

Белорусский национальный технический университет

Факультет Маркетинга, менеджмента, предпринимательства

Кафедра Межкультурная профессиональная коммуникация

СОГЛАСОВАНО

СОГЛАСОВАНО

Заведующая кафедрой

Декан факультета

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_____ 2018

**ЭЛЕКТРОННЫЙ УЧЕБНО - МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО
УЧЕБНОЙ ДИСЦИПЛИНЕ**

«Деловой иностранный язык» для студентов специальности
1-26 02 03 - «Маркетинг»

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Рассмотрено и утверждено

На заседании совета факультета маркетинга, менеджмента,
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Электронный учебно-методический комплекс по дисциплине «Деловой иностранный язык» предназначен для студентов специальности 1-26 02 03 Маркетинг очной формы получения высшего образования, а так же для преподавателей кафедры «Межкультурная профессиональная коммуникация» БНТУ с целью проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

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Перечень материалов

Учебно-методический комплекс.

Пояснительная записка

Электронный учебно-методический комплекс по дисциплине «Деловой иностранный язык» составлен в соответствии с основными положениями Кодекса Республики Беларусь об образовании: от 13 января 2011г., № 243-3, Республиканской программы «Иностранные языки» от 29.01.1998 г. №129, Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, в плане идеологической и воспитательной работы БНТУ и других государственных программах, нормативно-правовых, инструктивно-методических документах, определяющих приоритетные направления идеологии белорусского государства.

Данный ЭУМК представляет собой программный комплекс по дисциплине «Деловой иностранный язык», назначение которого состоит в обеспечении непрерывности и полноты процесса обучения основам маркетинга на английском языке.

Разработанный ЭУМК способствует созданию условий для формирования нравственно зрелой, интеллектуально-развитой личности обучающегося, которой присущи социальная активность, гражданская ответственность и патриотизм, приверженность к университетским ценностям и традициям, стремление к профессиональному самосовершенствованию, активному участию в экономической и социально-культурной жизни страны.

Содержание учебно-методического комплекса включают в себя: учебную рабочую программу дисциплины, теоретический и практический разделы, блок контроля знаний, а так же справочные материалы (лексический минимум по теме).

Практический раздел ЭУМК включает в себя: текстовые материалы с заданиями грамматического и лексического характера по учебной дисциплине «Деловой иностранный язык», обучающие и тренировочные упражнения для самостоятельной работы как репродуктивного, так и творческого уровня, в объеме, предусмотренном учебным планом по дисциплине.

Блок контроля содержит лексико-грамматические тесты, итоговые контрольные работы, а так же предметно-тематическое содержание экзамена по дисциплине. Данный блок обеспечивает возможность самоконтроля обучающегося, его текущие и итоговые аттестации.

Учебно-методический комплекс по дисциплине «Деловой иностранный язык» предназначен для студентов очной формы получения высшего образования, а так же преподавателей БНТУ кафедры «Межкультурная профессиональная коммуникация» с целью проведения как аудиторных практических занятий, так и организации самостоятельной работы студентов.

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Белорусский национальный технический университет

УТВЕРЖДАЮ

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Белорусского национального
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_____ Г.А. Вершина

«__» _____ г.

Регистрационный № УД- _____/р.

ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК

**Учебная программа для специальности
1-26 02 03 Маркетинг**

Факультет маркетинга, менеджмента, предпринимательства

Кафедра «Межкультурная профессиональная коммуникация»

Курс - 4

Семестр - 7

Экзамен 7

Практические
занятия -72

Форма получения
высшего образования - дневная

Аудиторных часов по
учебной дисциплине - 72

Всего часов по
учебной дисциплине - 160/170

Составила А.И. Сорокина, канд.пед.наук, доцент

2014г.

Учебная программа составлена на основе учебной программы БНТУ «Деловой иностранный язык», утв. «___»_____, рег. № _____

Рассмотрена и рекомендована к утверждению кафедрой «Современные европейские языки» Белорусского национального технического университета (протокол № _____ от _____ г.)

Заведующая кафедрой _____ А. И. Сорокина

Одобрена и рекомендована к утверждению методической комиссией факультета маркетинга, менеджмента, предпринимательства Белорусского национального технического университета (протокол № _____ от _____ г.)

Председатель методической комиссии _____ А.А. Коган

Пояснительная записка

Учебная программа «Деловой иностранный язык» разработана для специальности 1-26 02 03 «Маркетинг» для высших учебных заведений.

Главная цель обучения иностранным языкам – формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Достижение главной цели предполагает комплексную реализацию следующих задач:

- Познавательной, позволяющей сформировать представление об образе мира как целостной многоуровневой системе (этнической, языковой, социокультурной и т.п.); уровне материальной и духовной культуры; системе ценностей (религиозно-философских, эстетических и нравственных); особенностях профессиональной деятельности в соизучаемых странах;

- Развивающей, обеспечивающей речемыслительные и коммуникативные способности, развитие памяти, внимания, воображения, формирование потребности к самостоятельной познавательной деятельности, критическому мышлению и рефлексии;

- Воспитательной, связанной с формированием общечеловеческих, общенациональных и личностных ценностей, таких как гуманистическое мировоззрение, уважение к другим культурам, патриотизм, нравственность, культура общения;

- Практической, предполагающей овладение иноязычным общением в единстве всех его компетенций (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), функций (этикетной, познавательной, регулятивной, ценностно-ориентационной) и форм (устной и письменной), что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности в рамках определённой программой предметно-тематического содержания, а также овладения технологиями языкового самообразования.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

В результате освоения учебной дисциплины «Деловой иностранный язык» студент должен

знать:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);

- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;

- историю и культуру стран изучаемого языка;

уметь:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;

- письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;

- составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т. п.;

- воспринимать на слух иноязычную речь в естественном темпе (аутентичные монологические и диалогические тексты, в том числе профессионально ориентированные), с разной полнотой и точностью понимания их содержания;

- владеть всеми видами чтения (изучающее, ознакомительное, просмотровое, поисковое), предполагающими разную степень понимания прочитанного;

- продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного и профессионального общения, перечисленным в настоящей программе;

- резюмировать полученную информацию;

- аргументированно представлять свою точку зрения по описанным фактам и событиям, делать выводы;

- вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета;

- обмениваться профессиональной и непрофессиональной информацией с собеседником, выражая согласие/несогласие, сомнение, удивление, просьбу, совет; предложение и т. п.;

- участвовать в дискуссии по теме/проблеме;

- аргументированно отстаивать свою точку зрения;
- сочетать диалогическую и монологическую формы речи;
- выполнять письменные задания к прослушанному, увиденному, прочитанному, логично и аргументировано излагать свои мысли, соблюдая стилистические и жанровые особенности;
- владеть навыками составления частного и делового письма, правильно использовать соответствующие реквизиты и формулы письменного общения;
- реферировать и аннотировать профессионально ориентированные и общенаучные тексты с учетом разной степени смысловой компрессии;

приобрести навыки:

- ведения деловой корреспонденции на иностранном языке;
- межкультурного общения;
- чтения литературы по специальности.

Освоение образовательной программы по дисциплине «Деловой иностранный язык» должно обеспечить формирование следующих компетенций:

- АК-4. Уметь работать самостоятельно.
- АК-8. Обладать навыками устной и письменной коммуникации.
- СЛК-3. Обладать способностью к межличностным коммуникациям.
- СЛК-6. Уметь работать в команде.
- ПК-9. Проводить деловые совещания и переговоры, переписку с зарубежными партнерами, готовить распоряжения, проекты приказов, планов мероприятий и контрактов.

Согласно учебному плану УВО на изучение дисциплины отведено всего 160/170 ч., в том числе 72 ч. аудиторных занятий, из них практические занятия - 72 ч.

Содержание дисциплины

Начальный уровень владения иностранным языком

Тема 1. Продажи

Выбор продукта или услуги. Покупка продукта. Повышение и понижение цены. Как продавать продукт. Презентация продукта или услуги.

Тема 2. Бизнес-организации

Структура организации. Успешность организации. Презентация организации.

Средний уровень владения иностранным языком

Тема 1. Что такое маркетинг?

Что такое маркетинг? Маркетинговые стратегии. Маркетинг микс (4Ps). Специалист по маркетингу. Функции отдела маркетинга.

Тема 2. Плановая деятельность организации

Планирование. Секреты хорошего планирования. Планирование для развития экономики. Совещания.

Продвинутый уровень владения иностранным языком

Тема 1. Трудоустройство в организации

Функции отдела по работе с кадрами. Процедура принятия специалиста на работу. Проблемы, связанные с трудоустройством. Проблемы, связанные с подбором кадров. Создание условий для успешной работы сотрудников компании.

Тема 2. Бизнес этика

Бизнес этика. Решение проблем, связанных с этикой поведения на работе.

Учебно-методическая карта дисциплины
Начальный уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и др.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
1	Sales		36						
	Discussion								
1.1	Buying a product		6				Activity file Resource bank	[1,4]	
1.2	Lower prices, higher sales		6				Activity file Resource bank	[1,4]	
1.3	Sales training company		6				Audio script	[7]	
1.4	Recommending products		6				Text bank	[1,4]	
1.5	Unusual selling methods		6				Text bank	[1,4]	
	Language work								
1.6	Choosing a product or a service		2				Grammar reference	[1,2]	
1.7	Past simple Past time references		2				Grammar reference	[1,2]	
	Revision		2						Test
2	Companies		36						
	Discussion								
2.1	Successful companies		6				Activity file Resource bank	[1,4]	
2.2	Natural aims to expand internationally		6				Activity file Resource bank	[1,4]	
2.3	Describing companies		6				Audio script	[1]	
2.4	A happy company		6				Text bank	[1,4]	
2.5	The road to success		6				Text bank	[1,4]	
	Language work								
2.6	Present continuous Present simple or present continuous		4				Grammar reference	[1,2]	
	Revision		2						экзамен
	Итого за семестр		72						
	Всего аудиторн. часов		72						

Средний уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и т.п.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
1	Marketing Discussion		36					[1,2,4]	
1.1	Ideas about marketing		6				Activity file Resource bank		
1.2	Marketing consultant		6				Audio script	[1,2]	
1.3	Marketing mix - the four Ps		6						
1.4	Luxury brands		6				Text bank	[1,2]	
1.5	Advertising campaign		2						
1.6	Food and drink companies		2				Text bank	[1,2]	
	Language work							[1,2]	
1.7	Word partnership		2				Grammar reference		
1.8	Questions		2				Grammar reference	[1,2,4]	
	Revision		2					[1,2,4]	тест
2	Planning Discussion		36					[1,2,4]	
2.1	Planning		6				Activity file Resource bank		
2.2	Ways to plan		6				Activity file Resource bank		
2.3	The secret of good planning		6				Audio script	[1,2]	
2.4	Planning for economic development								
2.5	Expansion plans		6				Text bank	[1,2]	
2.6	Survival problems		2				Text bank	[1,2]	
	Language work							[1,2]	
2.7	Words for talking about planning		2				Grammar reference	[1,2]	
2.8	Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)		4				Grammar reference		

	Revision		4					[1,2,4]	экзамен
	Итого за семестр		72						
	Всего аудит. часов		72						

Продвинутый уровень владения иностранным языком

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Самостоятельная работа студента	Методические пособия, средства обучения (оборудование, учебно-наглядные пособия и пр.)	Литература	Формы контроля знаний
		Лекции	Практические занятия	Лабораторные занятия	Управляемая (контролируемая) самостоятельная работа студента				
1	2	3	4	5	6	7	8	9	10
1.	Employment Discussion		36						
1.1	The most important qualities for getting a job		6				Activity file Resource bank	[1,4]	
1.2	Best and worse experiences at work		6				Activity file Resource bank	[1,3,4]	
1.3	Retaining good staff		6				Activity file Resource bank	[1,4]	
1.4	The recruitment process		4				Audio script	[1,7]	
1.5	Asking for a rise		2				Text bank	[1,5]	
1.6	Spending the company's money		4				Text bank	[1,4]	
1.7	Managing meetings		2						
	Language work								
1.8	Words to describe the recruitment process and personal character		2				Grammar reference	[1,2,8]	
1.9	Indirect questions and statements		2				Grammar reference	[1,2,8]	
	Revision		2						тест
2	Ethics Discussion		36						
2.1	Questions of ethics at work		6				Activity file Resource bank	[1,4]	
2.2	Unethical activities		6				Activity file Resource bank	[1,4,5]	
2.3	Business ethics		6				Activity file Resource bank	[1,4,5]	
2.4	Problem solving		2				Audio script	[1,7]	
2.5	Industrial espionage		6				Text bank	[1,4,5]	
	Bribery and corruption		4				Text bank	[1,3]	
	Language work								
2.6	Words to do with		2				Grammar	[1,2]	

	honesty or dishonesty						reference		
2.7	Narrative tenses		2				Grammar reference	[1,2]	
	Revision		2						
	Итого за семестр		72						экзамен
	Всего аудиторн. часов		72						

Информационно-методическая часть Список литературы

Основная литература

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. New edition / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman, 2008.
2. Business Review. Published by Philip Allan Updates Market Place, Deddington, Oxfordshire OX 15 0SE.
3. Revell, J. Advanced Listening / J. Revell, B. Breary. - Oxford University Press, 1998.
4. Vince, M. First Certificate language Practice. / M. Vince. - Heinemann. Macmillan Publishers Limited, 1996.
5. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997.

Дополнительная литература

1. McCarthy, M. English Vocabulary in Use (Upper Intermediate and Advanced) / M. McCarthy, F. O'Dell. - Cambridge University Press, 1998.
2. Vince, M. Intermediate Language Practice / M. Vince. - Macmillan Publishers Limited. 1998.
3. Jones, L. New Progress to First Certificate. / L. Jones. - CUP, 2001.
4. http://www.forbes.com/fdc/welcome_mjx.shtml
5. <http://www.economist.com/>

Средства диагностики

Оценка уровня знаний студента производится по десятибалльной шкале в соответствии с критериями, утвержденными Министерством образования Республики Беларусь.

Для оценки достижений студента используется следующий диагностический инструментарий:

- устный и письменный опрос во время практических занятий;
- проведение текущих контрольных работ (заданий) по отдельным темам;
- защита выполненных на практических занятиях индивидуальных заданий;
- перевод текста с русского языка на английский язык;

- проведение текущих контрольных опросов по отдельным темам
- подготовка презентаций на иностранном языке;
- тесты и тестовые задания;
- сдача экзамена по дисциплине.

Методы и технологии обучения

В числе эффективных педагогических технологий, способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

- технологии проблемно-модульного обучения;
- технологии учебно-исследовательской деятельности;
- проектные технологии;
- коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);
- метод кейсов (анализ ситуации);
- игровые технологии, в рамках которых студенты участвуют в ролевых, имитационных играх и др. на английском языке.

Для управления учебным процессом и организации контрольно-оценочной деятельности педагогам рекомендуется использовать рейтинговые, кредитно-модульные системы оценки учебной и исследовательской деятельности студентов, вариативные модели управляемой самостоятельной работы, учебно-методические комплексы.

В целях формирования современных социально-личностных и социально-профессиональных компетенций выпускника вуза целесообразно внедрять в практику проведения семинарских и практических занятий методики активного обучения, дискуссионные формы и т.п.

В числе современных технологий, направленных на самореализацию личности, рекомендуется использовать:

- *проектную технологию*, представляющую самостоятельную, долгосрочную групповую работу по теме-проблеме, выбранную самими студентами, включающую поиск, отбор и организацию информации. В процессе работы над проектом речевое иноязычное общение «вплетено в интеллектуально-эмоциональный контекст другой деятельности»;

- *кейс-технологию*, основу которой составляют осмысление, критический анализ и решение конкретных социальных проблем. Кейс-технология позволяет организовать обучение английским языком, ориентированное на развитие способности студентов решать определенные жизненные ситуации, важные повседневные проблемы, с которыми они непосредственно сталкиваются в жизни;

- *симуляцию*, которая применительна к профессиональной лексике, представляет собой подражательное, разыгранное воспроизведение межличностных контактов, организованных вокруг проблемной деловой ситуации, максимально приближенной к реальной;

- *технология обучения в сотрудничестве*, предполагающую создание условий для активной совместной учебной деятельности студентов в разных учебных ситуациях. Это обучение в процессе общения студентов друг с другом и с преподавателем при наличии общей цели и индивидуальной ответственности каждого члена группы за собственный вклад в общее дело, за выполнение общего задания;

- *технология дебатов*, представляющую собой полемический диалог, проходящий по определенному сценарию и имеющий целью убеждение третьей стороны – судей или аудитории;

- *компьютерные технологии*, предполагающие широкое использование интернет-ресурсов и мультимедийных обучающих программ. Компьютерные технологии позволяют интенсифицировать и активизировать учебно-познавательную деятельность студентов, эффективно организовать и спланировать самостоятельную работу, совершенствовать контрольно-оценочные функции (компьютерное тестирование).

Организация самостоятельной работы студентов

В ходе организации самостоятельной работы студентов преподаватель осуществляет контроль при подготовке всех стадий презентаций.

Студенты осуществляют поиск дополнительной информации в Интернете по темам занятий.

Компьютерные программы, электронные учебно-методические пособия

№ п/п	Наименование ЭИ	Автор	Регистрационный номер
1	Complex Business English Tests for Pre-Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Конагорова Т.Н., Сорокина А.И., Перепечко Н.Н.	ЭИ БНТУ/ФММП95-1.2010
2	Complex Business English Tests for Intermediate Students. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-2.2010
3	Business Interests. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Гамбалевская О.А., Попова И.А.	ЭИ БНТУ/ФММП95-4.2010
4	Texts for discussion. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Осипенко Е.А., Томашук А.С.	ЭИ БНТУ/ФММП95-5.2011 Личевская
5	Business reader. Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей	Сорокина А.И., Перепечко Н.Н., Конагорова Т.Н.	ЭИ БНТУ/ФММП95-6.2011 Личевская
6	Business Grammar (for pre-intermediate students). Учебно-методическое пособие по деловому английскому языку для студентов экономических специальностей.	Поварехо И.А., Попова И.А., Якшук Н.П.	ЭИ БНТУ/ФММП95-7.2011 Личевская
7	Read and Reflect. Учебно-методическое пособие по английскому языку для студентов экономических специальностей.	Храмцова М.В.	БНТУ/ФММП95-8.2011
8	Учебно-методическое пособие «Перевод технических текстов: грамматические и лексические трудности»	Перепечко Н.Н. Конагорова Т.Н.	БНТУ/ ФММП95-9.2011

Теоретический раздел

Business Communication in the UK

Language Matters

English is the official and predominantly spoken language in the UK. It is unlikely that many of your British counterparts will speak other languages and even if you speak English, there will be some linguistic differences. Although the majority, especially the younger generation, will have had some language training at school not all of them feel comfortable making mistakes in front of others and therefore pretend that they don't speak other languages. However, be aware that this does not mean that they can't understand what you are saying.

Thus, it is important either to have at least some knowledge of the language or to ensure that appropriate interpreting facilities are available. Although the UK does not constitute a great land area, accents and dialects vary considerably from region to region, which may present even native English speakers with difficulties in verbal communication. Therefore, although it is advisable to become familiar with at least some common phrases, it is completely acceptable to ask for an explanation of anything that you do not understand, or indeed to ask your host to speak more slowly.

Foreign language competence amongst British managers is generally poor. This characteristic seems to have its historical roots in times when British companies traded mostly with other English speaking nations and dependencies. At that time, there was virtually no need for knowledge of other languages. In the vast majority of British companies, this historical legacy manifests itself as managers being reluctant to speak any language other than English. If your English language capabilities are not at a satisfactory level, it is strongly advisable to travel with an interpreter. However, using this service deprives you of the unique opportunity of direct contact and, in some cases, may not allow you to develop the business relationship in the way you desire.

However, there is some probability to encounter a business professional speaking a foreign language as their numbers are continually increasing. More and more managers are becoming aware of the fact that ignorance of foreign languages represents a serious barrier when attempting to expand their business abroad. Even the government realises the importance of this issue and is concerned that poor language skills may severely hamper the country's ability to promote and protect interests abroad. In the current business environment, it is possible to encounter managers who speak Polish, German, Spanish, Italian or French. Asian languages, including Bengali, Punjabi, Hindi and Gujarati, are also spoken by 2.7% of the UK population. Chinese community is also large with many major cities having "China Towns" and many managers are now learning Mandarin as their foreign language.

As with any other languages, when it comes to specific business, legal or technical terms especially when communicating with people from different disciplines, misunderstandings are common. To avoid disputes, you should elaborate and clarify meanings to the point where there can be no room for misinterpretation and no need for assumptions.

Face-to-face communication.

Beginning a conversation with someone new may be a daunting proposition because of British cultural norms and expectations. Generally, the best practice is to be introduced by a third party, although this may not always be possible. A handshake is the typical greeting for a new introduction and should not be expected at subsequent meetings. For example, colleagues don't shake hands every day at work. It is generally advisable to open a conversation with a neutral topic, such as the weather or something dictated by the immediate situation, such as asking for a recommendation on something to do, eat or drink. It is good practice to start a conversation with open questions rather than subjective assumptions or personal points of view as the reaction of your counterpart is not always predictable. As you will find, many British people are tolerant and

open-minded. Some people may derive their opinions from the tabloid press that often depicts the world in black and white terms.

In order to create good business relations, you should allow conversations to develop organically, following the lead of the person you are talking to, asking permission if you'd like to talk about potentially sensitive subjects and not being overly negative or sarcastic.

As a general observation, people tend to be more open and friendly outside of London and in the North in particular; in fact, there is still a north-south divide in terms of cultural openness in the UK. Some exceptions exist, for example Scottish Highlanders or Welsh farmers will hardly say a word until you get to know each other. Discussions tend to be emotionless and may become tense, with the parties politely excusing themselves and withdrawing.

Another difficulty in verbal communication may come from the British penchant for understatement. This sometimes shows itself in seeming self-deprecation and presents a challenge in understanding how things, people and situations are really perceived by the British. For example, what might be described as 'a bit expensive' may well really mean 'very expensive' and 'a little problem' might actually constitute 'a huge stumbling block' for a British counterpart.

Business Relationship

In the UK, an agreement will not normally be final and complete until a written contract has been formally signed and witnessed. Thus, it is crucial to ensure that all the terms and conditions are included in a formal contractual document. In many cases, depending on the size or value of the business, a contract will be subject to review and approval by a solicitor or other expert in British contract law. This is simply a matter of procedural correctness and "due diligence", which should not be taken personally nor does it cast doubt on the seriousness of the proposal. In fact, having a full written contract that has been professionally reviewed and approved demonstrates both the sincerity of the signatories and their intent to establish a significant and often long-term agreement.

Generally, there is a strict separation of business and social matters and therefore you do not necessarily need to make extensive efforts to establish familiarity outside of the business relationship. On the other hand, it is essential to create an atmosphere of trust, reliability and fairness, as those are values the British appreciate.

Following established protocol is critical to building and maintaining business relationships in the UK. Verbal communications are usually confirmed in writing where exact details are set out. Business communications can be difficult to read since the British do not like to offend their business partners and sources of disagreements are not always obvious to detect. British businesspeople often operate an open-door policy. People tend to work with their office door open although counterparts are expected to knock and wait to be invited before entering.

In British business, hierarchies are becoming flatter with business units having delegated autonomy, which increases overlapping and means loosely defined responsibilities and fewer distinctions between roles and departments. British management style has a reputation for taking calculated risks and this mentality is at the heart of the innovation drive in many British organisations. Professional rank and status in the UK is generally based on an individual's achievement and expertise in a given field. Academic titles and backgrounds are not as important in business.

Expect a great deal of written communication, both to confirm and to maintain a record of discussions and decisions. Even if you have a friendly or casual relationship with colleagues, you should remember that on-the-job correspondence means that an e-mail is a business letter, in which professionalism should not be forgotten. However, this varies and some individuals might not have a greeting in the email and sign themselves with a single letter – abbreviating their first name. This is increasingly widespread with the adoption of smartphones and tablet devices.

In The UK, it is generally not customary to state your full name including first and last name when you answer the phone. In accordance with corporate identity trends, the customary way to answer a phone at a British company is to state the name of the company and a greeting.

Making Contact

For the British manager, a handshake is the usual form of greeting on introduction. However, if you are working with someone on a project and meeting over several days, it is possible that you will not be offered a handshake each time – but would simply be greeted verbally. In the same way, after a business meeting if you are going to meet again the next day you might not be offered a handshake.

When introduced to someone new you would be expected to shake their hand and say “Nice to meet you” or the more formal “How do you do?” These phrases would normally be responded to in a similar fashion: “Nice to meet you too” or “Fine thank you, how are you?” The handshake should be firm, but take into account the hand of the person you are greeting and match the strength of their handshake. A kiss is not an acceptable greeting in a typical business situation.

The normal greetings in the United Kingdom are “Good morning/afternoon/evening.” These are usually followed by another common greeting “How are you?” Do not be tempted to give a full account of the state of your health, as this is simply a courtesy greeting and not usually an actual question.

Increasingly, with the influence of North American popular culture, self-disclosure and the sharing of private and personal information is considered to be a form of bonding. The death of the Princess of Wales in 1997 marked an unprecedented moment in British culture, where people felt compelled to share their outpouring of grief in public. The London 2012 Olympic Games also went a long way towards changing foreign perceptions of British culture and demonstrating the warmth and welcoming nature of the British public.

Unnecessarily long eye contact is also considered an invasion of privacy and can be interpreted as anything from being rude to being a sign of aggression and should therefore be avoided.

Начальный уровень владения иностранным языком

PART 1 SALES

Active Vocabulary Focus

wholesale	оптовая продажа
service	услуги
retail	розничная продажа
representative	представитель
prospect	потенциальный
product	продукт, товар
overcome	преодолеть
objection	препятствие, преграда, трудность
in bulk	оптом
guarantee	гарантия
follow up	завершать
discount	скидка
deal	сделка
customer	покупатель, завсегдадай
cold calling	телефонные продажи
close	подписание сделки
client	клиент
consumer	потребитель
sample	образец
after-sales service	послепродажное обслуживание
buyer	покупатель
chain store	сеть магазинов
convenience store	круглосуточный магазин
coupon	купон
department store	универсальный магазин
extranet	экстрасеть
franchise	франшиза
trial order	пробный заказ
packaging	упаковка
product line	линия продукции
shopping centre	торговый центр
trade fair	торговая ярмарка
door-to-door sales	прямые продажи
direct sales	прямые продажи
outlet	магазин, точка продаж
commission	комиссия

bargain	выгодная покупка
order	заказ
delivery	доставка
payment	оплата
price list	наименование цен
complaint	жалоба
expiration	истечение
receipt	чек об оплате
defective, faulty	бракованный
price tag	ценник

2. Product pricing.

location место расположения

extra services дополнительные услуги

installation services услуги по установке

to charge prices устанавливать, назначать цены

price emphasis продажа товара за счет низкой цены

price de-emphasis попытка продажи товара не за счет низкой цены, а за счет других факторов

loss-leader item товар, продаваемый по очень низкой цене, служащей для привлечения покупателей

off-even pricing цена, не доходящая до круглой цифры и стимулирующая желание покупателя купить

favorable psychological effect благоприятный психологический эффект

to start with especially low

prices начинать с особо низких цен

new brand новая марка (товара)

high quality expensive item высококачественный дорогой продукт

One can...

invent a product	design a product
develop a new product	make a product
launch a product	manufacture a product
promote a product	discontinue manufacturing a product
modify a product	test a new product
distribute a product	improve a product
market a product	own a product

Products can be...

exciting	practical	high-quality
attractive	stylish	well-made
reliable	robust	well-designed
smart	innovative	hard-wearing

elegant	fashionable	long-lasting
economical	popular	brand-new
useful	cheap	top-of-the-range
comfortable	expensive	user-friendly

Sales Vocabulary Practice

1. Fill in the correct word.

bargain	free sample	retailer
competitor	position	supplier
deal	promotion	
demand	receipt	

1. He made a lot of money by buying houses at ... prices and reselling them.
2. Lower interest rates did nothing to increase ... for loans to buy houses.
3. Britain has had higher long-term interest rates than most of its major
4. Baskin-Robbins has signed a ... with a group of dairy farmers, to supply the milk necessary for the factory.
5. He has been offered a management ... in Cairo.
6. Penny has increased its sales ... with direct mail.
7. The customer confirmed ... of a shipment
8. He used the product after receiving a ... in the mail.
9. Microsoft is the world's largest ... of PC software.
10. Heilig-Meyers Co., a home furnishings ..., said that December sales rose 18% to \$75.1 million.

2. Choose the right synonym

1. There has been a drop in sales. = Sales have _____.
 decreased
 downed
 increased

2. Sales have increased for three years _____ = Sales have increased for three years _____ in _____ a _____ row.
 even
 straight
 forward

3. You have to market these particular attributes. = You have to market these particular _____.
 qualifiers
 qualifications
 qualities

4. We shouldn't use the same old strategies. = We should _____ using the same old _____ strategies.
 avoid
 averse
 avert

5. Thanks to smart planning, we have _____ another crisis. = Thanks to smart planning, we have thwarted another crisis.
 put forth
 unveiled
 averted
6. We shouldn't rule that out as an option. = We should still _____ that an option.
 reject
 consider
 contain
7. The figures are down from January. = The _____ are down from January.
 numbers
 numerals
 mathematics
8. Our company has seen 10 years of uninterrupted growth. = Our company has seen 10 years of _____ growth.
 sporadic
 steady
 stagnant
9. We should market this product as being durable and dependable. = We should market this product as being _____ and dependable.
 study
 sturdy
 studious
10. We need to develop a new strategy. = We need a new _____.
 appraisal
 approval
 approach

1. Read this short presentation and complete it using some words and phrases given in the box:

a) comes in a wide range, b) am going, c) advantage, d) like to ask a question, e) to launch this product, f) feature, g) ideal

Today we are proud to present our new product which is sure to be useful for every business person. It is a multi-lingual electronic interpreter. We are planning __1__ into the market soon. Let me speak about it. First, I __2__ to tell you about its special features. The electronic interpreter is fluent in seven languages (English, German, Spanish, French, Italian, Dutch and Swedish). A very useful __3__ is its working knowledge of over 30,000 words in each language. It is __4__ for business people as it includes an automatic spelling correction so you can input foreign words phonetically, a 30-entry name/address databank, full function calculator, metric and currency converters and word games. Batteries are also supplied. Thus, we offer you all the features you normally expect. As a result it is sure to become popular with our customers. Besides, the electronic interpreter looks stylish and fashionable because it __5__ of colours. Another __6__ is its very small size therefore you can keep it in your bag. We think you will find \$49.95 an amazing price and you will be keen to order your electronic interpreter right away. Would anyone __7__?

3. Make up word partnerships.

- | | | | | |
|----------------|--------------|---------------|-----|-----------|
| 1. after sales | α) year | 1. to build | (a) | a brand |
| 2. benefit | β) departmen | 2. to close | (b) | a deposit |
| 3. customer | χ) service | 3. to conduct | (c) | customers |

- | | | | |
|------------------|-------------------|-----------------|-----------------------------|
| 4. customer's | δ) contacts | 4. to gain | (d) an order |
| 5. department | ε) payment | 5. to keep | (e) in monthly installments |
| 6. financial | φ) market | 6. to launch | (f) confidence |
| 7. high street | γ) terms | 7. to maintain | (g) to the requirements |
| 8. interest-free | η) package | 8. to pay | (h) the sales target |
| 9. medium-sized | ι) needs | 9. to pay | (i) promise |
| 10. monthly | φ) store | 10. to place | (j) a product |
| 11. personal | κ) loyalty | 11. to promote | (k) a client |
| 12. sales | λ) credit | 12. to quote | (l) an interview |
| 13. sales | μ) company | 13. to reach | (m) the deal |
| 14. service | ν) store | 14. to research | (n) a price |
| 15. target | ο) representative | 15. to tailor | (o) the client's interest |
| | π) | | |

Task 4. Read the Delfos sales leaflet. Find expressions which mean the following:

1. There are some good offers.
2. The buyer pays only a small amount of money at the beginning.
3. The buyer pays some money every four weeks for a year.
4. There is no cost for transporting the goods to the buyer.
5. It doesn't cost extra to pay over 12 months.

