

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Донецький національний університет економіки і торгівлі
ім. М. І. Туган-Барановського

Кафедра іноземних мов

Остапенко С. А.

BUSINESS ENGLISH

Навчальний посібник для студентів економічних спеціальностей

Кривий Ріг – 2015

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Запропонований ряд вправ сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на другому етапі вивчення іноземної мови.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Навчальний посібник відповідає сучасним методичним вимогам до навчальної літератури.

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ПЕРЕДМОВА / INTRODUCTION

Інтенсивний розвиток міжнародних зв'язків, встановлення та налагодження ділових контактів із закордонними підприємцями вимагає високого рівня в опануванні навичками усного мовлення у типових комунікативних ситуаціях спілкування, вміння правильного складання та оформлення різноманітних видів управлінських документів та службової кореспонденції.

У зв'язку з цим на перший план виступає аналіз лінгвотекстових особливостей текстів службового призначення з точки зору основного напрямку сучасної лінгвостилістичної науки – функціонально-комунікативного, згідно якого процес вербальної комунікації здійснюється не в ізольованому реченні, а шляхом текстів конкретного типу та призначення з урахуванням комунікативної інтенції та ситуації спілкування.

Метою курсу «Ділова іноземна мова» є ознайомити студентів с сучасним діловодством англomовних країн, навчити орієнтуватися в потоці ділової інформації, дати знання будови та змісту головних зразків ділових документів. У поєднанні із поглибленням вивченням таких розділів лінгвістики, як стилістика, культура мовлення, орфографія, пунктуація, лексика, фразеологія студент має отримати достатній запас знань для практичного діловодства.

І в результаті вивчення усіх тем студент повинен знати, як вірно добирати потрібні слова і складати речення відповідно до принципів письмової мови; досконало знати правопис слів і засоби використання пунктуації, яка впливає на структуру і стиль ділових паперів.

Даний посібник має за мету допомогти студентам в їх роботі над розвитком практичних навичок підготовки та проведення презентацій, переговорів, участі в зборах, перекладу ділових листів, телеграм, телексів та ін., над придбанням вмінь розуміти зміст кореспонденції з обов'язковим повним і точним перекладом всіх речень.

UNIT 1

COMPANIES

STARTING UP**Discussion** Answer the questions

1. What types of organizations on the Ukrainian market do you know? Which of them are the most widespread? Why?
2. Why are there so many small firms in Ukraine nowadays?
3. Does the structure of the company depend on the type of the organization? Why? Why not? What other factors does it depend on?
4. What sphere of business occupies the Ukrainian market more: production or service? Why?
5. Why do some companies include details about their history in their marketing literature, reports and presentations?

Exercise 1. Look at the photos and identify the four companies.

① 

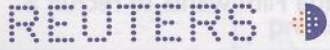



② 

③ <http://www.reuters.com/>

④ 

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Exercise 2. Match the information about these multinational companies to the correct company logo

Company logo	Company activities	The company says
	<p>1 The third largest record company in the world. It is also the world's largest publisher of songs and music.</p>	<p>a 'We are committed to providing high quality food.'</p>
	<p>2 The world's largest hamburger restaurant company. It has over 19,000 restaurants in 100 countries.</p>	<p>b '(We) lead the world in the provision of news and financial information to broadcasters, newspapers, financial markets and on-line services.'</p>
	<p>3 This company provides news and financial data to the business community.</p>	<p>c 'We aim to be the world's premier music company in all aspects of our business.'</p>
	<p>4 This company is an international air-express carrier. It delivers packages and documents all over the world.</p>	<p>d 'We keep your promises.'</p>

Exercise 3. Work in groups. Choose three of these companies.

BMW	Coca-Cola	Nike	Levi Strauss & Co.	Microsoft
-----	-----------	------	--------------------	-----------

Write what you know about:

- 1 what each company produces or provides
- 2 where the company started
- 3 where the company operates
- 4 who its main competitors are

Exercise 4. Read these profiles of well-known companies. Rearrange the letters to make the company name.

1 This company's headquarters are in Michigan, but it earns a lot of its annual \$6,562 million revenue outside the USA. It sells its products in 130 countries and has about half of the European breakfast cereal market. Its leading brand names are Cornflakes, Rice Krispies, and Frosties.

LELGSKOG _____

2 This company manufactures mice! Computer mice. They also develop disk-operating and application software. Their annual sales are \$4,649 million and they have 15,257 employees. It is famous for its 'Windows' operating system.

RTOOIMCSF _____

3 This is one of the world's top chemical companies. It has sales outlets in 170 countries and production facilities in thirty-nine. It spends nearly DM2,000 per year on research and development and produces more than 8,000 products. The best known of these are audio and video cassettes.

FSBA _____

4 This company operates in 3 major areas: beverages, snack foods, and restaurants. With a turnover of over \$28 billion, it is the world's largest producer of crisps and has the largest number of franchised restaurants in the world. Everyone knows their Pizza Hut and Kentucky Fried Chicken restaurants. Their brands include Fritos corn chips, Ruffles potato chips, and Walkers crisps. Their most famous product is a fizzy drink.

SEPOCIP _____

5 This company is the largest tyre-maker in the world and has a 20% share of the world market. Based in France, it has 69 plants and rubber plantations in Brazil, the Ivory Coast and Nigeria. 96% of its sales come from tyres and wheels and only 4% from other products such as guidebooks.

CELMIHNI _____

READING

Exercise 5. Before reading the text answer the following questions: What do you know about McDonald's? What type of ownership does it belong to? Predict whether these facts are true or false.

- a Three new McDonald's stores open every day.
- b McDonald's charge high prices.
- c McDonald's spend more on advertising than anyone else.
- d There is a Hamburger University.
- e The company CEO has a computer in his office.
- f McDonald's prefer American managers to run overseas stores.

Exercise 6. Read the text and compare your predictions with the true facts. For each paragraph choose the appropriate title

Titles: **A)CLOSE RELATIONSHIPS WITH SUPPLIERS, B)ADVERTISING, C)FACE-TO-FACE MEETINGS, D)CUSTOMER SERVICE, E)VALUE F) CULTURAL SENSITIVITY, G)TRAINING**

Text 1

SERVICE WITH A SMILE

Three new McDonald's stores open somewhere in the world each day. There are now over 14,000 McDonald's stores worldwide and sales are over \$23 billion. So how do they do it? What are the company's strengths?

1 _____

McDonald's keep prices low. They concentrate on increasing market share.

2 _____

McDonald's spend \$ 1.4 billion annually on marketing, more than any other company in the world.

3 _____

Every employee receives at least two or three day's training and all *managers* attend regular courses. The company even has its own Hamburger University in Oakbrook, Illinois.

4 _____

The company headquarters don't have an e-mail system and there is no computer in the CEO's office but ideas still fly around. There are regular meetings between people in the same region and people in the same line of work.

5 _____

McDonald's work closely with their *suppliers* to make sure they can meet the McDonald's *specifications*.

6 _____

Before they enter a new country's market, they research the culture thoroughly. And they *employ* local staff if they can.

7 _____

The restaurants are clean, the service is quick and every McDonald's burger comes with a smile.

UNDERSTANDING THE MAIN POINTS

Exercise 7. Fill in: *quick, share, headquarters, attend, ideas, meet, enter, research, local, hamburger*

- | | |
|-------------------------|---------------------------|
| 1. market _____ | 6. _____ fly around |
| 2. the service is _____ | 7. to _____ courses |
| 3. the company _____ | 8. to _____ the culture |
| 4. _____ university | 9. to _____ specification |
| 5. _____ staff | 10. to _____ a new market |

Exercise 8. "Restore" the mixed up word combinations

- | | |
|---------------------------------|----------------------|
| increasing meetings | e-mail staff |
| two or three days' market share | local system |
| company courses | regular headquarters |

Exercise 9. Unscramble the words given in bold print

- McDonald's pay a lot of attention to **svirtaiedng**.
- There are a lot of **poyeeelms** in the company. All of them receive training.
- As workers are interested in their work, the **rcvsiee** is quick.
- McDonald's have a lot of **esroctums** all over the world who buy its products.
- People of the same region and line of work meet on the regular **netmegsi**.

Exercise 10. Replace all the verbs of paragraph 3 with their synonyms

Exercise 11. Add as many adjectives to the nouns of paragraph 7 as possible

Exercise 12. Make up all possible parts of speech from the italicized words

Exercise 13. Make up 5 questions to the text.

LISTENING

Exercise 14. Before listening try to answer these questions: What do you know about such companies as IBM, PHILIPS and JAL? What products or services do they provide? Do you know anything about their activities? What type of the ownership do they belong to?

1. Listen to three people talking about these companies. Which company are they talking about?

2. Listen to the first speaker again. Make notes on the company.

Employees:

Subsidiaries:

Turnover:

Location of parent company:

Number of products:

Joint venture partner:

3. Listen to the second speaker again. Complete these notes.

- 30,000,000 _____ a year.
- Fly to 41 _____ in 25 _____.
- Domestic service has 48 _____ and serves 20 _____.
- _____ is their number one priority.
- Currently _____ FANS in their aircraft.
- FANS are _____ communications and _____ air traffic congestion.

4. Listen to the third speaker again and answer these questions.

- a. What's the company's turnover?
- b. How many employees are there?
- c. What's happening in the company at the moment?

5. Listen to the information once more (see Appendix 2) and do the following task (choose one letter for each sentence)

1. Philips is a multinational company with 250.000employees.

A Right B Wrong C Doesn't say

2. Philips produces electrical products only to the consumer market.

A Right B Wrong C Doesn't say

3. Comfort is number one priority of JAL.

A Right B Wrong C Doesn't say

4. JAL has a turnover of 31.626.000.

A Right B Wrong C Doesn't say

5. IBM is developing a new culture at the moment.

A Right B Wrong C Doesn't say

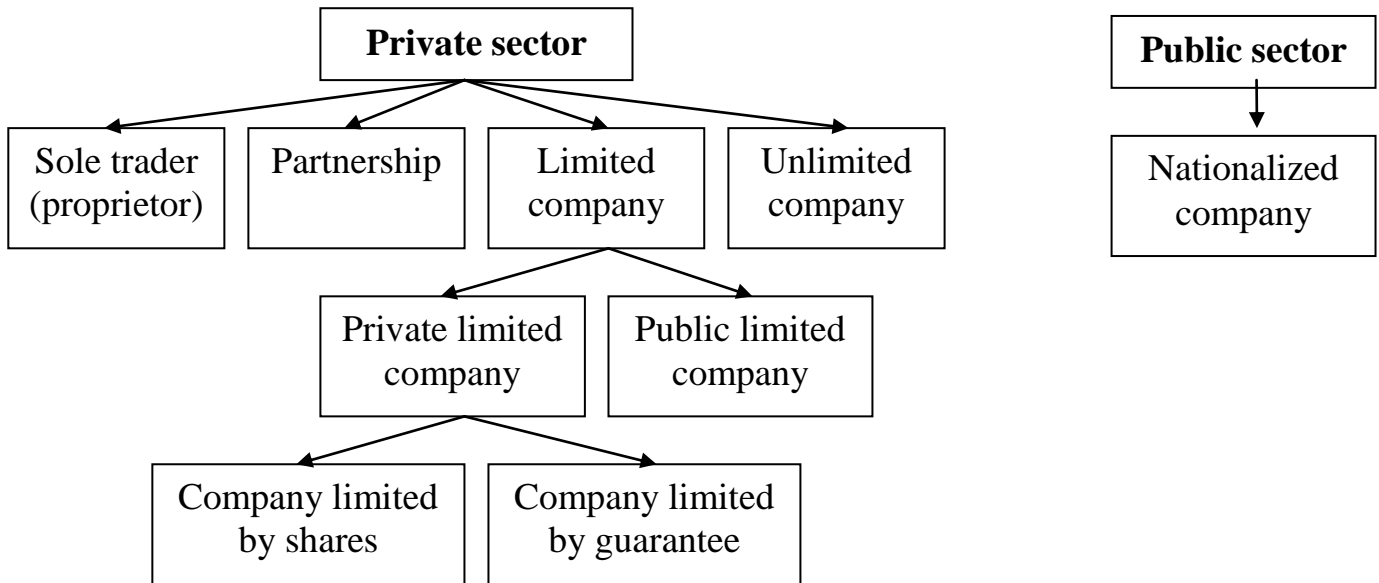
6. The holding company of IBM is located in New York.

A Right B Wrong C Doesn't say

COMMUNICATION SKILLS

Business very in size, from the self-employed person working alone, through the small or medium enterprise to the large multinational with activities in different countries.

Exercise 15. Study the chart below and fill in the gaps with the suitable type of ownership.



