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Кафедра английского языка гуманитарных факультетов

ENGLISH FOR OFFICE WORK

Student's Resource and Activity Manual

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Практикум является частью учебно-методического комплекса по английскому языку для студентов специальности «Документоведение» и включает материалы и методические рекомендации по внеаудиторной самостоятельной работе. Он построен по модульному принципу, где каждый модуль обобщает несколько тематических разделов учебно-методического пособия «English for Office Work». Методика подачи материала способствует развитию навыков самостоятельной работы студентов с профессионально ориентированным текстом.

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ПРЕДИСЛОВИЕ

Практикум по контролируемой самостоятельной работе (КСР) студентов являются одним из важнейших компонентов УМК по английскому языку для студентов специальности документоведение. Наряду с базовым учебником профессионально-ориентированного характера, терминологическим словарем, а также методическими рекомендациями для преподавателей они входят в число обязательных элементов УМК, способных интенсифицировать учебный процесс по иностранному языку и разнообразить традиционные формы его проведения.

Практикум по КСР составлен в соответствии с требованиями «Программы по английскому языку для студентов высших учебных заведений неязыковых специальностей», которая определяет главную цель обучения как «формирование умения самостоятельно читать литературу по специальности с целью извлечения информации из иноязычных источников».

Актуальность издания данного практикума обусловлена увеличением удельного веса КСР в учебном процессе по иностранным языкам (до 20%) и связанной с этим необходимостью методического обеспечения данного направления учебной деятельности. КСР предполагает планируемую внеаудиторную работу студентов, которая выполняется по заданию и при методическом руководстве преподавателя. Следовательно, учебное пособие является своего рода информационным ресурсом, путеводителем самостоятельной деятельности студентов. Оно позволяет создать не только новые формы языковой подготовки специалиста, связанные с умением самостоятельно добывать знания, но и помогает обучаемым формировать свои образовательные программы в целом и самостоятельно их реализовывать (является резервом формирования интереса к познавательной деятельности в целом).

Практикум состоит из пяти модулей, соответствующих пяти разделам базового учебника. Работа над изданием распределялась следующим образом: модуль *Office Work* подготовила Н.А.Красуцкая, *Correspondence* – С.В.Воробьева, *Business* – М.И.Нечаева, *Finance* – О.Б.Тесевич, *Trade* – Л.Н.Туманова.

Модули структурно однотипны, что формирует у студентов навыки рационального труда и делает самостоятельную работу более понятной и системной. Каждый модуль включает разделы *Vocabulary Focus*, *Evaluating Through Reading*, *Targeting Grammar*, *Evaluating Through Listening*, *Evaluating Through Writing*, *Project*, *Problem Issues*.

Раздел *Vocabulary Focus* содержит упражнения на повторение и закрепление лексики по изучаемым темам. Студентам объясняются различные способы систематизации и запоминания словарного материала.

Тексты для чтения предназначены для формирования речевых навыков по заданной теме. Тематика текстов, подобранных из оригинальных источников, дает возможность повысить общеобразовательный и профессиональный уровень студентов.

Грамматические упражнения позволяют систематизировать знания и строятся на специальной терминологической лексике. Это обеспечивает более высокий уровень овладения как грамматическим, так и лексическим материалом.

Аутентичные материалы для аудирования помогают развить навыки понимания иноязычной речи на слух, что способствует формированию таких коммуникативных умений, как то: спонтанное реагирование на речевой стимул, определение и исправление ошибок на слух, запоминание и воспроизведение отрывков иноязычной речи.

Раздел *Evaluating Through Writing* направлен на развитие навыков письменной речи. Каждый модуль содержит рекомендации по определенному виду продуцирования письменного текста.

Задания раздела *Project* нацелены на то, чтобы обучить студентов работать совместно, в группе или паре, анализировать итоги своей работы, создать условия для активной познавательной и речевой деятельности. Проект – самостоятельно планируемая и реализуемая студентами работа, в которой речевое общение вплетено в интеллектуально-эмоциональный контекст другой деятельности.

Раздел *Problem Issues* предполагает итоговое обсуждение вопросов, рассматриваемых в модуле. Его цель – обобщение пройденного материала.

Практикум по контролируемой самостоятельной работе предполагает поиск и использование библиотечных научно-образовательных и информационных ресурсов (в том числе электронных), что также стимулирует самостоятельную учебную деятельность студентов.

Learning Strategies

When you learn a language, your teacher and your textbook can help you, but if you want to learn a language well, you must also help yourself. There are some useful learning strategies that you can use.

Learning Vocabulary

You are under enormous pressure to learn huge amounts of vocabulary. But don't try to learn long lists by heart, this is hardly the most efficient approach to the problem. The golden rule is to do lots of revision at regular intervals. One of the ways in which vocabulary is stored in the brain is by related groups. Words which have some kind of connection are kept together in the brain. Secondly, you should concentrate on words with the highest frequency. When you come across a word in your reading you don't understand, you can often figure out its meaning from the context, but sometimes this isn't possible. Then you should use a dictionary. A dictionary is a useful learning tool. The more words you understand, the more effective your study will be.

You should also take every opportunity to use the words in communication – there is considerable psychological evidence that learners who like using the foreign language improve their oral performance and their overall acquisition of the language much more rapidly than those who are reluctant to practice the language in real situation.

Acquiring Information Through Reading

Understanding and remembering what you read is essential for effective learning. Begin any reading assignment by getting a general idea of what the material is about. You can usually do this by reading the titles and the main headings.

Skimming. You skim a reading selection to get a general idea of its content. Follow these steps when skimming:

1. Read the title of the selection.
2. Read the first two or three paragraphs. Introductory paragraphs usually preview the content of a selection.
3. Read the first and last sentences of all other paragraphs.
4. Read headings and notice the words that are being introduced.

Scanning. The purpose of scanning is different from that of skimming. You scan to find specific information. Scanning is often used to find answers to review questions. Look for key words or phrases as you glance down the page of the reading selection. Use section titles, headings. First and last sentences of paragraphs will help you find the information you are looking for.

Taking notes. Taking good notes will help you identify and remember the main ideas in reading assignment. If you follow these suggestions, you will find you are taking better notes:

a. *Read through each passage before you take notes.* To be sure you understand what is important in each passage, read through it before writing anything down.

b. *Write down only main ideas and the most important information.* Taking notes is picking out main ideas from supporting details. Watch for words and phrases that signal main points. Examples are: *first, finally, most important* and *the causes of*.

c. *Use drawings or diagrams to show cause and effect or to show relationships.*

d. *Write notes in a shortened form, using abbreviations and symbols.* Because you are taking notes for your own use, you need not use complete sentences or even complete words.

e. *Review your notes.* Within a few days after you take notes on an assignment, review them to make sure you understand them.

Targeting Grammar

Grammar helps to become proficient in the language. The knowledge of grammar is especially essential for accurate translation of special texts and documents. You should study the grammatical system of the English language, don't try to transfer constructions from your native language to English. The Grammar sections are designed to cover the main problem areas of English Grammar that cause difficulties.

Evaluating Through Listening

Listening to the recordings will provide you with an opportunity to hear native speakers. You will need to hear each recording at least twice to extract all the required information. Sometimes you may need to hear the recording more than twice. Sometimes you may need to pause the tape frequently and play certain sections again. It is essential for you to realize that you don't have to be able to understand every single word. Generally, you should concentrate on what the speakers are trying to say and the information they are communicating, not the actual word they are using. The tasks are designed to help you to develop skills in finding the important information in the recording.

Evaluating Through Writing

Even if your future plans don't include becoming the next Shakespeare or Hemingway, writing is one of the most valuable skills you'll ever learn. No matter what career you decide on, you'll need to be able to express yourself clearly. Here are five ways to improve your writing.

1. Learn the rules of grammar, spelling and punctuation. The more you learn about the basic foundations of writing, the easier the writing process will be.
2. Before you start writing, write down a sentence or two that identifies exactly what you're trying to tell about or say.
3. Use plain, clear language whenever possible. It's more important to make sure readers understand your meaning than to impress them with your vocabulary.
4. Read your finished draft with a critical eye, marking changes to make later. If possible, ask a friend to read it and make comments too. This feedback will help you to avoid embarrassing mistakes.
5. Use reference tools. Keep a dictionary or thesaurus handy to check up words and check spelling. There are a lot of good writing resources on the Internet, too. Find your favourites and use them often.

Project

Work on the project implies the following stages:

1. Choose a theme, raise problems and set purposes.
2. Define your end-product and the form of its presentation: an oral or written report, brochure, booklet, table, diagram. Decide whether it will be a collective, individual or pair presentation.
3. Decide what language material is necessary for performance of the project.
4. Gather information and process the collected data. Read and analyze various references, carry out interviews, polls.
5. Present your end-product to the class.
6. Discuss the strong and weak points of the project.

Follow these strategies. Success attends you!

MODULE 1

Self-study material for Units I – III (Office Work) from the textbook.

JOB HUNTING IN THE OFFICE RECORDS MANAGEMENT

VOCABULARY FOCUS

Ex. 1. Make sentences with the active vocabulary. Create a sentence for the each word given.

Fill in an application form (cover letter) – fill in a written request;

Employer – a boss, manager; **employment** – the state of being employed;

Unemployed – not having a job;

Draft – the first rough and incomplete form of something written;

Layout – the way in which printed matter is set out on paper;

CV – a short written account of a person's education and past employment, used esp. when they are looking for a new job;

Sack/ dismiss – remove from a job;

Disability – a handicap;

Record – the recorded facts about the past performance of a person;

Highlight - to pick out (something) as an important part; throw attention onto;

Apply for – to request something, esp. officially and in writing;

Salutation – a word or phrase at the beginning of a letter;

Supplementary information – additional information;

Relevant to the job – having practical value and importance to a particular profession;

Degree – a title given by a university to a student who has completed a course of study;

Skills of interpersonal communication – ability to socialize;

Reference – a piece of written information about someone's character, ability, esp. when they are looking for employment;

Be available on request – be present when needed;

Arrangement – something that has been settled or agreed on; agreement;

Promote – give a rise; **promotion** – a rise;

Voluntary work – acting or done without payment; supported by people who give their money, services of their own free will;

Flexibility – the ability to change for changes to be suitable for new needs, changed conditions;

Adaptability – ability to change so as to be suitable for new needs, different conditions;

Cope with pressure – to deal successfully with difficulties;

Deadline – a date or time before which something must be done or completed;

Negotiable wage level – level of a salary able to be settled by being negotiated;

Be unavoidably delayed – be moved to a later time out of circumstances;

Competency in key areas of the job – knowledge of the main job requirements;

Recruitment methods – strategies of employing personnel;

Aptitude tests – tests checking applicants' skills and abilities.

There are different ways to store, remember and extend your vocabulary. Crossword is one of them. Crossword is a useful way to identify gaps in your vocabulary and to guess the words using the given explanation. Crossword helps to find a word in your memory by knowing only its opening, closing or middle letter.

Ex. 2. Do the crossword on the topic «Job-Hunting». Follow the instructions below.

1 d							7 e	9 f	11 v										17 r	
2 r									10 t		12 a		19 a							
3 a				8 c					13 a											18 c
4 f										14 d										
5 t								11 c												
6 d				15 l						16 r										

- 1 (horizontal) A date or time before which something must be done or completed;
- 2 (horizontal) Employing personnel;
- 3 (horizontal) To request something, esp. officially and in writing;
- 4 (horizontal) The ability to change for changes to be suitable for new needs, changed conditions;
- 5 (horizontal) A teacher;
- 6 (horizontal) To be moved to a later time out of circumstances;
- 7 (vertical) To recruit;
- 8 (horizontal) To deal successfully with difficulties;
- 9 (vertical) A pay;
- 10 (vertical) To attempt;
- 11 (horizontal) Not obligatory; acting or done without payment; supported by people who give their money, services of their own free will;
- 12 (horizontal) Able to change so as to be suitable for new needs, different conditions;
- 13 (horizontal) Something that has been settled or agreed on; agreement;
- 14 (horizontal) A title given by a university to a student who has completed a course of study;
- 15 (horizontal) The way in which printed matter is set out on paper;
- 16 (horizontal) Having practical value and importance;
- 17 (vertical) The recorded facts about the past performance of a person;
- 18 (horizontal) A short written account of a person's education and past employment, used esp. when they are looking for a new job;
- 19 (vertical) To settle a matter.

EVALUATING THROUGH READING

Text A

Before reading *the text answer the following questions using the active vocabulary:*

1. What information do you possess about job-hunting? Have you got personal experience connected with it?
2. How do you imagine the process of job-hunting? What stages of it can you name?
3. Do you think it is an easy or complicated process? Why? Explain your opinion.

JOB HUNTING

Preparing for an interview

Getting invited to an interview means you've passed the first hurdle - your application must have made a good impression.

Now you need to prepare yourself for the interview to make sure you don't waste the opportunity.

Before the day think about the interview itself:

- Who will be interviewing? If it is your prospective manager, the interview may be more detailed. If the Personnel Manager is interviewing, it may be less direct or detailed, but could still be testing.
- Will there be a test to take? Find out before the interview and ask for an example of the things you'll be asked to do.
- If you have a disability, contact the employer prior to the interview if you require any particular arrangements. Check the day before to ensure details have been noted prior to your arrival.

Prepare for questions you might be asked

The following is a list of twenty questions you may be asked at an interview. Some suggestions are given which you may like to use to prepare your own answer.

1. Why do you want to work here?

Mention:

- Good reputation of the firm
- Any other positive information you have about the firm, e.g. their training record
- It will give you a chance to do work which interests you

2. Why did you leave your last job?

Explaining briefly and honestly the reasons why your last job ended. If there is anything positive to say, say it, e.g.:

If you left for health reasons point out that you are now fit and reassure the employer that you can do the duties required, or, if you were dismissed, that you take responsibility for your actions and have learnt from the experience.

3. Have you done this kind of work before?

- Yes – tell them the skills you have and how you can use them.
- No – quickly describe other work experience which will help you learn the job quickly. Emphasise your interest and enthusiasm to learn.

4. What did you do in your last job?

Describe: skills and duties relevant to new job, machines/equipment used, your responsibilities, people you dealt with, how long you were there, if you were promoted.

5. What kinds of equipment can you operate?

- Name any type of equipment relevant to the new job
 - Your training/qualifications
 - Length of time you have operated this equipment
- 6.** How long have you been out of work - how do you spend your time?
Describe: jobsearch activity, voluntary work, further education or study, hobbies.
- 7.** Why have you had a) so many jobs? b) only one job?
Mention:
- a) so many jobs?
 You wanted to widen your experience in different types of work/firms. Many of the jobs were temporary. You would rather be in work than out of work.
- b) only one job?
 You had several different jobs within your last employment. The opportunity to develop. Their good record in training and development.
- 8.** Why should I take you on?
- Be ready for this question and answer confidently and positively
 - Describe your skills and experience and how they relate to this job
 - Reassure the employer that you are hard-working, reliable and capable
- 9.** How do you get on with people?
- Describe how you have previously worked as part of a team
 - Mention your ability to get on with people at all levels
 - Give examples
- 10.** What makes a good team member?
Describe the skills required e.g.: good communication, flexibility, adaptability, co-operation, sense of humour.
- 11.** How do you cope with pressure?
Describe the pressures in previous jobs using a recent example, e.g. how you coped with a changed deadline, completed a rush order or dealt with staff shortages.
- 12.** Do you have any questions?
 You may like to prepare for this - it is almost always asked at the interview. You could ask:
 Why is the job vacant? Why did the last person leave? Who would I report to? What training will I do, if any? What would my first job be? Does the company carry out job reviews? If yes – how often? How soon will I hear about the result of my application? How would I be paid?
Think about what you will wear
 This may depend upon the sort of work you will be doing:

- Give yourself plenty of time to decide what to wear and get the clothes ready the day before.
- You don't have to buy a new outfit! Aim for neat, tidy, clean and uncluttered appearance.

Gather together the written information you will need at the interview

- CV, references, certificates, portfolio or examples of your work (if requested by the Employer).
- Re-read the job advert to refresh your memory - make sure you haven't missed something.

The day of your interview

On Arrival

- Aim to arrive about 10 minutes before the interview time
- Give your name to the receptionist or whoever is there to greet you
- Try to relax and keep calm
- Chat to the receptionist or whoever greets you, before going into the interview. This will ensure that the first thing you say isn't croaked out because you haven't spoken to anyone for over an hour!

Your interview

You will make an impression in the first few minutes. It takes this time for people to assess someone and store this information. Once an impression has been formed, it's seldom changed. It's important to make first impression work for you. Practice deep slow breathing before you get to the interview. This will slow down your heart rate and help you avoid taking quick, shallow breaths.

After the interview

While it is still fresh in your mind, think about how the interview went (What went well? What went badly? Were there any questions you found difficult and why?). Try to learn as much as you can from each interview.

Aim to become more prepared and confident in the future by looking for areas to improve and developing your stronger areas of performance.

In this way you will increase your chance of getting that job.

Reading Tasks

Ex. 1. *Answer the following questions.*

1. What does the preparation before the interview require? Why is it essential?
2. What questions are considered to be typical among the interviewers? Is it important to analyze the possible questions and answers to them beforehand?

3. What applicants' abilities are considered advantageous from employers' point of view according to the most popular questions asked at the interview?
4. Is dress-code essential for the success of the interview? Provide examples.
5. What written information should an applicant possess for the interview?
6. In what way can the applicant form a good impression at the interview?
7. Why is it important to analyze the interview after its end?

Ex. 2. *Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.*

1. If your prospective manager will be interviewing you, the interview may be more or less detailed. If the Personnel Manager is interviewing, it may be very detailed.
2. If you have a disability, keep it in secret from your potential employer.
3. Don't get your clothes ready beforehand. It can distract you from more important things.
4. Be sure you prepare all the documentation for the interview such as CV, references, certificates, portfolio or examples of your work.
5. Come just in time for the interview.
6. Make the analysis of the interview after its end.

Vocabulary Tasks

Ex. 1. *Use an appropriate word or phrase from the box to complete each sentence.*

<i>Employers</i>	<i>Skills of interpersonal communication</i>	<i>Unemployed</i>	<i>Re-</i>
<i>Deadline</i>	<i>Fill in an application form</i>	<i>recruitment methods</i>	
<i>Applying for</i>	<i>Cope with pressure</i>	<i>Disabilities</i>	
<i>Get sacked/dismissed</i>		<i>CV</i>	

1. a job is the procedure everyone comes through in one's life in order to be employed.
2. is the record of one's achievements.
3. The ability to is essential for every manager.
4. Putting a..... is an effective way to organize and monitor employees' work.
5. vary from company to company and represent the main priorities of a company.

6. Most of the are young people who have a difficulty in finding a job because of the lack of work experience.
7. Sometimes ask applicants to
8. People with have difficulties in getting a proper education but with the help of the state they obtain work.
9. Sometimes people because of the poor quality of work done by them, sometimes - because of the conflict with a boss.
- 10..... are extremely necessary for the people working in the servicing sphere.

Ex. 2. *Choose one of the words that matches the explanation best.*

- 1 Knowledge that has relation to a profession is called
 - a) Supplementary
 - b) Relevant
 - c) Voluntary
- 2 Tests checking applicants' abilities are known as
 - a) Employment tests
 - b) Aptitude tests
 - c) IQ tests
- 3 Written information about someone's abilities is named
 - a) CV
 - b) Record
 - c) Reference
- 4 Work done without payment is called
 - a) Voluntary
 - b) Supplementary
 - c) Flexible
- 5 The ability to change so as to be suitable for new needs, different conditions is known as
 - a) Flexibility
 - b) Adaptability
 - c) Changeability

Critical Thinking Tasks

Ex. 1. *Have you got personal experience connected with job-hunting? What stages of it can you name according to the text? Do you think job-hunting is an easy or complicated process? Why? Explain your opinion about the following questions, using the active vocabulary.*

Ex. 2. *Tell about the new information and pieces of advice concerning job-hunting that you have got from the text. Which of them can be applied by you in real life? Which can not? Explain your opinion.*

Ex. 3. *Imagine that your friend is going to take an interview in a week. What tips will you give him that can guarantee him being provided a job?*

Tell what he should do before the interview, during the interview and after the interview.

You can add your own fresh thoughts and ideas to the studied material.

Ex. 4. *What do you know about dress code? Do you think it's important to follow dress code while taking an interview? Divide into 2 groups: for and against following dress code. Explain your opinion. Provide argumentation.*

Text B

Before reading *the article below think over the following questions:*

1. What is your idea of the right personnel education? Is it essential nowadays?
2. Do you think it is important to invite others to get involved in one's business?

RIM IS EVERYBODY'S BUSINESS

In this day and age of intrusive media scrutiny, overreaching government monitoring, and endless rounds of the blame game, it is the rare bird that considers inviting others to get involved in their business.

However, it is because of these very issues – media, government, and blame – that is virtually important for records and information management (RIM) professionals to envelop their fellow employees into the RIM process by providing education to all employees across the enterprise.

It may seem an insurmountable hurdle to convince upper management and, in turn, employees that it is important to THEM and the future of the organization they work for to have a vested interest in RIM policies and procedures. The lessons learned by Morgan Stanley, Enron, and others show that when accountability and sound judgment are not used, all the employees suffer.

Rebecca Harold, an independent consultant and community leader of Real-time-ITCompliance.com, writes, “Without effective personnel education, businesses face significant negative business impact and even possible business failure from the consequences. You cannot expect personnel to know how to

effectively protect information if you do not communicate to them on an on-going basis how to provide that protection while doing their day-to-day job responsibilities. There are many compelling reasons for businesses to implement an effective information security and privacy education programme, including addressing legal and regulatory requirements, raising awareness and understanding, and helping to reduce insider threat of information misuse and fraud”.

It shouldn't be a hard sell – but we know it is sometimes – to convince co-workers that identifying and properly retaining and safeguarding needed business records could possibly save the future of the company.

SCORE, a nonprofit association for entrepreneurial education, offers five tips for getting the most out of any training. These are good general tips to follow when considering introducing basic RIM education to your company's other employees.

- **Inform employees in advance about the reasons for training.** Explain what problems will be solved in the course of the training and what their roles will be in the problem-solving process.

- **Put yourself in their shoes.** Tell them how they will benefit personally (through better corporate accountability, reducing the possibility of negative litigation, minimizing their own legal culpability).

- **Make it interesting.** Hire a competent trainer or, if you do it yourself, find ways to engage your employees' attention – such as including videotapes or other visual resources. Don't give the employees an opportunity to “zone out” or disengage. By making the training session interactive and incorporating enough time for questions, you can maximize the experience for everyone involved.

- **Be clear about expectations and outcome of the training.** Focus on the behavioral changes or improvements you are seeking. Make it simple, but emphasize the importance of your message.

- **Measure the results.** Training without follow-up is ineffective. Keep repeating your message and show appreciation to employees who keep trying to meet the expectations.

By carefully outlining expectations, communicating consistently with employees through the process and following up and quantifying the results, a RIM-focused enterprise-wide training can be achieved.

As Herold cautions, “Organizations must know how to create an effective education programme, deliver the programme, and target groups who need specialized training and awareness to protect their business by improving personnel knowledge.”

It's everybody's business, because everybody's business depends on it!

Reading Tasks

Ex. 1. *Answer the following questions:*

3. What is understood under the term “RIM process”?
4. Is it important to provide education to all employees across the enterprise? Why (not)?
5. Do the upper management and employees always understand that education is important to them?
6. What do most businesses face without effective personnel education?
7. Why is it important for businesses to implement an effective information security and privacy education programme? What consequences can the lack of education in this field bring?
8. What are the general tips one needs to follow when considering to introduce basic RIM education to the company’s employees?
9. Is it important to mention how each of the employees will benefit personally due to the education?

Ex. 2. *Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.*

1. It is typical nowadays for most companies to invite others to get involved in their businesses.
2. It is important for records and information management professionals to involve others into the RIM process by providing education to managers of enterprises.
3. It may seem a difficult task to convince upper management and, in turn, employees that it is important to them to have a vested interest in RIM policies and procedures.
4. The lack of effective personnel education doesn’t influence businesses negatively.
5. It’s important to implement an effective information security and privacy education programme, raising awareness and understanding, and helping to reduce insider threat of information misuse and fraud.
6. There are no special tips to follow while introducing basic RIM education to your company’s employees.
7. Organizations must know how to create an effective education programme, deliver the programme, and target groups who need specialized training and awareness to protect their business by improving personnel knowledge.

Vocabulary Tasks

Ex. 1. Match these terms with their definitions.

- | | |
|--------------------------|-------------------------|
| 1) insurmountable hurdle | a) colleague |
| 2) accountability | b) bad influence |
| 3) fraud | c) withhold |
| 4) government monitoring | d) insuperable obstacle |
| 5) negative impact | e) data abuse |
| 6) coworker | f) swindle |
| 7) disengage | g) state control |
| 8) retain | h) protect |
| 9) information misuse | i) reporting |
| 10) safeguard | j) free oneself |

Ex. 2. Use an appropriate word or phrase from Exercise 1 (1 column) in the correct form to complete each sentence. The first letter of each word is given.

1. It is sometimes difficult to convince c..... that proper education can guarantee success to them and the company in future.
2. R..... and s..... important documentation can benefit the company.
3. In the times of strict g..... m..... inviting others to get involved in one's business is not an easy job.
4. It is sometimes an i..... h..... to convince other employees to take interest in RIM policies.
5. Security and privacy programmes help to reduce insider threat of information m..... and f.....
6. Without proper personnel education, businesses face n..... i.....
7. In most cases when a..... is not used all the employees suffer.
8. The employer shouldn't give a chance to employees to d..... in the time of training.