DELPHOS COMPUTERS Ø GREAT DEALS ON ALL COMPUTERS, PHOTOCOPIERS AND DATA PROJECTORS Ø 3-YEAR GUARANTEE Ø LOW DEPOSIT Ø PAY €100 NOW FOLLOWED BY 12 MONTHLY PAYMENTS Ø INTEREST-FREE CREDIT Ø FREE DELIVERY

Task 5. What is important for you when you buy a product like a computer or a TV? Put these items in order of importance (1-6).

a three-year guarantee	interest-free credit	a low deposit
free delivery	a big discount	great after-sales service

Task 6. Read these sentences. Does a buyer or a seller say them?

1. We offer great deals.	5. Are the goods in stock?
2. I'd like to place an order.	6. Can you pay a deposit?
3. Do you give a guarantee?	7. We always deliver on time.
4. I'd like to compare prices.	8. Can I make monthly payments

Task 7. Use the words given below to complete the Dart leaflet below.

discount	free	period	price	save
----------	------	--------	-------	------

DART CAR HIRE 1. Save up to 50% on selected models 2. Three days for the of two 3. insurance and unlimited mileage 4. Extra 10% until the end of July 5. For a limited only As a Gold Club member ... Ø you get free hire days or airline miles as your reward Ø you can use our express service, available at all international airports in the country Ø you don't wait for a piece of paper when you return the car - we e-mail Ø you a detailed receipt

Task 8. Decide whether these sentences about the Dart leaflet are true or false. Rewrite the false statements to make them true.

1. The customer can get some deals for half price.
2. There is an extra cost for insurance.
3. The price is cheaper if the customer is quick.
4. The offer is for the whole year.
5. Gold Club members have a choice of reward.
6. Gold Club members get their receipt by express post.

Task 9. Choose the best response for each one

1. Have you seen last month's sales _____?
figures
figurines
figs
2. Sales are _____ by 50% compared to this time last year.
up
higher
high
3. We'll be looking to hire a sales _____ soon.
rap
rope
rep
4. In much of the business world, the calendar year is divided into four _____.
quarts
quarters
cubes
5. To write up a contract = To _____ a contract
drought
draw
draft
6. The amount on the _____ (= an official bill) is higher than what we agreed on.
invoice
draft
paper
7. Our company offers a wide _____ (= variety) of software.
assortment
sort
assessment
8. I work for a company that does _____ advertising.
outside
external
outdoor
9. We plan to launch a new sales _____ to attract new customers.
company
campaign
comment
10. Our customer _____ is made up of mostly middle-aged white men.
Basis

base

collection

11. For many companies, trade show marketing can be a _____.

bad

dream

nightmare

bad

scene

12. I _____ five trade shows last year.

attended

went

atoned

13. A trade show isn't worth your time and effort if it doesn't produce good _____.

leads

loads

experiences

14. One of the main reasons we're attending the trade show is to connect with _____.

potential partners

potential partnerships

potent partners

15. Setting up a professional looking booth and presentation will help up to raise our _____.

Opinion

look

profile

10. Translate into English.

- Спрос на его мебель быстро вырос, и он решил специализироваться на продаже мебели.
- Они начали разрабатывать свою собственную линию одежды в 1989 году.
- В прошлом ноябре я побывал у наших основных заказчиков из крупных универмагов в Италии.
- В понедельник я подготовил презентацию для персонала по продажам и представил им весь ассортимент нашего нового товара.
- Мы хотели бы разместить заказ на 100 компьютеров в вашей компании.
- В октябре мы, наконец-то, достигли цели продаж на этот год.
- На данный момент товара нет в наличии на складе.
- В прошлом году мы увеличили продажи на 20 % и запустили несколько новых товаров.
- Покупая товар, покупатели, конечно же, хотят сравнить цены и узнать, какую скидку продавец может им предложить.
- Иногда покупатели спрашивают, можно ли оплатить товар частями.

GRAMMAR

Past Simple

Verb	Ending	Example
Ends in a consonant { e.g. work }	+ -ed	<i>I worked at home yesterday.</i>

Ends in <i>-e</i> (e.g. <i>decide</i>)	+ <i>-d</i>	<i>He decided to take a taxi.</i>
Ends in a consonant + <i>y</i> (e.g. <i>study</i>)	change <i>-y</i> to <i>-ied</i>	<i>She studied law at university.</i>
Ends with a consonant + vowel	double the final	<i>They stopped smoking two years ago.</i>
+ consonant (e.g. <i>stop</i>)	consonant + <i>-ed</i>	

But if the final consonant is in an unstressed syllable, we do not double it (e.g. develop - developed; market - *marketed).

Irregular verbs

Many frequently used verbs are irregular.
 buy-bought cost-cost know-knew make-made meet-met
 put-put send-sent write-wrote

Uses

We use the past simple to talk about a:

- completed single action in the past.
 He met her at the sales conference.
 We gave them a lot of money.
- past state that is now finished.
 We had an agent in Asia at that time.
- repeated action in the past.
 We went to the beach every day.
 I always wrote to him in English.

Past time references

in	+ month	in April
in	+ year	in 2002
in	+ decade	in the 1990s
in	+ century	in the 20th century
on	+ day/date	on Monday 2nd February

We use the past simple with expressions that refer to a definite moment or period in the past.

He first set up in business in 1999.
 The 1960s were relatively prosperous.
 We signed the contract on 3rd April 2003.

Other expressions

We had a meeting last Friday.
 I visited the factory yesterday.
 He left the firm five years ago.
 (= five years between now and the moment he left).

Past simple: negatives and questions; question forms

We use did not /didn't + infinitive without to make negative statements about the past.

+	-
I went by train.	I didn't go by train.
She saw you.	She didn't see you.
They had a very good time.	They didn't have a very good time.

Past simple: questions

We make questions about the past with did/didn't + subject + infinitive without to.

Did you check the figures? Did they have a good time?

Didn't Paul tell you?

Question forms

Questions with to be

To make questions with the verb to be, we put the subject after the verb.

Was he at the meeting?

Were there any messages for me?

Were they pleased?

Questions with a modal verb

To make questions with a modal verb, we put the subject after the verb.

Can I see you now?

Would you like a coffee?

Question words: what, where, when, why and how

We put question words at the beginning of the sentence before a form of do, be, a modal or an auxiliary.

	Question word	Form of <i>do, be, modal or auxiliary</i>	Subject	
I prepared some invoices.	What	<i>did</i>	<i>you</i>	do yesterday?
She went to Beijing.	Where	<i>did</i>	<i>she</i>	go?
They learned about it on Friday.	When	<i>did</i>	<i>they</i>	learn about it?
It cost a lot of money.	How much	<i>did</i>	<i>the machine</i>	cost?
He was happy.	Why	<i>was</i>	<i>he</i>	happy?

Be careful not to use two past forms in the same sentence.

Where did you stay? (NOT Where did you stayed?)

Be careful with the word order. (NOT Where did stay you?)

Practice

1. Write the Past Simple form of these irregular verbs.

become	grow
fall	shut
meet	buy
begin	keep
find	spend
pay	choose
break	lead
forget	understand
send	eat
bring	lend

2. Mike Hodgkinson is the Chief Executive of British Airports Authority. Fill in his diary for last week.

get	arrive	go	be
visit	attend	have	go
travel	see	meet	
leave	make	return	

Monday

I 1) ... up very early and 2) ... at the office at 8.00 a.m. At 9.00 I 3) ... a meeting with Gabriele Renzully, the director of Naples Airport. After a nice lunch I 4) ... to the bank to discuss future investments. At 5.00 p.m. I 5) ... the office and 6) ... to the Millennium Dome by boat. I 7) ... delegates for the ACI conference. In the evening there 8) ... a conference dinner at the Dorchester Hotel.

Tuesday

I 9) ... the opening speech for the ACI conference and then 10) ... different talks and seminars during the day. I 11) ... lots of old contacts.

Wednesday

A normal morning at the office. I had lunch with a journalist who wanted to hear about our future plans. In the afternoon I attended a board meeting and made a presentation on our future strategy. In the evening my wife and I 12) ... our son and daughter-in-law for dinner.

Thursday

Trip to Stansted Airport. I met a lot of staff and customers. I 13) ... to London in the evening and 14) ... to the opera to see Carmen.

3. Complete this article about Vivendi by putting each of the verbs in brackets into the past simple. Most of the verbs are irregular

VIVENDI: 150 YEARS OF HISTORY

Vivendi, the French of civil construction and after (18) (make) a series of partnerships and utilities and communications (7) (build) a large tower block acquisitions in the La Defense business and telecommunications in the district of Paris. During the industry. Operations in the 1980s Generale des Eau (8) industry. Operations in North America (19) (grow) created Compagnie Generale (join) with the Havas media

des Eaux. The founders (2) (have) two objectives: to irrigate the countryside for farming and to supply water to towns and cities in France. In 1880 a treaty (3) (give) Generale des Eaux the right to supply water to Venice, and then Constantinople and Oporto (4) (come) soon after. By the time of the centenary celebrations in 1953 Generale des Eaux (5) (supply) water to eight million people in France. In the 1960s and 1970s the company (6) (begin)activities in the area

group to create Canal Plus, a pay TV channel. They also (9) (take) a controlling stake in the civil engineering giant, SGE. In the 1990s they (10) (win) major contracts in the Asia Pacific region and in Latin America. Jean-Marie Messier (11) (become) CEO in 1996 and (12) (run) the company along American lines. He (13) (sell) \$5 billion in assets and (14) (cut) the workforce by 10%. All this (15) (mean) that an annual loss of \$600 million (16) (turn) into a profit of \$320 million. In 1998 he (17) (change) the name of the group to Vivendi and soon

very quickly after this and in 2000 Vivendi (20) (buy) Seagram to become a truly international media and communications company.

4. Make expressions using Past Simple

<u>BARE INFINITIVE</u>	<u>PAST TENSE</u>	<u>EXPRESSIONS</u>
Run Do Make Write Pay	Ran Went Had Sold	... a business,... out of something,... up a bill ... a job well, ... your best, ... business (with) ... a profit, ... a mistake, ... a complaint ... abroad, ... out for a meal, ... bankrupt ... a letter, ... a report, ... out a cheque ... lunch, ... a meeting, ... problems ... by credit card, ... cash, ... in advance ... something at a profit,... at a loss, ... out

5. Choose a past tense form and one of the expressions above to complete the following sentences.

1. He made some calls from his hotel room and ran up a large phone bill.
2. We _____with that company a few years ago, but then we stopped dealing with them.
3. The company lost money in its first year, but last year it _____of J2.5m.
4. He couldn't find a suitable job in his own country, so he _____to look for work.
5. When the consultants had finished their study they _____for the directors, giving a list of recommendations.
6. The engineers _____ with the gearbox, so they made some modifications to it

6. Use the verbs in the box to complete the sentences. Some of the sentences are positive statements, some are negative, and some are questions.

accept complain hire place realize study visit

1. Oh, I'm sorry to disturb you. I *didn't realize* you had a visitor.
2. _____you_____economics when you were at university?

3. She _____ the job because the salary was too low.
4. Last week a number of customers _____ about slow service.
5. _____ you _____ the Acropolis when you were in Greece?
6. I am writing with reference to the order I _____ with you last week.
7. At last year's launch party, who _____ you _____ to do the catering?

7. Make the past simple, positive, negative or question:

1. I _____ (work) in a bank for ten years.
2. Where _____ (you / live) when you were young?
3. She _____ (not / study) French at university.
4. He _____ (travel) through the Middle East last year.
5. _____ (they / visit) the Louvre in Paris?
6. She _____ (not / watch) TV yesterday.
7. We _____ (buy) a new car last weekend.
8. Where _____ (you / teach) before you came here?
9. He _____ (not / think) that he was right.
10. I _____ (cook) steak last night.
11. _____ (Lucy / read) 'War and Peace' at school?
12. She _____ (not / write) to her grandmother.
13. We _____ (have) a computer when I was a child.
14. Where _____ (you / go) on holiday?
15. I _____ (love) ice cream when I was a child.
16. They _____ (not / meet) yesterday.
17. _____ (she / swim) in the sea in Greece?
18. We _____ (not / play) tennis yesterday because it was raining.
19. He _____ (try) to lift the box but he couldn't.
20. What _____ (you / eat) for lunch?

TEXTS

Pre-reading activities

Task 1. Before you read the article, discuss these questions.

1. Some businesses start very small, then become global companies. What examples can you give?
2. What do you know about IKEA, the global furniture retailer?

Task 2. Match these words (1-4) to their meanings (a-d).

1 distribute	a) sell only or mainly one type of goods
2 specialise	b) attractive and fashionable
3 stylish	c) a set of similar products made by a particular company
4 range	d) supply goods from one place to shops or customers

Ikea: lower prices, higher sales

Ingvar Kamprad started IKEA in his small farming village in Sweden over 60 years ago. He was only 17 years old and sold his products from his bicycle. When his business grew, he distributed them from a milk van.

He first introduced furniture into the IKEA product range in 1947. Demand for his furniture increased rapidly, so he decided to specialise in this line.

In the mid 1950s, IKEA began designing its own furniture. It wanted to make innovative, stylish products and to keep prices down. This made it possible for a large number of customers to buy IKEA home furnishings.

IKEA opened its first store in Sweden in 1958. In the next 40 years, the number of stores went up to over 150 in 29 countries. In 2005, there were a record 18 new stores - 15 in Europe and three in North America, and then IKEA entered the Japanese market with two stores in 2006.

That year in February, it also opened a new store in London. Six thousand customers arrived for the midnight opening. There were not enough security staff and police to manage the crowd, and some people hurt themselves in the rush to get into the store.

Sales for the IKEA Group rose steadily, year after year. At the end of the financial year 2002, sales were at 11 billion euros. At the end of 2006, they totalled 17.3 billion euros.

The success story continues, and the group expects to add more stores to its existing network.

Comprehension activities

Task 1. Decide whether these statements are true or false.

1. Kamprad started IKEA over 60 years ago.
2. IKEA began designing its own furniture in 1947.
3. IKEA's strategy was to make original furniture at low prices.
4. IKEA entered the Japanese market 20 years ago.
5. IKEA opened a new store in London in 2005.
6. Sales increased by over 6 billion euros in four years.

Task 2.. Look through the article to find the missing word(s) in these sentences.

1. When his business, Kamprad distributed his products from a milk van.
2. Demand for his furniture rapidly.
3. In the next 40 years, the number of stores to over 150 in 29 countries.
4. Sales for the IKEA Group steadily, year after year.

Pre-reading

Read the text and outline the main secrets of selling online.

Successful online sales

Online shopping basics haven't changed much over time - a list of categories, details of the products and a 'shopping basket'. So why is selling on the web so difficult?

In years of creating online stores, we've lost track of the number of retailers that have said "I've tried selling online, but it doesn't really work for me". Intriguingly, in the same time period, we've helped many clients sell online and it's always worked out.

So what's the difference between success and failure? Time to crack out a cliché: you get out what you put in. Unsurprising, perhaps, but half-hearted online selling is a common stumbling block for many businesses that give the Amazon thing a try.

High street retailers know that making sales depends on the location of their stores, the presentation of their products and the service delivered by their staff. A friendly well-lit store on a busy street will always outperform a dusty outlet that's hidden down an alley.

Unfortunately online stores are not always viewed in the same light. Off-the-shelf software makes selling widgets via the web so easy that business owners often just 'have a bash' to see how things go. It's usually bad. WhatYouSeeIsWhatYouGet (WYSIWYG) text editors may give you the ability to edit your own website, but they are the start of a slippery slope. Soon content becomes confusing and amateurish, product photos are of poor quality and navigation is inconsistent, bordering on useless.

In fact, unless products are priced without a margin, no-one will shop at such stores. The company's reputation will suffer, and the experiment will be written off as a failure.

ATTRACTING SHOPPERS

Why is Oxford Street the UK's premier shopping street when it's hated by all who have walked it? Because being in the middle of London means lots of people, which means lots of shops.

The online equivalent of Oxford Street is Google. Recent research suggests that most purchasing decisions - whatever they're for - start with an internet search. These searches are probably for something like 'digital cameras'; note that the keywords used aren't the name of a store, but the category of product required. How do you make your company stand out? Here are some ideas...

Content: A high search ranking for generic keywords is essential, and essential to this is content. When Google scans a site, it catalogues written content. When other people link to you, it's because your site has something interesting that they want their readers to see. Both factors result in higher search rankings, which result in more visitors and, of course, more sales. So, get writing content. Whether it relates directly to your company, your products, or is simply a general guide on, say, the season's fashions, get it up there.

Online advertising: You can also advertise on search engines, and we recommend it. Google is the new Yellow Pages and a well-placed ad on their Adwords system can do wonders for the traffic to your website (and even have a profound effect on telephone and walk-in business). Indeed, if you wish to get serious about selling online, we recommend you spend as much on online ads as you did on the store itself - every year.

Feeds: Internet shoppers increasingly use price-comparison sites to find what they're looking for. So getting your products on the main price aggregating sites (such as Google Products, Kelkoo and PriceRunner) is essential and, in some cases, free. Oddly, price comparison sites aren't just about price. They're about finding specific products without having to trawl hundreds of possible sites. By providing 'feeds' of information (i.e. your product catalogue) to these sites you can ensure your products are seen by the people that are searching specifically for them.

Any of the above will help you attract more customers; applying them together will all but ensure it. Your next challenge is to make the most of that virtual footfall.

TURNING SHOPPERS INTO CUSTOMERS

There are two types of internet shoppers: those that need help in selecting the right product and those that know exactly what they're looking for. Satisfying both types can be tricky, as you must 'add value' to both types of shopping experience to differentiate yourself from your competitors.

Good high street stores present their products effectively, using attractive displays and sympathetic lighting. Big chains are getting better and better at showcasing their products and the same goes for online stores. We're not suggesting that every web store must be the online equivalent of Harrods, but at the least it has to look professional; your customers will also shop at Amazon and there's no need for the comparison to be unfavourable.

Image: Your shop should look good - as with books and covers, people judge businesses by their websites. Keep your store's image fresh and elegant. Provide product details that go beyond the manufacturer's specs. Ensure images are consistent, high quality and have a 'click here to enlarge' option.

Navigation: Whether they have a target in mind or just want to browse, people need to be able to get around your store quickly and easily. A search facility should help those who already know what they're looking for while clear and intuitive navigation will assist the others in finding their way around.

Stay on the customer's agenda: It's tempting to think that the more you show people the more they are likely to buy. Unfortunately not. Make it easy for customers to find what they're looking for and they may hang around to buy something else; make it hard and they'll leave. Even Ikea's website doesn't make you trawl through the whole shop.

Help with the buying decision: Your site can provide 'walk-throughs' for people who can't make their minds up, providing an online equivalent of the in-store assistant. Using buying guides to explain product terminology, whether bicycles or bedsteads, is a good start. You can also address the different reasons customers have for buying from you: are they looking for a style statement or comfort and what would you recommend in each case?

Cross-sell: Unobtrusively, of course. When products go well together, group them on one page. John Lewis do it with clothing -selling outfits rather than items; Ocado do it with food - selling recipes rather than ingredients; and we do it with our famous Tripp Trapp pages - making Back in Action the biggest seller of Tripp Trapps in the world! So, the customer wants to buy your product! Don't breathe that sigh of relief just yet - there's still plenty of opportunity to lose the sale.

CLOSING THE SALE

While you can't see internet shoppers walking away, it happens; people claim an incredible variety of reasons for giving up just before purchase, and only one is the price. If you make it easy for potential customers to spend money, they will, but if the checkout process is difficult they'll go elsewhere (think queues in sandwich shops).

To maximise sales you need to minimise the 'leaky pipe' effect where loads of potential customers go in at one end, but relatively few actual customers come out at the other. It's not rocket science - once people have started to buy, they want to finish - don't give them a reason not to.

Availability: It might not make a sale, but it could definitely break one. If customers can't find out whether you have the product they'd like in stock or how long it will take to reach their door, they might as well not be there.

Delivery: Give customers a choice of delivery dates, and make the costs clear up front; having both quick and low-cost delivery options will make sure all tastes are catered for. Of course, if you can offer next day delivery for free, so much the better!

Streamline the purchase process: Giving customers the choice of whether to open an account will remove a big obstacle for some people. If using third-party checkout systems, ensure they integrate smoothly. Every click counts.

Price: There's no getting away from the fact that price does matter, particularly on the internet where comparisons are easy. However, although your prices will need to be broadly competitive, adding value to the shopping experience will attract both new and repeat customers and mitigate any premiums you have. Don't, by the way, think that offering a popular product at a low price to attract custom through the search engines will lead to sales of other products at better margins. This is a fallacy, unless you're Tesco.

So, we've covered attracting shoppers, making them customers and closing the sale. There are a lot of parallels with high street shopping and, if you're in the retail business already, the lessons are the same: it's about understanding the psychology of customers' buying processes and designing your approach accordingly.

IN SUMMARY

People are looking for the products you sell every day and most of them start their search on the internet. By having a web presence, you make it possible for them to find you. By having a web store you can make sales directly, reaching a much wider audience and growing your business.

If you're going to sell online, do it well. Treat your online store with the same care and attention as you would high street premises and the sales will flow in. Following the concepts in this article has led to much success for our clients. We hope it helps you.

Comprehension activities

1. Match the words with their definitions:

Retail store; niche; manufacturer; search engine; hacker; merchant; entry fee; hit

- 1) Market for a product that doesn't have many buyers but may be profitable for companies who sell it.
1. A programmer who breaks into computer in order to steal or change or destroy information as a form of cyber terrorism.
2. A place of business for retailing goods.
3. A connection made via Internet to another website.
4. Someone who produces something.
5. Admission charge.
6. A computer program that find documents or files from a database or from a computer network, especially from the internet.
7. A businessperson engaged in retail trade.

2. Match the synonyms:

- a) manufacturer; to inspire; to put up; to assume; to aid; merchant; to ship; to treat; to reply; customer;
- b) Client; to deliver; producer; to answer; to encourage; to set up; to care; to suppose; to help; trader.

3. Answer the question:

1. Is there any difference between starting a business on the Internet and starting any other business?
2. Why is it cheaper to start a business on the Internet?
3. What are the ways to inspire visitors to buy goods in your online store?
4. How can you make your site easy for visitors?
5. What is the most valuable kind of free advertising for your site?
6. Why can't you lose lowering prices?
7. How to turn shoppers to consumers?
8. Is there a single way how to maximize the sales?
9. Growth is slow at first for two reasons. What are they?

Resume each paragraph in 2-3 sentences.

Pre-reading task

- Is it easy for a company to develop new products?

Product development and planning

The number of new products coming into the market of western countries every year is overwhelming. The major part of these products is not new, but adaptations. It means that these products are not new, they are existing items to which a modification has been made. Only few

products are really original or innovations. For instance a clock-television is an adaptation, but TV-set itself, the refrigerator - each was an innovation. A great number of innovations and adaptations are designed, produced and marketed by small businesses. Very often a new product is formed on the basis of the new business. Sometimes there is a patent to make the business more successful. But it happens very often that market research hasn't been done carefully.

Even in case larger scale producers do more research and testing there is no sure success. A promising new product may be also robbed of success by unreasonable prices, inadequate promotion and poor selling methods. Generally less than one fifth of all new products turn out to be profitable.

Comprehension Activities

1. Answer the questions

1. How can you explain the term adaptation?
2. What is an innovation?
3. Give your own examples of innovations and adaptations.
4. Why are many innovations and adaptations manufactured and marketed by small business?
5. Why is it so important to obtain a patent?
6. Why does the failure of a new product take place?

2. Translate into English.

1. Этот продукт - модификация старого.
2. Мелкие производители выпускают большое количество товаров.
3. Вам необходимо получить патент на производство данного товара.
4. Тщательное исследование рынка необходимо, чтобы гарантировать успех.
5. Потребуется пять лет на то, чтобы ваш продукт завоевал признание.
6. Отключающее устройство с таймером - именно то, что привлечет потребителя.
7. Надо завершить все исследования, прежде чем мы начнем продавать наш продукт.
8. Нам необходимо расширить линию.

3. Speak about product development of your business. Ask your colleague how would plan product development.

Pre-reading

-Is it difficult to determine the right price for the product?

-Is everything related by price?

Pricing

All products and all services have prices. The price depends on different things such as credit, term, delivery, **trade-in allowance**, guarantees, quality and other forms of service, which price can produce the biggest profit during a long period of time. It's hardly possible to determine such a price. The price may be too high to **produce a large volume** or too low to cover costs. No other area of marketing operations has been a subject to bad practice. Many businesses pursue **unsound price policies** for long periods of time and are not aware about it.

Prices can be determined in different ways. For example, the prices of meat, cotton and other agricultural prices can be decided in large 'central market where forces of supply and

demand exist. This is pure **price competition**. The prices on industrial products (iron, steel, etc.) are usually decided by large companies. As a rule the amount and price of goods sold to large number of buyers is controlled by a few competing sellers. Prices also can be set by the government, usually for different public services - railroads, electricity, manufactured gas, bus services, etc.

If demand increases, prices rise, **profits expand** and new investment is attracted. But other factors may be involved as well. Prices are related to each other in different ways. Ultimately, everything is related in price, since the consumer can buy and must pay for everything out of particular, **limited amount of money**.

Comprehension Activities

Answer the questions

1. Why is it difficult to determine the right price?
2. Why is the seller interested in the price that produces the highest volume of sales at the lowest unit cost?
3. Why do many businesses follow unsound pricing policies?
4. In what way are agricultural prices decided?
5. How are industrial products usually priced?
6. Why does the government usually set the prices for public utility services?
7. Why is it so important to know the levels of supply and demand when dealing with prices?
8. Why is everything related by price?

2. **Bob Hazell is the director of Advanced Training, a sales training company in the UK. He is giving some advice to salespeople. Fill in the gaps**

1. The first thing is - make sure that you've got every thing that you need for your interview.
2. Secondly, your customers well before you go.
3. Thirdly, make sure that you're talking to the Remember 'MAN': M is the person who has the ; A is the person who has the; N is the person who has the We need to talk to the person who has all three.
4. Fourthly, the important thing to do is to know well.

A good idea or a bad product?

Howard Stapleton noticed that in his town, large groups of young people often met outside of shops. They didn't often go into the shops to buy things, but they made it difficult for customers to enter the shops. Stapleton knew this was bad for business. He wanted to help. Then he had an idea. He made a machine that makes a very high noise. Young people can hear the noise, but older people can't hear it. The noise doesn't hurt young people, but it makes them want to leave the area. He calls his machine the Mosquito. (A mosquito is a small insect that makes an annoying sound.) The product is a success. He has sold 3,500 units in a year. The cost is £500 each. In some areas, the police buy the Mosquito to stop young people from meeting in large groups. This helps businesses, because customers are now able to enter their shops easily. But not everyone is happy. Shami Chakrabarti says that it is not fair to young people. She has complained to the police and some businesses that have bought the Mosquito. As a result of her complaints, sales of the Mosquito have decreased by 50 percent.

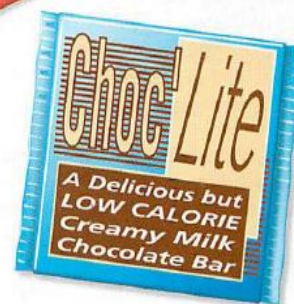
Stapleton wants to negotiate with Chakrabarti, but she won't talk to him. She says: "This is a bad product." Stapleton is thinking about reducing the price to increase sales.

1. Decide whether these statements are true or false:

1. The problem that Stapleton wanted to solve was too many young people entering shops.
2. The situation was bad for business because young people don't have much money.

Work in threes. You all work for an American company which wants to launch a new low-calorie chocolate bar in your country or countries. Hold a meeting to discuss the points on the agenda below, and make a decision for each one.

AGENDA	
Marketing planning meeting	
Low-calorie Chocolate bar	
1 Target customer?	<ul style="list-style-type: none"> - Age - Sex
2 Dimensions?	<ul style="list-style-type: none"> - 10 cm x 4 cm x 3 cm - 15cm x 3cm x 3 cm - 8 cm x 8 cm x 3 cm
3 Wrappings?	<ul style="list-style-type: none"> - sporty - classic - young / sexy
4 Product name?	<ul style="list-style-type: none"> - Choc'Lite - Athlete's Friend - Fantasy
5 Price?	<ul style="list-style-type: none"> - same as other chocolate bars - higher than usual - lower then usual
6 Launch date?	<ul style="list-style-type: none"> - June - November - January
7 Advertising?	<ul style="list-style-type: none"> - A famous personality to promote it - A slogan for the advertising campaign



3. Stapleton wanted to hurt young people's ears.
4. Stapleton has already launched the Mosquito.
5. The Mosquito has solved the problem in some areas.

2. There is ONE mistake in EACH line of the text. Correct all of them.

Several years ago a Japanese Internet company start a project in which all of its employers should learn English. The order came from the boss of, who studied at Harvard. Last year any of the employees reject learning English and left the company.

PART 2 COMPANIES

Active Vocabulary Focus

Business is the activity of producing, buying and selling goods and services. A **business, company, firm** or more formally a concern, sells goods or services. Large companies considered together and referred to as big business.

A company may be called an **enterprise**, especially to emphasize its risk-taking nature.

Businesses vary in size, from **self-employed** person working alone through the small or **medium enterprise** to large **multinational** with activities in several countries.

In the 1970s Britain, there were **state-owned or government-owned** companies in many different industries such as car manufacturing and air travel. Some industries were **nationalized** and were entirely **state-owned**, such as coal, electricity and telephone serviced. In the 1980s, the government believed that **nationalized** companies were bureaucratic and inefficient, and many of them were **privatized** and sold to **investors**.

Types of companies

I'm a freelance graphic designer, a **freelancer**. I'm a sole trader. We have set up our own architecture **partnership**. There are no shareholders in the organisation apart from us as partners.

'Ltd' means limited company. The other **shareholders** and I have **limited liability**.
'PLC' means **public liability company**

Organisations with social aims such as helping those who are sick or poor, or encouraging artistic activity are **non-profit organisation**.