_____ is the sole owner of a business and has full control of it. He is personally liable for all business debts, i.e. he carries an unlimited liability.

_____ means that its members jointly own a business and each of them is personally liable for the firm's debt. There are limitations to the number of members: minimum of two and maximum of twenty.

_____ is a legal entity that is separate from shareholders and directors. The shareholders are not liable for the company's debts beyond the amount remaining unpaid on the shares they hold or guaranteed to a third party.

Limited companies are classified as private limited by shares, private limited by guarantee, and public limited.

In _____ members' liability is limited to the amount unpaid on shares they hold.

In _____ members' liability is limited to the amount they have agreed to contribute to the company's assets in case of its winding up.

A _____'s shares may be offered for sale to the general public and members' liability is limited to the amount unpaid on shares held by them. Its shares can be transferred without the shareholders' permission.

_____ is treated as company for taxation purposes (they pay corporate tax instead of income tax), but the liability of its shareholders is unlimited.

_____ is established by Acts of Parliament. Usually it's natural monopoly. Its accounts go directly to the Parliament for inspection.

Exercise 16. *What type of organization is each of these?*

1. A group of engineers who work together to provide consultancy and design services. There are no outside shareholders.
2. A large British engineering company with 30,000 employees. Its shares are bought and sold on the stock market.
3. An American engineering company with outside shareholders.
4. An engineer who works by herself providing consultancy. She works from home and visits clients in their offices.
5. An independent British engineering company with 20 employees. It was founded by three engineers, who are shareholders and directors of the company. There are five other shareholders who do not work for the company.

Exercise 17. *a) Find information on the following points. Compare sole partnership, partnership and corporation according to the following outline:*

1. Ownership (number of owners).
2. Liability (limited, unlimited).
3. Finance (limited, permits inflow of capital, etc.).
4. Taxation (personal income tax, corporate income tax, etc.).
5. Profits (personal, shared in agreed proportions, etc.).
6. Examples of business.

b) Draw a table "Business firms compared"

Exercise 18. *Choose the correct alternatives*

When a bank (lends/borrows) you money to start a business, it asks you for some (finance/security). In other words it asks for rights over part of your (assets/loan). If your enterprise fails and you are unable to repay the loan, the bank can then sell this

property. This (security/loan) protects the bank against financial loss. Some people offer their houses as security when they (lend/borrow) large sums of money.

Exercise 19. *Read the text and make up dialogues using the questions that follow.*

Applying for a loan

Imagine that you are planning to open a small store where you intend to sell candy, magazines, newspapers, toys, and stationery. You have a few thousands dollars saved up and you plan to add to your savings by getting a loan from your local bank. When you go for your loan, the banker gives you a form to complete. It asks some detailed questions about your business plans. Some of these questions are listed bellow. How would you answer them if you really were in this situation? Why do you suppose a bank might ask questions like these?

1. What kind of business do you plan to operate?
2. Why do you want to open this business?
3. What three problems do you expect to be most troublesome? Explain briefly.
4. What made you select the location for your business?

Exercise 20. *Sometimes partnerships are said to be “a very unsteady ship to sail”.*

Do you agree with this statement? Give your reasons.

Read the following text, answer the questions and do the tasks that follow.

Setting up a partnership

Peter Brimar and Paul Hanno have been friends ever since they graduated from junior high school. Now that they have completed their training at a local trade school for television repairmen, they have decided to go into business together as partners. Peter has \$5,000 in savings that he will be able to put into the business. Paul has \$2,500. The partners agree that they will both draw \$ 100 a week in salaries from the business. In addition, they agree that, if there are any profits remaining at the end of the year, Peter will get two-thirds and Paul will get one-third.

In order to avoid misunderstanding, they put this agreement in writing and both partners signed it.

1. Why do you suppose partners usually put their agreements in writing?
2. Why did the partners agree that Peter Brimar would get two-thirds of the profits and Paul Hanno only one-third?
3. Pretend that Brimar and Hanno have asked you to draw up the partnership agreement for them. On a separate sheet of paper, write out an agreement that both partners can sign. All the details described above should be included.
4. At the end of the first year, the partners had \$12,000 in profits to share. (This was in addition to the \$100 a week in salaries they had already drawn.) How were the profits divided?
5. At the end of the second year, the partnership came to the end. The partners had \$2,000 in debts. Peter Brimar had no more money in the bank, but Paul Hanno had saved up \$3,000 during that time. How was the \$2,000 paid off?

FOCUSE ON STRUCTURE OF THE COMPANY

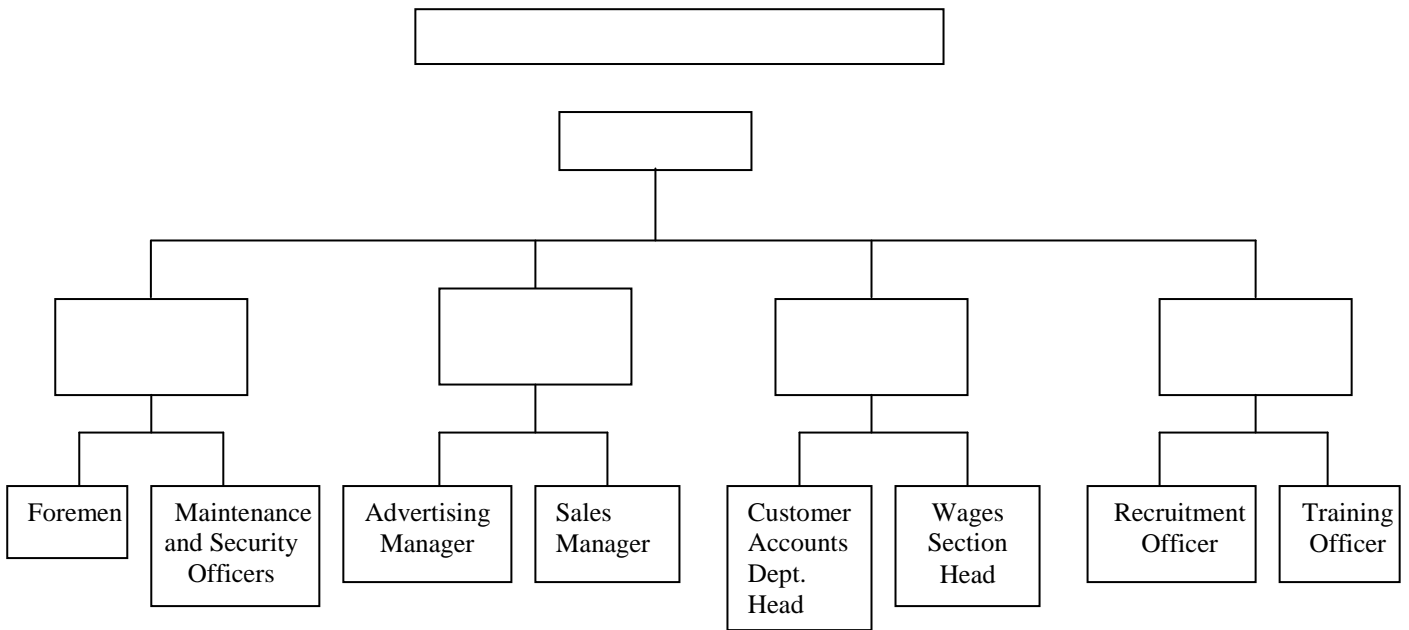
Exercise 21. Complete the organization chart from the information provided. (Note that there are various ways of constructing an organization chart. This is one of the most usual.)

The company is run by a Board of Directors.

The Managing Director (sometimes called the Chief Executive, or President in the USA) is the head of the company.

Most companies have Finance, Marketing, Production, and Personnel Departments. These are the most common departments, but some companies have others as well. Each department is headed by a Manager, who is in charge of its day-to-day running, and who reports to the Director; the Director is responsible for strategic planning and for making decisions.

Various personnel in each department report to the Manager. One example, present in almost all companies, is the foremen, who report to the Production Manager.



Exercise 22. Match the names of the departments with the activities they do:

Human Resources

(Personnel)

Production

Marketing

Finance

Packaging

Sales

Training

Buying

Personnel

Quality

Distribution

Financial service

Production

Advertising

Customer accounts

Wages and salaries

Maintenance

After-sales service

Marketing

Exercise 23. Draw the structure of the educational establishment you study in and compare it with your partner's one and the original.

FOCUSE ON THE HISTORY OF THE COMPANY

READING

Exercise 24. Discuss the following questions.

1. What well-known companies of the world can you name?
2. What Ukrainian companies do you know? What facts from their history can you tell?
3. Why is it important to include information about the founder and key dates and events in the company history in the marketing literature, annual reports and presentations? Give your reasons.

Exercise 25. Read the text and do the following tasks

a) choose the correct verbs from the box to complete the first paragraph.

Remember to use Past Simple Tense

prove	be	open (2)	allow	introduce
-------	----	----------	-------	-----------

b) open the brackets of the second paragraph using Past Simple

Text 2

The History of McDonald's

McDonald's founders' (Dick and Mac McDonald) first venture into the food business 1___ in 1937, when they 2___ a hot dog stand in Arcadia, California. They 3___ the first McDonald's restaurant on May 15, 1940, in San Bernardino, California. Hamburgers 4___ to be their most popular product, so in 1948 the brothers 5___ their "Speedee Service System," a streamlined assembly line for hamburgers that 6___ them to produce burgers quickly and inexpensively.

Entrepreneur Ray Kroc (the exclusive distributor of a milk shake machine called the Multimixer) (to visit) the first restaurant in 1953, and sensing its potential, he (to convince) the brothers to put him in charge of franchising. Later he (to

purchase) the brothers' interest in the company, and (to oversee) its worldwide expansion. Ray Kroc (to open) the Des Plaines, Illinois restaurant in 1955 and never (to look) back. In 1965 McDonald's (to go) public with the company's first offering on the stock exchange. In 1967, the first McDonald's restaurant outside the United States (to be opened) in Richmond, British Columbia. In 1968, the Big Mac sandwich (to be introduced), followed by the Egg McMuffin breakfast sandwich in 1973. **Milestones** and accomplishments have followed ever since.

Today, there are tens of thousands of McDonald's restaurants serving millions of people daily around the world. The incredible growth and success of McDonald's can be summed up with the first thought that went through Ray Kroc's mind when he first saw McDonald's: "This will go anyplace."

Exercise 26. *What do these numbers from the text refer to?*

1937 15 1955 10 000 1967 1968

Exercise 27. *Put the following sentences into chronological order*

1. The introduction of Big Mac.
2. The idea of franchising.
3. Two brothers opened a hot dog stand.
4. The worldwide expansion.
5. Opening the first oversea restaurant.

Exercise 28. In groups of three-four choose one of the well-known or Ukrainian companies (explain your choice) and prepare the presentation of its history.

WRITING

Exercise 29. You are the representative of a small enterprise, which produces different types of bins. Write a letter to a city council with a proposition to produce and place special bins in your area to encourage recycling (*see Appendix 3*)

Exercise 30. *Project work*

In groups of three-four students choose one of the well-known companies and conduct their presentations about its history, structure and activity.

UNIT 2**JOB HUNTING****STARTING UP****Discuss these questions.**

1. What did/do you enjoy most/least at secondary school?
2. What work experience have you had (if any)? Describe each job you have done - what and where it was, the scope of your duties, the aspects of that work which you liked and those which you didn't.
3. Have you ever held any position of responsibility in or out of school? What was it and how did you feel about this position?
4. Which of the following factors are most important to you and which least? You may choose two or three most important and two or three least important. Give reasons for your choice.
money, opportunity to travel, working outdoors, working with people, status, long holidays, convenient working hours, being the boss, being creative, being independent, not having to take work home, pleasant colleagues, company car, doing something useful.
5. What are your special strengths and weaknesses?

FOCUSE ON YOUR PERSONALITY***Mini-Poll***

Go round the class and interview as many people as you can, including your teacher. Ask them why they work/study.

To earn a living				
For the fun of it				
For work's sake				
To make a major impact, to achieve results				
For self-fulfillment				

To become famous				
To leave a legacy				
To support a family				
Out of keen interest				
To gain power and authority				
.....				

Compare your notes in pairs, in fourth and then at class level.

Appoint one of the “Lazybones” in the class as a secretary, who puts the class statistics on the board.

As a final step, define the top 3 reasons why people work.

Is your (future) job the right job for you?

Find out by doing this quiz. Work in pairs. Tick the statement your partner agrees with.

