and Vocabulary, but the order of the sections varies from unit to unit. Each section focuses on a particular area of language use, but also integrates and practices other skills.

The listening passages provide examples of authentic or typical spoken English. There is a variety of accents, and a mix of monologues and conversations. The passages vary in length depending on their purpose. You may be asked to respond verbally or non-
verbally, to work alone or with other students, and to focus on what the speakers say or on how they say it. The tapescripts are included on pages 157-180.

In reading sections the passages have been chosen for their intrinsic interest. They are drawn from a variety of sources: newspapers, magazines, letters, literature and the Internet. The purpose of reading exercises is to help and encourage you to read without stress, for enjoyment, and for specific information.

Almost every unit has some speaking activities. Sometimes you will be asked to focus on accuracy, other times on fluency. These activities provide the opportunity for students to interact in pairs and groups, using language in a freer, more relaxed and more creative way.

There are a wide range of exercises to master your writing skills. The book provides fairly detailed guidelines, particularly in the early units and it is advisable that these are discussed fully in class, and that students are given the opportunity for planning, on an individual or group basis, before the writing stage.

This book uses a variety of learning strategies to introduce new words, to provide opportunities to use words you already know, and to encourage you to use words generatively. There is a detailed unit vocabulary at the end of this book.

The author would like to express special thanks to all teachers contributing to this course and all people working at the language resource centre “Mediateka” of the Institute of International Management for their encouragement, kind support, help and invaluable advice in the selection and publishing of educational materials.
UNIT 1: INTRODUCTION INTO BUSINESS ENGLISH

Exercise 1. Explain the following words and make up sentences with either of them:

1. to mind one’s own business;
2. bad business;
3. dirty business;
4. personal business;
5. business hours;
6. monkey (funny) business;
7. annual business;
8. to be in business;
9. to be out of business;
10. booming business;
11. to build up business;
12. business competition;
13. business corporation.

Exercise 2. Choose three words which you consider the most important ones in any business from the list below. Explain your answer:

money  promotion  business
promotion  customer  result
challenge  respect  profit
team spirit  prestige

Exercise 3. Read the text about business and answer the questions below:

Business is an organized approach to providing customers with the goods and services they want. The word business also refers to an organization that provides these goods and services. Most businesses seek to make a profit - that is, they aim to achieve revenues that exceed the costs of operating the business. Prominent examples of for-profit businesses include Mitsubishi Group, General Motors Corporation, and Royal Dutch/Shell Group. However, some businesses only seek to earn enough to cover their operating costs. Commonly called nonprofits, these organizations are primarily nongovernmental service providers. Examples of nonprofit businesses include such organizations as social service agencies, foundations, advocacy groups, and many hospitals.

Business Operations

A variety of operations keep businesses, especially large corporations, running efficiently and effectively. Common business operation divisions include (1) production, (2) marketing, (3) finance, and (4) human resource management.

Production includes those activities involved in conceptualizing, designing, and creating products and services. In recent years there have been dramatic changes in the
way goods are produced. moni
Flexible, high-tech
minutes what it used to
accomplish. Another
has been the trend toward
The word inventory refers
business keeps available
just-in-time inventory, the
needs for the next day or
on fast, global computer
them to respond quickly to changes in consumer demand. Inventories are thus minimized and businesses can invest more in product research, development, and marketing.

Marketing is the process of identifying the goods and services that consumers need and want and providing those goods and services at the right price, place, and time. Businesses develop marketing strategies by conducting research to determine what products and services potential customers think they would like to be able to purchase. Firms also promote their products and services through such techniques as advertising and personalized sales, which serve to inform potential customers and motivate them to purchase. Firms that market products for which there is always some demand, such as foods and household goods, often advertise if they face competition from other firms marketing similar products. Such products rarely need to be sold face-to-face. On the other hand, firms that market products and services that buyers will want to see, use, or better understand before buying, often rely on personalized sales. Expensive and durable goods - such as automobiles, electronics, or furniture - benefit from personalized sales, as do legal, financial, and accounting services.

Finance involves the management of money. All businesses must have enough capital on hand to pay their bills, and for-profit businesses seek extra capital to expand their operations. In some cases, they raise long-term capital by selling ownership in the company. Other common financial activities include granting, monitoring, and collecting on credit or loans and ensuring that customers pay bills on time. The financial division of any business must also establish a good working relationship with a bank. This is particularly important when a business wants to obtain a loan.

Businesses rely on effective human resource management (HRM) to ensure that they hire and keep good employees, and that they are able to respond to conflicts between workers and management. HRM specialists initially determine the number and type of employees that a business will need over its first few years of operation. They are then responsible for recruiting new employees to replace those who leave and for filling newly created positions. A business’s HRM division also trains or arranges for the training of its staff to encourage worker productivity, efficiency, and satisfaction, and to promote the overall success of the business. Finally, human resource managers create workers’ compensation plans and benefit packages for employees.
Exercise 4. Discuss the following questions:

1. Give definition to the word ‘business’.
2. What is the difference between for-profit and non-profit organizations? Support your answer with relevant examples.
3. What is production?
4. Specify the notion of ‘just-in-time inventory’.
5. What is marketing?
6. Define such business operation as finance.
7. What does the HRM involve?

Exercise 5. Discussion. How do you see your future profession? Please answer the following questions:

What kind of work are you interested in:
1. well paid work
2. interesting work
3. work in a large and famous company
4. quiet work
5. work in an industry which has future prospects
6. prestigious work
7. a kind of work such as not to sit the whole day in the office
8. to travel a lot

Please, discuss advantages and disadvantages of your future profession:
1. Do you think that your future profession is prestigious?
2. Do you think it will be still prestigious and well paid by the time you graduate?
3. How difficult is it to find a good work in your field?
4. Is there a competition in your group?
5. Do you think that competition among your coeds is a good stimulus to study well or it just makes communication between you more difficult?

Exercise 6. Do the questionnaire, and then compare your answers with a partner:

How do you rate as entrepreneurs?

1. Are you a self starter?
   a. I only make an effort when I want to.
   b. If someone explains what to do, then I can continue from there.
   c. I make my own decisions. I don’t need anyone to tell me what to do.

2. How do you get on with other people?
   a. I get on with almost everybody.
   b. I have my own friends and I don’t really need anyone else.
   c. I don’t really feel at home with other people.

3. Can you lead and motivate others?
   a. Once something is moving I’ll join in.
   b. I’m good at giving orders when I know what to do.
   c. I can persuade most people to follow me when I start something.

4. Can you take responsibility?
a. I like to take charge and to obtain results.
b. I’ll take charge if I have to but I prefer someone else to be responsible.
c. Someone always wants to be the leader and I’m happy to let them do the job.

5. Are you a good organizer?
   a. I tend to get confused when unexpected problems arise.
   b. I like to plan exactly what I’m going to do.
   c. I just like to let things happen.

6. How good a worker are you?
   a. I’m willing to work hard for something I really want.
   b. I find my home environment more stimulating than work.
   c. Regular work suits me but I don’t like it to interfere with my private life.

7. Can you make decisions?
   a. I am quite happy to execute other people’s decisions.
   b. I often make very quick decisions which usually work but sometimes don’t.
   c. Before making a decision, I need time to think it over.

8. Do you enjoy taking risks?
   a. I always evaluate the exact dangers of any situation.
   b. I like the excitement of taking big risks.
   c. For me safety is the most important thing.

9. Can you stay the course?
   a. The biggest challenge for me is getting a project started.
   b. If I decide to do something, nothing will stop me.
   c. If something doesn’t go right first time, I tend to lose interest.

10. Are you motivated by money?
    a. For me, job satisfaction cannot be measured in money terms.
    b. Although money is important to me, I value other things just as much.
    c. Making money is my main motivation.

11. How do you react to criticism?
    a. I dislike any form of criticism.
    b. If people criticize me I always listen and may or may not reject what they have to say.
    c. When people criticize me there is usually some truth in what they say.

12. Can people believe what you say?
    a. I try to be honest, but it is sometimes difficult or too complicated to explain things to other people.
    b. I don’t say things I don’t mean.
    c. When I think I’m right, I don’t care what anyone else thinks.

13. Do you delegate?
    a. I prefer to delegate what I consider to be the least important tasks.
    b. When I have a job to do I like to do everything myself.
    c. Delegating is an important part of any job.

14. Can you cope with stress?
    a. Stress is something I can live with.
    b. Stress can be a stimulating element in a business.
    c. I try to avoid situations which lead to stress.

15. How do you view your chances of success?
    a. I believe that my success will depend to a large degree on factors outside my
control.
b. I know that everything depends on me and my abilities.
c. It is difficult to foresee what will happen in the future.
16. If the business was not making a profit after five years, what would you do?
a. give up easily.
b. give up reluctantly.
c. carry on.

Key to the questionnaire:

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<td>2</td>
<td>a=4 b=2 c=0</td>
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</tr>
<tr>
<td>8</td>
<td>a=2 b=4 c=0</td>
<td>16</td>
</tr>
</tbody>
</table>

44 or above
You definitely have the necessary qualities to become the director of a successful business. You have a strong sense of leadership, you can both organize and motivate and you know exactly where you and your team are going.

Between 44 and 22
You may need to think more carefully before setting up your own business. Although you do have some of the essential skills for running business, you will, probably, not be able to deal with the pressures and strains that are a part of the job. You should perhaps consider taking some professional training or finding an associate who can compensate for some of your weaknesses.

Below 22
Managing your own business is not for you. You are better suited to an environment where you are not responsible for making decisions and taking risks. To operate successfully you need to follow well defined instructions and you prefer work that is both regular and predictable.

Exercise 7: How would you generally feel happy or unhappy, if you were in the following situations. Use the words in italics to help you decide:

1. The company you work for is well-known for its job security.
2. You were suddenly made redundant.
3. You received a promotion.
4. You were given an increment.
5. You worked unsociable hours.
6. You had a steady job.
7. You had adverse working conditions.
8. You suddenly found yourself unemployed.
9. You took time off work because of repetitive strain injury.
10. The office where you work has sick building syndrome.
11. You receive regular perks as part of your job.
12. Somebody called you a workaholic.
13. Your company doesn’t give you many incentives.
14. Your boss announces that there is going to be some downsizing of the workforce.
15. Your work didn’t offer much job satisfaction.
16. Your company has a generous incentive scheme.
17. You receive a commission for the work you have done.
18. You receive support from a union.
19. You were under stress.
20. You were forced to resign.
21. You received a cut in your salary.
22. Your company gave you sickness benefit.
23. You found your job very demanding.

**Exercise 8: Match sentences 1-6 in the first box with one of the sentences A-F in the second. Use the words in italics to help you:**

| 1. Samantha is the assistant manager of a bank and she works from 8.30 to 5.30 every day. |
| 2. Tracy works on the production line of a factory which makes cars. She uses a machine to spray paint onto the finished car parts. |
| 3. Jane works for herself. She is a photographer. She works every day for about eight or nine hours. |
| 4. Jeanette is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day. |
| 5. Claire has a powerful job in the personnel office of a large multinational company. She is responsible for employing new people and getting rid of those that the company doesn’t want to employ anymore. |

| A. She is a semi-skilled blue-collar worker in a manufacturing industry. |
| B. She is a self-employed and works full-time. She likes to describe herself as freelance. |
| C. She is responsible for hiring and firing. |
| D. She calculates the wages, salaries, pension contributions and medical insurance contributions of all the staff. |
| E. She is a full-time white-collar worker in a service industry. |
| F. She is an unskilled part-time employee. |

**Exercise 9: Now read this essay and complete the gaps with one of the words or expressions from Exercise 7 and 8. You may need to change the form of some of the words:**

‘Some people live to work, and others work to live. In most cases, this depends on the job they have and the conditions under which they are employed. In your opinion, what are the elements that make a job worthwhile?’
In answering this question, I would like to look first at the elements that combine to make a job undesirable. By avoiding such factors, potential 1)__________are more likely to find a job that is more worthwhile, and by doing so, hope to achieve happiness in their work.  

First of all, it doesn’t matter if you are an 2)__________worker on a production line in one of the other 6)__________worker or in 4)__________worker of the 5)__________or a 3)__________one of the other 7)__________: if you lack 8)__________, you might lose your job at feel happy. Everybody 9)__________in which he or she is guaranteed work. Nowadays, however, companies have a high turnover of staff, 10)__________new staff and 11)__________others on a weekly basis. Such companies are not popular with their workers. The same can be said of a job in which you are put under a lot of 12)__________and worry, a job which is so 13)__________that it takes over your life, a job where you work 14)__________and so never get to see your family or friends, or a physical job in which you do the same thing every day and end up with the industrial disease that is always in the papers nowadays – 15)__________.

With all these negative factors, it would be difficult to believe that there are any elements that make a job worthwhile. Money is, of course, the prime motivator, and everybody wants a good 16)__________. But of course that is not all. The chance of 17)__________, of being given a better position in a company, is a motivating factor. Likewise, 18)__________such as a free lunch or a company car, an 19)__________scheme to make you work hard such as a regular 20)__________above the rate of inflation, 21)__________in case you fall ill and a company 22)__________scheme so that you have some money when you retire all combine to make a job worthwhile.

Unfortunately, it is not always easy to find all of these. There is, however, an alternative. Forget the office and the factory floor and become 23)__________and work for yourself. Your future may not be secure, but at least you will be happy.

Exercise 10. You are going to hear four conversations in which a number of men and women agree and disagree about different suggestions concerning working life. As you listen, write down the topic of the conversation and put a (√) for the people who agree or a (X) for those who disagree:

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 3</th>
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<tbody>
<tr>
<td>Topic:………………………………………</td>
<td>Topic:………………………………………</td>
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<tr>
<td>1st woman</td>
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**Conversation 2**

<table>
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<tr>
<th>Topic: .................................</th>
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<td>4th man</td>
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<td>3rd woman</td>
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UNIT 2: RECRUITMENT

Exercise 1. Read the following information about recruitment procedures:

A. Recruitment
The process of finding people for particular jobs is recruitment or, hiring. Someone who has or, in Am. English, a hire, hires them; they join the company and may recruit employees. Outside recruiters or recruitment agencies may be people who are called headhunters. Outside specialists called on to headhunt jobs, persuading people to leave the organizations they already work for. This process is called headhunting.

B. Applying for a job
Fred is a van driver, but he was fed up with long trips. He looked in the situations vacant pages of his local newspaper, where a local supermarket was advertising for van drivers for a new delivery service. He applied for the job by completing an application form and sending it in.

Harry is a building engineer. He saw a job in the appointment pages of one of the national papers. He made an application, sending in his CV (curriculum vitae – the “story” of his working life) and a covering letter explaining why he wanted the job and why he was the right person for it.

Note: BrE: CV; AmE: resume
BrE: covering letter; AmE: cover letter

C. Selection procedures
Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the selection process, the methods that the company uses to recruit people: “We advertise in national newspapers. We look at the backgrounds of applicants: their experience of different jobs and their educational qualifications. We don’t ask for handwritten letters of application as people usually apply by email; handwriting analysis belongs to the 19th century.

We invite the most interesting candidates to a group discussion. Then we have individual interviews with each candidate. We also ask the candidates to do written psychological tests to assess their intelligence and personality.

After this we shortlist three or four candidates. We check their references by writing to their referees: previous employers or teachers that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally, we offer the job to someone, and if they turn it down we have to think again. If they accept it, we hire them. We only appoint someone if we find the right person”.

Exercise 2. Complete the following sentences with the right word or phrase:

a. I hope she ……………, because if she …………….the job, we’ll have to start
looking again.
b. That last applicant was very strong, but I understand he’s had two other ………. already.
c. They’ve finally ………. a new receptionist.
d. I phoned to check on my application, but they said they’d already ……….someone.
e. This job is so important, I think we need to ……….. someone.
f. Computer programmers wanted. Only those with UNIX experience should …………..
g. The selection process has lasted three months, but we’re going to …….someone next week.

**Exercise 3. Replace the underlined phrases with correct forms of words and expressions from A, B and C:**

Fred had already refused two job offers when he went for a discussion to see if he was suitable for the job. They looked at his driving licence and contacted previous employers Fred had mentioned in his application. A few days later, the supermarket asked him if he would like the job and Fred said yes.

Harry didn’t hear anything for six weeks, so he phoned the company. They told him that they had received a lot of requests for the job. After looking at the life stories of the people asking for the job and looking at what exams they had passed during their education, the company had chosen six people to interview, done tests on their personality and intelligence and they had then given someone the job.

**Exercise 4. Read this newspaper article and find the answers to the following questions in the text:**

1. What were the TWO reasons why Virgin Atlantic was considering redundancies?
2. What were the TWO things Richard Branson invited his staff to do?
3. How many people volunteered to take unpaid leave?
4. How did the long break affect the staff’s attitude to their work?
5. Why is the scheme attractive to new recruits?
6. Is the scheme going to become permanent?

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**Branson’s new route to more jobs**

*by Celia Weston*

For many young people lucky enough to get a job after leaving school or college, the biggest shock of the transition to work is how few holidays they get.

Having spent their academic years working an eight or nine-month year, it can be depressing to realize that for the rest of their working lives they will be able to take only four weeks off a year.

Many would jump at the chance to take three months off - and that’s exactly what happened at Virgin Atlantic, the airline run by Richard Branson. He believes the new initiative could help to reduce unemployment.

Faced last autumn with the recession and with its failure to acquire more flight slots out of Heathrow airport, the company was having to consider redundancies. Mr. Branson wrote to staff saying that cutting back on jobs was “something I have never wanted to do”.

14
Instead he invited employees to take up to six months unpaid leave and to participate in a job sharing scheme.

The immediate crisis shorter working year took later asked for 300 months unpaid leave, 450 Mr. Branson said: “To be some cases we said that weeks.”

Most of the volunteers staff, including secretaries of the offer as well. “And when they came back from their break … they definitely seemed to enjoy work more,” he said.

The company tends to recruit and train its own staff from scratch. As Mr. Branson said: “If you’ve been at college or on the dole, working for only nine months still makes you a lot better off financially than you were before.” He believes there is a broader social benefit to be achieved. “If you are only taking on people for nine months, that will enable others who would otherwise have no work or be living on the dole to have a chance too.”

And he goes further. “I think this should be the basis of a pattern across the whole European Community for the first few years of working life.”

Nor was a shorter working year only applicable to young people. “If older women and men with children can afford it because one partner’s working 12 months and the other nine, I think a lot of people would like to earn slightly less and be able to spend more time with their children,” Mr. Branson said.

This year the scheme is on offer again, although not over the busy summer period. “All the people who took time off last year would like to do so again,” Mr. Branson said. But its realization depended on whether the company could recruit enough people to allow 400-500 existing staff to take three months off.

The company was considering whether the arrangement should become a permanent feature, Mr. Branson said. “For new people being taken on in most departments, we’re thinking about making nine-month working a standard contract.”

**Exercise 5. Work in groups. Discuss these questions:**

1. What are your views on Richard Branson’s scheme? Would you like to participate in such a scheme?
2. Would such a scheme succeed in the firm you work/have worked for? Why not?
3. Why do you think so many of Virgin’s cabin crew took advantage of the scheme?
4. Could this kind of scheme only succeed with a youthful staff who have few family responsibilities?
5. How could you persuade people who have considerable working experience and are used to earning a certain wage that they should take a pay cut?
6. What do you think of the following: a four-day week a nine-day fortnight seasonal work job sharing

**Exercise 6. Insert the following words in the gaps in the text below:**

applicant application application form apply candidate
Many people looking for work read the (1) …………………….. advertised in newspapers by companies and (2) …………………….. . To reply to an advertisement is to (3) …………………… for a job. (You become a (4) ……………………. or an (5) ……………………….). You write an (6) ……………………, or fill in the company’s (7) ……………………, and send it, along with your (8) ……………………. and a covering letter. You often have to give the names of two people who are prepared to write (9) ……………………for you. If your qualifications and abilities match the (10) ……………………, you might be (11) ……………………., i.e. selected to attend an (12) …………………….. 

**Exercise 7. When employees ‘give notice’, i.e. inform their employer that they will be leaving the company (as soon as their contract allows), in what order should the company carry out the following steps?**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>a.</td>
<td>either hire a job agency (or for a senior post, a firm of headhunters), or advertise the vacancy</td>
</tr>
<tr>
<td>b.</td>
<td>establish whether there is an internal candidate who could be promoted (or moved sideways) to the job</td>
</tr>
<tr>
<td>c.</td>
<td>examine the job description for the post, to see whether it needs to be changed (or indeed, whether the post needs to be filled)</td>
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<tr>
<td>d.</td>
<td>follow up the references of candidates who seem interesting</td>
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<tr>
<td>e.</td>
<td>invite the short-listed candidates for an interview</td>
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<tr>
<td>f.</td>
<td>make a final selection</td>
</tr>
<tr>
<td>g.</td>
<td>receive applications, curricula vitae and covering letters, and make a preliminary selection (a short list)</td>
</tr>
<tr>
<td>h.</td>
<td>try to discover why the person has resigned</td>
</tr>
<tr>
<td>i.</td>
<td>write to all the other candidates to inform them that they have been unsuccessful</td>
</tr>
</tbody>
</table>

**Exercise 8. While you are listening to the interview on the tape, complete the table below:**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>1. Name of applicant</th>
<th>6. References (very good/good/fair/bad)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Job applied for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Work experience</td>
<td>(years)</td>
<td></td>
</tr>
<tr>
<td>7. Hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Which Department is the applicant interested in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 9. Below you will see some extracts from wants ads. Fill in each blank with a word or phrase from the following list:

- Our new 200-seat restaurant is opening in May and we are looking for waiters, waitresses and  (1)………
- If you are a friendly and (2)……….person who is not afraid of (3)……….we have the job and hours to (4)……….you.
- For more information, (5)……….Helen at (415) 331-2012.
- Secretary/Receptionist (6)……….for a (7)……….Typing and shorthand between 80 and 120 wpm. We will give (8)……….to applicants who have experience using word processors and computers.
- We want a positive person who is (9)……….to work hard and can use their own (10)……….You must be lively and have a good sense of humour and a (11)……….speaking voice. You will receive (12)……….to enable you to inform (13)……….of the benefits of advertising with us.
- The (14)……….will have had (15)……….in booking and banking procedures. The position calls for word-processing and secretarial (16)……….plus the (17)……….to work as part of a (18)……….A (19)……….salary is offered as well as a company (20)……….
UNIT 3: WRITING CV AND LETTER OF APPLICATION

Exercise 1. Work in pairs. Discuss these questions:

➢ What impression do you try to give in an application letter?
➢ Should an application letter be handwritten, typed, or laser-printed?
➢ Do you always tell the absolute truth in application letters?

Exercise 2. Listen to an expert discussing letters of application. What information does she consider to be essential?

Exercise 3. Write ten DOs or DON’Ts to help people who are writing letters of application. The first ones have been done for you.

Do write clearly.
Don’t use a pencil.

Exercise 4. Listen to the tape and write down anything which is not on the list you wrote.

Exercise 5. Read the following information about writing letters of application:

Writing application letter

A letter of application should create enough interest to make the potential employer want to look at reading your CV and hopefully application letter, however, should your experience and qualifications

Layout and style

The letter should be limited to one page and a few paragraphs will normally be sufficient. It is better to address a letter to a specific person, e.g. Dear Miss Chan, rather than to Dear Sir or Madam. However, in some job advertisements the name of the person you are writing to is not given. It is good practice to try to find out the following information before you write your letter:

• the full name of the person you are writing;
• their title - Mr., Mrs., Miss, Ms, Dr, Professor, etc, and;
• their position - Personnel Manager, Human Resources Manager, etc.

All this information can be obtained by a quick phone call to the company. Remember, never write Dear Miss W. Chan. It should be Dear Miss Chan. Do not use the initial except in the address. If you start with Dear Sir/Madam, it is accepted practice to finish with Yours faithfully. Whereas, if you start with Dear Miss Chan, you may finish with Yours sincerely. Your letter should be neat and free from careless mistakes. You can follow the blocked and open punctuation style. Whichever layout style you choose to use, you should use it consistently throughout the letter.

Structure of the letter
Paragraph 1 It should state clearly why you are writing and where you saw the job advertised.

1. I would like to apply for the post of ... as advertised in today's issue of...
2. With reference to your advertisement in ... on ..., I am writing to apply for the position of ...

Paragraph 2 It should give a little information about your qualifications and experience. Make sure the information you give is relevant to the job that you are applying for.

1. As you can see from my enclosed CV, I have worked in my present position for five years. During this time I have gained invaluable experience in ...
2. I am currently a student at TPU studying ....... I am due to graduate in....... Although I have been studying full time, I have had a number of summer jobs which have helped me to gain experience in ...
3. My experience over the past two years has been at the managerial level, where I have had responsibility for ...

Paragraph 3 It should say why you believe you are suited to the job and what you can offer the company. Those currently employed can state the reason for wishing to change their present job. However, you should not sound critical of your present employer.

1. I am currently working as a receptionist in ...The reason for my seeking a new position is that I wish to pursue a secretarial career. Unfortunately, there are no openings for advancement in my present employment.
2. For the last two years I have been working as a receptionist in ...Unfortunately the company is moving its main offices overseas and I have therefore decided to look for a new position. I believe that the experience I have gained in ... has given me the qualities you are looking for ...
3. I believe I would be an asset to your company. I will be able to bring with me my experience of ... which I believe would be useful in this position...
4. I feel that my ability to ... will help/enable me to ...

Paragraph 4 It should tell the reader when you are available for an interview and how to contact you.

1. I would like to have the opportunity to talk to you further about my application. I am available for interview at any time and I can be contacted at/on ...
2. I am available for an interview at any time but would appreciate two days notice. I can be contacted on/at ...

I look forward to hearing from/meeting you soon.
3. As requested in the advertisement, I enclose a copy of my resume together with a recent photograph.

I look forward to meeting with you to discuss my application further. I am available ... and can be contacted on/at ...

Remember you might have to give a bit more detail than in the above examples. You can also combine the language in these examples. Also, it is sometimes useful to gather information about the company so that you know more about its background and policies. This may help you present yourself in the best light.

Exercise 6. Read the following extracts from two letters about the advertisement for administrative clerk. Fill in each blank with a word from the following list:

as audio available consider enclose inquiries favourably for form further in opportunity position take to with

A. Dear Sir or Madam,

In reference (1)……..your advertisement in today’s ‘Morning News’, I am interested (2)……apply for the (3)……..of administrative clerk with your company. Could you please send me (4)……..details and an application (5)……..

B. Dear Sir,

I would like to apply (6)……..the position of administrative clerk with your company. I (7)……my application form. I am presently working (8)……..a secretary in the accounts office at TW Industries. My responsibilities include (9)……and copy typing and dealing (10)…….correspondence and telephone (11)……. Twice a week I have been going to evening classes in bookkeeping and I intend to (12)…….an examination in three month. I am applying for the position because I would like an (13)……..to make more use of my training. I would be (14)……..for an interview at any time. I hope that you will (15)……..my application (16)……..

Exercise 7. Look at this job ad: what would be its attractions - what might be its drawbacks? Based on the information from Exercise 5 write a letter of application to ACME Atlantic.

Work in Bermuda!
ACME Atlantic are a well-known and respected trading company. We handle imports directly from manufacturers in 35 different countries, often to our own specifications, and currently export to 46 different countries worldwide. We are looking for enthusiastic people to work in our office in Bermuda on temporary 3-6- and 9-month contracts. Applicants must be able to speak and write at least one foreign language fluently and can be nationals of any country.
Experience in import/export will be an advantage, but as special training will be available this is not essential. The main requirements are a willingness to work as a member of a team, to cope with pressure, to use the telephone in a foreign language and in English and to be prepared occasionally to work long hours when necessary. There are several posts available and long-term prospects are good, though initially all successful applicants will be contracted for a maximum of 9 months. The salary we will offer is excellent. We will pay for your return air fare and provide adequate accommodation at a nominal rent.

Please apply in your own handwriting, enclosing your resume, to Charles Fox, European Sales Office, ACME Atlantic Ltd, 45 Pentonville Road, London EC2 4AC.

Exercise 8. Listen to the following conversation and complete the notes below:

NOTES ON APPLICATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Jonathan Briggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Economics and 1)</td>
</tr>
<tr>
<td>Teaching experience:</td>
<td>Volunteer Teacher</td>
</tr>
<tr>
<td>Location:</td>
<td>2)</td>
</tr>
<tr>
<td>Dates:</td>
<td>3)</td>
</tr>
<tr>
<td>Volunteer organization:</td>
<td>4)</td>
</tr>
<tr>
<td>Type of school:</td>
<td>5)</td>
</tr>
<tr>
<td>Subjects taught:</td>
<td>6) Forms 1, 2 and 3</td>
</tr>
<tr>
<td></td>
<td>- English Form 7)</td>
</tr>
<tr>
<td></td>
<td>- Agricultural Science Form 6</td>
</tr>
<tr>
<td>Other responsibilities:</td>
<td>ran school farm</td>
</tr>
</tbody>
</table>

NOTES (continued)

| Reasons for wanting to leave in the first year: | - 8)                       |
| Reason for wanting to extend tour:              | - few teaching resources   |
| Reasons for wanting to train to teach Geography: | - success of cattle breeding project |
|                                                   | - obtained funds for farm buildings |
|                                                   | - It is his 9)              |
|                                                   | - It has many 10)           |

Exercise 9. Read the following information about CV writing:

Format for a Curriculum Vitae (CV)

A Curriculum Vitae, commonly referred to as CV, includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, and affiliations.

International employers often expect to read the type of personal information on a curriculum vitae that would not be included on a resume. When writing a CV for graduate school or academia the personal information included in this curriculum vitae template would be omitted.
The following curriculum vitae template will give you an example of what to include in your CV and show the appropriate format for a curriculum vitae.