Departments of a company

accounting department / accounts department

EDP team (EDP = electronic data processing)

purchasing department

export department / export team / export sales department

administrative accounting

research and development team

management

import department / import team

IT department (IT = information technology)

customer service / service team

warehousing department

logistics

marketing

materials administration

personnel department / staff department / human resources

engineering department

public relations team / public relations department

manufacturing department / production department

secretary's office

technical support team

sales department

shipping department / dispatch department

Describing your department

- Describing the activity of a department

My department deals with/ is responsible for /

We organize tests/studies/research

- Describing the staffing in the department

There are ... people in the department

Pierre Ducros is in charge of the department

I am one of the managers/ technicians

Companies Vocabulary Practice

1. Rearrange the letters to make words. Use the definitions in brackets to help you.

1 entrepeenur *entrepreneur*

(someone who starts a company and makes business deals)

2 citapal

(money used to start or invest in a business)

3 funoder

(someone who starts an organization)

4 prmeeiss

(the buildings that a company uses)

- 5 purchase
(*formal* buy something)
- 6 turnover
(the money a business makes = revenue)
- 7 shares
(the equal parts of a company which people can buy and sell)
- 8 acquisition
(buying another company; = take-over)
- 9 collateral
(property or money that you promise to give the bank if you cannot pay back a debt)
- 10 demand
(the desire or need that customers have for a product)

2. Make up word expressions.

- | | |
|---------------|-----------------------|
| 1. to clear | • customers |
| 2. to go | • further information |
| 3. to go | • company policy |
| 4. to make | • the table |
| 5. to meet | • staff |
| 6. to request | • international |
| 7. to sell | • a profit |
| 8. to serve | • bankrupt |
| 9. to set | • goods in bulk |
| 10. to train | • challenges |

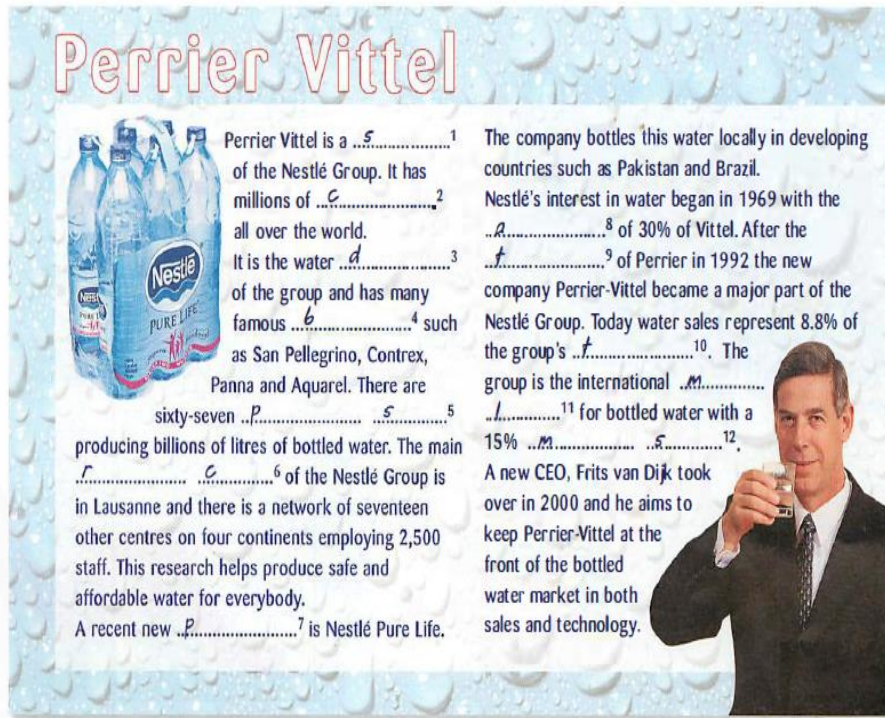
3. Match the word to its definition

- | | |
|----------------------------|---|
| 1. costs | a) the act of getting control of a company by buying over 50% of its shares; |
| 2. conglomerate | b) someone who owns and runs a business on his or her own rather than with another person; |
| 3. investment | c) a large business organization consisting of several companies that have joined together; |
| 4. public limited company | d) a relationship between two people, organizations, or countries that work together; |
| 5. private limited company | e) all the things that someone owns; |
| 6. multinational | f) money lent to someone so that they can start a new business; |
| 7. net income | g) the money that people or organizations put; into business activity in order to make a profit; |
| 8. partnership | h) capital that a company has from investors who have bought shares; |
| 9. property | i) a company whose shares are not openly traded and can only pass to another person with the agreement of other shareholders; |
| 10. share capital | j) the amount of income left after paying income tax and social security contributions; |
| 11. sole proprietor | k) a large company that has offices, factories, and business activities in many different countries; |

12. takeover
 13. venture capital
- l) the money that a business or individual must regularly spend;
 m) a limited company whose shares are freely sold and traded;

6. Read the text below and fill in the gaps. Use the words below

- product takeover subsidiary market leader research centre**
turnover division brands customers market share
production sites acquisition



Perrier Vittel

Perrier Vittel is a¹ of the Nestlé Group. It has millions of² all over the world. It is the water³ of the group and has many famous⁴ such as San Pellegrino, Contrex, Panna and Aquarel. There are sixty-seven⁵ producing billions of litres of bottled water. The main⁶ of the Nestlé Group is in Lausanne and there is a network of seventeen other centres on four continents employing 2,500 staff. This research helps produce safe and affordable water for everybody. A recent new⁷ is Nestlé Pure Life.

The company bottles this water locally in developing countries such as Pakistan and Brazil. Nestlé's interest in water began in 1969 with the⁸ of 30% of Vittel. After the⁹ of Perrier in 1992 the new company Perrier-Vittel became a major part of the Nestlé Group. Today water sales represent 8.8% of the group's¹⁰. The group is the international¹¹ for bottled water with a 15%¹².

A new CEO, Frits van Dijk took over in 2000 and he aims to keep Perrier-Vittel at the front of the bottled water market in both sales and technology.

7. Make a dialogue between Jan and Alicia using information below. Use your active vocabulary.

Jan	Alicia
Which company / you / with?	I / work / Repsol YPF The company / also / manufacture / distribute / gas / electricity
What job / you / do?	I / train / new employees We / invest / a lot / money / training / at the moment
The company / expand / very quickly?	Yes / Repsol YPF / develop / activity / Latin America In Spain / we / build / new technology centre
Where in Latin America / Repsol / operate?	Company / have / new headquarters / Buenos Aires
What / you / work on / at the moment?	We / organize / specialized training programmes Company / introduce / a lot of new technology

8. Translate the sentences into English.

1. Наша компания сейчас расширяет свою деятельность за рубежом. Мы начинаем тесно работать (иметь дело с) немецкими, японскими и китайскими производителями электроприборов.
2. Многие крупные компании, такие как *Microsoft*, *Apple*, имеют свои офисы за рубежом. Поэтому они нанимают на работу тех людей, которые хорошо говорят по-английски и знают ещё один иностранный язык.
3. Я со своим коллегой провожу сейчас исследование, чтобы узнать, насколько успешно идут дела в этой иностранной компании.
4. Компании иногда нанимают студентов на неполный рабочий день и платят им небольшую зарплату. Однако для студентов это хороший шанс получить опыт работы.
5. Извините, директор занят. У него сейчас встреча с партнёрами по бизнесу из Индии, Америки и Китая.

GRAMMAR

Present Simple

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

I take the train to the office.

The train to Berlin leaves every hour.

John sleeps eight hours every night during the week.

2. For facts.

The President of The USA lives in The White House.

A dog has four legs.

We come from Switzerland.

3. For habits.

I get up early every day.

Carol brushes her teeth twice a day.

They travel to their country house every weekend.

4. For things that are always / generally true.

It rains a lot in winter.

The Queen of England lives in Buckingham Palace.

They speak English at work.

Verb Conjugation & Spelling

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

go – goes

catch – catches

wash – washes

kiss – kisses

fix – fixes

buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

marry – marries

study – studies

carry – carries

worry – worries

NOTE: For verbs that end in a vowel + Y, we just add -S.

play – plays

enjoy – enjoys

say – says

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT To Be and Modal verbs (can, might, should etc.).

Affirmative: You speak French.

Negative: You don't speak French.

You will see that we add don't between the subject and the verb. We use Don't when the subject is I, you, we or they.

Affirmative: He speaks German.

Negative: He doesn't speak German.

When the subject is he, she or it, we add doesn't between the subject and the verb to make a negative sentence. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I don't like meat = I do not like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using Don't or Doesn't.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like	cereal for breakfast

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO.

For example: to have, to eat, to go, to live, to speak etc.

Examples of Negative Sentences with Don't and Doesn't:

You don't speak Arabic.

John doesn't speak Italian.

We don't have time for a rest.

It doesn't move.

They don't want to go to the party.

She doesn't like fish.

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

Affirmative: You speak English.

Question: Do you speak English?

You will see that we add DO at the beginning of the affirmative sentence to make it a question.

We use Do when the subject is I, you, we or they.

Affirmative: He speaks French.

Question: Does he speak French?

When the subject is he, she or it, we add DOES at the beginning to make the affirmative sentence a question. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We DON'T use Do or Does in questions that have the verb To Be or Modal Verbs (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?
Does	he / she / it	want	a new bike?

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO.

For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

Do you need a dictionary?

Does Mary need a dictionary?

Do we have a meeting now?

Does it rain a lot in winter?

Do they want to go to the party?

Does he like pizza?

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer(Affirmative)	Short Answer(Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't
Does he like chocolate?	Yes, he does.	No, he doesn't.

However, if a question word such as who, when, where, why, which or how is used in the question, you can not use the short answers above to respond to the question.

Present Continuous

To form a sentence in the Present Continuous, you have to: know the proper conjugation of the auxiliary verb .

Declarative Sentences

Person	Singular	Plural
First	I am	We are
Second	You are	You are
Third	He/she/it is	They are

add the "ing" suffix to the verb (to form the present participle of the verb). Examples:

try + ing = trying

go + ing = going
 Contracted forms (more)
 I + am = I'm
 is + not = isn't
 are + not = aren't
 he + is = he's
 she + is = she's
 it + is = it's

Subject		IS/ARE		Verb + ING
e.g. he, she, a dog, etc.	+		+	e.g. walking, going, taking, etc.

Examples

I am reading a book.
 They are swimming in the sea.
 I am having my first driving lesson this week.
 He's studying to become lawyer one day
 She is always asking me stupid questions.

Questions

IS/ARE	+	Subject	+	Verb + ING
		e.g. he, she, a dog, etc.		e.g. walking, going, taking, etc.

Examples

Is she eating my cake now?
 Are they having the party on Friday or Saturday?
 Are you meeting David today?
 Is Mary having breakfast now?

Negative Sentences

Subject		IS NOT / ARE NOT		Verb + ING
e.g. he, she, a dog, etc.	+		+	e.g. walking, going, taking, etc.

Examples

He isn't joking.
 We aren't waiting for my uncle.
 He is not going to school tomorrow.

Use

The Present Continuous is mainly used to express the idea that something is happening at the moment of speaking. The Present Continuous also describes activities generally in progress (not at the moment). Another use of the tense is to talk about temporary actions or future plans.

1: Present Actions

Most often, we use the Present Continuous tense to talk about actions happening at the moment of speaking.

He is eating a dinner.
 Mary is talking with her friends.
 They are swimming in the pool.

There is a certain group of verbs that usually does not appear in the Continuous form. They are called Stative (State) Verbs, and if used in the Continuous form, they have a different meaning.

Non-action Verbs	
Use of senses	see, hear, smell, taste, sound, seem, appear, look, feel
Mental state	know, believe, understand, doubt, feel (= have an opinion), suppose, think (= have an opinion), imagine, realise, remember, recognise,

forget,	see (= understand), want, wish, understand
Emotional State	like, love, prefer, desire, hate, dislike, detest, want
Communicating & causing reactions	(dis)agree, appear, look (= seem), mean, seem, surprise, impress, promise
Other	be, need, cost, contain, consist, wish, keep, belong, concern, matter, include, own, owe, weigh (= have weight), fit, have (= possess), depend

Examples:

I think you look pretty today. meaning: Opinion

I'm thinking of moving to San Francisco. meaning: Act of thinking

2: Temporary Actions

This tense is also used for activities continuing only for a limited period of time.

I'm riding a bike to get to work because my car is broken. Temporary Action (His car will soon be repaired)

They are not talking with each other after the last argument. Temporary Action (They will soon make up)

Mary is working at McDonald's. Temporary Action (She is working there only during the summer holidays)

3: Longer Actions in Progress

We also use the Present Continuous when we are in the middle of doing something time-consuming (i.e. something that takes time to complete). An example of such an activity is writing a book, saving money or studying for an exam.

They are working hard to earn money.

I am training to become a professional footballer.

Mike is studying hard to become a doctor.

Elizabeth is currently writing a children's book titled I am the World.

Present Simple or Present Continuous

1. A significant difference between these two tenses is we use the simple present tense for things that are permanent or are in general and the present progressive tense for things that may change or are temporary.

Compare:

Permanent	Temporary
Simon lives in Birmingham.	Simon is living with his friends for now.
James smokes.	James is smoking in the kitchen.
We walk to work.	We're walking in the park.
I speak English.	I am speaking English right now.

2. Verbs that we don't use in the Continuous Tense

Another difference is that there are some verbs in English that we don't use in the progressive tense. These include:

Belong - Cost - Hate - Have (possession) - Hear - Know - Like - Love - Need - Own - Remember - Seem - Smell - Understand - Want

3. Different Meanings

In questions the same verb can change the meaning depending on if it is in the present or the present progressive tense.

Differences in meaning of verb

Statement	Meaning
What do you do?	What is your job?
What are you doing?	What are you doing at the moment?

What do you read?	What do you like to read?
What are you reading?	What are you reading right now?

PRACTICE

Present Simple

1. Underline the correct words.

- 1 Violet work/works at our Head Office in Paris now.
- 2 Violet doesn't to work/doesn't work in Spain any more.
- 3 Our company produce/produces parts for the automobile industry.
- 4 Our company doesn't have/doesn't has a factory in Europe.
- 5 Where does you/do you live?
- 6 Where does he/do he live?
- 7 Increased competition often causes/causes often a fall in prices.
- 8 Increased competition always is/is always bad for profits.
- 9 I'll let you know as soon as I hear/I'll hear from him.
- 10 When you'll get back/you get back from Madrid, send me an email

2. A mission statement talks in general terms about a company's overall policies and objectives. Read the two mission statements below and use the verbs to complete them, paying attention to the verb endings. The first one has been done for you in both cases.

Admit ———introduce	lead	welcome	mean
Work	depend	improve	stay
			come
			spend

Restless? Yes. Dissatisfied? True. We cheerfully.....*admit*..... it. We always change and continuous improvement. Today consumersmore than \$25 billion a year on our products. We-or..... a very close second-in all our business segments, which.....that vigorous growth.....on our own imagination, commitment and skill. So we regularlynew products distribution channels andround the clock to be more efficient. Most of all, we.....absolutely, and unequivocally, 100% geared towards the customer, who's definitely No. 1 in our book!

3. Complete the dialogue by putting the verbs into the present simple.

HELMUT: It's a good conference, isn't it?

TATIANA: Yes, it is. (1)..... (you/come) every year?

HELMUT: Not every year. It (2)(depend) on whether I have the time.

I (3).....(work) in technical support in the IT area and we often have to deal with a crisis at short notice. We (4).....(not/know) our job schedule from one week to the next. But I (5).....(come) to the conference whenever I can. What about you? What (6).....(you/do)?

TATIANA: I'm an information systems manager. I (7).....(direct) the work of systems analysts, computer programmers and support specialists like you. Listen, can I ask you something? (8).....(you/plan) to stay in your company forever?

HELMUT Well, I like my work, but of course if someone (9).....(make) me a more attractive offer, I'll consider it. Why? What (10).....(you/have) in mind?

TATIANA: Our company often (11)(need) IT technicians, and we pay well. Here's my card. Give me a call next week. We (12).....(not/have) any vacancies at the moment, but we're a big organization and we may be recruiting more people soon.

4. Write down some similar information about the business activities of a successful company using Present Simple.

Present Continuous

1. Read these extracts about projects that various companies are currently involved in. Match the extracts in column A with those in column B

1) Ford is aiming to corner 10% of car sales in the Asia-Pacific region within the next 10 years

2) IBM in Europe chooses schools with the technology to teach collaboration, writes Delia Bradshaw

3) Showa Shell Sekiyu and Cosmo Oil are stepping up plans to cut costs and improve cash flow

4) The New Zealand government has decided to sell the country's second-biggest electricity generator

5) Sales of DVD video should take off in Europe next year when nearly 500,000 players will be sold, according to a new study

a) The chief reforms are the elimination of 900 jobs and the reduction of sales, general and administrative expenses.

b) The firm is opting for external management training in a big way and is using its purchasing power to push the business schools involved into adopting the very latest technology to deliver their course

c) After a slow start, the compact disc version of the video cassette is now selling well in North America

d) It currently has about 1% of the region's market but hopes to significantly expand its operations in China, Japan, Thailand and India.

e) It is seeking commercial advisers for the sale of Contact Energy, which produces 27% of the country's energy supply

2. Complete this article by using these verbs in the present continuous: become, continue, co-operate, move.

Japan and China: the connections get stronger

The economies of South East Asia (1) are becoming more and more connected. Panasonic, a Japanese company, (2) _____ production of low-end products like televisions from Japan to China. At the same time it (3) _____ to manufacture high-end products like industrial robots in Japan.

But many of these robots are then sold to Chinese companies. So Panasonic benefits from access to China in both cases. China and Japan have been rivals in the past, but these days they (4) _____ more and more. Who knows?

One day there may be a common currency: the Asian dollar.

Present Simple or Present Continuous

1. Decide if the speaker is talking about routine activities or activities going on at the moment of speaking. Put the verbs into the present simple or the present continuous

A: How ⁽¹⁾ do you usually organize (you/usually organize) the delivery of milk to the factory? ⁽²⁾ _____ (the farmers/bring) it here themselves?

B: No, ⁽³⁾ _____ (we/always collect) the milk ourselves, and the tankers ⁽⁴⁾ _____ (deliver) it to the pasteurization plant twice a day.

A: What sort of safety procedures ⁽⁵⁾ _____ (you/have)?

B: As a rule we ⁽⁶⁾ _____(test) samples of every consignment, and then the milk ⁽⁷⁾ _____(pass) down insulated pipes to the bottling plant, which ⁽⁸⁾ _____(operate) 24 hours a day. I'll show you round a bit later, but the production line ⁽⁹⁾ _____(not work) at the moment because the employees ⁽¹⁰⁾ _____(change) shifts

2. Decide whether the verbs refer to general activities or current projects. Put the verbs into the present simple or present continuous

Our company was founded fifteen years ago, and we⁽¹⁾ *manufacture* (manufacture) and ⁽²⁾ _____ (supply) clothing to large organizations such as the police, hospitals, and so on. We always⁽³⁾ _____ (spend) a long time talking to the customers to find out their needs. At the moment we ⁽⁴⁾ _____ (produce) an order for 18,000 shirts for the police. The next order is for a local electronics factory, and our head designer⁽⁵⁾ _____ (have) discussions with them to find out what sort of clothes they⁽⁶⁾ _____ (require)

3. Some of the following sentences are right and some are wrong. Put a tick next to the right ones, and correct the wrong ones.

1. I'm supplying you with everything on your last order.
2. I'm agreeing with you completely.
3. Our chocolates are containing only the finest ingredients.
4. Our chocolates are winning prizes all over the world.
5. We're setting up subsidiaries in Peru and Bolivia.
6. We're owning subsidiaries in Peru and Bolivia.
7. I'm thinking they will make a decision this week.
8. I'm thinking about what they will decide this week
9. At first sight, it's seeming to be a sensible suggestion.
10. At first sight, he's making a sensible suggestion.
11. We're having a lot of trouble with our suppliers.

TEXTS

Pre-reading questions

- **Can you name some companies that make children's toys and games? What kind of toys are the companies famous for?**

Building blocks of success

As Christmas approaches, toy companies are expecting their busiest time of year. One of the most famous brands in this sector is Lego, the Danish toy brick group. The company is expecting good sales figures in the next few months, which is a relief to its directors. In 1998, Lego announced its first ever loss. The company had diversified a great deal in the 1990s but eventually realised that it had moved into areas in which it didn't have the know-how to succeed. So it withdrew some of its manufacturing lines, such as clothing, bags and accessories. Then, it began developing original characters to build with Lego products, landscapes for them to inhabit and background stories. This led directly to the Bionicle range, now Lego Company's bestselling line. Each Bionicle kit invites children to create a robot character out of packaged components. Last month, Bionicle - Mask of Light, an animated film by Miramax, was released on DVD. Products like this have helped Lego back into profit. But what about Lego's famous bricks?

Senior vice-president Francesco Ciccolella says they're still important. He explains, 'it's vital to maintain the core product' and says that Lego will remain true to its brand image of family values. To prove this, he points to the recent relaunch of Lego's classic range of products. The company wants to encourage children to 'play well' in a world of violent action games. 'Obviously we're not a charity, but profit is a nice side-effect of doing things right. We will never compromise our values for the bottom line.'

Reading Comprehension

1. Decide if the following statements are True or False

- 1 Christmas is the most important time of year for toy makers.
- 2 Lego Company is based in Denmark.
- 3 The company was more successful five years ago.
- 4 In the 1990s, Lego's new types of product were not successful.
- 5 Bionicle toys are based upon characters in an animated film.
- 6 Francesco Ciccolella would prefer to concentrate on making Bionicle toys.
- 7 Lego is making a new effort to sell its traditional products.
- 8 Lego will produce any kind of toy if it makes money.

2. Vocabulary tasks

a) Match one word from (a) with one from (b) to form word partnerships. Check your answers in the text, and then use them to complete the sentences. You may need to change the grammatical forms of the words to fit the sentences.

(A)	(B)
bestselling	line
packaged	range
core	a loss
classic	line
bottom	components
to announce	figures
sales	product

- 1 A company's _____ is the main product that it sells.
- 2 When a company tells everyone it has lost money it _____.
- 3 The _____ is one type of products that has the highest sales.
- 4 A company's _____ are the total number of products that it has sold.
- 5 Lego toys contain _____. These are parts that are contained inside the boxes.
- 6 A _____ is usually a traditional and high-quality range of products.
- 7 The _____ is the figure that shows the total profit or loss.

b) Try to complete these sentences using words from the text.

- 1 To d_____y means to increase the range of products that you make.
- 2 When you w_____w a product, you stop making it.
- 3 If you have the k___ - ___w, this means you have enough knowledge to do something successfully.
- 4 E_____y is another word that means 'finally'.
- 5 When something is v_____, it is very important.

Discussion

Do children in your country play the same games that you did when you were growing up?
Do you think that it is better for children to play with toys like Lego than 'violent action games'?

Companies

Businesses come in all shapes and sizes, depending on their main function and what they are trying to achieve. We may talk about external and internal structures of companies.

External structures of companies

In the private sector, most businesses are sole traders, partnerships or limited companies. A sole trader (also called a sole proprietorship) describes any business that is owned and controlled by one person. They run a business, receiving all profits and responsible for all liabilities (= debts). A sole trader may also employ workers. These businesses tend to be small, primarily service and retail businesses.

A partnership is a business owned by two or more people. Doctors, dentists and lawyers are typical examples of professionals who may go into partnership together. They can benefit from shared expertise, but like the sole trader, have unlimited liability.

A limited company (also called a corporation) is a legal entity which has the right to issue stock (or shares). The people who own one or more of the shares are called shareholders. They have limited liability which means they cannot lose more than their initial investment (as opposed to sole traders and partnerships). The owners (shareholders) elect the board of directors which is responsible for appointing the company's managers and setting enterprise's objectives. Many corporations are highly successful business organizations, with profits far exceeding those of many sole proprietorships and partnerships.

Internal structures of companies

The structure of business organizations depends on the nature of their activities. A manufacturing firm may have a different structure from one providing a service. Today, most large manufacturing organizations have a functional structure, including production, finance, marketing, and personnel (or human resources) departments. Such a structure is also called hierarchical or pyramidal. The head of each area is called a director.

There is a clear line or chain of command running down the pyramid. It starts with the Board of Directors and the Managing Director, who make the firm's decisions. Below them are the department managers, then the section heads and finally to the shop floor or office staff. At each stage in the chain, one person has a number of workers directly under them, within their span of control. This person directly responsible for a group of workers is called their line manager. In this way all the people in the organization know what decisions they are able to make, who their superior (or boss) is, and who their immediate subordinates are.

Now let's talk about the function of the four principal departments in a manufacturing company.

The Department of Production is responsible for turning raw materials into finished goods;

The function of the Department of Marketing includes consumer and market research, selling, advertising and distribution;

The Department of Finance deals with the accounting, recording, controlling and analysing of the firm's funds;

And the Personnel Department is responsible for employing and dismissing staff, salaries, assessment and training.

In the end I'd like to present a short description of an organization structure of a manufacturing company.

The Managing Director (or Chief Executive Officer) reports to the Chairman (or President) and the Board of Directors. The company is divided into four major departments: Production, Marketing, Finance, and Personnel. The Marketing Department is subdivided into Market Research, Sales, and Advertising & Promotions. The Finance Department contains both Financial Management and Accounting. Sales consists of two sections, the Northern and

Southern Regions, whose heads report to the Sales Manager (line manager), who is accountable to the Marketing Manager.

Comprehension activities

1. Read the text again and decide whether these statements are true (T) or false (F).

1. The financial condition of the firm is the same as the financial condition of the owner.
2. The sole proprietor mustn't pay debts from his or her own pockets.
3. A sole proprietorship doesn't have any difficulty in obtaining capital.
4. A partnership is an unincorporated enterprise owned by two or more individuals.
5. There are three types of partnerships: general partnerships, limited partnerships and joint venture
6. Complementary management skills are a minor advantage of partnerships.
7. In partnerships the limited liabilities are both joint and personal.
8. Limited companies are not created by law and are not separate from the people who own and manage them.
9. Limited companies end with the death of owners.
10. Limited companies are subject to federal and provincial income taxes.

2. Choose the correct variant to finish the sentence.

1. The financial condition of the firm.....
 - a) is the same as the financial condition of the owner.
 - b) is better than the financial condition of the owner.
 - c) depends on the financial condition of the shareholder.
 2. Some proprietors try to protect themselves.....
 - a) lending assets such as their houses and automobiles to their relatives.
 - b) selling assets such as their houses and automobiles to their spouses.
 - c) pledging the assets to their relatives.
 3. A partnership is an unincorporated enterprise owned.....
 - a) by two or more firms.
 - b) by the members of the government.
 - c) by two or more individuals.
 4. In limited companies, ownership is represented by.....
 - a) shares of stock.
 - b) assets.
 - c) investors.
 5. All of the partners are.....
 - a) subject to limited financial liability.
 - b) subject to unlimited financial liability.
 - c) subject to unlimited juridical liability.
 6. Limited companies are subject to
 - a) shareholders' income taxes.
 - b) federal and provincial income taxes.
 - c) foreign investors income taxes.
3. Make an outline of the text consisting of 5-8 sentences.
 4. Retell the text according to its outline.

Pre-reading

Read the text comment on any new information contained in the text. Give the proper title to the text.

What can you say about your company using the information from the text

Colin's company

COLIN'S is a family-run clothing company. It is part of Eroglu Holding and was founded in Istanbul in 1983 by the five Eroglu brothers. COLIN'S always follows its brand principles and is a prosperous and caring company.

COLIN'S follows the rules of seven "T"s: Talk, Trust, Try, Tell, Transparency, True, Test.

"We are COLIN'S and we love fashion" – this is the passion and motivation that makes team work hard and move forward day after day.

The company makes all the changes to face tomorrow's global competition and future market challenges. However, COLIN'S remains true to its mission and values. Although part of Eroglu Holding, the brand COLIN'S remains independent. The management of the company think that this independence fosters growth and creativity.

COLIN'S offers real value for money for fashion and up-to-date casual and jeans wear. They have a wide range of quality clothes both for men and women.

Monitoring, managing and controlling are core activities that ensure the best possible product quality and meet customers' expectations. Quality is the cornerstone of their brand promise and a key to their global competitiveness. COLIN'S imports its products all over the world.

COLIN'S relies on its successful team, years of experience and efficient and sustainable production process. Respect for everyone in the team is the basis of the positive atmosphere in COLIN'S.

Their team lives and works in the Turkish metropolis, Istanbul – a multicultural melting pot that provides the optimal conditions to inspire the team's creativity. They live, work and create in an open-minded and friendly environment.

Their multinational team members support each other in picking up trends from all over the world. Their sales team is in constant contact with their customers and conveys the message to the product development team. The designers discuss the latest developments with their buyers. The mission of the logistics team is to make "it" happen. Their customer service team members can share information about the customers with the rest of the team in order to create a better understanding of their needs and expectations and provide better service for them.

The company's team and management do their best to achieve the best possible results. The caring attitude towards each customer and friendly relationships are fundamental to the philosophy, corporate culture and success of COLIN'S.

Reading Comprehension

1 Answer the questions to the text above.

1. What kind of company is Colin's?
2. Is this a prosperous company? Why?
3. What makes the company's team work hard and move forward?
4. What do seven "T's" stand for?
5. What does the company do to face tomorrow's global competition?
6. What does Colin's specialize in?
7. What does their independence foster?
8. How many countries does Colin's import their products to?
9. What conditions does the company provide for the work of its team?
10. The company's team is multinational, isn't it?
11. What is their customer service policy?
12. Do they manage to meet customers' needs?

2. Find the equivalents for the Russian phrases in the text.

Следовать принципам бренда, процветающая компания, делать всё возможное, добиваться наилучших результатов, дружелюбная атмосфера, лучше понять ожидания и потребности, полагаться на команду, многолетний опыт, уважение к любому человеку, способствовать росту и развитию, делать необходимые изменения, двигаться вперёд, постоянно общаться с покупателями, обмениваться информацией с командой, предоставлять хорошие условия, оставаться верным своим ценностям и цели, сталкиваться с мировой конкуренцией.

3. Role-play the following situation. You are at a press conference. You and your colleague are journalists and the rest of the group are representatives of *Bosch* (or any other company). You need to write an article about this company. Ask the employees of *Bosch*:

- when it started;
- where its head office(s) is/are;
- what it specializes in/produces/manufactures;
- how many employees work for this company;
- if they have subsidiaries, divisions and where;
- what countries they export their products to;
- what companies they closely work with;
- what its worldwide turnover is;
- how much it spends on R&D;
- if they are expanding their activities;
- what famous consumer brands it includes;

New Forest Sausage Company

New Forest Sausage Company is a small business, based in the village of Sway in rural Hampshire. The firm has operated as a village butcher's for four generations. In 1976, David West graduated from the university and entered the business as a partner with his father. When his father retired in 1996, the business became a sole trader, employing 10 part-time staff. The company's fundamental aims have varied over the last 20 years, adapting to the needs of different stakeholders and external pressures, but primarily stemming from the needs of the owners.

In 1976, the business needed to produce sufficient profit to sustain two individuals, and so a satisfactory profit level was, and continues to be, a key aim. Another equally important aim is quality and service.

The objectives have arisen from the aims, but have also been influenced by external events. Objectives must be challenging, but most of all attainable, if they are to drive a company to success. The main aims are the following: satisfying, diversification and growth, consolidation, added value and independence.

Based on the organization aims and objectives, the following strategies were adopted:

(1) Maintain current retail base to provide stability and generate profits in order to fund other strategies.

(2) Diversify into the production and wholesaling of speciality sausages (the organisation's particular unique selling point).

(3) Develop a new base of potential clients for the sausages.

(4) Introduce a marketing strategy based on a reputation for excellence.

This new approach led to a reorganisation of the firm, with the father taking overall responsibility for retailing and the son organising the production and wholesaling of the sausages.

Questions

- How was the company “New Forest Sausage” founded?
- Did the company change after the father’s retirement?
- What influences the choice of the company’s aims?
- What are the company’s fundamental aims and objectives?
- What new strategies were employed to reorganize the firm?

PART 3 MARKETING

Active Vocabulary Focus

Marketing Vocabulary for Buyers and Sellers

- **Buyer** – a person who buys something. Also buyer means someone in a company who is responsible for buying stocks for the company.
- **Corporate image** – The way society views a company.
- **Customer** – a person who buys something from a shop.
- **Discount** – a reduction in price. One of the most common marketing words.
- **E-marketing** – Promotion of products and services over the Internet
- **Market niche** – Small but profitable segment of a market in which a company is a specialist, a very specific form of target marketing.
- **Marketing strategy** – Written plan which includes product development, promotion, distribution, and pricing approach, indicates the marketing goals. Marketing strategy explains how marketing goals will be achieved within a stated period of time.
- **Marketing mix** – Four basic marketing strategies, known as the four Ps: product, price, place and promotion.
- **Seller** – a person who sell something.

Marketing Vocabulary for the Product

- **Product range/line** – products of a particular type manufactured and/or sold by a company
- **Product life cycle** – The complete life of a product, from early planning to production, marketing, use, and disposal and recycling.
- **Product positioning** – consumer perception of a product as compared to it's competition.
- **Product placement** – a form of advertisement, when a company pays for a product to be seen in films and TV programs.

Marketing Vocabulary for the Price

- **Price boom** – prices are rising quickly
- **Price cut** – a reduction in price
- **Price hike** – an increase in price
- **Price war** – companies cut prices in response to each other
- **Price leader** – a company whose price and price changes are followed by the rest of the industry
- **Price tag** – label attached to products and showing the price

Marketing Vocabulary for the Place

- **Distribution channel** – a way of selling a company's product either directly or via distributors.
- **Channel decisions** – includes: Channel strategy, Gravity & Gravity, Push and Pull strategy, Cost,
- **E-commerce** – buying and selling of products or services over electronic systems such as the Internet. One of the most used marketing words.

Marketing Vocabulary for the Promotion

- **Advertising** – is a form of communication whose purpose is to inform potential customers about products and services and to persuade them to take some action

- **Public relations** – a promotion intended to create goodwill for a person or institution
- **Personal selling** – face-to-face communication between the seller and buyer
- **Sales promotion** – activities, materials, and techniques used to supplement or coordinate advertising. Sales promotion includes coupons, sales, discounts, premiums, sweepstakes and contests. One of the most common marketing words.