Critical Thinking Tasks

Ex. 1. What new information have you learned from the article? Can it be useful to you? What has already been known to you? Is it important to convert it to life?

Ex. 2. *Imagine that you are a boss. What strategy would you choose to provide right training to your employees? Explain your opinion about the following questions, using the active vocabulary.*

Ex. 3. *Role-play conversations with your group-mates. Divide roles between bosses, trainers and personnel.*

TARGETING GRAMMAR

Ex. 1. *Study the usage of personal, possessive, reciprocal and indefinite pronouns carefully and do the exercises that follow.*

Personal		Possessive Proper	Possessive Absolute	Reciprocal
Subjective case	Objective case			
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He, she, it	Him, her, it	His, her, its	His, hers, its	Himself, herself, itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

Possessive proper pronouns are used before a noun as an attribute. Possessive absolute pronouns are mainly used as a predicative. They are never followed by a noun.

Make sure to remember the use of the possessive absolute pronouns in phrases like, e.g. a friend of *mine*, that house of *theirs*.

Some, any, no

The basic meaning of *some/any* is ‘a small amount of something’; *no* – the lack of amount. *Some* is mainly used in affirmative sentences and *any* in negative and interrogative sentences. *No* can be found in affirmative sentences, it can not be used in sentences where there is another negation, because double negation is impossible in English.

In conversational speech *some* can be found in questions too (Would you like *some* tea?) and *any* can be found in affirmative sentences (in the meaning of ‘любой’) (You can take *any* book you like). *Some* may also have the meaning of ‘какой-то, какая-то’ (e.g. *Some* Mr. Smith).

Some/any/no + one/body/thing/where

Indefinite pronouns *someone/somebody, something, somewhere* are mainly used in affirmative sentences; *anyone/anybody, anything, anywhere* – in negative and interrogative sentences; *no one/nobody, nothing, nowhere* can be found in affirmative sentences, it can not be used in sentences where there is another negation.

Much, many, a lot of, little, few, a little, a few

Many is used with countable nouns, *much* – with uncountable nouns, *a lot of* – with both countable and uncountable nouns. *Few, little* are used to emphasize the fact that the quantity is small. *A few, a little* are used to state the positive fact that there is some quantity.

Note that after *very, too, so* only *little, few* can be used (and not *a little, a few*). After '*only*' *a little, a few* are typical.

Both, either, neither, none, either....or, neither...nor.

Both (оба), *either* (и тот, и другой), *neither* (ни тот, ни другой) are used when we are talking about two things. After *either, neither* the verb is used in the singular form. The same takes place after the constructions *either Or* (и тот, и другой) and *neither Nor* (ни тот, ни другой).

After *none* (никакой) the verb can be used both in the singular and in the plural forms. A plural verb is more usual.

Another, other, the other, others, the others.

Another is derived from an other and is used, accordingly with nouns in the singular only.

Others, the others are used in the sentence as nouns. *The others* denote definite subjects of action, *others* – indefinite. *Other, the other* require a noun following them.

Ex. 2. *Choose the correct pronoun.*

1. This reference isn't (us, our, ours). There's somebody's name on it.
2. This is not (my, mine, me) letter of recommendation. (My, mine, me) is in a blue envelope.
3. Could you help me sort out these folders? I can not tell which are (your, you, yours) and which are (we, our, ours).
4. (You, your, yours) cover letter is on the table and where is (her, she, hers)?
5. She first looked at the contents of the CV and then at (her, she, hers).
6. – Can I borrow (your, yours, you) pen?
– I'm sorry, it isn't (me, my, mine).

7. I'm sorry, but the boss is busy. Do you mind waiting for (he, him, his)?
8. Who told you about it? – A colleague of (you, your, yours).
9. Don't ask for help. Do it (you, yourself).
10. Did he enjoy (him, his, himself) at the promotion party?

Ex. 3. *Write the appropriate forms of possessive pronouns.*

1. Whose Curriculum Vitae is this? Is it ...? (you)
2. Excuse me, those are ... seats. (we)
3. Is it ... cover letter or ... ? (you/he)
4. They're not ... references, they're (I/she)
5. I don't think it's ... room. I think it's (you/they)
6. Have you met ... interviewer? (they)
7. ... office is smaller than (we/they)
8. The decision on employing candidates is (they)
9. It isn't ... interviewer, it's (he/she)

Ex. 4. *Insert indefinite pronouns or adjectives.*

1. There are only (несколько) applications on the desk. 2. There was (мало) competition. 3. There is (немного) time left. We can wait a little bit. 4. I am glad you have (мало) mistakes in your CV. 5. We have (мало) time left. 6. Have you (какие-нибудь) chances of promotion? 7. There is (никого) in the room. 8. Do you know (много) English words? 9. Do you see (что-нибудь) in this reference? 10. Have you (какие-нибудь) colleagues in the "research & development" department? 11. Wait (немного).

Ex. 5. *Study the usage of cardinal and ordinal numerals and do the exercises that follow.*

Numerals are divided into **cardinals (cardinal numerals)** and **ordinals (ordinal numerals)**.

Cardinal numerals

Cardinal numerals indicate number.

Note 1. Twenty-two, thirty-five, etc. are spelt with a hyphen.

Note 2. The numerals hundred, thousand and million are always preceded by the indefinite article **a** or the numeral **one**. The latter is generally used when these numerals are followed by some other numerals, e.g. a hundred **but** one hundred and twenty-three, a thousand **but** one thousand seven hundred and thirty.

Notice that we say **and** after the hundreds:

783 seven hundred **and** eighty-three

Ordinal numerals

Ordinal numerals indicate order.

Note. Notice how to say a date in two ways:

1/8/84 - The eighth of January, nineteen eighty-four;
January the eighth, nineteen eighty-four.

At first goes the month, then the date of birth, then follows the year. The year is read in two parts: the first 2 letters, then the following 2 ones.

Telephone numbers are read each letter is said separately.
E.g.: 266-50-79 (Two-six-six-five-zero-seven-nine).

Ex. 6. *Read the following cardinal numerals:*

13; 45; 233; 4841; 3701; 3,405,241; 4/6; 1/3; 0.7; 0.8; 4.16.

Ex. 7. *Read the following numerals, making them ordinal:*

2, 10, 30, 87, 92, 117, 1093, 11789.

Ex. 8. *Read the following numerals:*

1,135; 1.23; 2,466,144; 0.6; 7/9.

Ex. 9. *Read the following telephone numbers:*

My phone number is: 173-38-72, 202-82-94, 233-32-63, 275-31-49, 344-97-49, 446-21-47, 965-12-41.

Ex. 10. *Translate the following dates:*

В 1996 году, в 1982 году, в 1925 году, в 1872 году, в 2000 году, зимой 1987 года, летом 1998 года, весной 2001 года, осенью 2003 года, летом 200 года, зимой 2005 года, осенью 1993 года, весной 1952 года, в январе 1995 года.

Ex. 11. *Read the following dates:*

E.g.: What date is today? – 10.18.2002

Today is the 18th of October 2002.

2.11.2002, 5.01.2003, 12.05.1999, 03.22.2004, 10.04.2003, 1.07.2004, 8.02.2005, 08.22.2003, 06.17.2004, 12.31.2007

Ex. 12. *Translate the following dates using construction **to be born**. Make up your own sentences.*

E.g.: My colleague was born on the 27th of November 1985.

1. Мой коллега родился 5 апреля 1978 года. 2. Мой босс родился 18 июля 1969 года. 3. Наш юрист родился 12 января 1957 года. 4. Наш учитель родился 21 января 1956 года. 5. Наш начальник родился 6 июня 1965 года. 6. Я родился 7. Наш зам. директора родился 8. Наша секретарь родилась..... 9. Наш курьер родился.....

Ex. 13. *Revise the rules of using adjectives and adverbs and do the exercises that follow.*

Learn the comparative and superlative forms of the following adjectives:

Good – better – the best

Bad – worse – the worst

Far – farther – the farthest (about distance)

Far – further – the furthest (about time and distance)

Near – nearer – the nearest (about distance)

Near – nearer – the next (about order)

Late – later – the latest (about time)

Late – latter – the last (about order)

Old – older – the oldest (about age)

Old – elder – the eldest (for seniority; used only attributively)

Read the examples illustrating the usage of comparative and superlative forms of adjectives:

E.g.: You should go to work **earlier**.

Could you speak **more slowly**, please?

He speaks English **better than** his boss.

The department's work was **worse than** before.

Ex. 14. *Use the required form of the adjective in the following sentences.*

- 1 He was the (amusing) boss you ever met.
- 2 He's a far (intelligent) person than me.
- 3 She was the (practical) of all the office workers.
- 4 When they told me I was dismissed and could go, I can tell you I was (afraid) than puzzled.
- 5 I wanted to ask you both what you thought of my (late) accounts if you saw them.
- 6 He is (talkative) than his colleague John. He won't tire you so much.
- 7 The head turned out to be (angry) than I had expected.
- 8 Today I'm not (wise) than yesterday.
- 9 Jack is the (clever) of all the employees.
- 10 I don't think it matters in the (little) which position I take. There are (important) things.

Ex. 15. *Translate the sentences.*

- 1 Это очень утомительное собрание.
- 2 Интервьюер ужаснулся неграмотности кандидатов.
- 3 Они были поражены необычным талантом своего экономиста.
- 4 Мне скучно.
- 5 Какое скучное интервью!
- 6 Я интересуюсь документоведением.
- 7 Босс зло посмотрел на меня, когда я прервал его.
- 8 Она побледнела.
- 9 Обстановка меняется к лучшему.
- 10 Если он поможет нам, тем лучше.
- 11 Офис хороший, но все же не такой хороший, как мне бы хотелось.

Ex. 16. *Form the degrees of comparison.*

Little, hard-working, funny, good, bad, easy, cosy, dark, far, much.

Ex. 17. *Form the comparative and superlative degrees of the adjectives:*

Important, bad, nice, hot, modern, warm, little, soft, difficult, light, active.

Ex. 18. *Translate into Russian.*

1. Her boss is cleverer than my boss. 2. His work is more difficult than their work.. 3. The days are longer in the office than outside. 4. Better late than never. 5. Nick is not so hard-working as Susan.

Ex. 19. *Change the sentences according to the model.*

Nick is hard-working. And John? – John is more hard-working than Nick.

- 1 Pete has a large office. And his brother?
- 2 My sister is young. And Ann's sister?
- 3 Your range of responsibilities is easy. And Ann's?
- 4 This conference is interesting. And yesterday's conference?
- 5 She is a good employee. And her sister?

Quiz.

A) *Choose the correct pronoun.*

1. I don't know ... about promotion.

- a) nothing b) anything c) everything

2. Can I ask you ... questions?
a) any b) some c) no
3. The journey to the place of interview was a short one. It didn't take ... time.
a) many b) much c) any
4. Both of these companies ... very good.
a) are not b) are c) is
5. I've been trying to phone the boss all day but ... I phone him the line is engaged.
a) every time b) all the time c) the whole day
6. I've spent ... you gave me.
a) all the money b) the whole money c) all money
7. It was a terrible CV. ... about the interviewee was spoiled.
a) whole impression b) the whole impression c) all impression
8. I don't like the atmosphere in this company. Competition takes place
a) every time b) all the time c) the whole day
9. Such ... as you want is very rarely seen.
a) a one b) the one c) one
10. ... day I made an epigram. I hope you'll it.
a) another b) the other c) others
11. ... of us is perfect; we all make mistakes.
a) none b) no one c) nobody
12. Something went wrong, ...?
a) don't it b) didn't they c) didn't it
13. The best advice is
a) yours b) your c) her
14. I prefer creative work to a monotonous one because of ... flexibility.
a) it's b) its c) it
15. Has anyone left ... resume in the waiting hall?
a) his b) her c) their
16. None ... present at the meeting.
a) is b) are not c) were
17. I've got ... colleagues.
a) a little b) a few c) much

B) Choose the correct adjective or adverb.

1. I saw a play at the theatre last month.
a) well b) good c) best
2. He is much than his brother.
a) higher b) taller c) more

3. Peter speaks English
 a) good b) well c) nice
4. Malcolm thinks the exams were dead.....
 a) light b) easy c) easily
5. Peter's pretty at tennis, isn't he?
 a) well b) best c) good
6. I'm in buying new furniture for my lounge.
 a) interesting b) interest c) interested
7. The story was so she couldn't tear herself away from the book.
 a) excited b) exciting c) excitement
8. She felt before the interview.
 a) excited b) exciting c) excitement
9. The idea was very to the new manager.
 a) interested b) interesting c) interest
10. Let me help you. The suitcase is too.... for you to carry.
 a) heavy b) difficult c) hard.
11. Did anyone help you? – No one. I was just.....
 a) happy b) merry c) lucky.
12. The Urals are not as as the Alps.
 a) tall b) long c) high

UNDERSTANDING THROUGH LISTENING

Ex. 1. *Before you listen to two job-interviews imagine that you are interviewing both applicants. Write questions that you would ask them.*

Ex. 2. *Now listen to two job-interviews.*

Ex. 3. *1) Compare your questions with the ones asked by the interviewer. Which questions coincided? Which important questions were not asked by the interviewer?*

2) If you were an interviewer whom would you give the job to? Why?

Ex. 4. *Look at the following expressions. Listen to the extract again, and write down the words that are used in place of the printed in italics.*

1. Are you *currently* working?
1. I'd like to live in this *district* again.
2. We'll *get connected*.
3. I *caught* the early flight this morning.

4. *I come from New York.*
5. *I'm a selling manager.*
6. *I majored in Spanish for my B.A.*
7. *I obtained my Master's degree at the University of New Mexico.*
8. *How long have you worked for Travel Books?*
9. *I specialized in languages.*

Ex. 5. *Listen to the job-interviews again. Choose in the grid below on the right the person about whom the information on the left is relevant.*

Choose who	Person's name	
Speaks Chinese	Mr Lo	Ms. Danziger
Sells books	Mr Lo	Ms. Danziger
Travels a lot	Mr Lo	Ms. Danziger
Knows Spanish perfectly well	Mr Lo	Ms. Danziger
Deals with computer software	Mr Lo	Ms. Danziger
Is staying with parents	Mr Lo	Ms. Danziger
Comes from New York	Mr Lo	Ms. Danziger
Wants to use knowledge of languages in a future job	Mr Lo	Ms. Danziger
Obtained Master's degree in New Mexico	Mr Lo	Ms. Danziger
Has majored in languages	Mr Lo	Ms. Danziger

Ex. 6. *Role-play an interview with another student. Divide the roles of an interviewer and an interviewee.*

EVALUATING THROUGH WRITING

LETTER OF APPLICATION (OR COVER LETTER)

Your **Letter of Application** (or **Cover Letter**) introduces you to an employer and often highlights information on an accompanying resume. The goal for writing a letter of application is to convince the employer to invite you for an interview. Before writing the actual letter, answer these questions:

- 1 What job are you applying for?
- 2 How did you find out about the job?
- 3 What are the employer's needs? (List)
- 4 How can you fill these needs?

In the **salutation** of a cover letter, address a specific person. If you don't know the person's name, write "Dear Sir".

In the **first paragraph** state the job for which you are applying and where you found out about the job.

The **second paragraph** gives details of school and examinations.

The **third paragraph** gives more information about the applicant.

The **fourth paragraph** gives the names of two referees.

The **fifth paragraph** mentions the availability for interview of the applicant.

Remember that a successful cover letter is a marketing tool used to move your customer one step closer to buying your product.

And keep in mind that many employers look to the cover letter as an example of your written communication skills. Make certain that your cover letter is spell-checked, grammar-checked, and proofed by someone other than yourself.

The following is an example of a completed application for the job:

Mr Smith,
Manager,
Rollsop and Sons,
52 Pindar Street,
London EC2A 2PS

47, Gardens
London SW 15 4-ZR
17-7-83

Dear Sir,

I would like to know if you have a vacancy for a trainee store person. I would be very interested in working for Rollsop and Sons. As I understand they are a good firm who provide excellent training for their staff.

I am 16 years of age and am just about to leave Entwhistle High School. I have just taken my CSE exams in the following subjects: English, Maths, Technical Drawing, Metalwork and Chemistry. As you know, examination results are published in August, but I am confident that I have done reasonably well.

I am a very practical person. I have 'good hands' and I can show initiative. During my five years at Entwhistle High School, I often used to take on responsibilities, such as the supervision of younger pupils.

Two of my teachers have said they will act as referees for me.

They are: Mr D. Douglas (Head of Year)

Mrs A. Fowler (Head of English)

They can be contacted at Entwhistle High School, 3 Curran Avenue, London SW 12 044.

I look forward to hearing from you.

Yours faithfully,
Frank Lawson

Frank Lawson

Some companies do not send application forms, but prefer applicants to supply a *Curriculum Vitae (C.V.)* which is your personal and working history.

There are various layouts for a c.v. Some c.v.-s may have a section for supplementary information, where reasons for applying for the position and leaving previous employment are included, as well as personal qualities and skills which are relevant to the job. This is an example of a c.v.:

Name: Olga Pavlova

Date and place of birth: 31 May 1983, Belarus, Minsk.

Country of citizenship: the Republic of Belarus

Address: 15/45, Lubimova street
Minsk
Belarus
220030

Telephone: 375-29-5516045.

E-mail: olgapavlova@hotmail.com

Education

1989 – 2000 – English secondary school № 184, certificate of secondary education.

2000 – 2005 – Belarusian State University, Historical Faculty.

Degree – BA Pedagogical Sciences

Diploma work - “**Ancient Rome**” (was awarded an excellent mark at the defence)

Languages – Fluent English and German.

Work Experience:

June – August 2002 – Developed the English language skills and the skills of interpersonal communication by working as a **camp counselor** in the USA by participating in summer programme CCUSA.

February – May 2005 – Practiced the knowledge of history and developed communicative skills by working as a teacher of history in **school № 23**, Minsk.

Interests:

History, politics, languages, teaching, traveling, reading, socializing with people.

References: available on request.

Task 1. A) Write your own brief text “Job-hunting”, taking the studied text as a model for it. Provide your text with your own pieces of advice and tips to your group-mates from your or your friends’ experience of searching for a job.

B) Give your opinion about the studied text and the texts composed by your group-mates. Which text did you like most? Which one is most up-to-date and true-to-life? Which tips have been most useful?

Task 2. Imagine that you are a boss of the company. It is high time for your employees to get the right training in their field but they are very uneager to undertake it. Write a substantial plan where you enumerate points that prove the necessity of undertaking such training. Be argumentative and persuasive!

Task 3. Write your own cover letter and CV. Exchange them with your neighbour and correct his/her mistakes: layout, wording, general ideas.

PROJECT

Task 1. Imagine that you are a person from poor social background who reached the top in his/her career. And the first step towards it was your right behavioural techniques at the job interview. Share these techniques with others. Teach others to behave in the right way during the interview.

Task 2. Role-play the conversation between the interviewer who has about 100 – 130 candidates a day and the candidate who has been dismissed twice from previous jobs. The aim of the interviewer is to find weaknesses and gaps in the interviewee. The aim of the interviewee is not to reveal them, escape negative information to be discovered.

The interviewee should act out the conversation carrying out in the head the tips from the text “Job Hunting” that can help him/her to hide gaps in CV, avoid revealing information about dismissals and underline his/her strengths and advantageous abilities.

Task 3. A) Describe a professional interviewer. Use some of the below written expressions to help you.

Professional; asking provocative questions; logical and pragmatic; rational and analytical; captious; confident; short of time; sharp; with organizational skills.

B) Describe an inexperienced interviewee. Use some of the below written expressions to help you.

With shaking hands and legs; sweaty; with trembling voice; unconfident; providing ambiguous answers; shy; apologetically smiling; feeling awkward; indecisive.

C) Describe a professional interviewee. Use some of the below written expressions to help you.

Confident; smiling; following dress code; advertising himself/herself; carefully avoiding gaps in the biography; turning one's weaknesses to strengths; making pleasant impression.

PROBLEM ISSUES

Revise the material of Units I-III from the textbook and be ready to speak on the following issues. Make use of the new vocabulary you acquired.

Job Hunting

- Preparation for the job interview.
- The day of the interview.
- Analysis of the degree of success.

In the Office

- Records and information management tuition.
- Providing education to employees at all levels.
- Monitoring the participation of all employees.

Records Management

- The Cover Letter.
- Curriculum Vitae

MODULE 2

Self study material for Units IV – VII (Correspondence) from the textbook.

BUSINESS LETTER FORMAT

INQUIRIES

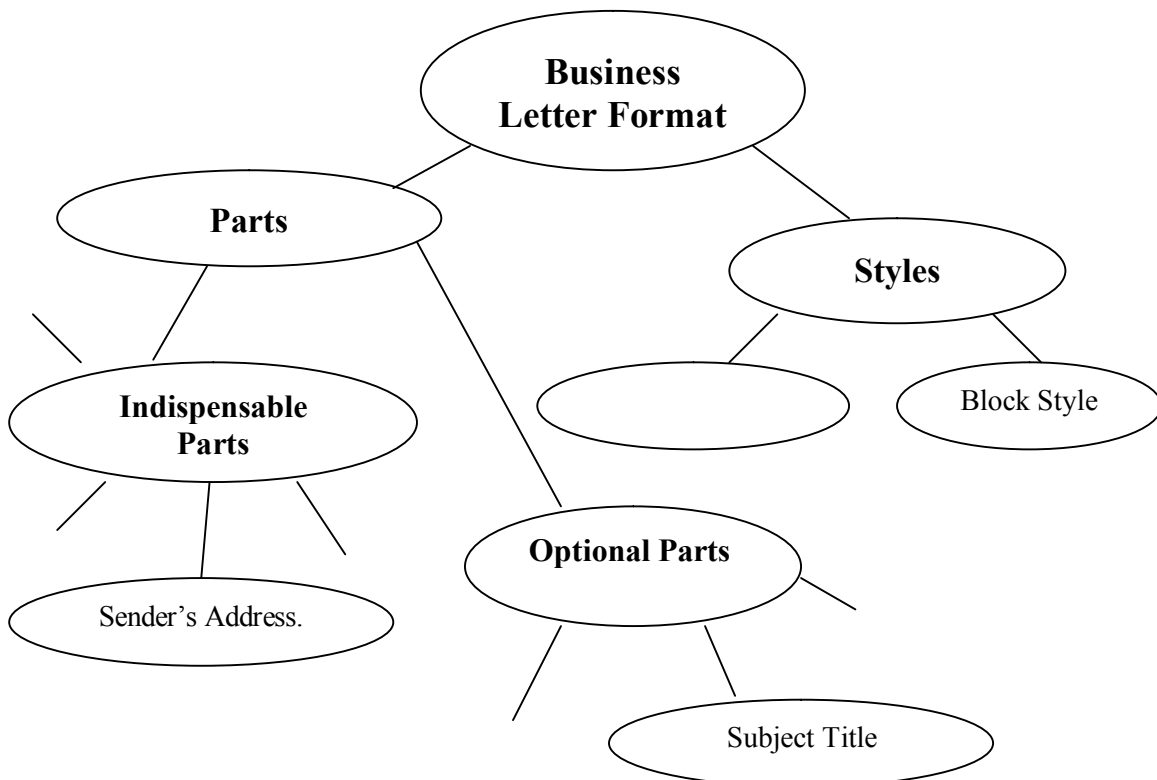
OFFERS

ORDERS

VOCABULARY FOCUS

There are different ways to store, remember and extend your vocabulary. *Tree diagram* is one of them. *Tree diagram* may be used to illustrate how words are related to a general topic. It is a useful way to identify gaps in your vocabulary and to revise the words and material you know.

Ex. 1. *Revise all the texts from the unit Business Letter Format and complete the tree diagram. You may use the same technique to remember the vocabulary of Inquiries, Offers, and Orders.*



Compare your diagrams with those made up by other students.