<table>
<thead>
<tr>
<th>Sample Curriculum Vitae Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTACT INFORMATION</strong></td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Cell Phone</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td><strong>PERSONAL INFORMATION</strong></td>
</tr>
<tr>
<td>Date of Birth</td>
</tr>
<tr>
<td>Place of Birth</td>
</tr>
<tr>
<td>Citizenship</td>
</tr>
<tr>
<td>Visa Status</td>
</tr>
<tr>
<td>Sex</td>
</tr>
<tr>
<td><strong>Optional Personal information:</strong></td>
</tr>
<tr>
<td>Marital Status</td>
</tr>
<tr>
<td>Spouse’s Name</td>
</tr>
<tr>
<td>Children</td>
</tr>
<tr>
<td><strong>EMPLOYMENT HISTORY</strong></td>
</tr>
<tr>
<td>Work History</td>
</tr>
<tr>
<td>Academic Positions</td>
</tr>
<tr>
<td>Research and Training</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
</tr>
<tr>
<td>High School</td>
</tr>
<tr>
<td>University</td>
</tr>
<tr>
<td>Graduate School</td>
</tr>
<tr>
<td>Post-Doctoral Training</td>
</tr>
<tr>
<td><strong>PROFESSIONAL QUALIFICATIONS</strong></td>
</tr>
<tr>
<td>Certifications and Accreditations</td>
</tr>
<tr>
<td>Computer Skills</td>
</tr>
<tr>
<td><strong>AWARDS</strong></td>
</tr>
<tr>
<td><strong>PUBLICATIONS</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL MEMBERSHIPS</strong></td>
</tr>
<tr>
<td><strong>INTERESTS</strong></td>
</tr>
</tbody>
</table>

22
Having a well written, effective resume at one’s disposal is an excellent tool in today’s ever changing job market. A strong resume may be the sole difference in getting a call for an interview or simply having your resume tossed into the proposed employer’s sludge pile. Simply put, an effective resume may win you a job interview. In the world of academia, a strong resume, known as a curriculum vitae (CV) may open the door towards a tenured position.

**Exercise 10. Rewrite this letter in a suitably formal style. Some sentences may have to be left out altogether. Check your version with another student:**

11 Oakwood Road  
Stanhope, Birmingham  
8th October

Dear Mr. Scott,

_I am writing because you said you wanted a Service technician in The Evening Mail of 7th October. I’ve put my life story in with this letter. If you look at it you’ll see I know a lot about engineering because I’ve been a maintenance engineer for six years. So I’ve learnt a lot about servicing manual and electrical systems. I took a conversion course the other day, all about pneumatic, hydraulic and electrical systems. It was pretty easy. Now I’m going to evening classes in the same things, and I hope I’ll pass the exams at the end!_

I liked your comment in the ad about “good prospects” because I’m not just in it for the money. I want a job that’ll mean something. I’m sure you’ll understand.

Get in touch if there’s anything else you need to know. Give me a ring at work, it’s 423419. In the evenings, you can always get me at my mother’s in King Oak. I can come and see you at any time except Tuesdays, which are a bit awkward.

Best wishes,  
Richard Walters
UNIT 4: JOB INTERVIEWS

Exercise 1. Below you will see some common expressions that you might find useful. Put each expression into the correct box according to the function of that expression:

1. May I think about that for a moment?  
2. In short, ...  
3. What I’m trying to say is...  
4. To sum up, ...  
5. What are your views on...?  
6. Would you mind repeating that?  
7. How can I put this?  
8. In other words...  
9. Sorry to say but...  
10. Well, as a matter of fact...  
11. I’m not so sure about that  
12. Pardon?  
13. I can’t help thinking the same  
14. What are your feelings about...?  
15. So in conclusion, ...  
16. I see things rather differently myself  
17. True enough  
18. That’s right  
19. I don’t entirely agree with you  
20. Perhaps I should make that clearer by saying...  
21. How can I best say this?  
22. Could you repeat what you said?  
23. I couldn’t agree more  
24. Actually...  
25. To put it another way...  
26. That’s just what I was thinking  
27. In brief, ...  
28. Could I just say that...  
29. Well, my own opinion is that...  
30. That’s my view exactly  
31. To summarise, ...  
32. What was that?  
33. I must take issue with you on that  
34. Let me get this right  
35. Sorry to interrupt, but...  
36. I’m afraid I didn’t catch that  
37. What’s your opinion?

<table>
<thead>
<tr>
<th>Agreeing with somebody</th>
<th>Disagreeing with somebody</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Yes, I agree.</td>
<td><strong>Example:</strong> I’m afraid I disagree.</td>
</tr>
<tr>
<td>Interrupting</td>
<td>Asking for clarification or repetition</td>
</tr>
<tr>
<td><strong>Example:</strong> Excuse me for interrupting.</td>
<td><strong>Example:</strong> I’m sorry?</td>
</tr>
<tr>
<td>Asking somebody for their opinion</td>
<td>Saying something in another way</td>
</tr>
<tr>
<td><strong>Example:</strong> What do you think about..?</td>
<td><strong>Example:</strong> What I mean is</td>
</tr>
<tr>
<td>Giving yourself time to think</td>
<td>Summing up</td>
</tr>
<tr>
<td><strong>Example:</strong> (in response to a question) Let me see.</td>
<td><strong>Example:</strong> So basically.....</td>
</tr>
</tbody>
</table>
Exercise 2. Work in groups. Think of the last interview you attended and discuss these questions:

- What was the worst thing about it?
- What difficult questions were you asked?
- Why do you think you were successful, or unsuccessful?
- If you could go through the interview again, what would you do differently?
- In an interview, do you always have to be completely honest?
- What impression do you try to give in an interview?

Exercise 3. You’ll hear extracts from two interviews. Use this assessment form to decide which candidate performed better on a scale of 1 to 5:

<table>
<thead>
<tr>
<th></th>
<th>Sue Jones</th>
<th>Tom Richards</th>
</tr>
</thead>
<tbody>
<tr>
<td>qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>overall impression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4. Imagine that a young friend of yours is about to attend his or her first interview. Note down some more advice that you would give:

- Do your homework: find out about the company
- Prepare some questions to ask about the company and what the job entails
- Wear smart, formal clothes, etc.

Exercise 5. Read the following information about an interview, its types and methods of success. Prepare a short presentation on either of these topics:

**JOB INTERVIEWING. GETTING DOWN TO BASICS**

A job interview is your chance to show an employer what he or she will get if you’re hired. That is why it is essential to be well prepared for the job interview. There exist five basic types of interviews:

**The Screening Interview**

This is usually an interview with someone in human resources. It may take place in person or on the telephone. He or she will have a copy of your resume in hand and will try to verify the information on it. The human resources representative will want to find out if you meet the minimum qualifications for the job and, if you do, you will be passed on to the next step.

**The Selection Interview**

The selection interview is the step in the process which makes people the most anxious. The employer knows you are qualified to do the job. While you may have the skills to perform the tasks that are required by the job in question, the employer needs to know...
you have the personality necessary to “fit in.” Someone who can’t interact well with management and co-workers may disrupt the functioning of an entire department. This ultimately can affect the company’s bottom line.

**The Group Interview**

In the group interview, several job candidates are interviewed at once. The interviewer or interviewers are trying to separate the leaders from the followers. The interviewer may also be trying to find out if you are a “team player.” The type of personality the employer is looking for determines the outcome of this interview. There is nothing more to do than act naturally.

**The Panel Interview**

The candidate is interviewed by several people at once. It questions are fired at you. You establish rapport with each contact with each member of her question.

**The Stress Interview**

It is not a very nice way to be introduced to the company future employer. It is, however, weed out those that cannot interviewer may also ask weird questions, not to determine what the job candidate answers, but how he or she answers.

**Preparing for the Interview**

Before you begin to think about how you will dress for the interview, or answer questions, you should gather as much information about the employer as you can. Not only will you appear informed and intelligent, it will also help you make a decision if a job offer is eventually made.

You might also want to prepare for answering questions by listing some of your attributes. Talk to former co-workers with whom you worked closely. Ask them to list some traits about you that they most admired - work related, of course.

You want to seem somewhat spontaneous, but you also want to appear self-confident. The way to do that is to rehearse, not exactly what you will say, but how you will say it. A great method is to rehearse in front of a video camera. Study your posture, the way you make eye contact, and your body language.

**Dressing for the Interview**

Appearance is very important and whether we like it or not, it is the first thing people notice about us. You should match your dress to employees in the workplace in which you are interviewing and probably take it up a notch. If dress is very casual, those being interviewed should wear dress pants and dress shirts or skirts and blouses. Don’t choose a Friday, since many offices have “casual Fridays.”
Your hair should be neat and stylish. Your nails should be well manicured and clean. Men’s nails should be short. Women’s nails should be of a reasonable length and polished in a neutral color. Also for women, makeup shouldn’t be heavy. Perfume or cologne should be avoided as some people find certain scents offensive.

Establishing Rapport
Since the interviewer’s job is to make sure that not only your skill, but your personality as well, is a good match, you must establish rapport with the person or persons interviewing you. That begins the instant you walk in the door. Let the interviewer set the tone. Nothing is as awkward as offering your hand and having the gesture not returned by the other person. Therefore you should wait for the interviewer to offer his or her hand first, but be ready to offer your hand immediately.

Body Language
They say that body language gives more away about us than speech. Eye contact is very important but make sure it looks natural. A smiling, relaxed face is very inviting. Hands resting casually in your lap rather than arms folded across your chest also is more inviting.

Answering Questions
When it comes down to it, isn’t this the main point of the interview? Speak slowly and clearly. Pause before you answer a question. Your answers will seem less rehearsed and it will give you a chance to collect your thoughts.

Asking Questions
Usually toward the end of the interview, the person conducting it will ask you if you have any questions. You should have some. You should ask about what a typical day would entail. You could also ask what special projects you would be working on. As in every other aspect of the job search, you are trying to show the employer how you can fill their needs.

Illegal Questions
We have all heard horror stories of interviewers asking job candidates inappropriate questions, such as those about marital status, age, and family status. These questions should not be asked, but it is up to you whether to answer them.

Money Questions
Money is a very sensitive topic. The candidate shouldn’t bring it up. However, the interviewer may bring it up first. He or she may ask what salary you hope to earn. You must prepare for this question before the interview. Find out what others in the same position are earning. Always give a range, not an exact number. This will help keep you from pricing yourself out of a job. You don’t want the employer to think they can’t afford you, but you also don’t want them to think you are a cheap commodity.

After the Interview
This is something that it’s the thank you note or chance to reiterate on the interview or bring to mention. It is also a matter of politeness.

is too often neglected. follow-up letter. It is your something you mentioned up something you forgot nice gesture and a simple
Exercise 6. Here are some tips relating to your appearance and body language. For each one select the correct missing word from the options below:

1. Make sure your clothes are clean, but________wear obvious logos or designer names.
   a. do  
   b. don’t  
   c. must  
2. Don’t use________much deodorant or perfume!
   a. to  
   b. too  
   c. two  
3. Don’t wear too much jewellery. Interviewers don’t_______like rings!
   a. never  
   b. sometimes  
   c. usually  
4. Wear________that are smart, but comfortable.
   a. cloths  
   b. clothes  
   c. covers  
5. Arrive well________the interview time.
   a. before  
   b. after  
   c. later than  
6. Make eye________with the interviewer when you are introduced.
   a. contactation  
   b. contiction  
   c. contact  
7. Give a firm handshake, and make sure you________!
   a. snarl  
   b. smile  
   c. snigger  
8. Don’t________. This will distract the interviewer from what you’re saying.
   a. fidget  
   b. figgit  
   c. fijit  
9. Don’t appear over-confident, for example by leaning too far back in your chair, but do try to________.
   a. relax  
   b. relapse  
   c. collapse  

Exercise 7. Match the common interview question on the left with the suitable response from the list on the right:

| 1. Why did you choose this company? | A. People say I’m sociable, organized, and decisive. |
2. What are your strengths/weaknesses?

3. How would your friends describe you?

4. What is your greatest achievement?

5. How well do you work in a team?

6. Where will you be in 5 years?

B. My aim is to have a position in the Management Team.

C. I have excellent time management, but I can be impatient for results.

D. Because I think I will find the work environment both challenging and rewarding.

E. I always support my colleagues and believe we should work towards a common goal.

F. Leading the University football team to the national Championships.

**Exercise 8. The words in the column on the right are phrases that use the word career. For each definition on the left, match it to the correct phrase on the right:**

| 1. Chances of future success in your career | A. career move |
| 2. The direction you hope your career will take | B. career break |
| 3. A change you make in order to progress | C. career prospects |
| 4. Time when you are not employed, perhaps when travelling or looking after children | D. career ladder |
| 5. A series of promotions towards more senior positions | E. career plan |

**Exercise 9. Read the text below which advises candidates how to answer difficult interview questions. For each question, mark the correct answer – right, wrong or not given:**

**Attending interviews**

Good interviewers prepare their questions carefully in advance according to the candidate’s application and CV. So candidates need to prepare just as carefully. Here are some useful tips on answering interview questions.

1. **What don’t you like about your current position?**

No job is perfect; there’s always something we don’t like. Be honest but don’t give a list of complaints. The important thing is to talk positively about how you deal with problems at work.
2. Where does your employer think you are today?
Be honest. If you lie to your current employer, you’ll lie to your next employer. Don’t lie to your current employer. Don’t of the interview. don’t say why.
3. What are your professional objectives?
Think about these before the interview. Your objectives should be relevant to the job you have applied for and achievable. If the new job can’t offer you everything you will think that you probably won’t stay with the company very long.
4. What are your weaknesses?
Be honest; no-one is perfect. Think about this before the interview and choose your answer carefully. Talk about how you deal with a weakness; this is far more important than the weakness itself.

1. Interviewers ask every candidate the same questions.
2. You shouldn’t mention problems with your current job.
3. You should arrange to have a day off for the interview.
4. You should give your personal objectives.
5. Your objectives should suit the position you apply for.
6. You should practise your answers at home.
7. You shouldn’t discuss things you aren’t good at.

Exercise 10. Work in groups. Take turns to carry out the interview:
Student A:
You are applying for the position of a manager at a famous manufacturing company. You have exactly five minutes to find out if it is the right job for you. Prepare questions on the five features of character which you consider the most important.

Student B:
You are the chair of the manufacturing company. You have exactly five minutes to find out whether the candidate you are interviewing is the right person for the job. Prepare questions on the candidate’s experience, character and qualifications.
UNIT 5: BUSINESS ETIQUETTE

Exercise 1. Read the following information:

Ethical behaviour is doing things that are morally right. Ethics (countable noun) are moral beliefs about what is right or wrong. Ethics (uncountable noun) is the study of this. Ethically responsible companies want to do the right thing in areas such as:

- employment and community: they want to pay attention to things that affect all people, not just their employees, in the areas where the company has its offices, factories and activities.
- the environment: they want to conduct business in ways that protect the environment to ensure that the air, rivers etc. are not polluted and plant and animal life are not endangered.
- winning new business: they want to get business without engaging in corrupt behaviour, for example offering bribes - money given to someone so that they behave unethically.

Companies want to be seen as good corporate citizens, with activities that are beneficial not only for their stakeholders - their employees, shareholders and so on - but for the community and society as a whole.

Accountability and transparency

Ethical corporate behaviour includes accountability - the idea that companies are completely responsible for what they do and that people should be able to expect them to explain their actions. Transparency is explaining this behaviour in a way that can be understood by outsiders, and not trying to hide anything. Companies may say that they demand high levels of probity and integrity - complete honesty - from their employees, and that they do not tolerate any form of misconduct.

Corporate social responsibility

Companies have long had codes of ethics and codes of conduct saying how their managers and employees should behave. Now they are looking at these issues in more systematic ways. They are designating executives to oversee the whole area of corporate social responsibility (CSR).

Exercise 2. Read the article relating to the ideas in Exercise 1. Then say if the statements below are true or false, identifying the phrase or sentence from the article that confirms your answer:

How to become good in all areas

Few companies are clear about how to manage what can be an amorphous collection of internal initiatives and external relationships on social, environmental and ethical issues. Probity and responsibility must be embedded in a company’s culture, strategy and operations from the top down. But how can this be done? A new guide from Business for Social Responsibility, a US non-profit research and advisory organization with 1,400 member companies and affiliates, attempts to answer this by taking the reader step by step through the process of designing a corporate social responsibility management system.

Only a handful of companies have a full CSR management system in place, says the organization, which advises its members on how to make responsible practices integral to their strategy and operations. Its combined annual revenues of nearly $2,000 bn (£1,300bn) and employ 6m people. They include ABB, British Airways, Coca-Cola, Ikea,
Unilever and Wal-Mart. The scandals in the US have underlined how “corporate responsibility taskforces” and codes of conduct are not enough on their own and can sometimes be a smokescreen.

Creating and building a system is a complex, long-term project for any company,” says the report. “It involves a shift in the way a company conducts business and can be likened to implementing other large-scale change initiatives such as total quality management.”

The guide runs through basics such as who currently has responsibility for CSR in management structure, what “hot-button” issues (child labour, drug pricing) face different sectors. It encourages companies to think hard about their stakeholders, what their concerns are, how credible and influential they are and whether they are a potential long-term partner or liability.

1. Most companies have clear, coherent policies on social, environmental and ethical issues.
2. If a company behaves with probity, it has high ethical standards.
3. Business for Social Responsibility has a coherent approach to designing a corporate social responsibility management system.
4. It’s simple for a company to add a CSR management system to its day-to-day business.
5. Codes of conduct are enough to ensure ethical behaviour.
6. The guide says that a company’s stakeholders should all be kept happy so that they are all retained by the company over the long term.

Exercise 3. Complete the sentences, with expressions from the text above:

1. The company was accused of giving ................................ to local officials in order to allow their products into the country more quickly.
2. The company has supported several projects in the local ................................ where its factories are situated.
3. Voters demanded that there should be greater ................................ in the election process so that they could understand it fully.
4. Following the scandals of Enron, Worldcom and others, there is greater emphasis in business schools on the teaching of .........................

Exercise 4. How ethical are you in your business dealings? Find out with the questionnaire below:

<p>| 1. You do a lot of travelling on business. Your company pays your air fares and you have collected ‘frequent flyer’ miles from the airlines that you can exchange for free. | 5. You work in the purchasing department of a large company. One of your suppliers has sent you a Christmas present - a case of wine. They know you shouldn’t accept it. |</p>
<table>
<thead>
<tr>
<th>Flights. If you use them for your own personal travel, nobody will know. Will you</th>
<th>because they also sent a note promising not to tell any of your colleagues about it. Will you</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use them for business trips and save your company money?</td>
<td>a. send the wine back and never buy anything from that supplier again?</td>
</tr>
<tr>
<td>b. use them to upgrade your seat to first class on business trips?</td>
<td>b. send the wine back and explain you can only accept gifts up to a certain value?</td>
</tr>
<tr>
<td>c. book that holiday in the Bahamas that you’ve always wanted?</td>
<td>c. send the wine back and say that you prefer fine malt whisky?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. You are the manager of a charming pub in the country a long way from the nearest town. The owner of the pub wants you to run an ‘all you can drink’ campaign where the customers can have as much beer as they want for a fixed price. It’s bound to attract more customers and be very profitable. Will you</th>
<th>6. You are a financial manager. Until last year, your company had an unbroken record of rising earnings per share, but last year’s profits were down. Fortunately you have received a very large order since the beginning of the present financial year. Your boss tells you to record the new order in last year’s accounts, so you don’t spoil the company’s track record. Will you</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. refuse to do it, in case it encourages people to drink and drive?</td>
<td>a. explain it might mislead shareholders and refuse?</td>
</tr>
<tr>
<td>b. agree to do it, but put up posters warning against drink-driving and start selling black coffee as well as beer?</td>
<td>b. refuse unless you can include a note about it in the small print in the annual report?</td>
</tr>
<tr>
<td>c. refuse to do it unless you receive a profit-related bonus?</td>
<td>c. agree and suggest some other ‘legal’ ways of making the figures look better this year?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. You are the owner of a small business. One of your suppliers, an old friend, has asked you to pay them cash for an order so they can avoid paying VAT. There’s no chance of you getting into trouble even if the tax office find out because it is your supplier’s responsibility to declare it, not yours. Will you</th>
<th>7. You are friendly with someone in the strategic planning department of your company. One day, they give you some confidential information. They tell you about a company they are going to target for take-over. They are sure the share price will rise. You could make a lot of money if you buy shares now. Will you</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. refuse?</td>
<td>a. tell your colleague they shouldn’t pass on confidential information?</td>
</tr>
<tr>
<td>b. warn your friend that they could get into trouble but agree if they insist?</td>
<td>b. thank your colleague but do nothing?</td>
</tr>
<tr>
<td>c. agree? (After all, what are friends for?)</td>
<td>c. tell your broker to buy as many shares as they can?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. You have run out of stationery at home and there’s plenty of nice blank paper and envelopes in your desk at work. Will you</th>
<th>8. You are the owner of a small company. A friend offers you a free copy of a computer software program that you need at work. If you accept their offer, you won’t have to pay the $700 licensing fee to the software company. Will you</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. resist the temptation to take any home?</td>
<td>a. turn down your friend’s offer and buy your own copy?</td>
</tr>
<tr>
<td>b. take a little home to keep yourself going until you can buy some more?</td>
<td>b. thank your friend and say you can’t accept gifts?</td>
</tr>
<tr>
<td>c. take plenty home so you don’t run out</td>
<td>c. accept the offer but explain you can only accept gifts up to a certain value?</td>
</tr>
</tbody>
</table>
How did you score?

<table>
<thead>
<tr>
<th>Mostly as</th>
<th>Mostly bs</th>
<th>Mostly cs</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may not always be popular with your colleagues but your business contacts know they can trust you to play fair. If some people accuse you of being inflexible, it’s because your strong principles make them feel uncomfortable. Your honest approach should bring you success in your career and, although it may be slow coming, it’s bound to be long-lasting.</td>
<td>You like to do what’s right if you can, but realize the world is not an honest place. You’ve probably noticed the person who tells the truth is not always the person who gets on fastest so you are prepared to make compromises, accepting the fact that in order to do business you sometimes have to bend the rules.</td>
<td>If the people around you are behaving dishonestly, you will do everything necessary to ensure they don’t get your share. As you see it, if you can’t beat them, join them. No doubt you will advance up the ladder of success at top speed because you are very good at telling people exactly what they want to hear. The trouble is, it is not always what they should hear, so your success will probably be short-lived.</td>
</tr>
</tbody>
</table>

Exercise 5. You’ll hear three conversations in which people are meeting and being introduced to each other. Listen to what they say to each other and fill the gaps below:

1. Alex White, a new employee, meets Chris Grey.
   Alex White: I’d like to 1)_________________. My name’s Alex White and I’m the new export sales co-ordinator.
   Chris Grey: Oh, yes. I’ve heard of you. How 2)_________________? I’m Chris Grey. 3)_________________ you….

2. Liz Jones, a colleague from Canada, is visiting the office in London.
   Tony Harris: Ms. Smith, I’d 4)_________________ Mrs. Jones. Mrs. Jones is from our sales office in Toronto.
   Liz Jones: Hi!
   Claire Smith: 5)_________________, Mrs. Jones? I’ve been 6)_________________ meeting you.
   Liz Jones: Oh, please 7)_________________ Liz.
   Claire Smith: And I’m Claire.
   Liz Jones: Hi.
   Claire Smith: Well, Liz, did you 8)_________________? 
   Liz Jones: Yeah, not too bad…

3. Miss Lucas, a visitor from Argentina, is introduced to Mr. Evans.
   Mrs. Green: Mr. Evans, 9)_________________ Miss Lucas? She’s from Argentina.
   Mr. Evans: Yes, I think we’ve met before. It’s 10)_________________!
   Miss Lucas: That’s right, hello again. 11)_________________?
   Mr. Evans: Fine, thanks…
Exercise 6. Read the following information about different culture manners:

Alexandra Adler is an expert in doing business across cultures. She is talking to a group of British businesspeople.

‘Culture is the “way we do things here”. “Here” may be a country, an area, a social class or an organization such as a company or school. You often talk about:

- **company or corporate culture**: the way a particular company works, and the things it believes are important.
- **canteen culture**: the ways that people in an organization such as the police think and talk, not approved by the leaders of the organization.
- **long-hours culture**: where people are expected to work for a long time each day.
- **macho culture**: ideas typically associated with men: physical strength, aggressiveness, etc.

But you must be careful of stereotypes, fixed ideas that may not be true.’

Distance between managers and the people who work under them varies in different cultures. Look at these two companies.

In Country A, managers are usually easy to talk to - **accessible** and **approachable** - and there is a tradition of employees being involved in **decision-making** as part of a **team of equals**. This company is not very hierarchical, with only three **management layers**.

In Country B, managers are usually more **distant** and **remote**. Employees may feel quite distant from their managers and have a lot of **deference for** them: accepting decisions but not participating in them.

Companies in Country B tend to be more hierarchical than those in Country A, with more management layers.

Deference and distance may be shown in language. Some languages have many **forms of address** that you use to indicate how **familiar** you are with someone. English only has one form, ‘you’ but distance may be shown in other ways, for example, in whether first names or surnames are used.

Exercise 7. Look at Exercise 6. Which word combination with ‘culture’ describes each of the following?

1. The men really dominate in this company, they don’t make life easy for women at all. All they talk about is football.
2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.
3. Of course, the quality of the work you do after you’ve been at it for ten hours is not good.
4. There was a time when managers could only wear white shirts in this company - things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.
6. They say that if you go home at 5.30, you can’t be doing your job properly, but I’m going anyway.
Exercise 8. Read this information and decide whether these pieces of advice about the English-speaking business world are true or false:

In the English-speaking business world, people use first names, even with people they do not know very well. But if you aren’t sure, use Mr. and the family name for men, and Mrs. or Miss and the family name for women, depending on whether they are married or not. Ms. often replaces Mrs. and Miss. You don’t use Mr., Mrs., Miss or Ms. with only a first name (e.g. Mr. John) or by itself.

1. It’s possible to introduce yourself by saying your family name then your first name.
2. It’s possible to use Mr., Mrs. or Miss on its own, or with a first name.
3. British people use Sr. and Jr. to refer to a father and his son.
4. Americans often show their middle name with an initial.
5. You can always use someone’s first name to talk to them, even if you don’t know them very well.
6. Ms. is being used more and more as a title for women.
7. You can show your qualifications after your name on your business card.

Exercise 9. Read the following text and do the exercises below:

In Alphaland, businesspeople dress quite formally. The business suit is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark business suit is obligatory for men. Some companies allow women to wear trouser suits.

In Gammaria, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call casual Fridays or dress-down Fridays. In some places, many banks and shops require people dealing with customers to wear uniforms so that they all dress the same.

In Deltatonia, people dress more casually at work than in the other countries. For men, suits and ties are less common than elsewhere. This is smart casual.

Alexandra Adler continues her seminar on cross-cultural issues. Entertaining and hospitality vary a lot in different cultures.

- In Alphaland, entertaining is important. There are long business lunches in restaurants, where deals are discussed. Professional and private lives are separate, and clients are never invited home.
- In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.
- In Gammaria, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. Corporate hospitality is a big industry, with clients invited to big sports events.
- In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people’s houses for dinner, or go sailing or to country houses for the weekend, etc.

Attitudes towards time can vary enormously.

In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a culture of presenteeism: being at work when you
don’t need to be. There is a two-hour lunch break, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The working breakfast is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.

As for punctuality, you can arrive up to 15 minutes ‘late’ for meetings. If invited to someone’s house (unusual in business), arrive 15-30 minutes after the time given.

Don’t phone people at home about work, and don’t phone them at all after 9 pm. There are a lot of public holidays (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks’ holiday a year and they usually take four of them in August.

Here are some other areas of potential cultural misunderstanding:

a. distance when talking to people: what is comfortable?

b. eye contact: how much of the time do people look directly at each other?

c. gesture: people make lots of facial gestures? How much do they move their arms and hands?

d. greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?

e. humour: is this a good way of relaxing people? Or is it out of place in some contexts?

f. physical contact: how much do people touch each other?


g. presents: when should you give them? When should you open them? What should you say when you receive one?

h. rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

In which country might you hear these things:

1. How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.

2. Do come out with us this evening! I know some great bars. How’s your singing?

3. What are you doing this weekend? You could come to our summer cottage. You’ll meet my family and we can take the boat out.

4. Let’s get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

Exercise 10. Tick (✓) the things this visitor to Busyville does right, and put a cross (X) by her mistakes:

I phoned my contact in her office at 7.30 pm. (1…) I suggested a working breakfast the next morning. (2…) She wasn’t keen, so I suggested lunch. (3…) We arranged to meet at her office at 12.30. I arrived at 12.45 (4…) and we went to a restaurant, where we had a very good discussion. That evening I wanted to check something, so I found her name in the phone book and phoned her at home. (5…) She was less friendly than at lunchtime. I said I would be back in Busyville in mid-August (6…). Not a good time, she said, so I suggested September. (7…)
Exercise 11. Which points in the text above (Exercise 9) are referred to in this story:

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 pm on Saturday. She is the first to arrive, at exactly 3 o’clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands. (1…) Some bring wine or flowers, which the host does not open and puts to one side. Others bring nothing. (2…) In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides. (3…) Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can. (4…). Some people look directly at the person they are talking to. Others look away more. (5…) Some touch the arm of the other person whenever they are speaking to them. (6…) notices that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward. (7…) Later, somebody makes a joke but nobody laughs. Everyone goes quiet. (8…) People start saying goodbye and leaving.

Exercise 12. Read this article and choose one of these titles for it:

When in Rome ... Problems that business people face
Travelling abroad Good manners, good business
Doing business in Europe I didn’t mean to be rude!

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached.

Handshaking is popular in - including Belgium and Northern such as the Scandinavians, fond of demonstrations. In Europe common

is almost as other countries Germany, Italy. But Europeans, British and are not quite so physical of friendliness. the most challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main
course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something - something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do - let your host pick up the bill.

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don’t worry, it is probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called Herr Doktor or Frau Direktorin might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called Dottore - and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. Language, of course, is full of difficulties - disaster may be only a syllable away. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

**Exercise 13. Decide if these statements are true or false, according to the writer:**

1. In France you are expected to shake hands with everyone you meet.
2. People in Britain shake hands just as much as people in Germany.
3. In France people prefer talking about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. German business people don’t like to be called by their surnames.
7. Make sure you know what the titles of the German people you meet are.
8. Italian professionals are usually addressed by their titles.
9. A humorous remark always goes down well all over the world.

**Exercise 14. Discuss these questions:**

- Which of the ideas in the article do you disagree with?
- What would you tell a foreign visitor about good manners in your country?
- How much do you think international business is improved by knowing about foreign people’s customs?
Exercise 15. Listen to the people talking about customs to do with work. Which speakers mention the customs in the chart? Put a tick (✓) in the correct column:

<table>
<thead>
<tr>
<th></th>
<th>Polly</th>
<th>Mohammed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The working day starts about 7.30.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. Some people go home for lunch.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c. Sunday is a day of rest for most people.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. Men in offices do not usually wear ties.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>e. Some people go for a beer after work, before they go home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 16. Listen to the same speakers talking about foreign visitors and decide whether the statements below are true or false:

a. Americans in Zaire prefer to stay in big hotels.  ✓

b. Americans like to try the local food.  ✓

c. Zairean food is very spicy.  

d. Zairean people are very friendly.  ✓

e. Bengali is such a difficult language that no-one expects foreigners to learn it.  

f. Bengali food is too hot for foreign tastes.  ✓

g. There are so many people in Bangladesh that people should visit them instead of looking at a few tourist sights.  