Marketing Vocabulary Practice

1. Underline the appropriate idea to complete this basic description of marketing.

In the past marketing was (*customer-driven/ product-driven*) where business emphasized the product first and (*considered/ confronted*) the customer last. Nowadays the reverse strategy is the key to successful marketing. Products and services are created (*to mean/ to meet*) customer needs. Moreover, marketing must make use of its four basic components to be effective: Sales, Promotion, Advertising, (*Public Relations/Possible Requirements*) or PR. In each aspect marketing aims for a solid customer base and increased (*turnaround /turnover*). Improving marketing performance is essential to be ahead of the (*competition/ concentration*)

2. Circle the words that can be combined with ‘market’.

overseas service leader survey upscale country
 developing competence potential business share

Write the possible combinations, before or after ‘market’.

market..... market..... market.....
 market..... market.....
 market..... market.....

3. Match the marketing components to the right description. The ‘Marketing Mix’ consists of the 4 P’s:

- | | |
|--------------|--|
| * Product* | where the customers can buy it |
| * Promotion* | one that meets the customer need |
| * Price* | to encourage the customer to buy it |
| * Place* | one that makes company profit and keeps the customer satisfied |

4. Complete these sentences to describe the marketing categories.

The sales department handles _____
 Promotion involves _____
 Advertising includes _____
 PR deals with _____

5. Finish the sentence pairs/ groups using the noun form of the highlighted corresponding verb.

- We will announce our marketing plans at the meeting tomorrow.

- We will make an _____ about our marketing plans at the meeting tomorrow. He wants to bargain with the customer. He wants to offer a _____ to the customer. Rolex sponsors the Wimbledon Tennis Tournament.
- Rolex is a _____ of Wimbledon. Every year Rolex gives its _____ to Wimbledon.
- Shops can display new products. Shops can set up special _____ for new products. Famous sports stars often endorse sports clothing and accessories. _____ from famous sports stars helps to sell sports clothing and accessories.

6. Choose the correct word from the table to fill the space after each definition

market leader	logo	brand	product	market share
advertising	marketing	point of sale	market research	house brand
		brand loyalty		

advertising at the place where the consumer buys the product

the brand of the shop or supermarket which sells it

the symbol or design used to represent the company

the work of collecting information about people's buying habits

the phenomenon of individuals continuing to buy the same brand

something generic which a company makes or sells

the particular name given to a product by a company

the best selling brand of a particular product

the activity of presenting, selling and promoting a product

the activity of informing people about a product or service with posters, films etc

the amount a company sells compared to all the other companies

Word partnership

For each group of words (1–5):

a) fill in the missing vowels.

b) match the words to the definitions (a–c).

1 market	r _ s _ _ rch s _ gm _ nt sh _ re	a) the percentage of sales a company has b) information about what customers want and need c) a group of customers of similar age, income level and social group
2 consumer	b _ h _ v _ _ _ r pr _ f _ l _ g _ _ ds	a) description of a typical customer b) where and how people buy things c) things people buy for their own use
3 product	l _ _ nch l _ f _ cycl _ r _ ng _	a) introduction of a product to the market b) length of time people continue to buy a product c) set of products made by a company
4 sales	f _ r _ c _ st f _ g _ r _ s t _ rg _ t	a) how much a company wants to sell in a period b) how much a company thinks it will sell in a period c) numbers showing how much a company has sold in a period
5 advertising	c _ mp _ _ gn b _ dg _ t _ g _ ncy	a) a business which advises companies on advertising and makes ads b) an amount of money available for advertising during a particular period c) a programme of advertising activities over a period, with particular aims

Grammar

Questions

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation.

'Are you coming with us?' 'Yes.'

'Has he returned the car?' 'No, he hasn't.'

'Do you live in Chicago?' 'No, I don't.'

'Does she speak English?' 'Yes, she does.'

'Did you meet John yesterday?' 'No, I didn't.'

Note the use of auxiliary verbs in the above examples.

When we answer Yes / No questions we do not normally repeat the complete the question.

Instead, we use an appropriate auxiliary verb. This auxiliary is usually present in the question.

'Does Mike live with you?' 'Yes, he does.'

'Did Maya tell you she wasn't coming?' 'No, she didn't.'

In negative answers we use the auxiliary verb and not. Usually a contracted form is used.

'Have you ever visited Argentina?' 'Yes, I have.'

'Will you help me?' 'No, I won't.' (won't = will not)

Here is an overview of Yes / No questions in different tenses.

Present Simple

'Do you speak English?' 'Yes, I do.'

'Does she speak English?' 'No, she doesn't.'

Present continuous

'Are you coming with us?' 'Yes, I am.'

'Is it raining?' 'Yes, it is.'

'Is it snowing?' 'No, it isn't.'

Present Perfect

'Have you received the letter?' 'Yes, I have.'

'Has he returned from Mumbai?' 'No, he hasn't.'

Past Simple

'Did you know the answer?' 'No, I didn't.'

'Did he get the letter?' 'Yes, he did.'

Past Continuous

'Were you sleeping then?' 'Yes, I was.'

'Was he reading his lessons?' 'No, he wasn't.'

Future Simple

'Will you come with me?' 'Yes, I will.'

'Will you help me?' 'No, I won't'

Open questions

Using open questions

Open questions have the following characteristics:

They ask the respondent to think and reflect. They will give you opinions and feelings. They hand control of the conversation to the respondent.

The most common question words in English are the following:

WHO

WHO is only used when referring to people. (= I want to know the person)

Who is the best manager in the world?

Who are your main competitors?

WHERE

WHERE is used when referring to a place or location. (= I want to know the place)

Where is the head office?

Where do you live?

WHEN

WHEN is used to refer to a time or an occasion. (= I want to know the time)

When do the shops open?

When is his birthday?

When are we going to finish?

WHY

WHY is used to obtain an explanation or a reason. (= I want to know the reason)

Why do we need a secretary?

Why are they always late?

Why does he complain all the time?

Normally the response begins with "Because..."

WHAT

WHAT is used to refer to specific information. (= I want to know the thing)

What is your name?

What is her favourite drink?

What is the time?

WHICH

WHICH is used when a choice needs to be made. (= I want to know the thing between alternatives)

Which day do you prefer for a meeting – today or tomorrow?

Which is better - this one or that one?

HOW

HOW is used to describe the manner that something is done. (= I want to know the way)

How does he know the answer?

How can I learn English quickly?

With **HOW** there are a number of other expressions that are used in questions:

How much – refers to a quantity or a price (uncountable nouns)

How much time do you have to finish the test?

How much money will I need?

How many – refers to a quantity (countable nouns)

How many days are there in April?

How many people live in this city?

How often – refers to frequency

How often does she study?

How often are you sick?

How far – refers to distance

How far is the office from your house?

How far is the bus stop from here?

2. We use **who** to ask questions about people:

Who is that?

Who lives here?

Who did you see?

We use **whose** to ask about possession:

Whose coat is this?

Whose book is that?

Whose bags are those?

We use **what** to ask questions about things:

What is that?

What do you want?

We use **which** to ask someone to choose something:

I've got two books. Which do you want?

We can also use **what** and **which** with nouns:

What newspaper do you read?

Which book do you want?

Which one is yours?

Questions with prepositions:

Questions ending in prepositions are very common in English. After Who, Which or What we often have a preposition at the end of the sentence:

Who does this book belong to?

What are you looking for?

Which university did you go to?

What country do you come from?

PRACTICE

1. Put the words in the correct order to make questions.

2. please I can see the menu?
3. excuse me here anyone is sitting?
4. from which country do come you?
5. to who you were just now talking?
6. what mean do you exactly by that?
7. a little more specific you could be?
8. what time the next train to Brussels is?
9. you can tell me what time is the next tram to Brussels?
10. this briefcase to who does belong? .
11. could I from here a phone call make?
12. do think you I could make from here a phone call?

2. Underline the correct words.

1. Spoke you/Did you speak with Lara yesterday?
2. What did Lara say/said when you spoke to her?
3. A: Do you like Scotch whisky? B: Yes, I like. / Yes, I do.
4. How works this machine?/does this machine work?
5. Who set up Microsoft/did set up Microsoft?
6. When set up Microsoft/did Microsoft set up?
7. Who did telephone me/telephoned me this morning?
8. Who you telephoned/did you telephone this morning?

3. Expand the And you? questions to make full yes/no questions.

Example: I've seen the news today. And you? Have you seen the news today?

I work from home. And you? _____

I can understand German. And you? _____

I've already had lunch. And you? _____

3. A: _____ B: Falling? No, the popularity of Linux is growing
4. A: _____ B: The eighties? No, Linux started in 1991
5. A: _____ B: On our computer? No, we haven't installed it.
6. A: _____ B: A lot of money? No, the inventor hasn't been making a lot. The software is free.

7. Complete the dialogue with these words: are, do, does, did, has, have, is.

- Mike (1) _____ you go to the training day they told us about at the last meeting?
- Sue (2) _____ you talking about the computer training?
- Mike No, not the computer training, I meant the sales training.
- Sue Oh yes, I went to that. It was quite good. (3) _____ you ever been on that course?
- Mike No I haven't
- Sue Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.
- Mike When you go on these courses, (4) _____ the company pay or (5) _____ you pay yourself? I know that good training isn't cheap.
- Sue Oh, the company pays – they can afford it. It doesn't cost us anything.
- Mike And (6) _____ it helped you in your day-to-day work? Be honest now.
- Sue Yes, I think it has
- Mike Ok. I'm interested (7) _____ the course running again in the near future?

7. Complete the questions about the rail company Thalys with these phrases: How big, How far, How fast, How long, How many, How often

1. How many passengers does Thalys transport per year?
2. _____ is Thalys, in terms of turnover and number of employees?
3. _____ do Thalys trains leave Paris Gare du Nord for Brussels?
4. _____ is Brussels from Paris?
5. _____ does the journey take?
6. _____ does a Thalys train travel – what's the maximum speed?

TEXTS

Pre-reading

What noise does your mobile telephone make to alert you when you have a call? Would you consider buying a different noise? How much would you be willing to spend?

Company of the Month: Craze Marketing and the Crazy Frog

Britain has been invaded by frogs, or, to be precise, Britain has been invaded by the Crazy Frog. The crazy frog is a digital animation, a ring tone for mobile telephones and also a hit

record. Many people find the image and the sound very annoying. The catchy tune gets into your head and you can't get rid of it. The Crazy Frog is everywhere!

In the first three weeks of May, the Crazy Frog appeared on television 36,382 times, an unprecedented level of exposure. The frog appeared in advertisements for the Crazy Frog ringtone and when the record was played on music shows. The music, which is a remixed version of the theme from the Eddie Murphy film, *Beverly Hills Cop*.

Music lovers complain that the Crazy Frog has dominated the Top Ten, pushing groups like Coldplay off the number one position.

The Crazy Frog advertisements started on satellite television channels but soon moved to mainstream terrestrial television channels. Many adults really hate the Crazy Frog. Articles in newspapers have called him 'the ugly amphibian which is driving the nation mad with irritation', but they have admitted that he is 'insanely popular'. Lots of people have complained to the Advertising Standards Authority that they cannot escape from the Crazy Frog. Marketing Weekly says that after more than 1,200 complaints to the A.S.A., it is the most unpopular advertising campaign.

A company called Mobile 9 has had great success with a little downloadable video which shows the Crazy Frog being destroyed.

The Advertising Standards Authority has responded that it can do nothing. The A.S.A. regulates the truth, honesty and legality of advertisements; it does not regulate the frequency of advertisements, even if they are very irritating. The advertising industry, which has been going through a very bad period, is very happy that a client is spending so much money on buying advertising spots.

One report suggests that Jamster, the creator of Crazy Frog, has spent more than £10 million on television advertising. At the same time, music programmes playing the Crazy Frog record are giving even more free publicity.

Of course, Jamster is very happy with all these complaints from adults. There is an old rule that 'There is no such thing as bad publicity'. Every newspaper or magazine article, every television discussion of the phenomenon gives more publicity to the ugly amphibian. Jamster is rubbing its hands all the way to the bank.

It is not hard to figure out why the Crazy Frog is successful. The more he irritates the grown-ups, the more the teens in the target market are going to love it. The Crazy Frog is loved by teenagers and they love anything which irritates their parents and teachers.

How is Jamster making money?

We all know that mobile telephones are popular with young teenagers. The advanced technology of the latest mobile phones means they can play polyphonic music, take still photographs and even record and show short video clips on their tiny screens. For a long time the mobile phone industry have been searching for a 'killer app.' an application of this technology which will bring in a lot of money.

A number of companies have developed which sell ringtones. Ringtones are the noises your telephone makes to alert you that there is a call for you. Popular ringtones have been developed from pop records, television and film themes, football chants and even emasculated classical music. A considerable industry has developed through the sale of these short musical compositions.

The unit price of an individual ringtone is quite cheap – about £3. The industry has recognised that it can make more money by creating a fashion craze for particular ringtones. The beauty of any fashion craze is that its period of popularity is very short. While it is popular, the industry makes a lot of money. When it becomes unpopular, the industry makes even more money by selling the next fashionable ringtone.

Brands and crazes: brands

In the olden days, when we lived in agricultural communities, there were no brands. We produced a lot of the food we ate, and we bought the things we didn't produce from our friends and the neighbours we trusted. Brands began after the industrial revolution, when large

populations moved from the country to large urban conurbations. These people no longer produced their own food. They bought things in shops. The goods were usually not packaged or branded.

A lot of shops started to sell 'poor quality' products. Customers began to distrust the quality of the products they were buying. The first brands were invented as a 'guarantee of quality'. Customers could feel safe that if they bought Sunlight soap, they were buying a safe and reliable product.

Today, brands have a similar function as a guarantee of quality. But brands have become more than just a simple guarantee. The brands you buy define who you are.

Brands and Crazes: crazes

The idea of craze marketing is as old as marketing itself. Craze marketing is very different from brand marketing. When we establish a brand, it is a deliberately pitched concept that is, by its very nature, a one-hit-wonder or one-season-wonder.

A craze is a short attractive (or in the case of the Crazy Frog, an irritating) idea which is designed to have a short but successful life. Craze marketers are not planting a forest of oak trees which will mature in 500 years. They are planting a Leylandii hedge which will grow six feet tall in one year.

FutureBrand European chief executive, Patrick Smith, says: "I think that a craze has to be planned. Twenty years ago you could rely on guerrilla marketing and word-of-mouth to launch a product, but I don't think you can do that any more. Jamster is a perfect example of a deliberately planned campaign. Last year, Jamster took more ad spots each month than any other advertiser; although this was only across niche cable and satellite channels (such as MTV). Then earlier this year Jamster changed its tactics and started to buy advertising spots on mainstream ITV1, taking 3,000 spots on the channel in the first two weeks of May. In the same period, Jamster carpet-bombed us with a total of 42,000 advertisements on all the different channels. This policy has clearly been very successful. They have sold lots of ringtones and millions of records. But as we shall see in next month's 'Company of the month', this success has led to a backlash, a negative reaction which may lead to legal problems for Jamster. Your preferred brand is an indication of your status. Talk to any user of an Apple computer. Secretly or openly, they believe that they are different and slightly superior to Windows users.

Apple, in their advertising, have reinforced this distinctive image. Apple are not the mainstream computers. When you buy an Apple computer, you are saying that you are not an 'ordinary', mainstream person.

The motor industry discovered, many years ago, that they were not selling metal boxes on wheels, they were selling status, they were selling dreams. Brands became very important. In Britain, Rolls Royce became associated with luxury and success. If you owned a Rolls Royce, everyone would know you were successful. If you were successful, you were almost 'obliged' to buy a Rolls Royce.

A good brand should have a long life. Think of the major brands which surround you. Most of them are old, long-established brands. The value associated with the brand is worth a lot of money to the company which owns it. A brand is not a product. A brand is an idea.

Reading Comprehension

1. Look at these extracts from the text. Check that you understand the meanings of the words and expressions underlined.

- The catchy tune gets into your head and you can't get rid of it.
- but soon moved to mainstream terrestrial television channels.
- the ugly amphibian
- discussion of the phenomenon
- Jamster is rubbing its hands all the way to the bank.
- The more he irritates the grown-ups, the more the teens in the target market are going to love it.
- they can play polyphonic music
- the mobile phone industry have been searching for a 'killer app.'

- and even emasculated classical music
- when large populations moved from the country to large urban conurbations
- they were buying a safe and reliable product
- Most of them are old, long-established brands.
- It is a deliberately pitched concept
- They are planting a Leylandii hedge
- Twenty years ago you could rely on guerrilla marketing and word-of-mouth
- Jamster carpet-bombed us

Discussion:

“A brand is not a product. A brand is an idea.”

How true is this statement? Think of the international brands below. What ideas do you associate with them? Write adjectives beside each brand name.

- Volvo – safe, reliable, expensive, conservative, comfortable
- Virgin
- Marlboro
- Bacardi
- Gucci
- Disney
- Xerox
- Lufthansa
- Sony

Hard Times

Before you read

In ‘Hard Times’ you’ll read about the world of telesales. To find out some more about it, read this background box:

Telesales

Telesales people try to sell products or service to people over the telephone. It’s very efficient way of selling because they don’t spend time and money on travelling. But it’s not always easy to sell something that the customer can’t see, so they need to be very persuasive. Success is always very important to telesales people, because their earning often depend on how much they sell. As a result, the atmosphere in telesales offices can be extremely pressurized and competitive.

Way in

Discuss these questions:

1. When you buy something, which of these factors has the biggest influence on your decision?
 - the product
 - the price
 - the advertising
 - the salesperson
2. Do you think it’s fair to pay salespeople according to how much they sell?

Hard Times

Recession had hit the advertising telesales team at Bluebird Publications hard. No one wanted to buy advertising space in Bluebird's range of glossy up market lifestyle magazines any more. Even the telesales team leader, Rob Grewal – the company's number one salesperson – was finding it difficult to close more than one or two deals a week. As each salesperson's income depended entirely on commission from business that he or she personally generated, competition between salespeople was fiercer than ever.

Everybody agreed it was the worst possible time for young Duncan Black to join the department – particularly since it was Duncan's first job and he seemed to lack the obvious qualities needed to succeed as a salesperson. But after only two days in the office, Duncan put down his telephone and smiled to himself. He had just closed a deal for a twelve-month order for full colour double page adverts in Bluebird's most prestigious publication. It was worth as much commission as many of the others earned in six good weeks. Rob Grewal was amazed: it was the sort of deal he dreamt about.

'Which company is it, Duncan?' he asked. 'Who's it with?'

'Paxham's Menswear,' said Duncan.

'Paxham's?' exclaimed Grewal. 'But everyone in this office has tried to get Paxham's hundred times. Paxham's don't buy advertising space! It's against their corporate policy.'

In the pub that lunchtime, Grewal raged against young Black's good fortune. 'What does that kid know?' he shouted. 'We've all been softening up Paxham's for years. I've spent hours of my life on the phone to their marketing department. Then that kid comes along and reaps the reward for all our hard work with just one five minute phone call. Times are hard for all of us, aren't they? I say we split his commission between everyone in the office. It's only fair.'

A few of the telesales people nodded their heads in agreement. Others looked uncomfortable. 'Come on, Rob,' said one of them. 'A year ago, when you had all the luck, no one asked you to share it with them, did they?'

Grewal looked at him coldly. 'In my case,' he said, 'it wasn't luck. I got where I am by hard work.'

When they returned from lunch, Duncan Black was not yet back at his desk. So, when Black's telephone started ringing, Rob Grewal answered it. '...Sure,' said Grewal. '...Sure, you don't need to speak to Mr Black. I can take your order. I'm Mr Black's boss. Now, what would you like?... A full colour back page?... Certainly... if you can fax through confirmation of that, with 'Order taken by Mr Grewal' at the bottom of the letter, that would be great... thank you, it was a pleasure doing business with you.'

As Grewal put down the telephone several of his colleagues looked at him suspiciously. 'You're not going to claim the commission on that order, are you?' asked one of them.

'Of course,' said Grewal.

'But, that was Duncan's client,' said another. 'Duncan has done all the work to get that business. It should be his commission. Come on, we're a team. We have to trust each other.'

Grewal smiled at the other telesales people. 'I don't care who did the work,' he said. 'I took the order, so I say that's my commission. He should have been back from lunch on time.'

'Now, listen, Rob,' said one of the older salespeople, 'we're all upset about Paxham order. But that's life, isn't it? It's no reason for you to steal one of Duncan's other clients.'

Grewal glared at his colleagues. 'It's my commission,' he repeated. 'And I'm the team leader. So, what are you going to do about it?'

Should the other members of the telesales team allow Rob Grewal to claim the commission on the new order?

Vocabulary

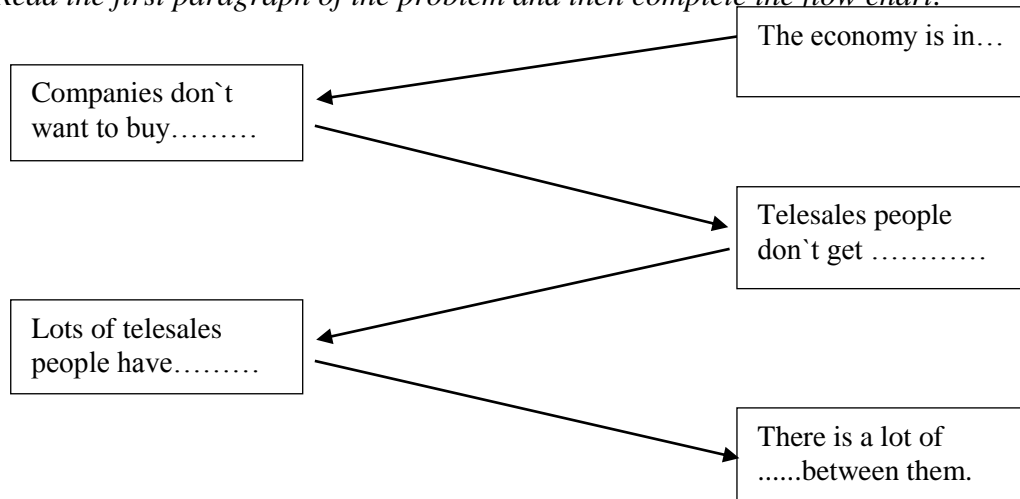
recession – a period of reduction in business activity

advertising space – an area of a magazine or newspaper for advertisements
glossy – shiny, expensive
up market – sophisticated, expensive
lifestyle magazines – magazines about fashion, famous people, travel, homes etc.
telesales – selling of goods and services by telephone
to close a deal – to make a sale
commission – a payment made to a salesperson when s/he makes a sale
to generate – to make
obvious qualities – skills needed for a job
prestigious – important and highly respected
corporate policy – a plan, or set of ideas, of behavior agreed by a company
kid – child
to soften up – to establish friendly relations before trying to make a sale
to reap the reward – to get the benefit
come on – an expression used to express lack of belief

Analysis

Paragraph 1: Why are times so hard?

Read the first paragraph of the problem and then complete the flow chart:



Paragraph 2: The perfect salesperson?

When you've read the second paragraph, think about what qualities you need to become a good salesperson. Number these qualities in order of importance, with 1 the most important:

- | | |
|-----------------------|-----------------------------------|
| determination | the ability to get on with people |
| good luck | intelligence |
| the ability to listen | self-confidence |
| ruthlessness | personal charm |

Paragraph 3 and 4: Why's he angry?

Read paragraphs 3 and 4 and then answer this question:

Why do you think Rob Grewal is so angry? Choose a reason from the list:

- a) Because he doesn't like Duncan.
- b) Because he think that Duncan doesn't deserve the commission on the Paxham's order.
- c) Because he's tried (and failed) to get business from Paxham's many times.
- d) Because he wants the money that Duncan's going to get.

Paragraph 5 and 6: Get the facts straight

When you've read paragraphs 5 and 6, check your facts by answering these five questions:

1. Who made the sale to Paxham`s?
2. Who should get the commission?
3. Who made the new sale?
4. Who should get the commission?
5. Who`s claiming the commission?

Character profile: Rob Grewal

When you`ve read the whole story, think about the character of Rob Grewal. Choose three adjectives from this list which you think best describe him:

generous	aggressive	persuasive	mean
selfish	tough	kind	arrogant

Compare your description with the qualities of a good salesperson that you chose earlier. Do you think he deserves to be team leader?

Decision time

Should the telesales people allow Rob to claim the commission on the new order?

There are many different possible responses to this situation and many possible courses of action. To help you think through the possibilities, try this activity:

Read the text and say who made America great.

Is America great?

One can buy anything in America, but it takes a great deal of mastery to sell anything there. Millions of people are engaged in promoting products (goods and services). There are millions of methods to do it. The most primitive one is to deliver goods to a shop and then wait until it is sold out. In this case the main task is to get people into the shop and make them interested in what you offer.

To attract customers, some shops organize regular sales at discount prices. This does not mean that the goods sold at a discount are of an inferior quality.

Several years in a row, taking my 20-minute lunch break, I have seen free of charge distribution of goods from cigarettes to popcorn, crackers or candies. These were samples of new goods which the producer companies wanted the customers to get acquainted with. This is one type of advertising.

Another type is showing a product in action. Once we got a call from a company selling vacuum cleaners with a suggestion that we have a look at their new model. We agreed to see it and in the evening of the same day a woman came to our place and cleaned half the house. We liked the vacuum cleaner.

Another way of advertising is the distribution of gifts. From time to time you are mailed strange notices: "Congratulations. You have won one of the following prizes." Then comes a list of prizes which may include a car, a million dollars, a TV set, a camera, etc. To find out what exactly the prize is and to get it, you have to call the enclosed number: most of the money spent on the intercity call goes to the organizers of the whole thing. You may spend \$10 or more. Some of my friends called the magic number only to know they had won a one-dollar piece out of the list. This business has nothing to do with advertising or selling it is simply a trap for the gullible.

Other gift notices are more serious. Often I get invitations to visit car salons. My time to get there and to test-drive a new car is compensated by a gift, such as a portable radio, a beauty set, a turner's kit, etc.

Selling by catalogue is very popular. Every day you are mailed several catalogues. The most popular of them come in the form of colorful big booklets containing pictures of goods,

their regular price, the price in the shop belonging to the firm, and the price of selling by mail. Big companies may also offer you credit on goods they sell. The art of selling is for the persistent. Without persistent sellers America wouldn't be what it is now.

Commercials, especially television ones, are very expensive and not all companies can afford them. Usually the sellers of similar goods pool their funds to buy one ad. Often producers pay for ads.

Advertising expenditures in the US are comparable to the budgets of some countries. However, it is not for nothing that society undertakes such spending. It helps to move goods more quickly and efficiently. This means that the funds spent on the manufacturing of goods return to circulation more quickly which, in turn, accelerates economic growth.

Vocabulary activities

1. Answer the following questions using the active vocabulary of the text.

- 1 . What is the most primitive method of promotion products?
- 2 . What do some shops organize?
- 3 . What kinds of advertising do you know
- 4 . Who can achieve the art of selling?
- 4 . Who can afford commercials?
- 5 . What helps to accelerate economic growth?

2. Read the text again and decide whether these statements are true (T) or false (F).

1. It takes no efforts to sell anything in America.
2. To organize regular sales at discount prices does not mean that the goods sold at a discount are of an inferior quality.
3. The distribution of gifts is simply a trap for the gullible.
4. Big companies may also offer you free of charge goods.
5. Advertising expenditures in the US are comparable to the budgets of a small town.

Marketing Mix

Nowadays three more Ps have been added to the marketing mix:

Product, placement, promotion, and price are four elements of the marketing mix crucial to determining a brand's unique selling proposition

Product

The term "product" is defined as anything, either tangible or intangible, offered by the firm; as a solution to the needs and wants of the consumer; something that is profitable or potentially profitable; and a goods or service that meets the requirements of the various governing offices or society. The two most common ways that products can be differentiated are:

Consumer goods versus industrial goods, and Goods products (i.e. durables and non-durables) versus service products

Intangible products are service-based, such as the tourism industry, the hotel industry, and the financial industry. Tangible products are those that have an independent physical existence. Typical examples of mass-produced, tangible objects are automobiles and the disposable razor. A less obvious but ubiquitous mass produced service is a computer operating system.

Every product is subject to a life-cycle that starts with its introduction and is followed by a growth phase, a maturity phase, and finally a period of decline as sales falls. Marketers must do careful research on the length of the product's life-cycle and focus their attention on different challenges that arise as the product moves through each stage.

The marketer must also consider the product mix, which includes factors such as product depth and breadth. Product depth refers to the number of sub-categories of products a company offers under its broad spectrum category. For example, Ford Motor Company's product category is automobiles. Its product depth includes sub-categories such as passenger vehicles, commercial vehicles, transport vehicles, et cetera. This broad spectrum category is also known as a product line. Product breadth, on the other hand, refers to the number of product lines a company offers. Marketers should consider how to position the product, how to exploit the brand, how to exploit the company's resources, and how to configure the product mix so that each product complements the other. Failure to do so can result in brand dilution, which is a situation in which a product loses its branded identity, resulting in decreased sales and perceived quality. The marketer must also consider product development strategies.

Placement

Product distribution (or placement) is the process of making a product or service accessible for use or consumption by a consumer or business user, using direct means, or using indirect means with intermediaries.

Distribution Types

Intensive distribution means the producer's products are stocked in the majority of outlets. This strategy is common for basic supplies, snack foods, magazines and soft drink beverages.

Selective distribution means that the producer relies on a few intermediaries to carry their product. This strategy is commonly observed for more specialized goods that are carried through specialist dealers, for example, brands of craft tools, or large appliances.

Exclusive distribution means that the producer selects only very few intermediaries. Exclusive distribution is often characterized by exclusive dealing where the re-seller carries only that producer's products to the exclusion of all others. This strategy is typical of luxury goods retailers such as Gucci.

The decision regarding how to distribute a product has, as its foundation, basic economic concepts, such a utility. Utility represents the advantage or fulfillment a customer receives from consuming a good or service. Understanding the utility a consumer expects to receive from a product being offered can lead marketers to the correct distribution strategy.

Promotion

The three basic objectives of promotion are :

1. To present product information to targeted consumers and business customers.
2. To increase demand among the target market.
3. To differentiate a product and create a brand identity.

A marketer may use advertising, public relations, personal selling, direct marketing, and sales promotion to achieve these objectives. A promotional mix specifies how much attention to give each of the five subcategories, and how much money to budget for each. A promotional plan can have a wide range of objectives, including: sales increases, new product acceptance, creation of brand equity, positioning, competitive retaliations, or creation of a corporate image.

Price

The price is the amount a customer pays for the product. The concept of price is in contrast to the concept of value, which is the perceived utility a customer will receive from a product. Adjusting the price has a profound impact on the marketing strategy, and depending on the price elasticity of the product, often it will affect the demand and sales as well. The marketer should set a price that complements the other elements of the marketing mix.

Reading Comprehension

1. **Match the definition with the letter of the term:**

- a - commercial (n.)
- b - billboard

- c - complimentary
- d - campaign
- e - readership
- f - slogan
- g - press release
- h - features
- i - publicity
- j - brand awareness

1. memorable motto or phrase -
2. a large, square sign used to post advertisements -
3. a statement (about a product) released to the news media -
4. an advertisement on TV, the radio, etc. -
5. the attempt to manage how a public sees a product -
6. the number of people that read a particular newspaper, magazine, etc. -
7. a plan of action (to promote a product) -
8. a measure of how popular a brand is (how many people know it, etc.) -
9. special characteristics, qualities -
10. free -

2. Fill in a suitable word

Some marketers believe that pricing is the most important _____ in the marketing mix.

- idea
- value
- item

2. A 1% increase in price could increase _____ by up to 5%.

- profiteering
- profitability
- money

3. Prices are often altered as a _____ to competitive moves.

- Change
- reaction
- reference

4. In marketing, a product's _____ refers to how potential buyers see the product.

- position/positioning
- placement
- profit

5. Re-positioning involves changing the _____ of a product.

- identification
- identical
- identity

6. What impact will introducing this new product have on _____ products?

- existing
- new
- exist

7. To tailor offerings = To _____ offerings
create
scrap
give birth to

8. Optimal price = _____ price
average
exceedingly high
perfect

9. What's the opposite of "long-term strategies"?
short-time strategies
short-term strategies
small-time strategies

10. Many companies use historical data to _____ (= set) pricing strategies.
determine
determined
determination

Marketing strategy

Marketing strategy and marketing objectives

Every time you speak to someone about your business you are involved in marketing. Any conversation about your firm is an opportunity to promote your business and increase sales.