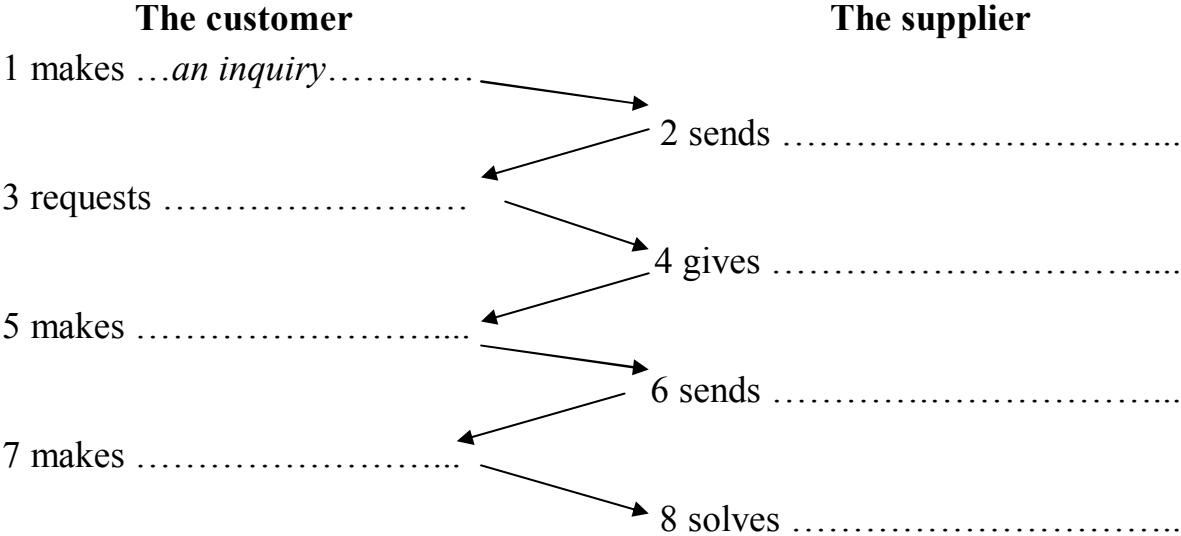
Ex. 2. *Revise the vocabulary of Module 2 and give the Russian equivalents to the following word combinations.*

- | | |
|-------------------------|--|
| delivery time | to find a compromise |
| the best prices | to confirm in writing |
| to place an order | to send a quotation |
| to revoke an offer | to reconsider the terms |
| the lowest prices | to execute an order |
| to accept an offer | to grant a discount |
| to accept the terms | to decrease/increase prices |
| to be in a position | to state the terms of payment |
| descriptive literature | to be ready for immediate shipment |
| transportation costs | to open a letter of credit with a bank |
| to quote the price | to reach an agreement on |
| to make payment | to be subject to ... discount |
| to distribute the goods | to promise the delivery |

Ex. 3. *Decide which of the terms from Ex. 2 can be used in enquiries, offers or orders. Give reasons for your choice.*

Ex. 4. *Complete this typical customer-supplier sequence with the words from the box. The first point has been done for you.*

a complaint	information	an inquiry	an invoice (with the goods)
an order	the problem	a quotation	the quotation



Ex. 5. Check your knowledge of the topical vocabulary. Join the words from the left column to the words from the right column to make expressions equivalent to the Russian ones given below.

- | | |
|-----------------------|--------------------|
| a) to make out | k) order |
| b) a delivery | l) deadline |
| c) a shipping | m) the goods |
| d) a firm | n) an invoice |
| e) cash with | o) an order |
| f) a backlog | p) date |
| g) to place | q) department |
| h) to keep a delivery | r) order |
| i) to dispatch | s) an order (with) |
| j) to carry out | t) of orders |

1. служба доставки
2. твердый заказ
3. выполнять заказ
4. сбор заказов
5. отправлять товары
6. подлежащий оплате согласно заказа
7. выписывать счет
8. соблюдать срок поставки
9. размещать (делать) заказ на
10. срок поставки

Ex. 6. Revise useful expressions and phrases from Units IV – VII of the text-book. Correct the mistake in each sentence. The first sentence has been done for you. Then translate the sentences into Russian.

1. ~~I am write~~ with regard to your recent email.*I am writing*.....
2. Please send me your comments until Friday at the latest.
3. I will be grateful if you could send me more information.
4. Please find attach my report, as promised in Friday's meeting.
5. I hope we can to meet up soon.
6. I look forward to receiving this information so soon as possible.
7. I'm sorry I haven't written for ages, but I been really busy.
8. It will be more better for me if we meet on Tuesday rather than Monday.
9. Can we meet at 8 Feb at 14.30 instead?
10. Sorry, I don't can help you on this matter.
11. If you require any further informations, please do not hesitate to contact me.

12. I look forward to meet you next week.
13. I am really appreciate your kindness during my stay in London.
14. At the meeting we will discuss the follow points.
15. I'm afraid but we haven't received your payment yet.

Ex. 7. *Each phrase below has one word missing. Add the missing word as in the first sentence which has been done as an example. Then translate the sentences into Russian.*

to

1. With reference ✓ your email sent 6 June, ...
2. Thank you sending me the catalogue I requested.
3. We are writing to inform that ...
4. We are able confirm that ...
5. I apologise the delay.
6. I would appreciate if you could ...
7. Please get back me if there's anything else.
8. What time would convenient for you?
9. If you like any more details just let me know.
10. Anyway, that's enough, I think I stop writing now.
11. It was good to meet you the conference in Paris.
12. I look forward to hearing you soon.
13. I've attached a copy the latest sales figures.
14. Thank you for the invitation visit your company.
15. With reference your enquiry, I've attached all the information you need.

Quiz.

A) Questions 1 – 10 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked A, B, C, and D. In each gap there two possible answers. Write both answers to complete the sentences.

1. Please my report. Hope it's useful.

A) find attachment	C) find attached
B) find enclosed	D) see attached

2. Here is our report. If there are any problems, me know.

A) please let	C) please to let
B) make	D) just let

3. This report has just arrived. I'm it to you. Hope it's not too late.
A) moving **C) replying**
B) forwarding **D) sending**
4. I'm sending various forms for you to complete. Please special attention to AF200.
A) give **C) make**
B) pay **D) take**
5. Please complete the attached forms, and return them to me 3 June.
A) by **C) before**
B) until **D) to**
6. As agreed, I'm sending the pre-meeting notes. Let me know if there is anything else we can do before we meet.
A) from our part **C) on our side**
B) from this end **D) on this way**
7. I'm attaching the Business Plan Review. Pleasethat several alterations in dates have been made.
A) look **C) note**
B) appoint **D) be aware**
8. Please find enclosed my report. if there are any problems with deadlines etc.
A) Get back with me **C) Get back to me**
B) Get in touch with me **D) Make a touch with me**
9. Please find enclosed my report.
A) Let me know what you think. **C) Let me have what you think.**
B) Let me have any comments. **D) Make me have any comments.**
10. Here is the itinerary for Sri Lanka. Please that I have included everything you want in it.
A) check **C) control**
B) agree **D) confirm**

B) *Three people have written one and the same formal letter. But some phrases are incorrect. Which of the letters will attract the reader's attention in your opinion? Why?*

Jeremy	Rachel	Michael
Dear Sir/Madam	Dear Mr Spencer	Dear Henry
Thanks for...	Thank you for...	I would like to thank you for...
Please find enclosed...	We are pleased to enclose...	Attached is...
I shall be pleased to send you a copy...	Should you require a copy, we shall...	If you want, I can send you...
Should you require any further information ...	If you require any further information ...	Want you more information ...
Just call.	Please do not hesitate to contact us.	I can send it.
Can you...	Could you please ...	I would be grateful if you could ...
I'll see you on Friday.	We look forward to seeing you on Friday.	I look forward to seeing you Friday, then.
Soon	In the near future	Shortly
Yours sincerely	Yours faithfully	Best regards

EVALUATING THROUGH READING

Text A

Before reading the text do the following.

Ex. 1. Answer the questions.

1. How could you define 'a social situation'?
2. Have you ever written letters on social situations?
3. Have you ever asked anybody for a recommendation? Did that person know how to write it?
4. Can you explain the difference between a letter of recommendation and a letter of reference?
5. Should you write a reply to an invitation or just make a telephone call?

Ex. 2. Look through the words in **bold**. Then preview the text and formulate questions about the content of the passage that you think will be answered in the text itself. As you reread, try to answer these questions in your mind.

LETTERS YOU MUST WRITE

There are a few letters you must write on social situations:

- ☐ Bread-and-butter letters
- ☐ Letters of reference
- ☐ Letters of recommendation
- ☐ Letters of invitations
- ☐ Letters of acceptance or regret

Bread-and-Butter Letters. Whenever you have spent a day or two as a guest in someone's house, you must write a letter of thanks to your hostess within a few days after the visit.

It's good manners to write thank you for any presents or expressions of good will.

When someone writes to congratulate you, or to wish you well in your business, life, work, marriage or to offer his sympathies or the like – write back.

When someone has taken the trouble to write instead of simply telephoning or speaking to you, it makes sense to return the favour in kind.

Note: Such thank-you letters can be very short. You may use a printed (or engraved) thank-you card in business correspondence, but even then, the personal touch would be better business.

Letters of Reference. If you are asked to give a former employee a reference, you may write a letter without salutation and complimentary close. Such letters should contain main facts about the person you write about and should sound enthusiastic.

Don't leave out any important qualities and remember that omission implies demerit in each trait of character not mentioned.

Letters of Recommendation. Letters of recommendation serve to draw the employer's attention to the candidate's suitability for the vacancy.

Letters of Invitations. Invitations to important entertainments are nearly always specially engraved, so that nothing is written except the name of the person invited.

Letters of Formal Acceptance or Regret. Formal acceptances or regrets are always written.

Answers to informal invitations are telephoned more often than not.

In accepting an invitation the day and hour must be repeated. But in declining an invitation it is not necessary to repeat the hour.

Reading Tasks

Ex. 1. *Look at the sentences below and decide whether they are true or false. Find reasons for your answers in the text.*

1. There are five types of letters you must write on social occasions.
2. Bread-and-butter letters are only written to thank to a hostess for the hospitality.
3. Bread-and-butter letters must have a personal touch.
4. Giving someone a reference, write in it a salutation and a complimentary close.
5. All important person's qualities should be mentioned in a letter of reference.
6. Letters of recommendation are the same as letters of reference.
7. An inviting person only has to write his/her name in a letter of invitation.
8. Both formal and informal acceptances are always written.
9. In declining an invitation it is not necessary to repeat the day.

Ex. 2. *Fill in the blanks with the correct words according to the information implied in the text.*

1. Whenever you have spent a day as a guest in someone's house, you must write a letter of _____ to your hostess within _____ days after the visit.
2. If you are asked to give a former employee a _____, you may write a letter without salutation and complimentary _____.
3. In references, omission implies _____ in each trait of character not mentioned.
4. Letters of recommendation serve to draw the employer's attention to the candidate's _____.
5. Invitations are nearly always specially _____, so that nothing is written except _____ invited.
6. Formal acceptances or regrets are _____ written and _____ telephoned.

Vocabulary Tasks

Ex. 1. *When noting down the vocabulary you learn, it is a good idea to write not just the word itself but also other words which are grammatically related. In this way, you can build up tables like the following one. Complete this table.*

Nouns	Verbs	Adjectives
acceptance		
	congratulate	
		engraved
	invite	
omission		
recommendation		
		referred
salutation		
suitability		
	sympathize	

Ex. 2. Find as many verbs as possible that can be used to make word combinations with 'a letter'. Make up your own sentences using them. The first point has been done for you.

1. ...to reply to..
2.
3.
4.
5.
6. etc.



Critical Thinking Tasks

Ex. 1. Match the letters below with their definitions from the list. Give reasons for your choice.

A postcard, a fax, an informal invitation, an informal reply, a formal invitation, a formal reply, a business letter.

(1)

Lord and Lady Hearty
 At home
 Friday 18th April
 RSVP
 HaddenHall,
 Hadden
 Cocktails 6.30pm

(2)

The weather is wonderful – wish you were here- hot sun, super beaches and delicious food!
 Jony and Liz

*Mrs M Marsh
 11 End Road
 Pevensy
 England*

(3)

SHORT-SIGHTED & CO.
Tel/fax: 091 876 3584

TO: Bob Smith
COMPANY: Eagle Eyes Opticians
FROM: Bill Healy

Date: 1st October

No Pages: 1

I still haven't received the goods promised for delivery on Monday. Could you call me to let me know the position? Thank you. If any page is illegible, please telephone.

(4)

Lannarth House
Govilon

Mr and Mrs George Bull thank Lord and Lady Hearty for their kind invitation for cocktails on Friday 18th April, and have great pleasure in accepting. / but regret they have to refuse owing to a prior engagement.

25th March 2007

(5)

Jane and Bill

We are having a party!!!

On Saturday 4th May
at 8 o'clock.

We hope you can come.

Black and White! RSVP
(Bring a bottle) 925 689

(6)

Dear Mrs Martin

Thank you for your enquiry regarding our Club Fenders. We have pleasure in enclosing a copy of our brochure and Order Form/Price List.

.....
The average delivery time is three to six weeks from the date of order.

If you have any queries, please do not hesitate to call us.

Yours sincerely,

(7)

Saturday 28th

Dear Sue and Fred

Thanks for your kind invitation. We would love to come and look forward to seeing you then. I hope you don't mind but we may be a little bit late because Bill only finishes work at 7.

With love,

Jane

Text B

Before reading *the text make a list of differences that you think should exist between standard business letters and electronic correspondence.*

Electronic Correspondence Telegram, Cablegram, Telex and Fax

Messages of this kind are usually sent to produce immediate action.

They are shorter than letters, but if they are too brief they may be hard to understand. All minor words (articles, personal pronouns, prepositions, conjunctions and auxiliaries) are removed provided this does not interfere with the meaning of the message.

Punctuation is limited to the words “Stop” (at the end of the sentence) and “Query” (after a question).

In addressing and signing telegrams, cablegrams and telex messages minimum words is used – the firm’s name without quotation marks, a personal surname without Christian name or “Mr”, “Mrs”, or “Miss”.

Special abbreviations are sometimes used in telexes to save time and money. Unless you’re quite certain that your reader will understand exactly what you mean, it’s best to use normal English.

Since teleprinting errors are often made in transmitting such messages, the use of words instead of numbers and signs is often preferred.

You must write the sender’s name on a separate line. Words are not divided at the end of a line.

Telex communications are cheaper than telegrams because they are calculated according to time not the number of words. For this reason economy of words is less important than clarity.

As telegrams and telexes are not signed they are not regarded as being legally binding. So important messages, especially in business (orders, prices etc.) should be confirmed by a letter, which is signed for the company by the person responsible.

E-mail and Netiquette

The kind of language that’s used in a telex is also used in electronic mail (email) – messages sent from one computer to another. But there exist certain rules that you must observe when sending emails. These rules known as netiquette are as follows:

1. Don’t type everything in capitals. (People may think you are shouting!)
2. Use “smileys” when you want to give a nuance.
3. Limit line length to 65 – 70 characters.
4. Think carefully about what you write – it is a written record, not a telephone call!

5. Don't waste bandwidth – what you write should be to-the-point.
6. Warn the recipient if you want to attach a large file.
7. Write descriptive subject lines so the receiver knows what to expect.
8. When replying, don't quote back the whole message – delete the excess.
9. When forwarding a message, put any comments you have on the top.
10. Don't overuse acronyms, smileys, or internet expressions – not everyone will know what you are talking about.
11. Use a spell checker or be sure of your spelling.
12. Read through your e-mail before sending it – it may be informal but you still have to be clear and concise.

Reading Tasks

Ex. 1. *Having read the text, say whether your predictions about electronic correspondence were right. Have you learned anything new?*

Ex. 2. *In the text find explanations for the statements of the summary below.*

Electronic correspondence is shorter than letters. All minor words and punctuation are omitted. Special abbreviation is used. Words are often preferred to numbers and signs. But clarity is still more important than economy of words. Therefore sometimes it is best to use normal English. All important messages sent electronically should be confirmed by letters.

Ex. 3. *Below you could see the first two points of the plan covering the main ideas developed in the text. Continue the plan following the same style as given.*

- 1) Purpose of writing.
- 2) Conciseness of electronic correspondence.
- 3) Punctuation.
- 4)

Ex. 4. *Retell the text developing the ideas in the summary from Ex. 2. and using your plan from Ex. 3.*

Vocabulary Tasks

Ex. 1. *Match the capsule vocabulary used in telex (A) with its meaning (B).*

A) URTEL, N, APP, PLS, ARR, ATTN, MGR, CO, DEL, CFM, OURTELCON, CHNJ, DEP, DLY, OK?, DOC, FAO, FLT, INFM, ORD, INV, MTG, OURLET, 10AM, POSS, RE, ASAP, REC, YRLET.

B) 10 a.m., And, Appointment, Arrive, As soon as possible, Attention, Change, Company, Confirm, Delay, Delivery, Departure, Do you agree?, Document, Flight, For the attention of, Inform, Invoice, Manager, Meeting, Order, Our letter, Our telephone conversation, Please, Possible, Received, Reference, Your letter, Your telegram (telex).

Ex. 2. Match the vocabulary used in emails (A) with its meaning (B).

- | A | B |
|-------------------|---|
| 1) attachment | a) Where your incoming messages are stored. |
| 2) bandwidth | b) Pass along an e-mail to another address. |
| 3) bcc | c) The speaker is considered incompetent or ignorant. |
| 4) bounce message | d) A quotation added to a signature. |
| 5) forward | e) Error message returned by an e-mail system. |
| 6) mailbox | f) An emotional and often angry or rude message. |
| 7) sig quote | g) Blind courtesy copy. |
| 8) spam | h) A measure of how much information can be sent. |
| 9) a flam | i) Unsolicited e-mail messages (usually unwanted). |
| 10) burble | j) A file linked to an e-mail message. |

Note: A mail bomb: thousands of e-mail messages sent to the same address which can even bring down a server.

Ex. 3. Match the smyleys with their meanings.

When using

- | | |
|--------|--------------|
| 1. :-) | 2. >(or :-< |
| 3. :-# | 4. .-) |
| 5. :-= | 6. :-o |
| 7. :-t | 8. :-/ |
| 9. 1-1 | 10. :-& |

The user:

- | | |
|--------------------------|----------------------|
| a) will not say anything | b) is cross |
| c) has a moustache | d) is undecided |
| e) is tongue-tied | f) is winking at you |
| g) is surprised/shocked | h) is sad |
| i) is happy | j) is asleep |

Critical Thinking Tasks

Ex. 1. Compare the two letters (standard and email) below and note the differences in styles. Can you give examples of any other abbreviations used in English emails? Are all of them possible for business correspondence?

Standard English: I have read your message regarding Mr. John's presentation. I will try to read his paper as soon as possible and return it to your mailbox. Thank you once again.

Email style: Read yr message re john's pres. Will try to read his paper ASAP
N return it to yr mailbox. Thanx again.

Ex. 2. Rewrite the letters in the form of a A) telegram and B) telex.

A) Dear Sir

Following our telephone conversation last week, I would like to book a single room with bathroom for three days from the 6th to 9th June 2007 in the name of Mr. Jean-Louis Corfard.

I would be grateful if you could confirm this booking as soon as possible.

Yours faithfully

B) Invoice 285

Referring to your letter dated 16 April we have to inform you that payment of the above invoice is now overdue.

Please send us your check by air-mail without delay.

TARGETING GRAMMAR

Ex. 1. Read the information about sentence structure:

A simple affirmative sentence in English typically has the order **Subject + Verb + Object**. Each part can be a phrase rather than a single word:

<i>This report</i>	<i>will analyse</i>	<i>last year's budget.</i>
<i>Sub</i>	<i>Vb</i>	<i>Obj</i>

There can be an adverb phrase as well, and it often comes at the end. Adverbs say how (*quickly*), where (at our *offices*) or when (*next week*) something happens. If we have several adverbs together, the usual word order is HOW – WHERE – WHEN. Look at these examples:

1) I	am looking forward	to our meeting	in Munich	next month.
<i>Sub</i>	<i>Vb</i>	<i>Obj</i>	<i>Adv (where)</i>	<i>Adv (when)</i>
2) Sales	rose	by over 10%	in Hungary	last year.
<i>Sub</i>	<i>Vb</i>	<i>Adv (how)</i>	<i>Adv (where)</i>	<i>Adv (when)</i>

Now rewrite the sentences (1-4) below with the correct word order. Start sentences with a capital letter.

- me you may remember. we business cards last week at the Trade Fair exchanged.
- well is going our advertising campaign, we should until June consider extending it.
- about availability of rooms in July to ask I am writing. I need for 3 nights a single room.
- next weekend to my parents I am going, for a long time I haven't them seen.

Ex. 2. Read the information on making complex sentences.

You can make complex sentences by combining simple ones:

I	am	I can't accept your invitation on this occasion	but	I	hope	another trip to Paris	when I have more time later this year.
<i>Sub</i>	<i>Vb</i>	<i>Obj</i>		<i>Sub</i>	<i>Vb</i>	<i>Obj</i>	<i>Adv (when)</i>

- There are two main clauses, joined by the linking word 'but'.
- The phrase *I can't ... occasion* is a full clause, with a subject, verb, object and adverb.
- The phrase *I have ... year* is a full clause, with a subject, verb, object and adverb.

Now rewrite sentences (1 - 5) with the correct word order.

- I am writing / to let you know / from head office in Munich / I am coming to visit / next month / that / your offices in Moscow.
- This will be / in Central Europe / part of a visit / to all our subsidiaries / that / I am making.
- to consult with you / I will take the opportunity / about our strategic plan / for Central Europe, / which / for some time / we have been working on.

4. I would also like / our production facility / while I am in Moscow / to visit / and if there is time, / as well / some of the local suppliers.
5. I will contact you again / when / I can travel / the exact dates / as soon as I know.

Ex. 3. *Put the lines in the emails below in the correct order.*

Email 1

I am writing to thank you1....
 The meetings were very productive, and ...4....
 As well as the business side of things,7....
 The next time that you are in Munich ...11....
 Please give my regards
 for your hospitality
 during my recent trip to Paris.
 I really appreciated the time you took
 I am sure that they lay the basis for
 to show me Notre Dame, and
 to your colleagues in the Paris office,
 the wonderful meal that we had afterwards.
 a good long-term business relations.
 it will be my pleasure to return your kindness.
 it was a great pleasure to meet them all. ...15....

Email 2

Thank you for taking the time to attend...1....
 Unfortunately, we have to inform you that
 As we mentioned in the interview, we had ...5....
 While we were impressed with your interview, ...8...
 We appreciate your interest in....12....
 many applicants for this position
 your application has not been successful.
 an interview with you last week.
 we did not feel
 working with us,
 that you have the necessary skills
 and we would like to take this opportunity
 and experience for the position.
 and the standard for candidates was very high.
 to wish you every success in the future. ...15....

Ex. 4. Study some rules of the use of the definite article with the proper names which is especially important for business correspondence.

The is used before:

- names of cinemas (*The Odeon*), hotels (*The Ritz*), theatres (*The Lyceum*), museums (*The Louvre*), newspapers/magazines (*The Telegraph* but: *Newsweek*), ships (*The Bounty*), institutions (*The UN*), galleries (*The National Gallery*)
- names of rivers (*the Mississippi*), seas (*the Red Sea*), groups of islands/states (*the Virgin Islands, the USA*), mountain ranges (*the Urals*), deserts (*the Gobi desert*), oceans (*the Pacific*), canals (*the Panama Canal*) and names or nouns with “of” (*the Tomb of the Kings, the Garden of Eden*)

Note: *the equator, the North/South Pole, the north England, the South/West/North/East*

- titles (*the Pope, the Duke of Norfolk, the Queen*), but: “The” is omitted before titles with proper names. *Queen Alexandra*

The is omitted before:

- names of countries (*Portugal*, but: *the Argentine, the Netherlands, (the) Sudan, the Hague, the Vatican City*), cities (*Lisbon*), streets (*Regent Street*, but: *the High Street, the Strand, the Mall, the Bristol road, the A4, the M1 motorway*), squares (*Constitution Square*), bridges (*London Bridge*, but: *the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge*), parks (*Regent's Park*), stations (*Waterloo Station*), individual mountains (*Everest*), islands (*Malta*), lakes (*Lake Ontario*), continents (*Asia*)
- two-word names whose first word is the name of a person or place. *Charles de Gaulle Airport, Buckingham Palace* but: *the White House*, (because the first word “White” is not the name of a person or place)
- banks, hotels pubs, restaurants and shops, which have the name of their founder and end in -s or -'s. *Selfridges, Barclays Bank, Harry's Pub* but: *the Black Swan* (pub) (because “Black Swan” is not a name of a person or place)

Ex. 5. Add articles, if necessary, to the following extract from a business letter.

SHIPMENT OF A CARGO OF WHEAT ABROAD

On ... 12th of ... August 2007 ... Russian Chamber of Commerce concluded ... contract with ... foreign firm for ... sale of ... cargo of 6,000 tons of ...

wheat. ... wheat was to be shipped in ... September. ... sellers chartered ... S.S. "Martha" for ... transportation of ... wheat. About ten days before ... expected arrival of ... vessel at ... port of loading, ... shipowners informed ... sellers that ... s.s. "Martha" had been in collision with another boat during ... dense fog in ... Mediterranean Sea and would not be able to arrive at ... port of loading before ... end of ... September. ... sellers had at their disposal ... larger vessel of 6,500 tons. Therefore they sent ... telegram to .. buyers asking them to accept 6,500 tons of ... wheat instead of 6,000 tons. ... buyers agreed, but requested ... sellers to ship ... wheat in ... first half of ... October. ... sellers consented to postpone ... shipment of ... cargo in accordance with ... desire of ... buyers, and ... cargo was shipped on ... 10th of October.

Ex. 6. *Test your skills in translating the sentences. Pay attention to nouns with articles.*

1. Обращаю Ваше внимание на письмо от 10 октября, в котором Вас просили погасить долг в размере \$590, числящийся за Вами с июля.
2. Пожалуйста, вышлите мне каталог и прейскурант с ценами с.и.ф. порта Гавр.
3. Я хотел бы получить информацию о Ваших курсах английского языка, которые начинаются в апреле сего года.
4. У нас имеется широкий выбор свитеров для всех возрастов.
5. Книга, о которой Вы пишете, издана не нами, а издательством «Гринхилл Эдюкейшн Лтд.».
6. Товары, о которых Вы спрашивали, упоминаются на стр. 31 – 34 под каталожными номерами Н32 – Н37.

Ex. 7. *Look through the samples of business letters of Units IV – VII (Correspondence) from the textbook and prepare a short test on nouns and articles (10 - 15 sentences). Mind the use of articles with the names of companies, banks, with countable and uncountable nouns, in expressions used in letters.*

Quiz.