Exercise 17. Read the following text and do the exercises below:

**BOARDROOM CULTURE CLASH**

**An Unpredictable Affair**

Try to put pressure on a Japanese in a negotiation and you will be met with stony silence. Hold an informal fact-finding meeting with a German and you can expect a battery of searching questions. Disagree with the French on even a minor point and they will take great pleasure in engaging in spirited verbal combat. Doing business across culture can be an unpredictable affair.

**Cultural Awareness**

Most of us prefer to do business with people we like. And it should come as no surprise that the people we like tend to be like us. So whilst we may dispute the accuracy of cultural stereotypes it is generally agreed that good business relationships are built on cultural awareness. Across national frontiers ‘nice guys’ do more business than nasty ones. But what constitutes nice-guy behaviour in a boardroom in Miami is not necessarily what they expect in Madrid.

**The US Perspective**

For instance, most Americans will insist on the hard sell. It’s not enough that you want to buy their products, you must let them sell them to you. They have to report back to superiors who will be as interested in how the deal was struck as the result. Systems and procedures matter to Americans.

**The Spaniards Trust You**
The Spanish, on the other hand, are unimpressed by the most meticulously prepared meeting and pay much more attention to people. In this they are more like the Arabs or the Japanese. In the Middle and Far East business is built on trust over a long period of time. Spaniards may come to a decision about whether they trust you a little sooner.

**Animated Italians**

Italians too tend to feel that the main purpose of meetings is to assess the mood of those present and *reinforce team-spirit*. There may well be a lot of animated discussion at a meeting in Italy, but the majority of decisions will be, made elsewhere and in secret.

**Scandinavians want results**

Strangely enough, Scandinavians are rather like Americans. They value efficiency, novelty, systems and technology. They are firmly profit-oriented. They want results yesterday.

**Succeed with the Germans**

Don’t be surprised if the Germans start a meeting with all the difficult questions. They want to be convinced you are as efficient and *quality-conscious* as they are. They will be cautious about giving you too much business until you have proved yourself. They will demand *prompt delivery* and expect you to keep your *competitive edge* in the most price-sensitive market in Europe. Succeed and you will enjoy a long-term business relationship.

**Adversarial Meetings**

The French will give you their business much more readily. But they will withdraw it just as fast if you fail to come up with the goods. Meetings in France tend to be *adversarial*. *Heated discussion* is all part of the game. Germans will be shocked to hear you question their carefully prepared arguments. The Spanish will offer no opinion unless sure of themselves, for fear of losing face. But French executives prefer to meet disagreement head on, and the British tendency to *diffuse tension* with humour doesn’t go down too well.

**Prisoners of our culture**

Ask yourself whether meetings are opportunities to network or get results. Is it more important to stick to the agenda or generate new ideas? Is the main aim of a meeting to transmit or pool information? It all depends on where in the world you hold your meeting and whether you belong to an individualistic business culture like the French, Germans and Americans or to a collective one like the British, Japanese and Greeks. Indeed, who knows to what extent our views are our own and to what extent culturally conditioned? For in business, as in life, “all human beings are captives of their culture”.

**Which of the following points support the opinions expressed in the article?**

1. In meetings the French tend to be more aggressive than the Germans.
2. The Arabs have nothing in common with the Japanese.
3. The French generally don’t appreciate the British sense of humour.
4. The Spanish are rarely hesitant in cross-cultural meetings.
5. The Americans and Scandinavians value a methodical approach.
6. The Germans want quality at any price.
7. The British tend to be more individualistic in business than the Germans.
8. In business the Italians are more or less like the Spanish.
**Exercise 18.** Complete the sentences below using words from the following list. Referring back to the article will help you with some of them:

*market    price    profit    quality    client    cost    technology*

1. We’re a firmly ........-oriented company, so the bottom-line for us is not how big our market share is but how much money we’re going to make.
2. Even at low prices inferior products won’t sell in such a ........-conscious market.
3. The market’s far too ........-sensitive to stand an increase in service charges.
4. We’re constantly forced to respond both to changing customer needs and to what our main competitors are doing in a ........-driven business such as this.
5. The customer always comes first. We’re a very ........-centred company.
6. In a ........-led business, such as ours, it’s vital to plough profits back into R&D.
7. If the price of materials goes up any more, production will no longer be ........-effective.

**Exercise 19.** Obviously, in a delicate negotiation you do not always say exactly what you think! You need to be able to express yourself diplomatically, to make your point firmly but politely. Match what you think with what you say:

<table>
<thead>
<tr>
<th>WHAT YOU THINK</th>
<th>WHAT YOU SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are unhappy with this offer.</td>
<td>a. Unfortunately, we would be unable to accept that.</td>
</tr>
<tr>
<td>2. We are dissatisfied.</td>
<td>b. With respect, that’s not quite correct.</td>
</tr>
<tr>
<td>3. We can’t accept it.</td>
<td>c. I’m sure we don’t need to remind you of your contractual obligations.</td>
</tr>
<tr>
<td>4. You said there would be a discount.</td>
<td>d. We’re rather surprised you expect us to cover the costs.</td>
</tr>
<tr>
<td>5. Don’t forget your obligations.</td>
<td>e. We would find this somewhat difficult to agree to.</td>
</tr>
<tr>
<td>6. We want a guarantee.</td>
<td>f. We were rather hoping to finalize the deal today.</td>
</tr>
<tr>
<td>7. We won’t agree to this.</td>
<td>g. I’m sorry but we’re not very happy with this offer.</td>
</tr>
<tr>
<td>8. We’re shocked you expect us to cover the costs.</td>
<td>h. Actually, we were hoping for a slightly more substantial rebate.</td>
</tr>
<tr>
<td>9. That’s wrong.</td>
<td>i. I’m afraid you don’t seem to understand.</td>
</tr>
<tr>
<td>10. We want a bigger rebate.</td>
<td>j. We understood there would be a discount.</td>
</tr>
<tr>
<td>11. We must finalize the deal today.</td>
<td>k. We would need some sort of guarantee.</td>
</tr>
<tr>
<td>12. You obviously don’t understand.</td>
<td>l. We’re not completely satisfied.</td>
</tr>
</tbody>
</table>
UNIT 6: TYPES OF BUSINESS ORGANIZATIONS

Exercise 1. Read the following text and try to summarise the notion of the words ‘company’ and ‘association’:

A company is, in general, any group of persons (known as its members) united to pursue a common interest. The term is thus synonymous with association, but more often it is used specifically to identify associations formed for profit, such as the partnership, the joint-stock company, and the for-profit corporation. A company is not necessarily a corporation, and thus may not have a separate existence from its members.

A company might also not be able to sue or be sued in its own name, and thus would not be considered to be a legal person. Whether a company has either of these characteristics depend on the law of the jurisdiction.

Although associations of persons carrying on business must have existed from time immemorial, the oldest continually-operating business in existence is Japanese firm Kongo Gumi, which was founded in the sixth century.

A voluntary association (also sometimes called just an association) is a group of individuals who voluntarily enter into an agreement to form a body (or organization) to accomplish a purpose.

Strictly speaking in many jurisdictions no formalities are necessary to start an association, although it is difficult to imagine how a one person association would operate. In some jurisdictions, there is a minimum for the number of persons starting an association. Some jurisdictions require that the association register with the police or other official body to inform the public of the association’s existence. This is not necessarily a tool of political control but much more a way of protecting the economy from fraud. In many such jurisdictions, only a registered association is a legal person whose membership is not responsible for the financial acts of the association. Any group of persons may, of course, work as an association but in such case, the persons making a transaction in the name of the association are all responsible for it.

Associations that are organized for profit or financial gain are usually called partnerships. A special kind of partnership is a co-operative which is usually founded on one man - one vote principle and distributes its profits according to the amount of goods produced or bought by the member. Associations may take the form of a non-profit organization or they may be not-for-profit corporations; this does not mean that the association cannot make benefits from its activity, but all the benefits must be reinvested. Most associations have some kind of document or documents that regulate the way in which the body meets and operates. Such an instrument is often called the organization’s bylaws, regulations, or agreement of association.

In some civil law systems, an association is considered a special form of contract. In the Civil Code of Quebec this is a type of nominate contract. The association can be a body corporate, and can thus open a bank account, make contracts (rent premises, hire employees, take out an insurance policy), lodge a complaint etc. In France, conventional associations are regulated by the Waldeck-Rousseau law of July 1, 1901 and are thus called Association loi 1901, except in Alsace and Moselle where the law of April 19, 1908 applies (these countries were German in 1901). In Texas, state law has statutes concerning unincorporated nonprofit associations that allow unincorporated associations that meet certain criteria to operate as an entity independent of its members, with the right to own
property, make contracts, sue and be sued, as well as limited liability to its officers and members.

*Exercise 2. Complete the text using the words below:*

- bankruptcy
- corporations
- creditors
- issue
- liability
- losses
- partnership
- registered
- shares
- sole trader
- financial
- premises
- capital
- prospectus
- files

The simplest form of business is the individual proprietorship or (1) ........... for example, a shop (US = store) or a taxi owned by a single person. If several individuals wish to go into business together they can form a (2) ........... partners generally contribute equal capital, have equal authority in management, and share profits or (3) ........... . In many countries, lawyers, doctors and accountants are not allowed to form companies, but only partnerships with unlimited (4) ........... for debts - which should make them act responsibly.

But a partnership is not a legal entity separate from its owners; like sole traders, partners have unlimited liability: in the case of (5) ........... a partner with a personal fortune can lose it all. Consequently, the majority of businesses are limited companies (US = (6) ........... ), in which investors are only liable for the amount of capital they have invested. If a limited company goes bankrupt, its assets are sold (liquidated) to pay the debts; if the assets do not cover the debts, they remain unpaid (i.e. (7) ........... do not get their money back.)

In Britain, most smaller enterprises are private limited companies which cannot offer (8) ........... to the public; their owners can only raise capital from friends or from banks and other venture capital institutions. A successful, growing British business can apply to the Stock Exchange to become a public limited company; if accepted, it can publish a (9) ........... and offer its shares for sale on the open stock market. In America, there is no legal distinction between private and public limited corporations, but the equivalent of a public limited company is one (10) ........... by the Securities and Exchange Commission.

Founders of companies have to write a Memorandum of Association (in the US, a Certificate of Incorporation), which states the company’s name, purpose, registered office or premises and authorized share (11) ........... .

(12) ........... (always with an ‘s’ at the end) - is the technical term for the place in which a company does its business: an office, a shop, a workshop, a factory, a warehouse, etc. Authorized share capital means the maximum amount of a particular type of share the company can (13) ........... .

Founders also write Articles of Association (US = Bylaws), which set out the rights and duties of directors and different classes of shareholders. Companies’ memoranda and articles of association, and annual (14) ........... statements are sent to the registrar of companies, where they may be inspected by the public. (A company that (15) ........... its financial statements late is almost certainly in trouble.) In Britain, founders can buy a ready-made “off-the-shelf company” from an agent, that is, a company formed and held specifically for later resale; the buyer then changes the name, memorandum, and so on.
Exercise 3. Read the following text and list the steps in starting a business as well as explain four elements involved in every business:

The Steps in Starting a Business
Nearly every person who makes the decision to start a business is an entrepreneur because he or she is willing to take a risk. Usually people decide to start a business to gain profits and to “do something on their own” or to be their own boss.

Entrepreneurs then gather the factors of production and decide on the form of business organization that best suits their purposes. Anyone hoping to become an entrepreneur must also learn as much as possible about the business he or she plans to start. This process includes learning about the laws, regulations, and tax codes that will apply to the business.

Elements of Business Operation
To start a business, you must make potential customers aware that your services are available for a price. You could have one-page fliers printed to advertise your business and pass them out. You could also buy advertising space in the local newspaper.

Every business, regardless of size, involves four elements: expenses, advertising, receipts and record keeping, and risk.

Expenses
If you own a painting business, you will need to purchase brushes and paint. As your business grows, you might invest in paint sprayers so that you can complete jobs faster. This new equipment would add to your income, but will probably take more money capital than you have on hand.

Advertising
You will quickly find out that letting potential customers know that you are in business is costly. Once you have customers, however, information about your business will spread by word of mouth.

Receipts and Record Keeping
No matter how small your business is, having a system to track your expenses and income is key to your success. All receipts should be safely filed and saved.

Risk
Every business involves risks. You must balance the risks against the advantages of being in business for yourself - including profit versus loss.

Depending on the kinds of jobs you do, you will need equipment and replacement parts. At first, you might buy parts as you need them for a particular job: In time, you will find it easier to have an inventory. An inventory is a supply of whatever items are used in a business.

Probably one of the first things you want to do, if you have not already done so, is buy a computer. With the computer, you also should purchase the programs that will allow you to keep track of all your expenses and all your receipts. Many such programs exist and are relatively inexpensive. Programs write checks for you, calculate your monthly profit and loss, tell you the difference between what you own and what you owe (called net worth), and so on. As an entrepreneur, you are taking many risks, but the profit you expect to make is your incentive for taking those risks. For example, if you spend part of your savings to pay for advertising and equipment, you are taking a risk. You may not get enough business to cover these costs.

Whenever you buy a special part for a job, you are taking a risk. Suppose you do the work and your customer never pays you. You are even taking a risk with the time you spend. You are using time to think about what you will do, to write ads, to set up the
bookkeeping, and so on. This time is an opportunity cost. You could have used it to do something else, including work for someone for a wage. If you work for someone else, you take only the risk of not being paid, which is usually small. As an entrepreneur your risks are great, but so are the potential rewards.

Exercise 4. After reading the text in Exercise 3, you should be able to fill in the missing word or words:

People who want to start their own businesses are regarded as (1)_________________. The first step in starting a new business is to (2)_________________. Along with the desire to be one’s own boss, most people are motivated by the hope of gaining (3)_________________ from the business. The second step involves gathering the (4)_________________ and then choosing the most suitable form of (5)_________________. New business owners must learn all they can about the laws, regulations, and tax codes that apply to their operation. Every business involves four elements. Through (6)_________________, owners let others know about the business and the services offered. Once customers know a business, information spreads by (7)_________________. As the business grows, there will be more (8)_________________ incurred for supplies, raw materials, equipment, and so on. In time, an owner will want to have an (9)_________________ of replacement parts to make the business more efficient. State and federal tax laws require that an owner keep (10)_________________ for every expenditure. (11)_________________ will enable an owner to keep track of all transactions related to the business. A computer and specialized software can help maintain business files. Finally, an entrepreneur needs to be aware of the (12)_________________ of starting a business and balance them against the potential (13)_________________.

Exercise 5. Read the following text and describe the advantages and disadvantages of a sole proprietorship, explain how people can get help starting a small business, and list the advantages and disadvantages of a partnership:

SOLE PROPRIETORSHIPS AND PARTNERSHIPS ARE COMMON IN THE UNITED STATES TODAY

Business can be organized in the United States in a number of ways. The two most common are a sole proprietorship and a partnership.

Sole Proprietorship
The most basic type of business organization is the sole proprietorship, a business owned by one person. It is the oldest form of business organization and also the most common. The colonies of Maryland and Pennsylvania were founded as sole proprietorships. When we speak of a proprietor, we are always referring to the owner of a business. The word proprietor comes from the Latin word proprietas, meaning “property.” A business is a kind of property.

Today, the United States has about 14 million such businesses, and many of them are small. For that reason, they usually are easier and less expensive to start and run. You probably have contact with many sole proprietorships every day without realizing it - owners of corner grocery stores, repair shops, dry cleaners, and so on. Many doctors,
dentists, lawyers, and accountants are sole proprietors. In farming, construction, and contracting, sole proprietorships are the most numerous types of business organization. The following table shows advantages and disadvantages of a sole proprietorship.

<table>
<thead>
<tr>
<th>Proofs and losses</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As sole owner, the proprietor receives all the profits because he or she takes all the risks.</td>
<td>Losses are not shared.</td>
</tr>
<tr>
<td>Liability</td>
<td>The proprietor has complete legal responsibility for all debts and damages brought upon oneself in doing business. This is known as unlimited liability. If the firm is unable to pay its bills or if someone is injured as a result of the business, the proprietor can be forced to sell his or her personal assets as well as the business to pay these debts. Assets are items of value such as houses, cars, jewelry, and so on.</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Decisions on starting and running the business can be made quickly because the owner does not have to consult with other people. Because a proprietorship is usually small, the operation of the business is less complicated than other types of business. There are generally fewer government regulations than with corporations.</td>
<td>A proprietor must handle all decision making, even for unfamiliar areas of the business. For example, the owner of a manufacturing firm may know a great deal about product design, but very little about selling. This is a severe problem for many sole proprietorships.</td>
</tr>
<tr>
<td>Taxes</td>
<td>A proprietor must pay personal income taxes on profits, but these taxes may be lower than taxes for a corporation.</td>
<td></td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td>The proprietor has full pride in owning the business. The person is his or her own boss and makes the business whatever it is.</td>
<td>Running a sole proprietorship is demanding and time-consuming. If the proprietor does not enjoy such responsibility, he or she will find ownership a burden.</td>
</tr>
<tr>
<td>Financing growth</td>
<td>Because the proprietor has liability for all debts, it is occasionally easier for a proprietorship to obtain credit than for a corporation of the same</td>
<td>A sole proprietor must rely on his or her own funds plus money that can be borrowed from others. Borrowing small amounts may be easier for a sole proprietorship than</td>
</tr>
</tbody>
</table>
size. Lenders are more willing to extend credit knowing that they can take over not only the assets of the business, but also the assets of the proprietor if the loan is not paid back.

For a corporation of similar size, but borrowing large amounts can be difficult.

| Life of the business | A sole proprietorship depends on one individual. If that person dies, goes bankrupt, or is unwilling or unable to work, the business will probably close. This uncertainty about the future increases the risk to both employees and creditors. |

Help in starting a small business

For a person who wants to start a sole proprietorship, help is available. The federal government’s Small Business Administration often helps finance startups, which are new small businesses. State departments of commerce and community affairs also offer assistance. Many community college and university campuses have federally funded small business development centres that will help a small business get started.

A small business incubator might also aid businesses. Just as incubators help hatch chickens, there are business incubators that help “hatch” small businesses. They are often operated with state and federal funds. A small business incubator might provide a low-rent building, management advice, and computers. The incubator’s goal is to generate job creation and economic growth, particularly in depressed states.

Partnerships

To take the example of your repair business a little further, suppose that your business is doing so well that your workload has increased to the point at which you have little time for anything else. You could expand your business by hiring an employee. You also need financial capital, but would rather not take out a loan. You may look into taking on a partner.

You decide that the best solution is to look for someone who can keep books, handle customers, and invest in the business. You offer to form a partnership. A partnership is a business that two or more individuals own and operate. You may sign a partnership agreement that is legally binding. It describes the duties of each partner, the division of profits, and the distribution of assets should the partners end the agreement.

Many doctors, dentists, architects, and lawyers work in partnerships. Two or more people often own small stores. The following table lists some of the major advantages and disadvantages of partnerships.

<table>
<thead>
<tr>
<th>Profits and losses</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Losses are shared. Several individuals can sometimes survive a loss that might bankrupt a sole proprietor.</td>
<td>Because partners share the risks of the business, they also share the profits.</td>
</tr>
<tr>
<td>Liability</td>
<td>Partners as a group have unlimited liability.</td>
<td></td>
</tr>
</tbody>
</table>

48
| **Management** | Partnerships are usually more efficient than proprietorships. They allow each partner to work in areas of the business that he or she knows most about or is best at doing. | Decision making is often slow because of the need to reach agreement among several people. Disagreements can lead to problems in running the business. |
| **Taxes** | Partners must pay personal income taxes on their share of profit. These taxes are sometimes lower than those for a corporation. | |
| **Personal satisfaction** | Partners, like sole proprietors, often feel pride in owning and operating their own company. | If partners do not get along with each other, trying to work together can result in constant arguments. |
| **Financing growth** | A partnership combines the capital of two or more people. It makes more money available to operate a larger and perhaps more profitable business. Because the risk is shared, creditors are often willing to lend more money to a partnership than to a sole proprietorship. | Like sole proprietorships, partnerships can have trouble obtaining large amounts of capital. The amount that partnerships can borrow is usually limited by the combined value of the assets of the business and of the partners. |
| **Life of the business** | | If one partner dies or leaves, the partnership must be ended and reorganized. The others may be unable or unwilling to continue operating, and the business may close. This uncertainty is a risk to employees and creditors. |

**Limited Partnerships.** A limited partnership is a special form of partnership in which the partners are not equal. One partner is called the *general partner*. This person (or persons) assumes all of the management duties and debts of the limited “limited” because all they do is contribute money or property. They have no voice in the partnership’s management.

The advantage to the limited partners is that they have no liability for the losses beyond what they initially invest. The disadvantage, of course, is that they have no say in how the business is run. Limited partnerships must follow specific guidelines when they are
formed. Two or more partners must sign a certificate of limited partnership in which they present, at a minimum, the following information:

- The company name
- The nature of the business
- The principal place of business
- The name and place of residence of each partner
- How long the partnership will last
- The amount of cash or other property contributed by each partner

**Joint Ventures.** Sometimes individuals or companies want to do a special project together. They do not have any desire to work together after the project is done. What they might do is form a joint venture. A joint venture is a temporary partnership set up for a specific purpose and for a short period of time.

**Exercise 6. After reading the text in Exercise 5, you should be able to fill in the missing word or words:**

Physicians, writers, and local grocery store owners often do business as (1) ______________________. The owner of the business is known as a (2) ______________________ and accepts all the risks and rewards. One advantage of this form of business is that the owner may find it easier to obtain (3) ______________________ because the business serves as (4) ______________________ for loans. Pride of ownership is balanced by the fact that running a business is very (5) ______________________. Also, borrowing (6) ______________________ can be difficult, which may create a shortage of funds. If the owner dies or is unable to work, the business may be forced to (7) ______________________. Such uncertainty increases risks to both (8) ______________________ and (9) ______________________. Small business startups can be financed by the federal government’s (10) ______________________ or by state departments of ______________________. In some cases, universities or colleges have (11) ______________________. If a business grows rapidly, an owner may form a partnership with two or more people. These people sign a (12) ______________________ that is legally binding on all parties. If one partner provides money but does not help manage the business, the arrangement is known as a (13) ______________________. In other cases, a partnership known as a (14) ______________________ may be formed for a specific purpose. Advantages of a partnership include the fact that losses are (16) ______________________, partnerships are generally (17) ______________________, the owners pay (18) ______________________ only on their share of profits, and often more (19) ______________________ are available to finance growth. Disadvantages include (20) ______________________ on debts and the fact that: if one partner dies, the business must be (21) ______________________.

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Exercise 7. Read the following text and describe the advantages and disadvantages of a corporation:

THE CORPORATE WORLD

Suppose your electronic repair business has grown. You now have several partners and have turned your garage into a shop. You would like to expand and rent a store so that your business would be more visible. You would like to buy the latest equipment, charge a little less than your competitors, and capture a larger share of the market for electronic repair work. You need money capital, however.

You have decided that you do not want any more partners. You would have to consult with them about every detail of the business as you do now with your present partners. What you want is financial backers who will let you use their money while letting you run the business. What you are proposing is a corporation. The following table shows the advantages and disadvantages of corporations.

<table>
<thead>
<tr>
<th>Profits and losses</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owners of the corporation – stockholders – do not have to devote time to the company to make money on their investment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liability</td>
<td>The corporation, and not its stockholders, is responsible for its debts. If a corporation goes bankrupt or is sued, creditors cannot normally take personal property from stockholders to pay debts. This is known as limited liability, and may be the major advantage of the corporate form of business.</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Responsibility for running a corporation is divided among many people. Decisions are made at many levels by individuals trained in specific areas, such as sales, production, and so on. This allows a corporation to handle large and complicated operations and to carry on many types of business activities at the same time.</td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td>The federal government and some state and local governments tax corporate profits. The profits that are paid to stockholders as dividends are again taxed as income to those</td>
<td></td>
</tr>
</tbody>
</table>

Decision making can be slow and complicated because so many levels of management are involved. Also, the interests of those running the corporation, who may not be stockholders, are not always the same as those of the stockholders, who often seek an immediate return on investment.
<table>
<thead>
<tr>
<th><strong>Personal satisfaction</strong></th>
<th>An individual may feel satisfaction simply in owning a part of a corporation.</th>
<th>Individual stockholders have little or no say in how a corporation is run.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financing growth</strong></td>
<td>Corporations draw on resources of investors and may issue stock at any time to <em>raise capital</em>.</td>
<td>The life of a corporation can continue indefinitely if it remains profitable. Its life is not affected by the death of stockholders.</td>
</tr>
<tr>
<td><strong>Life of the business</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A corporation is an organization led by many people but treated by the law as though it were a person. It own property, pay taxes, make contracts, sue and be sued, and so on. It has a separate and distinct existence from the stockholders who own the corporation’s stock. Stock represents ownership rights to a certain portion of the profits and assets of the company that issues the stock.

In terms of the amount of business done (measured in dollars), the corporation is the most important type of business organization in the United States today.

In order to form a corporation, its founders must do three things. First, they must register their company with the government of the state in which it will be headquartered. Second, they must sell stock. Third, along with the other shareholders, they must elect a board of directors.

**Registering the Corporation.** Every state has laws governing the formation of corporations, but most state laws are similar. Suppose that you and your partners decide to form a corporation. You will have to file *articles of incorporation* application with the state in which you will run your corporation. In general, these articles include four items:

1. Name, address, and purpose of the corporation;
2. Names and addresses of the initial board of directors (these men and women will serve until the first stockholders’ meeting, when a new board may be elected);
3. Number of shares of stock to be issued;
4. Amount of money capital to be raised through issuing stock.

If the articles are in agreement with state law, the state will grant you a corporate charter - a license to operate from that state.

**Selling Stock.** To continue the example of your electronic repair business, you could sell shares of either *common* or *preferred stock* in your new corporation. Common stock gives the holder part ownership in the corporation and voting rights at the annual stockholders’ meeting. It does not guarantee a dividend - money return on the money invested in a company’s stock. Preferred stock does guarantee a certain amount of dividend each year. Preferred stock also guarantees to the stockholder first claim, after creditors have been paid, on whatever value is left in the corporation if it goes out of business. Holders of preferred stock usually do not have voting rights in the corporation, although they are part owners.

If your corporation were to become large, you might find its stock traded in the local stock market as *over-the-counter stock*. Over-the-counter means that individual *brokerage
firms hold quantities of shares of stocks that they buy and sell for investors. Should your corporation continue to grow, it would be traded on a regional stock exchange. It might be listed as an over-the-counter stock with the National Association of Securities Dealers Automated Quotation (NASDAQ) in one of their three lists. The largest corporations are usually listed on the New York Stock Exchange (NYSE).

**Naming a Board of Directors.** To become incorporated, a company must have a board of directors. You and your partners, as founders of the corporation, would select the first board for your corporation. After that stockholders at their annual stockholders’ meetings would elect the board. The bylaws of the corporation govern this election. Bylaws are a set of rules describing how stock will be sold and dividends paid, with a list of the duties of the company’s officers. They are written after the corporate charter has been granted.

The board is responsible for supervising and controlling the corporation. It does not run business operations on a day-to-day basis, however. Rather, it hires officers for the company - president, vice-president(s) secretary, and treasurer - to run the business and hire other employees.

**Exercise 8. After reading the text in Exercise 7, fill in the missing word or words:**

Although a corporation is owned by many people, it is treated by the law as if it were a (1) ______________. A corporation can make (2) ______________, pay taxes, and own (3) ______________. (4) ______________ represents ownership in the corporation and a right to a portion of the (5) ______________ of the company. To register a corporation, the owners must file an (6) ______________ application. If it is approved, the state will issue a (7) ______________, which is a license to do business. Stockholders who own (8) ______________ have voting rights in the corporation. However, unlike owners of (9) ______________, they are not guaranteed a dividend nor do they have first claim on corporate assets. A corporation must also select a (10) ______________ and establish the (11) ______________, or set of rules, in order to operate.

Two major advantages of a corporation are (12) ______________ for debts and the fact that it can continue (13) ______________. Disadvantages are that (14) ______________ is often slow and complicated because of the levels of management involved and that corporations often pay several kinds of (15) ______________ on profits and income.

**Exercise 9. Summarize the advantages and disadvantages of franchising and explain what types of businesses are involved in it:**

**FRANCHISES**

Many hotel, motel, gas station, and fast-food chains are franchises. A franchise is a contract in which a franchisor (fran-chy-ZOR) sells to another business the right to use its name and sell its products. The person or business buying these rights, called the franchisee (fran-chy-ZEE), pays a fee that may include a percentage of all money taken in. If a person buys a motel franchise, that person agrees to pay the motel chain a certain fee plus a portion of the profits for as long as his or her motel stays in business. In return, the
chain will help the franchisee set up the motel. Often, the chain will have a training program to teach the franchisee about the business and set the standards of business operations.

**Advantages:**

As practiced in retailing, franchises offer franchisees the advantage of starting up a new business quickly based on a proven formula of doing business and scratch (often in aggressive competition from franchise operators).

As long as their brand and formula are carefully designed and properly executed, franchisors are able to expand their brand very rapidly across countries and continents, and can reap enormous profits in the process, while the franchisees do all the hard work of dealing with customers face-to-face. Additionally, the franchisor is able to build a captive distribution network, with no or very little financial commitment.

For some consumers, having franchises offer a consistent product or service makes life easier. They know what to expect when entering a franchised establishment.

**Disadvantages:** For franchisees, the main disadvantage of franchising is a loss of control. While they gain the use of a system, trademarks, assistance, training, and marketing, the franchisee is required to follow the system and get approval of changes with the franchisor.

In response to the soaring popularity of franchising, an increasing number of communities are taking steps to limit these chain businesses and reduce displacement of independent businesses through limits on “formula businesses.”

Another problem is that the franchisor/franchisee relationship can easily give rise to litigation if either side is incompetent (or just not acting in good faith). For example, an incompetent franchisee can easily damage the public’s goodwill towards the franchisor’s brand by providing inferior goods and services, and an incompetent franchisor can destroy its franchisees by failing to promote the brand properly or by squeezing them too aggressively for profits.

**History.** Franchising dates back to at least the 1850s. One early example resulted in the characteristic look of historic hotels (bars) in New South Wales, with franchising agreements between hotels and breweries. Early American examples include the telegraph system which was operated by various railroad companies but controlled by Western Union, and exclusive agreements between automobile manufacturers and operators of local dealerships.