A marketing strategy will help you focus. It will identify the different ways you can talk to your customers, and concentrate on the ones that will create most sales.

It tells you what to say, how to say it and who to say it to in order to make more sales. Because timing is critical, it will tell you when to say it, too.

Marketing strategy: objectives

Your marketing objectives will focus on how you increase sales by getting and keeping customers.

To explain how to do this, experts talk about how best to package your products and services, how much to charge for them and how to take them to market.

A marketing strategy will help you tailor your messages and put the right mix of marketing approaches in place so that you bring your sales and marketing activities together effectively in an effective marketing plan.

Marketing strategy: knowing your customers

A successful marketing strategy depends on understanding your customers, what they need and how you can persuade them to buy from you.

There's no substitute for knowledge. Experience and regular two-way communication will tell you a lot about your customers. But targeted market research will build a more detailed picture of customer segments with similar needs. It will help you understand how to target these people so you're not wasting time on people who aren't interested in your offer.

But you'll also need to understand how your market works - where do your customers find out about your offer, for example? Your strategy should even tell you how you measure up against the competition and what new trends to expect in your market.

Marketing strategy: making a plan

A marketing plan explains how to put your strategy into action. It will set marketing budgets and deadlines, but it will also tell you how you're going to talk to your target customers -

whether that's through advertising, networking, going to trade shows, direct marketing, and so on.

Crucially, it will tell you when to talk to your customers. Timing your activities to fit their buying cycles will save money and maximise sales.

Finally, your marketing plan should look to the future: it should outline how you follow up sales and what you're doing to develop your offer.

As with any plan, progress should be regularly measured and reviewed to see what's working and what isn't, so you can set new targets as your market changes.

1. When marketing specialists speak about a _____, they are referring to a decline in an economic cycle.
 - downsizing d
 - downturn d
 - downtime d
2. Horizontal marketing refers to when two companies market their products _____ (= together)
 - jointed j
 - jointly j
 - jointly j
3. When marketers speak about "engaging" an industry, they are referring to creating an interest or _____ within the industry about a product, service, etc.
 - clientele c
 - buzz b
 - rumor s
4. We've been trying to create a new metric (= method/system) of advertising.
 - Effectiveness
 - effectation
 - affliction
5. On the internet, consumers can take part in a kind of _____ marketing, which means that not only does a company market to the consumers, the consumers themselves can create content (through an application on a website, etc.)
 - two-way
 - two-approach
 - two-direction
6. The phenomenon in the previous question is commonly referred to as "consumer-_____ media."
 - general
 - given
 - generated
7. To put something "_____ " = To focus on the importance of something, to devote most of one's attention to something
 - front and center

outright
in the front

8. Unfortunately, this analysis doesn't really show the _____. (= all the facts, what's really going on)

whole picture
whole painting
whole drawing

9. If something is an industry-_____ standard, it means that it is used/adhered to by most people in the industry.

wise
wide
wire

10. The _____ new iPhone was launched last year.

people waiting on
awaited much
much awaited

Part 4**PLANNING****Active Vocabulary Focus**

Cultural awareness	Понимание культурных различий
Cross-cultural communication	Межкультурная коммуникация
To provide training	Проводить обучение (тренинг)
To work closely with	Тесно работать с
To meet customers' needs	Выполнять запросы покупателей
To build a team	Создавать команду
To experience culture shock	Испытывать культурный шок
To prepare a presentation	Готовить презентацию
To make a list of things	Заниматься спортом
To make profit	приносить прибыль
To meet the deadline	Укладываться всрок
To meet sales target	Достичь целей продаж
To modernize/ update	модернизировать
To impose a plan on sb	Осуществить планг
To improve performance	Улучшить выполнение работы
To invest in/ investment	вкладывать
To intend to do sth	стремиться
To take advantage of	Использовать возможность
To undertake research	Проводить исследование
Product launch	запуск продукта
To hold (about a room, a hall) ...people	Помещать, размещать, вмещать... человек

Planning Vocabulary Practice

1. Complete this extract from a presentation to a group of people wanting to start their own business (16–20) with words from the box. There is one word you don't need.

arrange / collect / do / estimate / invest / prepare
--

OK, so you've got an exciting new product idea and you want to develop and sell it. The first thing you have to do is _____ a plan. You need to see if there is a demand for your product, so you should _____ some research to find out how many people might buy it and who these people are. You also need to _____ information about similar products already on the market and what price they sell at. Next, you have to _____ the costs of developing, manufacturing and selling your product. And of course, you mustn't forget to add in the costs of running your business – office rent, salaries and so on. With this information, you can calculate

how much profit you could make. Then if you need help with financing, you can take your plan to a bank. Or you could try to find an equity partner – someone who wants to _____ in your idea ...

2. Guess the words according to their definitions. The first letter of each word is given.

1. the period after one has retired – r.
2. a piece of work that needs skill, effort, and careful planning, esp. over a period of time – p.
3. . to cause (someone or oneself) to become connected or concerned – i.
4. to spend more than you have planned – o.
5. a planned list or order of things to be done, dealt with – s.
6. to decide on an amount of money to be spent on a particular purpose – a.
7. new businesses that appear are called – s.- b.
8. .a written set of questions which a large number of people are asked to answer in order to provide information – q.
9. . an act of sending sound and/or pictures by radio or television – b.
10. a short description of a company esp. as given on television or in a newspaper – c.
p.

3. Match the synonyms.

- | | |
|------------------------|-------------------------|
| 1. to inform | a. to decide thoroughly |
| 2. headquarters | b. to evaluate |
| 3. international | c. to call off |
| 4. to forecast | d. head office |
| 5. to decide in detail | e. to let smb. know |
| 6. to modernize | f. to foresee |
| 7. to estimate | g. to update |
| 8. a presenter | h. overseas |
| 9. to implement | i. an announcer |
| 10. to cancel | j. to fulfil |

4. Translate the italicized parts of the sentences using word partnerships from the previous exercise.

1. We are short of time, so can you *говорить четко по делу*, please?
2. Our company has decided to move to another office, so now we *рассматриваем варианты* concerning the most suitable area for us.
3. My Granny has always told me to *планировать все с раннего возраста*.
4. He confidently *прогнозировал увеличение продаж* and he turned out to be right.
5. Organising the conference we tried to do our best to *держаться в рамках бюджета*.
6. We *установили крайний срок* for sending application forms.
7. Every company should decide on *основной идеей* thoroughly as it reflects the image and the values of the company.
8. As there have been tremendous changes in the reorganisation of our company we consider that we should *обновить наши бизнес планы*.
9. This department is in charge of *сбор информации* on marketing research.
10. The first point on our agenda is to *обсудить переезд* and to choose a transport company which will help us.

5. Form the right part of speech from the words “cancel”, “invest”, “present” in its correct form.

cancel

1. We are obliged to announce about all flights.
2. The flight is fully booked but if there are any we will let you know.
3. She her trip to New York as she felt ill.

invest

1. Your bank manager will advise you where to your money.
2. The government is trying to attract more into the shipbuilding industry.
3. I have almost everything to set up a new business: a great idea, a good business plan. The only thing I need is to find a private

present

1. The sales director will give a short on the new sales campaign.
2. Our company has placed an ad for the vacant position of a



When are we going to our new project?



6. Fill in the necessary words

Planning

- *What is the most important things to do when planning in business?*
- 1) It's important to have a clear _____ about your business _____. It's often called mission statements or vision statements - you cannot plan a journey without a destination in mind, so you need to know where it is you want to get to.
- 2) Choose the _____ for your business very carefully. There is a lot of good guides out there in the _____. This structure will then lead you logically and sequentially through all the _____ that you need to do.
- 3) Planning is very, very important: for _____ businesses, new businesses, you can make your mistakes on paper; and for established businesses embarking on new projects, the same applies.
- 4) One particular tip: desktop market research is great and is very _____, but research carried out talking to real clients who really want to buy your _____ or your _____ breathes life into any plan. Also, if you talk to clients and potential clients and find they don't like your offer, you can then find out what it is you would need to do in order for them to buy some adapted or revised offer.
- 5) So use your clients to market test your ideas and help you to _____ your plan. And again, this applies to both start-ups, new businesses, and established businesses; and with established businesses, it is always worth undertaking independent _____. Sometimes clients prefer to talk to third parties, especially if they have concerns.
- *How often do you think businesses should revise their plans?*
- Knowledge collection never stops. So business plans must be regularly _____ and used as working tools. The hard work that goes into a business plan - researching clients, _____, the marketplace - will be repaid, again and again, if you keep it all up to date. A business plan isn't something you do for your board or your bank. Your working business plan is a template for any plan that you might produce for an external funder, someone that you're looking to put _____ into your business to help you start, whether it's a bank or a business angel or an equity partner or even someone who might want to, to _____ your business outright. So the business plans are your route map, and any diversion should be noted. The destination, of course, always remains the same.

GRAMMAR

Talking about future plans (plan, hope, expect, would like, want, going to; present continuous)

The future can be expressed in several ways in English. Here are the different possibilities:

Future Simple: will + base form of the verb

Be Going To: am, is, are + going to + base form of the verb

Shall: Shall + subject + base form of the verb?

Future Progressive: will be + verbing

Present Simple and Present Progressive with Future Meaning

Time expressions in the Future Tense

There are several time expressions that are used in all of the different forms of the future tense. They are generally used at the end of the sentence or question. The most common are: tomorrow, next week (Sunday/month/year), in two days (weeks, months years), the day after tomorrow.

Future Simple: Will + Base Form of the Verb

This form is used to:

1. Describe a simple action in the future:

She'll write the e-mail after lunch.

Alice won't help us decorate for the party.

2. Make a prediction or give a warning:

Don't lift that. You'll hurt yourself

If you don't finish the bid, the boss won't give you a raise.

3. Make a spontaneous decision:

You dropped your purse. I'll get it.

subject	Positive will	Negative won't	Rest of the sentence
<i>I / You / We / They</i>	will	<i>Won't</i>	<i>see</i>
<i>He / She / It</i>	<i>will</i>	<i>Won't</i>	<i>see</i>

Contractions

In general, use the contracted forms of the pronoun + will:

I will > I'll / he will > he'll / she will > she'll / you will > you'll / we will > we'll / they will > they'll

Ex. I'll see you tomorrow. / You'll get the answer by post.

Try to use the short form won't instead of will not

Ex. I won't see you tomorrow.

Save the long forms for when you want to create emphasis in spoken English or when writing formal texts.

Ex. You will not do that again! / His hypothesis will not stand up to their criticism

Yes/No Questions in the Future Simple

To create a question that will be answered with a yes or no, use Will (or Won't) + subject + base form of the verb.

Will	subject	base form of the verb	rest of sentence
Will (Won't)	<i>I / You / We / They</i> <i>He / She / It</i>	send	that fax for me

Will Dave burn the CD for you?

Won't the girls be late for the party?

Wh- Questions in the Future Simple

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.

To form a Wh-question use: Wh-word + will (or won't) + subject + base form of the verb.

Wh word	Will	subject	base form of the verb	rest of sentence
What	wii	you	tell	him
Why	Won't	he	send	The letter

When will he give you an answer?

Why won't you tell him the truth?

Future – Be Going To

We usually use am, is or are + going to + the base form of the verb to talk about actions in the future that have already been decided on.

subject	To be going to		verb	Rest of the sentence
	positive	negative		
I	Am going to	Am not going to	buy	some clothes tomorrow
He / She / It	is	Is not		
You / We / They	are	Are not		

Dan's going to take the order over to the customer.

The girls are going to sing 'Amazing Grace' now.

They aren't going to buy the house.

I am not going to make dinner tonight. We're going out to a restaurant.

Yes/No Questions – Be going to

To ask a question that will be answered with either a yes or no, start with Am, Is or Are (or isn't/aren't for negative questions), then choose a subject (the person or thing doing the action), followed by going to + the base form of the verb.

Am I going to feel bad about my decision?

Is he going to watch the film tonight?

Are you going to participate in the race tomorrow?

Wh-Questions – Be Going To

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that will be doing the action), going to and the base form of the verb.

How much is the computer going to cost?

Why aren't you going to buy that car?

Future: Shall

Shall is used with the subjects I and we to make suggestions or to offer to do something for someone. It is always used in the form of a question.

shall	subject	verb	Rest of the sentence
Shall	I/we	send	Out for pizza

Shall we go for a walk?

Shall I help you with that?

The use of shall to mean will is formal English and is not commonly used today.

Future Progressive (Continuous) – will + be + verbing

Spelling Tip

Verbing (Present Participle)

Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking

For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding

For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying

For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > begging, begin > beginning. However: enter > entering (last syllable is not stressed)

We use will/won't + be + verbing (present participle) when we know that an action will be in progress at some time in the future or to describe something that has been pre-arranged.

subject	Will/won't +be+verb-ing		Rest of the sentence
	Positive	Negative	
I / You / We / They He / She / It	will be waiting	won't be waiting	for you

Don't phone me before 12:00. I will be meeting with a client.

You can take my car tomorrow. I won't be using it.

This time next year, we will be living in our new home.

Yes/No Questions in the Future Progressive (Continuous)

To ask a question that will be answered with either a yes or no, start with Will or Won't, then choose your subject (the person or thing that will be doing the action), followed by be + verbing (present participle).

Will/won't	subject	Be+verb-ing	Rest of the sentence
Will	I he / she / it	be exhibiting	at the show next month
Won't	you / we / they	be coming	to the wedding on Sunday

Will Allen be participating in the science fair next week ?

Won't you be visiting your mother when I'm in town?

Wh-Questions in the Future Progressive (Continuous)

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how,

To create a wh-question, start with the wh-word, then will +the subject (a person or thing that is doing the action), followed by be + the ing (present participle) form of the verb.

Where will he be waiting for me?

How will you be travelling to the exhibition?

Present Simple and Present Progressive with Future Meaning

The present simple tense may be used to express the future in order to talk about plans in the near future.

Her bus leaves at 6:00 Tuesday morning.

The present progressive tense may be used to express the future especially when you want to talk about plans arranged in advance. It is common to use it with verbs of movement.

I'm turning in my History assignment tomorrow morning.

Tag Questions in the Future Tense

Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure the person you're talking to understood what you meant or to emphasize what you said.

They're formed by using a positive sentence in the future tense forms and adding an appropriate auxiliary (helping) and a pronoun (I, you, we, they, he, she, it) and a question mark.

John will call her tomorrow, won't he?

All those girls will be sitting quietly, won't they?

You're coming over tonight, aren't you?

That bee is going to sting me, isn't it?

You may also add a positive tag when you're using a negative sentence.

Carey won't report me, will she?

The kids aren't going to play soccer tomorrow, are they?

You're not working tomorrow, are you?

Some verbs, like anticipate, expect, look forward to, hope and plan, automatically refer to the future. These verbs can be used in either the simple or continuous form. *I look forward to seeing you soon. I am looking forward to seeing you soon.*

We hope to do better next year. We are hoping to do better next year.

We plan to attract more foreign investment. We are planning to attract more foreign investment.

PRACTICE

Future forms

1. Fill in the blanks with the correct form of the future, using *will* or *going to*.

1. A: I'm afraid the fax machine isn't working.

B: Don't worry, it's not a very urgent letter. I will post (post) it.

2. A: We've chosen a brand name for the new biscuits.

B. Really? What _____ (you/call) them?

3. A: Why are you taking the day off on Friday?

B: I _____ (look) at a new house.

4. I'm afraid there's no sugar. Do you want a coffee without any?

B: No, I _____ (not have) one, thanks.

5. A: Have you decided what to do about improving the circulation of the magazine?

B: Yes, we _____ (cut) the cover price by 10% as from October.

6. A: I'm afraid I can't take you to the airport. Something important has just come up.

B: Never mind. I _____ (take) a taxi.

7. A: Do you need any help?

B: Oh, yes please. _____ (you/carry) the display stand for me?

8. A: Could you make sure Mr Wilson gets my message?

B: Yes, I _____ (tell) him myself when he gets in

2. Underline the correct answers.

1. Wait for me. I'll be/I'll have been ready in a moment.
2. We'd better wait here until the rain stops/will stop.
3. That looks very heavy. Will I/Should I help you?
4. We finish the course tomorrow so we're going out/we go out for a drink.
5. I've just heard the weather forecast, and it's/it's going to be sunny tomorrow.

6. A: 'Do you want me to phone them?' B: 'No, it's all right, I'll do/I'm doing it.'
7. Please don't leave until I come back/ I will come back.

3. Rewrite each sentence with will, shall or going to, using the verb underlined.

1. How about having a game of tennis at the weekend? a game of tennis at the weekend?
2. I've decided to study Arabic in Cairo.Arabic in Cairo
3. I promise to be back before midday. before midday.
4. I have an appointment to see the doctor, so I can't come. the doctor, so I can't come.
5. I plan to do my MBA in France. my MBA in France.
6. Would you like me to help you with those bags? with those bags?
7. It's possible for us to come back later if you like. back later if you like.
8. I intend to ask my Boss about opportunities for promotion..... my boss about opportunities for promotion
9. I want to have the salmon. the salmon, please.

4. Put the verbs in brackets into the will future or the present simple.

1. Sally is working on the sales forecast at the moment. I will give (give) you the figures as soon as I get (get) them.
2. The shipment isn't in yet, but the agent (phone) us as soon as it(arrive). If they (not receive) payment next week, I think they (take) legal action against us.
3. Give me the report and I (show) it to the lawyers before they (leave).
4. Analysts believe the share price of ICI (rise) after it (announce) its interim profit forecast next week.
5. When they (close) the factory next year, a lot of small local businesses (suffer).
6. When I (come) to England next year, I (give) you a ring and maybe we can arrange dinner

5. Two managers of an engineering company are trying to arrange a meeting the verbs in brackets into the present continuous.

PETER: Jack, Peter here. Could we arrange a time tomorrow to talk about the new freight schedules? Say, er... 9.15?

JACK: I'm a bit busy first thing because I am having (have) a meeting with a new driver. Would 10 o'clock suit you?

PETER: I'm afraid not. I _____(go) over to the factory, and after that I _____ (see) Mr. Henderson for lunch.

JACK: What time _____ (you/come) back?

PETER: At about 2.30 I suppose, but I _____ (not/do) anything special after that. Would you be free then?

JACK: NO, I don't think so. I _____ (see) a sales rep from Mercedes. We _____ (have) lunch from 2.00 until about 3.30. So shall we say 3.45?

PETER: Fine. I'll ask Janet to come along as well. We _____(meet) with her today, and I'll tell her about it

6. The export manager of an agricultural machinery company is talking to his PA about a sales trip. Put the verbs in the following sentences into the *will* future or the *present continuous*.

The export manager of an agricultural machinery company is talking to his PA about a sales trip. Put the verbs in the following sentences into the *will* future or the *present continuous*.

JANET: I've booked your flight and hotels for your trip to Ethiopia. You are leaving (leave) on the 18th at 6.30 a.m., and that means you (be) in Addis Ababa late afternoon.

DAVID: What about hotels?

JANET: You (stay) at the Addis Ababa Hilton, and you (have) to get a taxi there from the airport. Your first meeting is on Monday, and you (see) Mr Haile Mariam from the Ministry of Agriculture at 10.30.

DAVID: (I/need) any vaccinations?

JANET: I'm not sure, but leave it with me. Peter and I (let) you know what she says.

7. Complete the second sentence so it has a similar meaning to the first sentence. The answers include these forms: will, won't, shall, present simple, present continuous and future continuous.

1. I promise to phone you when I get back. When I get back, you.
2. Would you like me to close the window? I close the window?
3. After the conference we can travel back together. When thewe can travel back together.
4. They refuse to lower their price. They lower their price.
5. What job will you have after the company reorganisation? What doing after the company reorganisation?
6. I'll wait here until it stops raining. When it stops raining leave.
7. How about having a drink after work?we have a drink after work?
8. Are you free tomorrow evening? Are anything tomorrow evening?

TEXTS

Pre-reading

Do you prefer shopping in a supermarket or small shops? Why? How easy or difficult do you think it is for supermarkets to move into other countries?

Tesco plans to open Las Vegas supermarkets

Tesco plans to open Las Vegas supermarketsJonathan Birchall and Elizabeth Rigby Tesco's unusually low-profile US expansion strategy is about to take it to Las Vegas, one of the fastest growing cities in the US, in addition to its plans to open stores in the Los Angeles and Phoenix areas next year. Tesco is the UK's biggest supermarket chain, and retail analysts predict it will become Britain's biggest non-food retailer by the end of the year, overtaking Argos Retail Group. The US push is part of Tesco's 15 plan to expand in its domestic market and abroad. Tesco is looking for sites in Las Vegas for its planned Fresh & Easy range of mini-supermarkets. Tesco announced its US plans in March, after conducting comprehensive market research that included

a trial store in a warehouse in Los Angeles that looked like a film set. Tesco has not said how many stores it plans to open in the US and declined to comment on its strategy for Las Vegas. The company said in March it would invest £250m (\$476m) a year to fund its US expansion, a budget that should enable it to open as many as 200 stores a year. Las Vegas, with 1.7m people, is in Nevada, the fastest-growing state in the US. There is intense competition there for new customers between its existing traditional supermarkets- dominated by Kroger and Safeway and Wal-Mart, the largest US retailer, which now has about 20 per cent of the overall US grocery market. Tesco's strategy is based on creating a range of small stores on sites of about 14,000 sq ft similar to its Tesco Express concept in Europe.

- | | | |
|---|---|--|
| <p>1 Match the words (1-8) to their meanings (a-h) as they are used in the article.</p> <p>1 predict
 2 conducting
 3 trial
 4 declined
 5 witnessing
 6 intense
 7 dominated
 8 concept</p> | <p>a) doing or carrying out
 b) idea or design
 c) expect or forecast
 d) test
 e) experiencing or seeing
 f) controlled
 g) refused
 h) strong</p> | <p>2 True or false?</p> <p>a) This year, Tesco plans to open a store in Phoenix.
 b) Tesco is already UK's largest non-food retailer.
 c) Tesco has plans to expand both in UK and abroad.
 d) Tesco is planning to make films in the USA.
 e) Tesco will open up to 200 stores in America.
 f) Wal-Mart has more of the US grocery market than Safeway.
 g) Tesco's strategy is to have large food stores in America.</p> |
|---|---|--|

Strategic Planning

Organizations around the globe develop strategic plans. They carefully create a vision of their future and the strategies needed to get there. But many fail to realize their vision and fail to deliver the expected strategic results. Unfortunately, executive teams cannot pinpoint the reasons for this dilemma so they repeat the strategic planning cycle over and over, always hoping that the next strategic planning session will bring better results. And of course it doesn't. In our experience, there are 5 critical factors that will ensure your strategic plans are successfully implemented. Engagement "Only 23% of companies use a formal strategic planning process to make important strategic decisions. In 52% of companies, these decisions are made by a small senior group."McKinsey & Co.

Strategic Planning is a process not an event. A key element in the process is the engagement of all levels of staff throughout the organization. Staff engagement generates additional input and helps build their commitment to the end plan. It is essential to involve employees in the planning of strategy and direction for the organization.

Employee's input will:

- Provide insight into issues, challenges, concerns, and opportunities which may not have been known or fully understood.
- Ensure their "buy-in" to help execute the strategies.

The senior management team will not execute the strategies – staff will. Engage them and your strategy execution success rate will increase dramatically.

Communication. "2 out of 3 HR and IT departments develop plans that are not linked to the company's overall strategy".

Harvard Business School

Strategic Planning processes are successful when a bottom up and top down communication approach is taken. It starts off with a communication to all levels of employees informing them that a Strategic Planning process will be undertaken. It includes how they will be involved in this process. This is the bottom up communication. Employees will provide input to the strategic planning process through feedback surveys, focus groups, meetings, etc. regarding their ideas for organizational direction, etc.

It is followed by the top down communication. Senior management will share the strategic plan with employees. They will communicate to all employees how their engagement will help ensure success in the execution of these strategies.

Innovation

“Organizations need the courage to try something risky that they don’t know will work. Why? Because if they know it will work, they’ll only get an improvement to what they already have. Yet if they try something that is a little dangerous and new, they will realize true innovation.”

Michael Stanleigh

Some strategic plans include strategies to develop a new product or deliver a new service or re-structure a department, etc. They put teams of individuals together to work on these major initiatives and give them investment money to ensure success. Yet over time it becomes apparent that this team won’t realize the strategic goal given to them and the strategy itself will be deemed a failure. This is wrong!!

This is not a failure of execution. It is the lack of an Innovation Process to manage the strategy that led to the failure. The senior management created strategies that required innovation to achieve them. This is unfortunately, very common.

Many organizations tell their employees to be more innovative. They create strategies for new products and services. But they fail to develop a strategy for Innovation which includes reshaping the organizational culture to be innovative, implementing a process for managing innovations, etc. Research in Motion is a classic case. They’ll tell you that they’re very innovative. They market it and promote it. But look at their Strategic Plan. They lack a clear strategy for innovation – but they do have strategies for new product development. Yet since the development of the Blackberry, they haven’t released a single innovative product. They will of course disagree. The Playbook is an Ipad with less functionality. It’s not an innovation.

However, there are many examples of organizations that have a strategy for innovation and this helps drive their new product and service delivery strategies. These include Apple, Google, Zodiac and BMW.

Project Management

“Most devastatingly, 95% of employees do not understand their company’s strategy. (How are they supposed to execute a plan if they don’t understand it?)” Harvard Business School

Once the strategic plan is together, there are two critical elements related to project management. One is to identify the projects that are required to ensure success in the execution of each strategy. Another is to develop a prioritization of all these projects to ensure the high priority ones have the proper resourcing to ensure success. This requires a high involvement and commitment on the part of employees to spend the time required on the projects.

The high level of involvement of employees ensures that they understand the strategic plan. It increases their level of commitment to ensure the strategy is successfully executed because they understand how their work and the work they’re completing on the project helps the organization to realize some or all of one of their key strategies. Establish a clear and meaningful strategic planning process. Engage all levels of employees to ensure success. Communicate to employees throughout. Use an innovation process for all new product development, service delivery, etc. strategies. Create projects to manage the strategies and prioritize all of these projects to ensure they are properly resourced. Re-shape the organizational culture to be more adaptive to the changes the strategic plan requires.

Pre-reading

Is time-management important for both managers and employees?

Read the text and do the tasks

Myth about time management

1. Complete the text with the words

Good afternoon. The subject of my presentation today is 'The Myth of Time Management'. Why is it a myth? Well, there are thousands of books and (a) *internet* courses on the market which are designed to help people be better managers of their time. They all suggest techniques for using our time more efficiently. They recommend making 'to do' lists, prioritising, and not answering the phone as ways to make us more time (b) But do these techniques really work?

Well, they say that time is money. That may be true, but time is certainly not like other resources which we manage, such as materials and machines. It is much more complex than that because use of time depends to a big extent on personality and attitude. Sometimes we can change our own behaviour, but time management really depends on changing the behaviour of other people around us and the demands they make on our time. At best, this is difficult, but more often than not it is beyond your control. As a result, you can be a very efficient user of your time – disciplined, organised and choosing the right moment to do vital (c) – yet still feel stressed and overworked. To be honest, in many cases, this is simply because you are being asked to do more than is possible in the time available.

This leads me on to the next point, because in fact, time management is frequently about making choices that in reality we don't have. One of the recommended techniques is to close your door at certain times, or leave your voice (d) to deal with calls. That's fine, but if interruptions and dealing with unpredictable human problems are part of your work, then those techniques don't help very much.

Another time-management technique is to analyse what you are doing and decide if it is important or not. Well, I think most people of average (e) can normally distinguish between activity which is useful and activity which is a waste of time. Unless they dislike their job or their employer, they will do useful things in their work time. In fact, often the problem is feeling guilty about using time to think or acquire skills and ideas which are not immediately productive. What apparently is a waste of time, is actually extremely useful because in the long run, it will make you more efficient.

Time management may work with jobs with very defined tasks, where procedures and processes are very clear. Machine (f), for example, don't have to worry much about managing their time because the pace of work is imposed from outside. On the other hand, if you are faced with a task which involves creativity or (g)-solving, how to go about performing the task may not be clear. It could also be that you are in a job where you lack either the necessary skills or appropriate training to carry out your duties.

I will go on to look at these different aspects of time-use in more detail, but we have to remember that there will always be more work than time. This is what keeps us employed. How effectively you use your time is to some extent a question of ability, training and proper planning. But above all, it is about having a positive attitude towards your work, combined with reasonable (h) about how much you can do.

OK, that's a brief summary of the points I'd like to cover. Now let's go back to look at the question of how we can change

Discussion

- Is the speaker for or against time management techniques? Do you agree? Why/why not?
- Underline four phrases in the script which can be useful in a presentation.
- How well do you manage your time? Complete the 'You' column with approximate percentages for the time you spend on the different activities. Add other activities, if necessary. Then complete the 'Your partner' column by asking *How much time do you spend on ...?* Then change round.

Activity	You	Your partner
planning & delegating		
meetings		
correspondence		
telephoning		
reading		
dealing with problems		
.....		
.....		
	100%	100%

What differences are there between the way you and your partner manage your time? Why do you think this is?

PART 5 EMPLOYMENT

Active Vocabulary Focus

employment
be self-employed
work
freelance
business people
flexible
employer
fixed-term
contract
part-time
worker
administration
Human resources HR
recruitment
staff
appraisal
welfare
pension
ensure
available
meet the needs
team
job
rotation
job security
recruitment
jobseeker
post
application form
fill in
resume
covering letter
curriculum vitae

Work plays a major part in most people's lives. Many people choose to be self-employed (to have their own business) or to work freelance for several employers.

As labor market becomes more flexible, many employers respond by increasing the number of fixed-term contracts and part-time workers.

In large organizations, administration of people is done human resources or HR. Human Resources department of a company is responsible for planning, recruitment of new people,

staff training and development, staff appraisal, welfare, pensions administration and industrial relations. It works to ensure that the right people are available to meet the company's needs.

Some companies move their works regularly between teams or departments. This is called job rotation. Job security is for to job will last for a long time.

Personnel departments are usually involved in finding new staff and recruitment them. Recruitment is the process of employing new people. When a company needs to recruit or employ new staff, it may advertise the vacancy in newspaper, or may contact an employment agency, a private company that matches jobseeker with jobs.

If you are jobseeker and you are interested in a particular post, and decide to apply for the job. The first step is to get an application form and a job description from the company. The next step is to fill in the form and give the resume (AmE) curriculum vitae (CV), which is a summary of your work history, education and skills. You should also send covering letter supporting your CV. By doing this you have become an applicant. The company's Human Resources department will select the most suitable applicants and invite to attend an interview.

HR Vocabulary focus.

Read the text, explain the unfamiliar words

Human Resources (HR). formerly known as **Personnel**, is the Cinderella of company departments. **Production managers** manage production, sales directors head up their sales teams, but HR directors do not. strictly speaking, direct employees.

They act more as **facilitators** for other departments: they deal with **recruitment** in conjunction with departmental managers, they administer **payment systems** in tandem with accounts, they are perhaps present at **performance appraisal reviews** when **employees** discuss with their managers how they are doing, they may be responsible for providing training, in industrial relations they are involved in complaints and **disputes procedures**, and they often have to break the news when people are **dismissed**.

Human Resources Management specialists may be involved in:

- introducing more "scientific" selection procedures: for example the use of tests to see what people are really like and what they are good at, rather than how they come across in interviews.
- implementing policies of **empowerment**, where employees and managers are given authority to make decisions previously made at higher levels.
- **employee training** and, more recently, **coaching**: individual advice to employees on improving their **career prospects**, and mentoring: when **senior managers** help and advise more **junior** ones in their organisation.
- actions to eliminate *racial and sexual discrimination* in hiring and promotion and to fight **harassment** in the workplace: bullying and sexual harassment.
- **incentive schemes** to increase motivation through remuneration systems designed to reward performance.

But their services may also be required when organisations **downsize and delayer**, eliminating levels of management to produce a **lean or flat organisation**: trying to maintain the morale of those that stay and arranging **severance packages** for employees who are **made redundant**, sometimes offering **outplacement services**, for example putting them in touch with potential employers and advising them on training possibilities.