1. I'd love to do a parachute jump.
2. I don't like to tell other people what to do.
3. I prefer to spend time on my own rather than in a crowd.
4. I find it easy to set myself objectives.
5. I have difficulty making decisions.
6. I find it difficult getting to know new people.
7. I'd love to travel abroad.
8. Friends sometimes complain that I order them about.
9. I like to have the advice and support of people more experienced than myself.
10. I don't like volunteering opinions in case they are unpopular.
11. I like to try to find new solutions to old problems.
12. I would prefer to be team captain than a team member.
13. I get embarrassed easily.
14. I don't mind where I go with my friends as long as they are happy.
15. I like the latest fashion.
16. I like to be fully responsible for anything that I do.

Now score the quiz:

A	1	7	11	15
B	2	5	9	14
C	3	6	10	13
D	4	8	12	16

Personality types

A characteristics: *The entrepreneur*

You are the adventurous type. You enjoy new challenges and taking risks. You could find success in stock market dealing rooms or anywhere you can put your flashes of genius to good use.

B characteristics: *The team worker*

You work well with others but dislike having responsibility for other people, preferring to implement other people's plans rather than your own. You would probably do well in the armed forces or Civil Service.

C characteristics: *The backroom worker*

You are a little shy, and find it difficult to mix with new people. You would do well in any behind-the-scenes job where you don't have to come face to face with strangers every day, such as researcher or librarian.

D characteristics: *The leader*

You are confident in your abilities and you prefer to be in the charge rather than to take orders. You enjoy having lots of people around you and would do well in a managerial post or any job which involves selling.

READING

Exercise 1. Before reading the text , predict whether these facts are T(true) or F(false).

1. The same resume should be submitted for all jobs
2. Always send a cover letter with your resume.
3. Resumes should only include information about job experience.
4. Bring a copy of your resume with you to an interview.

Exercise 2. Match the titles to the paragraphs.

**A)TYPES OF RESUME; B)NAME, ADDRESS AND TELEPHONE NUMBER;
C)EDUCATION; D)OBJECTIVE; E)THE PURPOSE OF WRITING A
RESUME; F)WORK EXPERIENE; G)MAIN CHARACTERISTICS OF A
RESUME.**

Text 1

Preparing a Resume

What is a resume? What information should it include? Did you ever write a resume?

What kind of job were you applying for?

I. _____ There may be times during your job search when you have to provide an employer with a resume. Not all jobs require resumes, though nowadays many employers are asking to see them. You probably won't need one to find a job in mechanical trades, such as auto repair, manufacturing, or construction. In general, you don't need to provide a resume unless an employer asks for one.

A resume serves the same purpose as an application letter. It is used to persuade an employer to consider you for a job.

II. _____ There are four main types of resume. They are:

Chronological Resume a) lists work experience or education in reverse chronological order; b) describes responsibilities and accomplishments associated with each job or educational experiences.

Functional Resume lists functional skills and experience separately from employment history.

Targeted Resume a) lists capabilities and accomplishments pertaining to the specific job applied for; b) briefly lists work experience in a separate section.

Combination Resume a) emphasizes an applicant's capabilities; b) includes a complete job history.

III. _____ Your resume should tell the employer what kind of job you want, what kind of work you have done so far, and what schools you have attended. It may also include additional information, such as awards you've received or interests you may have outside of work. Resumes should be brief. But they should contain more detailed information than letters of application.

You can target a resume to a specific job with one employer. Or you can target it to several employers. If you are sending it to one employer, you should highlight the information that relates to that particular job. A resume that you send to several employers should be more general.

Whether you prepare a general resume or a resume for a specific job, there are certain guidelines to follow.

IV. ____ If necessary, you may include both your temporary and your permanent addresses and phone numbers here. However, most people only list their current phone number and address. It is a good idea to provide a number where you can receive a message if you can't be reached.

V. ____ This statement should describe the kind of work you are seeking now. If you will be sending your resume to several employers, be sure to write a general objective so that it will apply to all of the jobs.

VI. ____ Start this section with a heading such as "Work Experience" or "Experience." Begin the listing with your current or most recent job. If you have lots of experience, limit your list to the most recent or most important jobs. As a rule, you need only go back 10 years.

For each job, state the employer's name and location, the months and years when you started and left the job, and the position or positions you held. Include a brief description of your responsibilities in each position. The description should show which skills you used in the job. For example, if you worked as a receptionist, you might list, "Answered telephone, directed calls, greeted visitors, sorted mail."

If you have little or no paid work experience, list your role as a homemaker, part-time and summer jobs, as well as volunteer work you have done. Just be sure to identify them accordingly.

Start your job listings with the information you want to stress. You can start with either your title or the company name, for example. No matter which you choose, use the same format for each job.

VII. ____ Start this section with a heading, such as "Education" or "Education and Training." List the schools you have attended and the diplomas, degrees, or

certificates you have received. Employers want to know the highest level of education you have attained, so start with the most recent school and work backwards.

List each school on a separate line. Include the school's name and location, the years you attended the school, and the diploma, degree, or certificate you earned.

If you took courses or participated in school clubs or other activities that provided you with particular skills, list them. If you earned high grades, scholarships, or other academic distinctions, be sure to mention them. (If you don't have much work experience, you may want to organize your resume so that the education heading and information comes before the work heading and information.)

All of this data should be listed in an easy-to-read form. If possible, all of the information should be on one page. Type your resume on standard size business stationery.

The interviewer usually sees the resume before he sees the applicant. The resume gives the first impression of the applicant to the employer. It should be neat and well organized.

Always send it with a cover letter; never send it alone. An applicant should bring additional copies of her resume to the interview.

The job applicant should always rewrite and revise the resume to fit the specific job that s/he is applying for.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Match the type of a resume with its definition.

- | | |
|---------------------------|--|
| Combination Resume | 1. a) lists work experience or education in reverse chronological order; b) describes responsibilities and accomplishments associated with each job or educational experiences. |
| Targeted Resume | 2. lists functional skills and experience separately from employment history. |

Chronological Resume 3. a) lists capabilities and accomplishments pertaining to the specific job applied for; b) briefly lists work experience in a separate section.

Functional Resume 4. a) emphasizes an applicant's capabilities; b) includes a complete job history.

Exercise 4. Choose the correct answer. Mark only one letter.

1. Not all jobs require resumes, ... nowadays many employers are asking to see them.

A). because B). though C). in spite of

2. You can target a resume ... a specific job with one employer.

A). to B). with C). on

3. Most people only list their ... phone number and address.

A). temporary B). current

4. Begin the listing of your work experience with your ... job.

A). most recent B). first

5. You can start your job listing with ... your title ... the company name.

A). neither...nor B). either...or C). both...and

Exercise 5. Read the sentences and mark them as T(true) or F(false).

1. All the jobs require resume.

2. A resume and an application letter have different purposes.

3. Your resume shouldn't be long.

4. Once you've sent your resume to one employer, you cannot send it to the other ones.

5. There are certain guidelines to follow while preparing your resume.

6. You don't need to describe your responsibilities in each job position.

7. Employers are interested in knowing the highest level of your education.

8. In the section "Education" you have to list all schools you have attended and honors you have received there.

9. You can change the order of the sections in your resume.

10. It is not necessary to tell the truth in your resume.

Exercise 6. Complete each of the following sentences with an appropriate word. The answers are key terms introduced in this section.

1. _____ are people who can tell an employer about your work, your skills, or your talents.
2. An employer may ask if you have ever been convicted of a _____, which is a serious crime.
3. A summary of your job qualifications is called a _____.
4. When you send a resume, you should send a _____ with it.

Exercise 7. Read the information about writing cover letters.

Text 2

Writing Cover Letters

A **cover letter's** main purpose is to get an employer to read the attached resume. A resume is a written summary of your background and qualifications.

The guidelines below will show you how to write a cover letter.

- Start the body of a cover letter by stating why you are writing it. If you're sending a resume because you heard about a job opening, say where you heard about the job. If someone the employer knows has suggested that you write, mention that person's name if he or she gave you permission to do so.
- In a sentence or two, explain why you think you're the right person for the job.
- Always refer to your resume in a cover letter. You might want to do this by calling the employer's attention to a particular fact in our resume.
- In the last paragraph, ask the employer to contact you. You might say, "I would like to meet with you to discuss my qualifications," or, "You can reach me at (215) 555-5982."

LANGUAGE STUDY

Exercise 8. A) Below you will see some extracts from job advertisements. Put each of the following words or phrases in its correct place in the extracts below. Use each item once only.

attractive	initiative	suit	kitchen staff
ability	outgoing	team	pension scheme
clear	preference	willing	potential customers
contact	required	busy office	successful candidate
experience	skills	hard work	thorough training

Our new 200-seat restaurant is opening in May and we are looking for waiters, waitresses and **1** _____ .

If you are a friendly and **2** _____ person who is not afraid of **3** _____, we have the job and hours to **4** _____ you.

For more information, **5** _____ Helen on 443621.

Typist/Receptionist **6** _____ for a **7** _____. Typing and shorthand between 80 and 120 wpm. We will give **8** _____ to applicants who have experience of using word processors and computers.

Telephone Sales Executive.

We want a positive person who is **9** _____ to work hard and can use their own **10** _____.

You must be lively and have a good sense of humor and a **11** _____ speaking voice.

You will receive **12** _____. to enable you to inform **13** _____ of the benefits of advertising with us.

Send CV to ...

Account Clerk.

The **14** _____ will have had **15** _____ of book-keeping and banking procedures.

The position calls for secretarial **16** _____ plus the **17** _____ to work as part of a **18** _____

An **19** _____ salary is offered as well as a company **20** _____.

B). Now you will see extracts from two letters about the advertisement for an accounts clerk. Put each of the following words in its correct place in the extracts below. Use each item once only.

as	enclose	form	position
audio	enquiries	further	take
available	favorably	in	to
consider	for	opportunity	with

Dear Sir

With reference 1... .. your advertisement in today's "Morning News", I am interested 2... .. applying for the 3... .. of accounts clerk with your company.

Could you please send me 4... .. details and an application 5... ..

Yours faithfully

Dear Sir

I would like to apply 6... .. the position of accounts clerk with your company.

I 7... .. my application form.

I am at present working 8... .. a secretary in the accounts office at TW Industries. My duties include 9... .. and copy typing and dealing 10... .. correspondence and telephone 11.....

Twice a week I have been going to evening classes in book-keeping and I intend to 12..... an examination in three months.

I am applying for the position because I would like an
 13..... to make more use of my training.
 I would be 14... .. for interview at any time.
 I hope that you will 15... .. my application 16..... ..
 Yours faithfully

Exercise 9. This is the letter of application for the job of receptionist. Decide which verb in this list goes in which gap in the letter:

apply	go	had	look
can	growing	hearing	see
enclose	have	left	saw
gave	got	like	worked
would			

LETTER

13 Queen's St.
 London SW1T 5JJ

27 November 2005

Mrs. Helen Ferns
 Box 6390
 Evening Star 64
 Fleet Street
 London EC4J 6BB

I 1..... your advertisement in the Evening Star and I would 2... to 3... for a job of receptionist.

I 4.... a full curriculum vitae. As you can 5 I.6..... as a receptionist before I.7..... children.

I 8..... good computer skills and I 9..... work with MS Word, Outlook, Adobe Acrobat Reader Programs.

Buffalo Books .10..... me a very good reference when I..11..... my job. Now, my two children are 12 up and I..13..... like to.14..... back to work.

I.15..... forward to 16 from you.

Yours, sincerely,

Lorraine Welder.

WRITING

Exercise 10. Choose any job opening from a newspaper. Prepare a resume for this particular job opening. Write a cover letter for your resume. Use the samples of resume and cover letter as guides (See Appendix).

READING

Exercise 11. Before reading the text , predict whether these facts are T(true) or F(false).

- A) You have to train yourself for the interview.
- B) Don't come earlier the appointment time.
- C) During the interview you mustn't ask any questions.
- D) Eye-contact is very important during the interview.
- E) If you do well at the interview, an employer will immediately hire you.
- F) Answering the questions, try to be specific but don't give one-word answers.

TEXT 3

Interview

Getting the job you want can sometimes depend on the success of the job interview. During the interview the *employer* will try to find out what kind of person you are, what experience you have, and how you can fit into the job situation.

After you have got an appointment, review the information that you wrote on your *application* form and resume. Practice talking about your education and previous job experience. Be prepared to explain your skills and abilities specifically.

Go to the interview alone; don't take your friends or children with you. Plan to arrive about ten minutes before the appointment time. Wear appropriate clothing; a neat appearance will make a good impression.

During the interview look directly at the interviewer and answer all other questions as *specifically* as you can. Ask any questions that you have about the job, such as hours, salary, or job benefits. Write down these questions before you go to the interview.

Before you leave, there should be a clear understanding about all aspects of the job.