Modern franchising came to prominence with the rise of franchise-based restaurants. This trend started initially in the 1930s with traditional sit-down restaurants like the early Howard Johnson’s, and then exploded in 1950s with the development of fast food chains, of which McDonalds has been the most successful worldwide. Many retail sectors, particularly in the United States, are now dominated by franchising to the point where independently-run operations are the exception rather than the rule.
Exercise 10. After reading the text in Exercise 9, fill in the missing word or words:

A franchise is a (1)__________ in which a franchiser sells the right to use its (2)_____________ and sell its (3)_____________. A franchisee pays a fee plus a portion of the profits to a chain. The advantages to the franchisee are that the national chain will pay for (4)__________ campaigns that identify the franchise with the national name. The chain may also help to choose (5)________________ for the building and arrange (6)__________ for the new owner.

Exercise 11. You’ll hear a recording of part of a training session for small business people on the principles and practice of franchising. Listen to the first part of the recording. Fill the gaps in this summary:

The franchisor usually supplies:
1. an ______________ product or service and a well-known __________ image.  
2. an ______________ manual, showing how the business should be set up and how it must be run.  
3. help, advice, and training in ______________ the business.  
4. continuing advice, training and support during the ______________ of the franchise.  
5. the ______________ that’s required to set up and operate the business.  
6. ______________ of the product, which he will be able to ________________ cheaply in ________________. This may result in savings or, depending on the franchisor’s mark-up, ________________ the franchisee to buying at ________________ the market price.  
7. local, national and even international _________________.

Exercise 12. Listen to the second part of the recording and answer these questions about it:

1. The questioner points out that…
   a. franchisees usually require varying amounts of on-going support.  
   b. franchisors tend to reduce their on-going support a year after start-up.  
   c. not all franchisors give the same quality of support.  
2. She also points out that, as a franchisee, you must find out…
   a. what brand image and support the franchisor is providing.  
   b. what level of help you will be getting after a year or so.  
   c. what level of help you will get when you start up the franchise.  
3. In the case of problems in running the franchise, you need to know:
   a. Will the franchisor be able to solve all your problems?  
   b. Will the franchisor provide financial support in an emergency?  
   c. Will you be offered regular advice by the franchisor?  
4. In the answer, the lecturer points out that the franchisee should find out what help he/she will get from the franchisor…
   a. in recruiting staff.  
   b. in training his/her present staff in new skills.  

55
c. in training new staff.

5. You should also find out whether...
   a. the franchisor will continue to research and develop the product.
   b. the product has been thoroughly researched and developed.
   c. the franchisor will charge you a levy for R&D.

6. You need to know whether the franchisor is...
   a. continuing to advertise the product.
   b. spending as much on advertising as the franchisees are charged.
   c. spending enough money on advertising.

7. The lecturer goes on to say that a franchisee pays the franchisor...
   a. a substantial capital sum.
   b. a monthly fee.
   c. both a capital sum and a monthly fee.

8. To raise money to pay for a franchise, a franchisee...
   a. will probably have a lot of difficulty in getting a bank loan.
   b. will probably have little difficulty in getting a bank loan.
   c. must have an enormous amount of money in the bank.

9. The franchisor’s income from a franchise is calculated on the basis of...
   a. the franchisee’s net profits.
   b. the franchisee’s total sales.
   c. the franchisee’s net monthly income from the franchise.

10. If a franchisee wants to sell the franchise to someone else...
    a. he/she must have the franchisor’s permission.
    b. He/she must pay the franchisor a substantial commission.
    c. He/she is not allowed to do this, he/she must sell it back to the franchisor.

Exercise 13. Writing. Answer the question below on a separate sheet of paper:

Essay 1: Some years ago you went into business for yourself as a manager of a computer firm. Business has grown to the point where you want to obtain money for expansion. What are the trade-offs in taking on a partner or forming a corporation?


Exercise 14. Use the following clues to fill in the vocabulary terms on the grid below:

Down

2. A supply of the items used in a business
4. A temporary partnership meant to carry out a single business operation (two words)
5. A contract in which the right to use the name of a business and sell its products is sold to another business
7. The owner of a business

Across

1. Some of the owners only contribute money or property to the business, while other owners manage the business (two words).
3. A business owned by one person (two words)
6. A state license to operate as a corporation (two words)
8. Articles of _____ define the corporation, its board of directors, the shares of stock to be issued, and the amount of capital to be raised through issuing stock.
9. A business owned and operated by two or more people
10. Money needed to finance a business in the beginning stage
UNIT 7: COMPANY STRUCTURE

Exercise 1. Before you read discuss these questions:

- How many different ways of organizing or structuring a company can you think of?
- If you work for a company or organization, how would you describe the company structure?

Exercise 2. Read the text about the different ways in which companies are organized and answer these questions:

- Four main kinds of organizational structure are described in the article. What are they?
- Is one kind of organizational structure more common than the others?
- When did “delayering” take place?
- What were the reasons for delayering and what were the results?
- How does Julia MacLauchlan describe Microsoft’s organizational structure?

DOING THE BUSINESS

Roisin Ingle hears how efficient management structures are vital for success

The need for a solid structure within all business entities is “absolutely fundamental”, according to Ms. Angela Tripoli, a lecturer in Business Administration at University College Dublin. “Organizational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology”.

Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, “many firms are opting for a kind of hybrid of all of them”.

The most recognizable set up is called the functional structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organizing themselves along product lines where companies have separate divisions according to the product that is being worked on. “In this case the focus is always on the product and how it can be improved”.

The importance for multinational companies of a good geographic structure, said Ms. Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.
The matrix structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was, driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more “customercentric” approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines.

Another trend seen in larger companies is giving their employees more freedom to innovate in a competitive edge. Ms. Julia MacLauchlan, Director of Microsoft’s European Product Development Centre in Dublin, said the company had a very flat structure. “There would not be more than around seven levels between the average software tester and Bill Gates”, she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localization of the software for all Microsoft’s markets, the company is split up into seven business units. Each unit controls the localization of their specific products while working closely with the designers in Microsoft’s Seattle Headquarters.

It works, said Ms. MacLauchlan, because everyone who works in the unit is “incredibly empowered”.

“Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company’s objectives”.

Exercise 3. Match these definitions with the four organizational structures described in the text:

1. A cross-functional structure where people are organized into project teams.
2. A structure rather like the army, where each person has their place in a fixed hierarchy.
3. A structure that enables a company to operate internationally, country by country.
4. A structure organized around different products.
Exercise 4. Match these nouns as they occur together in the text:

1. product a. teams
2. target b. objectives
3. borrowing c. lines
4. project d. units
5. delayering e. company
6. country f. process
7. business g. markets
8. software h. needs
9. company i. managers

Exercise 5. Use an appropriate phrase from the text to complete each sentence:

1. Banks need to be fully aware of their customers’………..
2. Silicon Valley is full of ……………
3. Many companies are now organized along ……………, in which each division is responsible for a group of products.
4. A matrix organization groups people into ……………
5. Some companies are divided into different ……………, often also called profit centres.
6. A multinational company will often have a number of ……………, in charge of activities in different parts of the world.

Exercise 6. Match these terms with their definitions:

1. business entities a. focusing on the customer rather than the product
2. set up b. new, original
3. innovative c. companies
4. flopped d. something that makes you better than other companies
5. outsourcing e. did not succeed, failed
6. customercentric f. structure
7. competitive edge g. getting external companies to do work for your company

Exercise 7. Complete these sentences with an appropriate preposition:

1. Organizational structure concerns who reports ………… whom.
2. Depending ………….. its size, there are several organizational structures a company can choose from.
3. Many companies are organizing themselves ………….. product lines.
4. In the 1980s a wave of restructuring went ………….. industry.
5. Delayering was driven ………….. the need to reduce costs.
6. Microsoft in Ireland is split ………….. seven business units.
Exercise 8. Read the text below about different ways of organizing companies, and then label the diagram, according to which of these they illustrate:

- line structure
- matrix structure
- functional structure
- staff structure

**COMPANY STRUCTURE**

Most organizations have a hierarchical or pyramidal structure, with one person or a group of people at the top, and an increasing number of people below them at each successive level. There is a clear line or chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give instructions).

Some people in an organization have colleagues who help them: for example, there might be an Assistant to the Marketing Manager. This is known as a staff position: its holder has no line authority, and is not integrated into the chain of command, unlike, for example, the Assistant Marketing Manager, who is number two in the marketing department.

Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization. Today, most large manufacturing organizations have a functional structure, including (among others) production, finance, marketing, sales, and personnel or staff departments. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department.

Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.

Yet for a large organization manufacturing a range of products, having a single production department is generally inefficient. Consequently, most large companies are decentralized, following the model of Alfred Sloan, who divided General Motors into separate operating divisions in 1920. Each division had its own engineering, production and sales departments, made a different category of car (but with some overlap, to encourage internal competition), and was expected to make a profit.

Businesses that cannot be divided into autonomous divisions with their own markets can simulate decentralization, setting up divisions that deal with each other using internally determined transfer prices. Many banks, for example, have established commercial, corporate, private banking, international and investment divisions.
An inherent problem of hierarchies is that people at lower levels are unable to make important decisions, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as the managers responsible for the traditional functions of finance, sales and production. This is one way of keeping authority at lower levels, but it is not necessarily a very efficient one. Thomas Peters and Robert Waterman, in their well-known book *In Search of Excellence*, insist on the necessity of pushing authority and autonomy down the line, but they argue that one element - probably the product - must have priority; four-dimensional matrices are far too complex.

A further possibility is to have wholly autonomous, temporary groups or teams that are responsible for an entire project, and are split up as soon as it is successfully completed. Teams are often not very good for decision-making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. In fact they still require a definite leader, on whom their success probably depends.

➤ Which of the following three paragraphs most accurately summarizes the text, and why?

First summary:
Although most organizations are hierarchical, with a number of levels, and a line of command running from the top to the bottom, hierarchies should be avoided because they make decision-making slow and difficult. A solution to this problem is matrix management, which allows people from the traditional functional departments of production, finance, marketing, sales, etc. to work together in teams. Another solution is decentralization: the separation of the organization into competing autonomous divisions.

Second summary:
Most business organizations have a hierarchy consisting of several levels and a clear line of command. There may also be staff positions that are not integrated into the hierarchy. The organization might also be divided into functional departments, such as production, finance, marketing, sales and personnel. Larger organizations are often further divided into autonomous divisions, each with its own functional sections. More recent organizational systems include matrix management and teams, both of which combine people from different functions and keep decision-making at lower levels.

Third summary:
Most businesses are organized as hierarchies, with a clear chain of command: a boss who has subordinates, who in turn have their own subordinates, and so on. The hierarchy might be internally divided into functional departments. A company offering a large number of products or services might also be subdivided into autonomous divisions. Communication among divisions can be improved by the introduction of matrix management or teams.

➤ The text mentions the often incompatible goals of the finance, marketing and production (or operations) departments. Classify the following strategies according to which departments would probably favour them:

1. a factory working at full capacity
2. a large advertising budget
3. a large sales force earning high commission
4. a standard product without optional features
5. a strong cash balance
6. a strong market share for new products
7. generous credit facilities for customers
8. high profit margins
9. large inventories to make sure that products are available
10. low research and development spending
11. machines that give the possibility of making various different products
12. self-financing (using retained earnings rather than borrowing)

Exercise 9. Sentences 1 to 9 make up a short text about different ways in which companies can be structured. Complete each sentence, by taking a middle part from the second box and an end from the third box:

1. Most organizations have a hierarchical or pyramidal structure,
2. A clear line or chain of command runs down the hierarchy,
3. Some people in an organization have an assistant who helps them;
4. Yet the activities of most large organizations are too elaborate
5. Large companies manufacturing a wide range of products, e.g. General Motors,
6. Businesses that cannot be divided into autonomous divisions with their own markets
7. An inevitable problem with hierarchies is that people at lower levels
8. One solution to this problem is matrix management, in which people report to more than one superior:
9. Another, more recent, idea is to have a network of flexible groups or teams,

a. are normally decentralized into separate operating divisions,
b. are unable to make important decisions, but are obliged to pass on responsibility to their boss,
c. can simulate decentralization, setting up divisions that use
d. instead of the traditional departments, which are often at war with each other;
e. so that all employees know who their superior or boss is, to whom they report,
f. e.g. a brand manager with an idea can deal directly with
g. this is an example of a staff position: its holder has no line authority,
h. to be organized in a single hierarchy, and require functional organization,
i. with a single person or a group of people at the top,

j. and an increasing number of people below them at each successive level.
k. and is not integrated into the chain of command.
I. and who their immediate subordinates are, to whom they can give instructions.
m. each with its own engineering, production and sales departments.
n. internally determined transfer prices when dealing with each other.
o. the appropriate managers in the finance, manufacturing and sales departments.
p. they are formed to carry out a project, after which they are dissolved and their members reassigned.
q. unless responsibilities have been explicitly delegated.
r. usually with production or operations, finance, marketing and personnel departments.
Exercise 10. Complete the text using the correct form of the following verbs:

achieve allocate balance deal with develop
employ establish follow require set

The top managers of a company (1) have to ..........objectives and then develop particular strategies that will enable the company to (2)........ them. This will involve (3)........ the company’s human, capital and physical resources. Strategies can often be sub-divided into tactics - the precise methods in which the resources attached to a strategy are (4) .......... .

The founders of a business usually establish a “mission statement” - a declaration about what the business is and what it will be in the future. The business’s central values and objectives will (5) ........ from this. But because the business environment is always changing, companies will occasionally have to modify or change their objectives. It is part of top management’s role to (6) .......... today’s objectives and needs against those of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers are also expected to set standards, and to (7) ........ human resources, especially future top managers.

They also have to manage a business’s social responsibilities and its impact on the environment. They have to (8) ........ and maintain good relations with customers, major suppliers, bankers, government agencies, and so on. The top management, of course, is also on permanent stand-by to (9) ........ major crises.

Between them, these tasks (10) ........ many different skills which are almost never found in one person, so top management is work for a team. A team, of course, is not the same as a committee: it needs a clear leader, in this case the chairman or managing director.

Complete the following collocations:

11. to set ........
12. to allocate ........
13. to .......... responsibility
14. to .......... standards
15. to .......... and .......... good relations
16. to .......... a crisis

Exercise 11. Complete the text using the following verbs:

appointed attacked combined defined constituted reviewed supervised supported

Large British companies generally have a chairman of the board of directors who oversees operations, and a managing director (MD) who is responsible for the day-to-day running of the company. In smaller companies, the roles of chairman and managing director are usually (1)......... . Americans tend to use the term president rather than chairman, and chief executive officer (CEO) instead of managing director. The CEO or MD is (2)........ by various executive officers or vice-presidents, each with clearly (3)......... authority and responsibility (production, marketing, finance, personnel, and so on).

Top managers are (4) ........ (and sometimes dismissed) by a company’s board of directors. They are (5) ........ and advised and have their decisions and performance (6) ........ by the
board. The directors of private companies were traditionally major shareholders, but this does not apply to large public companies with wide share ownership. Such companies should have boards (7) of experienced people of integrity and with a record of performance in a related business and a willingness to work to make the company successful. In reality, however, companies often appoint people with connections that will impress the financial and political milieu. Yet a board that does not demand high performance and remove inadequate executives will probably eventually find itself (8) and displaced by raiders.

Exercise 12. You’ll hear a new employee being told where the different offices are in the firm he has just joint. Listen to the conversation and number the rooms that Michael is shown. The ‘tour’ starts at Mrs. Bronson’s office:

Exercise 13. Many big firms have lots of different sections and it can be helpful to know which part of the company does what. Look at the following company departments. Which department does which job?

Human Resources:
Production:
Marketing:
Finance:
Exercise 14. What department does which job? Match each job from the column on the left to a company department from the column on the right:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. puts the product into boxes?</td>
<td>A. Training</td>
<td></td>
</tr>
<tr>
<td>2. pays wages and salaries?</td>
<td>B. Production</td>
<td></td>
</tr>
<tr>
<td>3. plans how to promote products?</td>
<td>C. Marketing</td>
<td></td>
</tr>
<tr>
<td>4. has systems to prevent mistakes?</td>
<td>D. Purchasing</td>
<td></td>
</tr>
<tr>
<td>5. looks after the equipment?</td>
<td>E. Personnel</td>
<td></td>
</tr>
<tr>
<td>6. deals with complaints?</td>
<td>F. Packaging</td>
<td></td>
</tr>
<tr>
<td>7. manufactures the products?</td>
<td>G. Sales</td>
<td></td>
</tr>
<tr>
<td>8. sends invoices to customers?</td>
<td>H. Accounts</td>
<td></td>
</tr>
<tr>
<td>9. buys equipment?</td>
<td>I. Payroll</td>
<td></td>
</tr>
<tr>
<td>10. arranges credit facilities?</td>
<td>J. Distribution</td>
<td></td>
</tr>
<tr>
<td>11. helps staff develop new skills?</td>
<td>K. Customer Service</td>
<td></td>
</tr>
<tr>
<td>12. sends products to the customer?</td>
<td>L. Financial Services</td>
<td></td>
</tr>
<tr>
<td>13. buys media space?</td>
<td>M. Quality</td>
<td></td>
</tr>
<tr>
<td>14. recruits new staff?</td>
<td>N. Advertising</td>
<td></td>
</tr>
<tr>
<td>15. sends representatives to visit customers?</td>
<td>O. Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 15. Imagine that an important visitor is coming to your firm. She has sent you this fax. Draft a fax to Ms. Trosborg arranging the date and the time you propose for the visit:

TIVOLI DESIGN CONSORTIUM
BERSTORFFSGADE 19, DK-1577 COPENHAGEN, DENMARK
Telephone: +(45) 72 14 33 21 Fax: +(45) 56 39 42 38

TO: Publicity Office/Manager

Dear Sir or Madam,

We have heard from one of our mutual customers that your company is involved in a number of interesting design projects.

As I am shortly staying in your city on business, I am writing to enquire whether it would be convenient to visit your office.

I shall be in town from 14th to 18th November. I would be free any morning from 11.30 onwards and in the afternoon of 15th November.
I would be extremely grateful if you could confirm whether a brief visit could be arranged on one of the days and at the times suggested.

I look forward to hearing from you.

Yours faithfully,
Anita Trosborg
Design Director

Exercise 16. Listen to the recording and fill in the names and titles or job descriptions that are missing:

Exercise 17. Read the following passages about two companies. Decide which of the headlines goes with which passage:

Planning and Building for Over 150 years
Pioneering Tomorrow’s Electronics

1. Over the decades the name with progress. Since 1847, when Halske founded the Siemens & Company in Berlin, the history of the development of electrical firm, Siemens & Halske telegraphy with the first pointer extensive telegraph network. In dynamo machine, laying the of Siemens has become synonymous Werner Siemens and Johann Georg Halske Telegraph Construction Siemens has been closely linked with engineering. While still a fledgling spearheaded the evolution of telegraph and the construction of an 1866 Werner Siemens invented the cornerstone of power engineering.
New ideas are an old tradition of Siemens. The company that grew out of the original Siemens & Halske is today a highly innovative leader in the world electrical and electronics market. Composed of Siemens AG and an array of domestic and foreign subsidiaries, the contemporary Siemens organization continues to set milestones on the road of progress.

Siemens maintains its own production facilities in more than 50 countries and operates a worldwide sales network. With more than 300,000 employees, it is one of the largest companies in the world electrical/electronics industry, having recorded annual sales of DM 82 billion in the 1992/93 fiscal year. Reliable and farsighted management is united with the youthful dynamism and zest for innovation that typify the company.

2. In 1849, Johann Philipp Holzmann founded a company in Sprendlingen, near Frankfurt am Main, which initially undertook work in connection with the construction of the railroads, but very quickly expanded its activities to include all fields of building construction and civil engineering. The first major foreign project was started in 1882, with the contract for Amsterdam’s Central Station.

By the turn of the century, branch offices and regional offices had been established at numerous locations throughout Germany. As early as 1885, Holzmann had more than 5,000 employees. Interesting activities from this period include the company’s work on the Baghdad railroad and railroad projects in East Africa.

Holzmann has passed through all forms of company organization, from individual proprietorship via partnership through to a limited liability company. The Philipp Aktiengesellschaft (public limited company) was formed in 1917. Companies founded by Holzmann were active in South America.

Even following the losses of manpower and assets during the Second World War, Holzmann was able, as early as 1950, to recommence its foreign activities. 1979 saw the acquisition of J.A. Jones Construction Company, of Charlotte, North Carolina, USA, a major American corporation active in the construction field. This was followed in 1981 by the purchase of Lockwood Green Engineers, Inc., Spartanburg, South Carolina, USA. Together with its USA subsidiaries Holzmann has responded to the changes occurring in the construction industry with a flexible and versatile corporate strategy.

The takeover in early 1989 of the Steinmüller Group, one of Germany’s leading companies in the sectors of power engineering, process engineering and environmental protection demonstrates this.

Exercise 18. Complete the information missing in the table:

<table>
<thead>
<tr>
<th>Dates</th>
<th>What happened?</th>
<th>Who did what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1847</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1849</td>
<td>Invention of dynamo machine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First large foreign order begun</td>
<td></td>
</tr>
<tr>
<td>1885</td>
<td>Aktiengesellschaft founded</td>
<td></td>
</tr>
</tbody>
</table>

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Exercise 19. Complete the following table with information from the articles:

<table>
<thead>
<tr>
<th>Locations of the company’s activities</th>
<th>HOLZMANN</th>
<th>SIEMENS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities of both companies up to 1940s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recent activities of the companies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 20. Read the following text and answer some questions below:

**RE-ENGINEERING THE CORPORATION**

“It’s not called redundancy these days ... It’s called downsizing”

If you want to stay in step with the latest management trend, fire half your staff. That’s the advice of Michael Hammer and James Champy in their best-selling book ‘Re-engineering the Corporation’. For Business Process Re-engineering or BPR is about smashing up the corporate hierarchies we’re used to and rebuilding them from scratch. And the result is that tens of thousands of managers are losing their jobs in the name of re-inventing the corporation. In fact, some say that, if BPR really caught on, 25 million Americans would be made redundant tomorrow. Of course, it’s not called redundancy these days. It’s called downsizing. But it means the same thing to an out-of-work executive.

**Out with vertical hierarchy**

According to Tom Peters, a management guru who’s clearly more excited about BPR than the 25 million looking at impending unemployment, what a lot of large companies are learning is that they can do better with four layers of management than with twelve. The vertical hierarchy is out. The new, streamlined ‘horizontal network’ is in. And gone are the days of the autocratic kings of industry - the Lee Iaccocas and John Sculleys of this world - for now the customer is king.

**From the bottom up**

Basically, BPR is a mixture of Japanese lean, flexible, ‘just in time’ production and American enthusiasm for re-structuring companies from the bottom up. What it means is that, in order to remain competitive, we’ll all have to forget the old bureaucratic empires, divided by function into separate departments such as sales and accounts. We’ll be organizing ourselves instead around continuous business processes aimed at getting the product to the customer.

**Empowerment or madness?**

In fact, ‘re-engineers’ say that by the year 2000 it’ll be team-players and not leaders that businesses will chiefly be looking for. And, when it comes to decision-making, middle management may increasingly find itself bypassed altogether, as more and more
responsibility is passed down the line to cross-functional teams of junior managers and shopfloor workers. For by then these will have become largely self-managing, and the corporate pyramid will be turned completely upside down. BPR enthusiasts call this ‘empowerment’. Others call it madness.

**Mini-companies the way ahead**
But is it even that? Or is it just a sexy new name for an old idea? In Sweden, where the top 20 firms do 80% of their business abroad, companies like the manufacturing giant, ABB, have already done something remarkably similar to re-engineering by breaking up the firm into hundreds of mini-companies. IBM had the same idea when it decided to form independent mini-companies of its own and ‘Big Blue’ set up thirteen little ‘Baby Blues’. But, whereas ABB has managed to halve the development time of its products, IBM has not been able to keep pace with its smaller, fitter competitors.

**The customer comes first**
For BPR does seem to work better in some countries than in others. In the fast-growing economies of East Asia and Latin America, for example, it’s doing well. But things don’t look quite so good in the USA, and in Central Europe it’s even worse. Paternalistic German bosses, in particular, find it hard to delegate responsibility to subordinates and yet overpaid German workers cost their companies 50% more than the average American costs theirs. Many French executives, too, still find it difficult to accept that the customer comes first. And in recession-battered Britain BPR is, more often than not, just an excuse to cut back and get rid of unwanted staff. Perhaps they should be getting rid of BPR instead.

**What is your immediate reaction to the article? Tick the response nearest to your own or sum up what you think in a single sentence:**
1. I think it paints a rather negative picture.
2. I think it oversimplifies the issue.
3. I think it’s a bit one-sided.
4. I think it makes some interesting points.
5. I think it argues its case extremely well.
6. I think ..... 

**Without referring back to the article, how much can you remember about:**
7. mass redundancies
8. the managerial ladder
9. the customer
10. teamwork
11. mini-companies
12. cultural attitudes

**Find the expressions in the article which mean:**
13. the latest ‘fashion’
14. right from the beginning
15. became popular
16. unemployed executive
17. management expert
18. completely restructure at all levels
19. may be excluded
20. can’t match the competition
21. to economize

Exercise 21. Complete the short dialogues below using the following phrasal verbs:

get on to  come up with  come in for  put up with  back out of
get down to  live up to  put in for  cut back on  keep up with

1. Has the restructuring of the production department speeded things up at all?
   Not really. I’m afraid it failed to ................ expectations.
2. How’s the budget for this year looking?
   I think we’re going to have to ................. spending, I’m afraid.
3. We really need to consult our legal advisors on this one.
   OK, I’ll ................. them straightaway.
4. You know, in this industry it’s sometimes hard to ................. all the latest developments.
   But that’s what I’m paying you for!
5. You know, I’m sorry we ever got into this project in Hong Kong.
   Well, it’s too late to it now.
6. I hear you’ve ................. a promotion.
   Yes. After eight years in this place, I think it’s about time they gave me my own department.
7. I think everyone’s here who’s supposed to be here.
   OK, let’s ................. business.
8. Look, if our team can’t find a solution to this problem, no one can.
   OK, go away and see what you can ................. .
9. A lot of people were very unhappy about the way they handled the redundancies.
   I know. They’ve ................. quite a lot of criticism over that.
10. If you want to stay in this job, you’ll have to ................. a fair amount of hassle, I’m afraid.
    That’s OK. I’m getting fairly used to it by now.

Exercise 22. Now, without referring back to the previous exercise, try to match up the halves of the following word partnerships:

| 1. come up   | a. to business          |
| 2. cut back  | b. for a promotion      |
| 3. get on    | c. for criticism        |
| 4. keep up   | d. to expectations      |
| 5. back out  | e. with a lot of hassle |
| 6. put in    | f. with a solution      |
| 7. get down  | g. of an agreement      |
| 8. come up   | h. to the account department |
| 9. come in   | i. with the latest development |
| 10. put up   | j. on spending          |
Exercise 23. Schering is an international company engaged in agricultural and pharmaceutical activities. The French pharmaceutical subsidiary has recently changed its organizational structure. Listen to a manager describing the new structure to some colleagues from other parts of the organization and complete the organigram:

Exercise 24. Listen again and answer these questions:

1. Which person on the chart made the presentation?
2. Who does he report to?
3. What are the Unit Directors responsible for?
4. What three advantages of the work groups does he mention?

Exercise 25. Invent your own company and describe its organizational structure using the following verbs:

The most common verbs for describing structure are:

- consists of
- contains
- includes
- is composed of
- is made up of
- is divided into

Other verbs frequently used to describe company organization include:

- to be in charge of
- to support or to be supported
- to be accountable to
- to be responsible for
- to assist or to be assisted
Use the following questions to expand the topic:

1. What does your company do?
2. What is it called?
3. What kind of public image do you have?
4. How many people do you employ?
5. Where are your headquarters?
6. Do you have offices in other countries? If so, where?
7. What is your turnover, market share and net profits? Who is your main competitor?
8. Are you growing, shrinking or holding steady?
9. What are your most promising products and/or markets?
10. What problems are you having and how are you dealing with them?

**Exercise 26. Read the whole text and then complete the organization chart:**

I think we have a fairly typical organization for a manufacturing firm. We’re divided into Finance, Production, Marketing and Human Resources departments.

The Human Resources department is the simplest. It consists of two sections. One is responsible for recruitment and personnel matters, the other is in charge of training.

The Marketing department is made up of three sections: Sales, Sales Promotion, and Advertising, whose heads are all accountable to the marketing manager.

The Production department consists of five sections. The first of these is Production Control, which is in charge of both Scheduling and Materials Control. Then there’s Purchasing, Manufacturing, Quality Control, and Engineering Support. Manufacturing contains three sections: Tooling, Assembly, and Fabrication.

Finance is composed of two sections: Financial Management, which is responsible for capital requirements, fund control, and credit, and Accounting.
UNIT 8: MONEY MATTERS

Exercise 1. For each of the six questions choose one correct answer:

1. ‘I’ve got money in the bank again, so now I’m back in the________.’
   a. red  
   b. black  
   c. yellow  
   d. green

2. Choose the more formal alternative for the word in bold.
   ‘That picture cost me twenty quid.’
   a. dollars  
   b. pounds  
   c. pence  
   d. cents

3. If you haven’t got any money, you are ________.
   a. broken  
   b. broke  
   c. smashed  
   d. shattered

4. How would you say the following amount of money? £1276
   a. One thousand and two hundred and seventy six pounds.  
   b. One thousand, two hundred and seventy six pounds.  
   c. One thousand and two hundred, seventy six pounds.  
   d. One million, two hundred and seventy six pounds.

5. “It costs a fiver”. In Britain this means________.
   a. fifty pence  
   b. five thousand pounds  
   c. five hundred pounds  
   d. five pounds

6. The following are all types of money. Which one do you borrow when you want to buy a house?
   a. pocket money  
   b. mortgage  
   c. allowance  
   d. grant

Exercise 2. Read the information about the functions and characteristics of money and do the exercises below:

THE FUNCTIONS AND CHARACTERISTICS OF MONEY

American businesses produce, market, and distribute goods and services. Money makes it possible for businesses to obtain what they need from suppliers and for consumers to obtain goods. Money is defined as anything customarily used as a medium of exchange, a unit of accounting, and a store of value. The basis of the market economy is voluntary exchange. In the American economy, the exchange usually involves money in return for a good or service.
The Functions of Money

Most Americans think of money and checks, and in other money might be even goods. Historically, and in other economies, money might be shells, gold, or such as sheep. Economists identify money by the presence or absence of certain functions. Anything that is used as a medium of exchange, a unit of accounting, and a store of value is considered money. For example, Native Americans used wampum - beads made from shells. Fijians have used whales’ teeth.