There no articles in the emails below. Insert them where necessary. Revise grammar rules to give reasons for your choice.

Email 1

You will all be aware that we have been interviewing candidates for position of Marketing Director. I am now pleased to inform you that we have ap-

pointed excellent candidate, Simone Verhart. Simone has worked in marketing for over fifteen years and I am sure that she will be valuable member of team.

I would like to invite you to short lunchtime reception in Conference Room 2 next Tuesday 5 Feb where you will have chance to meet Simone on informal basis. Refreshments will be available. Please let me know if you can come so that I can estimate numbers.

Email 2

I am writing re our order for 1,000 pieces of footwear, reference VK899. Money was transferred to your accounts on 23 January and we still haven't received goods. You promised in your email of 15 Dec that you would ship within 7 days of firm order.

I called your office this morning but secretary told me that you were away until tomorrow (Thursday). Please call me in morning and let me know what is happening. We have customers waiting for pieces and delay is causing for to lose business.

UNDERSTANDING THROUGH LISTENING

Ex. 1. *Stephanie Strahl is a lawyer from Geneva. She wants some new furniture for her office. She phones Laporta, a furniture company in London. Listen to the first conversation and note her details on the pad below.*

Contact name:
Name of company:
Address:
Telephone:
Action:

Ex. 2. *The next day the brochure was sent to her with an accompanying letter. Read the letter and find three errors. Answer the questions below.*

1. Why does Antonio Laporta write *Ms Strahl* and not *Mrs Strahl*? Why *Yours sincerely* and not *Yours faithfully*?
2. Which expressions in the letter mean the following?
 - a. I am sending...
 - b. a wide selection
 - c. helping you
 - d. for people of all incomes

LAPORTA

24 Southwark Street London SE1 1TY

Ms Stephanie Strahl
STRAHL & FIRONI
30, Avenue de Fronteneux
CA – 1207 Geneva

14 October 2007

Dear Ms Strahl

Following our conversation please find enclosed our latest brochure.

You will see we have a full range of office furniture to suit all budgets. You will find the Literatura range on pages 23 – 25.

Thank you for choosing our company. We look forward to being of service to you.

Yours sincerely
Antonio Laporta
Antonio Laporta

Ex. 3. Complete the dialogue below with the expressions from the first conversation (in the box below). Then listen to the second conversation and check.

<i>Sorry, that's...</i>	<i>Go ahead.</i>	<i>That's right.</i>	<i>Have you got that?</i>
<i>I've got that.</i>	<i>Go on.</i>	<i>I didn't catch...</i>	<i>Can I read that back to you?</i>

A: Would it be possible to send me a brochure?

B: Yes, of course. Let me take your details.

A: Ready?

B: Yes.¹

A: My name's Daniel Aubert.

B: Sorry,² your last name.

A: Aubert.

B: Daniel Albert.

A: No, it's Aubert.

B: OK.³⁴

A: And my phone number's 00 41 22 78...

B:⁵00 41 22...

A: ...78 24 60 54.⁶?

B: Yes, I think so.⁷? 00 41 22 78 24 60 94.

A: 54.

B: Sorry, 54.

A:⁸

Ex. 4. Read the conversation from **Ex. 3**. Imitate the intonation and mind the stress. Note that if we want to correct someone, we stress the word or the part of a word we are correcting!

Ex. 5. Have similar conversations with a partner. Take it in turns to give:

- your name, address and telephone number,
- a credit card or identity card number with the expiry date or issue date.

Ex. 6. Stephanie agrees to place an order and receives a quote from Laporta. Before listening to the third conversation read the letter and answer the questions.

LAPORTA		
<i>24 Southwark Street London SE1 1TY</i>		
Customer: Strahl & Sironi		
By Fax		
Quote		
Items	1 x Literatura desk 1800 x 1500mm	J690
	1 x drawer filing cabinet Available in beech and cherry	J310
Sub-total		J1000
	VAT	J175
	Transport	J90
<hr/>		<hr/>
Grand total		J1265
Delivery time 4 – 6 weeks.		
We hope this offer suits you and we look forward to processing your order.		
Please confirm in writing.		

1. What items of furniture does she want?
2. What is the total price of these items?
3. What does she have to decide about them?
4. If she accepts the quote what does she have to do?

Ex. 7. Stephanie calls Laporta back. Listen and answer the following questions.

1. How much of a discount does Stephanie get?
2. Why does she decide to order a chair?
3. Why does Laporta say he can't give her a discount for the transport?
4. When does she have to pay?
5. How will Stephanie confirm the order?

Ex. 8. Fill in the gaps with the appropriate words and word combinations. Listen to the third conversation again and check. Read the conversation in pairs aloud.

Laporta: Good morning. Laporta.

Strahl: Mr Laporta? This is Stephanie Strahl. Thank you very much for your _____ 1 _____ for the Literatura furniture. I'd like to _____ 2 _____ but I find it a bit expensive. Is that your _____ 3 _____ price?

L: For two items, yes, I'm afraid it is.

S: Aha. What about three items? Could you perhaps _____ 4 _____ on a desk, a filing cabinet and a chair to go with the desk?

L: I think I could give you 15%.

S: So, 15% off J1000 makes J800.

L: No, that's not _____ 5 _____. Actually, I said 15% not 20% – so I make it J850.

S: Oh, yes, _____ 6 _____. You're right. 15% off each item. And the chair?

L: I have a very nice one _____ 7 _____ at J150. Leather and chrome.

S: OK, _____ 8 _____. What about the transport? Is there any chance of a discount on that?

L: I'm afraid I can't reduce that because it's another company which does _____ 9 _____.

S: Ah, and the delivery _____ 10 _____ of eight weeks?

L: Well, we have everything in stock, so if you _____ 11 _____ today you can get everything to you within thirty days.

S: Oh, _____ 12 _____. _____ 13 _____ thirty days after delivery?

L: Oh, I think thirty days after the order would be better.

S: Mm. Fine. I'll send an e-mail to _____ 14 _____.

L: Thank you, Ms Strahl. I look forward to _____ 15 _____.

Ex. 9. Decided what Stephanie Strahl (from listening) could write to confirm her order. Write her e-mail to Laporta.

Ex. 10. Look at the letters below and decide what Mr Harwood and Mr McGregor might have spoken about on the phone on the 18th of April. Restore their conversation with a partner. Use the suggested beginning and ending.

McGregor: McGregor's speaking.

Harwood: Good morning, Mr McGregor. This is James Hardwood speaking. Thank you very much for your letter.

McGregor: Thank you, Mr Hardwood, for reconsidering your prices. I'll send you a letter to confirm.

Harwood: OK, Mr McGregor, I look forward to your confirmation. Bye.

Letter 1

17 April 2007

Dear Mr Hardwood

Thank you for your offer of 15th April for the delivery of Cable.

Unfortunately we have to tell you that we find your prices much higher than those of other firms who have made us similar offers.

We could make use of your offer and place our order with you if you reconsider your prices and reduce them at least by ten percent. As far as the terms of delivery and conditions of payment they are quite acceptable to us.

We are looking forward to your favourable reply.

Yours sincerely

Arnold McGregor

Arnold McGregor

Letter 2

19 April 2007

Dear Mr Hardwood

Referring to our telephone conversation yesterday, I am writing to confirm my order for 10,000 meters of cable instead of the previous 8,000 meters.

The price agreed was J0.5 per meter with payment at ten days after the delivery. You promised delivery within twenty days after the order.

Thank you once again for reconsidering your prices and look forward to receiving the good in due course.

Yours sincerely

Arnold McGregor

Arnold McGregor

EVALUATING THROUGH WRITING

WRITING A MEMO

A *memorandum* (plural *memoranda*, abbreviation *memo* [*`meməu*]) is a very common form of business communication which is exchanged between members of the same organisation. It can be a brief note for the files or a reminder to someone. A longer memo to an English-speaking member of staff may need almost as much care as a letter to a client.

Personalized memo paper, usually intended for scribbled notes within the office, can also be practical.

Most companies print their own memo stationery, but the layout is more or less the same. There are 4 main headings (To:, From:, Date:, Subject:/Re:).

The memo usually focuses on one message or piece of information, and often requests action to be taken. It may be sent to a single person or a group of people. There are many different techniques used in memo writing, but several basic rules should always be applied:

- Since memos are a little less formal than business letters, it is best to use simple language and a neutral tone.
- Keep your memo clear. Use short, simple sentences.
- A memo should not be any longer than one page. Most people do not have to read long memos.
- The opening and closing formula can be more direct, and less formal than in a letter.
- No signature is required at the end. However the person who has written the memo may put his/her initials, but not his/her full name.

Task 1. Now read the memo below and match the parts of the memo (1 – 6) with the descriptions (a – f).

BLOGGS & BLOGGS
MEMO

1. To: All staff
From: Michael McGovern, I.T. Centre
2. Date: 18 August 2007
3. Subject: Computer Access


4. We will be upgrading the software installed on the network over the weekend. It is therefore possible that you may have problems accessing your computer on Monday morning.
5. If this is the case, please do one of the following:
 - ◆ Press the restart key when the ‘access denied’ message comes up.
 - ◆ Phone extension 2291 for help from a technician.
6. We are doing everything we can to make sure things go smoothly and will be glad to help if you have any problems or queries.

MM

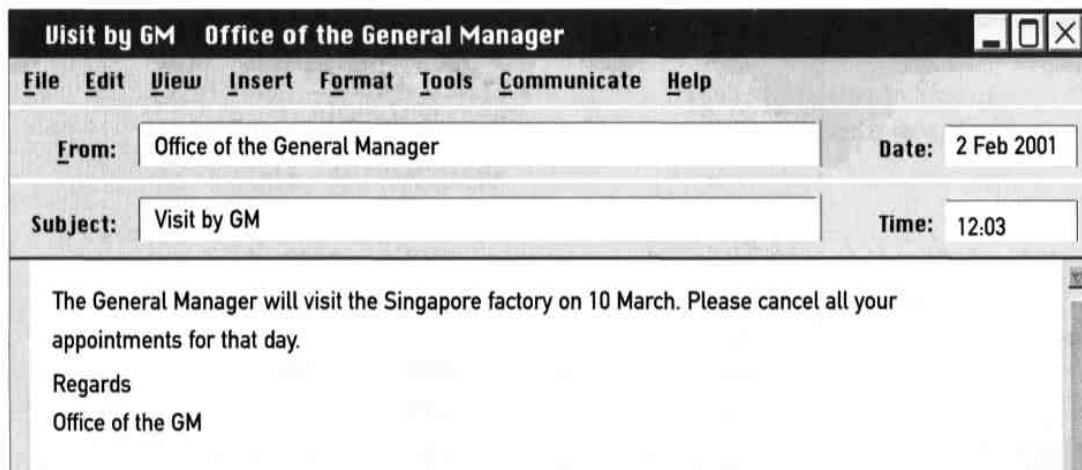
- a) The body of the memo.
- b) A short heading which tells you what the memo is about.
- c) When the memo is sent.
- d) The conclusion of the memo, which often recommends a course of action.
- e) Name of the person to whom the memo is sent.
- f) A brief introduction to the memo giving the most important information.

Task 2. Look through the following memos and comment on their structure and style.

1)

MEMO	
<i>Date:</i> 11 Feb	<i>Subject:</i> Order No. 356
<i>From:</i> Manager	<i>To:</i> Sales Supervisor
Please write and tell the Court Hotel that we are sorry that we made a mistake with their order. (Instead of 1,000 bottles of orange juice we sent 1,000 bottles of shampoo!).	
Their address is Chilcompton, Bath, BA3 4SA, UK.	
Our delivery vans will be in their area at the beginning of next month. We will deliver the juice then and collect the shampoo.	

2)



Visit by GM Office of the General Manager

File Edit View Insert Format Tools Communicate Help

From: Office of the General Manager **Date:** 2 Feb 2001

Subject: Visit by GM **Time:** 12:03

The General Manager will visit the Singapore factory on 10 March. Please cancel all your appointments for that day.

Regards
Office of the GM

Task 3. Write a memo after having read the following information.

Imagine you are the Manager of the computer section of StorFinans Bank, Nygatan 47, Stockholm, Sweden. Some time ago you ordered a large quantity of computer paper. The paper arrived yesterday but it was the wrong colour: you ordered white and they sent green. Write a memo to your secretary asking to write to Anneka van Ek and complain. Her address is: Computer Supplies, 84 Ave Franklin Roosevelt, 1067 Brussels, Belgium.

PROJECT

Task 1. *Collect information on a company operating in your country (e.g. Horizont, Atlant). Study the range of goods they offer. Think of or find out possible discounts they give to wholesalers, regular buyers, companies as well as persons. What are their regular terms of delivery and payment? Who does the delivery? Prepare a report on what you have investigated.*

Task 2. *Use your imagination to think out two companies (a Seller and a Buyer) and their activities in detail (location, history, goods they sell or produce, partners, policy of working with customers etc). In groups, role-play a whole customer-supplier sequence between the companies.*

PROBLEM ISSUES

Revise the material of Units IV – VII (Correspondence) from the textbook and be ready to speak on the following issues. Make use of the new vocabulary you acquired.

Business Letter Format

- Optional parts of business letters.
- Indispensable parts of business letters.
- The rules of addressing envelopes.
- The two styles of a business letter layout.

Inquiries

- The reasons for sending enquiries.
- The procedure of enquiring.
- Information the Buyer must write in an enquiry.
- The rules of replying to enquiries.

Offers

- The reasons for writing orders
- Information the Seller must include in an offer.
- The difference between a firm offer and an offer without engagement.
- The rules of accepting or declining offers.

Orders

- The procedure of ordering.
- Information the Buyer must include in an order.
- A typical customer-supplier sequence.

MODULE 3

Self-study material for Units VIII-X (Business) from the textbook.

ECONOMY COMPANIES MANAGEMENT

VOCABULARY FOCUS

One of the ways in which vocabulary is stored in the brain is by related groups. Words which have some kind of connection are kept together in the brain. For example, these words are connected by topic:

company /shareholder /board of directors /proprietorship

Ex. 1. *Circle the word that does not belong in each horizontal group.*

- | | | | |
|-----------------|----------|------------|-------------|
| 1. business | company | society | subsidiary |
| 2. salary | manager | salesman | employee |
| 3. finance | product | research | marketing |
| 4. distributing | selling | assembling | promoting |
| 5. end user | customer | client | distributor |

Ex. 2. *Go through the words and expressions you would like to revise in this module and put them into related groups.*

Ex. 3. *Use a dictionary if necessary to find out what the following abbreviations stand for. Continue the list with 5 – 10 other commonly used abbreviations.*

Adv., C/A, COD/c.o.d., D.D.D., exps., F.Y., GNP, IFC, I.M.F., inv., IOU, L/C, lb., Ltd., M.P., O/D (OD), Re: Att., p.w., R, SEC, St.Ex., TM, tx., VAT.

Ex. 4. *Find in the English abbreviations for the following Russian expressions.*

Как можно скорее; общество с ограниченной ответственностью; закрытое акционерное общество; то есть; также известный как; нашей эры; таможня; дневная заработная плата; дюжина; через день; бесплатно.

Ex. 5. Match the words with the definitions below.

stock	shareholder	assets	ownership
charter	debts	liabilities	retail
		partnership	tax

- 1 Owner of shares.
- 2 Money lent to a government in return for interest; shares in the capital of a business company.
- 3 Anything owned by a person, company, etc. that has money value and that may be sold to pay debts.
- 4 Right of possessing.
- 5 A business owned by two or more people.
- 6 An amount of money that you have to pay to the government so that it can pay for public services.
- 7 The sums of money which a company or organization owes, for example because it has made promises or signed an agreement.
- 8 Written or printed statement of rights, permission to do something, especially from a ruler or government.
- 9 Payment, which must be, but has not yet been, paid to somebody; obligation.
- 10 Sale of goods (usually in small quantities) to the general public, not for resale.

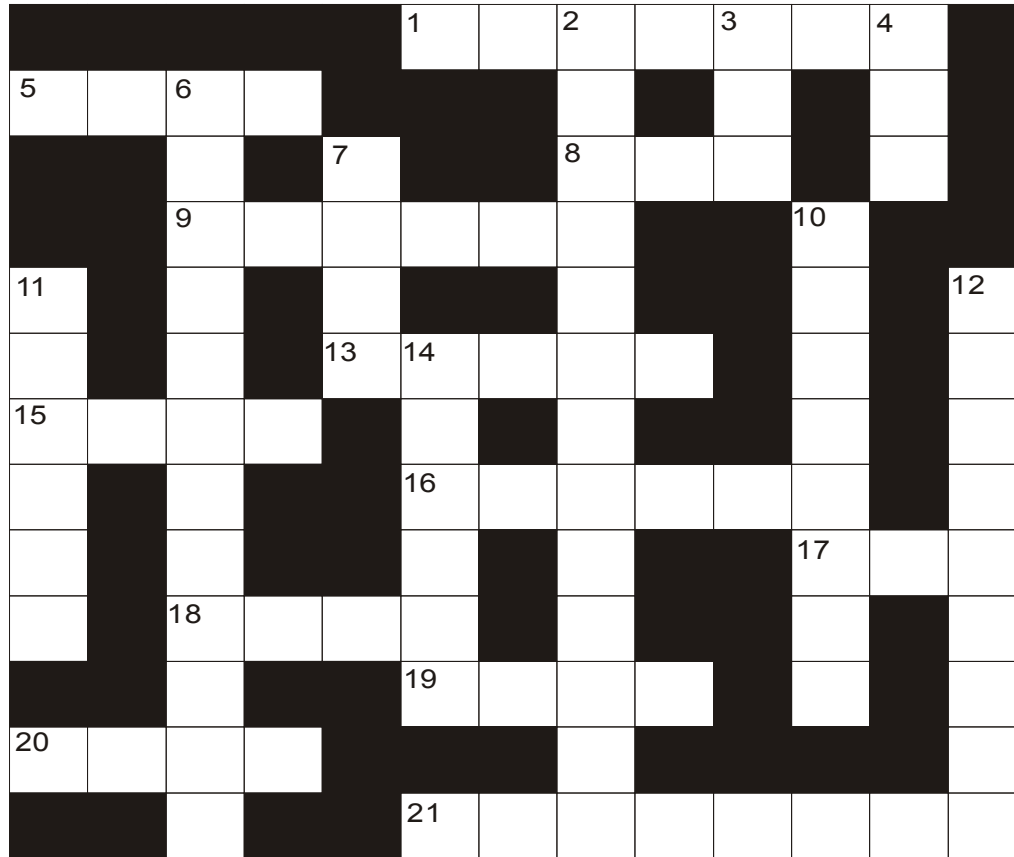
Ex. 6. Complete the sentences with the words from the box below.

single	ownership	sole proprietorship	flexibility
individuals	liability	own	to operate
		directors	stock

1. There are three major legal forms of ... : sole proprietorship, the partnership and the limited company.
2. A sole proprietorship is owned and operated by a ... individual.
3. A ... can be dissolved as easily as it can be started.
4. A sole proprietorship offers the owner freedom and ... in making decisions.
5. A partnership is an unincorporated enterprise owned by two or more
6. One partner may possess the management skills ... the firm.
7. In partnerships, the unlimited ... is both joint and personal.
8. Limited companies are separate from the people who ... and manage them.
9. The owners of limited companies elect a board of ... at an annual meeting.
10. Shareholders of corporations can only lose the amount of money they have invested in company

Quiz.

A) Read the definitions below and add suitable words to the puzzle.



Across:

1. A business firm. (7)
5. The person in charge of a firm or a department. (4)
8. 'We don't sell a ..., just a few.' (3)
9. The amount of money provided for some purpose. (6)
13. To change so as to make better. (5)
15. 'My opposite number on the retail ... (4)
16. The sale of goods to the public. (6)
17. What you listen with. (3)
18. 'We pay them commercial ...s.' (4)
19. A large container for storing water or oil. (4)
20. 'In the past, the primary activities ... to be in newspapers.' (4)
21. To set aside for a particular purpose. (8)

Down:

2. Operating in several different countries. (13)
3. Do something. (3)
4. Japanese currency unit. (3)
6. Companies that are owned by other companies. (12)
7. A thought or plan. (4)
10. Difficulties that have to be solved. (8)
11. A method for getting work done. (6)
12. To let the public know about one's company or its products. (9)
14. A place where goods are bought and sold. (6)

B) Choose the best option.

1. Of the following, which are advantages to a single proprietor?
 - a) Unlimited liability.
 - b) Mutual agency.
 - c) Ease in obtaining funds.
 - d) Control over decisions.
2. An advantage of a partnership over a single proprietorship is
 - a) limited liability.
 - b) greater specialization of management.
 - c) less "red tape" in forming the business.
 - d) unlimited liability.
3. Which of the following is not true of a corporation?
 - a) Unlimited liability.
 - b) Ease in obtaining funds.
 - c) Lower tax rate on corporate income than on personal income.
 - d) Greater efficiency brought about by greater size.

EVALUATING THROUGH READING

GETTING INFORMATION FROM THE TEXT (Phases of Reading)

There exist three different phases of reading in order to get as much information from the text as possible, to comprehend and evaluate it properly.

- 1) The Anticipation phase in which students think and ask questions about the topic they are about to study.
- 2) The Building Knowledge phase in which students make sense of the material, answer their prior questions, find new questions and answer those too.
- 3) The Consolidation phase in which students reflect on what they have learned, ask what it means to them and ponder how they can use it.

Before you read (the anticipation phase) do the following:

- Look at the heading and try to recollect as much information as possible on the topic of the text and the problems related to it.
- Think over and write down several questions you would like to learn from the text.

Reading (the building knowledge phase). During this phase do the following:

- Skim the text to understand its main points.
- Read the text once again to understand details and make a summary of each paragraph.
- Answer the questions you put down before reading the text.

- Think of some more questions to the text and answer them too.

Critical thinking (the consolidation phase). Do the following:

- Fill in the chart.

What do we know	What do we want to know	What did we learn
-----------------	-------------------------	-------------------

- Summarize the main idea.
- Reflect on how the information you have learned from the text changes what you thought earlier.
- Think over how you can use this information.

Text A

Before reading the text about global production consider the following questions:

- A.
1. What criteria do you think global companies use when they choose the location of their manufacturing operations around the world? Some examples are labour costs, education level of the local workforce, and political stability. Can you think of others?
 2. It has become increasingly common for organisations to subcontract some aspects of their activity to outside companies. Typical examples are catering (the company restaurant) or security (protecting the buildings). What, in your opinion, are the advantages and disadvantages of subcontracting work in this way?
- B. Think over and write down some more questions you would like to learn from the text about global companies.

LOWEST COST ISN'T ALWAYS THE ANSWER

*Lower tariffs and new markets opening to foreign investment have complicated the decision about how manufacturing should be organised, says **Nikki Tait**.*

Visit any western toy superstore, and most of the basic products will say 'Made in China or, perhaps, Malaysia or Indonesia. Until, that is, you reach the Lego section. Suddenly, the boxes are more likely to identify Denmark, Switzerland or the US as the country of origin.

It might seem logical that a global company, selling into a multitude of country markets and measuring *its* market share in global terms, should place production facilities wherever costs are lowest. But Lego, the privately-owned Danish company, has for years concentrated *its* manufacturing in Europe and the US, arguing that *this* best satisfies design and quality requirements. For Lego the notion of cost is only a small part of the production picture.

So how does a global company go about organising its manufacturing net-

work? The decision has become more complicated over the past two decades due to a number of factors. On the one hand, trade barriers across much of the world have declined sharply. Simultaneously, a range of new markets - notably in Asia and Eastern Europe- has opened to foreign investment.

This has made global production much more possible. But it has also reduced the need for many overseas plants. Markets that previously demanded local production facilities - because tariff levels made importing far too expensive can now be supplied from other countries.

Plainly, in this newly-liberalised environment, basic manufacturing costs do become more significant. But there are limits to a purely cost-driven approach. Many companies have built their current production structure through acquisitions over a number of years, rather than in a planned way.

Another problem is that costs themselves can be subject to rapid change, making today's Indonesia, for example, tomorrow's Hong Kong. *This* adds a further dimension to any global company's investment decision-making. The reality is that manufacturing businesses also need to think: how quickly can we pull the plug?

Some companies have addressed this issue through what is called the 'part configuration' model. This involves selecting a number of regional manufacturing bases which are viewed as longer-term investments, and augmenting them with lower-skilled assembly plants, which can more easily be moved between markets.

The availability of suitable employees also needs to be examined when investment decisions are being made. There may be close links between manufacturing and product innovation and if too much focus is put on low-cost assembly operations, product innovation tends to suffer.

Perhaps the hottest topic is whether a global company needs to be a producer at all. Outsourcing of production to other suppliers gives a company more flexibility, and fits well with a global strategy. A business may be better placed to supply differentiated products into different regional markets, and *it* can probably adjust more swiftly to changing cost considerations. These operational advantages come in addition to the financial benefits of outsourcing, such as lower capital employed.

But there can be pitfalls. Perhaps no company exemplifies the outsourcing trend better than Nike, the sports shoe group. On paper, its strategy of subcontracting the production of its shoes to local factories looks eminently sensible. But these arrangements have turned into a public relations disaster in recent years, as human rights campaigners have complained of 'weatshop' conditions in many of the Asian plants producing Nike products. Lack of ownership, it seems, does not bring freedom from responsibility.