Professional people who are made redundant may be able to make a living as **freelancers**, or in modern parlance, **portfolio workers**, working for a number of clients. They hope to be on the receiving end when companies **outsource activities**, perhaps ones that were previously done **in-house**.

This is all part of flexibility, the idea that people should be ready to change jobs more often, be prepared to **work part-time** and so on. The message is that the era of lifetime employment is over and that people should acquire and develop skills to maintain their **employability**.

Employment Vocabulary Practice

Match the words and phrases with the correct definition from the list below:

director, president, Board of directors, employee, personnel, customer, location, senior, managing director;

1. the place where something is located;
2. a person who works another person, business or government;
3. a person who buys something from a shop, pays for a service or orders something from a company;
4. a group of directors who are responsible for running a company and usually have legal responsibilities to it;
5. a company director who is responsible for the day-to-day running of a company;
6. the chief officer of a company who is responsible for deciding and carrying out company policy;
7. a person in charge of a department;
8. the people employed by an organization; the staff;
9. people at the head of an organization.

OFFICE EVERYDAY WORDS STUDY

Match English words with their Russian equivalents

1. the CEO	a. независимый
2. to be responsible for	b. бухгалтер
3. articulate	c. (личный) помощник
4. accountant	d. обеспечивать
5. to be in charge	e. четко выражающий свои мысли
6. independent	f. отвечать за что-либо
7. make sure	g. ответственный
8. PA	h. главный исполнительный директор

WRITTEN TRANSLATION

Translate from Russian into English

- 1) Главный исполнительный директор несет непосредственную ответственность за эффективную работу фирмы.
- 2) Человек по связям с общественностью должен быть общительным, энергичным и творческой личностью.
- 3) Работа специалиста по системному анализу включает изучение бизнес операций.
- 4) Бухгалтер отвечает за все финансовые операции на фирме.
- 5) У каждого директора фирмы есть один или два (личных) помощника.
- 6) Пиарщик, который свободно говорит на двух иностранных языках, незаменимый сотрудник на фирме.
- 7) Программист обеспечивает работу всех компьютеров на фирме.

GRAMMAR

Reported Speech. Indirect questions and statements

Reported speech means that someone's words (direct speech) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type.

Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work. For comparison, the examples in the material below are given in pairs: the first sentence in each pair is in direct speech, and the second sentence is the same sentence in indirect speech.

If the verb in the main clause is in the present or in the future, the sequence of tenses in reported speech shouldn't be a problem because the tense in the subordinate clause doesn't change. But note that word order in subordinate clauses of reported questions (indirect questions) is that of a statement. The conjunctions "if, whether" are used in reported general questions, while reported special questions keep as conjunctions those interrogative words (what, who, when, where, why, how) which they had in questions in direct speech.

He says, "I want to go there with you." – *He says that he wants to go there with us.*

He says, "I haven't seen her today." – *He says that he hasn't seen her today.*

He asks, "Does she live in this house?" – *He asks whether she lives in this house.*

He asks, "When will she come back?" – *He asks when she will come back.*

Past tense in the main clause and the changes it requires

If the verb in the main clause is used in the past tense (usually, the simple past of the verbs "say, tell, ask, answer"), the verb in the object subordinate clause in indirect speech should also be used in one of the past tenses.

Generally speaking, the tenses in object clauses change in the following way: the simple present is changed to the simple past; the present continuous is changed to the past continuous; the present perfect is changed to the past perfect; the present perfect continuous is changed to the past perfect continuous; the simple past is changed to the past perfect; the past continuous is changed to the past perfect continuous; the past perfect and past perfect continuous remain unchanged; the future tenses are changed to the future in the past (i.e., "will" is changed to "would").

In addition, when you change sentences from direct speech to indirect speech, it is often necessary to replace some pronouns and adverbs in the subordinate clause.

Personal pronouns change depending on the sense of the sentence, and the demonstrative pronouns "this, these" are changed to "that, those".

Anna said, "I know your sister." – *Anna told me that she knew my sister. Anna told him that she knew his sister.*

She said, "I know this man." – *She said that she knew that man.*

Adverbs of time and place that are usually replaced

"today" is replaced with "(on) that day";

"this morning, this afternoon, tonight" are replaced with "that morning, that afternoon, that night";

"now" is replaced with "then";

"tomorrow" is replaced with "the following day";

"next week, next month" are replaced with "the following week, the following month";

"in a few days" is replaced with "a few days later";

"yesterday" is replaced with "the day before";

"last week, last month" are replaced with "the week before, the month before";

"three days ago, a week ago" are replaced with "three days before, a week before";

"here" is replaced with "there".

Exception from the rule

If a general truth is expressed in the object subordinate clause, the present tense is normally used in the subordinate clause despite the fact that the past tense is used in the main clause.

The teacher said that water boils at 100 degrees Celsius.

The teacher said that water freezes at 32 degrees Fahrenheit.

Departure from the rules of the sequence of tenses

The above-mentioned changes in the subordinate clause (if the verb in the main clause is in the past tense) are required by the rules of the sequence of tenses, but the changes also depend on the context and do not take place in all cases. Compare:

He said, "I will visit her tomorrow."

He said that he would visit her the following day. (If "tomorrow" was in the past at the moment of speaking, it is replaced with "the following day".)

He said that he would visit her tomorrow. (If "tomorrow" was still in the future at the moment of speaking, it stays in the sentence as "tomorrow".)

He said that he went to the park yesterday. (If "yesterday" was still "yesterday" at the time of speaking, the simple past and "yesterday" remain unchanged.)

She said, "I like this town."

She told me that she liked that town. (The speaker is in some other town at the moment of speaking.)

She told me that she liked this town. (The speaker is in this town at the moment of speaking.)

In those cases where it is necessary to keep the expressions indicating specific time in the past in the subordinate clause (for example, yesterday, last year, a month ago, in 1995), the simple past usually remains unchanged in the subordinate clause. This is also true of the other object clauses, not only of those in reported speech.

I knew that she left for Tokyo two weeks ago.

I was sure that he came back last month.

He said, "I visited Paris in 1995." – He said that he visited Paris in 1995.

He said, "I was watching TV when the telephone rang." – He said that he was watching TV when the telephone rang.

In some cases, the simple past may remain unchanged in the subordinate clause if a completed action in the past is meant.

She said that Mike told / had told her about it.

He said that he bought / had bought a car at that car dealership.

He said that he built / had built a house for his son.

He said that he didn't find / hadn't found them.

In everyday speech, if the speaker feels that the action in the subordinate clause is still relevant to the present, the present tense may be used in the subordinate clause despite the fact that the past tense is used in the main clause.

Anna said that she feels tired. Let's go home.

He wrote in his letter that he is going to see Dr. Crosby tomorrow, so we will be able to find him at the clinic.

She repeated several times that she wants to talk to you tonight. Do you know what it is about?

Language learners should follow the rules of the sequence of tenses strictly, especially in formal speech and writing and in various oral and written tests of English.

Examples of indirect speech in different types of sentences

The examples below show how different types of sentences in direct speech are changed to indirect speech if the verb in the main clause is in the past tense.

Statements

She said, "I live here." – She said that she lived there.

She said, "I am writing a letter now." – She told me that she was writing a letter then.

She said, "I have already written three letters." – She said that she had already written three letters.

He said, "They will be disappointed when they learn that she has sold her house." – He said that they would be disappointed when they learned that she had sold her house.

He said, "She was fired last week." – He said that she had been fired the week before.

General questions

He asked, "Do you know this man?" – He asked me whether I knew that man.

She asked him, "Have you finished your work?" – She asked him if he had finished his work.

He asked her, "Did you go there alone?" – He asked her whether she had gone there alone.

He asked, "Did you go to Spain in 2005?" – He asked whether she went to Spain in 2005.

Special questions

He asked, "What's the matter?" – He asked what the matter was.

He asked me, "What are you doing?" – He asked me what I was doing.

He asked her, "How long have you been in Moscow?" – He asked her how long she had been in Moscow.

I asked, "When did you visit New York?" – I asked him when he visited New York.

Commands

She said, "Go to your room." – She told me to go to my room.

She said, "Buy some bread, please." – She asked me to buy some bread.

He ordered, "Stay where you are!" – He ordered them to stay where they were.

Suggestions

He said, "Let's go to the lake." – He suggested that we go to the lake. / He suggested going to the lake.

She said, "Why don't you watch a movie?" – She suggested that we watch a movie. / She suggested watching a movie.

Sentences with modal verbs

Modal verbs in the subordinate clause agree with the past verb in the main clause in the following way: "can" is changed to "could", "may" is changed to "might", "will" is changed to "would". "Must" is usually replaced with "had to" but may remain unchanged in some cases. "Could, might, ought to, should, would" do not change.

She said, "I can't find your book." – She said that she couldn't find my book.

She said, "I must go to the bank." – She told me that she had to go to the bank.

She said, "He may refuse to do it." – She said that he might refuse to do it.

She said, "You should call him." – She said that I should call him.

PRACTICE

Indirect questions and statements

1. Underline the correct words.

1. Sally told/told me that she had lost the catalogue.
2. This is confidential, please don't say/tell anything about it.
3. This is confidential, please don't say/tell anyone about it
4. Chris said/said me he must leave early
5. I said/told them about the meal, and they said/told they would come.
6. 'You see,' told/said Steve, 'I always told/said you'd get a promotion.
7. 'You see,' told/said Steve, 'I always told/said you you'd get a promotion.'
8. 'Look,' I told to/said to her, 'why don't you tell/say me what you mean?'

2. Look at the actual words spoken. Underline the correct words in the reported version.

1. (Helen's words) 'I won't do it until tomorrow.'
Helen said *I/she* wouldn't do it until the *previous/following* day.
2. (Peter's words) 'It's very busy in here. I'll call you later.'
Peter said it was very busy *here/there*, and he'd call *me/him* later
3. (The sales manager's words) 'We received your order last week.'
He said *they'd/we'd* received *our/their* order the week *after/before*.
4. (Mel Bowen's words) 'I'm sorry about the delay, I'll deal with this now.'
She said *she/I* was sorry about the delay, and she'd deal with it *right then/later*

3. Rewrite each sentence in reported speech.

- 1 'Are you on holiday for the whole of August?' she asked me.
She asked me
2. 'What do the letters 'URL' mean?' I asked him.
I asked him.....
3. 'Have you prepared the figures?' my boss asked me.
My boss asked me
4. 'When is your birthday?' I asked Francesca
I asked Francesca.....
5. 'Did you remember to back up the file?' she asked him.
She asked him.....
6. 'Why have you turned off the air conditioning?' Ellen asked me.
Ellen asked me
7. 'Do you speak Italian?' they asked me at the interview.
They asked me at the interview.....

4. A customer came to a Mercedes showroom in a very old Fiat. There was an old lady in the back of the car. Look at some of the things the customer and the salesman said. Then rewrite the sentences in reported speech. (This is based on a true story.)

*The customer said, 'I'm thinking about buying a new car'.
The customer said*

*The salesman said, 'The new S500 is very good value'.
The salesman said.....*

*The customer said, 'I bought a Mercedes in 1985 and I liked it a lot'.
The customer said.....*

*The salesman said, 'You can take it for a test drive'.
The salesman said*

*The customer said, 'I don't have any identification but the woman in the car is my grandmother'
The customer said*

*The salesman said, 'That will be fine'
The salesman said*

*Two hours later, the salesman said, 'Your grandson is taking a long time'.
The salesman said*

*The woman said, 'He isn't my grandson... He offered to drive me to the shops. I have never seen him before'
The woman said*

5. A colleague of yours came back from a business trip, and you asked her the following questions. Rewrite the questions using reported speech.

1. Did you have a good trip? *I asked her if she had had a good trip.*
2. 'Have they signed the contract?'
3. 'Will you need to go back again?'
4. 'Was the hotel OK?'
5. 'Did you have any time off?'
6. 'Are you feeling tired?'
7. 'Did you have any problems?'
8. 'Do you feel confident about the project?'
9. 'Did they like the idea of a joint venture?'

6. Rewrite the following sentences. Use the introductory phrases and either a question word or if.

Does the bank have a branch in Geneva, I wonder? *I wonder if the bank has a branch in Geneva.*

When will the plane get in? Do you know?

Do you know when the plane will get in?

11. How are the negotiations going, I wonder?
I wonder
12. Is Peter coming to the meeting? Do you know?
Do you know
13. When is the talk going to start? Could you tell me?
Could you tell me
14. Should I take the job? I'm not sure.
I'm not sure.
15. Where is their head office? I don't know.
I don't know
16. Will they accept our offer, I wonder?
I wonder
17. Have they sent us an order form? Could you tell me?
Could you tell me
18. How did they get this information, I wonder?
I wonder

TEXTS

Job interview

Read the text and answer the questions below.

Interviews may be carried out in a one-to-one situation; or a group of interviewers may interview a single candidate; or a single interviewer may interview a group of candidates. Each type of interview has its advantages and disadvantages.

The one-to-one interview is the most common. It has the advantage of being the most natural situation. It is easier to build up a relationship with the candidate: he will feel at ease and will answer questions more fully and more naturally. In this way the interviewer is likely to find out a good deal about the candidate. In particular he will be in a good position to find out whether or not he would want the candidate to work with him or under him. These advantages carry with them certain disadvantages. The interviewer may be so strongly affected by his own positive or negative feelings that he is unable to assess the candidate fairly. The interview may

be so relaxed that the interviewer ‘forgets’ to explore certain areas, it may turn into a conversation about topics of mutual interest. The candidate himself or the interviewer’s organization are likely to feel that the procedure is somewhat unfair: a prospective employee ought not to be accepted or rejected on the basis of an interview with just one person. And, of course, unless the interviewer is highly skilled, the candidate and the organization are right – because the best people are not necessarily going to be selected.

1. What is the most usual type of interview?
2. What is its general advantage?
3. What can the interviewer find out particularly well?
4. What happens when the interviewer gets too relaxed?
5. Why might some people think this type of interview is unfair?
6. How can it be made fairer?
7. How are interviews carried out in our country?
8. Do you think you could be a fair interviewer yourself?

Your first interview

Read the advice and think of advice you would give to a novice interviewee. Then get into groups and prepare the list of ideas to compare them afterwards.

With unemployment in many countries so high, and often scores of applicants chasing every job, you have to count yourself lucky to be called for an interview. If it’s your first one, you’re bound to be nervous. (In fact if you’re not nervous maybe your attitude is wrong!) But don’t let the jitters side-track you from the main issue which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here’s how:

Before the interview:

DO

- Find out as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.
- Jot down your qualifications and experience and think how they relate to the job. Why should the employer recruit you and not somebody else?
- Choose your interview clothing with care: no one is going to employ you if you look as though you’ve wandered out of a disco. Whether you like it or not, appearance counts.
- Make sure you know where the interview office is and how to get there. Be on time, or better, a few minutes early.
- Bring a pen. You will probably be asked to fill in an application form. Answer all the questions as best as you can.

DON’T

- Walk into the interview chewing gum, sucking on a sweet or smoking.
- Forget to bring with you any school certificates, samples of your work or references from your previous employers.

At the interview:

The interview is designed to find out more about you and to see if you are suitable for the job. The interviewer will do this by asking you questions. The way you answer will show what kind of person you are and if your education, skills and experience match what they are looking for.

DO

- Make a real effort to answer every question the interviewer asks. Be clear and concise. Never answer 'Yes' or 'No' or shrug.
- Admit it if you do not know something about the more technical aspects of the job. Stress that you are willing to learn.
- Show your enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, have at least one ready to show that you're interested and have done your homework.
- Sell yourself. This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you).
- Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme.

DON'T

- Forget to shake hands with the interviewer.
- Sit down until you are invited to.
- Give the interviewer a hard time by giggling, yawning, rambling on unnecessarily or appearing cocky or argumentative.
- Ever stress poor aspects of yourself, like your problem of getting up in the morning. Always show your best side: especially your keenness to work and your sense of responsibility.

10 tips for improving your career

Read the article and speak about your career plan using the underlined words

Careers can improve or completely change direction over time, but long term changes don't just happen overnight - you need to work at it. When new opportunities arise - sometimes popping up without notice - will you be ready for them? There are many things you can do to increase your chances of being prepared for these opportunities when they appear.

1. Re-evaluate Your Priorities: Take some time to stop and think about what your priorities are in your career and your life in general. Don't be side tracked by something that sounds good on the surface but won't take you where you want to be with you career. Just because someone else may do this, that or the other thing to develop their career path, doesn't mean you need to. Dowhatisbestforyou.

2. Read: books, magazines, and trade journals related to the industry of either the job you have now, or from an industry you would like to be employed in. Reading will help you acquire a better perspective of the industry and your place in it.

3. Do Volunteer Work: Volunteer to do work for a charity or other non-profit organization. Volunteering is a great way to network with both other volunteers and with the people working at the organization. This can especially be helpful if you can do volunteer work in an industry you would like to get a job in. You will not only have the opportunity to network but will gain experience in that industry as well as learn more about what a job in that field would be like on a day to day basis.

4. Exercise Regularly: Exercise will make you feel better and be healthier. It will help you increase your stamina when working long hours or taking weekend or evening classes - or just getting through a typical work day. Right or wrong, healthier feeling people radiate an energy that is more likely to get them promotions and raises.

5. Eat Right: Along with proper exercise, eating right can have the same positive effects mentioned above. If you have kids, proper diet for yourself is essential for teaching your kids good eating habits.

6. **Take Computer Classes:** In almost all jobs in every industry basic computer skills are becoming more and more necessary. Classes in MS Word, Power Point or Excel could really help boost your career. Taking classes is a great way to meet new friends and network too! And if taking classes isn't your thing, or if you can't afford it, many books and online tutorials are available to teach yourself.

7. **Develop Your Communication Skills:** Good communication skills are essential for all endeavors in life, especially for careers. This includes verbal, written and body language communication. Consider joining a local Toastmasters Club to increase your public speaking ability. These clubs are great even if public speaking really makes you nervous - the club members are very supportive! You will learn a lot from listening to other members speak also. Many books are available to help with writing skills and good body language. Remember, people who appear relaxed and composed, and can communicate their ideas clearly are more likely to get promotions and raises.

8. **Learn a Foreign Language:** Learning a foreign language can be quite a challenge, but rewarding as well! Studying the culture and language native to a different country can help make you more aware of alternate ways of doing things - to think outside the box! Many companies have offices in other countries, knowing the language of one of these countries could help make you more qualified for positions opening there. Spanish would likely be the most helpful foreign language to learn for those in the US.

9. **Travel:** If you can afford to take vacation - do it! Travel, much like learning a foreign language, can help open your mind up to new possibilities. Of course, it's great fun and relaxing too!

10. **Challenge Yourself:** Always challenge yourself - step outside your comfort zone. This is the only way you can grow both personally and in your career. Don't be afraid of trying something difficult, even if you fail at achieving what you originally intended to accomplish - you will still learn something new from the experience - and this will help your career.

Bosses crack down on social networks amid leaks

Companies are cracking down on employees' use of social networks and increasingly are tracking their e-mails in an attempt to stop secrets leaking out.

The recession and resulting layoffs have increased the risk of disgruntled or departing employees leaking information in revenge or for monetary gain. A survey in the United States showed that almost a third of companies — 31 per cent — had dismissed workers for violating e-mail policies.

American companies are also increasingly concerned about a growing number of data leaks caused by employee misuse of blogs, social networks and even Twitter.

Workers are posting sensitive information on their pages in LinkedIn, Facebook and MySpace, not realising that their employers are checking their online profiles.

The survey by Proofpoint, an American data security group, found that 17 per cent of US companies had information exposed through these channels, up from 12 per cent a year ago, and that 8 per cent had dismissed employees because of it. Even Twitter can pose a threat to a company's confidential information, the survey found. More than one in ten companies had investigated a data leak involving such micro-messaging sites in the past year.

Outgoing e-mail remains the most serious problem. According to Proofpoint's survey of 220 US companies with more than 1,000 employees, the number employing staff whose main role is monitoring outbound e-mails had doubled in a year to 33 per cent.

British companies are even more rigorous. A survey last year showed that more than half regularly audited e-mail to ensure compliance with company rules. Financial and legal organisations have a duty to monitor e-mail traffic to comply with regulations and to cover them in the event of legal action, but the practice is spreading to all sectors. Companies can buy software that tracks e-

mail traffic and raises flags if words such as “secret” come up. Others perform regular random sampling of employees’ e-mails.

Morag Hutchison, an employment law expert at Pinsent Masons, said that companies wanting to take action relating to staff e-mail or internet use must clearly spell out what they regard as acceptable usage.

Mike Harvey, San Francisco

From The Times

August 19, 2009

COMPREHENSION

Answer the questions.

1. Why are employers becoming more cautious about their employee’s usage of social networks?
2. Why are employees sometimes involved in data leakage?
3. What does ‘sensitive information’ mean?
4. What are the ways of detecting data leakage?

Pre-reading

What a procedure of getting a salary increase in your country and abroad?

Read the text and answer the questions

The money move

You want a raise. You deserve a raise. But how do you ask for a it? Experts say there are several ways to make the interchange less stressful and more successful.

The first sign her co-workers noticed was the empty candy bowl. Lisa, an accountant at a construction company, was a cheerful woman who had always kept a dish of goodies on her desk. When she started removing the pictures and the plants from her office, rumours began to circulate. She did not explain her behaviour to anyone. Then the candy dish disappeared. 'She had been promised a raise* for a long while,' recounts Linda Talley, an executive coach based in Houston. Removing things from her office was a subtle way of letting her employers know she wouldn't wait any longer, but it worked. A few months later her salary was boosted by \$5000. There are many ways to risk for a raise, and Lisa's method is not for everyone. But experts say there are some basic ways to enhance your prospects for success.

Adding value

The golden rule is to oiler value, based on qualifications and achievements. Forget about your years of hard work, your experience, your personal needs and expenses, your mortgage, your ailing grandmother and your Great Dane's dog food bills. The 'dumbest case you can possibly present is one based on pity,' warns Howard Figler, a career counselor and author of *The Complete Job-search Handbook*.

In the private sector, your contribution probably falls within certain categories. You may be a key person who attracts new customers or one who is skilled at retaining the present relationships. You may be a cost-cutter, who improves the company's bottom line. Less quantifiable, but no less important, your reputation might enhance that of your employer or you could be one of those sunny personalities who boosts the morale of all around them, enhancing productivity. K&D. It stands for 'research and documentation', which is your responsibility. You must pinpoint your worth in the marketplace before entering into any salary negotiation. Although specific salaries are a taboo topic and . rarely discussed among co-workers, you can find comparative information on career-related websites and through professional organisations. Brad Marks, CEO of an executive search firm specialising in the entertainment industry, recalls a cable TV company division head who wanted a 30 percent raise as a good example. When Mr Marks asked him to make a case for the huge jump, the executive returned armed with details of

his contributions over the years and the statistics to show he was underpaid compared to peers in the company and the industry. 'However, some people just give a number at random,' according to Mr Marks. Taking the plunge. Now that you have done your homework, it is time to prepare yourself mentally for the big day. Few people enjoy the idea of confronting their boss and risking refusal (which is one reason so many companies have built in a structured system of regular reviews and promotions), but it is important to remain calm. Lastly, even if your palms are sweating, don't forget to smile.

- 1 Read through the whole article. Who are these people?
 - a) Brad Marks
 - b) Howard Figler
 - c) Linda Talley
 - d) Lisa

- 2 Find expressions in the article that mean:
 - a) colleagues. (2, 7 letters)
 - b) American English for 'sweets'. (5 letters)
 - c) information that you hear unofficially, that may or may not be true. (7 letters)
 - d) the things that someone does or says considered as a whole. (9 letters)
 - e) someone whose job is to 'train' and advise senior businesspeople about their careers. (9, 5 letters)
 - f) increased. (7 letters)

- 3 Match the verbs 1–8 with the expressions a)–h) from the article.

1 offer	a) your experience
2 forget	b) your employer's reputation
3 present	c) value
4 attract	d) present relationships
5 retain	e) new customers
6 improve	f) morale
7 enhance	g) the company's bottom line
8 boost	h) a dumb case

- 4 Now match the expressions in question 3 with their meanings.
 - a) keep on good terms with current customers and suppliers
 - b) use weak or stupid arguments
 - c) improve the way people feel
 - d) improve the opinions that people have about your company
 - e) obtain new clients
 - f) add to profit because of your qualifications and experience
 - g) don't talk about what you have done
 - h) contribute to the company's profitability

- 5 Look at the expressions in italics as they are used in the article. True or false?
 - a) *R & D* (line 62) here means 'Research and Development'.
 - b) If you *pinpoint* (line 65) something, you identify it.
 - c) It is generally acceptable to talk about a *taboo topic* (line 69).
 - d) If you are *armed with* (line 83) information, you have it with you and use it to your advantage.
 - e) Your *peers* (line 87) are the people above and below you in your organisation.

Pre-reading

What does the 'voodoo' mean? How will you explain it in combination 'voodoo electronics'?

Read the text and answer the questions

Voodoo expense

David Wolff was walking down Bourbon Street, in the famed French Quarter of New Orleans, complaining to a co-worker about a Wall Street analyst who 'always bashed us in his newsletter'. Inspired by the numerous voodoo shops around, Mr Wolff thought that a voodoo doll would be just the thing to calm the behaviour of the Wall Street analyst. His co-worker, who was a vice-president at the software company that they both worked for, not only 'loved the idea', but also prompted Mr Wolff to put the voodoo doll on the trip's expense report, under 'miscellaneous supplies'. Faced with vice-presidential approval, the accounting department paid up.

This is 'a wonderful blend of unusual spending and bad intentions,' reckoned Scott Adams, the creator of the ultimate anti-management hero, Dilbert, the cartoon strip character. Mr Adams found out about the story in his role as judge for the California-based Freeworks.com's Laughing at Your Expense contest. And he liked the voodoo story better than any other entry in the contest, so Mr Wolff will be named as the official grand prize winner of the contest later this week.

By the deadline for submitting entries, Freeworks.com had received over 200 stories of employees who had tried - and succeeded, in most cases - to 'gain an advantage over their company', according to Tapan Bhat, the company's co-founder and vice-president of marketing. Entries could be submitted via the company's website.

One contestant submitted an expense report for a trip to Chicago, where he tried to cook some home-made food in his hotel room while showering and accidentally burned the whole set of curtains in the room. His company duly reimbursed him for \$2,788 paid for the damaged hotel room, as well as for the \$0.75 can of camp fire fuel intended to cook only the food and not the curtains.

Other entries pointed out the very strange rules relating to bureaucracy and expense reports.

One contestant reported having submitted a report that included the price of donkeys hired to carry supplies up a mountain, as well as 'beers and expensive dinners'.

The manager responsible for approving the expenses criticised him for an unexpected error made filling out the form, related to the donkeys and not the beers: 'He said donkeys are NOT equipment, they're transportation'.

'What's most interesting is that most people who cheat on their expense reports do it just for the excitement of it and not for some personal gain. The more unethical the deed, the better, but I looked for unusual things that were hard to explain. I expect David Wolff to go far in management,' Scott Adams predicts. For now, Mr Wolff, an Oregon resident, will go to San Francisco to meet Dilbert's creator as an entitlement that came with his prize. This time the trip will not be on expenses.

From the Financial Times

- 1 Read through the whole article. In which order are these people mentioned for the first time?
 - a) Scott Adams
 - b) David Wolff
 - c) someone who submitted an expenses claim for taking beer and food up a mountain
 - d) Tapan Bhat
 - e) a vice-president at David Wolff's company
 - f) someone who burnt the curtains of his hotel room in Chicago

- 2 Choose the best alternatives to replace the expressions in italics.
 - a) ... a Wall Street analyst who '*always bashed*' us in his newsletter' (line 6)
 - i) praised
 - ii) mentioned
 - iii) criticised
 - b) *Inspired* by the numerous voodoo shops ... (line 7)
 - i) Encouraged
 - ii) Discouraged
 - iii) Ignored
 - c) His co-worker ... also *prompted Mr Wolff to put* the voodoo doll on the trip's expense report (line 16)
 - i) discouraged Mr Wolff from putting
 - ii) suggested that Mr Wolff should put
 - iii) regretted that Mr Wolff had put
 - d) under '*miscellaneous supplies*' ... (line 19)
 - i) supplies that do not come under another heading
 - ii) supplies that might not be approved
 - iii) unnecessary supplies
 - e) Faced with *vice-presidential approval*, ... (line 20)
 - i) the disagreement of the vice-president
 - ii) the uncertainty of the vice-president
 - iii) the agreement of the vice-president
 - f) ... the accounting department *paid up*. (line 22)
 - i) refused to refund the expenses
 - ii) refunded the expenses
 - iii) delayed refunding the expenses

- 3 Look at how the expressions in italics are used in the article. True or false?
 - a) A *blend* (line 23) is a kind of mix or combination of things.
 - b) A *contest* (line 35) is a kind of competition.
 - c) A *deadline* (line 39) is the earliest date that you can do something or finish something.
 - d) If you *submit* (line 48) something like an expense claim or an entry to a competition, you give it to someone to be checked or approved.
 - e) If you are *reimbursed* (line 57) for expenses, you do not get back the money you paid.

Pre-reading

If you were a head hunter, what would you say to persuade someone to leave their company? What are the stages of finding an executive for a top company, do you think?

Motivating high-calibre staff

An organisation's capacity to identify, attract and retain high-quality, high-performing people who can develop winning strategies has become decisive in ensuring competitive advantage.

High performers are easier to define than to find. They are people with apparently limitless energy and enthusiasm, qualities that shine through even on their bad days. They are full of ideas and get things done quickly and effectively. They inspire others not just by pep talks but also through the sheer force of their example. Such people can push their organisations to greater and greater heights. The problem is that people of this quality are very attractive to rival

companies and are likely to be headhunted. The financial impact of such people leaving is great and includes the costs of expensive training and lost productivity and inspiration.

However, not all high performers are stolen, some are lost. High performers generally leave because organisations do not know-how to keep them. Too many employers are blind or indifferent to the agenda of would be high performers, especially those who are young.

Organisations should consider how such people are likely to regard important motivating factors.

Money remains an important motivator but organisations should not imagine that it is the only one that matters. In practice, high performers tend to take for granted that they will get a good financial package. They seek motivation from other sources.

Empowerment is a particularly important motivating force for new talent. A high performer will seek to feel that he or she 'owjis' a project in a creative sense. Wise employers offer this opportunity.

The challenge of the job is another essential motivator for high performers. Such people easily become demotivated if they sense that their organisation has little or no real sense of where it is going.

A platform for self-development should be provided. High performers are very keen to develop their skills and their curriculum vitae. Offering time for regeneration is another crucial way for organisations to retain high performers. Work needs to be varied and time-should be available for creative thinking and mastering new skills. The provision of a coach or mentor signals that the organisation has a commitment to fast-tracking an individuals development.

Individuals do well in an environment where they can depend on good administrative support. They will not want to feel that the success they are winning for the organisation is lost because of the inefficiency of others or by weaknesses in support areas.

Above all, high performers - especially if they are young - want to feel that the organisation they work for regards them as special. If they find that it is not interested in them as people but only as high performing commodities, it will hardly be surprising if their loyalty is minimal. On the other hand, if an organisation does invest in its people, it is much more likely to win loyalty from them and to create a community of talent and high performance that will worry competitors.

From the Financial Times

How do you think the phrases below are related to the process of headhunting a top manager?

full briefing client organisation journals nominations of appropriate candidates

labour intensive authoritative sources map the business sector

cross-reference commentators academics wide networks a broad cross-section

rising stars likely level of availability

Do you think you would make a good head-hunter? Why/ why not? What would your reaction be if a head-hunter approached you?

Recruitment and selection

Recruitment and selection is time-consuming and costly and involves crucial decisions. Hire the wrong person and wasted cost and money easily double.

There are many ways in which an organization can recruit people. There are two types of recruitment – internal and external. Nowadays it is corporate culture for many companies to hire internally. Posting a list of vacancies on the company noticeboard or publishing it in employee magazines is fairly common and gives current employees the opportunity of applying for a position. Similarly, a subordinate may be offered a position for his or her superior.