There are three functions of money.

Medium of Exchange. To say that money is a medium of exchange simply means that a seller will accept it in exchange for a good or service. Most people are paid for their work in money, which they then can use to buy whatever they need or want. Without money people would have to barter - exchange goods and service for other goods and services.

Suppose you worked in a grocery store and were paid in groceries because money did not exist. To get whatever you needed, such as clothes and housing, you would have to find people who have the goods that you want. In addition, those people would have to want the exact goods - in this case, groceries - that you have. Barter requires what economists call a double coincidence of wants. Each party to a transaction must want exactly what the other person has to offer. This situation is rare. As a result, people in societies that barter for goods spend great amounts of time and effort making trades with one another. Bartering can work only in small societies with fairly simple economic systems.

Unit of Accounting. Money is the yardstick that allows people to compare the values of goods and services in relation to one another. Money that is a measure of value functions in this way as a unit of accounting. Each nation uses a basic unit to measure the value of goods, as it uses the foot or meter to measure distance. In the United States, this base unit of value is the dollar. In Japan, it is the yen; in France, the franc. An item for sale is marked with a price that indicates its value in terms of that unit.

Using money as the single unit of accounting provides a simple and convenient way to compare the values of various items. By using money prices as a factor in comparing goods, people can determine whether one item is a better bargain than another. A single unit of accounting also allows people to keep accurate financial records - records of debts owed, income saved, and so on. Businesspeople can better calculate their profits and losses over the years by using a single money unit of accounting.

Store of Value. Money also serves as a store of value. You can sell something, such as your labor, and store the purchasing power that results from the sale in the form of money for later use. People usually receive their money income once a week, once every two weeks, or once a month. However, they usually spend their income at different times during a pay period. To be able to buy things between paydays, a person can store some of his or her income in cash and some in a checking account. It is important to note that in periods of rapid and unpredictable inflation, money is less able to act as a store of value.
The Types and Characteristics of Money

Anything that people are willing to accept in exchange for goods can serve as money. At various times in history, cattle, salt, animal hides, gems, and tobacco have been used as mediums of exchange. Each of these items has certain characteristics that it better or worse than others for use as money. Cattle, for example, are difficult to transport, but they are durable. Gems are easy to carry, but they are not easy to split into small pieces to use.

The table below lists the major characteristics that to some degree all items used as money must have. Almost any item that meets most of these criteria can be and probably has been used as money. Precious metals, however, particularly gold and silver, are especially well suited as mediums of exchange, and have often been used as such throughout history. It is only in more recent times that paper money has been widely used as a medium of exchange.

Mediums of exchange such as cattle and gems are considered commodity money. They have a value as a commodity, or good, aside from their value as money. Cattle are used for food and transportation. Gems are used for jewelry.

Representative money is money backed by - exchangeable for - some commodity, such as gold or silver. It is not in itself valuable for nonmoney uses, but it can be exchanged for some valuable item. Like commodity money, the amount of representative money circulation, or in use by people, is limited because it is linked to some scarce good, such as gold. At one time the United States government issued representative money in the form silver and gold certificates. In addition, private banks accepted deposits of gold or silver and issued paper money, called bank notes. These were a promise to convert the paper money into coin or bullion on demand. The banks were supposed to keep enough gold or silver in reserve - on hand to redeem their bank notes. Often, they did not.

Today all United States money is fiat money. Its face value occurs through government fiat, or order. It is in this way declared legal tender.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durable</td>
<td>Money must be able to withstand the wear and tear of being passed from person to person. Paper money lasts on the average of only one year, but old bills can be easily replaced. Coins, in contrast, last for years.</td>
</tr>
<tr>
<td>Portable</td>
<td>Money can be carried around easily. Though paper money is not very durable, people can easily carry large sums of paper money.</td>
</tr>
<tr>
<td>Divisible</td>
<td>Money must be easily divided into small parts so that purchases of any price can be made. Carrying coins and small bills makes it possible to make purchases of any amount.</td>
</tr>
<tr>
<td>Stable in value</td>
<td>Money must be stable in value. Its value cannot change rapidly or its usefulness as a store of value will decrease.</td>
</tr>
<tr>
<td>Scarce</td>
<td>Whatever is used as money must be scarce. That is what gives it value.</td>
</tr>
<tr>
<td>Accepted</td>
<td>Whatever is used as money must be accepted as a medium of exchange in payment for debts. In the United States, acceptance is based on the knowledge that others will continue</td>
</tr>
</tbody>
</table>
Exercise 3. After reading the text in Exercise 2, fill in the missing word or words:

Money, regardless of what form it takes, has three major functions. When sellers are willing to accept it as payment for goods or services, money functions as a 1)______________.______________. As a 2)__________________________, money allows people to compare the values of various items and to keep accurate records. Money in a convenient form serves as a 3)__________________________, allowing people to save for the future.

Whatever is used as money must be 4)__________________________, which is what gives it its value. Money, to be easy to handle and use, must be 5)_________________________ and 6)________________________ into small parts. Finally, money must have 7)__________________________ value and be 8)_________________________ to withstand normal use.

Certain items such as furs or minerals used in barter are referred to as 9)_________________________ money. Currency backed by some 10)________________________ such as gold is called 11)________ money. In the United States and other countries, government decree creates 12)______ money, also known as 13)_________________________ money. This type of money is backed mainly by society’s 14)______ in its value.

Exercise 4. Read the following text and summarize the notion of money and its basic types:

**TYPES OF MONEY IN THE UNITED STATES**

Money Is More than Cash

When you think of money, you may think only of paper bills and coins. What does it mean to have “money in the bank”?

Money and Near Moneys

Money in use today consists of more than just currency. It also includes deposits in checking and savings accounts in banks and savings institutions, plus certain other investments.

Currency. All United States coins in circulation today are token coins. The value of the metal in each coin is less than its exchange value. A quarter, for example, consists of a mixture of copper and nickel. If you melted down a quarter - which is illegal - the value of the resulting metal would be less than 25 cents. The Bureau of the Mint, which is part of the Treasury Department, makes all coins. Of the currency in circulation in the United States today, about 9 percent is in coins.
Most of the nation’s currency is in the form of Federal Reserve notes. Federal Reserve banks issue these notes. The Bureau of Printing and Engraving, also part of the Treasury Department, prints all Federal Reserve notes. They are issued in denominations of $1, $5, $10, $20, $50, and $100. The Treasury Department has also issued United States notes in $100 denominations only. These bills have the words United States Note printed across the top and can be distinguished from Federal Reserve notes by a red Treasury seal. United States notes make up less than 1 percent of the paper money in circulation. Both Federal Reserve notes and United States notes are fiat money or legal tender.

**Checks.** A checking account is money deposited in a bank that a person can withdraw at any time by writing a check. The bank must pay the amount of the check when it is presented for payment, that is, on demand. Such accounts used to be called demand deposits. Today we call these checkable deposits, and a variety of financial institutions offer them. Commercial banks used to be the only financial institutions that could offer checkable accounts. Today all thrift institutions - mutual savings banks, savings and loan associations (S&Ls), and credit unions - offer checkable deposits.

**Credit Cards and Debit Cards.** Even though many people use their credit cards to purchase goods and services, the credit card itself is not money. It does not act as a unit of accounting nor as a store of value. The use of your credit card is really a loan to you by the issuer of the card, whether it is a bank, retail store, gas station, or American Express. “money” represents a future “loan” that you will have later. Credit cards defer transactions that ultimately involve the use of money.

The debit card automatically withdraws money from a checkable account. When you use your debit card to purchase something, you are in effect giving an instruction to your bank to transfer money directly from your bank account to the store’s bank account. The use of a debit card does not create a loan. Debit card “money” is similar to checkable account money.

**Near Moneys.** Numerous other assets are almost, but not exactly, like money. These assets are called near moneys. Their values are stated in terms of money, and they have high liquidity in comparison to other investments, such as stocks. Near moneys can be turned into currency or into a means of payment, such as a check, relatively easily and without the risk of loss of value.

For example, if you have a bank savings account, you cannot write a check on it. You can, however, go to the bank and withdraw some or all of your funds. You can then redeposit it in your checking account or take some or all of it in cash. Time deposits and savings-account balances are near moneys. Both pay interest, and neither can be withdrawn by check. Time deposits require that a depositor notify the financial institution within a certain period of time, often 10 days, before withdrawing money. Savings accounts do not usually require such notification.

**The Money Supply**

How much money is there in the United States today? That question is not so easy to answer. First, the money supply must be defined and agreed upon. Currently, two basic definitions are used, although others exist. The first is called M1 and the second M2. Both definitions include all the paper bills and coins in circulation. M1, the narrowest definition of the money supply, consists of moneys that can be spent immediately and against which checks can be written. It includes currency, traveler’s checks, and checkable deposits. A
broader definition of the money supply, \( M_2 \), includes all of \( M_1 \), plus such near moneys as money market mutual fund balances and Eurodollars.

**Exercise 5. After reading the text in Exercise 4, fill in the missing word or words:**

Most of the nation’s currency is in the form of (1)_______________and (2)__________________ or __________________. Money is also in the form of (3)__________________that a person can draw against for purchases. Today, these accounts are also called (4)__________________. Since the 1980s, commercial banks and (5)__________________offer these accounts along with many other financial services. Money can be represented by (6)__________________, which provide “loans” to users. (7)__________________, on the other hand, simply withdraw money that a person already has in an account. However, most people do not like to lose the (8)_______________they enjoy when writing checks. Personal assets such as stocks and bonds are called near money because they have high (9)_______________for their owners. (10)_______________deposits and (11)_______________are two other examples of near money.

The money supply is designated as \( M_1 \) and \( M_2 \). \( M_1 \) includes all currency, (12)__________________, and checking accounts. \( M_2 \) is a broader definition of the money supply and includes all of \( M_1 \) plus (13)_______________ (14)__________________.

**Exercise 6. Insert the following words in the appropriate space:**

bonds commercial monetarist prices tight velocity

Following the (1) __________ argument that the average level of (2) __________ and wages is determined by the amount of money in circulation, and its (3) __________ of circulation, many central banks now set money supply targets. By increasing or decreasing the money supply, the central bank indirectly influences interest rates, demand, output, growth, unemployment and prices. The central bank can reduce the reserves available to (4) __________ banks by changing the reserve requirements. This reduces the amount of money that banks can create and makes money (5) __________ or scarce. Alternatively, the central bank can engage in what are called open market operations, which involve selling short-term government (6) __________ (such as three-month Treasury bills) to the commercial banks, or buying them back.

**Exercise 7. Now do the same with the paragraph:**

credit inflation output unemployment interest rates the exchange rate aggregate demand

When money is tight,

1. __________ rise, because commercial banks have to borrow at a higher rate on the inter-bank market.

2. __________ falls, because people and businesses borrow less at higher rates.

3. __________ falls, because people and businesses buy less, as they have less money.
4. ............. falls too, because with less consumption, firms produce less.
5. ............. rises, because companies are producing and selling less, and so require less labour.
6. ............. falls, because there is less money in circulation.
7. ............. will probably rise, if there is the same demand but less money, or if there is higher demand, as foreigners take advantage of the higher interest rates to invest in the currency. Increasing the money supply, by making more reserves, available, has the opposite effects.

Exercise 8. Choose the correct alternative to complete each sentence:

1. Money in notes and coins is called
   a. cash          b. capital         c. reserves

2. The dollar, the mark and the yen are all
   a. currencies    b. funds          c. monies

3. Money borrowed from a bank is a
   a. deposit       b. income         c. loan

4. Borrowed money that has to be paid back constitutes a
   a. debt          b. fund           c. subsidy

5. All the money received by a person or a company is known as
   a. aid           b. income         c. wages

6. The money earned for a week’s manual work is called
   a. income       b. salary         c. wages

7. The money paid for a month’s (professional) work is a
   a. loan         b. salary         c. wages

8. Money placed in banks and other savings institutions constitutes
   a. capital       b. deposits       c. finance

9. Money paid by the government or a company to a retired person is a
   a. pension      b. rebate         c. subsidy

10. The money that will ultimately be used to pay pensions is kept in a
    a. budget       b. deposit       c. fund

11. The money needed to start a company is called
    a. aid          b. capital       c. debt

12. The money paid to lawyers, architects, private schools, etc. is called
    a. fees         b. instalments   c. wages

13. Regular part payments of debts are called
    a. deposits     b. loans        c. instalments
14. Part of a payment that is officially given back (for example, from taxes) is called a
   a. gift  b. instalment  c. rebate

15. Estimated expenditure and income is written in a
   a. budget  b. reserve  c. statement

16. A person’s money in a business is known as his or her
   a. deposit  b. fund  c. stake

17. Money given to producers to allow them to sell cheaply is called a
   a. loan  b. rebate  c. subsidy

18. Money given to developing countries by richer ones is known as
   a. aid  b. debt  c. subsidy

Exercise 9. Choose the right answer:

1. When you retire at the age of sixty-five, you receive a(n) ….. from the government.
   a) allowance  b) fine  c) grant  d) pension

2. If production in that factory exceeds the target, the workers get a ….. 
   a) bonus  b) donation  c) gratuity  d) premium

3. Income tax is …. to one’s annual income.
   a) associated  b) based  c) dependent  d) related

4. The ….. of living has risen by 25% in the last six months.
   a) cost  b) expenditure  c) expense  d) price

5. The kidnappers demanded a ….. of $1,000,000.
   a) fine  b) penalty  c) ransom  d) reward

6. The World Bank has criticized the United States for not giving enough financial ….. to
   the East European countries.
   a) aid  b) allowance  c) loan  d) premium

7. You can ….. your basic wage by working longer hours.
   a) effect  b) help  c) implement  d) supplement

8. A salesman is paid a ….. on the goods he sells.
   a) commission  b) percentage  c) provision  d) salary

9. The President admitted taking ….. and had to resign.
   a) bribes  b) fees  c) fines  d) premiums

10. In our country ….. of $250 is paid weekly to a family with more than three children.
    a) an allowance  b) a fee  c) an income  d) a wage

11. Mr. Mean cannot bear to ….. even the smallest sum of money for a charity appeal.
    a) give in  b) let out  c) part with  d) pay off

12. Mr. Rich earns $8,000 a month …..and $5,000 a month net.
    a) bulk  b) gross  c) mass  d) wholesale

13. You can only ….. this postal order at a post office.
    a) alter  b) cash  c) exchange  d) pay

14. If they are not more careful with their accounts, they will go ….. 
    a) bankrupt  b) broken  c) penniless  d) poor

15. The Finance Minister will be making a ….. today about new rates of income tax.
    a) declaration  b) notice  c) statement  d) talk

16. If I had another $25,000 a year, I would consider myself ….. .
a) well deserved  
b) well done  
c) well-made  
d) well off

17. All the workers in our firm get a Christmas ….. of $100.
   a) bonus  
b) fine  
c) prize  
d) reward

18. “Can you ….. something for the orphans?” he asked, rattling a collecting-box.
   a) give  
b) leave  
c) provide  
d) spare

19. Before starting a business, you have to raise the necessary ….. .
   a) capital  
b) currency  
c) investment  
d) savings

20. The usual reason for exemption from tax does not ….. in this case.
   a) apply  
b) concern  
c) impose  
d) regard

21. Mrs. Unemployed is finding it difficult to pay the ….. on her insurance policy.
   a) bonuses  
b) fees  
c) fines  
d) premiums

22. Our company made a record ….. last year.
   a) benefit  
b) earn  
c) profit  
d) winning

23. While you are away from the office on business trips, you will be given a daily ….. $50 towards meals and accommodation.
   a) allowance  
b) fine  
c) permit  
d) reward

24. I hate the beginning of each year when all the ….. start coming in and I have to find the money to pay them all.
   a) accounts  
b) bills  
c) estimates  
d) receipts

Exercise 10. Give the names for the defined money expressions:

1. A fixed amount which is paid, usually monthly, to workers of higher rank  a s _ _ _ _
2. An amount of money which you lend to someone  a l _ _ _
3. A sum of money which is owned to someone  a d _ _ _
4. Money which is in the form of coins and notes, not cheques  c _ _ _
5. An amount of money you receive, usually weekly, in return for labour or service  a w _ _ _
6. Money paid by divorced father to his former wife for the upkeep of his children  a _ _ _ _ _ y
7. Tax on imported articles paid to the customs  _ _ _ y
8. Paid at a restaurant after eating  a _ _ _ _ _ l
9. Extra percentage paid on a loan  i _ _ _ _ _ _ _
10. Money paid for professional services, e.g. to a doctor  a f _ _
11. Money paid by the state, usually to students  a g _ _ _ _
12. Money paid by a company or the state on your retirement  a p _ _ _ _ _ _
13. Paid as a punishment for breaking the law  a f _ _ _
14. Paid to the government for services that the state provides  _ _ _ _ s
15. Paid while traveling, especially on public transport, buses, train, etc.  a f _ _ _
Exercise 11. Put each of the following words or phrases into its correct place in the text below:

banks beads buy coins change currency depositing earn exchange rate goods investments money paper bills savings accounts sell shells value

Money is what people use to (1)….. things. People spend money on (2)….. and services. Many people save part of their money by (3)….. it in a bank. People (4)….. money by performing services. They also earn money from (5)….., including government bonds, and from (6)….. .

(7)….. can be anything that people agree to accept in exchange for the things they (8)….. or the work they do. Ancient peoples used such varied things as (9)……., (10)……. and cattle as money. Today, most nations use metal coins and (11)….. . Different countries’ (12)….. and bills look different and have different names.

A person can (13)….. his money for the money of any other country according to the (14)….. . Usually, such rates are set by the central (15)….. of a country. The (16)….. of a country’s (17)….. may change, depending on the economic and political conditions in that country.

Exercise 12. Match the definitions with the correct money word:

<table>
<thead>
<tr>
<th>1. an allowance</th>
<th>a. money paid to authors or investors according to the sales of their work</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a bonus</td>
<td>b. a sum of money used to make more money from something that will increase in value</td>
</tr>
<tr>
<td>3. commission</td>
<td>c. the money which a building society or bank lends to someone to buy a house</td>
</tr>
<tr>
<td>4. a deposit</td>
<td>d. the money that a person pays to an insurance company to protect against loss or damage</td>
</tr>
<tr>
<td>5. a dividend</td>
<td>e. money, usually from a relative, to live on</td>
</tr>
<tr>
<td>6. an investment</td>
<td>f. an additional payment which is a reward to those who work for a company for their extra work</td>
</tr>
<tr>
<td>7. a legacy</td>
<td>g. the amount of money borrowed from a bank, greater than that which is in your account</td>
</tr>
<tr>
<td>8. maintenance</td>
<td>h. money received from someone in his or her will</td>
</tr>
<tr>
<td>9. an overdraft</td>
<td>i. the amount of money that goes to a shareholder</td>
</tr>
<tr>
<td>10. a premium</td>
<td>j. money paid by divorced or separated people to support the former husband or wife</td>
</tr>
<tr>
<td>11. royalties</td>
<td>k. part of the value of a company that you may buy</td>
</tr>
<tr>
<td>12. a share</td>
<td>l. part-payment of money which you make to stop the seller from selling his goods to others</td>
</tr>
<tr>
<td>13. a mortgage</td>
<td>m. an amount of money, related to the value of goods sold, which is paid to a salesman for his services</td>
</tr>
</tbody>
</table>

Exercise 13. Choose the correct answer:

1. The going ….. for the job is $7 an hour.
2. When you buy a house you can claim tax _____ on the mortgage.
   a) aid  b) assistance  c) benefit  d) relief

3. Inflation is the first problem that the new government will have to _____
   a) clap  b) grasp  c) seize  d) tackle

4. Mr. Teenager’s _____ will be held in trust for him until he is 21. Then he will be free to spend it.
   a) dowry  b) heirloom  c) heritage  d) inheritance

5. When the company was declared bankrupt, all its fixed _____ were claimed by its creditors.
   a) assets  b) benefits  c) funds  d) sums

6. Our country has never had a large _____ in its balance of payment.
   a) abundance  b) addition  c) overflow  d) surplus

7. Miss Cheating is in trouble because she has not paid her National Insurance _____ for ten years.
   a) contributions  b) subscriptions  c) subsidies  d) tributes

8. People in financial difficulties sometimes fall _____ to unscrupulous money lenders.
   a) fool  b) prey  c) sacrifice  d) scapegoat

9. Because Mr. Sacked has just lost his job, his aunt’s legacy came as a useful _____ .
   a) advantage  b) benefit  c) profit  d) windfall

10. The government has introduced _____ currency controls which will make it more difficult to holiday abroad.
    a) extreme  b) striking  c) stringent  d) strong

11. If you don’t complete your income tax _____, you may have to pay more than is necessary.
    a) account  b) document  c) report  d) return

12. As a result of increased productivity, the workers received a _____ pay increase.
    a) fundamental  b) palpable  c) substantial  d) tangible

13. $150? $250? Let’s _____ the difference and say $200.
    a) agree  b) avoid  c) decrease  d) split

    a) minted  b) moulded  c) pressed  d) printed

15. For some jobless people, joining the _____ queue is a humiliating experience.
    a) benefit  b) dole  c) grant  d) ration

16. If a man is legally separated from his wife, is he still _____ for her debts?
    a) answerable  b) bound  c) chargeable  d) liable

17. The two men _____ a coin to see who should take care of the business on the weekend.
    a) hurled  b) lobbed  c) threw  d) tossed

18. No-one knows precisely how much she earns a month, but $4,000 can’t be very _____ of the mark.
    a) broad  b) distant  c) far  d) wide

19. The _____ between the rich and the poor is very evident in the Western World.
    a) deviation  b) differentiation  c) difference  d) distance

20. The salary is $35,000 per annum, with annual _____ of $2,000 for five years.
    a) annexes  b) bonuses  c) increments  d) prizes

21. The government’s policy is to _____ firms in trouble to prevent unemployment.
    a) contribute  b) endow  c) grant  d) subsidize

22. Being a teacher, I shop at stores which offer a _____ to teachers.
23. Share prices on the Stock Exchange plunged sharply in the morning but ..... slightly in the afternoon.
   a) recovered  b) regained  c) restored  d) retrieved

24. The firm will go bankrupt if it cannot meet its ..... .
   a) charges  b) duties  c) liabilities  d) promises

25. Mr. Businessman needed $10,000, but as his capital was ..... up in shares, he borrowed it from his bank.
   a) bound  b) knotted  c) locked  d) tied

Exercise 14. Complete the following sentences. Each (-) represents one letter:

1. I spend about $1,5 a week on bus _ _ _ es.
2. I had to pay _ _ _ _ on the Turkish carpet I brought in through the Customs yesterday.
3. Now that Mr. Old had retired, he lives partly on his _ _ _ _ _ s _ _ _ and partly on the _ _ _ _ _ _ _ _ _ _ from his post office savings account.
4. In spite of its size his family was quite _ _ _ _ _ off, because he brought in a good _ _ _ _ _ _ _ _ _ _ _ _.
5. Gold would be a good _ _ v _ _ _ _ _ _ t; it’s bound to increase in value.
6. Due to inflation the _ _ _ _ _ _ _ _ of living went down by fifteen _ _ _ _ - c _ _ _ _ .
7. I couldn’t buy the house because the bank refused to let me have a _ m _ _ _ _ _ g _ _ .
8. If you borrowed money from him, you are under an _ _ l _ _ _ _ _ _ _ to give it back.
9. You must stop wasting your money on silly things and start _ _ v _ _ _ _ . This is the only solution to your _ _ n _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ troubles.
10. One dollar is _ _ _ _ _ u _ _ to over 20,000 zl.
11. The main advantage of a _ _ _ _ _ _ _ _ _ book or _ _ _ _ d _ _ card is that you don’t have to carry cash around with you.
12. I carry loose change in my pocket and _ _ _ _ s in my leather _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ .

Exercise 15. Listen to the recording and complete the information missing from this report of a company’s financial performance:

LVMH advances in slowing market
LVMH, the French luxury goods group which owns a string of prestigious brand names ranging from Louis Vuitton luggage to Hennessy cognac, saw net profits rise by ________ to FFr 1.29 bn ($________) from FFr ________ in the first half of the year in spite of the downturn in the luxury products industry. The group saw overall group sales in the first six month of this year rise by ________ to FFr ________ from 9.26bn in the same period last year.
Operating income showed a marginal increase to FFr 2.34bn, borne the brunt of the economic slowdown, suffered a fall in sales to FFr 4.44bn from FFr 1.26bn. Wines and spirits, which have been affected by Japan’s instability, were also affected by Japan’s economic slowdown, suffered a fall in sales to FFr 2.33bn from FFr 4.44bn, while operating profits slipped to FFr 1.26bn from FFr 1.51bn. Luggage and leather products were also affected by Japan’s instability, but managed to increase operating profits to FFr 1.26bn on sales up to FFr 2.33bn from FFr 2.34bn. Perfumes and launch of Dune, a new Christian Dior fragrance, and Amarige, under the Givenchy umbrella, and operating profits to FFr 1.26bn on sales up to FFr 2.33bn from FFr 2.34bn. LVMH earlier this week relaunched Miss Dior, one of its classic scents.

Exercise 16. Use a dictionary to find the difference in the following groups:

1. make a profit & make a loss
2. extravagant & frugal/economical
3. a current account & a deposit account
4. a loan & a mortgage
5. to deposit money & to withdraw money
6. a wage & a salary
7. broke & bankrupt
8. shares, stocks, and dividends
9. income tax & excise duty
10. to credit & to debit
11. a bank and a building society
12. a discount & a refund
13. something which was a bargain, something which was overpriced and something which was exorbitant
14. worthless & priceless
15. save money and invest money
16. inflation and deflation
17. income and expenditure
18. to lend and to borrow

Match the sentences in column A with the sentences in column B. Use the words in bold to help you:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The managing director believes the company should start producing pocket computers.</td>
<td>A. I’m really looking forward to spending my pension.</td>
</tr>
<tr>
<td>20. I always put my money in a building society and not in a bank.</td>
<td>B. The cost of living seems to go up every day.</td>
</tr>
<tr>
<td>21. I can’t afford to buy a new car right</td>
<td>C. Of course, it’s always so difficult to economize.</td>
</tr>
</tbody>
</table>
now. I don’t have enough money.
22. I find Christmas a very expensive time.
23. I came into a lot of money recently when my uncle died.
24. Look at this cheque that came in the post this morning from the Inland Revenue.
25. I’ve been spending too much recently.
26. In my country, there are a lot of very poor people and only a few rich ones.
27. I lost my job last month.
28. I retire next month.
29. Prices are rising quickly everywhere.
30. The January sales start tomorrow.

Exercise 17. Now read this passage and complete the gaps with one of the words or expressions from Exercise 16. You may need to change the form of some of the words:

‘Financial advice from a father to a son’
In the play ‘Hamlet’ by William Shakespeare, a father gives his son some financial advice. ‘Neither a borrower nor a lender be’, he says. He is trying to tell his son that he should never 1)_________ money from anyone because it will make it difficult for him to manage his finances. Likewise he should never give a financial 2)___________ to a friend because he will probably never see the money again, and will probably lose his friend as well.

The play was written over four hundred years ago, but today many parents would give similar advice to their children. Imagine the conversation they would have now:

Son: Right dad, I’m off to university now.
Father: All right son, but let me give you some sound financial advice before you go.
Son: Oh come on dad.....
Father: Now listen, this is important. The first thing you should do is to make sure you balance your 3)___________ - the money you receive from me - and your 4)___________ - the money you spend. If you spend too much, you will end up with an 5)___________ at the bank. Don’t expect me to pay it for you.
Son: But it’s so difficult. Things are so expensive, and the 6)___________ goes up all the time. 7)___________ is running at about 10%.
Father: I know, but you should try to 8)_________. Avoid expensive shops and restaurants. Also, put your money in a good 9)_________. They offer a much higher rate of 10)___________ than banks. Also, avoid buying things 11)_________.
Son: Why?
Father: Because shops charge you an 12)___________ amount of money to buy things over a period of time. Its much better to 13)___________ a little bit of money each week
so that when you see something you want, you can buy it outright. Try to wait for the sales, when shops offer huge 14) ___________ and you can pick up a 15) ___________.
And try to get a 16) ___________.
Son: How do I do that?
Father: Easy. When you buy something, ask the shop if they’ll lower the price by, say, 10%. Next, when you eventually get a job and are earning a good salary, try to 17) ___________ the money in a good company. Buy 18) ___________ in government organizations or 19) ___________ in private companies.
Son: OK dad, I’ve heard enough.
Father: One final piece of advice, son.
Son: What’s that dad?
Father: To thine own self be true.
Son: You what?

Exercise 18. Now you will hear someone reading out the report below. Write down the numbers in the gaps as you hear them:

Exercise 19. Read the following text and answer the questions below:

CREDIT OUT OF CONTROL

Regulation is taboo to the business community, but do we need more control over credit?

They say money makes the world go round. But it isn’t money: it’s credit. For when the corporations of the world buy, they buy on credit. And if your credit’s good, no one asks to see the colour of your money. Indeed, if everyone were to demand immediate payment in cash, the world would literally go bust. But as Trevor Sykes points out in his book, ‘Two Centuries of Panic’, “there are few faster ways of going broke than by buying goods and then passing them on to customers who cannot pay for them”. As if getting orders wasn’t tough enough, these days getting paid is even tougher. And with the amount of cross-border trade increasing every year, credit is rapidly going out of control.

Companies on brink of collapse

In Germany, Denmark and Sweden, whose governments strictly regulate business-to-business relations, companies pay on time. They have to. Late payers may actually be billed by their creditors for the services of a professional debt collector. But in Britain companies regularly keep you waiting a month past the agreed deadline for your bill to be
paid. That’s why a Swedish leasing agreement can be drafted on a single page, but a British one is more like a telephone directory. The French and Italians too will sit on invoices almost indefinitely and push creditor companies to the brink of bankruptcy.

**Money management the key**

But bad debt does not necessarily mean bad business. Ninety years ago the legendary Tokushichi Nomura was racing round the streets of Osaka in a rickshaw to escape angry creditors. Nomura knew what all good financial directors effectively managed commercial operation from the poorly managed money. And increasingly a key feature of successful money management is the skill with which a company can stall its creditors and at the same time put pressure on its debtors.