Reading Tasks

Ex. 1. *Answer the following questions.*

1. Where are most simple toys manufactured and why?
2. Why does Lego do things differently?
3. What is the reason for a global company to have a 'part configuration' model?
4. According to the text, what are the advantages and disadvantages of 'low-cost assembly plants'?
5. What are the operational advantages of outsourcing?

Ex. 2. *Mark these statements T (true) or F (false) according to the information in the text Find the part of the text that gives the correct information.*

1. The main reason to have overseas plants is to be close to local markets.
2. A lot of plants are now being located in Eastern Europe.
3. Imports to many markets are now cheaper.
4. The number of overseas plants is increasing.
5. Cost is the main factor in choosing the location of a foreign plant.
6. Outsourcing production to subcontractors gives a company more flexibility.

Ex. 3. *Look through the text once again and say what the words in italics refer to.*

Vocabulary Tasks

Ex. 1. *A) The article deals with the question about where to locate 'production facilities'. Three other words are used in the article with a similar meaning to 'facilities'. What are they?*

B) What other word is used in the article with the same meaning as 'production'?

Ex. 2. *Find a word or phrase in the text that has a similar meaning.*

1. amount in percentage terms of a company's sales compared to its competitors (para 2)
m...*arket*..... s...*hare*.....
2. organisation of a company's production facilities around the world (para 3)
m..... n.....

3. legal or financial regulations to protect a country's domestic producers (para 3)
t..... b.....
4. amount of taxes on imports (para 4)
t l.....
5. strategy based mainly on keeping costs low (para 5)
c..... d..... a.....
6. companies bought as part of a strategy of expansion (para 5)
a.....
7. factory which puts together parts of a machine manufactured elsewhere (para 7)
a..... p.....
8. products that are specially prepared for different market needs (para 9)
d..... p.....
9. getting other companies to make products to your specification (para 9)
o.....
10. money invested in the business operations of a company (para 9)
c..... e.....
11. extremely bad working conditions, with low pay (para 10)
s..... c.....

Ex. 3. Match these terms with their definitions.

- | | |
|-------------------------|--|
| 1) notably (para3) | a) is a typical example of something |
| 2) augmenting (para7) | b) especially, particularly |
| 3) links (para8) | c) a relationship or connection between two things |
| 4) swiftly (para9) | d) quickly |
| 5) exemplifies (para10) | e) very, extremely, completely |
| 6) eminently (para10) | f) increasing something by adding to it |

Ex. 4. Use an appropriate word from Exercise 3 to complete each sentence.

1. The success of the engineering company ABB exemplifies the ability of an organisation to think globally and act locally.
2. We recruit our future international managers from the top business schools, Harvard, INSEAD and London.
3. Many business schools and management faculties have close with industry.
4. Our new Chief Executive was easily the best candidate for the job. In fact,

- he is suitable for this position.
5. During the busy months of the year we deal with the extra work by our full-time staff with temporary employees.
 6. If incorrect and potentially damaging news is reported about the company in the press, it is important to move to deny it.

Critical Thinking Tasks

Ex. 1. *Some of the main benefits for a company that is listed on the stock exchange are that it can raise capital by issuing new shares, and it can also use its own shares as payment when acquiring or taking over another company. But there are some disadvantages too. What do you think they are? Write them down.*

Ex. 2. *Most big international companies are listed on the stock market. But Lego is not. What do you think the reasons are? Innumerate them.*

Text B

Before reading *the article below think over the following questions.*

1. The phrase ‘think global, act local’ is often quoted. What does it mean to you?
2. A lot is said and written about ‘global organisations’. What do you understand by this phrase? Which organisations are global, in your opinion? Why?

PERSPECTIVE: THE MYTH OF THE GLOBAL EXECUTIVE

*The key to success is to combine corporate culture with local knowledge and include, not reject national characteristics, writes **Tony Jackson**.*

Multinationals running their various businesses the same way all over the world may have been perfectly acceptable 30 years ago, but it is not the way today. Nevertheless, the vast majority of even the biggest companies still have a culture rooted in their country of origin. Changing that is one of the biggest challenges to becoming genuinely global.

Richard Greenhalgh, head of management development and training at the Anglo-Dutch consumer group Unilever, says that in a few areas, such as integrity and the Unilever *code of conduct*, corporate culture takes precedence.

‘But you need a balance between having a very *international cadre* and having a national presence,’ he says. ‘A few years ago, we were concerned that we had too many expatriates. Five years ago, three of our four business heads in Italy were expatriates. Now they’re all Italian. In a consumer business

like ours, that's important.'

The global executive, in fact, may be something of a myth. According to Mr Greenhalgh the use of expatriates goes against the policy of providing *career ladder* for local managers.

In fact, however global the company may be, it remains necessary to manage people differently in different countries. Within Europe, Mr Greenhalgh says, Unilever has traditionally been much more open with managers in northern than southern countries, on matters such as where they stand in the *salary scale* or what their *prospects* are. But that is changing, he adds. A younger generation of managers is more likely to have travelled when young, and many have taken an MBA in the US.

Behind this lies the most fundamental problem of all: the fact that apart from a handful of companies, even the biggest corporations are dominated by the culture of the home country. 'Outside that handful,' says Lowell Bryan, a senior partner with McKinsey in New York, 'companies are very German, or very British, or very American. And in the case of US companies they assume globalization means Americanising the world. At least others don't have that arrogance.'

But if the members of top management are all nationals of the home country, it makes it much more difficult to attract and keep talented and ambitious managers from other countries. In fact, the problem lies not in attracting people – a talented Indian or Korean manager will typically want early experience with a multinational – but in keeping them. 'People will join the company to learn,' Mr Bryan says, 'but unless they feel they're part of the *core company*, they're going to leave, and exploit the brand status of the company in their next job.'

So given the importance of local cultures within the global company, an obvious question is how to *appraise* and identify talent around the world on a consistent basis. Unilever, Mr Greenhalgh says, has been working on this for the past four years.

'We've been developing a set of eleven management competencies we can use worldwide', he says. The aim is to have a clear objective measure of potential. We measure such things as entrepreneurial drive, the ability to lead and develop others, and integrity. That makes up a common core of behaviours. We've tested it, and so far it seems to be culturally transferable.'

Reading Tasks

Ex. 1. Answer the following questions:

1. Which of these statements gives the best summary of the text on the page?

- a) Having expatriates in key positions is still important for international companies.
 - b) Using local managers rather than expatriates is now the objective of most companies.
 - c) Developing managers from around the world who share the company's values is essential for global success.
2. According to Lowell Bryan of McKinsey, how many international companies are not dominated by the culture of the home country – a lot, or just a few? What is the phrase he uses?

Ex. 2. *Mark these statements T (true) or F (false) according to the information in the text Find the part of the text that gives the correct information.*

- 1. Few companies are genuinely global.
- 2. The use of expatriates is growing at Unilever.
- 3. Corporate culture is more important than local needs in most areas of management.
- 4. Recruiting local managers is difficult for many organisations.
- 5. It is important to offer a career path for local managers.
- 6. Unilever manages people differently in different countries.
- 7. Many multinationals impose their British, French, German or US approach to business on all their subsidiaries.
- 8. Unilever believes it is difficult to have a consistent measure of management potential worldwide.

Ex. 3. *Choose the best option.*

- 1. Richard Greenhalgh thinks a younger generation of managers is more likely to have travelled and taken MBAs abroad (para5). Choose the best explanation for the statement.
 - a) they will be more ambitious and want higher salaries;
 - b) they will have a better understanding of business issues;
 - c) they will be more international in their attitudes.
- 2. Lowell Bryan says that some local managers will leave and ‘exploit the brand status of the company in their next job’ (para7). What does this mean?
 - a) they will take information about the company's products to a new company;
 - b) they will get a good job in a new company because of the reputation of their old company;
 - c) they will get good jobs as brand managers in a new company.

3. Greenhalgh lists ‘entrepreneurial drive’ as one of eleven management competencies selected by Unilever (para9). Choose the best explanation for the phrase.
- a) willingness to take risks in order to achieve goals;
 - b) previous experience of running a company;
 - c) someone with an outgoing personality.

Vocabulary Tasks

Ex. 1. Match these terms with their definitions.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1) rooted in their country of origin 2) takes precedence 3) a myth 4) more open with 5) where they stand 6) a handful of companies 7) ‘Americanising’ the world | <ul style="list-style-type: none"> a) something people believe but which is not true b) to be strongly influenced by your home culture c) to come first, to have priority d) to turn everything into a copy of America e) their position f) a small number g) give more information |
|---|--|

Ex. 2. Complete the chart.

Verb	Adjective	Noun
globalise	global	globalisation
appraise	1. <u>...appraisal</u>	2
3	consumer	4
5	6	corporation
7	transferable	8
9	10	success
identify	11	12
13	14	measure

Ex. 3. Choose the best explanation for each of these words or phrases from the text.

- 1. code of conduct
 - a) rules of behaviour in business
 - b) rules about use of company cars
- 2. international cadre
 - a) a special group of managers who work internationally
 - b) a clear strategy for working internationally

3. career ladder
 - a) way of moving quickly to the top of the organisation
 - b) way to make step-by-step progress in an organisation
4. salary scale
 - a) range of salaries related to particular jobs"
 - b) balance between salary and annual bonus
5. prospects
 - a) potential new clients
 - b) future developments in your career
6. core company
 - a) the group of people at the heart of the company
 - b) a special group of company consultants
7. appraise
 - a) congratulate people
 - b) evaluate people's skills

Ex. 4. *Use an appropriate word or phrase from Exercise 3 to complete each sentence.*

1. Most ambitious young people want to join an organisation with a clear *career ladder* so they can see how their career will develop.
2. Socially responsible companies include business ethics in their
3. A graduate who joins a large international company will probably have better than one who joins a small family company.
4. The purpose of the annual meeting between a manager and his or her subordinates is to the subordinates' job performance.
5. Government organisations usually have a fixed which links pay to job grades.

Critical Thinking Tasks

Ex. 1. *The phrase 'corporate culture' is used several times in the article. How would you define it? Give some examples of elements which make up the corporate culture of an organisation.*

Ex. 2. *Greenhalgh says that 'Unilever has traditionally been much more open with managers in northern than southern countries'. What do you understand by this, and why do you think Unilever had this policy?*

TARGETTING GRAMMAR

Ex. 1. *English tenses have two elements of meaning: time and aspect. Time refers to **when**, and aspect refers to **how** the speaker sees the event. There are three main aspects in English: Simple (or Indefinite), Continuous (or Progressive) and Perfect.*

Match the definitions below with the correct name of the aspect.

1. It describes an event which is temporary, incomplete or in progress.
2. This aspect describes an event, which is permanent, complete, habitual, or a simple fact.
3. This aspect describes an event, which relates to two different times. The event is completed at an indefinite time before another time.

Ex. 2. *A) Write out and place in the appropriate column in the box below the sentences from texts A and B according to their aspect.*

Simple	Continuous	Perfect
--------	------------	---------

B) State the tense forms in these sentences.

Ex. 3. *Present Perfect Simple versus Present Perfect Continuous.*

The Present Perfect relates a past action to the present. The Present Perfect Continuous emphasizes the length of time that the activity has lasted, over hours, days, weeks, months, or years leading up to the present.

Match the following half sentences.

- | | |
|--|--|
| <p>1 -We've developing a set of management competences
-We've developed</p> | <p>-a new business objective
-since the foundation of the company</p> |
| <p>2 -Unilever has been working on this
- Unilever has worked out a new way</p> | <p>-for the past four years
-how to appraise and identify talent around the world</p> |
| <p>3 -We've tested a new management approach
-We've been testing a new management</p> | <p>-to make it a common core of behaviour
-and so far it seems to be culturally transferable</p> |
| <p>4 -They've been attracting ambitious managers from other countries,
-They've attracted ambitious managers</p> | <p>-from other countries

-that's why the company is so successful</p> |

- | | | |
|---|--|---|
| 5 | -Lots of talented young people have been joining the company | -lately |
| | - Lots of talented young people have joined the company | -to learn new ways of global management |

Ex. 4. *English has an active and passive voice. In passive sentences the subject of a sentence is not the doer of the action but the receiver of it.*

- A) *Write out from texts A and B the sentences in the passive voice.*
 B) *Translate them into Russian.*

Ex. 5. *Put the verbs in brackets in the correct tense form and voice.*

1. More and more companies (organize) themselves along product lines nowadays.
2. In the 1980s layers of middle management (remove).
3. Organizational structure (show) how different elements in the company (group) together.
4. The manufacturing process of Lego (concentrate) for years in Europe and the USA.
5. Some companies may (split) into several units.
6. The delaying process (run) its course already.
7. In functional structure a fairly traditional chain of command (put) in place.
8. Trade barriers across the world (decline) sharply over the past two decades.

Quiz.

Three of the sentence below are correct. Put a tick (v) next to them. All the others contain mistakes. Correct them.

1. The company has expanded dramatically lately, so I've bought some of its shares.
2. Honda develops many new products at the moment, that's why it's so popular with the customers.
3. Until well into the 1980s, Honda's vehicles have designed, engineered, and built in Japan for sale around the world.
4. The Ford 2000 restructuring programme threw out the old functional departments and replaced them with multi-disciplinary product teams.
5. This car company was decentralizing in recent years. While its cars have much the same names around the world, they became less, rather than more, standardized.
6. I can't decide what company to join. Perhaps I'm going to join Unilever.

7. A one-day strike has called by London Underground staff for Friday this week.
8. The manager said that all trainees have been working hard and were de- served a promotion.
9. In 1992, Paul was delighted to be sent to the Middle East by his company.
10. I worked as a general manager for two years now, but I still can't used to it.

UNDERSTANDING THROUGH LISTENING

Ex. 1. *Before you listen to the extract "A Multinational Oil Company" read this short piece about the company that Richard works for. Then replace each of the words in italics with appropriate words taken from the box below.*

an increase	operations	situated	main	directs	yearly	variety
competitive	main offices	formed	around	totals	biggest	

Founded in 1896, SOTEX is now one of the *largest* companies in the world. Its *headquarters* are *located* in Houston, Texas, and from here the company *controls* its *activities* throughout the world. The *principal* business of the company is in oil, but it has a *range* of other interests too. The *annual* turnover *amounts to* many billions of dollars, and despite the very *though* market, the company was still able to report *a rise* in profits last year of *ap- proximately* 15%.

Ex. 2. *Now listen to the extract.*

Ex. 3. *Look at the following expression. Listen to the extract again, and write down the words that Richard actually uses in place of the printed in italics.*

1. ... their responsibility is for *searching for and finding oil*
2. ... in the UK and *out of sea near the UK*
3. ... a separate *company owned by Vector*
4. ... separate companies for *cleaning crude oil* and marketing
5. ... operating *in every part of the world*
6. ... to set up *a number of other companies owned by the main company*
7. So, they have a lot of companies *controlled by and responsible to them*
8. ... each *involved in a different area of business*
9. ... which has its *main offices* in Houston
10. ... marketing petrol and other goods *sold in large quantities to retailers*
11. ... whether that's *in every part of the world* or not, I'm not sure

- 12.... *almost the same* kind of subsidiary
- 13.... they will have *one special* vice president ... responsible for that function
- 14.... who Vector Oil Europe report to *in the end*
- 15.... *in all important ways*, really, until you get to president level
- 16.The *person in charge of* VOPI

Ex. 4. Listen to the extract again, several times if necessary. Fill in the blanks in the grid below with the relevant information from what Richard says. Some of the blanks have already been filled in for you.

Company	Where based?	Who do they report to?	Responsibilities
Signal Oil of Texas (Sotex)			
Vector Tankship Ltd	<i>Greece</i>		
Vector Overseas Petroleum Inc.			
Vector Petroleum UK			
Vector Oil Europe			
Vector Oil UK			
Vector Oil France	<i>France</i>		
Vector Oil Belgium	<i>Belgium</i>		
Vector Oil Italy	<i>Italy</i>		

Ex. 5. Listen again to the extract and decide which words Richard actually uses in the following sentences.

1. Now

once	when
------	------

 we've produced the oil, sent it

down a pipeline	at the right time
-----------------	-------------------

 to be loaded

on at anchor | we've | finished with it.
into a tanker | we're

2. Now obviously a company of this size, | operating | throughout the world, needs
co-operating |
to set up | various | subsidiaries.
pairs of |

3. So | they | have a lot of companies | belonging to them, | each | dealing with
we | reporting to them,

a separate activity. So that | up to them, | from – Vector Petroleum (UK) Ltd
if we work | upwards then,

is responsible for | in exploitation | and production only, in the UK.
to the Responsible Four | um, exploration

4. Vector Overseas Petroleum Incorporated | exports four | basic lists,
is responsible for | | basically,

finding and producing oil | and other fuel bearers | beside | the United States of
in all areas | outside

America | outside | the Middle and Far | where | oil for the stock compa-
and | beside | East | nies
the Midland Forest | all the historic companies

had already been set up.

5. Now that leaves us | with in interest-three position | that | we can move
in the interesting position | you can have

a number of independent Vector companies | operating in | one country.
to operate in |

Ex. 6. *What do you think are the advantages and disadvantages of a multinational with the activity-based structure which Richard describes?*

EVALUATING THROUGH WRITING

SUMMARIES

Summaries are often found in academic work. A summary can be a helpful study tool, a learning or memory aid for information presented in reading or lectures.

In writing a summary, make sure that you grasp the main trend of thought in the work being summarized. Above all, you need to understand the work's organization clearly. To help you, concentrate on these three closely connected tasks.

1. Identify key sentences (underline them as you read): *theses statements* (which sum up the major point of the whole work or its particular sections); and *topic sentences* (which are developed in the rest of the paragraphs they begin).
2. Look for the author's own compact summaries, either at the beginning or end of a passage, or at points of transition.
3. Finally, formulate in your own words major points that seem to be implied by the author but not spelled out in any sentences (remembering that your purpose is to report what is said, not to interpret it).

Remember to use appropriate linking words and phrases: the text deals with ..., the author points out that ..., attention is drawn to the fact that ..., it should be noted that ..., the author comes to the conclusion that ..., I find the text very

Task 1. *Write a summary of text B. Make use of the tips above.*

Task 2. *Read the information below and do what it says.*

Your company, a well known multinational producing components for the car industry, has a production plant in southern Italy, an area of high unemployment. The plant received Italian government and EU financial assistance when it was built three years ago. Now, due to poor productivity levels at the plant, the company is considering closing it down. However, there could be social, economic and political problems if it does so. You have been asked by the top management to write a report to present the case in favour of not closing it. Do so, giving as many reasons as you can.

PROJECT

Task 1. *You are a member of the strategic planning team of a company that produces PCs. Till now, the company has produced most of the components for the PCs itself. Prepare a report for a meeting to discuss the arguments for and against outsourcing the production of some of these components, so that your company becomes only an assembler and distributor of the finished PCs.*

Task 2. *Unilever has developed a set of eleven management competencies, three of which are mentioned at the end of text B. If you had to choose one of these as the most important, which would it be and why? Think over what other competencies a multinational such as Unilever might have in its list and try to produce a list of at least five others.*

Task 3. *You are planning to start your own business. Write a business plan for your company.*

This is an outline of a complete business plan:

Summary: Business Concept/Current situation/Key success factors/Financial situation/Needs

Vision: Vision statement/Milestones

Market Analysis: The overall market/Changes in the market/Market segments/Target market and customers/Customer characteristics/Customer needs/Customer buying decisions.

Competitive Analysis: Industry overview/Nature of competition/Changes in the industry/Primary competitors/Competitive products /services/ Opportunities / Threats and risks.

Strategy: Key competitive capabilities/Key competitive weaknesses / Strategy/ Implementing strategy.

Products/Services: Product/service description/Positioning of products/ services/Competitive evaluation of products/services/Future products / services.

Marketing and sales: Marketing strategy/Sales tactics/Advertising / Promotions / Incentives /Publicity/Trade shows.

Operations: Key personnel/Organizational structure/Human resources plan /Product/ service delivery/Customer service/support/Facilities.

Creating the financials of the business plan: Assumptions and Comments/Starting Balance Sheet/Profit and Loss Projection/Cash Flow Projection/Balance Sheet Projection/Ratio's and Analysis.

PROBLEM ISSUES

Revise the material of Units VIII – X from the textbook and be ready to speak on the following issues. Make use of the new vocabulary you acquired.

Economy

- The main economic problems facing our society nowadays.
- Economics as an academic discipline.
- The basic economic questions.

Companies

- Common types of business firms; their pros and cons.
- The role of the Board of Directors and Senior Executives.
- How efficient management structures are vital for success.
- In what way global companies organize their production.

Management

- Management; its main functions.
- The responsibilities of a general manager.
- The importance of human resources development.
- Management objectives.
- What makes a global executive?

MODULE 4

Self-study material for Units XI – XIII (Finance) from the textbook

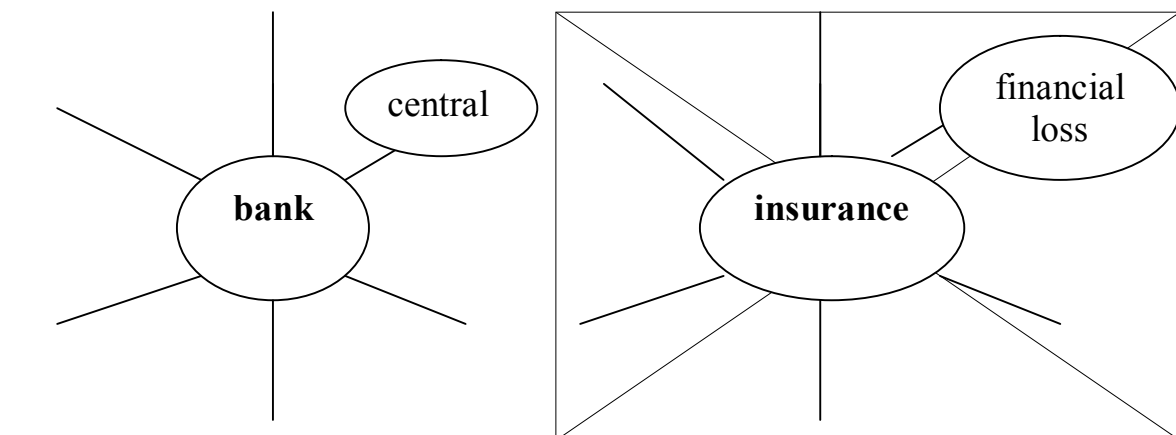
*If you can actually count your money, then you're not a rich man.
J. Paul Getty*

MONEY AND BANKING TAXATION INSURANCE

VOCABULARY FOCUS

A good way to remember vocabulary is by *collocations*, typical word combinations. Collocation refers to the restrictions on how words can be used together, for example which prepositions are used with particular verbs, or which verbs/adjectives and nouns are used together. Instead of ‘*think about the option*’, say ‘*consider the options*’. Instead of ‘*a big amount*’, say ‘*a substantial amount*’. Learning correct word combinations will help you avoid common errors and improve your style of written and spoken English.

Ex. 1. Look back through the units XI – XIII of the textbook and find words which can go with these key words, as in the examples.



Compare your collocations with those found by other students.

Ex. 2. Take one word from each column to complete the collocations you need for each space.

Column A

stock
tax
raise
monthly
savings

down
household
current
earns
business

Column B

capital
venture
account
exchange
installments
account
return
interest
bills
payment

Advisor: ... and what about your bank details?

Mr Lumley: Well, I have a regular (1) _____ from which we pay all our (2) _____ such as gas and water, and also a (3) _____ which (4) _____ at a rate of 4S %.

Advisor: I notice you have a regular monthly payment of J200 going out to JCS. What's that?

Mr Lumley: Oh yes, that'll be the settee. We made an initial (5) _____ of J400; then we're paying the rest in (6) _____ of J200.

Advisor: Right, and do you have any other savings or investments?

Mr Lumley: I have some shares invested on the (7) _____, but their value has gone down to just a few hundred pounds.

Advisor: And last time we spoke, you were talking about maybe starting a new (8) _____ with a colleague.

Mr Lumley: No, that's fallen through. We couldn't (9) _____ the necessary _____ to satisfy the bank manager. Probably just as well. It will make filling in my (10) _____ a lot easier.

Advisor: Yes, that's certainly true. It all gets very complicated if you're self-employed ...

Ex. 3. Complete the fixed phrases in each space by choosing a word from the box which collocates with the words in **bold**.

credit	market	redundant	value	fortune
investment	booming	retirement	bankrupt	charge

Have your shares just **fallen in** (1) _____ and you don't know what to do? Or have you **come into a** (2) _____ and don't know how to invest it? Well, whether you've **been made** (3) _____ or **qualified for early** (4) _____, whether your **business is** (5) _____ or you've just been **declared** (6) _____, we are the bank for you, the caring bank. We've got the account for you and can advise you accordingly. Come over to us and you will be **making a wise** (7) _____. We offer some of the most competitive loans and mortgages

on the (8) _____. Provided you maintain your account in (9) _____, and at a minimum level of J500, we will offer you financial advice completely free of (10) _____, whenever you request it. Can't be bad, can it?

Ex. 4. Match each sentence (1-9) with a sentence from (a-i) which has a similar meaning.

- | | |
|------------------------------------|---------------------------------------|
| 1) We have to haggle. | a) We have a high expenditure. |
| 2) We have a nice little nest-egg. | b) We are very thrifty. |
| 3) We spend a lot. | c) We let people borrow from us. |
| 4) We are in debt. | d) We earn according to what we sell. |
| 5) We don't waste money. | e) We argue about the price. |
| 6) We are paid on commission. | f) We have a high income. |
| 7) We want a rise. | g) We need higher wages. |
| 8) We lend money. | h) We owe money. |
| 9) We earn a lot. | i) We have some savings. |

Ex. 5. Underline the two words that are appropriate in each sentence.