At the close of the interview, express your thanks and be sure that the interviewer knows how to contact you if she wants to hire you.

Before the Interview

Find out all you can about the company.

Find out the interviewer's name and office phone number.

Find out where the interview is.

Find out how to get there and how long it will take you to get there.

Make sure you know what the job involves.

Dress to look clean and neat.

At the Interview

Arrive early. Call ahead if you're delayed.

Try to smile and show confidence.

Ask questions and show interest in the job.

Be *polite*, listen carefully, and speak clearly.

" Don't "-s

Don't panic, even if faced by more than one person. (Breathe deeply and remember all your good points.)

Don't slouch or look bored. (Stand and sit straight; make eye contact.)

Don't smoke or chew gum.

Don't give one-word answer or say you don't care what you do.

Exercise 12. Put each of the following words in its correct place.

understanding, benefits, experience, impression, time, bored,

clothing, confidence, carefully, form.

- | | |
|----------------------|---------------------|
| 1. application _____ | 6. job _____ |
| 2. job _____ | 7. clear _____ |
| 3. appointment _____ | 8. to show _____ |
| 4. appropriate _____ | 9. to look _____ |
| 5. good _____ | 10. to listen _____ |

Exercise 13. Replace all the verbs of paragraph 2 by their synonyms.

Exercise 14. Add as many adjectives to the nouns of paragraph "Before the Interview" as possible.

Exercise 15. Make up all possible parts of speech from the italicized words.

Exercise 16. Make up 5 questions to the text.

LISTENING

Exercise 16. Listen to the tape.

I. Choose the correct answer:

1. Employers will always prefer to hire the person with
 - A. higher educational degree
 - B. most pleasant personality
 - C. beautiful eyes.
2. Which personality skill is not mentioned in the episode?
 - A. cooperative
 - B. effective under stress
 - C. emotionally stable
 - D. hard-working
 - E. reliable
3. Uncooperative is the person who
 - A. has an ability to work in a team
 - B. cannot work in a group of people
4. There are two essential characteristics in the organization. They are:

- A. cooperation and team working
 - B. cooperation and working under stress
 - C. growth-oriented and team-working
5. During the interview you have to show
- a. just how clever you are
 - b. the most of your positive attributes
 - c. that you really need the job

II. Fill in appropriate words:

.....1, on conscious and subconscious level ...2... will be evaluating your personality and asking '...3 I like this person?' '.....4 ... we work well together?' When considering ...5..... people with equal6 the one with the most pleasing7 will always be hired.

III. After reading the paragraph, mark one letter:

Now, imagine you're interviewing with the company that just fired an employee because he was uncooperative. You might be asked, 'In this organization cooperation and team working are absolutely essential. Are you a cooperative person?' 'Yes, I am. I'm very cooperative. I like working in a team environment. When I was in an army I worked in a team dismantle in explosives, so I've really learned to appreciate team-working cooperation. Our lives depended on it'.

1. You are interviewing a person who was just fired.
- A). Right B). Wrong C). Doesn't say
2. The person likes working in a group of people.
- A). Right B). Wrong C). Doesn't say
3. The person is cooperative because he talks a lot.
- A). Right B). Wrong C). Doesn't say

COMMUNICATION SKILLS

Exercise 17. *You have decided to apply for a job in person. The receptionist handed you an application form to fill out. After a few minutes, the interviewer came out to greet you, but you had not had time to finish filling out the application form. What would you do?*

Exercise 18. *Give some advice to an interviewer what he (she) can do to ensure that the applicant will be open and honest in the interview.*

Use the following construction:

It is important for ... to do

It is advisable that... should do

It is necessary...

It is desirable ...

1. Make the applicant feel that you are going to make a fair evaluation of his/her experience and suitability for the position interviewed for.
2. Make sure you make an introduction so the applicant knows exactly who you are.
3. Smile and be friendly, but remain business-like at the same time.
4. Ask a few questions or some statements like "how did you come here?", "did you manage to find us alright?", "isn't it cold outside?"
5. Maintain eye contact.
6. Make sure you are listening and nodding in acknowledgement of information given.

Exercise 19. *Give some advice to a recent graduate how to approach employment agencies and what he/she can expect when he/she calls. Make use of the given ideas and modal verb "should".*

1. To look in the local job papers to see which agencies are advertising and then start with a phone call.
2. To be ready to talk about your education and any work experience.

3. To be ready to answer about your age, marital status, where you live, position you are looking for.
4. To have a good command of English.
5. To stress the details that count.
6. To tell about your objective.
7. To tell about your strength and experience.
8. To avoid criticizing former employers or fellow-workers.

Exercise 20. *A good interview is always well-structured. Work in pairs and put the list of things that an interviewer should do into a logical order.*

A answer questions	F listen
B ask questions about candidate's CV	G make the candidate fill at ease
C explain the plan of the interview	H observe
D explain what happens next	I summarise the main points
E hold a few minutes of neutral conversation	

Exercise 21. *Work in pairs and decide what the interviewer and the interviewee could say at each of nine stages.*

Example:

1. Make the candidate feel at ease

Interviewer: "Thank you for coming, I hope you had a good journey."

Interviewee: "Yes, thanks. It only took 40 minutes, door-to-door, and it's easy to get here from the station."

FINAL TASK

Exercise 22. *Agree or disagree with the following statements:*

- a) It is too early to think about a future career while one is still in school.
- b) Family, friends and even the neighborhood you live in influence your choice of occupation.

- c) You cannot get enough information about jobs from books.
- d) A resume is a brief autobiography.
- e) It is not important to make a good first impression at a job interview.
- f) An example of a worker classified as a professional or technical worker is a typist.
- g) Technology also creates a need for a highly trained labor force.
- h) Automation has made skill and education unnecessary today.

UNIT 3**PRESENTATION****LEAD-IN**

Discuss the following questions

1. What is a “presentation”?
2. For what purposes are presentations made in business?
3. What makes a presentation effective?

Exercise 1. Read and find the definition of types of presentations

Types of presentation:

1) Press conference	a) two chief executives tell the journalists why their companies have united
2) Briefing	b) a university professor communicates information about economics to 300 students
3) Demonstration	c) a financial adviser gives advice about investments to eight people
4) Product launch	d) a member of a stamp-collecting club tells other members about 19 th century British stamp
5) Lecture	e) a yoga expert tells people how to improve their breathing techniques and gets them to practise
6) Talk	f) a senior officer gives information to other officers about a police operation they are about to undertake
7) Seminar	g) a car company announces a new model
8) Workshop	h) the head of the research and development tells non-technical colleagues about a new machine

Exercise 2. a) Match the presentation types to the things people say in them

- a) As you can see, this prototype is far in advance of anything we've done before.
- b) Here are some typical patterns for demand and supply in the widget industry.

- c) I'm going to give each group a series of problems faced by an imaginary company, and I want to suggest solutions.
- d) Now is the right time to get out of company shares and invest in property.
- e) The combined resources of our two organizations will allow us to achieve great things.
- f) The first postage stamp in the world was the Penny Black in 1840.
- g) The X300 has the most advanced features of any car in its class.
- h) The parachutists will come in at 08:30 and land in two waves, here and here.

b) Study the table

Structure of the presentations

Beginning (or Introduction)	Short introduction	<ul style="list-style-type: none"> • Welcome your audience • Introduce your subject • Explain the structure of your presentation • Explain rules for questions
Middle (or Body)	Body of presentation	<ul style="list-style-type: none"> • Present the subject itself
End (or Conclusion)	Short conclusion	<ul style="list-style-type: none"> • Summarize your presentation • Thank your audience • Invite questions
Questions and Answers		

READING

Exercise 3. *Before reading the text, read the sentences and predict whether they are True or False:*

1. You should plan the structure of your presentation beforehand.
2. It is better to write notes of your presentation on cards.
3. You should always make a rapport with the audience.
4. Do not ever use gestures.
5. Do not wait for the latecomers.
6. You can labour a particular point from time to time.
7. Do not vary the pitch of your voice.

Exercise 4. *Read the text. Choose the title to the paragraph. There is one extra*

A) TIMING, VOICE AND RAPPORT WITH THE AUDIENCE, B) BODY LANGUAGE , CLOSING AND QUESTIONS, C) PREPARATION AND INTRODUCTION, D) HOW TO ORGANIZE THE PRESENTATION

Dos and Don'ts of Presentations

(Here are some tips for a stand-up presentation (one person talking to an audience))

I

Find out about the audience: how many people there will be, who they are, why they will be there, and how much they know about the subject. Find out about the venue and the facilities: the room, the seating plan, the equipment, etc. Plan the content and structure, but don't write the complete text of the presentation. Write notes on sheets of paper, not on cards. Try to memorize the first five sentences of your talk. Prepare visual aids: pictures, diagrams, etc. Rehearse your presentation (practise it so that it becomes very familiar) with friends or colleagues. Introduce yourself and your subject.

e.g. My name's Ann-Marie Duval and I work for Gem Consultants. My talk is called "Consultancy Skills for the 21st Century"

Outline what you are going to talk about: describe the different sections of your talk.

e.g. There are three main skills areas I want to talk about today

Say whether people should ask questions during the talk, or at the end.

e.g. If you have any questions, I'll be very happy to answer them at the end of the session.

II.

Start on time. Don't wait for the latecomers. Plan how long you are going to spend each point and keep to these timings. Don't labour a particular point (spend too long on something). Don't digress (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind. Finish on time. Don't run over. It looks bad if you don't have time to finish all your points and answer questions.

Project your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand. Use a microphone if you need one. Don't hold it too close to your mouth. Whether using a microphone or not, speak in natural tone of voice. Don't speak in a monotone (on the same level all the time). Vary the pitch (level) of your voice.

Make a rapport with the audience: gain the audience's attention in a presentation by:

- telling an anecdote (a story, perhaps a personal one)
- mentioning a really surprising fact or statistic
- stating a problem
- asking a question

Of course, it is important to respect the cultural expectations of the audience.

Don't forget to use key-phrases (main part)

e.g. OK. To begin, let's look at the first type of skills that consultants need: technical skills. Of course, related to technical skills are a good general knowledge of management subjects ... But I'm digressing: let's get back to the technical skills themselves.... That's all I have time for on technical skills.

Let's move on to the second area: interpersonal skills. As you can see on this transparency, there are two key areas in relation to interpersonal skills... I think that covers everything on interpersonal skills.

Time is moving on, so let's turn to the third area: people management issues.

III

Make eye contact: look at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people. Don't speak to the equipment or the screen: face the audience at all times. Smiling is fine at appropriate moments, but not too much. Use gesture (hand movements) to emphasize key points. Stay more or less in one place: don't move around too much.

Avoid mannerisms (ways of moving and speaking which you do repeatedly without realizing).

Use visual aids: a flipchart, bullet points, a projector, a whiteboard, a blackboard, a computer screen, transparencies, an overhead projector, handouts, etc.

Key phrases for closing:

e.g. *Let me sum up. Firstly, we look at technical skills, secondly, at management skills, and last, but by no means least, at interpersonal skills. In my view, the secret for success in the future is going to be interpersonal skills. That's brings me to the end of my presentation. Are there any questions?*

Key phrases for dealing with questions and closing.

e.g. That's a fair point.

That's confidential.

That's not really my field.

The questioner would like to know...

Sorry, I didn't catch the question.

I think it's a good place to stop. Thank you for listening.

UNDERSTANDING THE MAIN POINTS

Exercise 5. Now match each reason (a-j) to a piece of advice in paragraph 1

- a. If you drop the card on the floor, you are in trouble
- b. It could sound monotonous and boring if you speak from a complete prepared text.

- c. It will help you make the content of your talk suitable, for example not too easy or difficult.
- d. It will help you to keep control, and avoid people interrupting if you don't want them to.
- e. It will help your audience follow the logic of what you are going to say.
- f. It will make you feel more at ease at the beginning, when you may be nervous.
- g. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
- h. They add visual interest, provide you with support and help the audience follow you.
- i. You can ask for changes in the seating plan if necessary.
- j. They will be able to help you if anything is unclear before the presentation.

Exercise 6. Find explanation in the second paragraph with a-g which went wrong of the proposed.

- a. Why is he yelling like that? The room's not that big.
- b. He's already said that three times.
- c. I know there are people who want to ask questions, and there won't be time.
- d. He's really boring: there is no life in his voice and everyone's asleep.
- e. The sound of his breath in the microphone is really annoying.
- f. I don't see what this has got to do with what he's trying to say.
- g. Get on with it! IF people turn up late, that's their problem.

LANGUAGE STUDY

Exercise 7. In the first part of the text replace all the verbs with synonyms

Exercise 8. Add adjectives to the nouns in the second part of the text

Exercise 9. Make up all possible parts of the speech: employ, memorize, product, use.