**Minimizing the risk**

So how can the risk of bad debt be minimized? From the supplier’s point of view, pre-payment would be the ideal solution: make the customer pay up front. But it is a confident supplier indeed who would risk damaging customer relations by insisting on money in advance. For the goodwill of your biggest customers - those who by definition owe you the most money - is vital to securing their business in the future. And the prospect of a bigger order next time puts you in a difficult position when payment is late again this time.

**Instant access**

We might expect modern technological advances to have eased this cashflow situation, but they haven’t - quite the reverse. In the past it was common for companies to employ credit controllers who carefully processed letters of credit and bank guarantees. Now you get a telephone call, the computer runs a simple credit check and you deliver straightaway. Buyers have almost instant access to goods ... and to credit.

**Be prepared for losses**

For more and more companies it’s a no-win situation. Charge interest on outstanding debts, and you risk alienating customers with genuine cashflow problems. But cut your losses by selling those debts on to a factoring agency, and it’ll be you, not your debtor, who ends up paying the factor’s commission. In order to recover what you’re owed you’ll effectively have to write some of it off. Such is the delicate balance of power between debtor and creditor. For though debtors do, of course, show up in a company’s current assets, it is hard cash, not promises to pay, that finances new projects. People forget their promises and creditors have better memories than debtors.

Which of the following topics does the article discuss?

1. European attitudes to credit.
2. The credit-worthiness of Japanese.
3. Risk limitation.
5. Information technology.

Look back at the article and find the expressions which mean:

1. to see evidence that you have the necessary capital.
2. you can’t get what you want, no matter what you do.
3. to accept a modest loss in order to prevent a huge one.
Exercise 20. Choose the most suitable word for each space:

Someone once described the age we live in as that of a vanishing world, one in which the familiar is constantly disappearing for ever and technological change is often difficult to (1)................. with. So it should come as no surprise to most of us to hear that yet another part of everyday life is (2)................. to go for ever.

Still, when I read recently that within the next decade money as we (3)................. it will probably cease to exist in technologically advanced countries, I had to read the article twice to make sure it wasn’t April 1st. (4)................. to Professor Gerry Montague of the Institute for Economic Reform, the familiar (5)................. and banknotes will soon be replaced entirely by credit cards of various kinds. And the shop of the future (the ‘retail outlet’ as Prof. Montague puts it) will be (6) ................. directly to the network of banking computers. The assistant will simply key in your bank account code (7)................. you have politely. You won’t have (8)................. for change you have left your may not even have a (9)................. as such, as be able to read your credit card frauds (10)................ . But I am afraid that I shall (11) ................. money. I have felt strongly attached to it, ever since I received my first pocket money when I was five, and kept it in a money-box. Even if my credit card of the future will be able to tell me exactly how much (12)................. power I have left in the computer files, even if it lights up and plays a happy (or sad) tune at the same time, nothing will be able to replace the sheer pleasure I gained from (13)................. the coins in my moneybox. Not to (14)................. the other obvious problems which will be caused by (15)................. of real money – like how to start a football match, for example!

1. a) keep  b) manage  c) cope  d) survive
2. a) about  b) almost  c) ready  d) tending
3. a) earn  b) know  c) use  d) need
4. a) Thanks  b) Contrary  c) Accoring  d) Accustomed
5. a) banks  b) coins  c) change  d) pence
6. a) taken  b) alone  c) responsible  d) linked
7. a) money  b) charge  c) cost  d) amount
8. a) pockets  b) wallet  c) cheque book  d) cash
9. a) wealth  b) savings  c) account  d) payment
10. a) arrested  b) either  c) stolen  d) however
11. a) miss  b) spend  c) waste  d) borrow
12. a) more  b) financial  c) economical  d) spending
13. a) rattling  b) withdrawing  c) estimating  d) throwing
14. a) tell  b) confront  c) guess  d) mention
15. a) a shortage  b) an expense  c) an absence  d) a replacement
Exercise 21. In each sentence choose one or more appropriate words:

a. Harry gains/gets/makes over £20 000 a year.
b. Mary was awarded a grant/scholarship/subsidy to study child psychology.
c. How much did you give/pay/take for your new car?
d. Their house fetched/produced/sold for a lot more than they expected.
e. I’m going to the bank to get out/remove/withdraw the money for the rent.
f. The manager disappeared with the receipts/takings/wages from the concert.
g. By the time Kate retired she was a fortunate/prosperous/wealthy businesswoman.
h. We had a good holiday but it was rather costly/expensive/valuable.
i. We would appreciate it if you would close/settle/pay your bill as soon as possible.
j. Unfortunately the old painting I found turned out to be priceless/valueless/worthless.

Exercise 22. Choose the most suitable word or phrase underlined in each sentence:

a. I haven’t got enough money, I’m afraid. Could you borrow/lend me some?
b. It’s a good school, but the fares/fees are rather high.
c. This car is too expensive. We can’t afford/pay it.
d. It was a very good meal. Can we have the account/bill please?
e. There’s a small flat to hire/let in Bridge Street.
f. How much do you earn/gain in your new job?
g. She’s a good dentist, but she doesn’t charge/spend too much.
h. I bought this coat in the sales. It was decreased/reduced a lot.
i. Jack made his fortune/treasure buying and selling property.
j. How much do you reckon/value that house would cost?

Exercise 23. Replace each word or phrase underlined with a word or phrase from the list which has the opposite meaning:

- cash generous profit save well off purchase worthless
- expensive poverty take out

a. I was surprised by how mean Charles was.
b. Janet says that she is very hard up at the moment.
c. Last year their business made a huge loss.
d. I’d like to pay in £100 please.
e. That part of Spain always seems very cheap to me.
f. Most people in the city live in great prosperity.
g. The manager insisted that I paid by cheque.
h. Some people manage to spend most of their money.
i. Jean was able to make only one sale during the morning.
j. The old painting I found in the loft turned out to be valuable.
**Exercise 24. Choose the most suitable response to each sentence a-j from the sentences 1-10. Use each response once only:**

| a. Who do I make the cheque out to? | 1. Sorry, but it’s not for sale. |
| b. We seem to be spending a lot of money lately. | 2. I’m saving up to buy a new motorbike. |
| c. The house has burnt down! What are we going to do? | 3. Perhaps we should try to economize a bit. |
| d. How much do you want for this drawing? | 4. Yes, my Aunt Clara left it to me. |
| e. Did you inherit this house? | 5. Well, we’ve nearly paid it all back. |
| f. Your dog must have cost a lot of money. | 6. To JB Woolbury PLC. |
| g. Do we still owe the bank any money? | 7. Actually I got it for nothing. |
| h. How much do you make a year? | 8. I think they accept travellers’ cheques anyway. |
| i. Can we change money at the hotel to pay the bill? | 9. I’ve got quite a good salary actually. |
| j. Why are you putting so much money in the bank? | 10. Don’t worry, we’re insured. |

**Exercise 25. Use the word in capitals at the end of each line to form a word that fits in the space in the same line:**

Money! Money! Money!

Helen had always dreamed of becoming a (1) **SWINDLER** woman, and imagined living in a (2) **WORTH** mansion, and how her friends would praise her (3) **HEIR** when she gave them expensive presents. In reality she was usually hard up. She had some (4) **SIGN** and a small life (5) **LEND**, but her antique shop was not really very (6) **PROFIT**. Every time she took money out of the bank, the (7) **SAVE** checked her account, and told her how little there was in it! Helen had taken out a (8) **CASH** a month before. How could she repay it? Then one day she noticed an old painting in her shop. She had thought it was (9) **INSURE** but as she brushed away the dust, she saw the (10) **LUXURY** at the bottom. It said ‘Renoir’! She was rich at last!

**Exercise 26. Match each person from the list with a suitable description. Use each name once only:**

- accountant
- cashier
- heir
- manager
- pensioner
- agent
- customer
- investor
- miser
- swindler

a. Someone who likes to keep money and not spend it.
b. Someone who inherits money or property.
c. Someone who runs a bank.
d. Someone who has retired.
e. Someone who keeps or checks financial records.
f. Someone who buys things in a shop.
g. Someone who pays out money in a bank.
h. Someone who represents others in business.
i. Someone who puts money into a business.
j. Someone who cheats people out of money.

Exercise 27. While you are listening to the conversation between Mr. Tyler, a Personnel Director, Mr. Curry, a Financial Director, and Mr. Brown and Mr. Scott, both Trade Union Representatives, do 1, 2, 3 and 4 below:

1. Complete the graph.
2. What two reasons are given for the substantial losses in 1980?
3. Why can’t the government increase its shareholding in Hamilton’s at the moment?
4. What action is favoured by some of the shareholders?
UNIT 9: TELEPHONING

Exercise 1. Make up sentences from the following words and phrases:

<table>
<thead>
<tr>
<th>back</th>
<th>call you</th>
<th>Can you</th>
<th>for a moment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>hang</td>
<td>This is a terrible line. I’m afraid</td>
<td>hang</td>
</tr>
<tr>
<td>I’m afraid I don’t have their number, but if you wait I’ll</td>
<td>I’ll</td>
<td>I’ll</td>
<td>I’ve been calling all morning and I can’t</td>
</tr>
<tr>
<td>look</td>
<td>on</td>
<td>I’ll have to</td>
<td>put you</td>
</tr>
<tr>
<td>it</td>
<td>through</td>
<td>through</td>
<td>to them</td>
</tr>
<tr>
<td>to him right now.</td>
<td>up</td>
<td>up</td>
<td>when I’ve got more information.</td>
</tr>
</tbody>
</table>

Exercise 2. You’ll hear part of a talk in which a training officer is giving advice to some trainees on telephone techniques. Listen to the recording and fill the gaps in the summary:

1. Identify yourself by giving your ___________ and your ___________ in the company.
2. Make sure you’re talking to the ___________.
3. Say right away what you’re calling about. Be ___________ , and don’t waste time.
4. If it’s a ___________, say that you’ll ___________ at once. Then start the call again.
5. Speak slowly and clearly, but in a friendly voice, ___________ while you’re speaking.
6. Don’t use ___________ terms or ___________, because the other person may not understand these as well as you do.
7. Give important information, like figures, ___________, ___________ , dates and so on, slowly and carefully.
8. Don’t ___________ the other person even if you think you know what he or she is going to say.
9. Don’t phone during the other person’s ___________ – find out what time it is in the other country before you call.
10. ___________ ___________ all the important information you’re given by the other person.

Exercise 3. Fill the gaps with suitable words from the list:

- busy (US)/engaged (GB)
- collect call (US)/transferred charge call (GB)
- dialing (US)/dialing (GB)
- person-to-person call (US)/personal call (GB)
- off the hook
- ringing
- area code

1. To make a call: first listen for the ______________ tone and dial the number. With any luck, you’ll hear a tone telling you that the number is ______________ . If the other phone is being used you’ll hear the ______________ tone.
2. To make an international call: first dial the international code, then the country code, then the ……………….. and finally the number you require.

3. If you want the other person to pay for the call you can make a ………………..

4. If you want to talk to a particular person you can make a ………………..

5. If you don’t want to be interrupted, you can leave the phone ……………..

Exercise 4. Read this newspaper article and do the exercise below:

THE MOBILE PHONE

There are now over one million telephone subscribers in the UK - the Scandinavians are the most enthusiastic mobile phone users. Almost one in a hundred Swedes has a mobile phone compared to one in five hundred for the UK. Elsewhere in Europe the use of the mobile phone has been limited.

The growth in the UK telecommunications market is partly due to its deregulated market and the competition this introduced: at the moment, the portable phone in Sweden is more than twice as expensive as in the UK and in France and Germany it costs almost five times as much.

The introduction of mobile phones is slowly increasing around Europe. The German government has authorized a third cellular network to cope with new demand. In Italy a consortium is competing to provide the country’s second system. It has been calculated there will be 30 million portable phones in use in Europe by the year 2000. In Eastern Europe the figure will be around 1.5 million.

Correct the false statements. Which of these statements are true according to the report?

1. The U.K. has the highest percentage of mobile phone users in Europe.
2. Mobile phones are more popular in Scandinavia than in EC countries.
3. Using a mobile phone in France is five times as expensive as in Sweden.
4. By the end of this century, there will be more than one million portable phones in Eastern Europe.

Now check that you know what these words mean by choosing the correct answer.

5. A telephone subscriber is
   a. a person who has a telephone
   b. a person who has shares in the telephone company
   c. a person who works in telecommunications

6. To cope with a demand is to
   a. meet and satisfy it
   b. to stimulate and encourage it
   c. to provide competition for it

7. When a market is deregulated
   a. a standard system has been imposed
   b. prices have been kept as low as possible
   c. government control has been reduced
Exercise 5. Read the following article which gives you advice on making telephone calls. Discuss it in groups:

You are probably used to making informal calls to family and friends. When making calls to companies, however, some special rules and conventions apply. This article explains how to call someone in a company that you do not know personally (the most common kind of formal call made by students) and give you some models and language that you can use.

General rules

When making a formal call, three rules should influence your choice of words:

- **Be brief.** Do not waste the receiver’s time.
- **Be clear.** Explain the background and purpose of your call.
- **Be polite.** Recognize the receiver’s point of view.

These rules can sometimes conflict. If you are too brief, you may confuse the receiver or appear impolite. Try to balance the three rules.

Making a call to someone you do not know

The most difficult calls to make are calls to people that you do not know. Usually, the purpose of your call will be to make a request for information or a meeting. This kind of call can be divided into sections according to the function each serves:

- Locate the person
- Make request
- Make arrangement
- Close the call

In the following examples, we will imagine that you are calling Mr. Lau to arrange a visit to his office.

Locate the person

If the person you want to speak answers the call, this part is simple. If the receiver gives her name when he answers your call, you can skip to the next stage. If the receiver does not give his name, you can confirm that you have the right person:

*Hello, is that Mr. Lau?*

More often the number that you have will connect you to an operator or secretary. In
this case you will have to ask to speak to Mr. Lau:

Hello, I’d like to speak to Mr. Lau Kam-Cheong, please.

If Mr. Lau is not available, you will need to find out when you can speak to him:

Could you tell me when he will be available?

If the person you are calling has a busy schedule, you may have to call several times. When you are finally connected, it is best to pretend that this is your first call. Do not mention how difficult it was to make contact!

Sometimes, you will not know the name of the person who might be able to help you. In this case, you can state your request and then say:

Could you put me through to someone who might be able to help me?

Locating someone at a company from person to person. Try not to let can be frustrating if you are passed your frustration show!

Make request

Making a request involves three stages: introducing yourself, giving background, and making the request itself.

Introduce yourself by giving your name and explaining who you are:

I’m ...., I’m a first-year student at Hong Kong University....

If you have been given the receiver’s name by someone else, you should also mention this:

Mr. Chan from Eurasia Products suggested that I call you....

Give the background to your request by explaining why you are making it:

I’m doing a project on work experience and I need to arrange a visit to a company in your field....

Make your request politely and clearly. Make sure that the receiver knows exactly what agreeing to your request will involve: how much of her time will it involve and what will she or her staff will have to do:

I wonder if I could pay a visit to your office for an hour or so sometime in the next two weeks, to talk to one of your staff about....

Make arrangement
If the person you are calling agrees to your request, it is important to make a clear arrangement. If you are arranging a meeting, for example, arrange the time and place and make sure you know where to go and what to do when you get there. Make a note of all the information so that you do not need to call back again to find out something you have missed.

If the person you are calling cannot agree to your request, he may modify it. Listen carefully and try to fit in with his schedule.

If the person you are calling cannot agree to your request at all, ask if he knows someone else who can help:

_Do you know anyone else who might be able to help me?_

Whether the receiver can help you or not, thank her and close the call politely.

Close the call

As the caller, it is your job to close the call when you have got the information you need. Unless the receiver shows that he wants to talk, it is not polite to chat once your business is finished. If there is a difficult silence at the end of the call, it is probably because you are not doing your job of closing the call. You can do this by confirming the arrangement:

_So, I’ll come to your office on Monday at 10...._

thanking the receiver,

_Thank you very much for your help...._

and saying goodbye

_Goodbye...._

In each case, wait for the receiver’s response before you go on to the next stage. Wait until you have heard the receiver say goodbye before you hang up.

---

**Exercise 6. You’ll hear three messages which you are taking on behalf of your colleague, Mr. Collins. Listen to the recording and fill the gaps in these notes:**

1. SUSAN GRANT of Richmond Studios called about order for 1 x MQ 20, sent 3 weeks ago - on_______of this month.
   Sent you cheque for £________ to get it at special offer price but no ________of order.
   Please confirm receipt of order and__________.
   Any problems, phone Susan Grant on 0303 ________.
   When can she expect__________?
   Address:__________High Street, Woodbridge,__________, IP12 4SJ
2. PETER of Eastern Enterprises in ________ called:
Can’t ________ on ________ afternoon because of problem with hotel - no room because of ________.
All other hotels in town full because of ________.
Will come on Monday morning (_______) if OK with you.
Please tell him if this change of date is ________.
Please call him if you have ideas for ________ on 617__________.

3. ________ called:
Staying 2 extra days in ________ and trying to get flight back on _________. Direct flight is full – they’ve put him on ________.
May not be back till _________.
If not back, please take over at meeting on Tuesday with _________.
All info in file on his desk with ‘s name on.
Please collect O.F. from ________ Hotel first thing in the morning.
Any problem: leave a message at his hotel (__________) or send fax (__________).

Exercise 7. Fill in the gaps with the following words:

automatic call dial dialing tone directory engaged exchange operator receiver subscriber’s number trunk code Yellow Pages

You need to make a telephone 1)_______. Then make sure you have your correspondent’s number close at hand. Telephone numbers consist of a 2)_______ and a 3)_______. If you don’t know your contact’s number, look it up in the telephone 4)_______ of the 5)_______. The latter contains the telephone numbers of businesses and traders in your area. The next thing you do is lift the 6)_______ and 7)_______. or press the number. You will then hear a 8)_______. If the number is 9)_______. you will hear an engaged tone. Bad luck, you will have to ring back later.
In a company, the first person who answers the phone will often be the 10)_______. He - but still more often: she - will put you through to the person you require. The operator operates the telephone 11)_______.
In an increasing number of businesses however manual exchanges are replaced by direct lines or 12)_______.

Exercise 8. Read this dialogue and choose the best answer:

Receptionist: Thank you for phoning Maple Dental Clinic. Sylvia
1) speaks/speaking/calls. How can I help you?
Thelma: Hi Sylvia. 2) This be/It’s/I am Thelma Woods calling. How are you today?
Receptionist: I’m fine, Mrs. Woods. How are you?
Thelma: Well, actually, I have a bit of a sore tooth. I was hoping Dr. Morris would have some time to see me this week.
Receptionist: I’m afraid/scared/worried he’s booked this week. I can put you in for 2 pm next Tuesday. How does that sound?
Thelma: That would be great.
Receptionist: I’ll have to give you the address of our new office.
Thelma: Oh, that’s right, you moved.
Receptionist: Yes, we moved downtown. Do you have a pen/handy/the handy pen/available pen?
Thelma: Could you hold on a buzz/moment/time please. Okay, go ahead Sylvia.
Receptionist: Okay, we are at 723 Baltic Avenue. Suite 004.
Thelma: If you could/Please can you/Would you mind spelling that for me?
Receptionist: Sure. That’s seven-twenty-three Baltic – B for Bear/as if Brave/as in Bravo, A as in Alpha, L as in Lima, T as in tango, I as in India, and C.
Thelma: OK, great. I’ll see you on Tuesday then.
Receptionist: OK, Great for/Pleased to/Thanks for calling. See you then.
Thelma: Thanks. Bye.

Exercise 9. Read this dialogue and choose the best answer:

Leslie: 1) Hello?/Hi?/Yes?
Cameron: Hi, is this Leslie?
Leslie: Yes. 2) Who are you/And you/Who’s this?
Cameron: It’s Cameron here. Is Maria inside/in/where?
Leslie: No, she just came/stepped/gone out for a moment. Can I take a message?
Cameron: Yes, thanks. 3) Could you/Would you mind/Can you be ask her to meet me at the Capitol 4 movie theatre at 7 pm tonight?
Leslie: Sure. Just let me write that down. Oh, Cameron. Could you hold off/holding/hold for a second? I have to take another call.
Cameron: No problem.
Leslie: Hi. Sorry about that. Now could you please 4) say again/repeat/review that information? I didn’t have a pen handy.
Cameron: Sure. It’s the Capitol 4 theatre at 7 o’clock.
Leslie: Okay, I’ve got it. Is there anything else?
Cameron: No, that’s great.
Leslie: Okay. Uh-oh, there’s my other line again. I’d better call/run/hang on.
Cameron: Okay, thanks again. Bye for now.
Leslie: 5) Bye bye/Bye too/See you again.

Exercise 10. Read this dialogue and choose the best answer:

Hostess: Pepi’s Pizza. How can I call/answer/help you?
Customer: Hi. I’d like to order a pizza please.
Hostess: Okay. I’ll have to transfer your call to our take-out department. 2) One/This/A moment please.
Recorded Message: Thank you for calling Pepi’s Pizza. All of our operators are busy working today/and away/at the moment. Please hold for the next available person.
Take-out Clerk: Thank you for waiting. Naoko is 3) hear/speaking/talks. Is this for take-
out or delivery?
Customer: Delivery please.

Take-out Clerk: Can I have your name and address please?
Customer: My name is...

Take-out Clerk: Sorry, it’s really busy in here. Could you speak out/speaking/speak up a little please?
Customer: Oh, sure. This is Angie Smith. My address is number two Front Street.

Take-out Clerk: Is that an apartment or a house?
Customer: It’s an apartment. Number seventeen.

Take-out Clerk: Okay. And what would you like to order today?
Customer: I’d like a large pepperoni pizza with mushrooms, olives and extra cheese.

Take-out Clerk: I’m sorry, my English isn’t better/very strong/easy. Could you slow down a little please?
Customer: No problem. That’s a large pizza.

Take-out Clerk: Large pizza. Okay.
Customer: And I’d like it with pepperoni and mushrooms.

Take-out Clerk: Pepperoni and mushrooms. Is there anything else?
Customer: Yes, olives and extra cheese please.

Take-out Clerk: Okay. I’ve got your message/get information/got it all down.
Customer: Great. And how long will that be?

Take-out Clerk: It will be about thirty minutes, Miss Smith.
Customer: And how much will it cost?

Take-out Clerk: Um…could you please hold off/holding/hold on while I check with the kitchen?
Customer: Don’t worry about it. I have to go. I have another call came/to come/coming through. Thank you. Bye for now.


Exercise 11. It isn’t always easy to understand people over the phone. You’ll hear some orders being placed but each caller is talking quickly or unclearly. Listen carefully and work out what the callers are saying. Tick (√) the information that is given:

<table>
<thead>
<tr>
<th>300 kilos of white mice</th>
<th>300 kilos of white rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 cents per kilo</td>
<td>80 cents per kilo</td>
</tr>
<tr>
<td>2 boxes striped pyjamas</td>
<td>2 boxes ripe bananas</td>
</tr>
<tr>
<td>£115 per box</td>
<td>£150 per box</td>
</tr>
<tr>
<td>The total price is 4,295 francs.</td>
<td>The total price is 4,259 francs.</td>
</tr>
<tr>
<td>Our phone number is 456894.</td>
<td>Our phone number is 456984.</td>
</tr>
<tr>
<td>40 kilos @ £14 per kilo</td>
<td>14 kilos @ £40 per kilo</td>
</tr>
<tr>
<td>Order number: GJ 404</td>
<td>Order number: JG 404</td>
</tr>
<tr>
<td>90 items will cost $500</td>
<td>500 items will cost $900</td>
</tr>
<tr>
<td>Item code: RAE 77</td>
<td>Item code: AEI 77</td>
</tr>
</tbody>
</table>
Exercise 12. Put your chairs back to back and practice speaking on the phone. Work in groups of two. You will be taking in turns to role-play a phone call. Read the following instructions:

Student A. You are Mr/Ms. Peterson, in charge of shipping customers’ orders and answering queries about delayed shipments. These orders have been held up for the reasons given:

- ARG 4581 – delay due to rejection by Quality Control. Revised shipment date: 30th of this month.
- RAJ 4581 – delay due to staff sickness in Production Dept. Revised shipment date some time next week. Air freight at no extra charge.

Student B. You are Mr/Ms. LaRue, a customer. You are the caller.

☐ Call Mr/Ms. Peterson to find out whether the goods you have ordered have been dispatched yet.

☐ The order number you placed the 16. If they haven’t been sent, try to get them to hurry them up.

☐ Ask exactly when you can expect the goods to arrive. If necessary, he/she can call you back with this information (023 1550 extension 018).

was RAJ 4581. The order was January 16. If they haven’t been sent, try to get them to hurry them up. If necessary, he/she can call you back with this information (023 1550 extension 018).
Exercise 1. A speaker is going to address delegates at an international conference. All the special equipment and audio-visual aids have been prepared. Identify the ten items in the list:

*e.g. 10 = Lectern*

lectern overhead projector podium/platform whiteboard/screen marker pens pointer slides microphone flipcharts slide projector

There are three other items on the table - small and yet important: a glass, a 11)___________of water and an 12)___________.
Exercise 2. Read the following text about making a successful presentation:

Most presentations are divided into 3 main parts (+ questions):

<table>
<thead>
<tr>
<th></th>
<th>INTRODUCTION</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>BODY</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CONCLUSION</td>
<td></td>
</tr>
</tbody>
</table>

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

1. Say what you are going to say,
2. say it,
3. then say what you have just said.

In other words, use the three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

Introduction

The introduction is a very important - perhaps the most important - part of the first impression that your audience has of you. You should concentrate on getting your introduction right. You should use the introduction to:

1. welcome your audience
2. introduce your subject
3. outline the structure of your presentation
4. give instructions about questions

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

<table>
<thead>
<tr>
<th>Function</th>
<th>Possible language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcoming your audience</td>
<td>• Good morning, ladies and gentlemen</td>
</tr>
<tr>
<td></td>
<td>• Good morning, gentlemen</td>
</tr>
<tr>
<td></td>
<td>• Good afternoon, ladies and gentleman</td>
</tr>
<tr>
<td><strong>Good afternoon, everybody</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. Introducing your subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am going to talk today about...</td>
</tr>
<tr>
<td>- The purpose of my presentation is to introduce our new range of...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Outlining your structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To start with I’ll describe the progress made this year. Then I’ll mention some of the problems we’ve encountered and how we overcame them. After that I’ll consider the possibilities for further growth next year. Finally, I’ll summarize my presentation (before concluding with some recommendations).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. Giving instructions about questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do feel free to interrupt me if you have any questions.</td>
</tr>
<tr>
<td>- I’ll try to answer all of your questions after the presentation.</td>
</tr>
<tr>
<td>- I plan to keep some time for questions after the presentation.</td>
</tr>
</tbody>
</table>

**Body**

The body is the ‘real’ presentation. If the introduction was well prepared and delivered, you will now be ‘in control’. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- use your notes
- signpost throughout
- remain polite when dealing with difficult questions.

**Conclusion**

Use the conclusion to:

1. Sum up
2. (Give recommendations if appropriate)
3. Thank your audience
4. Invite questions

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

<table>
<thead>
<tr>
<th>Function</th>
<th>Possible language</th>
</tr>
</thead>
</table>
| 1. Summing up          | - To conclude,...  
                          | - In conclusion,...  
                          | - Now, to sum up...  
                          | - So let me summarize/recap what I’ve said.  
                          | - Finally, may I remind you of some of the main points we’ve considered.                                                                       |
| 2. Giving recommendations | - In conclusion, my recommendations are...  
                          | - I therefore suggest/propose/recommend the following strategy.  
| 3. Thanking your audience | - Many thanks for your attention.  
                          | - May I thank you all for being such an attentive audience.  
| 4. Inviting questions  | - I would be happy to answer any questions.  
                          | - If you have any questions, I would be pleased to answer them.  
                          | - I would welcome any comments/suggestions.  
                          | - Now I’ll try to answer any questions you may have.  
                          | - Can I answer any questions?  
                          | - Do you have any questions?  
                          | - Are there any final questions? |

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what you can prepare your may wish to accept during your presentation, or after your presentation. decision, and you should normally, it’s your make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention.
Exercise 3. Here are the introductions to two different presentations. Separate the two presentations and put them in the correct order:

a. At the end I will suggest practical ways in which you as managers can motivate both yourselves and the people who work for you.
b. Good morning ladies and gentlemen, and welcome to our session on the dynamics of motivation.
c. Then I will give a short demonstration of our prototype and explain what we have already achieved.
d. Please feel free to raise questions at any time on technical or financial aspects of the project and I shall do my best to answer them.
e. To begin with, I shall outline the main goals of the project.
f. I would like to ask you to keep any questions you may have until the end, when I hope we will also have time to discuss your personal experiences and particular work situations.
g. Finally, I shall move on to the major commercial applications and potential returns on investment.
h. I will then turn to what we really mean by motivation, and look at the internal and external factors that play a part in creating it.
i. Good afternoon ladies and gentlemen. I would like to talk to you this afternoon about why we feel our interactive video project is worth investing in.
j. I shall start by looking at why motivation is so important and why the ability to motivate is a vital management skill.

<table>
<thead>
<tr>
<th>Presentation 1</th>
<th>Presentation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4. Read this introduction to a presentation. Choose the correct words or phrases in italics:

Good afternoon, ladies and gentlemen and welcome (1) in/to/for our seminar on corporate property management. I would like to (2) begin/starting/commence by (3) drawing/telling/outlining some of the main (4) explanations/matters/issues in corporate property management (5) so that/for/in order you will be able to judge whether your company is devoting sufficient time to this question.
I will then (6) look/turn/change to some of the legal and financial (7) queries/aspects/pieces of property management, and will (8) tell/look/explain how your companies may be affected by current and future legislation. I will (9) illustrate/give examples/discuss of the kinds of problems our clients have faced and explain what was done to solve them. I will finish (10) by/with/in giving a brief resume of the consultancy service that we offer, and I will explain what you (11) need/shall/should do if you would like to look into the matter further.
As we are rather (12) hurried/pressed/short for time, I would be grateful if you could (13) rest/stay/save any questions you may wish to (14) rise/raise/arise until the end, when I will (15) do/make/have my best to answer them.

Exercise 5. Listen to Mr. Lopez’ presentation. Below are some notes made by one of his colleagues. Unfortunately he has misunderstood some of Mr. Lopez’ points. To help correct these points, write true or false against each statement.

a. Mr. Lopez is English.

b. We are planning to launch the product next week.

c. The new product is an orange-flavoured drink.

d. Citrus Incorporated have not produced a lemon drink for two years.

e. Everyone thinks there is a gap in the market.

f. Market studies prove that the market is shrinking.

g. We are aiming at a new type of consumer.

h. The container design is unchanged.

i. The design of the packaging will mean that the product is cheaper.

j. The drink comes in both bottles and cans.

k. The flavour is rather artificial.

l. The calorie-content of the drink is relatively low.