1. Harry has a good salary. He *gains/gets/makes* over J20,000 a year.
2. Mary was awarded a *grant/scholarship/subsidy* to study child psychology.
3. How much did you *give/pay/take* for your new car?
4. Their house *fetched/produced/sold* for a lot more than they expected.
5. I'm going to the bank to *get out/remove/withdraw* the money for the rent.
6. The manager disappeared with the *receipts/takings/wages* from the concert.
7. By the time Kate retired she was a *fortunate/prosperous/wealthy* business-woman.
8. We had a good holiday but it was rather *costly/expensive/valuable*.
9. Unfortunately the old painting I found turned out to be *priceless/valueless/worthless*.
10. We would appreciate it if you would *close/settle/pay* your bill as soon as possible.

Ex. 6. Check your vocabulary while translating the sentences into English.

1. Доля налогов в цене товара не может зависеть от покупательской способности населения.
2. Общественные расходы – это, как известно, те расходы, которые финансируются из налогообложения и государственных заимствований.
3. В Великобритании взносы в фонды социального страхования составляют почти треть от общей суммы, которая направляется на социальные расходы.

4. Говорят, что использование нескольких национальных валют более расточительно для ряда стран, чем использование одной общей валюты.
5. Сообщалось, что большинство европейских банков начали предлагать счета в евро, как только была введена новая денежная единица.
6. Ссуды, представленные коммерческими банками, строительными обществами и т. п., должны рассматриваться как важнейший источник кредита в стране.

Quiz.

A) Questions 1 – 10 are incomplete sentences. Beneath each sentence you will see four words, marked A, B, C, and D. Choose the one word that best completes the sentence.

1. Sales representatives are often paid _____, receiving a certain percentage of what they bring into the company.

A retail	C commissions
B retainers	D commiserations
2. Computer technology helps _____ the speed and accuracy of financial predictions (or predictions of future profits and losses).

A enhance	C hinder
B hamper	D inhibit
3. One's gross pay is the total amount earned before deductions like taxes, while _____ pay is the sum remaining for individual use after deductions.

A disability	C net
B docked	D severance
4. In business law, a _____ is someone who pays rent, usually in regular, fixed amounts, to the owner of the property.

A lease	C tender
B tenement	D tenant
5. Economic policies instituted by governments are called _____ policies.

A executive	C fiscal
B district	D occupational
6. A bank may _____ a line of credit, so that an individual or business (already proven to be financially responsible) may borrow a limited amount of money and repay it later with interest.

A invoke	C entail
B issue	D insinuate

7. A monthly bank statement provides a record of all individual financial _____, such as money that was taken from or added to an account balance.
A transistors **C** transactions
B transfusions **D** transparencies
8. A condition called _____ exists when a company or individual is not financially able to pay employees or discharge other debts.
A incoherence **C** solvency
B insolvency **D** chaos
9. _____ prices are those that are higher than normal or necessary.
A inflected **C** inflated
B inflicted **D** illicit
10. Companies generally set aside funds to meet financial _____, or situations that might arise for which they haven't necessarily planned but for which they are nevertheless financially responsible.
A constituents **C** configurations
B contingencies **D** continuities

B) Put the words to fill in the puzzle.

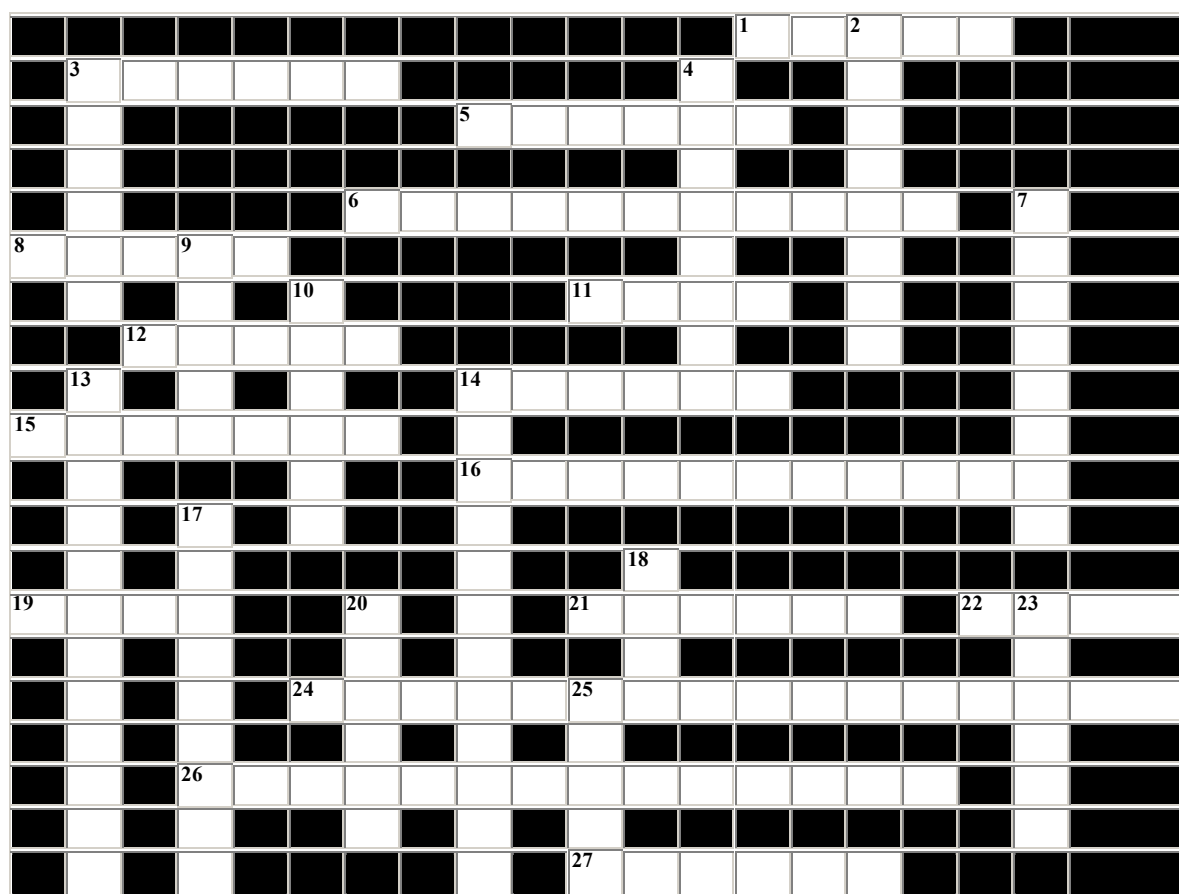
Across:

- 1** (n) Currency used in India. **16** (n) There are _____ companies that take on part of the risks underwritten by smaller companies.
- 3** (n) Money your employer pays you every month. **19** (adj) _____ currency is any currency which is reliable and stable.
- 5** (n) I paid too much tax last year so I should get a _____ soon. **21** (n) You should always read the small print – all the details – before you accept an insurance _____.
- 6** (v) Lloyd's _____ risks worth over \$14 billion. **22** (adj) The amount that remains after everything else has been deducted.
- 8** (n) If you have some money in your account you are in the _____. **24** Money used in another country. (2 words)
- 11** (n) A dime is a ten-cent _____. **26** Money which has to be paid on what you inherit is known as _____. (2 words)
- 12** (n) Money you make when you work, usually paid weekly, in cash. **27** (n) "Buck" is a slang word which means _____
- 14** (n) Natural disasters are expensive for insurance companies because they cause a lot of _____ to buildings and their contents.
- 15** (n) If you make a big claim from your insurance company, the cost of your _____ will probably go up.

Down:

- 2** (n) Most people insure their personal _____ against loss, fire and theft. **13** (n) Movements of money into or out of customers' accounts.

- 3 (v) Exporters have to insure goods in transit in case somebody _____ them.
- 4 (n) The currency unit of the United Kingdom, based on the pound.
- 7 (n) _____ index is an index used for calculating the value of shares on the Stock Exchange in New York. (2 words)
- 9 (v) Fortunately, I've never had a car accident, so I've never had to _____ anything from the insurance company.
- 10 (n) If it's no good, take it back to the shop and ask for a _____.
- 14 Regular payments from a bank account to an organisation. (2 words)
- 17 (v) I have a theft policy, so the insurance company will _____ me if my mobile phone is stolen.
- 18 (n) If the bank lends you money, you have a bank _____.
- 20 (n) When I insured my house, I used a _____ to find me the best deal.
- 23 (n) The unit of money in Portugal.
- 25 (n) " _____ " is a slang word which means \$ 1,000.



EVALUATING THROUGH READING

Text A

Before reading the text discuss the following questions.

1. Have you ever been to the bank? What did you go there for?

2. What different kinds of services do banks offer to the public?
3. What changes have there been in personal banking recently?

PERSONAL BANKING

A current account is an account which allows customers to take out or withdraw money, with no restrictions. Money in the account does not usually earn a high rate of interest: the bank does not pay much for 'borrowing' your money. However, many people also have a savings account or deposit account which pays more interest but has restrictions on when you can withdraw your money. Banks have monthly statements listing recent sums of money going out, called debits, and sums of money coming in, called credits.

Nearly all customers have a debit card allowing them to make withdrawals and do other transactions at cash dispensers. Most customers have a credit card which can be used for buying goods and services as well as for borrowing money. In some countries, people pay bills with cheques. In other countries, banks don't issue chequebooks and people pay bills by bank transfer. These include standing orders, which are used to pay regular fixed sums of money, and direct debits, which are used when the amount and payment date varies.

Commercial banks offer loans – fixed sums of money that are lent for a fixed period (e.g. two years). They also offer overdrafts, which allow customers to overdraw an account, i.e. customers can have a debt which gives the account a negative balance and the account provider is providing credit. If there is a prior agreement with the account provider for an overdraft facility, and the amount overdrawn is within this authorised overdraft, then interest is normally charged at the agreed rate. If the balance exceeds the agreed facility then fees may be charged and higher interest rate might apply. Interest on a debt is calculated daily. This is cheaper than a loan if, for example, you only need to overdraw for a short period. If your account is overdrawn, you can be said *to be in the red* (as opposed to *in the black* or *in credit*).

Banks also offer mortgages to people who want to buy a place to live. These are long-term loans on which the property acts as collateral or a guarantee for the bank. If the borrower doesn't repay the mortgage, the bank can repossess the house or flat – the bank takes it back from the buyer, and sells it.

Banks exchange foreign currency for people going abroad, and sell traveller's cheques which are protected against loss or theft. They also offer advice about investments and private pension plans – saving money for when you retire from work. Increasingly, banks also try to sell insurance products to their customers.

In the 1990s, many commercial banks thought the future would be in Internet banking or online banking. Most retail banking institutions started to offer

access to current accounts via online banking. Internet banking describes the use of a bank's secure website to view balances and statements, perform transactions and payments, and various other facilities. This can be very useful, especially for banking outside bank hours and banking from anywhere where internet access is available. But commercial banks discovered that most of their customers preferred to go to branches, especially ones that had longer opening hours, and which were conveniently situated in shopping centres. Customers can receive a wide array of banking and financial services there. Branches may provide access to cash machines, counter services and financial advice. Cash machines allow bank customers to make cash withdrawals and check their account balances without the need for a human teller. Many also allow people to transfer money between their bank accounts and top up their mobile phones' pre-paid accounts.

Reading Tasks

Ex. 1. *Are the following statements true or false? Find reasons for your answers in the text.*

1. Current accounts pay more interest than savings accounts.
2. There is less risk for a bank with a mortgage than with unsecured loans without collateral.
3. Traveller's cheques are safer for tourists than carrying foreign currency.
4. The majority of customers prefer to do their personal banking at the bank.
5. Bank branches are now all in shopping centres.

Ex. 2. *Fill in the blanks with the correct words from the text.*

1. In a bank you usually have a _____, which is one where you pay in your salary and then withdraw money to pay your everyday bills.
2. The bank has a regular bank _____ telling you how much money is in your account.
3. Sometimes the bank may lend you money – this is called a bank _____.
4. You usually try to avoid having an _____ or you end up paying a lot of interest.
5. If your account is overdrawn, you can be said to be in the _____.
6. If the bank (or building society) lends you money to buy a house, that money is called a _____.
7. Many commercial banks started to offer access to current accounts via _____ banking.

Vocabulary Tasks

Ex. 1. Match the words on the left with their definitions on the right.

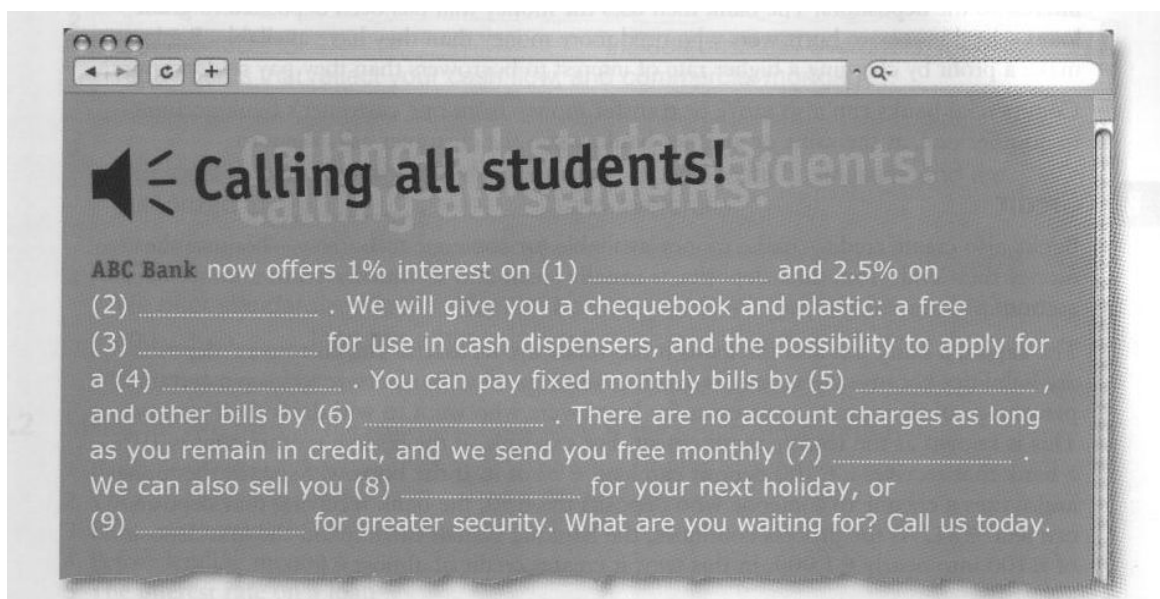
1) interest	a) a bank account with minus money in it
2) mortgage	b) money paid towards the cost of raising a family
3) an overdrawn account	c) money given by the government for education, welfare, etc.
4) savings account	d) an account that is used mainly for keeping money
5) current account	e) money paid to people after a certain age
6) pension	f) an account that cheques are drawn on for day-to-day use
7) disability allowance	g) money chargeable on a loan
8) child benefit	h) money paid to people with a handicap
9) grant	i) a loan to purchase property

Ex. 2. You should keep in mind that there are some differences in American and British banking terminology. Give the American terms corresponding to the British ones given below.

<i>British terms</i>	<i>American terms</i>
1. current account	
2. deposit account	
3. shareholder	
4. cash dispenser, cash machine	
5. cheque	
6. traveller's cheque	
7. shopping centre	

Ex. 3. Complete the advertisement with words from the box. Look at the text to help you.

credit card	direct debit	savings accounts
current accounts	statements	standing order
debit card	foreign currency	traveller's cheques



Ex. 4. Find words in the text with the following meanings.

1. what you can earn when you leave your money in the bank.
2. an amount of money borrowed from a bank for a certain length of time, usually for a specific purpose.
3. something that acts as a security or a guarantee for a debt.
4. an arrangement to withdraw more money from a bank account than you have placed in it.
5. a long-term loan to buy somewhere to live.
6. an arrangement for saving money to give you an income when you stop working.
7. to take back property that has not been completely paid for.

Critical Thinking Tasks

Ex. 1. Discuss the following questions with your partner.

1. Do you prefer to go to the local branch of your bank or to use a cash machine? Why?
2. Why do you think most customers still prefer to go to the bank?

Ex. 2. Use your imagination and critical thinking to describe all possible changes in personal banking in your country.

Text B

Before reading the text discuss the following questions.

1. What principal types of taxes do you know?
2. The Tax Year in the United Kingdom runs from 6 April in one year to 5 April the next. Why?

TAXATION IN THE UNITED KINGDOM

Taxation in the United Kingdom involves payments to at least two different levels of government: local government and central government (*HM Revenue & Customs*). Local government is financed by grants from central government funds, business rates, council tax and increasingly from fees and charges such as those from on-street parking. Central government revenues are mainly income tax, national insurance contributions, value added tax, corporation tax and fuel duty.

UK source income is generally subject to UK taxation no matter the citizenship nor the place of residence of the individual nor the place of registration of the company. For individuals resident but not domiciled in the UK, foreign income and gains are taxed on the remittance basis, that is to say, only income and gains remitted to the UK are taxed (for such people the UK is sometimes called *a tax haven*). Double taxation of non-UK income and gains is avoided by a number of bilateral tax treaties.

Income tax forms the bulk of taxes collected by the government. Individuals pay income tax on their wages or salaries. Each person has an income tax allowance, and income up to this amount in each tax year is free of tax for everyone. For 2006-2007 the tax allowance is J 5,035. Above this amount there are a number of tax bands – each taxed at a different rate. Broadly speaking, the taxpayer is entitled to apply these bands to their income in the order which produces the lowest liability, but with capital gains always being taxed as the top "slice". This means that ordinary income will be taxed first, using the personal allowance and starting rate, interest income second, dividends third, with capital gains being taxed last as the highest "slice" of income.

The second largest source of government revenues is National Insurance contributions (*NIC*), payable by employees, employers and the self-employed. The government uses these contributions to finance social security spending – unemployment pay, sick pay, etc. Unlike income tax, NIC is paid between lower and upper thresholds, or between J82 and J630 per week for 2005-06.

The third largest source of government revenues is **value added tax (VAT)** which is levied at each stage of production. The whole amount is added to the final price paid by the consumer. It is therefore a tax on consumer expenditure. VAT is charged at the standard rate of 17.5% on supplies of goods and services. Certain goods and services are exempt from VAT, and others are subject to VAT at a lower rate of 5% (the reduced rate) or 0% ("zero-rated").

The fourth largest source of government revenues is **corporation tax**, charged on the profits and chargeable gains of companies. The main rate is 30%, which is levied on taxable income above J1.5m.

A **capital gains tax (CGT)** is imposed on profits made from the sale of assets such as stocks or shares. Capital gains are subject to tax at the marginal rate of income tax (for individuals) or of corporation tax (for companies).

Excise taxes (or **excise duties**) are levied on motor fuel, alcohol, tobacco, betting and vehicles. **Motoring taxes** include: fuel duty, vehicle excise duty, the London congestion charge and various statutory fees including that for the compulsory vehicle test and that for vehicle registration.

Inheritance tax (or **death duty**) in the UK is levied on the estates of deceased persons and gifts made within seven years of death. Any inheritance tax must be paid by the executors or administrators of the estate before probate is granted. Gifts made more than seven years prior to death are not taxed; if they are made between three and seven years before death a tapered inheritance tax rate applies. Other names for this tax are a ***capital transfer tax*** or ***estate tax***.

The Tax Year in the UK, which applies to income tax and other personal taxes, runs from 6 April in one year to 5 April the next. Hence the 2006-07 tax year runs from 6 April 2006 to 5 April 2007. The odd dates are due to events in the middle of the 18th century. The English quarter days are traditionally used as the dates for collecting rents (on, for example, agricultural properties). The tax system was also based on a tax year ending on Lady Day (March 25). When the Gregorian calendar was adopted in the UK in September 1752 in place of the Julian calendar, the two were out of step by 11 days. However, it was felt unacceptable for the tax authorities to lose out on 11 days' tax revenues, so the start of the tax year was moved, firstly to 5 April and then, in 1800, to 6 April. ***The Fiscal Year***, used mainly for corporation tax purposes, runs from 1 April to 31 March (hence Fiscal Year 2007 runs from 1 April 2007 to 31 March 2008).

Reading Tasks

Ex. 1. Read the text about taxation in the United Kingdom and answer these questions.

1. What levels of government does taxation in the UK involve payments to?
2. What is local government financed by?
3. Why is the UK called a *tax haven*? What is meant by this term?
4. Who are National Insurance contributions paid by?
5. In what case is a tapered inheritance tax rate used in the UK?
6. What do motoring taxes include?
7. The differences between the Tax Year and the Fiscal Year are described in the text. What are they?

Ex. 2. Mark these statements *T* (true) or *F* (false) according to the information in the text. Find the part of the text that gives the correct information.

1. Income tax which the government uses to finance social security spending, is paid between lower and upper thresholds.
2. At the beginning of the 18th century a tax year in the UK ended on Lady Day (March 8).
3. Profits made from the sale of stocks or shares are subject to a capital gains tax in the UK.
4. Central government of the UK is financed by grants from local government funds, council tax, business rates, corporation tax and fuel duty.
5. For individuals resident but not domiciled in the UK, foreign income and income remitted to the UK are taxed.
6. Corporation tax is levied at the main rate of 30% on taxable income of companies.
7. A tapered inheritance tax rate is imposed on gifts made more than seven years prior to death.

Vocabulary Tasks

Ex. 1. Find five verbs in the text that can be used to make word combinations with 'tax'. Make up your own sentences using them.

- 1
- 2
- 3
- 4
- 5



Ex. 2. Match the following English collocations with their Russian equivalents.

A

1. пониженная ставка
2. налог на наследство
3. установленные законом сборы
4. управляющий имуществом умершего
5. двойное налогообложение
6. пересылать, переводить по почте (деньги)
7. нижние границы доходов, облагаемых налогом
8. занятый собственным делом
9. активы компании
10. налоговые ставки

B

- a) self-employed
- b) double taxation
- c) remit
- d) reduced rate
- e) tax thresholds
- f) statutory fees
- g) company's assets
- h) taxation rates
- i) inheritance tax
- j) administrator of decedent's estate

Ex. 3. Match these terms with their definitions.

value added tax	indirect tax	tax burden	tax revenue	taxable income	in-corporation tax
direct tax	sales tax	excise duty	tax rate	income tax	public goods

1. A form of indirect tax which is included in the selling price of a product and which is eventually paid by the consumer.
2. An indirect tax which is based on the difference between the value of the output over the value of the input used to produce it.
3. The percentage rate at which a tax is levied on income or expenditure.
4. The money raised by government through imposing taxes.
5. A tax levied by the government on goods and services in order to raise revenue, such as value added tax and excise duty.
6. Goods and services provided by the state for all or most of the population such as education, health, housing, etc.
7. A tax levied by the government on the income or property of households or businesses.
8. A direct tax levied by the government on the income (wages, rent, dividends) received by households.
9. The amount of an individual's income on which a tax is levied.
10. The total amount of taxation paid by the population of a country in the form of income tax, corporation tax, value added tax, etc.
11. A direct tax levied by the government on the profits of businesses.
12. An indirect tax levied by the government on certain goods, typically tobacco products, oil, and alcoholic drinks.

Ex. 4. Find words or expressions in the text which correspond to the following definitions.

- 1 money which one receives regularly as payment for one's work or interest from investments – i_____.
- 2 that part of the money made by a business which is divided among those who own shares in the business – d_____.
- 3 a place where many rich people choose to live because it has very low rates of tax – a t_____ h_____.
- 4 a charge or payment fixed according to a standard scale – r_____.
- 5 an amount of money one is allowed to earn free of tax – t_____ a_____.
- 6 the legal process of deciding that someone's will has been properly made and can be carry out – p_____.
- 7 an adjective describing something freed from a payment – e_____.

Ex. 5. Complete these sentences with an appropriate preposition.

- 1 Unemployment benefits are often paid ... a fund financed ... taxes levied ... firms.
- 2 Since you get the same share ... national defence as everyone else, it ... will never be ... your interest to pay ... it ... taxes.
- 3 Labour costs do not only comprise ... wages: labour taxes (social security and contributions ... pension funds) are also included ... them.
- 4 When the government levies a tax ... a good, the price ... that good will rise.
- 5 Most ... the goods and services supplied ... state, ... example, national defence and police protection cannot be consumed ... one individual separately ... the whole ... society and the state makes individuals pay ... them ... taxation.
- 6 Indirect taxes vary ... country ... country and comprise ... the VAT and excise taxes (... petrol, tobacco, alcohol).
- 7 Generous unemployment benefits paid ... long periods are a good reason ... people to remain unemployed longer.

Critical Thinking Tasks

Ex. 1. Discuss the following issues.

- 1 What percentage of national income goes to the government as tax in Belarus? Do you know how this compares with other countries?
- 2 How high are taxes rates in our country? How do they affect changes in taxed commodities and activities?

Ex. 2. Describe possible results of very high tax rates.

TARGETING GRAMMAR

A **verbal** is the form of a verb but functioning as a different part of speech. There are three verbals in English: **the Infinitive, the Gerund and the Participle**. **Infinitives** may act as adjectives, adverbs, or nouns. **Participles** are forms of the verb that function as adjectives. A **gerund** is a verbal that functions as a noun. While verbals are forms of verbs, they are not verbs.