Exercise 10. Correct the mistakes (key-phrases) in the sentences:

- a. OK. *For begin, let we look for* the most basic product in our range.
- b. Of course, *related with product specifications* of our basic model is the issue of product performance.
- c. But *I'm digression: let's get back on* the product specifications.
- d. *As you can be seeing* on this transparency, there are two key features I want to talk about *in relative to* our mid-range model.
- e. That's all *I'm having time for* on product specifications. *Let's moving* on to our mid-range model.
- f. I think that *covers up everything* on our mid-range model.
- g. *Time is moved on*, so *let's turn up to* our top-of-the-range product.

Exercise 11. *Here are the introductions to two different presentations: "Dynamics of Motivation" and "Interactive Video Project". Separate the two presentations and put them in the correct order*

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

- i) Good afternoon ladies and gentlemen. I would like to talk to you this afternoon about why we feel our interactive video project is worth investing in.
- j) I shall start by looking at why motivation is so important and why the ability to motivate is a vital management skill.

Presentation 1

Presentation 2

b

i

Exercise 12. For each group of signaling choose the appropriate titles. Put the titles with signaling in logical order.

Titles: Sequencing, Giving an example, Summarizing/concluding, Developing/analyzing the point, Introducing the topic, Dealing with questions/explaining a point to come later, Moving to the next point.

Signaling:

1. For example, ...

A good example of this is ...

To illustrate this point ...

2. Let me start by ...

I'll start by ...

First of all ...

Starting with ...

I'd like to begin by ...

3. Firstly...secondly...thirdly...lastly...

First of all...then...next...after that...finally...

To start with...later...to finish up...

4. Let me turn now to...

Let's move on to...

I'd like now to ...

Let's look now at...

5. I'll deal with this later, if I may, but for now...

I'll come back to this question later in my talk.

I won't comment on this now, ...

6. Where does it take us?

Let's look at it in more detail.

Translated into real terms, ...

What does that mean for us?

7. Let's recap, shall we?

I'd like to sum up now...

Let me summarize briefly what I've said.

Let me remind you, finally, of some of the points I've made.

Exercise 13. Read the introduction to a presentation. Choose the correct words or phrases in italics.

Good afternoon, ladies and gentlemen and welcome *in/to/for* our seminar on corporate property management. I would like to *begin/ starting/ commence* by *drawing/ telling/outlining* some of the main explanations/matters/issues in corporate property management *so that/for/in order* to you will be able to judge whether your company is devoting sufficient time to this question.

I will then *look/turn/change* to some of the legal and financial *peaces/aspects/pieces* of property management, and will *tell/look/explain* how your companies may be affected by current and future legislation. I will *illustrate/give examples/discuss* of the kinds of problems our clients have faced and explain what was done to solve them.

I will finish *by/with/in* giving a brief resume of the consultancy service that we offer, and I will explain what you need/shall/should do if you would like to look into the matter further.

As we are rather *hurried/pressed/short* for time, I would be grateful if you could *rest/stay/save* any questions you may wish to *rise/raise/arise* until the end, when I will *do/make/have* my best to answer them.

Exercise 14. Complete the following presentation with suitable words from the proposed:

1-14: after that, finally, to start with, specially, outline, bring you up to date, illustrate, purpose, then, thank, sum up, describe, tell you, concluding;

15-28: indicate, talked, you will notice, draw your attention, interrupt, expand, move on, options, priority, referring, in conclusion, on balance, recommend, pointed out.

“Good afternoon, everybody. I’d like to 1..... you all for being here.”

“My 2..... Today is to 3..... about our corporate strategy for the next decade, and, more 4....., to 5..... with our plans for Europe.”

“6..... I’d like to 7..... Briefly our current marketing policy in the UK. 8..... I’ll 9..... Some of the problems we are having over market share. 10..... I’ll 11..... The opportunities we see for further progress in the 21st century. 12.... I’ll quickly 13..... before 14..... With some recommendations.”

“Please feel free to 15..... me if you have any questions at any time”

“Now I’d like to 16 to Chart B showing our sales revenue and pre-tax profits over the last ten years. 17..... that although turnover has risen, our profits have not increased at the same rate.”

“I’ve 18.... About our current position in the UK and I’ve 19..... some of the problems we are facing. Well, what 20..... are open to us now? Where do we go from here?”

“As I have already 21....., I think our first 22..... must be to build on the excellent results we have achieved in certain European markets. I’m 23, of course, to Italy and Spain. Let me quickly 24..... on those successes before we 25..... .”

“We should not forget the French market. Admittedly our results there have been poor so far, but there are signs the market is changing and we can learn a lot from our mistakes. 26....., though, I think we stand to gain most from concentrating on southern Europe and I strongly 27..... we put all our efforts into further expansion in Italy, Spain and possibly Greece.”

“28....., may I thank you all for being such an attentive and responsive audience. Thank you also for your pertinent questions. Are there any final questions?”

LISTENING

Exercise 15. Listen to the sales presentation of the new video phone.

I. Choose the correct answer.

1. What is the name of the product?
 - a. ViTa Desktop Videophone
 - b. ViaTV Desktop Videophone
 - c. Via Desktop Videophone
2. The salesperson describes the product as
 - a. small and slim
 - b. small and attractive
 - c. small and elegant
3. To set up the product you need
 - a. a touch –tone phone
 - b. a computer
 - c. special software
4. Which special feature does the salesperson not mention?
 - a. full colour-motion video
 - b. on-screen menus
 - c. very good picture quality
 - d. preview mode
 - e. privacy mode
5. In order to see the person you are calling
 - a. you need the product
 - b. the caller needs the product
 - c. both parties need the product

II. Listen again. What benefits does the sales person emphasize? Who is the target customer, in your opinion?

III. Use the answers to complete the summary.

Name: The full name of the product is _____

Appearance: It is _____

User-friendliness: It is easy to set up – all you need is _____

Special features: The special features include _____

In addition it has _____

Benefits: The main benefit of the product is _____

IV. In groups prepare a sales presentation on your product. Use the structure of the previous Exercise to help you.

V. Do the test:

a) Fill in appropriate words:

Do you ...1..... friends and family you would ...2...to see more often? When you phone colleagues ...3.... you like to see ...4.... faces? The ViaTV Desktop videophone ...5...that you can!

b) After reading the paragraph, mark one letter:

As you can see it's small and elegant and ideal for the office or for the home or for business trips. It's very easy to set up. All you need is a touch-tone phone. You don't need a computer and you don't need any special software. It's also very easy to use; as easy as making a normal telephone call. The ViaTV Desktop video phone has many features. Firstly, it has full-colour motion video which means you can see the other person's gestures and changes of expression. The picture quality is excellent and the adjustable picture setting means you can change to "sharp" mode to get a fantastically clear image. This, of course, is just ideal for viewing designs or documents. The audio quality is exactly the same as a normal telephone call.

6. The ViaTV Desktop video phone

- A is ideal only for offices in big companies.
- B is not useful for business trips.
- C is miniature, fine and perfect for homes and doing business.

7. For setting up the ViaTV Desktop video phone you need

- A a computer and special software.
- B nothing.
- C a touch-tone phone.

8. The perfects of the picture quality gives the opportunity to

- A observe what is going on in the office.
- B see the other person's gesture, his expression or documents and design.
- C make pictures of the opponent.

c) After reading the paragraph, mark one letter:

In addition, the ViaTV Desktop Video phone also has a preview mode so that you can check what you look like before the other person sees you! And, finally, the privacy mode is an important feature. You can use it to block the image but keep voice connection.

9. The ViaTV Desktop Video phone has a mirror.

- A Right B Wrong C Doesn't say

10. The most important feature of the ViaTV Desktop Video phone is the privacy mode.

- A Right B Wrong C Doesn't say

11. It is possible to speak on the ViaTV Desktop Video phone without being shown.

- A Right B Wrong C Doesn't say

d) While reading the paragraph, mark one letter:

Now, of course, just as with ...12.. ... means of communication, fax machines or e-mail ..13.. example, each party needs to have a set. We have a special offer on

...14... the moment, so now is the time to buy the ViaTV Desktop phone. Put yourself ...15... the picture.

12. A some B any C no
 13. A as B in C for
 14. A at B for C by
 15. A on B in C above

COMMUNICATION SKILLS

Exercise 16. Prepare the presentations on the following topics:

- I.** Give a one minute introduction only to a talk on any topic you like:
- Your hometown vacations
 - A thing you really like your hobbies
 - Tourism your very first job
- II.** Choose one of the situations below to present a short extract from a presentation. Use linking expressions to connect different parts of the talk.
1. You are a project manager of Sasi, a Japanese electronic components manufacturer. You have to give a presentation to colleagues explaining the company's decision to build a factory in Indonesia.
- Important factors influencing the decision are:
- a) local employment conditions: well-trained workforce, skilled in oil industry, experienced in chemical engineering;
 - b) local economic factors and market potential: possible growth in Indonesian economy, wealth of Java, good location, access to Southeast Asia market;
 - c) available subsidies, tax concessions: government wants investment.
- III.** You are a design consultant working for Land Inc., a New York- based financial service company. The company plans to build new offices for its European headquarters in Brussels. There are three proposals for the design. Present an overview of each proposal to senior executives of the company.
- a) **Fox Lee Associates:** British
 - \$4.0m

Exercise 17. Assess your ability

Evaluate your performance by responding to the following questions, and mark the options closest to your experience. Be honest: if your answer is “Never” mark option 1; if your answer is “Occasionally” mark option 2; if your answer is “Frequently” mark option 3; if your answer is “Always” mark option 4.

Options:

1. Never
2. Occasionally
3. Frequently
4. Always

Questions:

1. I set aside enough time to do background research thoroughly.
1 2 3 4
2. I organize the material for my presentation around my main points.
1 2 3 4
3. my presentation still sound fresh after I have rehearsed it again and again.
1 2 3 4
4. My visual aids illustrate and reinforce the main points of my presentation.
1 2 3 4
5. I arrive at the venue in time to hear the previous presentation.
1 2 3 4
6. I grab the audience’s attention as son as I start my presentation.
1 2 3 4
7. I speak at the volume and pace that appear to suit the audience.
1 2 3 4
8. I speak fluently and confidently throughout the presentation.
1 2 3 4
9. I make eye contact with all the sections of my audience throughout the presentation.
1 2 3 4

10. My presentation interests the audience and provokes questions from them.

1 2 3 4

11. I remain calm when responding to awkward or hostile questions.

1 2 3 4

12. My replies are to the point and hold the interest of the audience.

1 2 3 4

Analysis

12-24 Use every opportunity to learn from your mistakes, and take more time to prepare and rehearse for each presentation that you give from now on.

25-36 Your presentation skills are generally sound, but certain areas need improvement.

37-48 You have good presentation skills, but do not become too proud. Continue to prepare well.

WRITING

Exercise 18. Using appendix prepare the presentation in written form on the following topics:

- Choose or invent the company in one of the following product categories: food, sports goods, fashion, electrical products, health and beauty. As sales manager of that company, make a presentation to your sales force on the latest addition to your product range. Your presentation should cover the main features of each new product and emphasize their selling points. You may invent any information you wish.
- As a member of the human resources department of a large multinational, you visit universities/colleges making presentation to the students on your company and the job opportunities it offers graduates. Choose or invent the company to represent. You may invent any information you wish.

UNIT 4**BRAND MANAGEMENT****STARTING UP**

Can you match these famous brands with their makers?

Cinzano	Nestle
Marlboro	Rowntree
Smarties	McDonalds
Walkman	Levi Strauss
No.5	Sony
Nescafe	Grand Metropolitan
501	Chanel
Big Mac	Philip Morris

Brands often have the same names as their manufacturers, e.g. Coca-Cola, IBM, Rolex, Wedgwood. Can you think of some more examples?

Discuss the following questions

1. What is the company's main technique for building brand awareness?
2. What is "brand image"?
3. Why do people wear Rolex watches? Or Cartie bracelets?
4. Which brands are you loyal to? Why?

READING

- a) What are the first five Ukrainian brand names you think of?
- b) Compare these with the list written by your partner. Are they the same?
- c) What are the benefits to us as customers of brand names?
- d) Look through the text and answer the questions:
 1. Is the use of branding increasing or decreasing?
 2. Which was the top British brand?

Exercise 1. Read the text and titled each paragraph

BRANDING

Products can be sold as unbranded commodities. Raw materials are still treated in this way, but increasingly branding is becoming dominant even in the supply of industrial components and in unbranded areas such as vegetables.