➢ Why is it important for you to be able to present information effectively?

➢ Who do you give presentations to?

➢ What are the most important ingredients in an effective presentation?

Listen to the presentation on Time Management and answer these questions:

1. The speaker wants to show you how you can be more effective at work: true or false?

2. What two things does she say stop you from being effective at the moment?

3. What are the three ways in which you can subject yourself to high levels of stress?

4. What is the result of stress?

5. Typically, stress is related to jobs with high salaries: true or false?

6. What is one thing she suggests you do to reduce your working hours?

7. If you want to delegate work, you have to decide what to delegate and...

8. To help you manage your time more effectively, what does she suggest you start saying to other people?

Now listen again for specific language and answer these questions:

9. What phrase does she use to introduce her presentation? (‘I’d like ...’)

10. What phrase does she use to introduce her examples? (‘First...’)

11. She uses two phrases when she is referring to her chart: what are they? (‘...this chart... As...’)

12. What does she say to signal that she wants to talk about her second point?

13. How does she show that she wants to develop this point? (‘I would like to...’)

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14. Give the phrases that indicate she is listing points.
15. How does she show she is going to give her conclusion?

Do you think it is a good presentation? Give reasons for your answer.
UNIT VOCABULARY

UNIT 1: INTRODUCTION INTO BUSINESS ENGLISH

1. annual business
2. bad business
3. blue-collar worker
4. booming business
5. business
6. business competition
7. business corporation
8. business hours
9. challenge
10. consumer demand
11. customer
12. dirty business
13. finance
14. firing
15. for-profit business
16. freelance
17. human resource management
18. incentive
19. increment
20. job security
21. just-in-time inventory
22. marketing
23. monkey (funny) business
24. non-profit business
25. operating costs
26. perks
27. personal business
28. personalized sales
29. prestige
30. production
31. profit
32. promotion
33. retail
34. revenues
35. self-employed
36. sickness benefit
37. team spirit
38. to be in business
39. to be out of business
40. to build up business
41. to mind one’s own business
42. to obtain a loan
43. to pay bills
44. to raise capital
45. to resign
46. unsociable hours
47. white-collar worker
48. wholesale
49. workaholic

UNIT 2: RECRUITMENT

1. applicant
2. application
3. background
4. bonus
5. candidate
6. career
7. challenge
8. commodity
9. competitive
10. computer-literate
11. consumer demand
12. covering letter
13. customer
14. CV (curriculum vitae)/resume
15. demeanor
16. employment agency/recruitment agency
17. essential/crucial/vital/important
18. eye contact
19. final decision
20. for-profit business
21. fringe benefits
22. from scratch
23. group discussion
24. human resources/staff/personnel
25. income
26. intelligence
27. job slots
28. laborer
29. labour rate
30. labour turnover
31. letter of application
32. marital status
33. non-profit business
34. operating costs
35. promotion
36. recession
37. recruitment/hiring/employment
38. redundancy
39. referee
40. reference
41. respect
42. result
43. shortlist
44. team spirit
45. to accept a job
46. to apply for a job
47. to appoint
48. to be (go) on the dole
49. to be appropriate
50. to be in business
51. to be on offer
52. to be out of business
53. to build up business
54. to conduct the interview
55. to cut back
56. to dig for dirt
57. to establish rapport
58. to fill out/in
59. to go up the career ladder
60. to make an advantage of smth
61. to meet qualifications for the job
62. to mind one’s own business
63. to neglect
64. to offer the job
65. to raise capital
66. to recruit/to hire/to employ
67. to reduce unemployment
68. to retain
69. to take advantage of smth
70. to turn down the job
71. trainee
72. unpaid leave
73. wage/salary
74. wholesale

UNIT 3: WRITING CV AND LETTER OF APPLICATION

1. affiliation
2. award
3. background
4. bi-lingual
5. blocked or open punctuation
6. career
7. challenge
8. consistently
9. cover letter
10. CV (curriculum vitae)
11. date of birth
12. education
13. experience
14. fluent
15. graphology
16. interest
17. job objective
18. letter of application
19. miscellaneous
20. nationality
21. native language
22. qualifications
23. reference
24. skill
25. sludge pile
26. tenured position
27. to enclose
28. to toss
29. training
30. work history

UNIT 4: JOB INTERVIEWS

1. appearance
2. arms folded across your chest
3. attributes
4. body language
5. bottom line
6. casual
7. casual Fridays
8. cheap commodity
9. confidence
10. eye contact
11. family status
12. follower
13. follow-up letter
14. gesture
15. impression
16. inappropriate questions
17. intelligent
18. intimidating
19. inviting
20. job offer
21. leader
22. marital status
23. neat
24. outcome
25. panel
26. politeness
27. posture
28. reliability
29. self-confident
30. skill
31. spontaneous
32. stylish
33. team player
34. thank you note/follow up letter
35. to afford
36. to be anxious
37. to bring smth up
38. to disrupt
39. to entail
40. to establish rapport
41. to fit in
42. to handle adversity
43. to interact
44. to rehearse
45. to reiterate
46. traits
47. weird questions

UNIT 5: BUSINESS ETIQUETTE

1. absentee
2. accessible/approachable
3. accountability
4. accuracy
5. adversarial
6. arrogant
7. assertive
8. attitude
9. awareness
10. boardroom
11. bribe
12. business suit
13. canteen culture
14. casual clothes
15. casual/dress down Fridays
16. chaotic
17. company/corporate culture
18. competitive edge
19. conservative
20. cornerstone
21. corporate social responsibility (CSR)
22. credible
23. decision-making
24. deference for = respect
25. devious
26. distance
27. efficiency
28. embedded
29. entertaining
30. ethics
31. eye-contact
32. familiarity
33. formal clothes
34. forms of address
35. gesture
36. handful of smth
37. handshaking
38. hard-working
39. heated discussion
40. hospitable
41. hospitality
42. humiliation
43. indifferent
44. individualistic
45. inevitable
46. interruption, to interrupt
47. janitorial staff
48. lazy
49. lively
50. long-hours culture
51. macho culture
52. management layers
53. mean
54. meticulous
55. misconduct
56. misunderstanding
57. modest
58. narrow-minded
59. nasty
60. negotiations
61. noisy
62. patient
63. pay-for-performance
64. polite
65. precedence
66. probity
67. progressive
68. promotion by seniority
69. prompt delivery
70. public holiday
71. public-spirited
72. punctuality
73. quality-conscious
74. quiet
75. relaxed
76. remote
77. reserved
78. rude
79. sales rep
80. serious
81. smart casual
82. smokescreen
83. social rank
84. stereotypes
85. stony silence
86. subordinate
87. superior
88. taskforces
89. team of equals
90. to be engaged in
91. to be familiar with
92. to be likened
93. to cross one’s legs
94. to differentiate by position
95. to diffuse tension
96. to evolve
97. to fold one’s arms
98. to frown
99. to generate new ideas
100. to reinforce team-spirit
101. to underestimate
102. to withdraw
103. tolerant
104. transparency
105. trustworthy
106. unfriendly
107. unkempt
108. unobtrusive
109. unpredictable
110. unshaven
111. verbal combat
112. well-groomed hands
113. well-organized
114. working breakfast
115. working schedule

UNIT 6: TYPES OF BUSINESS ORGANIZATIONS

1. “off-the-shelf” company
2. agreement of association (company, etc.)
3. articles of incorporation
4. assets
5. association
6. bankruptcy
7. board of directors
8. bond
9. bookkeeping
10. business incubator
11. bylaws, statutes
12. CJSC (closed joint stock company)
13. collateral
14. common stock
15. company
16. competitor
17. contract
18. contractual disputes
19. corporate charter
20. corporate entity
21. corporation (incorporation)
22. costly
23. dividends
24. entrepreneur
25. expenses
26. factors of production
27. financial backer
28. financial gain
29. financial statement
30. for-profit corporation
31. franchise
32. franchise agreement
33. franchisee
34. franchisor
35. fraud
36. from time immemorial
37. general partnership
38. goodwill
39. individual (private entity)
40. inventory
41. investment
42. joint venture
43. joint-stock company
44. law of the jurisdiction
45. legal person (entity)
46. legislation
47. limited liability
48. limited partnership
49. LLC (limited liability company)
50. losses
51. mandatory arbitration
52. market share
53. memorandum of association
54. net worth
55. nominate contract
56. OJSC (open joint stock company)
57. opportunity costs
58. organization
59. over-the-counter stocks
60. partnership
61. personal income tax
62. preferred stock
63. premises (real estate)
64. profit vs loss
65. proprietor
66. proprietorship
67. receipts
68. record keeping
69. regulations
70. reward
71. risk
72. royalty fee
73. shares (stocks)
74. sole proprietorship
75. sole trader
76. startup
77. stock market
78. stockholder (shareholder)
79. supply
80. time factor
81. to assign
82. to bear risks and losses
83. to charge
84. to come to prominence
85. to contribute money
86. to evolve
87. to found a company
88. to give rise to litigation
89. to go bankrupt
90. to issue (e.g. shares)
91. to lodge a complaint
92. to make (conclude) contracts
93. to make a transaction
94. to open a bank account
95. to owe
96. to own
97. to pay the debts
98. to raise capital
99. to reap profits
100. to register a company (corporation, etc.)
101. to run a company (corporation, etc.)
102. to soar popularity
103. to sue (to be sued)
104. to terminate the contract
105. to track expenses
106. trademark
107. trade-off
108. treasurer
109. unlimited liability
110. voting rights
111. word of mouth

UNIT 7: COMPANY STRUCTURE

1. acquisition
2. array
3. assembly line
4. assets
5. at full capacity
6. autonomous
7. borrowing
8. business entity
9. cash balance
10. chain of command
11. contain/include
12. corporation
13. credit facilities
14. “customercentric” approach
15. decentralization
16. delayering
17. downsizing
18. empowerment
19. farsighted
20. fiscal year = financial year
21. fledgling firm
22. flexible
23. from the bottom up
24. functional structure
25. hierarchical structure
26. hierarchy
27. incompatible
28. individual proprietorship
29. infrastructure
30. inherent problems
31. innovative
32. line authority
33. line structure
34. manpower
35. manual
36. market share
37. matrix structure
38. merger
39. milestone
40. output
41. outsourcing
42. product line
43. production facilities
44. profit margin
45. pyramidal structure
46. retained earnings
47. sales force
48. staff structure
49. subordinates
50. superior = boss
51. takeover
52. to assist
53. to back out of
54. to be accountable to = to be responsible for
55. to be divided into
56. to be in charge of
57. to come in for
58. to come up with
59. to consist of/to be composed of/to be made up of
60. to cut back on
61. to delegate responsibility
62. to demolish
63. to fire up
64. to flop
65. to get down to
66. to get on to
67. to get rid of smth
68. to impede
69. to keep pace with
70. to keep up with
71. to lay the cornerstone
72. to live up to
73. to maintain
74. to make redundant
75. to pool together
76. to put in for
77. to put up with
78. to recommence
79. to report to
80. to spearhead
81. to split up
82. to typify
83. transfer prices
84. versatile
85. zest for
86. Company structure:
   a. Board of Directors
   b. Chairman (GB), President (US)
   c. Managing Director = MD (GB), Chief Executive Officer = CEO (US)
   d. Production Department
   e. Marketing Department
   f. Finance Department
   g. Research and Development Department (R&D)
   h. Personnel Department
   i. Market Research Dept.
   j. Sales Dept.
   k. Purchasing Dept.
   l. Accounts Dept.
   m. Conference Room
   n. Reception
   o. Planning Dept

UNIT 8: MONEY MATTERS

1. aggregate demand
2. aid
3. alimony
4. allowance
5. bargain
6. barter
7. bid
8. blackmailer
9. bribe
10. buck = dollar
11. building society
12. business venture
13. cash
14. cashier
15. checkable deposit
16. checking account
17. coinage
18. commodity money
19. consumption
20. convertibility
21. cost of living
22. credit card
23. currency
24. current account
25. debit card
26. deflation
27. demand deposits
28. deposit account
29. depreciation
30. devaluation
31. discount
32. distribution of wealth
33. dividend
34. double coincidence of wants
35. down payment
36. durable
37. duty
38. exchange value
39. excise duty
40. exorbitant
41. expenditure
42. extravagant
43. face value
44. fare
45. fee
46. fiat money/paper money
47. fine
48. fraud
49. free of charge
50. frugal/economical/thrifty
51. gratuity
52. gross-profit
53. hard up
54. heir
55. income
56. income tax
57. increments
58. inflation
59. inheritance
60. installment
61. interest
62. interest rate
63. intrinsic value
64. invoice
65. legacy
66. legal tender
67. liquidity
68. maintenance
69. managed currency
70. means of payment
71. medium of exchange
72. miser
73. monetary unit
74. money circulation
75. mortgage
76. near money
77. nest-egg
78. net profit
79. on credit
80. overdraft
81. overpriced
82. penalty
83. pocket money
84. premium
85. priceless
86. principal
87. prosperous
88. purchasing power
89. quid = pound
90. ransom
91. rebate
92. reduction
93. refund
94. relief
95. representative money
96. return
97. reward
98. royalty
99. sale
100. savings
101. savings account
102. scarce goods
103. scarce/tight money
104. settlement of debts
105. share
106. standard of value
107. store of value
108. subsidy
109. supplement
110. surplus
111. swindler
112. time deposit
113. to be backed by
114. to be broke/bankrupt
115. to be in the black
116. to be in the red
117. to borrow
118. to deposit money
119. to haggle
120. to inherit
121. to invest money
122. to lend
123. to pay off
124. to put money aside
125. to redeem
126. to save money
127. to squander
128. to tackle
129. to toss
130. to withdraw money
131. token coin
132. transaction
133. traveler’s check
134. turnover of money
135. unemployment benefit
136. unit of accounting
137. wear and tear
138. well off
139. will
140. windfall
141. worthless

UNIT 9: TELEPHONING

1. answering machine/ansaphone
2. area code
3. collect call/transferred charge
4. country code
5. dialling tone (US: dial tone)
6. direct line
7. engaged tone (US: busy tone)
8. extension number
9. have the wrong number
10. home number
11. mobile phone (US also: cell phone)
12. number unobtainable
13. off the hook
14. operator
15. person-to-person call/personal call
16. receiver
17. subscriber
18. switchboard
19. the line’s busy
20. to catch something
21. to connect
22. to dial
23. to dial a wrong number
24. to fix an appointment
25. to get back to somebody on something
26. to put somebody through
27. to return somebody’s call
28. work number
29. Can I take a message?
30. Can she call you back when she gets in?
31. Can we fix an appointment?
32. Could you speak more slowly, please?
33. Could you spell that for me, please?
34. Does Thursday suit you?
35. Good morning, this is Heike Hohner calling from Germany.
36. I look forward to hearing from you soon.
37. I’d like to leave a message for ...
38. I’d like to speak to Mr./Ms. Smith, please.
39. I’ll get back to you on that.
40. I’ll give her the message as soon as possible.
41. I’m afraid he’s away on business.
42. I’m afraid she’s not in the office today.
43. I’m calling about …
44. I’m returning your call.
45. I’m sorry, the line’s busy/engaged.
46. Just a moment, please. I’ll put you through.
47. Let me check my diary.
48. Sorry, I didn’t catch that.
49. Thank you. Bye.
50. Thanks for your help.
51. What was your name again, please?
52. Would you like to call back later?

UNIT 10: GIVING A SUCCESSFUL PRESENTATION

1. audience rapport
2. body language
3. flip chart
4. handout
5. lectern
6. O.H.T. - abbr. overhead transparency
7. overhead projector - O.H.P. abbr.
8. podium/platform
9. pointer
10. slide
11. to commence
12. to illustrate/to give examples
13. to outline
14. visual aids
15. whiteboard

TAPESCRIPTS

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UNIT 1: INTRODUCTION INTO BUSINESS ENGLISH

Exercise 10.

Conversation 1.
1st woman: I think it’s time that smoking was forbidden once and for all in all offices.
1st man: I agree entirely. And I think the management should be firm on this. It should be abolished on the firm’s premises.
2nd woman: Now wait a minute. I can’t say I share your views on that. The staff should be asked to vote first.
2nd man: Now, that’s just what I was thinking. We don’t live in a dictatorship, you know. I think grown people should be allowed to decide for themselves if they want to smoke or not.
3rd man: Maybe, but don’t you think non-smokers’ health can suffer if the smokers are allowed to continue?
3rd woman: Quite right, I couldn’t agree more. And it might also be a way of educating people to live and work in a more healthy fashion.

Conversation 2.
1st man: You know what, I think all companies should offer their employees free lunches.
1st woman: Quite right, I couldn’t agree more with that. After all of us have to work here all day and have no time to go home in the lunch hour it’s only fair.
2nd man: I can see what you mean. But what happens if the canteen food doesn’t suit you? Or just isn’t tasty?
2nd woman: That’s a good point. But I still think free lunches are a good idea. The company should have to give the employee the money to buy their own, if the lunches are not satisfactory.
3rd man: Yeah, I’m all in favour of that. The company made very high profits last year. They can afford it.
4th man: I couldn’t agree more. They could offer a wide variety of dishes to suit all tastes. It would be only fair.
3rd woman: Hm, I see things rather differently myself. I would like my lunch hour left to myself to decide where and what I eat.

Conversation 3.
1st man: It’s quite clear that overtime should be abolished so that people without jobs can find work.
1st woman: Yes, I’m all in favour of that. It would mean that lots of extra jobs could be created.
2nd man: Well, my opinion, for what it’s worth, is that the employers are not prepared to take on additional staff. They say it would be too expensive.
2nd woman: Now, that’s just what I was thinking. And another thing. If overtime is cut, it’ll simply mean that we’ll have to work twice as hard in normal working hours for the same money.
3rd man: I don’t think it’s a good idea either. The people who are unemployed are not necessarily the ones who have the skills to do our jobs.
4th man: Perhaps, but don’t you think we need to demonstrate to the management that we are prepared to consider alternatives to increased overtime. Anyway, my wife and family are sick of not seeing me as much as they could.
3rd woman: That’s a good point and we should also emphasize that the company should take on unemployed people and retrain them in the necessary skills they might not possess.

Conversation 4.
1st man: You know, I believe that we managers should have far more control over what employees do.
1st woman: You know, that’s exactly what I think. We need to know what work they are doing at every point during the day. That is the only rational way to organize an office today.
2nd man: I can’t say I share your views on that. My employees are not machines. They’re human beings. In my experience you get work done far more efficiently if you allow employees to work at their own pace.
2nd woman: Now, that’s just what I was thinking. The important thing is to allow each individual to work at a certain number of tasks, but not to watch over them too closely. They do a better job that way.
3rd woman: I can see what you mean, but my experience shows that only certain employees can be left entirely alone. The rest need watching closely or else they waste the firm’s time. And they are here to work after all.
3rd man: Maybe, but don’t you think, there is a limit to how closely we should watch our staff? After all, I don’t know about you, but I only have one pair of eyes. I can’t watch 25 people all at once and do my own work at the same time.

UNIT 2: RECRUITMENT

Exercise 8.

Linda: Excuse me, Mr. Lyle. Here’s Mr. Frame to see you.
Lyle: Thank you, Linda. Good morning, Mr. Frame. Please come in.
Frame: Good morning, Mr. Lyle.
Lyle: Please take a seat. May I introduce you to Mr. Coates here, our Training Manager.
Frame: How do you do, Mr. Coates.
Coates: Good morning, Mr. Frame. I hope you had a pleasant journey? No trouble finding us?
Frame: No. No trouble at all, thanks.
Lyle: That’s fine. Now then, let’s look at your application form. H’mm. Well, first of all, Mr. Frame, can you tell us why you want to train as a manager with us here at Galaxy Limited?
Frame: It’s um…it’s a job I’m interested in, and I really want to work in industry, Mr. Lyle. And your company is one of the best known.
Coates: You say it’s a job you’re interested in? What do you mean?
Frame: Well, of course I have no experience as a manager, and I don’t know very much about making chocolates. But the job description you sent me when I applied was very interesting. I mean, I decided I wanted a job like this when I was at university.
Lyle: Yes, there’s a note about it here. Let’s see. That was three years ago. In London, wasn’t it?
Frame: That’s correct. I finished there in 1978 and then I went to business school for two years.
Coates: Where you passed your diploma?
Frame: Yes. Just last month.
Lyle: Well, certainly your references are very good, Mr. Frame. But you say you finished at business school only last month. Is this your first interview?
Frame: No, this is my second. And I have two more this week.
Coates: Are they all for this sort of job? Same sort of vacancy?
Frame: Yes, they are. It’s what I want to do for a living.
Lyle: Excuse me. Come in? Ah, Linda. Coffee, is it?
Linda: Tea, actually.
Coates: Oh well, it’s hot and wet, right?
Linda: Right. Tea, Mr. Frame?
Frame: Thank you, yes.
Linda: Milk?
Frame: Yes, please.
Lyle: Thank you, Linda. We can manage from here.
Coates: What subjects did you like most at business school?
Frame: The work on personnel. I liked that the most, really.
Coates: Can you explain why?
Frame: I think it’s because I like working with people. And I’m very interested in personnel recruitment and training.
Lyle: Fine. And what about hobbies?
Frame: I enjoy sport. I play football and tennis.
Coates: Do you study at all?
Frame: I go to evening classes for German lessons.
Lyle: Well, I think that’s all that Mr. Coates and I want to ask you for now. Is there anything that you want to ask us?
Frame: Um…yes, there is. How long is the training? Is it a very long programme?
Coates: It’s a two-year programme. You work with a number of different managers during this time in a number of different offices. At the end of the two years we decide on the work that you’re best at.
Frame: I see. And what about conditions? Can you tell me anything about holidays and, um, things like that?
Lyle: To start, there are four weeks of holiday a year. Then there is the firm’s canteen, of course –
Coates: - very good value for money, our canteen –
Lyle: - and the starting salary for our Trainee Managers is between £4,500 and £5,500 a year. Your starting salary depends on your age, you see, and on your experience, qualifications, and so on.
Frame: I understand.
Lyle: Good. Is there anything else you want to ask us?
Frame: No, I don’t think so.
Lyle: That’s fine, then. Well, Mr. Frame, thank you very much for coming to see us. We hope to be able to let you know about the job in about two weeks.

UNIT 3: WRITING CV AND LETTER AND APPLICATION

Exercise 2.
The most important thing about applying for a job is that the letter you send should be clear, positive and short. You obviously have to include basic information like your name and address, and a number where they can contact you during the day, but I’d leave out
other personal information. Don’t state your age, for example, you can put in your date of birth if you wish, but I think it’s preferable to let the employer work that out from the dates of your education. And there’s certainly no need to include anything about your family. Don’t mention children or parents! I think work experience is more important than education, unless of course you’re applying straight from school. Those are the essentials. Then there are a few less important details. Mention spare-time interests if you can make them memorable, not just things like reading and stamp collecting. And put in your achievements, if you’ve done something you’re particularly proud of. And if it’s a big company, don’t forget to say exactly what job you’re applying for.

Exercise 4.
Here are ten golden rules for a letter of application.
Do write clearly.
Don’t use a pencil: write in ink on plain writing paper, or type if you can.
Do include your phone number if you have one.
Do include the name and address of the firm, and a reference number if there is one.
Do find out the name of the person you’re writing to, and how to spell it.
Do state the reason why you’re writing in the first paragraph.
Don’t sound negative or pessimistic, or over-confident either.
Don’t give the impression that you’re not going to stay long in the job.
Don’t finish the letter Yours faithfully unless you have started Dear Sir.
Do write your name clearly under the signature.

Exercise 8.
Tutor: Hello. Jonathan Briggs, isn’t it?
JB: Yes, that’s right.
Tutor: Do come in and sit down.
JB: Thanks.
Tutor: Right. Well, Jonathan, as we explained in your letter, in this part of the interview we like to talk through your application form…your experience to date, etc…and then in the second part you go for a group interview.
JB: Group interview…yes, I understand…
Tutor: So…your first degree was in Economics?
JB: Yes, but I also did Politics as a major strand.
Tutor: And you graduated in 1989. And I see you have been doing some teaching…
JB: Yes, I worked as a volunteer teacher in West Africa. I was there for almost three years in total from 1990 to…umm…1992.
Tutor: How interesting. What organization was that with?
JB: It’s not one of the major ones. It’s called Teach South.
Tutor: Oh, right. Yes, I have heard of it. It operates in several African countries, doesn’t it? And what kind of school was it?
JB: A rural co-operative.
Tutor: Oh, a rural co-operative, how interesting…and what did you teach?
JB: A variety of things in different years…ummm…I did…with Forms 1 to 3 mainly Geography and some English with Form 5. Then in my final year I took on some Agricultural Science with the top year…that’s Form 6.
Tutor: Right. Quite a variety then…
JB: I also ran the school farm.
Tutor: How interesting…
JB: I’ll be honest with you. At the end of the first year I really wanted to leave and come home.
Tutor: Why was that?
JB: Well…I was very homesick at first and missed my family…
Tutor: Umm…I can quite understand that.
JB: …and I also found it frustrating to have so few teaching resources, but I did decide to stay and in the end I extended my tour to a third year.
Tutor: Right. Things must have looked up then?
JB: Yes. We set up a very successful project breeding cattle to sell locally.
Tutor: Really?
JB: And then after a lot of hard work we finally got funds for new farm buildings.
Tutor: And you wanted to see things through?
JB: Uh-huh.
Tutor: And is that why you want to train to teach Geography?
JB: Yes. I’ve had a couple of jobs since then but I now realize I like teaching best. And I chose Geography because…because it is my favourite subject…and also because I think it has so many useful applications.
Tutor: Well…you certainly have had some interesting work experience. I’ll ask you now to go on to the next stage of…

UNIT 4: JOB INTERVIEWS

Exercise 2.
First interview
Interviewer: Good morning, Miss…
Sue Jones: Miss Jones. Good morning.
Interviewer: Miss Jones, yes, right. Hi. Um…now, you’d like to join our team, I gather.
Sue Jones: Yes, I would.
Interviewer: That’s…that’s very good. Er…I’d like to know a little bit about you. Perhaps you could tell me…perhaps we could start…if you could tell me a bit about your education.
Sue Jones: Oh yes, right. Well, I left school at 18 and for the first two years I went to Gibsons, you might know them, they’re an engineering firm.
Interviewer: Ah, yes, right.
Sue Jones: Um…and after that, I wanted to do a course, so I…I did a one-year full-time PA course and went back to Gibsons. I was PA to the Export Director. I stayed there for another two years and…and then moved on to my present company. Um…that’s Europa Marketing…um…Mr. Adair, the marketing director, offered me a job because Gibsons had...had worked quite a lot with Europa Marketing.
Interviewer: Oh, yes, Europa Marketing…yes.
Sue Jones: And I’ve been with them for three years now…um…first with the Marketing Director and…and now I’m with the Sales Director.
Interviewer: That’s all very interesting, Miss Jones. Urn…I…I’d like to know, what did you enjoy most at school? What was the course that you enjoyed most?
Sue Jones: Ah…foreign languages I liked best.
Interviewer: Foreign languages?
Sue Jones: We did French and German. Yes.
Interviewer: Mhm. And are you quite fluent in those now or…?
Sue Jones: Yes, a bit rusty now, but…um…obviously the more travel I can do the more I can use my languages and I’d like to learn another language. I’d like to add Italian as well.
Interviewer: Italian?
Sue Jones: Yes.
Interviewer: Very good, very good, that…that might be very useful. Now…er…tell me a little bit about…er…the work you’re doing at present.
Sue Jones: Um…well Europa Marketing is a marketing and public…public relations company.
Interviewer: Yes…I’ve heard of it.
Sue Jones: And they do…they do consultancy work for companies operating in the UK and European markets. Er…our clients come from all over the world…um…we deal with some of them by…by post, but most of them come to our offices and at least once during a project. I assist the Sales Director by arranging these visits, setting up meetings and presentations and I…I deal with all her correspondence. I’ve not been able to go with her on any…on any of her trips abroad, but I…I’ve been to firms in this country, several times on my own…um…to make these arrangements.
Interviewer: It sounds as if you’re very happy there, Miss Jones. I’m curious why you’d like to leave the m and join our company?
Sue Jones: Well…um…I know the reputation of Anglo-European and it has a very good reputation. And I feel that I would have more scope and opportunity in your company and the work would be more challenging for me. I might be able to possibly travel and use my languages because at the moment most of my work is…is rather routine secretarial-type work and I like the idea of more…um…challenges in my life really…
Interviewer: Yes, aha, aha.
Second interview
Interviewer: …yes, well, your CV seems pretty well up to scratch. Now, I wonder, can you tell me more about yourself?
Tom Richards: Um…well, I…
Interviewer: Yes?
Tom Richards: I…I’m…well, I think I’m serious…serious-minded, I…calm…
Interviewer: You’re calm?
Tom Richards: Yes, well, yes, I like a joke, though, good sense of humour. I don’t panic in a crisis and I…I enjoy working with all kinds of people. I…I even like…um…p…people who are, you know, bad-tempered or something like that.
Interviewer: Yes, but wh…where do you see yourself in let’s say five years’ time?
Tom Richards: Um…well, I…I see myself in the public relations and…er…well, one day I must admit I would rather like to set up my own consultancy in my own home town.
Interviewer: Mhm, what is it specifically about Anglo-European PR that attracted you?
Tom Richards: Er…well, first of all, I want to leave my present employers because they’re a small company and…er…I know about Anglo-European PR, I mean, they’re a…they’re a good company, larger. I think I’ll have more scope…er…the work will be more challenging. I mean, quite a lot of what I do at present is quite boring, it’s…it’s routine secretarial work.
Interviewer: And…and you’d like to move on?
Tom Richards: Yes, if I could, you know, hopefully to a job that gives me more opportunity. So I can use my initiative.

Interviewer: Mhm.

Tom Richards: Can I just ask you this question? Excuse me… I’d like to know if I get this job with Anglo-European, would I be able to… um… work abroad in one of your overseas branches?

Interviewer: Oh, yes, certainly.

Tom Richards: Oh, good.

Interviewer: Um… our staff regularly do six-month placements in other branches.

Tom Richards: Six. Oh well, that’s good.

Interviewer: So I’m sure you might…

Tom Richards: Um… that’s what I’m interested in.


Interviewer: So I’m sure you might…

Tom Richards: Um… that’s what I’m interested in.