Another means of recruiting internally is to search in the organization's existing files. Some companies have a data base of their employees' skills and special interests. Reviewing these files periodically may reveal employees who are well-suited to a particular position.

Although recruiting people within the organisation can have many advantages, it does have its limitations. If companies wish to be dynamic it is essential to inject new blood from time to time. Similarly, existing employees may not have the necessary skills that the position requires. Consequently, it is often necessary to recruit people from outside the organization

Advertising is a commonly used technique for recruiting people from outside. The advertising medium should be chosen according to the type of public the organization is aiming at. If a highly specialized person is required, a specialty publication such as a trade magazine may be most appropriate. National newspapers and magazines sometimes carry a Senior Appointments section for specialised personnel. Many national and local newspapers have a General Appointments section, or a Classified Ads section for less specialised personnel. Radio and television advertising of vacancies is relatively underdeveloped in most countries.

Employment agencies may be another source of recruitment. State-backed agencies compete with private agencies in many countries. In general, private agencies charge a fee whereas public sector agencies offer their services free of charge. Another difference is that private agencies tend to offer more specific services; for example, they may specialise in a particular area of recruitment such as temporary secretaries, middle managers or senior executives. They may also include search services, otherwise known as headhunting, or provide management consulting.

Current employees are sometimes encouraged to refer friends, family and ex colleagues to fill a particular vacancy. This is particularly true in occupations such as nursing where there is a shortage of trained people.

Other valuable sources of recruitment may be university campuses, trade unions, professional organizations and unsolicited applications.

Business Meeting

1. A committee normally comprises between three and twenty members. It is headed by a chairperson who has the power to control the discussion. The use of a committee in business can be advocated whenever the normal chain of command is inappropriate. The committee is essentially a communication device.

2. The problem in a large organization is to ensure a two-way flow of instructions (downwards) and feedback (upwards). It is often possible for a management to delegate the responsibility for making decisions in noncritical areas to committees, though it is important to remember that the Board of Directors is also a committee and functions accordingly. Minutes are required to be kept of the decisions taken at the meetings which become a record of the business transacted and the decisions reached.

3. Under no circumstances can voting take place unless a quorum (a minimum number of members) is present, the quorum will be laid down in the committee's terms of reference. A motion (or resolution) is the term used to describe the point in the meeting when a decision is being considered. One of the members will normally make the proposition and will then need to find a seconder—someone who supports it.

4. Another form of meeting used in business is what is sometimes described as a «command meeting». In this case the manager calls his subordinates together and uses the occasion either to tell them what he wants from them or to listen and exchange ideas with them. It is a very effective way of ensuring that the team is kept fully informed. The meeting can coincide with a tea break and this gives the group an opportunity to socialize before getting down to the serious business.

5. From the workers' point of view perhaps the most important meetings are those conducted by their trade unions. As well as the local branch meetings there are regional and

national executive committee meetings which are all conducted on a formal basis. Shop stewards committees operate at factory level and play an important role in communicating workers' grievances to management.

A meeting overview

Read the below introduction in a business meeting, where people who have come to the meeting are welcomed and then explained what will happen.

From the context, try to guess what the meaning of the words/phrases in bold are.

Chair: 'Welcome to the latest meeting for the Samuel Project. I appreciate that you're all busy and thanks for attending. My name is David Mitchell and I will be the **Chair** for today's meeting. Steve Crowther will be taking the minutes. You'll find a copy of the **meeting agenda** in front of you on the table. As you can see, there are 7 **items** which we are going to discuss today. I updated the agenda this morning, so it should be fine. But if you have any other issues which you would like to talk about, please do it in the any other business part of the meeting at the end. There are two **absentees** from today's meeting, Peter Jackson can't attend today due to a **prior commitment**. He sends his apologies. Also Sarah Campbell can't make it, she's on holiday. So, John Hopkins is standing in for Sarah today. Does anybody have any questions?'

Guess the word

1. The name of the person who runs/is in charge of a meeting, is
2. The record of what was said in a meeting, is called the.....
3. When something is the latest version, it is.....
4. A formal way to say that you have plans that can't be changed, is I have a
5. New subjects which you want to discuss are asked in the part of the meeting called
6. The document that shows what will be discussed in the meeting, is the called the.....
7. A formal way to say that you are at an event or meeting is, to be
8. When someone goes instead of another person to a meeting, they are

Active Vocabulary Focus**Ethics**

an approach toward decision making in which a person evaluates moral principles

Business Ethics

professional standards of conduct based on moral principles and values, guides decision-making processes and actions

Confidentiality

occurs when information relating to a company, product or person is not available or disclosed to unauthorized individuals

Ethical/Unethical Choices

choices made based on moral principles and values

Legal/Illegal Choices

choices made according to law

Code of Ethics

a set of guidelines which govern behavior

Moral Principles

the principles of right and wrong accepted by an individual or a social group

Values

beliefs of a person or social group in which they have an emotional investment (either for or against something)

Disclose

to make known; reveal or uncover

Discrimination

the treatment or consideration of making a distinction in favor of or against a person or thing based on the group, class or category to which that person or thing belong rather than on individual merit

Harassment

to disturb persistently; torment or bother continually; persecute

Morale

emotional or mental condition with respect to cheerfulness and confidence

Colleague

an associate or coworker

Consequence

the effect, result or outcome of something occurring

Implication

a natural result of an action

Breach

to break or act contrary to

Dilemma

any difficult or perplexing situation or problem

Evaluate

to consider the value of

Read the following information, explain the words in italics.

Whether persuading key officials to give authorisation to set up in business, grant government contracts or just let your goods through customs, the alternatives for the word **bribe** are many and varied: **kickback**, **sweetener** (AmE), **backhander** (BrE), **baksheesh** and the **greasing of palms**

(international). The law courts, if it gets that far, will refer more prosaically to **illicit payments**, and defendants in such cases may just talk about **commissions**. If payments go to a **slush fund** to finance a political party, this form of **corruption** may be referred to as **sleaze**, especially by journalists.

The corporation as good citizen

All businesses increasingly want to be perceived as **good citizens**. Different types of business face different ethical issues.

- Following the **accounting scandals** at Enron and WorldCom, which gave a false view of their profits, despite the work of their **auditors**, the outside accountants who are meant to prevent this, there has been pressure on legislators and regulators to improve **accounting standards**.
- When the strain of competing gets too much, competitors may go for the easier option of **price fixing**, so that each can maintain a reasonable profit margin. Competitors who do this form a **cartel**. This is an area where outsiders may only find out what is going on if one of the managers involved contacts the authorities. Someone doing this is a **whistleblower**.
- Financial institutions try to prevent **insider trading** by erecting notional barriers called **Chinese walls** between different departments: to prevent someone in share trading from discovering from the mergers department that a particular company is involved in merger talks and that its share price will soon rise.
- Financial institutions also have to guard against **money laundering**, where money passes through the banking system in a way that disguises its criminal origins.
- Manufacturers increasingly claim that their products are **green** or **environmentally friendly** in all stages of their production, use and disposal.
- Clothing companies claim to **trade fairly** and that their products were not made in **sweatshops** paying **subsistence wages** and using **child labour**.
- Companies in general will talk about **equal opportunities** or, in the US, their **affirmative action program**, to ensure that people are recruited and promoted on the basis of **merit** and not **discriminated against** on the grounds of race or gender. Women who get promoted so far and no further complain of the **glass ceiling**. These are part of the **social issues** of **equality and diversity**.

And, of course, the near-collapse of the banking system in 2008 was blamed by many on the greed of those who ran them, including their willingness to sell ultimately worthless securities as high-grade financial investments.

Codes of ethics and mission statements. A company's internal code of ethics contains its ethical credo and may cover any of the issues mentioned above. Some of the financial, environmental and diversity-related issues may also be referred to in its mission statement. And there may even be an ethics ombudsman to check that they are put into practice and deal with complaints when they are not. All the issues mentioned here are part of the wider picture of corporate social responsibility (CSR). Companies have to pay attention to the triple bottom line of economic, social and environmental sustainability.

Ethics Vocabulary Practice

1. Match these dishonest activities to definitions 1-7.

- a fraud
 - b a bribe
 - c a cover up
 - d a whitewash
 - e a slush fund
 - f insider trading
 - g industrial espionage
- 1 an attempt to stop people from discovering the truth _____
 - 2 buying or selling company shares using information only available to employees of that company _____
 - 3 an attempt to stop people from discovering the truth and therefore protect someone in authority _____
 - 4 to get someone's money by tricking them _____
 - 5 taking secret company information to help a competitor _____
 - 6 money given to someone to help you do something dishonest _____
 - 7 a separate amount of money used by an organisation for illegal purposes _____

1. Underline the correct word in brackets to complete sentences 8-13.

- 8 You can tell me. I won't tell anyone. I'm totally (trustworthy / law-abiding)
- 9 The newspapers have printed everything and the police are here! There must be a (whistleblower / disclosure) in the organisation.
- 10 We think you've been talking too much which means you've broken our (compensation / confidentiality) agreement.
- 11 I don't think he did it. He has (secrecy / integrity) and would never tell anyone anything.
- 12 They paid me a (sweetener/commission) to keep my mouth shut.
- 13 Police are looking for a (con / corrupt) artist who is robbing old people out of their pensions.

2. Match the words to their definitions.

- | | |
|-------------------------|---|
| 1. bribery | a. obeying the law |
| 2. insider trading | b. designing something not to last long and become obsolete before it needs replacement |
| 3. industrial espionage | c. a small mistake in a law that makes it possible to do something illegal |
| 4. obsolescence | d. dishonestly and secretly paying money to someone to obtain their help |

- | | |
|---------------------------|---|
| 5. nepotism | e. a planned defect causing a product to become obsolete before it needs replacement |
| 6. swindle | f. immoral behavior, involving money or sex |
| 7. whistle blow | g. using knowledge of a company situation in order to buy or sell shares |
| 8. sleaze | h. spying trade secrets, etc and leaking the information to company's rival |
| 9. tax evasion | i. getting money from someone dishonestly by deceiving them |
| 10. money laundering | j. informing authorities that people in the organization are doing something illegal or wrong |
| 11. built in obsolescence | k. using your power to get jobs for relatives |
| 12. law-abiding | l. hiding the origin of money |
| 13. loophole | m. not paying enough tax |

GRAMMAR

Narrative tenses

Meaning and use

We use narrative tenses to talk about the past.

- *When I **lived** on the island, I **enjoyed** walking on the beach in the early morning with Bonnie - my best friend and my dog.*
- *Britain **declared** war on Germany on 3 September 1939 after Germany **had attacked** Poland two days earlier. Britain **had been trying** to negotiate a peaceful settlement.*

Past simple

We can use the past simple for actions that started and finished in the past, for example a series of events in someone's life.

- *Nelson Mandela **was born** in 1918. He **became** the first black President of South Africa. He **spent** 27 years in prison in his battle against the system of apartheid.*

The past simple is often used in stories and dialogue, too.

- *When Bobby **went down** for breakfast, Matt **looked up**.*
- *"**Did you hear** the storm last night?"*
- *Bobby **didn't** answer.*
- *"Your brother **went out** last night. He **didn't** come back. Do you know where **he went**?"*
- *Bobby's heart **sank**. She knew exactly where **Dan had gone**...*

Past continuous

We use the past continuous for background information and to describe a scene or situation that continued for some time.

1. *At 6 o'clock that evening Dan **was still missing**. Bobby **was feeling** worried.*
 - *Bonnie **was barking** loudly.*

Past simple and past continuous

We often use the past simple and past continuous together when one action interrupts another.

- *I **was strolling** along the beach one day when suddenly, Bonnie **ran off**.*
- *It **was still raining** when Bobby **woke up** the next morning. Dan **was sitting** at the table when she **went** into the kitchen.*

Past simple and past perfect

We can use the past perfect with the past simple together in a sentence to describe an action that happened before another past action.

- *I quickly **realised** that the storm the previous night **had washed up** the body.*
- *Bobby **knew** that Dan **hadn't wanted** to come home but she also knew that **he hadn't had** any other option.*

Past perfect continuous

We use this tense to describe something that has been happening over a long period of time.

- *I could tell that the body **had been lying** on the beach for several hours because the man's clothes were dry.*
- *Britain **had been trying** to negotiate a peaceful settlement between Poland and Germany.*

Take note: linking devices

When we tell a story in the past, we often use linking words or phrases to join two or more sentences or clauses. This helps the narrative to flow in a more interesting and natural way. Some linking phrases and words show a sequence of events or actions.

- *Nelson Mandela never gave up on his struggle against apartheid. **As the years went by**, his fame spread to every corner of the world. **In the end**, under enormous global pressure, the government had no option but to release him.*

Other linking words and phrases that signal order of events are: *First of all ...*, *Then ...*, *Next ...*, *Finally ...*, *After that ...*, *After several months/days/hours/weeks ...*, *By the time ...*, *All of a sudden ...*

PRACTICE

Narrative tenses

1. Choose the correct tense Past Simple or Past Continuous

I met/was meeting an old business colleague of mine while I travelled/was travelling to New York for a conference. She noticed/was noticing me while I stood/was standing in the queue at the airport check-in desk. We decided to travel together, and while we waited/ were waiting for the flight to leave, we realised/were realising that we were going to the same conference and staying at the same hotel. We talked about old times and while we had/were having lunch on the plane, she said/was saying that she was going to look for a new job. I didn't think of it at the time, but later on when the plane came/was coming to land, I suddenly remembered/was remembering that we had a vacancy for a lawyer. I told her about the terms and conditions, and later that evening when we had/were having dinner, she accepted / was accepting the position.

2. Read the following letter. Put the verbs in brackets into the past simple, present perfect, present perfect continuous

Dear Ken,

I'm writing to let you know how I am getting on with marketing trip here. I'm sorry

I haven't been (not be) in touch for so long, but I (be) very busy since I (arrive) here on the 18th

There is a great deal of interest in the new fertilizer. Last week I (be) in Sydney, where I (visit) a number of farmers and (see) a couple of potential agents. The feedback at all of those meetings (be) very positive, and I (already receive) a number of orders. I (never have) such an enthusiastic response about a new product, so I am confident it will be a great success.

I (come) up to Darwin on Tuesday, and since then I (be) to some more farms and I (make) two or three useful contacts. Yesterday I (have) a meeting with Barry Thomas, who you may remember. He (work) with Agrichem in London for a couple of years in the early 90s, then (set) up his own business over here, and he (act) as a distributor of some of our agricultural machinery for the last year or so. Towards the end of our meeting he (ask) about becoming the sole distributor for the fertilizer. The question is an interesting one, but I feel that we (not think) enough yet about the precise sales and distribution network that we will need. We must talk about this when I get back.

Anyway, I must fax this off to you now. I (just have) another phone call from someone who wants to hear about the fertilizer, so I'll do that now. I'll be in touch again soon, and in the meantime send my congratulations to everyone in R@D

JIM

3. Fill the gaps with the correct tense of the verb in brackets.

The idea of riding a bicycle from Pakistan to China (come) to me one day in the early summer of 2001. I (hike) with friends when someone (mention) the subject of cycling. At that moment I had a brainwave (1). Why not ride the Karakoram Highway (2), the famous mountain road that runs from Islamabad in Pakistan to Kashgar in China? I (do) this trip once before by bus but had found it disappointing as you spend most of the time sitting in the bus.

I had never made a long bike trip before but I (be) reasonably fit as I (go) running every day. In fact I (plan) to take part in a charity walk in Hong Kong later in the year and (train) for three months already. However, my annual leave was coming up and I wanted to do something energetic. That very same evening I went onto the Internet and read everything I could about the journey and about long-distance cycle touring. Then I (decide) what kind of bike and equipment to buy and the route I would take. A week later I (make) most of my preparations.

I (finish) work in the evening on 31 August and immediately (fly) to London. There I (buy) the bike and made a three-day trip into the countryside to check the equipment and get the feel of riding a bike with a heavy load. A day later I was on the plane to Pakistan.

TEXTS

A code of ethics

A code of ethics is a set of guidelines which are designed to set out acceptable behaviors for members of a particular group, association, or profession. Many organizations govern themselves with a code of ethics, especially when they handle sensitive issues like investments, health care, or interactions with other cultures. In addition to setting a professional standard, a code of ethics can also increase confidence in an organization by showing outsiders that members of the organization are committed to following basic ethical guidelines in the course of doing their work.

The format of a code of ethics can vary widely. Unlike more straightforward employee guidelines and codes, a code of ethics usually starts with a section that sets out the purpose, aspirations, and goals of the parent organization. For example, the 2002 code of ethics for the American Psychological Association (APA) begins: "Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society."

Following a general introduction to the function and goals of an organization is a section dedicated to setting out specific behavior standards for members. This section usually covers potential ethical issues such as confidentiality, partisanship, or misuse of information. In addition to addressing theoretical ethical minefields, a code of ethics often contains a section which outlines the procedures for handling grievances, both outside and inside the organization.

A well written code of ethics will be easy to follow and very clear, with sections that people can point to in order to illustrate specific issues. In the sense of organizations like the APA, members agree to support the code of ethics both because it is good practice and because it promotes their organization. A code of ethics also stands behind most scientific experimentation, ensuring that the results are valid and that the testing was carried out in an ethical way.

In the business world, some companies like to use a code of ethics to ensure that their employees act in a responsible manner. A business with a code of ethics may also be viewed more favorably by members of the public, which means that a code of ethics is a sound business decision. Adherence to a code of ethics may also be required for continued employment; an employee manual may include a clearly outlined code of ethics, for example, with a note that failure to follow the code is grounds for termination.

Many people also live by a personal code of ethics. Although your code of ethics may not be clearly written out, you may have some strong personal beliefs about various issues which help to guide your choices in life. Some people believe that having a strong personal ethical code and abiding by it is a very important tool for maintaining self integrity.

Answer the questions.

What is a code of ethics?

In what spheres can it be vitally important?

What is the extra benefit from it?

What is the usual format of a code of ethics?

Why do most companies and organisations prefer to have a code of ethics?

Business ethics

Ethics is the system of moral principles, rules of conduct, and morality of choices that individuals make.

Business ethics is the application of moral standards to business situations. Business ethics has become a matter of public concern.

All business people face ethical issues daily, and they stem from a variety of sources. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

- **Fairness and Honesty.** Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, business people should refrain from deceiving, misrepresenting, or intimidating others.
- **Organizational Relationships.** A business person may be tempted to place his or her personal welfare above the welfare of the organization. Relationships with customers and coworkers often create ethical problems — since confidential information should be secret and all obligations should be honoured. Unethical behaviour in these areas includes not meeting one's obligations in a mutual agreement, and pressuring others to behave unethically.
- **Conflict of Interest.** Conflict of interest results when a business person takes advantage of a situation for his or her own personal interest rather than for the employer's or organization's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.
- **Communications.** Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions against deception.
- **Relationships.** Business ethics involves relationships between a firm and its investors, customers, employees, creditors, and competitors. Each group has specific concerns, and each exerts some type of pressure on management.
 - *Investors* want management to make financial decisions that will boost sales, profits, and returns on their investments.
 - *Customers* expect a firm's products to be safe, reliable, and reasonably priced.
 - *Employees* want to be treated fairly in hiring, promotion, and compensation.
 - *Creditors* require bills to be paid in time and the accounting information furnished by the firm to be accurate.
 - *Competitors* expect the firm's marketing activities to portray its products truthfully.

- **Business ethics.** Although there are exceptions, it is relatively easy for management to respond in an ethical manner when business is good and profit is high. However, concern for ethics can dwindle under the pressure of low or declining profit. In such circumstances, ethical behaviour may be compromised.
- Expanding international trade has also led to an ethical dilemma for many firms operating in countries where bribes and payoffs are an accepted part of business. In the U.S. government agencies have prosecuted several companies for "illegal payoffs", in spite of the fact that there is as yet no international code of business ethics. Until stronger international laws or ethics codes are in place, such cases will be difficult to investigate and effective prosecution is not possible.
- **Ethics.** When no company policy exists, a quick check if a behaviour is ethical is to see if others — coworkers, customers, suppliers, and the like—approve of it. Openness will often create trust and help build solid business relationships.
What affects a person's inclination to make either ethical or unethical decisions is not entirely clear. Three general sets of factors influence the ethics of decision making. First, an individual's values, attitudes, experiences, and knowledge influence decision making. Second, the absence of an employer's official code of ethics may indirectly encourage unethical decisions. Third, the behaviours and values of others, such as coworkers, supervisors, and company officials, affect the ethics of a person.
- **Ethics and Etiquette.** There is some difference between business ethics and etiquette. Etiquette means rules for formal relations or polite social behavior among people in a society or a profession.

If you are a manager you should stick to the following rules in your everyday activities.

- Don't order, ask and be polite.
- Remember that people work with you, not for you. They like to be treated as associates, not slaves.
- Keep your promises, both important and less important promises.
- Criticize, if you must, only in private—and do it objectively. Never criticize anyone in public or in anger.

You should say "Good morning" when you come in and "Please" and "Thank you" at every opportunity.

Five Guidelines for Ethical Business Communications

Pre-reading task

What do you know about ethical business behavior?

In your opinion why is ethical business behavior essential today?

Ethical business behavior

Do you understand what behaving ethically entails? According to Michael Josephson, there are four principles of ethical behavior: honesty, integrity, fairness, and concern for others. You can think of these four basic principles as the legs of an imaginary stool. One missing leg will create a wobbly stool, but two missing legs makes the stool collapse. If you aren't fair or caring, your pride in being honest and having integrity means nothing.

As of late, ethical business behavior has been a number one topic of concern. Reviewing the events of the last year, it would appear that the words "business" and "ethics" are conflicting terms. Whether you look to Wall Street, mortgage companies like Fannie Mae and Freddie Mac, or private companies like AIG, never mind all of the mortgage companies being investigated for questionable

business practices, the news is depressing. It appears that the 1980's mantra "greed is good" never truly went away.

The criminal dealings of top entrepreneurs have been uncovered, which should motivate other individuals to behave more ethically. In truth, however, it commonly acts as an excuse for not changing poor behavior. What harm can there be in using your company's PC computer for personal business when your manager uses the company's telephone for personal long distance calls? When employees see how company management conducts itself, they begin to feel no shame for whatever little indiscretions they may have committed themselves.

Managers can unintentionally be signaling that unethical behavior will be tolerated when they put pressure on a smaller, downsized staff to produce more. When employees feel forced to meet company goals by whatever means possible, ethical behavior may go by the wayside. They get the message, "It's OK to be dishonest, as long as you meet your objectives." As the economy takes us on a roller coaster ride, we need to evaluate our own thought patterns to ensure that we don't allow ourselves to fall into unethical behavior just because it looks like we can easily get away with it. There is always room for improvement in your business communications.

These are five guidelines to assist you in communicating ethically (source: "Business Communication, Process & Product," Mary Ellen Guffy, 2000):

Be truthful. Statements that are misleading or untrue should never be made. It is also not ethical to tell partial truths or to exaggerate.

Be sure to label opinions as opinions. Do not attempt to convince anyone that something you merely believe to be true is already a proven fact. Do the work; research thoroughly and assure yourself that you aren't just representing another person's opinion as your own.

Do not show bias. Understand that your own subjective beliefs may come through in your writing. Even if you are passionate in your opinions, ethics call for you to be dispassionate in your presentation.

Your communications should be easy to understand. You should put down your thoughts clearly, so they are simple to comprehend. Make sure that what you write can be easily understood by the reader. Don't muddy the waters by using convoluted sentences and all sorts of hard-to-comprehend industry jargon.

Credit your sources. Do not copy anyone's work. Most people have the basic knowledge that they must use quotation marks if they are using a direct quote from another writer. Yet there are a number of people who do not understand that they need to properly credit other people's ideas as well. You are still cheating if you paraphrase sentences and throw in a handful of new words without crediting the author.

Summation

Not only must you communicate ethically to be successful in the long run, but it is also morally correct. Be sure you conduct yourself in the way that you would want others to emulate. If you conduct your affairs ethically and are successful, other individuals will follow your lead.

Share it!

READING COMPREHENSION

I. Work in pairs. Do you think the following statements are true or false?

- Reviewing the events of the last year, it would appear that the words "market" and "ethics" are conflicting terms.
- The criminal dealings of top entrepreneurs have been uncovered, which should motivate other individuals to behave less ethically.
- Employees use their company's PC computer for personal business because managers use the company's telephone for personal long distance calls.
- . There is always room for improvement in your business communications.
- . Sometimes statements that are misleading or untrue should be made in business communication.

- Even if you are passionate in your opinions, ethics call for you to be passionate in your presentation.
- You should put down your thoughts clearly, so they are simple to comprehend. Make sure that what you write can be easily understood by the reader.
- Do not copy anyone's work. Sometimes you may paraphrase sentences and throw in a handful of new words without crediting the author.

2. Answer the questions below.

What are the four principles of ethical behavior according to Michael Josephson?

Why has ethical business behavior been a number one topic of concern nowadays?

What should motivate other individuals to behave more ethically?

Why do employees begin to feel no shame for whatever little indiscretions they may have committed themselves?

In which situation may ethical behavior go by the wayside?

What are the five guidelines to assist you in communicating ethically?

Why is it important to conduct your affairs ethically according to the text?

3. Complete the sentences according to the text.

1. As of late, ethical business behavior has been a number one topic of c.....
2. Whether you look to Wall Street, m..... companies like Fannie Mae and Freddie Mac, or p..... companies like AIG, never mind all of the mortgage companies being investigated for questionable business practices, the news is d.....
3. The criminal dealings of top e..... have been uncovered, which should motivate other individuals to behave more e.....
4. Managers can unintentionally be signaling that u..... b..... will be tolerated when they put pressure on a smaller, d..... staff to produce more.
5. Even if you are p..... in your opinions, ethics call for you to be d..... in your presentation.
6. Your c..... should be easy to understand. You should put down your thoughts c....., so they are simple to c.....
7. Not only must you communicate ethically to be s..... in the long run, but it is also m..... correct.

Pre-reading

What can a company do to protect its industrial and commercial secrets

Japan goes after industrial spies

The advanced manufacturing plant in Kameyama, where Sharp manufactures liquid crystal display (LCD) panels and TVs, sits in a remote mountain range, safely out of view of most prying eyes. But a mysterious car has been seen, once a month, outside the site that is home to the Japanese groups closely guarded secrets of advanced LCD production. Although the sightings of the car are not evidence that a rival company has been in search of sensitive information, they are nevertheless a reminder of the challenges that Japanese high-technology companies face in protecting their most valuable trade secrets.

When it comes to industrial espionage, Japanese companies have long been better known as defendants in high-profile cases, such as the notorious incident in 1982 in which employees of Hitachi were accused of stealing intellectual property from IBM. Hitachi admitted theft in the criminal case and settled a civil suit. But increasingly, as new competitors emerge in industries they once dominated, Japanese companies are falling victim to industrial espionage that threatens to rob the country of a critical advantage over lower-cost rivals.

Last week, the Japanese government detained Takashi Okamoto, a Japanese scientist charged in the US with stealing genetic material on Alzheimer's disease nearly three years ago. The case, which is the first time the US Economic Espionage Act has been used, has led to changes in Japanese domestic law as well. In response to growing alarm in the business community, the Japanese government enacted legislation this month to make it a criminal offence to leak corporate trade secrets.

'The flow of technology out of Japan is leading to a decline in competitiveness and in employment,' says Yoshinori Komiya, director of the intellectual property policy office at the Ministry of Economy, Trade and Industry (Meti). 'We believe that there is some technology that should be transferred, but what is happening now is that technology that top management does not want transferred is getting passed on,' he says.

The problem is a highly sensitive one for the Japanese government, but is attracting attention as Japan's neighbours in Asia gain skills as manufacturers of high technology goods, forcing even the best Japanese companies on to the defensive. Consequently, intellectual property has become critical to Japanese companies in differentiating their products and keeping ahead of the competition. 'We are taking many measures to prevent technology leakage,' says Yukio Shotoku, executive vice-president of Matsushita. Rival Sony says: 'We would certainly welcome a regulatory system to protect intellectual property in countries such as China and South Korea.'

Reading Comprehension

1. Match the items to make expressions from the article.

- | | |
|------------------|--------------|
| 1. manufacturing | a) company |
| 2. rival | b) plant |
| 3. trade | c) property |
| 4. industrial | d) offence |
| 5. intellectual | e) espionage |
| 6. domestic | f) secrets |
| 7. criminal | g) law |

2. Now match the expressions in the task above with their meanings given below.

1. information that you do not want competitors to have
2. when an organisation tries to obtain trade secrets illegally
3. a crime
4. the law of a particular country
5. the ideas, techniques, etc. that are the property of a particular company
6. a competitor
7. a factory

3. Find appropriate forms of expressions in the article that mean the same as the verbs in italics. Translate them.

- to arrest someone (6 letters)
- to pass laws (5 letters)
- to give away secrets (4 letters)
- to pass on technology (legally) (8 letters)
- to obtain skills (4 letters)
- to make your products different from competing products (13 letters)
- to stop something from happening (7 letters)

- to defend something (7 letters)
-

What is the key message of the article? Choose the best alternative.

- Japan is increasingly worried about its loss of competitiveness because of industrial espionage.
- Industrial espionage is impossible to prevent - all you can do is try to limit it.
- Japan is still often accused of industrial espionage today and the article gives examples of this.

Pre-reading

Does bribery mean the same thing in every country? Why/Why not?

Read the text

UK government backtracks over bribery

Bribery by UK companies operating abroad is being reduced by ‘education rather than prosecution’ after the government said it would not strictly enforce laws introduced just two years ago. The World Bank has estimated the annual global cost of corruption at more than \$1500bn (£789bn), although experts say it is hard to quantify. But Jack Straw, the Foreign Secretary, told diplomats last year, in internal advice which has only now come to light, that business should be ‘sensitised’ to its responsibilities. He said the government would ‘prefer to change behaviour by education rather than prosecution’.

Laws making it easier for British companies to be prosecuted in the UK for overseas corruption came into force two years ago, after the government came under pressure from the US, which has long had a ban on corporate corruption in the developing world. Only a month before the new UK laws came into effect, Foreign Office staff were instructed to tell executives that ‘bribery is bad for business. The payment of bribes is unacceptable.’

But there has yet to be a single prosecution under UK laws. Only four allegations have been referred to the National Criminal Intelligence Service, and only one is under active investigation. The government’s position appears in tune with companies’ claims that they need flexibility to operate in countries where small bribes are commonplace. The CBI, the employers’ body, said last night it was ‘important to have a sensitive approach, because business has to deal with the world as it is, not as it would like it to be.’

Some executives complain that First World standards do not suit the realities of doing business in developing countries. They argue that strict enforcement will deter investment. Susan Hawley, a consultant to The Corner House, a think-tank, said: ‘It’s shocking that the government does not favour prosecutions – the laws are not really going to be taken seriously by the business community until there are some high-profile cases.’

The Foreign Office has encouraged staff to report serious allegations, but in effect advised them to turn a blind eye to payments of small backhanders to speed up services such as customs clearance. ‘Whilst small payments ... are strictly illegal, we do not envisage circumstances in which there would be a prosecution,’ the memo sent by Mr Straw last year states. The Foreign Office said its policy of educating British companies about corruption reflected the fact that it took the issue seriously. ‘It is absurd to suggest that we do not treat our work on enforcement ... with the utmost importance,’ an official said.

Reading Comprehension

Task 1. Look through the article. In which order does this information appear?

- a) The UK introduced laws against corruption under the influence of the US.
- b) The UK Foreign Office will not prosecute in cases of corruption involving small payments.
- c) The cost of corruption to business worldwide is nearly £800 billion per year.
- d) Some say that you can't apply the laws of advanced industrial countries to developing countries, but others disagree.
- e) No one has been prosecuted under UK anti-corruption laws yet.

Task 2. Correct the statements about expressions from the article. (Not all the words in italics below can be found in English.)

- a) *Persecutionis* when the authorities accuse someone of a crime at a trial.
- b) If the authorities *inforce* laws, they organize trials for people who break them.
- c) If you *esteem* an amount, you calculate it.
- d) If you *sensibilise* someone to their responsibilities, you make them more aware of what they are and how important they are.
- e) The noun related to 'corrupt' is *corromption*.
- f) When you tell someone about what they should do, you give them *advise*.
- g) The way that people behave is their *behavement*.

Task 3. Choose the best alternative to complete the statements about the expressions in italics.