What is power of brand? Would you buy unpackaged, unbranded breakfast cereal from an itinerant street-trader? Would you buy an anonymous computer from anonymous source? Branding saves as much time as consumers. A simple word or two comes to present a wealth of associations, for us and for others, and can offer detailed expectations. So that we don't need to ponder on the possible murky channels used by the trader in obtaining supplies of breakfast cereal. We know the range of compatible software for the computers. Consumers learn to place some reliance upon brand names when evaluating computing products. In service, too, branding can serve the consumer by offering consistent, identifiable services which might reduce confusion and save on search time.

There are several options in brand strategy. A company can sell under its own brand or under that of another company. In the latter case it is often a retailer's own label. In using the company's brand a choice will be needed between using a "family" brand name for all that firm's brands, as opposed to giving each product an individual brand name.

Some companies attempt to obtain the benefits of both strategies by family branding and at the same time having several "sub-brands". Ford puts its name on all its cars, which also have individual brand names. They are Focus, Ford Mustang

Survey of brand names

Top brands in Britain	Top brands in Europe	Top brands in Ukraine
1. Mark&Spancer	Mercedes	
2. Cadbury	Philips	
3. Kellogg	Volkswagen	
4. Heinz	Rolls-Royce	

5. Rolls-Royce	Porsche	
6. Boots	Coca-Cola	
7. Nescafe	Ferrari	
8. BBC	BMW	
9. Rowntree	Michelin	
10. Saisbury	Volvo	

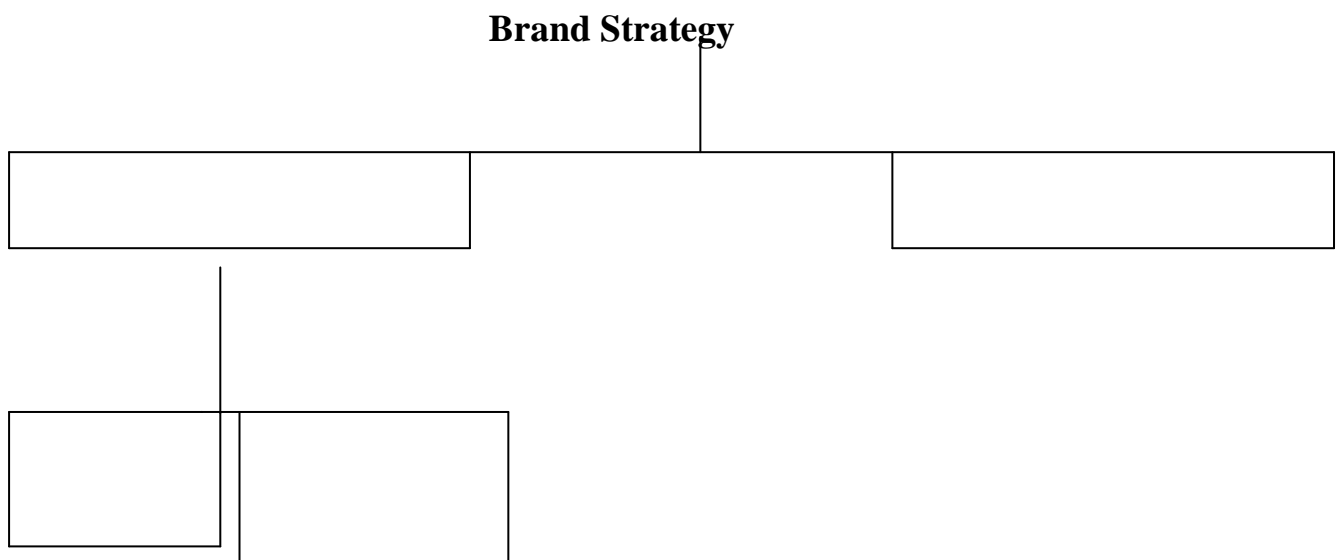
UNDERSTANDING MAIN POINTS

Exercise 2. Make up 7 questions to the text.

Exercise 3. Decide which of the following statements are True or False and prove them.

- a) Raw materials are sold as branded goods.
- b) Branding applies to goods and services.
- c) Rolls-Royce is well known and popular in Britain and Europe.
- d) The British seem more interested in food than the Europeans.
- e) There is the only one way in brand strategy.

Exercise 4. a) Label the strategies in the classification tree and give examples where indicated.



- a)..... (a).....
 b)..... (b).....

b) Author's intention:

In paragraph 2 the author asks some questions. Does he:

- a) answer them directly
 b) answer them indirectly
 c) not answer them at all?
 c) Why do you think the author asks these questions?
 a) because he is interested in your answers
 b) so that he can answer them later in the text
 c) to involve you and gain your attention

Exercise 5. Make a survey on popular brands in Ukraine (among your group-mates) and fill in the table after the text.

LANGUAGE STUDY

Exercise 6. a) Fill in the blanks with the correct expression: corporate brand, sub-brand, product field, own label.

1. Large retailers often get manufacturers to produce goods for them and then market these as _____ goods.
2. "Family brand name" and _____ stand for the same thing.
3. Torchin's have well known brand in a range of _____ .
4. Nescafe is a _____ of the well known brand of Nestle.

b) Which one(s) of the following would you associate with "murky channels"?

- a) top quality goods
 b) stolen goods
 c) labelled goods
 d) rejects
 c) *Select the best meaning in this text for each of the words below.*

Itinerant	a) regular b) travelling c) well established d) reputable
anonymous	a) unreliable b) unusual c) unsound d) unnamed
compatible	a) competing b) existing c) matching d) efficient

Exercise 7. a) Make different parts of speech.

Verb	noun	adjective
	representation	
associate		
specify		
		reliable
Identify		
compare		
		dominant

Exercise 8. Complete each sentence with the correct form of the marked word. In some cases you will need to use the negative forms.

1. *advertise*

In our new campaign, our main medium will be television.

Benetton produced a series of eye-catching for their products.

2. *associate*

Engineering firms often work in with other companies on a major contract.

When there is a financial scandal, business people often try to themselves from those involved.

3. *consume*

Food, clothing and household products are all examples of goods.

Wine is high in France, and on the increase in other European countries.

4. *Market*

To make money, you don't just need a good product – you also need excellent

Some products are very innovative, but they are simply not

5. *Produce*

Although the meeting went on for four hours, it was rather

Since we introduced the new pay structure, has improved enormously.

6. *Profit*

This line of raincoat is highly – we must discontinue it as soon as possible.

If we are serious about improving the of these outlets, we should take a good look at staffing costs.

7. *Promote*

We expect all our activities to cost around \$2 million. is a very important marketing function.

8. *Rival*

The between soft drinks companies, Coca-Cola and Pepsi Cola, is very fierce.

Otis is known all over the world as a manufacturer of lifts. Its reputation in the industry is

9. *Sell*

Which is your best-..... product?

Our force doubled when we took over our chief competitor.

10. *Value*

Our stock is so that it cannot be left unguarded.

We were most impressed by the consultants we hired – their advice was

Exercise 9. Make phrases with **do** and **make** from the proposed words:

The shopping, plans, progress, an arrangement, a course, someone a good turn, business, research (into), wonders (for), someone aware (of), a decision, someone a lot of good.

Make	Do
Progress	the shopping

Exercise 10. Complete the sentences choosing the phrases from Ex. 9. Mind your Grammar.

1. Lolita lipstick can for your appearance!
2. She me when she did the presentation for me at such short notice, and I don't know how to repay her kindness.
3. "We've to meet at 3.00 next Friday."
4. She's decided to some into the way packaging affects people's attitude towards a product.
5. A good salesperson doesn't sell anything – he or she helps an individual to to buy.
6. I think a week's skiing in the Tyrol would me I need to get away for a while.

READING

a) Advertising is only one category of promotional activities.

Do you know any others?

What promotions, including advertisement, can you remember clearly?

Which one has influenced you?

b) Look through the text and answer the questions:

- a) how many categories of promotional activities are there?
- b) What are they?
- c) What is a key differences between public relations and advertising?

Exercise 11. Read the text and give titles to each paragraph. There is an extra one.

A) PERSONAL SELLING, B) PUBLIC RELATIONS, C) SALES PROMOTION, D) ADVERTISING, E) BRANDING.

The Promotion Mix

I._____ Because of the many forms and uses of advertising, it is hard to generalize about its unique qualities as a part of the promotional mix. Yet several qualities can be noted. Advertising's public nature suggests that the advertised product is standard and legitimate. Because many people see ads for the product, buyers know that purchasing the product will be publicly understood and accepted. Advertising also lets the seller repeat a message many times, and it lets the buyer receive and compare the messages of various competitors. Large-scale advertising by a seller says something positive about the seller's size, popularity, and success.

Advertising is also very expensive, letting the company dramatize its products through the artful use of print, sound, and colour. On the other hand, advertising can be used to build up a long-term image for a product (such as Coca-Cola ads) and, on the other , to trigger quick sales. Advertising can reach masses of geographically spread-out buyers at a low cost per exposure.

Advertising also has some shortcomings. Although it reaches many people quickly, advertising is impersonal and cannot be as persuasive as a company salesperson. Advertising is able to carry on only a one-way communication with the audience, and the audience does not feel that it has to pay attention or respond. In addition, advertising can be very costly. Although some forms, such as newspaper and radio advertising, can be done on small budgets, other forms, such as network TV advertising, require very large budgets.

II._____ Personal selling is the most effective tool at certain stages of the buying process, particularly in building up buyers' preferences, convictions, and actions. As compared with advertising, personal selling has several unique qualities. It involves personal interaction between two or more people, so each person can observe the other's needs and characteristics and make quick adjustments. Personal selling also lets all kinds of relationships spring up, ranging from a matter-of-fact selling relationship to a deep personal friendship. The effective salesperson keeps the

customer's interest at heart in order to build a long-run relationship. Finally, the buyer usually feels a greater need to listen and respond, even if the response is a polite "no thank you".

These unique qualities come at a cost. A salesforce require a long-term commitment than advertising. Personal selling is the company's most expensive promotional tool.

III._____ Sales promotion includes a wide arrangement of tools – coupons, contests, premiums, and others – and these tools have many unique qualities. They attract consumer attention and provide information that may lead the consumer to buy the product. They offer strong incentives to purchase by providing inducements or contributions that give additional value to consumers. And sales promotions invite and reward quick response. While advertising says “ buy our product,’ sales promotion sales promotion says ‘ buy it now’.

Companies use sales-promotion tools to create a stronger and quicker response.

IV._____ Public relation offers several unique qualities. It is very believable – news stories, features, and events seem more real and believable to readers than do ads. Public relations can reach many prospects who avoid salespeople and advertisements – the message gets to the buyers as 'news' rather than as a sales-directed communication. And like advertising, public relations can dramatize a company or product.

Relative importance of Promotion Tools in Consumer versus Industrial Markets

Consumer goods

Advertising

Sales promotion

Personal selling

Public relations

Relative importance

Industrial Goods

Personal selling

Sales promotion

Advertising

Public relations

relative importance

UNDERSTANDING THE MAIN POINTS

Exercise 12. Answer the questions:

1. Which paragraph(s) focus on the good points of advertising?

What words or expressions in these paragraphs particularly give this impression?

2. Which paragraph(s) focus on disadvantages of advertising?

What words or expressions in these paragraphs particularly give this impression?

3. What section of the text deals with positive and negative features of sales promotion?

4. Are any negative points of public relations mentioned?

5. What is the main purpose of each category of promotion?

6. When would you use each one?

Exercise 13. Draw up a table summarizing the positive and negative features of the advertising.

Positive Features	Negative Features

Exercise 14. The ideas in this section of the text are clearly linked using a number of linking expressions.

a) Each linking expression in column A could be replaced with the expression from the following box. Choose an expression from the box and write it in the column B next to the expression it could replace. (There are more expressions than you need.)

b) Linking expressions are used in texts to signal that a particular type of information will follow. The box below shows you the types of information. Match each expression in Column A with the type of information it signals: Addition, cause, comparison, contrast, reason

Write the type of information in Column C.

Additionally, due to, in spite of the fact that, moreover, nevertheless, on the other hand, simultaneously, since, therefore
--

Column A

Column B

Column C

Because of

Yet

Because

Also

Although

In addition

c) In the part on Personal Selling find linking expressions which can be replaced by the following expressions.

Especially _____

In comparison to _____

Thus _____

So as to _____

Even when _____

d) How are the negative features of Sales promotion signalled in the text?

Exercise 15. Make up different parts of the speech.

Adjective	Verb	Noun
general		
	promote	
		standardization
	legitimise	
	popularise	
	persuade	

Exercise 16. Look at the advertisement for IBM. What do you think the implied message is?