Interviewer: Mhm. Can I… I’d like to know what you consider your strengths and your weaknesses.

Tom Richards: Um… strengths and weaknesses? Haha. Well, I… I mentioned before, I think my sense of humour… er… and my ability to work with all types of people is a particular strength.

Interviewer: Yes.

Tom Richards: My weakness? I don’t know, I suppose I’m a bit of a perfectionist… I… I’m quite often dissatisfied with what I’ve done. I always think I can do it better, you know, or in a different way.

Interviewer: I wouldn’t call that a weakness, I’d call that a strength.

Tom Richards: Well… ah… well, that’s good, well… I mean, apart from that I… I suppose I get a little bit sort of full of the ‘Wanderlust’ and that’s why I want to travel. I’m easily bored with repetition and… er… and procedure.

Interviewer: Do you have a lack of commitment?

Tom Richards: No, not at all. No… er… once my goals are set and I’ve got the right sort of initiative then… er… I… I’m as committed as anybody.

Interviewer: Not one of these people who wanders off?

Tom Richards: No, not at all.

Interviewer: Now… um… is there anything else you’d like to ask me?

Tom Richards: Aha… yes, if I can get down to the nitty-gritty: would the salary be reviewed at the end of the year?

Interviewer: Yes, the salary would be reviewed every six months. And after six months you’d also be eligible to have the company’s bonus scheme.

Tom Richards: Oh, I didn’t know that. Oh, that’s good, yes.

Interviewer: Right, well… um… time is pressing on, I’m afraid, so thank you very much for coming to see me and we’ll be in touch with you before the end of the week.

Tom Richards: Good. Well, thank you for seeing me.

Interviewer: Goodbye.

Tom Richards: Bye.

UNIT 5: BUSINESS ETIQUETTE

Exercise 5.

1. Alex White, a new employee, meets Chris Grey.
   Alex White: I’d like to 1) introduce myself. My name’s Alex White and I’m the new export sales coordinator.

2. Liz Jones, a colleague from Canada, is visiting the office in London.
   Tony Harris: Ms. Smith, I’d 4) like you to meet Mrs. Jones. Mrs. Jones is from our sales office in Toronto.
   Liz Jones: Hi!
   Claire Smith: 5) How do you do, Mrs. Jones? I’ve been 6) looking forward to meeting you.
   Liz Jones: Oh, please 7) call me Liz.
   Claire Smith: And I’m Claire.
   Liz Jones: Hi.
   Claire Smith: Well, Liz, did you 8) have a good journey?
   Liz Jones: Yeah, not too bad…

3. Miss Lucas, a visitor from Argentina, is introduced to Mr. Evans.
   Mrs. Green: Mr. Evans, 9) have you met Miss Lucas? She’s from Argentina.
   Mr. Evans: Yes, I think we’ve met before. It’s 10) good to see you again!
   Miss Lucas: That’s right, hello again. 11) How are you?
   Mr. Evans: Fine, thanks…

Exercise 15.
Speaker 1 Polly, from Zaire
Polly: My name is Polly Matembeka. I’m from Zaire. I don’t know if you know the country, where is it? In Africa, in the mid land of Africa. It’s a huge country which has got about nine borders.
Interviewer: I’d just like to ask you a bit about work in Zaire. Can you tell me how long the working day is - what time people start and finish work?
Polly: Usually people start at 8 o’clock and finish about 4.00. But it depends on the factory or the company you are working in. There are those who are well-organized who want to start at 7.30 and finish just 30 minutes before. And those who start at 8.30. So it depends on the management.
Interviewer: So it depends on the company, somewhere between 7.30 and 8.30 in the morning.
Polly: Yeah.
Interviewer: And do people stop for lunch?
Polly: Yes, they stop at, er, 12.30 normally for one hour and a half and then they come back.
Interviewer: Do they go home for lunch?
Polly: Some of them, but there is some restaurants nearby to sell food and people who are not, don’t have cars or for who their homes are very, are not very near the company wish to go just nearby and buy some food and then come back to work.
Interviewer: What time do people finish work?
Polly: They finish about 4 o’clock.
Interviewer: What do they do after work, in their leisure time?
Polly: That’s very interesting because you know in my country people love, you know, the time after the work so some of them go to drink some beer, local beer, a kind of lager which is very popular and then they go back home after having some beer somewhere but it depends on each other.
Interviewer: And what sort of clothes do people wear to work?
Polly: They wear smart clothes, because when you are not smart I think you can’t work. The boss can ask you to go back, to go back home and… but it’s really forbidden to wear, you know, whatever you like. There is special clothes for work. Especially suits.
Interviewer: And ties?
Polly: No, we don’t wear ties in Zaire.
Interviewer: Too hot?
Polly: No, it’s political reason.
Interviewer: Oh, I see.
Polly: About 20 years ago, or 22 years, the President forbade people to wear ties, until now, but since the last year they start again.

Speaker 2 Mohammed, from Bangladesh
Interviewer: And how long is the normal working day?
Mohammed: Well, we start at 7.30 and we end at two o’clock in the afternoon. That’s the normal working day.
Interviewer: And which days of the week are holidays?
Interviewer: What sort of clothes do people wear in offices?
Mohammed: Oh, normal clothes er, are um, trousers and shirts.
Interviewer: Tie?
Mohammed: Um, tie? No, not usually, unless there is something formal.
Interviewer: What do people do in the evenings?
Mohammed: Uh, you see, uh, um, from two o’clock they are free, so usually they do a little bit of shopping in the afternoon and er, usually they stay with their families and take their children out and…

Exercise 16.

Speaker 1
Interviewer: What do most people want to do when they visit Zaire?
Polly: When people visit Zaire they want to visit people and go to visit sights, touristic sights which are very popular in Africa. I don’t know if you have heard about safari… You can take your safari from Kenya until Zaire because it’s only one land, one savannah. It’s very beautiful. It’s very attractive and we’ve got a lot of rivers and very beautiful.
Interviewer: When visitors come, do they manage to meet local people?
Polly: There is a difference between people who visit the country especially American people and European people. When the American come they usually go straight to people and stay with them. They come with cars, big cars for travelling and they stay with local people. But European want to stay in hotels and go to visit people and then come back to hotels which is, you know, very different.
Interviewer: And do you find that visitors are willing to try the local food?
Polly: Yes, yes I think so. Especially the American, when they come they usually go straight to those low restaurants when they can find only local foods. And they want to try them.
Interviewer: Is it very spicy?
Polly: Not really, not very spicy - we usually cook with vegetables, it’s not very spicy.
Interviewer: Do you think there are any customs that tourists particularly have problems with?
Polly: Yes, we have too many customs. Ok, when tourists come in Zaire, I told you that they go straight to people. And people are very… you know, they don’t mind meeting
other people. You know we are sociable when someone comes in a family you have to take him to the neighbour; ‘Oh, I’ve... I’ve got a visitor and so on and so on; so maybe in five minutes everybody comes to visit us and you’d be surprised to find a huge number of people around you, trying to ask you questions and so on, which is very strange.

Speaker 2

Interviewer: Do foreigners have difficulty in adjusting to your customs? Are there any customs that cause them problems?

Mohammed: I don’t think there is any.

Interviewer: Are you ever irritated by the behaviour of foreign visitors?

Mohammed: No not at all, (laugh) no.

Interviewer: What do you feel about visitors who, who don’t try to learn the language for example?

Mohammed: Well, er, I, we don’t mind and er, we expect that they, they won’t be able to learn our language because it’s, it’s a difficult language.

Interviewer: What about people who don’t try the local food?

Mohammed: Ah, ah, what I, I have a feeling that they try our local food because that’s different, that’s something er, specially, you know, er, hot and (Mm) so they do try often..

Interviewer: And like it?

Mohammed: Yeah. They, they do say they like it.

Interviewer: Um, does it bother you if people wear holiday clothes all the time, I mean very informal clothes?

Mohammed: No, no, we rather expect them to wear holiday clothes, yeah.

Interviewer: And what about people who come to Bangladesh and see nothing but the tourist sights?

Mohammed: Well, okay, er, Bangladesh is full of er, ordinary people, and I think it would be better for the tourists to see ordinary people rather than those few tourist sights.

UNIT 6: TYPES OF BUSINESS ORGANIZATIONS

Exercise 11, 12.

Speaker: Now I’ll assume you all know what a franchise is. Yes? So let’s have a look at the roles of the franchisor and the franchisee. In most cases the franchisor usually supplies seven things.

Firstly, an established product or service and a well-known brand image. And then he’ll supply an operating manual, showing how the business should be set up and run. He’ll also supply help, advice and training in setting up the business. He’ll normally give continuing advice and training during the life of the franchise. And then he’ll normally supply all the equipment that’s required to set up the business. Then he’ll continue to supply a stock of the product, which he’ll be able to obtain cheaply in bulk. This may result in savings, or depending on the franchisor’s mark-up, commit the franchisee to buying at above market price. And lastly, he’ll be responsible for local, national and even international advertising.

Questioner: Sorry to interrupt, but I think it’s important to emphasize that the on-going support you mention may vary a lot from franchise to franchise. The brand image of the product and the level of help you get at start-up are visible. But what is likely to happen after, say, twelve months of operating the franchise is much harder to foresee. For example, if things go wrong and your profits are low, you need to know what kind of help you’re likely to get – do the franchisor’s advisers or trouble-shooters visit regularly? Do
they have a mobile back-up team to take over in an emergency? I think it’s important to
be clear about things like that. Are there any other things like that you need to be beware
of?
**Speaker:** Oh, yes. Yes, I agree with you about the importance of this. Yes, there are
many other aspects of continuing support. You need to know if there will continue to be
refresher courses to retrain staff – and if there are, will these courses be good and how
much will they cost? You’ll also want to know if the franchisor is devoting part of his
profits to on-going research and development of the product. And you also want to be
sure that, if he’s charging you a levy for advertising, that this money’s actually being spent
in advertising. That kind of thing. But let’s discuss this later on.
**Questioner:** Thank you. Yes.
**Speaker:** Now, if we look briefly at the other side of the operation: what the franchisee
brings to the business. The first thing he brings – I’ll call the person he, though of course
it may well be a she! The first thing he brings is capital: he has to pay a capital sum to buy
the franchise for a particular territory: for a big hamburger franchise this could be as half
as much as half a million pounds. Of this, normally, 30% would be the franchisee’s own
capital, and 70% from a bank. Banks look very favourably on franchises.
He also has to pay a monthly fee to the franchisor, this is usually based on percentage of
sales – not profits. There may also be an advertising levy.
He also has various commitments under the terms of his contract, some of which have a
good side and a bad side. For instance, he’s committed to following the franchisor’s
methods. Also he can’t sell the franchise without the franchisor’s agreement. You also
know that he’s obliged to show the franchisor all his documents and sales figures and he is
also committed…

**UNIT 7: COMPANY STRUCTURE**

**Exercise 12.**
**Mrs. Bronson:**…Margaret, I’d like to introduce you to Michael Hill from our Australian
branch.
**Margaret:** Hello, Michael, pleased to meet you.
**Michael:** How do you do?
**Margaret:** How’s your first day doing?
**Michael:** Oh, very well, thank you. It’s…it’s all very interesting.
**Mrs. Bronson:** I was just telling Michael what the set-up here is – who’s where and
what’s what, so to speak. I was wondering if I could hang him over to you now?
**Margaret:** Oh, yes, sure, fine. Um…would you like to come this way…
**Michael:** See you later, Mrs. Bronson.
**Mrs. Bronson:** Yes, sure.
**Michael:** What was…what was the room next door to Reception? I heard a strange noise
coming from it.
**Margaret:** Oh, right, yes, that’s where the photocopier is.
**Michael:** Oh, I see. That’s what it was.
**Margaret:** Yes, we’ve had a new one installed. It’s very fast but it makes even more noise
than the old one, unfortunately. Right, let’s go this way now.
**Michael:** OK.
**Margaret:** Um…opposite Mrs. Bronson’s office just here is the General Manager’s
office…
Michael: General Manager, fine.
Margaret: I’ll expect he’ll speak to you later.
Michael: OK.
Margaret: And, um if…we go right down the corridor, on the right-hand side are the lifts.
Michael: Fine.
Margaret: And on the left are the stairs.
Michael: OK.
Margaret: So they’re handy opposite each other.
Michael: Right, fine.
Margaret: And, er, in there by the stairs also is the coffee machine.
Michael: Oh, right, very useful.
Margaret: Yes, the most important thing of all. You’ll meet most of the members of staff there, I should think.
Michael: Fine.
Margaret: And, er, if you keep going down the corridor, on the right-hand side, just down here, you can see the conference room.
Michael: Great.
Margaret: And, as we go round the corner on the right, here is the sales department.
Michael: Sales, OK.
Margaret: And as we come round the corner on the left is the purchasing department.
Michael: OK.
Margaret: And, if you can see, just down the end of the corridor is our marketing department.
Michael: Oh, that’s where they are, right, fine.
Margaret: That’s right, next to you actually, in the accounts department.
Michael: Right.
Margaret: Which is just on the right here.
Michael: Huhu.
Margaret: And on the left opposite, is the canteen.
Michael: Oh, very important.
Margaret: It’s open at lunchtime and in the afternoon as well.
Michael: Oh, great.
Margaret: Between three and four.
Michael: Ok, right.
Margaret: And if we come in here on the right, then. That’s your desk over by the window.
Michael: Oh, that’s marvelous.
Margaret: Yes. With a lovely view of the park.
Michael: Oh, isn’t that beautiful?
Margaret: It’s better than the view from my office.
Michael: Right. Oh, well that’s marv…Just one thing, I wondered if you could perhaps tell me where the…where the gents toilet is while we’re about it?
Margaret: Oh, right, yes, of course. Erm. It’s at the end of the corridor just opposite reception.
Michael: Right. Thank you. I’ll…I’ll see you in a minute.
Margaret: Right, OK…

Exercise 16.
Presenter: Today we are talking to Philip Knight about the structure of Biopaints International. Philip’s the General Manager of the Perth factory. Philip, do you think you could tell us something about the way Biopaints is actually organized?

Philip Knight: Yes, certainly. Er…we employ about two thousand people in all in two different locations. Most people work here at our headquarters plant. And this is where we have the administrative departments, of course.

Presenter: Well, perhaps you could say something about the department structure?

Philip Knight: Yes, certainly. Well, now first of all, as you know we’ve got two factories, one here in Perth, Australia, and the other in Singapore. Lee Boon Eng is the other General Manager, over here in Singapore.

Presenter: And you are completely independent of each other, is that right?

Philip Knight: Oh, yes. Our two plants are fairly independent. I mean, I am responsible to George Harris, the Production Manager, and we have to co-operate closely with Rosemary Broom, the Marketing Manager.

Presenter: Mm, yeah.

Philip Knight: But otherwise, as far as the day to day running is concerned, we’re pretty much left alone to get on with the job. Oh, and I forgot to mention finance. The Finance Director is Weimin Tan. She’s a very important woman. And her task is to make sure the money side of things is OK. The accountant and such people, they report to her directly.

Presenter: Is that all?

Philip Knight: Oh, no, no. There’s Personnel too.

Presenter: Oh, yes.

Philip Knight: That’s quite separate. Deirdre Spencer is Personnel Manager. And the Training Manager reports to her, of course.

Presenter: What about Research and Development? Isn’t that a separate department?

Philip Knight: Well, in terms of the laboratories, there are two: one at each production plant. But it’s a separate department and it has a separate head. And that’s Dr. Tarcisius Chin.

Presenter: Are there any other features worth mentioning?

Philip Knight: There’s the planning department – Chow Fung is in charge of that. And a purchasing department – they buy in the materials for production.

Presenter: Yes, and what about the board of directors and the chairman?

Philip Knight: Yes, well they’re at the top, aren’t they, of course? I mean, a couple of the executives are directors themselves. The Managing Director, of course, that’s Robert Leaf and then there’s…


A: OK. Let’s look at the new organization of Schering, France. Can everybody see that?

B: Yes.

C: Yes, it’s fine.

A: At the top here we have the General Manager and he has six people who report to him. There’s the Director responsible for strategic coordination. Then there’s me. I’m responsible for development and marketing. Then there’s the Production Director, the Financial Director, the Personnel Manager and the Pharmaceutical Director. Any questions so far?

C: No, none.

B: It’s very similar to the Nordic countries.
A: OK. Let’s look at my team in more detail then. As you can see, I have a Commercial Director, a Medical Director and then there are three Unit Directors. Two of them are responsible for domestic sales and one for foreign sales. But the interesting thing about these units is the work groups. As you can see, one unit has three work groups and another has four.

B: That is rather different.

C: What’s the point of having these groups?

A: They have a lot of advantages. Firstly, each one works in a different medical field so they can develop the necessary specialized knowledge. Secondly, it’s very motivating for the staff. Each group is a separate profit centre. They are totally in control of their own budgets so they have a lot of responsibility.

B: How big are the groups?

A: There are six people in each one. There’s someone from marketing and someone from manufacturing. Then there are two doctors, one responsible for medical communication and the other working on research and development. There’s someone from the sales force and someone from the Pharmaceutical Department. So each person represents a different section of our organization. And that’s another big advantage. There’s a wide range of expertise to draw on when they’re making decisions.

C: Yes, I see what you mean.

B: It’s very interesting indeed.

UNIT 8: MONEY MATTERS

Exercise 15.

LVMH advances in slowing market
LVMH, the French luxury goods group which owns a string of prestigious brand names ranging from Louis Vuitton luggage to Hennessy cognac, saw net profits rise by 7% to FFr 1.29 bn ($239 million) from FFr 1.21 billion in the first half of the year in spite of the downturn in the luxury products industry. The group saw overall group sales in the first six month of this year rise by 4.5% to FFr 9.68 billion from 9.26bn in the same period last year. Operating income showed a marginal increase to FFr 2.35 billion from 2.34bn. Wines and spirits, which have borne the brunt of the economic slowdown, suffered a fall in sales to FFr 4.44bn from FFr 4.76 billion, while operating profits slipped to FFr 1.26bn from 1.51bn. Luggage and leather products were also affected by Japan’s instability, but managed to increase operating profits to FFr 890 million from 827m on sales up to FFr 2.33bn from 2.15bn. Perfumes and cosmetics benefited from the launch of Dune, a new Christian Dior fragrance, and Amarige, under the Givenchy umbrella. Sales rose to FFr 2.54bn from 2.05 billion and operating profits to FFr 330m from 321 million.

Exercise 18.

Profit before tax at £210.4m was ahead by 10.6% on turnover of £2,126.1m, up by 4.6%. We must allow for the 1995 review of chemists’ labour and overhead costs, as well as the net impact of currency fluctuations. Adjusting for these, profits were ahead by 12.8% on turnover up by 7.3%.
Retail Division turnover at £1,832m increased by 4.2%, and profits at £130.7m were up by 11.1%. UK sales and profits increased by 5.5% and 10.6% respectively, before property disposal surpluses.

Industrial Division achieved sales of £404.9m, an increase of 5.7%, with profits of £66.6m, ahead by 3.7%. At comparative exchange rates these increases become 11% and 15.6% respectively. The UK retail sales increased by 5.5% from an unchanged sales area.

**Exercise 27.**

**Tyler:** This meeting has been called, gentlemen, because of the serious financial situation in which Hamilton’s now finds itself. I’m sure this comes as no surprise. We have been told by the Board, in short, to reduce costs.

**Brown:** This isn’t going to be another call for more redundancies, is it, Mr. Tyler?

**Tyler:** I’m not asking for anything at all at this stage, Mr. Brown. I merely want to explain the position clearly to you so that you can inform your members. We need a full and open discussion on the matter.

**Scott:** I’m glad to hear that. At our last meeting, when Mr. Brown here explained that our Union wanted more information on all financial matters, you told him to let the managers do the managing. Now it seems that a ‘full and open discussion’ is convenient from management’s point of view. So, perhaps Mr. Curry will now fill us in on some of the financial details.

**Curry:** I have the latest figures here with me, Mr. Scott. They are the worst in the company’s long history - even worse than the trough we experienced in 1975. In point of fact, a trading profit of just over one million pounds was turned into an overall loss of substantially more than four million pounds.

**Brown:** And what do you say was the cause of that?

**Curry:** Amongst other things, an overseas tax charge of five million pounds, and an unusual cost of ten million pounds which was incurred after we had been advised to close down our unprofitable Asian operation.

**Brown:** That’s all behind us now. It’s this current year we should be worrying about.

**Curry:** Worry is the right word to use, Mr. Brown. We calculate that with the fall in world demand, we will be working at only three-quarters capacity next year.

**Brown:** So we are talking about redundancies.

**Tyler:** Mr. Brown, please. We are also talking about finding ways of making the company more competitive, surely. That means finding about 90 million pounds to invest in new plant and equipment.

**Scott:** And where is the 90 million pounds going to come from?

**Tyler:** Well, for example, we could ask the government if they would be prepared to support an increase in our bank borrowing. After all, our exports are worth over fifty million pounds to the country.

**Scott:** And there are the hundred and fifty thousand people who work for this company all over the UK, and the thousands of other workers employed by our components suppliers.

**Tyler:** We haven’t forgotten that, Mr. Scott. I said at the beginning of this meeting that things were very serious. However, the government is considering its policy very carefully at the moment.

**Brown:** What? Is the government going to increase its shareholding in Hamilton’s?

**Tyler:** We have been asked to find out if there is any way in which the government could take up more shares in the company. The advice we’ve received on the matter, however,
is that at the moment such a move would be against regulations. We are working on that problem now.

Curry: In the meantime, our shareholders are far from happy about recent developments. There is talk of an extraordinary meeting of the shareholders and a number of them have said that the company should be sold.

Brown: Hamilton’s would go to a foreign company, then.

Scott: Yes, and if history is any guide, they would sell off the most profitable parts of Hamilton’s, and our members would face even -

Tyler: Let us talk more realistically, gentlemen. Although some of our shareholders may want to make a sale of this kind, I’m sure the government would not allow it.

Curry: And, indeed, should the government decide to take up a large number of shares, they may very well consider selling them to Hamilton’s employees at an attractive rate.

Scott: Ah, Mr. Curry, I think we are getting to the point of this meeting at last. But before you start introducing plans like that, remember that our members are looking for immediate improvements in their wages.

Tyler: Mr. Scott, do you know that over half of the present shareholders have holdings that are worth little more, on average, than twenty pounds?

Scott: Meaning?

Tyler: Meaning that it is quite common to have a small investment in a company. Surely - Mr. Scott, Mr. Brown - surely, the greater our employees’ share in the company, the better the incentive to make the company profitable.

UNIT 9: TELEPHONING

Exercise 2.

Training officer: Right. I think the best thing is if I give you some rules. If you make notes now, you can ask questions and we can discuss what I’ve said afterwards. Is that OK? . . . All right.

Right, first of all, give your name slowly and clearly. Identify yourself and your position in the company, all right? Just make sure you’re talking to the correct person. Right, after that, say right away what you’re calling about, don’t expect the other person to guess this or work it out. Plenty of mistakes are made that way! Be brief, remember that the other person may have other things to do than to talk to you on the phone.

Right, also if it’s a bad line, say that you’ll call back at once. Then ring back and start the call again. OK? Speak slowly and clearly, but in a friendly voice and smile! All right? The other person can hear if you smile. Don’t let the other person misunderstand your attitude as being, you know, unfriendly.

Ah, right, don’t use technical terms or abbreviations, because the other person may not understand these as well as you do. Also give important information, like figures, names, quantities, dates and so on, slowly and carefully. Repeat all the important information. Make sure that the other person has noted it down correctly - especially numbers, which are often the most difficult thing to understand over the phone. Also let the other person finish speaking – don’t interrupt him or her even if you think you know what he wants to say. That’s...they’ll take it as very rude.

Ah...if possible, don’t phone during the other person’s lunch hour or just before they’re about to stop work for the day, right? Find out what time it is in the other country before you call. I mean, think about it from your own point of view, I mean if you’re heading off for a sandwich you don’t want to have to be on the phone for an hour or so before...
Also note down all the important information you’re given by the other person. OK? You don’t want to have to waste the phone bill calling up again. Now, if you do all this, you can prevent misunderstandings occurring. OK, well, if you have any questions, anybody?

Exercise 6.
1. This is Susan Grant. I’m calling about my order for one MQ 20, which I sent you by post about three weeks ago on behalf of my company, Richmond Studios. I sent Mr. Collins a cheque for £425 with my order, so that I could get it at the special offer price you advertised till the end of the month. The problem is that I haven’t received any acknowledgement of the order. Could you please confirm that you have received my order and that you can ship me the goods at the special price. If there’s likely to be any delay or any other problem, could you please phone me, Susan Grant, 0303 518136. The order was sent on the 5th of this month. I’d like to know when I can expect delivery, please. The company address is 14 High Street, Woodbridge, Ipswich (IPSWICH), IP12 4SJ. Thanks very much.

2. Hello, this is Peter Redford, calling from Eastern Enterprises in Boston. I’ve got a meeting with Mr. Collins on Friday afternoon. I’d like you to tell him that I’ll be unable to make it, I’m afraid. The reason is that there’s a problem with the hotel accommodation I booked over the telephone: they’ve had a fire and now they can’t let me have a room. I’ve tried other hotels in the town, but they’re all full because of the convention. The only thing I can do is to come up to see Mr. Collins on Monday morning, that’s the 23rd, if that’s OK. I’ll assume this change of date is OK if I don’t hear from you. Oh, if Mr. Collins has any good ideas for solving the accommodation problem, please call me at this number: 617 032 0876. OK? My name again is Peter Redford – that’s REDFORD. OK. Thank you very much. Goodbye.

3. This is Alex Brown. I’d like… I’d like you to give Mr. Collins a message when he gets back. Here’s the message: I’ve got to stay an extra two days here in Los Angeles and I’m trying to get a flight back on the 14th. The problem is that the direct flight is full, so they’ve put me on the waiting list. This means I may not be back in the office till Wednesday, that’s the 17th. If this is the case, I’d like Mr. Collins to be ready to take over if I can’t make it to the meeting on Tuesday with Orion International (that’s ORION). All the information he requires is in the file which is on my desk. It’s the one with Olivia Flaubert’s name on (that’s OLIVIA FLAUBERT). He’ll need to pick her up from her hotel first thing in the morning, she’ll be staying at the Talbot Hotel (that’s TALBOT). If there’s any problem you can leave a message for me at my hotel (on um...213 666 4529) or send a fax to the hotel for my attention (on 213 875 4114).

Exercise 11.
1. Could you please send us 300 kilos of white rice?
2. It’s very good value at the moment: the price is only 18 cents per kilo.
3. We require two boxes of ripe bananas, please.
4. Er… the price per box is £115. Is that OK?
5. So the total price is going to be 4,295 francs, all right?
6. Our phone number is 456984 is you need to contact us.
7. So I’d like to order 40 kilos at £14 per kilo.
8. Our order number is JG 404.
9. Have you got that? 500 items are going to cost $900.
UNIT 10: GIVING A SUCCESSFUL PRESENTATION

Exercise 5.
Good morning ladies and gentlemen; we haven’t all met before so I’d better introduce myself. I’m Luis Lopez from the Development Department of Citrus Incorporated...I should say before we start that I hope you’ll excuse my English, I’m a little out of practice; …Anyway, I’m going to be talking this morning about a new product which we are planning to launch in two months’ time; its called KOOL-OUT, that’s K-O-O-L dash O-U-T, and it’s a lemon-flavoured drink … .

Well, I’ll start with the background to the product launch; and then move on to a description of the product itself; finally, I’m going to list some of the main selling points that we should emphasize in the advertising and sales campaign. I think if you don’t mind, we’ll leave questions to the end...

Now firstly, as you all know, we have had a gap in our soft-drink product range for the last two years; we have been manufacturing mixed-fruit drinks and orange drinks for the last ten years, but we stopped producing lemonade two years ago; I think we all agreed that there was room on the market for a completely new lemon-flavoured drink… . Secondly, the market research indicated that more and more consumers are using soft drinks as mixers with alcohol so, in other words, the market itself has expanded. This brings me to my next point which is that we have a rather new customer-profile in mind; I must emphasize that this product is aimed at the young-professional, high-income, market and not the traditional consumer of old-fashioned lemonade. At this point we must consider the importance of packaging and design, and if you look at the video in a moment, you’ll see that we have completely re-vamped the container itself as well as the label and slogan ... Now to digress for just a moment, the more sophisticated packaging means a high unit cost, and this may be a problem in the selling area, but we’ll have a chance to discuss that aspect later...so...to go back to my earlier point, this is a totally new concept as far as Citrus Incorporated are concerned; as you see we are using both the new-size glass bottle and the miniature metal cans. Finally, let’s look at the major attractions of the product. In spite of the higher price it will compete well with existing brands; the design is more modern than any of the current rival products, and incidentally the flavour is more realistic and natural... it’s low calorie, too.

.. so just before closing, I’d like to summarize my main points again...We have KOOL-OUT, a new design concept, aimed at a relatively new age and income group; it’s designed to be consumed on its own, as a soft drink, or to be used as a mixer in alcohol-based drinks and cocktails. It comes in both bottle and can and this will mean a slightly higher selling price than we are used to; but the improved flavour and the package design should give us a real advantage in today’s market...Well, that’s all I have today for the moment, thank you for listening, now if there are any questions, I’ll be happy to answer them...

Exercise 6.
Do you find it difficult to say ‘no’? I’d like to talk this morning about how managing your time more effectively can make you a better worker and to show you that other people’s demands on your time can make you less effective. First of all, if you regularly work very long hours, are in the office most evenings and weekends, and rarely take a holiday, you
might think that this is necessary in order to justify your salary. But in fact, what you are doing is subjecting yourself to high levels of stress which in the long term will force you to take time off through illness - so, why not organize your time now so that you remain effective at work and lead a balanced life? If you don’t believe me, this chart shows you how many stress-related diseases we now suffer from. As you can see, these diseases are most common not necessarily in jobs where salary levels are high but where the level of responsibility is high. Remember that not only you but also your family suffers as a result of stress. Turning to my second point, if you spend part of your working day doing things for others which they could do for themselves and if you work longer hours than the people you work with, then perhaps it is time for you to delegate. I would like to develop this point and I hope I can give you some practical suggestions as to how you can do this. First of all you have to decide what to delegate. Secondly you have to decide who to delegate to. Make sure the person wants and accepts the extra responsibility and has the necessary experience to do the job well. Give them all the support they need but do not do the job for them. This will help you to use your time more effectively. To conclude, if you have difficulty saying ‘no’ to other people, start saying ‘yes’ to yourself. Believe me, you will notice the difference.
REFERENCES:

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