Ex. 1. Study the information about the forms of the infinitive.

<i>The forms of the infinitive</i>	<i>Active</i>	<i>Passive</i>
Indefinite (the action expressed by the infinitive is <i>simultaneous</i> with the action of the predicate)	(to) offer/(to) do	(to) be offered/ (to) be done
Continuous (to emphasize the <i>duration</i> of the action that is simultaneous with the action of the predicate)	(to) be offering/ (to) be doing	
Perfect (the action expressed by the infinitive happened <i>before the action of the predicate</i>)	(to) have offered/ (to) have done	(to) have been offered/ (to) have been done
Perfect Continuous (to emphasize the <i>duration</i> of the action of the infinitive, which happened before the action of the predicate)	(to) have been offering/ (to) have been doing	

Now put each infinitive into the appropriate form.

- Interest rates are likely (to raise) _____ when an easy fiscal policy is implemented.
- Cheques and credit cards are known (to become) _____ more popular in recent years than paper money and coins.
- The 1990 tax reform in Sweden put an end to a number of conditions under which taxes might (to reduce) _____ and the payment of a tax might (to defer) _____.
- Transactions in euro are known to (to make) _____ as soon as the new currency was introduced.
- The foreign exchange market may not (to regulate) _____ by governments or it may (to intervene in) _____ by them.
- The bank is expected to (to make) _____ a big loan in the near future.

7. Loans provided by commercial banks, building societies, etc. must (to consider) _____ as the essential source of credit in an economy.

Ex. 2. Study the forms of Participle I and Participle II.

	<i>form</i>	<i>active</i>	<i>passive</i>
Participle I	Indefinite (an action <i>simultaneous</i> with the action expressed by the predicate)	offering/doing	being offered/ being done
	Perfect (expresses a <i>prior</i> action)	having offered/ having done	having been offered/ having been done
Participle II	offered/done		

The forms of the gerund coincide with those of the Participle I.

Now complete the sentences with the Participle I or Participle II formed from the following verbs:

study	be	reduce	repay	take	raise	decline	accept
-------	----	--------	-------	------	-------	---------	--------

- _____ the loan, the firm did not have enough profit left to increase dividends.
- _____, the required reserve ratio may work as a disincentive for banks to make loans.
- _____ low during a depression, interest rates do not serve as an incentive to keep savings in time deposits.
- _____, taxes and interest rates increased household consumption.
- _____ in payment of purchases, cheques are considered by some economists as forms of money.
- _____ by different schools of economic thought, causes of inflation were accounted for in different ways. Being studied/Having been studied
- Some fiscal policy tools work automatically without action _____ by the president or Congress.
- The progressive income tax tends to reduce the collection of revenue when personal and business incomes are _____.

Ex. 3. Underline the correct form of the gerund in each sentence.

- Having connected/Connected/Connecting/Being connected* people of different ages, nationalities and views, the Internet is supposed to have become one of the important means of modern communications.

- 2 At the end of each month the record keeping accuracy is checked by *balanced/balancing/having balanced/being balanced* debits and credits in ledgers.
- 3 Government officials spoke of this company's business activity *being prohibited/prohibiting/having been prohibited/is prohibiting* due to illegal use of famous trademarks for selling its low-quality goods.
- 4 Government officials insisted on the country's debts *repaying/being repaid/repaid/having repaid* to the International Monetary Fund in time according to the agreement.
- 5 The error in the trial balance is due to the financial information *having been recorded/being recorded/having recorded/recording* inaccurately at the first step of the accounting cycle.
- 6 Engineers are interested in their innovations *protected/protecting/having protected/being protected* legally by patents.

Quiz.

I. Mark the sentences in which:

1. the participle "**supplied**" is used:
 - A. Direct producers _____ goods regularly to the market do not impose too high prices.
 - B. Increases in the quantity of one good have to be followed by reductions in the quantity _____ of the other good.
 - C. In a free market economy commodities _____ can greatly differ in their quality.
2. the participle "**demanded**" is used:
 - A. Goods produced by developing countries are not of the quality _____ by consumers.
 - B. _____ more rather than less a consumer prefers to buy more goods with amount of money he has.
 - C. There is excess demand when the quantity _____ exceeds the quantity supplied at this price.
3. the participle "**influencing**" is used:
 - A. The rise in population's income has _____ the quantity demanded of high quality goods.
 - B. The producers are interested in factors _____ the price increases and the changes in the quantity demanded.

- C. The main factor _____ the demand for any commodity is the level of the buyers' income.
4. *the infinitive is a subject of the sentence:*
- A. To reduce tariffs and remove trade restrictions was one of the main purposes of the General Agreement on Tariffs and Trade (GATT).
 - B. To be less dependent on distance many companies are investing large amounts of money in developing new means of communication.
 - C. To summarize amounts of assets withdrawn by the owners is the main purpose of the income statement.
 - D. To perform all seven steps of the accounting cycle corporations often have internal bookkeeping and accounting departments.
5. *the construction "Complex Object" is used:*
- A. Prices are expected to change as either demand for or supply of the good varies.
 - B. When an economy has no transactions with the rest of the world, we say it to be a closed economy.
 - C. Economists consider higher tax rates to be able initially to bring in greater amounts of taxes raised but to result eventually in a fall in output level.
 - D. The United Kingdom is known to rely on indirect taxes rather than direct taxes.
- II. *Paraphrase the underlined parts of the sentences using the construction "Complex Subject".*
- 6. Economists know the state to affect for whom goods are produced mainly through its taxes and transfers, which take income away from some people and give it to others.
 - 7. The state also affects the allocation of resources indirectly through taxes (and subsidies which economists think to be negative taxes).
 - 8. When state levies a tax on a good, such as cigarettes, we believe it to reduce the quantity of that good produced.
 - 9. Economists consider the power to tax to be the power to affect the allocation of the economy's resources, or to distribute what is produced.

UNDERSTANDING THROUGH LISTENING

You will hear Bertrand Soleil speaking about his personal on-line banking experiences.

Ex. 1. Listen and decide if the statements below are true (T) or false (F).

- 1 He decided to try on-line banking services when he bought his computer five years ago.
- 2 He doesn't read the printed account statements that the bank sends him.
- 3 He can use on-line banking to buy shares.
- 4 He consults his accounts several times a week.
- 5 One of the on-line services he finds most useful is access to a five-year account history database.
- 6 It's not possible to transfer money to other people's accounts.
- 7 He has to go to the bank to arrange loans.
- 8 He usually communicates with his account manager by e-mail.
- 9 He pays 10 euros a month for the use of on-line banking services.
- 10 He hopes that on-line banking will eventually lead to lower banking costs.

Ex. 2. Make word combinations using a word from each box.

downloading
to transfer
to negotiate
to buy
bank
to pay
to make
branch

statements
a transfer
taxes
system
shares
overheads
money
a loan

Now listen again and complete the sentences 1-8 using these word combinations in the correct form.

1. I had _____ so there was quite a lot of paperwork to deal with.
2. You can _____, you can order cheque books, you can pay bills.
3. I first started with a _____ and now I can do more than that.
4. You can _____ from your savings to your checking account.
5. Why should I be paying for the _____ when I don't ever go to the branch?
6. I started with downloading my _____, which saves me time.
7. Whenever I wonder how much I _____ on my _____ last year, I can compare it to this year.
8. I can't _____ to any account other than my own.

You'll hear a telephone conversation between a credit controller, Valentina Santinelli, and a customer, Wilhelm Becker, who hasn't paid an outstanding bill.

Ex. 3. Listen and mark whether the statements below are true (T) or false (F).

The credit controller ...

1. has no sympathy with the customer.
2. offers a bank overdraft.
3. threatens legal action.
4. grants an extra week's credit.
5. insists on prompt payment.
6. suggests there may be a change in conditions of payment.

Ex. 4. Listen a second time and complete the notes with the reasons (or excuses) that the customer gives for the late payment.

1st reason: (request for an extension of credit)

2nd reason: company

Another reason: our..... have to be considered

Major problem: – number of outstanding accounts ourselves

Our bank us to overdraw our account

We have given a major client who owes us a lot of money

Another customer who owes us a lot of money

EVALUATING THROUGH WRITING

OUTLINE

An outline is a schematic summary, a visual and conceptual design of your reading, writing or speaking. It presents a picture of the main ideas and the subsidiary ideas of any subject. Some typical uses of outlining are: a class reading assignment, an essay, a term paper, a book review or a speech.

An outline has a balanced **structure** based on the following **principles**:

- Parallelism (each heading and subheading should preserve parallel structure. If the first heading is a noun, the second heading should be a noun.)
- Coordination (those items which are of equal significance have comparable numeral or letter designations: an A is equal to a B, a 1 to a 2, etc.)
- Subordination (the information in the headings should be more general, while the information in the subheadings should be more specific).
- Division (each heading should be divided into 2 or more parts).

An outline can use topic or sentence structure. A **topic outline** uses words or phrases for all entries and uses no punctuation after entries. A **sentence outline** uses complete sentences for all entries and uses correct punctuation. An outline can use Roman numerals/letters or decimal form.

BASIC OUTLINE FORMS

<i>Roman numeral/letters</i>	<i>Decimal form</i>
I. MAIN IDEA	1.0
A. Subsidiary idea or supporting idea to I	1.1
B. Subsidiary idea or supporting idea to I	1.2
1. Subsidiary idea to B	1.2.1
2. Subsidiary idea to B	1.2.2
a) Subsidiary idea to 2	1.2.2.1
b) Subsidiary idea to 2	1.2.2.2
II. MAIN IDEA	2.0
A. Subsidiary or supporting idea to II	2.1
B. Subsidiary idea to II	2.2
C. Subsidiary idea to II	2.3

Task 1. Put the missing entries of the given business plan outline under the appropriate headings or subheadings.

Financial Data	Statement of Purpose
Notes of Explanation	Supporting Documents
Detail by Month, First Year	Description of Business
Balance Sheet	Pro-Forma Cash Flow
Balance Sheets for Past Three Years	Location of Business

Business Plan Outline

- I. (1) _____
- II. **The Business**
 - A. (2) _____
 - B. The Market
 - C. Competition
 - D. (3) _____
 - E. Management
 - F. Personnel
 - G. Sources of Funding, Application and Expected Effect of Loan Investment
 - H. Summary

- III. (4) _____
 - A. Capital Equipment List
 - B. (5) _____
 - C. Pro-Forma Income Projections (profit and loss statements)
 - 1. (6) _____
 - 2. Notes of Explanation
 - D. (7) _____
 - 1. Detail by Month, First Year
 - 2. (8) _____
 - E. For an Existing Business
 - 1. Current Financial Statements Within Last 90 Days
 - 2. Historical Financial Reports for Past Three Years
 - 3. (9) _____

IV. (10) _____
 Personal resumes, job descriptions, personal financial statements, letters of reference, letters of intent, copies of leases, contracts, legal documents

Task 2. Write an outline of the text “The Role of Banks in Theory” from the textbook.

PROJECT

Task 1. Use different sources (magazines, newspapers, the Internet, etc.) and fill in the table below for Belarus and any other country. Be ready to make a presentation in the class.

Rate of inflation
Exchange rate (against the US dollar and euro)
Interest rate
Basic level of income tax
Rate of VAT
Monthly state pension

Task 2. Prepare a report about taxes paid by a household earning the country’s average wage. Compare tax rates for single people with no kids and for married people with 2 kids in different European countries.

Task 3. *Collect information and prepare a report about different insurance policies which can be offered to you in Belarus. Are there any risks you can not insure yourself against? What insurance does your family have?*

PROBLEM ISSUES

Revise the material of Units X – XIII from the textbook and be ready to speak on the following issues. Make use of the new vocabulary you acquired.

Money and Banking

- Money and its functions.
- The value of money, its purchasing power.
- Different forms of money (commodity money, credit money, cashless means of payment etc.).
- The main functions of banks. Banks as financial intermediaries.
- Current theories explaining the existence of banks.
- The functions of a central bank.
- Types of accounts in a bank.
- Types of services banks offer to their clients.
- The advantages and disadvantages (if any) of on-line banking.

Taxation

- The functions of taxation.
- The principal types of taxes.
- The peculiarity of the personal income tax.
- Tax evasion.
- The goals of fiscal policy.
- Taxation in the USA/United Kingdom.

Insurance

- Principles of insurance.
- The main classes of insurance (liability insurance, property insurance, business interruption insurance, fidelity insurance, business life insurance, special insurance).

MODULE 5

Self-study material for Units XIV-XVI (Trade) from the textbook.

MARKETING ADVERTISING INTERNATIONAL TRADE

VOCABULARY FOCUS

Ex. 1. *Revise marketing terms and fill in the gaps in the definition below.*

Marketing is the term given to all the different activities intended to make and attract a profitable demand for a product. This involves:

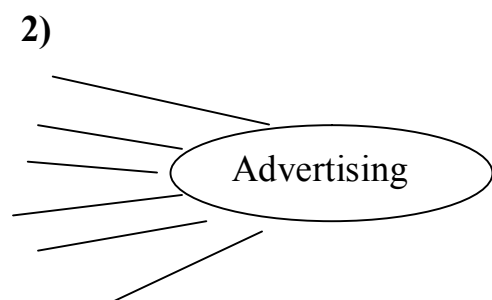
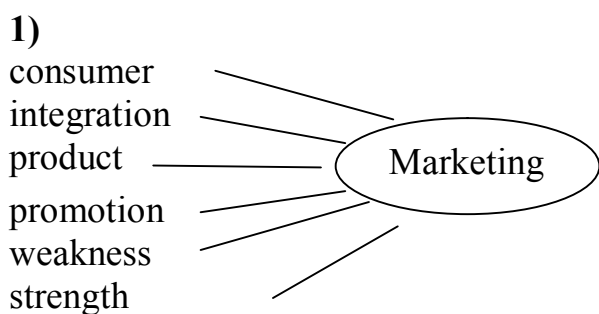
- identifying consumer needs and wants in order to develop the _____;
- setting the _____;
- deciding on the best _____ to sell the product;
- deciding on how best to _____ the product.

These four factors are often referred to as “The Four Ps” or marketing mix.

Learning words together that are associated in meaning is a popular and useful way of organizing your vocabulary study.

Word forks are good ways of learning new words.

Ex. 2. *Look at the complete word fork below. Finish the other.*



Ex. 3. *In most the lines there is one extra word which does not fit. One or two lines, however, are correct. If a line is correct, put a tick (✓) in the space. If there is an extra word in the line, write that word in the space provided.*

Marketing is a board and interesting field, which includes:

1. many ways of communicating with customers such like direct _____
2. selling, advertising, direct mail, trade shows and marketing _____
3. seminars. By far the most biggest challenge in successful _____
4. marketing seminars is the extensive preparation required _____
5. to get the presentation content right, for to draw in a large audience and to ensure that all the logistical details go well. _____

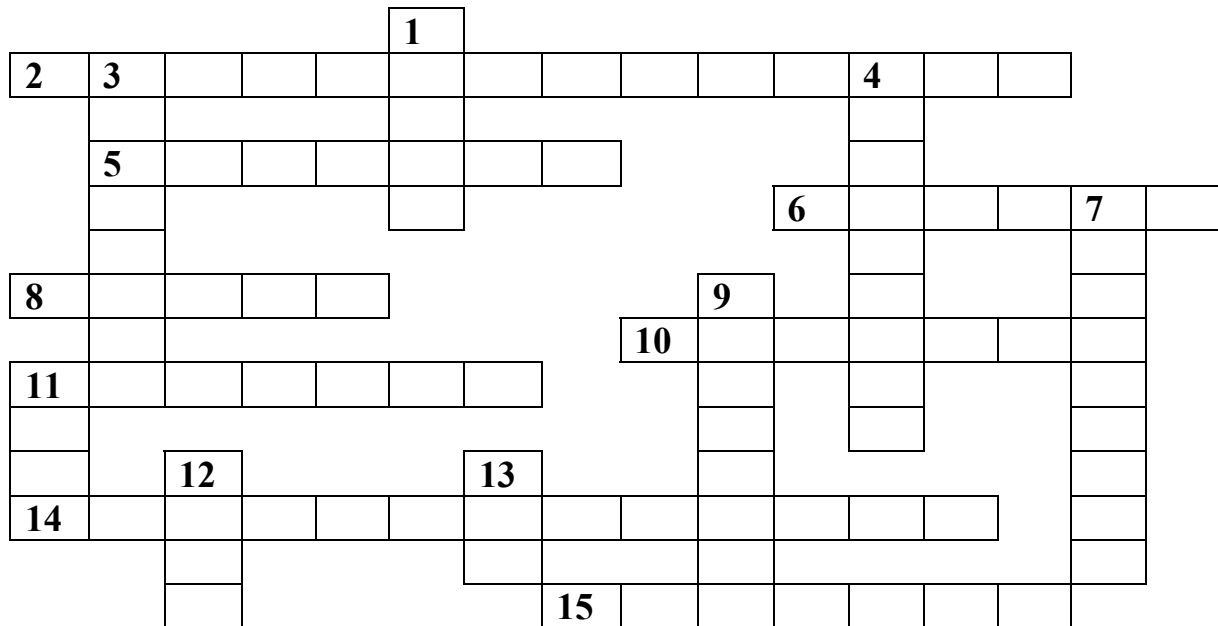
Ex. 4. *Use the letters in brackets to form a word to complete each sentence.*

1. Last year _____ (NAMDDE) for our products decreased slightly as some of our customers switched to cheaper, alternative products.
2. We are now processing the answers to our most recent _____ (ITSQEUNERNOIA) which was used to interview more than five thousand customers.
3. The new display units, which take up less space, have been designed specifically for use in small-sized _____ (STUOELT).
4. A _____ (VRUSYE) of existing customers has shown that a significant proportion are unhappy with the quality of our after sales service.
5. We have signed an agreement which will allow us to distribute through a _____ (TWENOKR) of supermarkets across Europe.
6. Promotional campaign will be centred on _____ (RITCED LIMA) which will be sent to potential customers in major towns in this area.
7. This is a completely new product so we will be promoting it with a series of _____ (LEPSAIC FOERFS) during the launch period.
8. When customers place an order, we guarantee _____ (VYREDLIE) within three days.

Ex. 5. *Make a list of the different techniques that companies can use for market research.*

Quiz.

A) Do the crossword.



Across:

- 2 Countries that export a lot of oil or manufactured goods tend to have a positive _____.
- 5 A country exporting more than it imports has a trade _____.
- 6 In a free trade area, governments cannot impose a _____ on imports.
- 8 A limit to the quantity of goods that can be imported is a _____.
- 10 And 9 down Adding trade in services to trade in goods gives you the _____ of _____.
- 11 Billions of dollars leave the USA every year because the country has a big trade _____.
- 14 Attempting to reduce imports in favour of local production is called _____.
- 15 The import and export of goods is called _____ trade.

Down:

- 1 Producing in large quantities becomes cheaper because of economies of _____.
- 3 and 4 If a country can produce something more cheaply than anywhere else in the world it has an _____.
- 7 Many economists encourage governments to abolish import taxes and have completely _____.

9 See 10 across.

11 A number of international agreements make it illegal to _____ goods on foreign markets at a price that doesn't give a profit.

12 The comparative _____ principle is that countries should make the things they can produce the most cheaply.

13 The _____ has established rules of trade between nations.

B) *The text below is about a new concept in advertising. Choose the correct word from A, B, C or D to fill each gap.*

LOONY ADVERTISING?

AGENCY PROMOTES MOON AS BILLBOARD

If two ¹ _____ men, Gary Betts and Malcolm Green, get their way, the moon could be more than just a ² _____ of the solar system. It could be the world's biggest ³ _____. Mr. Betts acknowledged that he and his partner were seeking publicity for their fledgling London-based ad ⁴ _____, The Mighty Big Idea, but he also insisted that the idea of projecting corporate ⁵ _____ onto the moon by using the sun's light is more than a publicity ⁶ _____. Mr. Betts said he and Mr. Green conceived the ⁷ _____ of advertising on the moon when they were sitting in the office and thinking, 'Where would be an amazing place to put ⁸ _____? Subsequent conversations with the scientists at the US space agency, NASA, and Britain's Royal Greenwich Observatory in Cambridge convinced the duo that the idea could ⁹ _____. 'The actual process is dangerously simple,' Mr. Betts said. 'It is two, vast, mirror-like reflectors. They are packaged rather ¹⁰ _____ an umbrella.'

He added, 'They are really quite big, hundreds and hundreds of yards.'

The technique, said Mr. Betts, would be to have the reflectors float in space, using the moon's gravity for swing and the sun's power the project ¹¹ _____ onto the moon surface.

Sounds simple.

But Robin Catchpole, a research astronomer at the Royal Greenwich Observatory, said that while theoretically possible, it could not be ¹² _____ implemented.

'I reckon if you're going to have a logo you can see, you need a mirror with a radius of 200 kilometres,' Mr. Catchpole said. 'Basically, what you need is a mirror that's about the same size as the ¹³ _____ you want to project.'

Mylar foil would be the thinnest and lightest ¹⁴ _____ that could be used to make such mirror. 'I worked ¹⁵ _____ that the mirror would weigh about a million tons,' Mr. Catchpole said.

1 A advertising	B advert	C advertisement	D advertise
2 A proportion	B part	C segment	D region
3 A commercial	B spot	C slogan	D billboard
4 A firm	B agency	C office	D department
5 A logos	B profits	C posters	D leaflets
6 A endorsement	B launch	C stunt	D target
7 A message	B idea	C patent	D invention
8 A products	B events	C campaigns	D adverts
9 A appear	B work	C run	D happen
10 A as	B than	C like	D similar
11 A light	B sound	C air	D oxygen
12 A hardly	B easily	C clearly	D fairly
13 A concept	B creation	C image	D crater
14 A equipment	B material	C matter	D mineral
15 A in	B on	C up	D out

EVALUATING THROUGH READING

Text A

Before reading *the text answer the questions:*

1. How often do you buy anything for yourself?
2. What buyers are named as good ones?
3. What are the main attractions of the goods when you buy them?
4. Have you ever sold anything?
5. What is easier to buy or to sell?
6. What methods are necessary to use in order to be a successful seller?

HELLO TO THE GOOD BUYS

Read the text which describes how Shell Oil developed a new brand image, and see if it mentions any of the market research methods that you listed in exercise 5. What techniques did Shell Oil use?

A new marketing campaign promising hassle*-free and faster fuel buying for customers is under way in America. Susanne Peck reports on the 18 – months research project which involved Shell Oil researchers ‘moving in’ with their customers to test their buying habits.

1. Three years ago when Sam Morasca asked his wife what could be done to exceed her expectations when buying gasoline* her answer “that I would never have to think about it any more” made him pause and think. The market-

ing people from Shell Oil Products, of which Sam is vice-president, were desperately seeking ways to increase the business, and to come up with a strategy which would put them clearly ahead of their competition by differentiating* the Shell Oil brands in the eyes of consumers. “We are big business for Shell Oil, contributing US \$7 bn of revenue, and the leading retailer of gasoline, but it is a fragmented market and the mission was to profitably expand the business” said Sam.

2. Today, after 18 months of cutting edge research, Shell Oil is on track to make buying fuel at their 8,900 service stations clearly different with a new brand initiative. Its aim is to deliver through facilities, systems upgrades*, and new operating practices, a hassle-free fueling experience targeted at specific customer segment.

3. Over the past three years, the company has been developing detailed knowledge of consumer needs and attitudes, which formed the basis for the new brand initiative. Team leader Dave Yard, manager of Strategy and Planning – Marketing, picks up the story. “We began with a customer segment study of 55,000 people, who we stopped in shopping malls in six cities for 45-minute interview into their attitudes, especially regarding driving and cars. The result was that everyone wanted three things from a service station: competitive price, a nearby location and good quality fuel – something they all believed was already being delivered by the industry.”

4. This meant their buying decisions were influenced by other factors – some wanted full-serve outlets like the old days, some choose a service station depending on whether it looked safe or not. There were ten different segments with different needs, and we wanted a better understanding of each of these audiences.

5. A focus group was set up for each segment; an anthropological study was carried out, which involved team members spending waking hours with people from each segment, watching them at home and accompanying them on shopping trips to see their buying habits, and a clinical psychologist was hired to create a psychologist profile of each segment.

6. The study indicated that three groups, which comprised 30% of the driving public, should be targeted:

- Premium Speeders – outgoing, ambitious, competitive and detail orientated. They drive upmarket cars which make a statement* about them. Efficiency rules, plus fast pumps, quick access and payment.
- Simplicity Seekers – loyal, caring and sensitive, frustrated with complexities of everyday life. Want simple easy transactions.

- Safety Firsters - control orientated, confident people, like order and comfort of the familiar. Higher value on relationships and go out of their way to stations that make them feel comfortable. Prefer to stay close to cars.

7. “The common thread was that they all wanted a faster and easier service than anything already available” said Dave, “so the study ended and the launch began”.

8. The field organization and Shell Oil retailers combined forces to determine how to eliminate the little hassles that customers sometimes face, such as improved equipment and clearer instructions at the pump. New innovations are currently being test marketed. A new advertising campaign was launched and a sophisticated measurement system introduced to monitor satisfaction, behavior and perception of the brand. “Fueling* a car is a necessity of life and I believe we are ahead of the game – but we won’t allow ourselves to stop and be caught up.