1. Technological progress works backwards.
2. Technological progress is not a threat.

3. Technological progress creates social problems.

Two men were watching a mechanical excavator on a building site.

“If it was not for that machine,” said one, “twelve men with shovels could be doing that job.”

“Yes,” replied the other, “and if it was not for your twelve shovels, two hundred men with teaspoons could be doing that job.”

IBM

Exercise 17. *In praise of advertising. Complete these sentences with the appropriate form of the verbs in brackets.*

1. What(happen) if there(be) no advertising?
2. If poster and billboards(disappear), city streets (be) less colourful.
3. If TV (have) no commercials, most TV stations (shut down).
4. If newspapers and magazines (not carry) adverts, they (cost) a lot more.
5. If products (not advertise), we(not know) about them.
6. If we (not know) about products, we (not purchase) them.
7. If there (be) no advertising, many products, companies and jobs (cease) to exist.

Exercise 18. *The text on advertisement often contains many adjectives to make the product sound as attractive as possible.*

a) Identify which adjective goes with which product(s).

Handy	tea, coffee, tobacco
<i>Hand-painted</i>	<i>machine tool</i>
Sparkling	champagne, soda
Blended	vase
Precision-built	perfume
Fragrant	gadget

b) Match the parts of compound adjective and the product described, as in the example.

Fuel	free	performance
Oven-	saving	engine
Record-	efficient	maintenance
Space-	size	potato casserole
Trouble-	breaking	packet of washing powder
Economy-	ready	furniture

Exercise 19. Advertising copy often exaggerates the product's features to make it sound more attractive than it really is. Use the words and expressions to replace the words in italics so that the message is made more appealing.

Stylish, high class, a high degree, matter of minutes, well-drawn, the finest, giveaway, easy-to-understand.

We are delighted to offer our readers this 1 _____ *standard* garden furniture at 2 _____ *low* prices. Crafted from 3 _____ *some* Lapland wood, the range combines a sturdy construction with 4 _____ *a certain amount* of comfort. The 5 _____ *functional* design allows the parts to be assembled in a 6 _____ *short time*. Each self-assembly item of furniture comes with 7 _____ *simple* instructions and 8 _____ *good* illustrations.

LISTENING

Exercise 20. Listen to the tape.

I. Choose the correct answer.

- Verena is speaking about
 - selling the products.
 - advertising the products.
 - The importance of advertisement in selling the products.
- Verena mentions

- A. 5 ways of how advertisement can work.
 B. 2 ways of how advertisement can work.
 C. 7 ways of how advertisement can work.
3. Advertisements for teenage market should be
 A. eye-catching and attention getting.
 B. With a modern brand image.
 C. Both A. And B.
4. Advertisement of Tango fizzy drinks was
 A. fruitless.
 B. booming.
 C. dull.
5. The link between the manufacturer of the product and the public is
 A. mass media.
 B. advertising agencies.
 C. A good advertisement of the product.

II. Make notes about how to advertise Tango, (a soft drink), and a car.

	Tango	A car
Target audience		Not given
Design of advertisement	Eye-catching and _____ _____	Press ads with details of _____ _____
Style of campaign	Crazy _____ _____	Not given
Media	_____	Press ads and _____ as back-up
Purpose of advertisement	To _____ the market to _____	To _____

III. After reading mark one letter.

If you want to advertise a car you are to go into different product sector and a different target audience. You are trying to persuade that market to spend a lot of money, so you would go to press ads, with lots of copy – details of the models and the prices and all that kind of things – and you would probably back it up with a television campaign to show the cars in action. Advertisers go for different mixes of media but basically it is advertising agencies who make the choice; the agency is the link between the manufacturer of the product and the public. They create a brief of the different and the most useful kinds of media to use.

1. Advertising products one should go to a certain sector of advertisement depending on the type of the product.

A) Right B) Wrong c) Does not say

2. The audience is not interested in details when watching the ads of cars.

A) Right B) Wrong c) Does not say

3. Manufacturers usually choose the type of advertisement of their products.

A) Right B) Wrong c) Does not say

4. The advertising agencies choose what kind of media to use.

A) Right B) Wrong c) Does not say

5. Car advertising is the most useful sector when advertising products.

A) Right B) Wrong c) Does not say

IV. Listen again and decide whether these statements are true or false.

1. Advertising is an important marketing tool and it can work in different ways.

2. Advertising can only inform and remind about the product.

3. Tango is a fizzy drink packed in a can aimed at a teenaged market.

4. A good advertisement always concentrates on the product.

5. The main idea of the advertisement is to persuade a market to spend a lot of money buying a certain product.

COMMUNICATION SKILLS

Exercise 21.

Role Play 1. Students decide on a product that they wish to advertise, and find a symbol which would produce a successful image. (Teacher's book)

Role Play 2.**Situation.**

A medium-sized company produces bottled fruit juices. The president of the company has just received an extortion note. This note said: "If you don't pay \$500,000 immediately, we will poison in bottles of your fruit juice." This letter contains 100 grams of cyanide poison to back up the threat. The company president does not know what to do. The production manager is worried about the possible consequences if the company does not make this threat public and then take all bottles of juice off the market. The finance director, on the other hand, believes that the threat is probably false. If the threat is made public, the company will face almost certain ruin. The public will never again feel safe drinking company's juices. The marketing manager thinks there might be further demands if the company agrees to pay the money now. The company president has called meeting to discuss the problem.

Purpose of the discussion

The purpose of the discussion is for the group members to agree on the best way to deal with this extortion note.

Group Roles

Leader: the president of the company

The production manager

The finance manager

The marketing manager

Preparing for the discussion

Prepare for the discussion by brainstorming ideas and then selecting the best ideas to use.

Starting and Discussion

Your group should discuss the topic for fifteen minutes.

FINAL TASK***Exercise 22. Discuss the following situations.***

Student A: Explain the problem to Student B in your own words.

Student B: Offer some useful advice.

Student A: Accept, reject, or show doubt over accepting this advice.

1. You want to sell your car of a famous brand, but there is something wrong with the engine.
2. You are a manager speaking to a sales representative whose sales are down.
3. You are speaking to a colleague who has to give an important presentation at a meeting next week.
4. You are speaking to friend who has bought a defective tape recorder.
5. You are a manager speaking to a sales clerk who never wants to help the customers.
6. You are an executive speaking to another executive who wants to buy a personal computer for home use.
7. You are speaking to a sales clerk of the boutique. Yesterday you bought a coat of Marks& Spenser, but at home you found a hole in it.
8. You are an executive who discovered that a colleague is selling a corporate secrets to a competitor.
9. You bought a used car from a friend, and the car breaks down a week after it is purchased.
10. You are an executive. You are offered a large amount of money to sell company secrets to the competitors.

WRITING

Read this part of a letter from Barry Ross, the Production Manager of a company supplying knitwear to your clothes shop.

I am writing with reference to your order no. MS 3719, dated 4.7.20.... which includes an order for 300 men's knitted polo neck sweaters, reference no. PN 478.

Unfortunately we are no longer producing this particular style of sweater. However, we can offer you an alternative product of the same quality and range of colours, but these are round neck sweaters, not polo neck.

Would you kindly inform us at your earliest convenience whether this alternative would be acceptable or would you prefer to cancel the order for this item?

• ***Write a letter to Mr. Ross:***

- thanking him for his letter.
- Explaining that you cannot accept the alternative, and giving a reason.
- Canceling the order for the polo neck sweaters.
- Asking him to deliver the remaining items on order as soon as possible.

Write 60-80 words.

UNIT 5**MONEY AND STOCK EXCHANGE****STARTING UP****Discuss these questions.**

1. What is money for you? How often do you use it?
2. If you possess a large amount of money, what are the advantages and disadvantages of the following?
 - Putting it under the mattress
 - Buying a lottery ticket
 - Putting it in a bank
 - Buying gold
 - Buying shares
 - Taking all money to Crimea
3. Can you define money and state its functions and characteristics?
4. Money is said to have a time value. What exactly does it mean?
5. What do you know about Ukrainian money?

Test on money

Many businessmen think that money makes world go round. In fact, to produce goods, to advertise them as well you need money. Without money you will not have electricity in your house, telephone to communicate with your friends and relatives. Lack of money causes often problems, especially in the beginning. But don't think that money can automatically lead you to success. It is a tool in your hands and much depends on your ability to use it properly.

This test will prove your readiness to operate money.

" As a rule": 6 points " Sometimes": 3 points " Rare": 0 points

№	Answer as honestly as possible	As a rule	Some-times	Rare
1.	I can easily find ways of earning money.			
2.	I always organize my budget.			

3.	I read special journals to know what's new in the world of finance.			
4.	To lend is a good means of increasing money.			
5.	I am not afraid of operating a large sum of money.			
6.	It is risky to put all eggs in the same basket when investing money.			
7.	I am able to save money for expensive things I wish to have.			
8.	I deserve to be rich.			
9.	I am eager to speak about my financial situation with my friend.			

Now add your results:

45-54 You have everything to be successful in business. You've got knowledge, character and ability to deal with finance. You will become a remarkable financier.

30-44 You are competent enough and this is important for business. If you listen to professional advice you will succeed without fail.

20-29 You have good qualities, which you should develop. If you want to make progress, you should work and learn from others.

Under 14 Attention! For the moment you are not ready to launch large investments. You are advised to learn from somebody who is quite experienced in the matter of money.

Exercise 1. Read and find definitions of characteristics of money.

1) Uniformity	a) Money should be easily recognized for what it is and hard to copy.
2) Stability	b) Modern money has to be small enough and light enough for people to carry. Money must be easily transferred from

	buyers to sellers.
3) Durability	c) To make change for a banknote is easier than to make change for a cow.
4) Portability	d) The value of money should be more or less the same today as tomorrow.
5) Divisibility	e) It refers to the lasting quality of money.
6) Recognisability	f) This means that equal denominations of money should have the same value. The National bank of Ukraine, for example, the Federal Reserve System in the USA have the responsibility in their countries to assure that money is uniform.

Exercise 2. Read three situations. Define functions of money.

- A) as a medium to exchange;
- B) as a measure of relative value;
- C) as a store of value.

1. If the grocer would have to hold the value of his milk in milk, he could not hold it long because it would spoil. If he sells the milk and gets money for it, he holds the money until he wishes to purchase something.
2. The carpenter doesn't have to build a step for the grocer every time he wants a carton of milk. The carpenter can build steps or anything else for anybody, receive money for his services, and use the money to purchase milk from the grocer.
3. How many cartons of milk should the grocer pay for a suit? If asked that question, you might ask, how much is a carton of milk and suit worth? You would want to define the exchange in terms of the relative value of the two items and would use the value in money to determine how many cartons of milk it should take to buy a suit.

Exercise 3. Work in small groups discuss advantageous and disadvantageous characteristics of functions of money. Create definitions to functions.

READING

Exercise 4. Before reading the text, read the sentences and predict whether they are True or False.

1. In primitive society credits were very popular.
2. Valuable metals are steel, iron.
3. Banks center around money and financial services.
4. The Ukrainian currency is dollar.
5. Credits cards will replace paper notes in the nearest future.
6. Roubles, dollars, hryvnas are forms of money.

Exercise 5. Read the text. Choose the title to the each paragraph. There is one extra.

I) THE UKRAINIAN CURRENCY; II) THE SYSTEM OF BARTER; III) “LEGAL TENDER”; IV) BANKS; V) “INSTRUMENT OF CREDIT”.

Money and its forms

I. _____ Money is used for buying or selling goods, for measuring value and for storing wealth. Almost every society now has a money economy based on coins and paper notes of one kind or another. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods or services one for another. In this system no money was used. Clearly, barter was a very inefficient system, because people's precise wants seldom coincided. People needed more practical system of exchange, and various money systems, developed based on goods which the members of society recognized as having value. With money, exchange was much easier.

II. _____ Nowadays the work of commercial bank centers around money and financial services. Coins are adequate for small transactions, while paper notes are used for general business. Originally, a valuable metal (gold, silver or copper) served as a constant store of value. For many years national currencies were judged in terms of the so called “gold standard”. Valuable metal has generally been replaced by paper

notes. These notes are issued as “legal tender”. Paper money is obviously easier to handle and much more convenient.

III. _____ At the same time other forms of money developed, such as cheques and money orders are not legal tender. They perform the function of substitute money and are known as “instrument of credit”. Credit is offered only when creditors believe that they have a good chance of obtaining legal tender when they present such instruments at a bank or other authorized institutions. If a man’s assets are known to be considerable, then his credit will be good, if his assets are in doubt, then it will be difficult to obtain a credit. Checks, transfer orders and credit cards have become more and more popular in recent years and it is possible to imagine a world where “money” in the form of coins and paper currency will no longer be used.