1. If a law or regulation *comes into force or comes into effect*, it
 - h) is obeyed by everyone.
 - ii) becomes valid.
 - iii) becomes out of date.
2. If you *come under pressure* from someone, they try to
 - i) influence you.
 - ii) talk to you.
 - iii) communicate with you.
3. An *allegation* is an
 - i) instruction.
 - ii) communication.
 - iii) accusation.
4. If an activity is *under investigation* by the authorities, it is being
 - i) examined.
 - ii) ignored.

iii) encouraged.

5. If someone's thinking is *in tune with* someone else's, they generally

i) disagree with each other.

ii) agree with each other.

iii) don't care about each other.

Task 4. Match the verbs 1 – 5 to the ideas a) – e) that they go with in the article.

1. deter a) services

2. favour b) prosecutions

3. report c) circumstances

4. speed up d) allegations

5. envisage e) investment

Task 5. Now match the verbs 1 – 5 in Task 4 to their meanings.

a) tell the authorities about something

b) make something less attractive

c) make something happen more quickly and easily

d) imagine or foresee something

e) want or prefer something

Task 6. Over to you. What is the key message of the article?

Task 7. Render the article.

Pre-reading

What measures can be taken against bribery?

Siemens Managers Admit Bribing Russian Officials

Representatives of German electronics and engineering group Siemens arrested in a bribe scandal have confessed to bribing Russian telecoms companies and authorities to win lucrative contracts, Vedomosti reported Monday, citing German newspaper Süddeutsche Zeitung.

One of the two former executives questioned by prosecutors last week said he was personally involved in paying Russians for services disguised as consulting fees. The sums were bribes meant to ease winning orders, Vedomosti said.

The other suspect, who was for many years in charge of sales in the CIS, also gave "exhaustive evidence" to prosecutors, the newspaper said.

According to the suspects, Siemens spent close to 10 million euros (\$13.4 million) per year on bribes and kickbacks in the CIS, adding that most of the money went to greasing the palms of officials and even members of the intelligence services.

Siemens' Munich office confirmed that two current and former managers of the company had been arrested as part of the ongoing investigation, Vedomosti reported.

Employees at Siemens office in Moscow declined to comment Monday.

The German investigation started in November last year, when prosecutors raided the offices and homes of a number of Siemens employees amid suspicions of creating slush funds used in bribing to obtain contracts abroad. Siemens reported revenues of more than 1.6 billion euros (\$2.1 billion) in Russia last year.

Reading Comprehension

Task 1. Read the articles and answer the following questions.

1. Who was arrested in a bribe scandal?
2. What have they confessed?
3. How were bribes disguised?
4. How much money did the company spend on bribes in the CIS?
5. Who was the money usually paid to?
6. Where did the investigation start?

Task 2. Find the expressions in the article that mean:

- a) to admit that you have done something wrong
- b) money or gift illegally given to someone to persuade them to do something for you
- c) to change something so that people cannot recognize it
- d) an amount of money paid to a professional for the work done
- e) to make a process go on smoothly
- f) money paid secretly and dishonestly in return for someone's help
- g) to give someone money in a secret or dishonest way in order to persuade them to do something
- h) a special fund kept for dishonest purposes

Task 3. Match 1-8 to a)-h) to form partnerships from the article.

1. bribe a) executives
2. lucrative b) evidence
3. former c) manager
4. consulting d) investigation
5. exhaustive e) fund
6. current f) scandal
7. ongoing g) fees
- 8) slush h) contracts

Task 4. Match each verb 1-6 to the expressions a) – f) from the article.

1. to confess a) winning orders
2. to win b) close to \$13.4 million per year on bribes and kickbacks in the CIS
3. to ease c) to bribing Russian telecoms companies and authorities

4. to spend d) the offices and homes of Siemens employees
5. to raid e) lucrative contracts

Employee's Ethics: Getting a Job

The Résumé Introduction

LESSON OUTLINE:

1. Define ways job seekers may misrepresent themselves on a résumé.
2. Construct an ethical framework for managing the dilemmas of crafting a résumé.



Robert Irvine's Stretched Résumé

For many job seekers the first—and maybe the only—chance they get to impress a potential employer is a résumé. What are the ethics of presenting your qualifications on a sheet of paper?



Robert Irvine is a muscled chef from England who was hosting the Food Network's popular Dinner: Impossible. It is a good job. The TV show generates free publicity for his cookbook Mission: Cook! It affords him the kitchen credibility to open his own restaurants. That was the idea he brought to St. Petersburg, Florida, in 2008. His concept for south Florida, actually, was two restaurants:

Ooze and Schmooze. Ooze was going to be the accessible place and Schmooze - the highbrow complement. His biography—the summary of his professional life and experiences that he presented to potential investors—was impressive. According to the *St. Petersburg Times*, he advertised his résumé as including:

- A bachelor's of science degree in food and nutrition from the University of Leeds.
- Royal experience working on the wedding cake for Prince Charles and Princess Diana.
- He was a knight, Knight Commander of the Royal Victorian Order, handpicked by the Queen.
- He received the Five Star Diamond Award from the American Academy of Hospitality Sciences.

- He had served as a White House chef.



Everything came to an end, at least temporarily, when Food Network fired him for résumé lies. **Here's the truth about the listed items:**

- The claimed BS degree? According to a press officer at the University of Leeds, "We cannot find any connection in our records between Robert and the university."
- The royal wedding cake? Well, he did help pick some of the fruit that went into it. The knighthood? No.

- The Five Star Diamond Award? True, but it's not the AAA's prestigious Five Diamond Award. The American Academy of Hospitality Sciences is actually a guy's apartment in New York, and the award is granted to anyone who pays a fee.
- White House chef? Kind of. Yet he didn't prepare sophisticated dishes for the president or anything like that; he cooked food for the cafeteria line, serving military workers at the White House.

Certainly, Robert Irvine isn't the first guy to stretch his résumé, but he **does** an excellent job of exploring the many ways people *can* misrepresent themselves when trying to get a job.

Generally, there are two kinds of résumé abuses:

- ❖ Positive résumé misrepresentations
- ❖ Negative résumé misrepresentations

Positive résumé misrepresentations are those items on a résumé that simply are not true, such as:

- False credentials. These are certificates that don't exist. Irvine said he had a BS degree. He didn't. This kind of misrepresentation is especially tempting for job seekers who didn't quite finish their degree. One of the obvious practical problems is that claims like this can be verified or disproven by HR departments. (Or, as in Irvine's case, by enquiring newspaper reporters.)
- False experience. Untruthfully claiming to have participated in projects. Irvine claimed that he had been a White House chef. He meant by that planning sophisticated menus and preparing dishes for VIPs. He didn't. He cooked food in the cafeteria for White House staff workers.
- Embellished experience. This is the easiest kind of résumé misrepresentation. Irvine really did work on the royal wedding cake, but only picking fruit, not actually making it. His claim, therefore, isn't directly false, but incredibly misleading. The same can be said about the Five Star Diamond Award. While technically true, it's not the meaningful award that people imagine it to be.
- False chronology. Anyone who has suffered long periods of unemployment has surely been tempted to adjust the dates on their résumé as if they went smoothly from one post to another.

- False references. Listing someone to vouch for your experience who really won't or can't. Irvine said he'd been selected by the Queen of England for a knighthood. And it never got to the point where someone actually called her to ask.

Negative résumé misrepresentations are parts of one's professional experience which are deleted from the résumé you submit to a potential employer. If you were fired from your first job at McDonald's years ago because you kept forgetting to take the fries out of the oil pit, no one's going to object when you drop those months off your work history. On the other hand, if, up until two months ago, you were in charge of the vehicle fleet for a hotel, and you were fired for taking your girlfriend out in the company limo after hours, leaving that off your résumé is misleading new prospective employers. In the case of Irvine, things worked out for him in the end. After he publicly recognized the truth and cleaned up the most outrageous resume claims, he got his TV show back.

The Ethics of Stretching the Résumé

It is hard to define what should and shouldn't be included in a job CV, but steps can be taken to control the situation. If you're sitting at your desk trying to figure out whether there should be any deleting, cheating or exaggerating, two questions can help with the situation:

1. Who will be affected by my decision?
 2. Does it matter what everyone else is doing?
- The first person affected by your decision is you, and your biggest ethical duty - the responsibility to respect their own dignity and abilities. One way of taking that

responsibility seriously is to lookback at the jobs you've held and ask what kinds of tasks they entailed and howthose experiences and the skills taken from them might be stated in a broad andappealing way. Probably, Irvinewent overboard when he translated the fact thathe'd chosen fruit included in a royal wedding cake into the claim that heparticipated in assembling and cooking it. But it also seems like it'd be a mistake to say that he'd been a simple "fruit picker" on a wedding cake job. In the culinary world, this was important fruit picking. Irvine's mistake was that he couldn't find a way to do it without essentially lying about his experience. The duty to present oneself positively to potential employers may also justify the decision to leave certain, unfortunate aspects of your professional life offthe résumé. Irvine doesn't talk much about how his plans to create restaurantsin St. Petersburg fell apart in a sorry mess. If tomorrow he goes out and tries to stir up investors for a new pair of restaurants somewhere else, he has an obligation to be honest with them about what happened last time. But if he's looking for a job as a TV cook, or just as a cook in a restaurant, then he may be able to justify leavingthat bad episode unmentioned. The reasoning? The fact that he's bad at mountingrestaurants doesn't mean he's a bad TV personality or a cook. The onejob has little in common with the others. So if he's applying to be a cook, he couldpossibly leave the negative information about his other business ventures out basedon the idea that it has nothing to do with the employment in question. The duty to yourself, finally, points toward a résumé presentation that sets your accomplishments and skills in boldface while ignoring irrelevant shortcomings. Another person affected by your résumé decisions is the person doing the hiring. If you claim experience youdon't really have and skills you don't possess, the supervisor who oversaw yourcontracting won't just be disappointed and angry as he watches you stumble andtrip over easy tasks. The unprofessional hiring will also reflect negativelyon him when superiors evaluate *his* performance and decide on payraises and promotions. He's going to suffer because you lied. Moreover,that harms the company as a whole. Maybe costs will increase becausemore training than expected will be necessary. Other applicants for a job also have a stake in your own application. It's acompetitive world, and while you're the one who can best make the case for yourability, making false claims doesn't just give you an opportunity you may nototherwise receive: it takes an opportunity away from someone else.

What's Everyone Else Doing?

The question is important because applying for jobs doesn't happen in a vacuum. Under the heading "The UGLY Truth AboutHow People Are Outsmarting You!" researchers from Fakesresume.com assert, Over 53% of job seekers lie on their résumés. Over 70% of college graduates admit lying on their résumés to get hired. Can you afford not to know the techniques, tricks and methods they use? Fair question. Of course no one knows exactly how much cheating goes on so should you get in on it? Theargument in favor roughly corresponds with the web page's pitch. If *everyone's*doing it—if exaggeration is expected—then employing the same misrepresentationthat guide everyone else isn't really lying. Like driving sixty down a fifty-five-mileper-hour highway when all the other cars are going that fast too, your exaggerations are following the rules as everyone seems to understand them. Fromthis point of view, you may even have a duty to exaggerate because *not* doing so, asthe web page claims, isn't being an ethical hero, it's just being outsmarted. And in competitive environment, you at least have the moral obligation to not let yourself be snookered. The site is offering you a way to not tell the truth and not feel bad about it. Instead of offering moral guidance, it's inventing a way for you to justify taking the easy path, to justify stretching the résumé without having to consider whether that's the right thing to do.

Conclusion. In the midst of résumé-stretching dilemmas, what other people are doing matters. Hiring is relative; there's hardly anyone who's perfect for any job, recruiters take the applicant who's best suited. Your obligation—to yourself and to the recruiter—is to

show why you may be the best suited of the applicants. That may mean (using the language of FakesResume.com) using the résumé-enhancing techniques commonly employed. It doesn't mean, however, just imagining that everyone else is lying their pants off deceiving and then using that as an excuse to lie yourself.

Résumé Verification and the Law

One problem Robert Irvine faced was his very public personality. To stir up interest in the restaurants he planned for St. Petersburg, he had to stir up interest in himself. It drew the attention of a local newspaper reporter who ended up blowing the whistle on the résumé exaggerations and lies. More ordinarily, job applicants don't need to worry about reporters prying into their claims. Most medium and larger companies do, however, pass résumés through human resources departments and they typically confirm the significant, objective claims of job seekers. Items like degrees obtained can typically be verified. So too dates of previous employment and job titles. Every company will follow its own internal guidelines, of course, so it's impossible to make a table listing themisrepresentations that will and won't slip through, but it's certain that objectively false information may come to light sooner or later. If false information does come to light, are there *legal* complications? Probably not. Because résumés aren't binding, signed agreements between the applicant and employer, they're generally protected by free-speech guidelines. In the case of Irvine, if he claimed he was Superman, there's nothing the police could do about it. That said, efforts have been made to take some action against the most extreme cases of résumé misrepresentations. A number of legislative measures have been proposed to punish those who lie about a military record and honors received. Also, in Washington State in 2006, legislation was advanced to fine and briefly imprison applicants found guilty of claiming advanced degrees they didn't actually earn.

Ethical Egoism and Résumé Misrepresentations

Ethical egoism means your moral responsibility is to act in your own interest no matter what that may require. This provides a license for outright résumé invention (a false BS degree and imaginary knighthood for Irvine). But, as is always the case with egoism, the question must be asked whether job seekers *really* serve their own interests when they claim things that may later be revealed to be false or when they land jobs they later won't be able to perform because their qualification were fake.

One specific warning for the egoist comes from the admissions department at the Massachusetts Institute of Technology. One of the world's elite universities, the task of selecting each year's freshman class is as daunting as it is important for a school dedicated to preserving its reputation. The head of that office in 2007 was Marilee Jones. One of her central skills was the ability to distinguish high schoolers who'd truly excelled from those who got great grades by taking easy classes. Her widely admired skill, in other words, was filtering out grade sheets (which are students' résumés) that misleadingly stretched the students' classroom accomplishments. She went on using that skill until it was discovered that twenty-eight years earlier, when she'd first applied to work at the school, she'd invented a few degrees for herself. She was fired on the spot.

TASKS TO THE TEXT

Vocabulary work



Match the words to their meanings.

misrepresentation	a. проверять
credentials	b. полужирный
dignity	c. искажение
verify	d. достоинство
embellish	e. поручиться
vouch	f. преувеличивать
exaggerate	g. обязательный
stir up	h. споткнуться
stumble	i. приукрашивать
boldface	j. учетныеданные
binding	k. облапошить
snooker	l. расшевелить

3. Match synonyms

accomplishments	a. self-respect
shortcomings	b. seduce
dignity	c. overseer, inspector
tempt	d. obligatory
supervisor	e. enhance
binding	f. achievements
boost	g. defects, faults

3. True or false

- What other people do does not matter, means are more important than ends.
- Managing the dilemmas of crafting a résumé involves only obligations to oneself.
- Résumés are binding agreements between the applicant and employer protected by the law.
- Ethical egoism provides a license for outright resume misrepresentations.
- Truth will come into light sooner or later

5. Review questions

1. Who are the people affected by résumé truth decisions?
2. What are five distinct ways you may choose to misrepresent yourself on your résumé?
3. What's the difference between legal and ethical approaches to the question about padding the résumé?
4. Why might a job seeker have a duty to blur parts of his or her work history?
5. Why might an egoist lie on the résumé, and why not?
6. Can the applicant be unaware of the techniques, tricks and smart methods the others use?

Раздел контроля

Начальный уровень изучения иностранного языка

TEST 1 Sales

I. Guess the meaning of the word according to its definition.

1. something you buy cheaply or for less than the usual price _ _ _ _ _ i _
2. an agreement or arrangement, especially one that involves the sale of something _ _ a _
3. the act or process of bringing goods to the place or person they have been sent to _ _ _ i _ _ _ _
4. the total amount of a type of goods or services that people or companies buy in a particular period of time _ _ _ _ n _
5. a post of employment; job _ _ s _ _ _ _ _
6. an activity such as special advertisements or free gifts intended to sell a product or service _ _ _ _ _ o _
7. a set of similar products made by a particular company or available in a particular shop _ _ _ _ e
8. a business that sells goods to members of the public, rather than to shops _ e _ _ _ _ _ _
9. a small amount of a product that people can try in order to find out what it is like _ a _ _ _ _
10. involving the business of selling goods in large quantities to businesses, rather than to the general public _ _ _ _ _ a _

II. Make up word partnerships.

- | | | | |
|------------------|--------------------|-----------------|-----------------------------|
| 1. after sales | a . year | 7. to build | 1 . a brand |
| 2. benefit | b . department | 8. to close | 2 . a deposit |
| 3. customer | c . service | 9. to conduct | 3 . customers |
| 4. customer's | d . contacts | 10. to gain | 4 . an order |
| 5. department | e . payment | 11. to keep | 5 . in monthly installments |
| 6. financial | f . market | 12. to launch | 6 . confidence |
| 7. high street | g . terms | 13. to maintain | 7 . to the requirements |
| 8. interest-free | h . package | 14. to pay | 8 . the sales target |
| 9. medium-sized | i . needs | 15. to pay | 9 . promise |
| 10. monthly | j . store | 16. to place | 10 . a product |
| 11. personal | k . loyalty | 17. to promote | 11 . a client |
| 12. sales | l . credit | 18. to quote | 12 . an interview |
| 13. sales | m . company | 19. to reach | 13 . the deal |
| 14. service | n . store | 20. to research | 14 . a price |
| 15. target | o . representative | 21. to tailor | 15 . the client's interest |

Fill in the correct word.

bargain	free sample	retailer
competitor	position	supplier
deal	promotion	
demand	receipt	

1. He made a lot of money by buying houses at ... prices and reselling them.
2. Lower interest rates did nothing to increase ... for loans to buy houses.
3. Britain has had higher long-term interest rates than most of its major
4. Baskin-Robbins has signed a ... with a group of dairy farmers, to supply the milk necessary for the factory.
5. He has been offered a management ... in Cairo.
6. Penny has increased its sales ... with direct mail.
7. The customer confirmed ... of a shipment.
8. He used the product after receiving a ... in the mail.
9. Microsoft is the world's largest ... of PC software.
10. Heilig-Meyers Co., a home furnishings ..., said that December sales rose 18% to \$75.1 million.

TEST 2 Companies

I. Guess the word according to its definition.

1. a company that is at least half-owned by another company, its parent company s.....
2. the way you do a particular job or activity p.....
3. the amount a company receives from sales in a particular period r.....
4. the amount of business done in a particular period, measured by the amount of money obtained from customers for goods or services that have been sold t.....
5. the total amount of goods or services that people or companies would buy if they were available d.....
6. the amount of money coming into and going out of a company, and the timing of these c...
....
7. all the people who work in a particular country, area, industry, company, or place of work w.....
8. the main office of a company h... ..
9. to become larger in size, amount, or number e.....
10. to describe something in a general way, giving the main points but not the details o.....
11. to give something to someone because they have done something good or helpful r.....
12. to make something better i.....
13. to put money into a business activity, hoping to make a profit i.....
14. to make or produce large quantities of goods to be sold using machinery m.....

Fill in the missing words.

department	redundancies	to order
goal	salary	working hours
goods	short-term contracts	working life
meeting	team	
plant	to deliver	

1. Dealers refused to ... new cars because of weak sales.
2. Because of low export sales, Jaguar was forced to make 700
3. They will ... new computers to our company next month.
4. We have recruited an excellent management
5. Nissan plans to spend \$500million on a new engine
6. Geoff spent all his with the same company.
7. She manages the customer services
8. North Korea has no hard currency to buy
9. are flexible here and the dress is casual.
10. The Sensor razor is helping Gillette achieve its ... of getting new customers.
11. This is my first increase in
12. We had a ... yesterday to discuss progress.
13. Most of our staff are on

Form the right part of speech from the words “produce”, “succeed”, “manage”.

produce

1. The factory an incredible 100 cars per hour.
2. England is a of high quality wool.
3. Our has increased since we hired efficient staff.
4. A with a strong brand name is very important for good sales.
5. Management is always seeking ways to increase worker
6. Our meeting turned out to be very

succeed

1. The of your presentation depends on thorough preparation.
2. Women need to be tough to in the male-dominated world of business.
3. Were your negotiations last week?

manage

1. How do you normally to be so well organized?
2. The company's failure was mainly due to bad
3. Could you tell me how I can contact your regional ?

Complete the sentences using Present Simple or Present Continuous.

1. Our major competitor's subsidiaries (to spring up) on both sides of the Atlantic. We must launch a new product to keep our clients.
2. I can't stand Ms. Fox! She always (to make) mistakes!
3. Sony (to expand) fast: sales increased by 30% last year and the same figure is forecasted this year.
4. Catherine (to know) a lot of important businesspeople in Europe.
5. Mr. Kent (to travel) in Australia at the moment. He (to visit) important new markets there as he (to need) to know more about them.
6. When Ann (to arrive) at the office each morning, she (to check) her schedule for the day with her personal assistant.
7. The head of Vista Travel (to want) to make the company a world-class company.

Tick the correct preposition.

	about	at	in	on	to	with	for
to arrive							
to be interested							
to be keen							
to be late							
to be worried							
to communicate							
to lead							
to listen							
to look forward							
to study							
to introduce oneself							

Средний уровень владения иностранным языком

TEST 3 Marketing

Answer all thirty questions. There is one mark per question.

Vocabulary: Word partnerships

1 Match a word from A and B and complete sentences 1–10. Use each word from A twice.

A advertising / consumer / market / product / sales	B behaviour / budget / campaign / forecast / launch / lifecycle / profile / research / segment / targets
---	--

- 1 The _____ is the length of time people continue to buy a particular product.
- 2 _____ showed very good potential for marketing the magazine to executives in the age range 25–35.
- 3 A _____ is simply a description of a typical customer.
- 4 Our company has established its brand name through a multi-million multi-media _____.
- 5 The introduction of a product to the market is called the _____.
- 6 Family and friends are a major factor in _____. They really influence what people buy, where and how.
- 7 A _____ is a group of customers of similar age and income level.
- 8 I don't think cutting our _____ by half is a good idea. Our campaigns are highly successful and always generate huge profits in the long term.
- 9 Our representatives are under a lot of pressure to meet their _____.
- 10 I'm afraid I can only make a pessimistic _____ for February and March.

Language Review: Questions

2 Re-order the words to make questions.

11 much advertising do how on spend you ?

12 does endorsement mean what ? _____

13 strengths and are company's weaknesses what your ?

14 range did extend product their they when ?

15 is team leading sales who your ? _____

3 Complete each question with an appropriate word.

16 _____ your market share increase last year?

17 _____ kind of products do footballers endorse?

18 _____ they doing any market research at the moment?

19 _____ of these two products is more successful?

20 _____ you met our new manager?

21 _____ often do you launch a new product?

22 _____ Kaori phoned recently?

Skills: Telephoning

4 Complete this excerpt from a telephone conversation with the questions from the box.

Would you like them to do the marketing? / Could you give me a few details? / Did you say 5%? / Have you finished your report? / Why? / How about our market share? / How are things? / What do you think of 'Eureka!'?

A: Hi, Vladi. Raul here. (23) _____

B: Fine, thanks. Quite busy, in fact.

A: (24) _____

B: Almost. But I can tell you the figures I have are looking extremely good.

A: Excellent. (25) _____

B: Sure. Overall sales are up 15%. Our new soft drinks are up 12%, and our mineral water is doing just as well.

A: That sounds good. (26) _____

B: Well, we've increased it by 2.5%.

A: Sorry, I didn't catch that. (27) _____

B: No. 2.5%. But I think it might go up by five over the next quarter.

A: That would be great. By the way, there's something else I wanted to ask you. (28)

B: Oh, the new advertising agency. I think they're really good. (29)

A: I was thinking about the new energy drink that we're launching next month.

B: Right. (30) _____

A: Exactly. I want something less traditional for this new product.

B: In that case I think it's a good idea to contact them. They've got a very creative team, with lots of imaginative ideas.

Test 4 Planning

Answer all thirty questions. There is one mark per question.

Vocabulary: Ways to plan

1 Match a word or phrase from A and B and complete sentences 1–10.

A	B
collect / consider / do / estimate / forecast /	costs / information / our budget / sales / some

keep within / meet / rearrange	research / the options / the schedule / the deadline
--------------------------------	--

- 1 The project was successful, except that we didn't _____ .
We overspent by about 5%.
- 2 Our visitors are arriving two hours later than planned, so let's _____ immediately.
- 3 Our advertising campaign is producing good results, and we _____ of at least \$150,000 in the next quarter.
- 4 It's difficult to _____ accurately when your suppliers increase their prices without warning.
- 5 First, let's _____ that we have for the launch date: it could be late spring, or early autumn, or next year.
- 6 What we need to do is _____ about the buying habits of the people who live in that area.
- 7 It will be impossible to _____ of June 20 now that the project manager is ill. Everything will have to be put off until next month.
- 8 Jim wants to _____ into the factors that influence consumer behaviour.

2 Match the two halves of the sentences. Write your answers here:

- 9 _____ 10 _____ 11 _____ 12 _____
- 9 He's trying to arrange
- 10 It was impossible to implement
- 11 Jean is going to write
- 12 The training schedule has
- a the next quarterly sales report.
b a meeting with BCA's sales manager.
c to be prepared by April 5.
d that plan with such a small budget.

Language Review: Future plans

3 Re-order the words to make sentences.

- 13 Brazil expand hoping in they're to _____
- 14 not a bonus expecting get good is she to _____
- 15 attract foreign we investment like more to would _____
- 16 a Bangalore in open planning subsidiary to we're _____
- 17 are going launch when model this to you ? _____

4 In each sentence, one word is missing. Re-write each sentence with the correct word in the right place.

- 18 We going to visit our suppliers next week.

- 19 I help you write the report if you like.

- 20 We look forward seeing you soon. _____

21 Analysts say the economy will be better next year.

22 They want to relaunch their video camera.

Skills: Meetings

5 Complete these phrases with a word from the box.

comment / could / interrupt / like / mean / moment / on / what

23 _____ I say something?

24 Just a _____, please.

25 So _____ you're saying is that we've overspent?

26 How do you _____ exactly?

27 Sorry, could I just _____ on that?

28 I'd _____ to finish, if I may.

29 Sorry to _____, but what are the options?

30 Hold _____ a minute.

Продвинутый уровень владения иностранным языком

Test 5 Employment

1 Match the words in A and B and complete sentences 1-9.

A	B
pep / head / financial / curriculum / interview / application / fast / probationary / psychometric	track / package / hunter / talk / test / form / panel / vitae / period

1 I always find that a quick _____ with my staff raises morale.

2 The _____ includes a pension and an annual bonus.

3 Six months is the standard _____.

4 I'm on a _____ scheme so I should be promoted soon.

5 Please could you fill in this _____ before the interview.

6 We'd also like you to take this _____.

7 It was scary! I had to sit in front of an _____ of six people.

8 I work as a _____. I have to find the best person for the job.

9 My _____ is out of date. It doesn't include details of my most recent job.

Language Review: Indirect questions and statements

2 Each question or statement includes one extra and incorrect word. Delete it.

For example: What ~~are~~ do you do?

10 Could you tell me what is your salary is?

11 I'm not sure when does the interview finishes.

- 12 Could you tell to me why she left?
 13 I am wonder whether they'll apply?
 14 I'd like to know how would your current boss would describe you?
 15 Do you mind if can I ask what your weaknesses are?

3 Re-write these as direct or indirect questions and statements.

- 16 What's your job?
 I was wondering _____.
- 17 What time does the first one arrive?
 I'd like to know _____.
- 18 Why has he gone so early?
 Could you tell me _____?
- 19 Do you know where the interview room is?
 Where _____?
- 20 Do you happen to know if they've finished?
 Have _____?
- 21 I have no idea who she is.
 _____?

Skills: Managing meetings

4 Underline the correct word in *italics*.

- 22 OK. Let's get *down / up / through* to business.
 23 Could you just hang *in / on / at* a moment, please.
 24 Perhaps we could get *down / back / forward* to the main point.
 25 I think we should move *out / on / up* now to the next point on the agenda.
 26 Do you mind if we come *up / down / back* to that later on?
 27 Hold *on / up / in*. we need to look at this in more detail.
 28 OK. Let's go *under / out / over* what we've agreed.
 29 How do you feel *of / about / on* that?
 30 Right, to sum *up / down / back* then...

Test 6 Ethics

Replace the word combinations in italics by their English equivalents from the above task.

1. I strongly suspect that you have become a victim of your *нечестного конкурента*. There are rumours about his using *недостойных методов* to promote the products.

2. The majority of multinationals have *денежный фонд, предназначенный для взяток* to buy contracts or establish networks in the developing world.
3. Corrupt practices in Nigeria result in *всеобщее обнищание* of the country leading to poorer education and healthcare.
4. - I see, your restless boss was found not guilty after he had plugged *законные лазейки* in the law.
14. - Be sure, it was a hell of a job for him.
5. Sometimes it is difficult to distinguish *поощрительное денежное вознаграждение* from bribes, but it is size that matters.
6. They are paralysed with fear of bad publicity as their *массированное взяточничество*, their sweatshops and child labour are going to be in papers.
7. They donate jobs and provide expert services to establish *долгосрочные* trusting *взаимоотношения* in the country.
8. In Asia most Western companies face *моральные дилеммы* concerning strong traditions built around exchanges of gifts and far often “gifts” of money.
9. Bribery is a way of life in the countries with *теневой экономикой*, and you have no alternative if you want to win a contract.
10. At first Teresa Lopes from accounts department was given a *словесное предупреждение* to clear their account within 14 days.
11. If you look at this from *с другой точки зрения*, you’ll have to admit that his behaviour is undermining our company’s reputation.
12. Finally the representative made a shocking statement that all the money was diverted from local projects in agriculture into the *чрезвычайно дорогостоящие контракты*.

2. Complete the story below with the correct tenses of the verbs in brackets.

SUSPICION

1. I work for a small retail store. Last week by the end of the working day our boss ¹(call) all the staff into his office. Money ²(miss) from the till and suddenly we ³(be) all under suspicion.
2. You see the vacancy ⁴(come up) two months ago. I persuaded my boss to give the job to Sue who ⁵(be) unemployed for a year already.
3. Everything was fine for the first few weeks. The boss was pleased with her. Sue even ⁶(buy) me a thank you present.
4. I have always trusted Sue till now but recently I’ve been worried about her. There’s never been a problem of the kind in the store.
5. Some time ago I ⁷(notice) that Sue ⁸(spend) quite a lot of money on a new laptop. I asked her why she ⁹(have) so much money and she said that she ¹⁰(win) a lottery.
6. I feel really guilty about it now but I think my boss is watching me. As it was me who ¹¹(recommend) Sue. I am worried about losing my job. (Rebecca)

3. Make word partnerships.

- | | | |
|-----------------|---|-----------|
| 1. crooked | • | contracts |
| 2. slush | • | dilemma |
| 3. total | • | economy |
| 4. moral | • | warning |
| 5. facilitation | • | angle |
| 6. black | • | fund |

- | | | |
|----------------|---|----------------|
| 7. verbal | • | loopholes |
| 8. long-term | • | bribery |
| 9. different | • | methods |
| 10. legal | • | rival |
| 11. massive | • | relationships |
| 12. unfair | • | payment |
| 13. overpriced | • | impoverishment |

Вспомогательный раздел

Начальный уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition elementary Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
4. Let's Improve Your Business English Skills (Market Leader Elementary): методическое пособие/ Н.П.Буланова, Г.В. Волейко. – Минск: БНТУ, 2013.
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6. Murphy, R. English Grammar in Use. R. Murphy. - CUP, 1997
7. <http://www.really-learn-english.com/>
8. <http://www.agendaweb.org/>
9. <http://www.englishpage.com/>
10. <http://www.perfect-english-grammar.com/>

Средний уровень владения иностранным языком

1. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Course Book/ David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
2. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Teacher's Book / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
3. David, Cotton, David, Falvey, Simon, Kent. Market Leader. 3rd edition pre-intermediate Practice File / David, Cotton, David, Falvey, Simon, Kent – Pearson Longman
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6. <http://www.really-learn-english.com/>
7. <http://www.agendaweb.org/>
8. <http://www.englishpage.com/>
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