Glossary:

*hassle: – problems;

*gasoline (US): – petrol (GB);

* to differentiate: – to show how products are different from each other;

*an upgrade: – making something work better, and do more;

*to make a statement about somebody: – to show what kind of person somebody is;

* to go out of one’s way: – to make an effect;

*fueling (up) (US): – filling up (GB).

Reading tasks

Ex. 1. *Read the text again and number the different stages in the research project in the correct order.*

- a) They analysed the results, which showed that there were 10 different consumer segments.
- b) Focus groups studied the 10 segments.
- c) Shell Oil’s marketing team decided to differentiate the Shell brand from the other brands on the market.
- d) Shell launched a new advertising campaign.
- e) They interviewed 55,000 people about their attitudes to driving and cars in general.
- f) Work started on improving products and services.
- g) They carried out a detailed study of the market over 18 months.
- h) Three groups were chosen as the target markets.

Vocabulary Tasks

Ex. 1. Find words and expressions in the text relating to 'The Four Ps' of the Shell marketing mix.

Example: *Product – good quality.*

Ex. 2. Match the words from the text with their corresponding definitions.

- | | |
|---------------------------|--|
| 1) to exceed (para 1) | a) a part or section |
| 2) a mission (para 1) | b) a group of interested people |
| 3) an initiative (para 2) | c) an important new plan with a particular aim |
| 4) a segment (para 2) | d) an assignment or task |
| 5) an audience (para 4) | e) to find out |
| 6) a profile (para 5) | f) to check at regular intervals |
| 7) to determine (para 8) | g) to be more than |
| 8) to monitor (para 8) | h) a description to characteristics of someone |

Ex. 3. Find words and expressions in the text which correspond to the following definitions.

1. Many different types of consumer who buy the same product (para 1) fragmented market.
2. The most advanced and up to date (para 2) c _____ e _____.
3. Conclusions people reach about which products to purchase (para 4) b _____ d _____.
4. An formal discussion group used for market research (para 5) f _____ g _____.
5. A shared characteristic (para 7) c _____ t _____.
6. A method of evaluation (para 8) m _____ s _____.

Ex. 4. Complete the passage using words from Vocabulary Focus (Exs. 1 and 2). Change the form of the words where necessary.

As more and more industries are making products specifically adapted to particular segments of the market, market researchers are being asked to conduct studies and to compile more detailed _____ of consumer groups. Broad classifications based on sex, age and social class are not sufficient for companies operating in highly competitive and _____ . Questionnaires are carefully designed to _____ the exact needs and demands of consumers as well as establishing what effects consumer _____

_____ when they choose one product instead of another. Advertising campaigns can then be targeted to appeal to the identified _____. Finally, marketing people must _____ the success of the campaign and modify it if necessary.

Ex. 5. *Some compound adjectives can be formed by combining two words with no hyphen. In the text Hello to the good buys, upmarket (para 6) means 'for the richer section of the market'.*

A) *Replace the words in italics with a compound noun made of a word from A and a word from B. Use words more than once.*

A		B		
up	under	due	staffed	paid
down	out	drawn	worked	dated
over		market	priced	

- a) The invoice still hasn't been paid. It's now two weeks *late*. **overdue**
- b) Some of our customers are complaining that our products are *too expensive*.
- c) Our latest policy is to introduce more luxury products. This means that we will phase out our *less sophisticated* brands.
- d) During Christmas period many employees will be on vacation and as a result the company will be *short of personnel*.
- e) The only catalogue I could find is from last year but I'm afraid that the information in it is *no longer valid*.
- f) For the last few weeks I've been staying late to get everything finished; I really feel that I've been *doing too much*.
- g) The database is two years old and needs to be *changed to include the latest information*.
- h) The workers claim that they are *not earning enough*.
- i) My bank account has been *in debit* for the last two months.

B) *What other compound adjectives can you make from the words in A and B?*

Critical Thinking Tasks

Ex. 1. *Consumers allowed Shell marketing people to 'move in with them' in order to observe their habits and routine. Answer the questions.*

1. What are the advantages to this type of research over the more conventional data collecting processes?
2. Would you agree to participate (as a potential consumer) in this type of research? Why (not)?
3. Why do you think some people do accept?

Ex. 2. *Read this description of a Shell TV ad called 'Stealth' and answer the questions.*

'Stealth – a driver in a sporty Jaguar presses a button to avoid road obstacles, and is refueled by a Draken jet aircraft while traveling at speed between skyscrapers.

1. Which of the target profiles describes in the next would it appeal to most? Premium Speeders, Simplicity Seekers, or Safety Firsters?
2. What sort of advertisement do you think would appeal to the other two target profiles?

Text B

Before reading *the text about the controversial advertising answer the questions.*

1. What do you know about the company Volkswagen?
2. Has it been successful?
3. What its success due to?
4. Do you think the VW advertising campaign was successful?

SACRILEGE

1. Is Volkswagen bold or stupid? Across France, workmen have 5 been busy scraping off 10,000 billboard advertisements for its new Golf following furious complaints from the Catholic Church. In a series of posters, the German carmaker's model was likened to a religious revelation; one that showed Jesus at the last supper recommending the car to his disciples.

2. VW's agency DDB Needham doubtless thought its advertising was ironic and extremely up-to-date. After all, the admen presumably figured, if outrageous* advertising worked for the likes of Benetton, it could work to revive the image of the Golf, which is frankly rather old-fashioned.

3. After the Catholic Church threatened to sue* for Ffr 3.3 m (\$550,000) to obtain reparation for the damage suffered by Christians, the agency and the carmaker confessed to their sins and agreed to remove the ads. 'We⁶ have no disrespect for the fundamental values of society nor for the beliefs of the faith-

ful,' said a spokesperson for DDB Needham. 'We decided to retract the posters immediately in order to show our respect for the faith and the feelings expressed by certain believers.' The agency's penance* has included making a substantial donation to a Catholic charity.

4. European consumers are exposed to hundreds of commercial messages a day, but the vast majority of these are ignored, so ads which shock have become more popular with advertisers. It is believed that these ads force consumers to listen to their message. But some adland thinkers argue that it's a little more complicated than that.

5. Virginia Valentine, director of advertising's foremost cultural analysis company, Semiotic Solutions, argues that brands can no longer expect consumers to take sales messages at face value*. Consumers challenge everything they are told, she believes, and will prefer brands that give them something back, rather than the old-style 'here's our product ain't it great!' philosophy which has dominated advertising since its inception. Thus ads can deal with social issues and refer to the news agenda these days. Inevitably, though, it can go horribly wrong. 'The risk is, and I think this is true in the case of Volkswagen, that if you use images of faith and prostitute them, people will take offence. It's all very well if you give them something back, but it is clear that Jesus could not have benefited from that poster campaign.'

6. The ad agency, however, may well have done. The VW campaign might look like a marketing disaster, but increasingly ad agencies are selling to clients not simply their ability to write ads but their ability to write ads that generate PR. Some clients ask all agencies pitching for their business to demonstrate their ability to garner* extra publicity.

7. A deliberately shocking ad is the simplest way to get additional media coverage, and even if the media coverage is negative, it can still help to sell the product as advertisers like Benetton have already proved.

8. One supporter of Benetton's work is Leon Jaume, Deputy Creative Director of ad agency Ogilvy & Mather, who believes its success lies in knowing its target. 'In marketing terms the only real taboo is upsetting the people you want to buy your product,' he says. 'As long as it's legal and the client is OK with it, you can offend anyone else and in many ways you should. I'd normally see outrageous advertising as a youth proposition though, and I think VW's mistake may have been in selling a product that isn't a youth product with this kind of style. Young people are receptive to taboo-breaking as they are more open-minded than older people. I think they positively welcome advertising that annoys their parents.' Some agency creatives argue that young people today are fundamentally different from previous generations in their

internationalism, and young consumers in Tel Aviv are closer to their counterparts* in Paris, New York and Sydney than they are to their parents.

9. As this generation grows up, the argument goes, they will continue to be more broad-minded than their parents and will see the shattering of taboos as the norm. So outrageous advertising will no longer be limited to those products which target youth.

10. Perhaps Volkswagen was just ahead of its time, advertising to a market that wasn't broad-minded enough in a country that still gets nervous when Church and State are challenged. Or perhaps VW's collision with Catholics shows that for all their claimed acumen*, ad agencies are less in touch* with the public mood than they claim.

Glossary

*outrageous: very shocking

*to sue: to claim money because you have been harmed

*penance: suffering to show you are sorry

*to take s.t.h at face value: to accept s.th. without thinking

*to garner: to collect

*a counterpart: a similar person in a different place *acumen: the ability to make good judgments

*to be in touch with: to understand

Reading Tasks

Ex. 1. *Read the text in more detail and choose the best answer.*

- 1 Which of the following is least likely to be one of the reasons why Volkswagen ran a deliberately provocative campaign?
 - a) to generate media coverage of the campaign.
 - b) to shock some members of society.
 - c) to show their lack of respect for the Catholic Church.
- 2 Using taboo images in advertising has become popular with advertising executives mainly because
 - a) they only want to target young people.
 - b) consumers have stopped paying attention to conventional advertising.
 - c) products are becoming more international and sophisticated.
- 3 According to the text, shocking advertising is
 - a) always damaging for the advertiser.
 - b) always damaging for the ad agency.
 - c) the simplest way to get media coverage.

- 4 According to Leon Jaume, the young generation of consumers like ads
 - a) a with an international flavour.
 - b) b that offend them.
 - c) c that offend their parents.
- 5 The author of the text suggests that
 - a) perhaps Volkswagen isn't broad-minded enough.
 - b) admen are not doing enough market research before running campaigns.
 - c) Volkswagen wanted to break taboos in France.

Vocabulary Tasks

Ex. 1. Find words or expressions in the text which correspond to the following definitions.

1. a public space reserved for advertisers to put their ads on (*para 1*) bill-board.
2. large pictures or notices put up in a public place to advertise something (*para 1*) p_____.
3. human interest subjects (*para 5*) s_____ i_____.
4. people or companies who pay for a professional service (*para 6*) c_____.
5. try to win a business deal (*para 6*) to p_____ f_____ b_____.
6. time and space given by the media to a particular news item (*para 7*) c_____.
7. the person in charge of developing ideas for advertising campaigns (*para 8*) C_____ D_____.
8. social custom which means a particular activity or subject must be avoided (*para 8*) t_____.

Ex. 2. *RXV, a major electronics company, has decided to advertise its latest digital camera. It has asked several advertising agencies to submit proposals for a campaign. An executive at one of these agencies has made a list of tasks to be completed before submitting its proposal to RXV. Complete the executive's list. Change the form of the words where necessary.*

- Obtain complete market information about the¹client's product; advantages, disadvantages, competitors, which groups of consigers the advertiser wants to²_____.
- Define marketing objectives and plan an overall advertising strategy.
- Meet with the media department to select the most appropriate means of advertising media, or posters on³_____.

- Meet with the ⁴ _____ to work on the design and ideas of the campaign. Point out that these should fit in with the overall ⁵ _____ the company wants to project. Explain that we must be careful not to generate any negative ⁶ _____ by offending anyone.

Ex. 3. *Study the uses of **like**. Look at the examples from the text ‘Sacrilege’. Say in which of the examples the words in bold are used:*

1. as a synonym for ‘to appear’? C
 2. to give an example?
 3. to refer to a type of person or group of people?
 4. as a verb to compare one thing to another?
- A) The German carmaker's model **was likened to** a religious revelation, (para 1)
 B) If outrageous advertising worked for **the likes of** Benetton, it could work to revive the image of the Golf, (para 2)
 C) The VW campaign might **look like** a marketing disaster ... (para 6)
 D) It can still help to sell a product as advertisers **like** Benetton have already proved. (para 7)

Ex. 4. *Complete the sentences using the correct form of the expressions with **like**. What other uses of the word **like** do you know?*

- 1 TV advertising is too expensive for small computer software companies, only the likes of IBM can afford it.
- 2 Aggressive bosses are sometimes _____ great apes by the media.
- 3 Advertising for products _____ alcohol is banned in some countries.
- 4 The new perfume bottle is designed to _____ a sculpture.

Critical Thinking Tasks

Ex. 1. *As consumers get more used to advertising, companies have to come up with better ways of ensuring that people pay attention to their ads. Say what you think of these recent experiments in advertising. Can you think of any new and innovative ways to advertise?*

- Interrupting telephone conversations with advertising messages (in exchange for free phone calls).
- Talking ads at bank cash machines.
- Ads on toilet walls.
- Advertising on small television screens on supermarket shopping trolleys.

Ex. 2. Many advertisements contain a **slogan** or short phrase to attract the consumer's attention. Effective slogans are usually short, easy to remember, easy to repeat and easy to translate for international markets.

Read the texts about translations of slogans and brand names, and note the problem in each case.

- a) In Taiwan, the translation of the Pepsi slogan 'Come alive with the Pepsi generation' came out as 'Pepsi will bring your ancestors back from the dead.'
- b) When Parker marketed a pen in Mexico, its ads were supposed to say 'It won't leak in your pocket and embarrass you.' However, the company translated 'embarrass' as 'embarazar', which means 'to become pregnant'. So the ads said 'It won't leak in your pocket and make you pregnant.'
- c) In Italy, a campaign for Schweppes Tonic Water translated the name as Schweppes Toilet Water.
- d) Colgate introduced a toothpaste in France called Cue, the name of a French pornographic magazine.
- e) When Braniff Airlines translated a slogan for its comfortable seats, 'fly in leather' it came out in Spanish as 'fly naked'.

Ex. 3. Write down five popular slogans in your language. Try to translate them into English.

TARGETING GRAMMAR

Ex. 1. Study the use of the first and second conditional and the exercises that follow.

	If-clause	Main clause	Use
Type 1 real present	If + any present form (Present S., Present Cont. or Present Perf.)	Future/Imperative can/may/might/must/should+ bare infinitive Present Simple (for general truths)	real – likely to happen in the present or future
<i>If he spends a lot, he won't build a house. If you have finished your work, we can go for a walk. If you heat water, it boils.</i>			
Type 2 unreal present	If + Past Simple or Past Continuous	would/could/might + bare infinitive	unreal-unlikely to happen in the present or future; also used to give advice
<i>The firm planned its activities, it would have a higher profit.</i>			

Type 3 unreal past	If+ Past Per- fect or Past Perfect Continuous	would/could/might+have+past participle	unreal situa- tion in the past; also used to express re- grets and criticism
<i>If I had locked the car, it wouldn't have been stolen. (regret; It's a pity I didn't lock it. If he had behaved well, the teacher wouldn't have punished him. (criticism)</i>			

Now put the verbs in brackets into the appropriate conditional form.

- As soon as marketing people (seek) ways to increase the business, they (put) the company ahead of the competition.
- If Shell Oil (not contribute) \$7 bn of revenue, it (not expand) the business.
- If you (interview) the customers properly, the marketing research (be) more successful.
- If a clinical psychologist (to be hired), a psychological profile of each marketing segment (be created).
- If the company (launch) a new advertising campaign, it (improve) the brand.

Ex. 2. Match the parts of the sentences.

- | | |
|------------------------------------|--|
| 1. You can see the boss | A if they find money for advertising |
| 2. I would buy it | B if he is not too busy |
| 3. They will promote the product | C if the product quality was better |
| 4. He would work for the company | D they would analyse their competitors |
| 5. It they investigated the market | E if he had more experience |

Ex. 3. *Founded in 1976 by Steven Wosniak and Steven Jobs, Apple Computer has undergone many changes in leadership, product development, and strategy. Complete the following sentences about Apple Computer by putting the verbs in brackets into the third conditional.*

- If John Sculley, who became CEO of Apple in 1983, and Steven Jobs had shared (share) the same vision for the future of the company, Jobs wouldn't have resigned (not resign).
- The Macintosh personal computer (not provide) the solution for inexpensive publishing, if Apple (not introduce) the LaserWriter, the first affordable laser printer for the Mac.

3. Apple probably _____ (remain) more competitive if they _____ (sell) licences for their operating systems to other computer manufacturers.
4. If the first generation of the Newton, a revolutionary notepad computer, (work) better, sales _____ (be) higher.
5. When the iMac was launched, people loved the colourful, fun design. Perhaps if it _____ (be) less attractive, fewer first-time computer buyers _____ (buy) it.
6. If Apple _____ (not launch) the iMac, they _____ (not recapture) 6.7% of the computer market.
7. Apple shares _____ (not rise) in 1998, if their sales _____

Ex. 4. *Read the story below and rewrite it using type 3 conditional sentences, as in the example.*

E.g. If the car park hadn't been full, she wouldn't have parked on the street.

It was Saturday morning and Mrs. Jenkins had to go to the supermarket to buy the weekly groceries. The supermarket was so crowded that it took her over an hour to do her shopping. When she got to the cashier, she realized that she had left her purse in the car, so she couldn't pay for her groceries. She went to the car to get her purse but the street was empty and her car had disappeared. She called the police to report that the car had been stolen. The police told her that the car had been towed away because she had parked it in a no-parking zone. Her husband had to go down to the police station and pay the fine so that she could get her car back.

Quiz.

Read the problems below. Write what you would do in each situation.

1. You have spent the last month, preparing a report on marketing research. You have just learned that your boss has managed to sign new profitable contracts.
2. Your boss gave you a highly confidential report to read over the weekend. Now you can not find it and you think you may have left it on the train.
3. You have been sent to negotiate an important new contract for your firm. During the negotiations your counterpart makes it clear that he expects a

personal cash contribution (a bribe) from you if your company is to win the contract.

4. In your CV you lied about your qualifications in order to get the job you wanted. You have just been offered the job, but your new employer has asked to see your certificates.
5. Two years ago your company signed an agreement to become the exclusive importer of kitchen equipment from a Sweden supplier. You have just received confirmation that another company is selling the same products at a lower price.

UNDERSTANDING THROUGH LISTENING

Designing a television commercial

A TV commercial generally consists of a short film sequence of between 30 and 60 seconds with an accompanying soundtrack which includes a mixture of live recordings (what people actually say in the commercial), a voice-over (the voice of someone who does not appear on screen) and music and sound effects. Various techniques are used in commercials to convince the viewer of the value of the product or service that is being advertised. One of the most common of these is 'dramatisation' where a short story is developed around the product or service. The original ideas behind a commercial of this type are developed from a scenario, a written document that summarises the action, the atmosphere, the characters and the scene where the sequences of the commercial will be filmed. An artist then produces a storyboard, or series of pictures, to show how the commercial will look.

Ex. 1. *Listen to a description of the commercial.*

Ex. 2. *Listen again and make notes about:*

- the characters
- the setting
- the action
- the different camera positions
- the final slogan

Ex. 3. *Choose a product or service to prepare a scenario for. Write your ideas and plan of a scenario and slogan for a TV commercial.*

Ex. 4. Prepare a complete written scenario for your product or service. Follow the model of the description of the advertisement in Listening.

Ex. 5. Look at these samples of 'situation wanted' ads. Imagine that you are looking for work. Write an ad about yourself, stating your own abilities.

Situations Wanted		
1. LADY, 25, out of work for 2 weeks and already bored with housework, has good office experience, but will try anything within reason. Tel. Hevingham 5131	2. SELF_MOTIVATED Male (early 30s) seeks a progressive CHALLENGING POSITION with in management field (several years' technical mid-management experience). Excellent references available. Reply Box B791, Press Office, Norwich.	3. ADAPTABLE YOUNG LADY, 21, requires WORK, vast experience in all classes of typing, etc., electric or manual. Receptionist work also considered. Available immediately. Tel. Attleborough 452139

EVALUATING THROUGH WRITING

SENDING PUBLICITY BY MAIL

Direct mail marketing involves sending publicity material to people directly by mail. It is highly successful for selling magazine subscriptions, insurance and financial services. The letter contain

- a very personalized first sentence designed to ensure that the reader continues reading;
- a persuasive and clear sales message, adapted to a specific market segment;
- direct and convincing language, intended to appeal to the chosen audience.

Task 1. The profiles below are based on the results of several hundred interviews, conducted in a shopping centre by a major insurance company. Following the survey, the company decided to concentrate its direct marketing sales efforts on two specific products: a life insurance plan for young couples and a pension plan for slightly older couples. Read the profiles and match the letter extracts below to the profiles.

1 Profile for life insurance

Young married couples who have just had their first baby. They are aged between 25 and 30 and have fairly good salaries but are very careful about their spending. They have never considered insurance before and are put off

by the complicated documents. They are suspicious of insurance sales people and would not agree to spending hours going over figures with them. They would respond if the insurance plan was inexpensive and looked easy to take out.

2 Profile for private person

Couples aged between 35 and 45 who are just beginning to have some financial stability. They have never considered pensions until now because they felt they couldn't afford it and that they were too young to think about retirement. They are a little anxious as they realize that they have left it very late, and would like to discuss their financial situation with 'an expert' who could advise them on the best plan.

- a) Our new policy is guaranteed to give you the best value for money currently available. There is no red tape, just simple application form which takes two minutes to complete.
- b) It's not too late to join the club and dream about the future. Just pick up the phone and make an appointment and you can start saving straightaway. The sooner you start the more you have to look forward to!
- c) Of course most parents recognize that it is important to provide insurance cover for the family, but many of the schemes around are confusing and too expensive.
- d) Offered direct to you – no sales commission, no insurance broker to pay and no pushy sales people in living room.
- e) Act now and enjoy later is our policy and it's possible without giving up luxuries in the meantime. Our policy advisers will take all the time you need to draw up a plan specifically adapted to your financial situation.
- f) They have no worries about whether they will be able to afford holidays, presents for their grandchildren and all those little extras that make life easy and comfortable in later year.
- g) Just return the attached enquiry card. There's no postage to pay and we will send full details to your home address so you can read at your leisure.

Task 2. Complete the two letters below, using the extracts a - g.

Dear Parent

The arrival of a new baby is such an important time, it is almost impossible to think about the practical side of being a parent.... However, I know that you will agree that nothing matters more than your baby's future.

1c

We feel that now is the right time to tell you about a plan which has been designed especially for young people like you interested? Read on.

2

So see it really is your type of plan.

3

4

Don't miss this opportunity to provide financial protection for your family at a low cost. I look forward to receiving your enquiry card.

Yours faithfully

Dear John and Mary

Have you ever wondered how lucky you really are?

Have you ever wondered what the future has in store? Our policy holder's are looking forward to the future planning how they will spend all the money they have saved.

5

6

So relax, the situation is under control.

7

Looking forward to hearing from you very soon.

Sincerely

Task 3. *Do the completed letters contain all the necessary elements of a good direct mail marketing letter? Refer back to the description on the previous page.*

PROJECT

Task 1. *You work for an insurance company which has decided to use direct mail marketing to sell retirement pensions to young, single business graduate, who have just started their first job.*

A) Complete the target profile below. Add in other headings you may wish to include.

Make a list of persuasive arguments to convince them that a little less cash now means a more comfortable retirement (for example, one less outgoing to a night club per week).

Age _____

Salary _____

Likes: nightclubs _____

Proportion of income which goes towards

Rent _____
Clothes _____
Food _____
Entertainment _____
Holidays _____
Savings _____

B) Cut out two of your favorite advertisements from a magazine or newspaper – you might like to cut out one ad you hate as well, perhaps!

Prepare a short presentation of each advertisement, covering these points:

Target customers

The USP (Unique Selling Proposition) of the product: its features and benefits

How the ad works in terms of the four stages of 'AIDA':

1. attract the Attention of potential customers
2. arouse Interest in the product
3. create s Desire for its benefits
4. encourage customers to take prompt Action

How the style would have to be changed for other markets

Task 2. *With a partner (or in a group) collect information about trade in the E U. Then present the data to the class. The questions below can help you to understand how much do you know about EU.*

- 1 Which country has the largest area?
- 2 Which country has the highest birth rate?
- 3 Which country has the highest population?
- 4 Which country is the most densely populated?
- 5 To which country does France export the most?
- 6 To which country does Sweden export the most?
- 7 Which country exports the most:
 - a) crude oil?
 - b) cereals?
 - c) iron and steel?
 - d) citrus fruits?
- 8 Per inhabitant, which country consumes the most and the least:
 - a) cheese?
 - b) sugar?
 - c) wine?
 - d) cigarettes?
- 9 Which country uses the most nuclear power as a source of energy?

- 10 Which country has the most forested area?
- 11 Which country has the most magazines?
- 12 In which country do women play the most active role in the workforce?
- 13 Which country offers the longest paid holidays?
- 14 In which country are the headquarters of the European company with the highest turnover?

Task 3 Write an essay on the topic of advantages and disadvantages of TV commercials. An essay should consist of:

Introduction	Paragraph 1: state topic
Main body	Paragraph 2: arguments for Paragraph 3: arguments against
Conclusion	Final paragraph: balanced opinion

Remember to use the appropriate linking words and phases: *one major advantage/disadvantage of, in the first place, secondly, thirdly; however, on the other hand; for instance; in conclusion.*

PROBLEM ISSUES

Revise the material of Units XIV – XVI from the textbook and be ready to speak on the following issues. Make use of the new vocabulary you acquired.

Marketing

- Marketing mix or ‘The Four Ps’.
- The importance of market research.
- The necessity of direct mail marketing.

Advertising

- Types of advertising: product advertising, corporate advertising.
- The role of brand image, public relations, publicity.
- Different national styles and conventions in advertisements.

International Trade

- The exchange of goods and services between different countries is vitally important.
- The reasons for export and import.
- The main functions of WTO (World Trade Organization) and EFTA (European Free Trade Association).

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