IV. _____ The Ukrainian currency is the hrivna. Ukrainian currency uses both notes and coins. Each coin has the date it was minted stamped on one side. There are eight denominations of notes. The lowest note in value is the 1 hrivna note; the highest is the 200 hrivnas note. Between these there are the 2hrv, 5hrv, 10hrv, 20hrv, 50hrv, 100hrv notes. Every note has a serial number to show when it was issued and a watermark to prevent forgeries.

UNDERSTANDING MAIN POINTS

Exercise 6. Make up 7 questions to the text.

Exercise 7. Summarize the text in ten sentences.

Exercise 8. Match forms of money mentioned in the text with the following definitions.

1. A written order to a bank to pay a stated amount of money.
2. The sum of money that a bank allows his client before requiring payment.
3. Money made of metal.
4. Card that allows its holder to buy goods and services on credit.
5. Piece of paper money issued by a bank.

Exercise 9. Choose the right answer.

1. " We constantly handle coins and bills" means:

- a) cash them under most circumstances,
- b) deal with them,
- c) receive them.

2. " Legal tender" is:

- a) a type of paper currency,
- b) a requirement to accept in settlement of a debt,
- c) money guaranteed by a government.

3. " The cheque will be honoured" means:

- a) that it will be readily accepted by creditors,
- b) that it will be treated with respect,
- c) that the bank will be ready to cash it.

4. " Bills of every denomination" means:

- a) bank notes of different values,
- b) bank notes of various sizes,
- c) other means of exchange.

Exercise 10. Put each of the following words in its correct place.

currency, tender, card, note, society, exchange, , bank, standard, services.

- | | |
|---------------------|--------------------|
| 1. gold _____ | 6. credit _____ |
| 2. Ukrainian _____ | 7. financial _____ |
| 3. commercial _____ | 8. paper _____ |
| 4. legal _____ | 9. primitive _____ |
| 5. transfer _____ | 10. direct _____ |

LANGUAGE STUDY

Exercise 11. Using suffixes - cation, -cate, -ment, -ion, -ature, etc., produce nouns which are related to the following verbs from the text.

Accept	presentment
Certify	regulate

Denominate	settlement
Invest	signify
Identify	sign
Payment	state
Preferment	transact

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

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

Exercise 13. Choose the right answer.

1. When you retire at the age of 65, you receive a(n) ... from the government.
a) allowance b) fine c) grant d) pension
2. If production in that factory exceeds the target, the workers get a ...
a) bonus b) donation c) gratuity d) premium
3. A salesman is paid a ... on the goods he sells.
a) commission b) percentage c) provision d) salary
4. If they are not more careful with their accounts, they will go ...
a) bankrupt b) broken c) penniless d) poor
5. All the workers in our firm get a Christmas ... of 100\$.
a) bonus b) fine c) prize d) reward
6. Before starting a business, you have to raise the necessary ...
a) capital b) currency c) investment d) savings
7. Our company made a record ... last year.
a) benefit b) earn c) profit d) winning
8. When the company was declared bankrupt, all its fixed ... were claimed by its creditors.
a) assets b) benefits c) funds d) sums
9. If you don't complete your income tax ..., you may have to pay more than is necessary.
a) account b) document c) report d) return
- 10) Every Friday Fred ... money out of the bank.
a) cashed b) drew c) robbed d) stole

ROLE PLAY**Exercise 14.**

Situation The Rainford Company you work for is releasing 50000hrv for staff benefits (a weekend holiday together, a Christmas bonus, training, and so on). A meeting has been called to discuss this issue. How are you and your colleagues going to spend money? Give your arguments to support you idea.

Roles:

Leader: the managing director

Representative(s) of the employees

Representative(s) of part-time workers

Representative(s) of the personnel department

Purpose of the discussion The purpose is for the group members to decide what, if any, solution should be taken to satisfy the demands of everybody.

FOCUS ON THE STOCK EXCHANGE

Exercise 16. In groups, read the following newspaper headlines and decide in each case whether they reflect a good or poor performance of the company's shares on the Stock Exchange.

Example:

General Cinema sees \$20 million gain

The shares of this company are going well since there has been a gain.

1. IBP share prices sink to lowest level since 1988
2. Sony advances 14%
3. Nestle rises on all fronts
4. Jones & Shipman : \$ 2.5 m in loss as recession bites
5. Vitek falls 57% to \$555,000

Exercise 17. Before reading the text, read the sentences and predict whether they are True or False.

1. The Stock Exchange is a market where securities are bought and sold.
2. Stock Exchange doesn't have its own rules.
3. People who work for Stock Exchange are called robbers.
4. Results are published in magazines and "yellow press".
5. When you buy shares in a company you became a shareholder.

Exercise 18. Read the text.

The Stock Exchange

The Stock Exchange is a market place where securities are bought and sold. There are stock exchanges in most capital cities, as well as in the largest provincial cities in many countries. The economic importance of stock exchange is that they facilitate savings and investment, first through making it possible for investors to dispose of securities quickly if they wish to do so and secondly in channeling savings into productive investments.

Stock exchanges have their own rules and conventions, but their functioning depends also on the existence of company and other low and financial intermediaries, such as the issuing houses. Stock-brokers act as agents for the public and buy from and sell to jobbers. Members are formed into a declining numbers of companies. Jobbers and brokers keep their own registers and may record details of a “bargain” (as all transactions are called) on the official list.

Index numbers indicating changes in the average prices of shares on the Stock Exchange are called share indices. A share index shows percentage changes in the market value of a portfolio compared with its value in the base year of the index. Index numbers are published by several daily papers and weekly journals.

When a company needs to raise money in order to grow, it can choose between two different opinions. It can issue shares (or part of its capital) which can be bought by the general public. These shares are known as ordinary shares. When you buy shares in a company you become a shareholder and own a part of that company. As part owner of a company, you can therefore make or lose money depending on the company's profits. If the company does make profits, it pays a sum of money per share, known as a dividend, usually twice year.

UNDERSTANDING THE MAIN POINTS

Exercise 19. In the first two paragraphs of the text replace all the verbs with synonyms.

Exercise 20. Add adjectives to the nouns in the third paragraph of the text.

Exercise 21. Make up all possible parts of the speech: share, profit, value.

Exercise 22. Define in seven words the main idea of the text.

Exercise 23. Using the words in brackets as a guide, explain the meaning of the following terms.

1. securities (traded on, stock, share)
2. ordinary shares (rights to assets and dividends, paid)
3. share (a unit of ownership, small denomination, a proportion of distributed profits)
4. stock (a unit of ownership, a proportion of distributed profits)

Exercise 24. Choose the word or phrase in brackets that would best substitute for the word or phrase in bold print in the following sentences.

1. The economic **importance** (необходимость) of stock exchange is that they **facilitate** (облегчить) savings and investment.

(prominence, significance, necessity)

(make difficult, make easy)

2. Stock exchanges facilitate investment through **channeling** (направлять) savings into productive investments.

(controlling, directing, handling)

3. Business at stock exchange is conducted **entirely** (полностью) by **word of mouth**.

(strictly, completely, originally)

(orally, willingly, usually)

4. Prices at the exchanges are widely **available** in the press.

(noticeable, obtainable, profitable)

5. The percentage changes in prices **indicate aggregate** movement in share prices.

(guide, predict, denote)

(total, complete, expected)

Exercise 25. Match the expressions listed in column A with the synonymous ones from column B.

1. stock exchange	a) exchange trading
2. member of the exchange	b) stock listed at the exchange
3. exchange days	c) sale contract
4. exchange hours	d) unquoted securities
5. exchange dealings	e) official quotation list
6. stock exchange securities	f) trading days
7. unlisted securities	g) slump in exchanging prices
8. contact note	h) dealings in stocks and shares
9. stock exchange list	i) securities exchanges
10. smash on the exchange	j) official hours
11. stock exchange operations	k) floor member
12. stock exchange value	l) market intelligence
13. financial news	m) market value

LISTENING

Exercise 26. Listen to the tape

I. Choose the correct answer

1. JPW is becoming ...
 - A. an international
 - B. a multinational
 - C. doesn't say
2. The first point is on method of ...
 - A. training
 - B. payment
 - C. advertising
3. By using a letter of credit, both importer and exporter have a considerable degree of security in the commercial contract because it is honoured throughout ...
 - A. The banking system
 - B. The higher educational system

C. The payment system

4. There are ... main stages to a letter of credit transaction.
- A. 8
 - B. 20
 - C. 12
5. So if we don't despatched the goods, CEE ...
- A. don't pay
 - B. don't work
 - C. Don't receive money

II. Fill in appropriate word

Julian: Right. The first point is on...**1** _____ of payment. In the past, as you know, we have worked on ...**2** _____ with our customers with payment after ...**3** _____ days, but I don't want to do this with CEE because the amounts are ...**4** _____ large and we have not worked with them before. They have suggested a letter of ...**5** _____ but I have no idea how that works.

Ken: Well, in any transaction involving this amount of...**6** _____, both the importer, in other words CEE, and the...**7** _____, that's JPW, need to be absolutely certain of the security of the transaction. You, naturally, want to ensure that payment will be made for the ...**8** _____ which you supply, and CEE will want to make a payment only after the goods have been despatched. By using a letter of credit, both ...**9** _____ and exporter have a considerable degree of security in the commercial ...**10** _____ because it is honoured throughout the banking system. There are twelve main stages to a letter of credit transaction, which makes it sound terribly bureaucratic, but it isn't really.

III. After reading the paragraph, mark one letter:

Ken: Yes - but you will only be involved in four. The first stage is for the exporter and the overseas buyer to conclude the sales contract with payment arranged by letter of credit. The overseas buyer (CEE in your case) tells their bank, which we call the

'issuing bank' to provide credit in favour of the exporter. The issuing bank then asks the UK bank - us - to advise and/or confirm the credit. We then send you a letter of credit. OK so far?

Julian: Yes - but it's all paperwork so far, nothing has actually been done!

Ken: Yes - that's the preparation. When you receive the letter of credit from us, you despatch the goods to the overseas buyer and then you present the shipping documents to the UK bank. We check, pay and/or accept under terms of credit. We then forward these documents to the issuing bank. The issuing bank reimburses us in whatever way we have arranged between us and then step ten is when the overseas buyer is debited by the issuing bank.

Julian: Well, we've been paid but CEE haven't received the goods yet.

Ken: Correct - and the last two stages deal with exactly that. The issuing bank releases the shipping documents to the overseas buyer and the overseas buyer can then use these documents to receive delivery of the goods.

Julian: So if we don't despatch the goods, CEE don't pay us and if we don't receive the money, CEE can't collect the goods.

Ken: Exactly!

1. In the first stage are involved the exporter, the overseas buyer and bank.

A). Right B). Wrong C). Doesn't say

2. Julian and Ken work for British bank

A). Right B). Wrong C). Doesn't say

3. When the goods are despatched to the buyers the shipping documents are presenting to the "issuing bank".

A). Right B). Wrong C). Doesn't say

4. The last two stages deal with delivery of the goods.

A). Right B). Wrong C). Doesn't say

5. Julian will have that's why a lot of paper work.

A). Right B). Wrong C). Doesn't say

IV. Listen again and decide whether these sentences are True or False.

1. The contract is worth £5 million in the first year.
2. Open account, with payment after 80 days.
3. Because the amounts are too small and they have not worked with CEE before.
4. The overseas buyer's bank.
5. "So if we don't despatch *the goods*, CEE don't *pay us* and if we don't *receive the money*, CEE can't *collect the goods*."

COMMUNICATION SKILL

Exercise 27. *Read the text. Imagine that you work for Roshen. In groups discuss the advantages of acquiring a stake . Make a list and present your findings to the class.*

Roshen is a business which has been making and selling chocolates. It recently decided that it needed to raise more capital as part of expansion programme and in order to buy other companies in Ukraine and abroad. The company therefore "went public", that is, it issued shares on the stock market. Roshen set up a special scheme to encourage its employees to acquire shares in the company and it has proved very successful.

Exercise 28. *Study the appendix 4 look at the explanation of the following listing, then answer the questions.*

1. What was the closing price for each of the following shares?
 - a) British Petroleum
 - b) British Airways
 - c) Cadbury Schweppes
2. For each of the four sectors, which shares had the greatest change in price (increase and decrease) compared with the previous day's price?
3. Which of the following oil and gas companies is furthest from its highest price for the year?
 - a) Great Western
 - b) Oil Search
 - c) Kelt Energy
4. Which transport and shipping company has
 - a) the highest yield,
 - b) the lowest yield.

5. What is the price ratio for each of these shares?

a) Geest

b) ICI

c) Shell

Exercise 29. *Work in pairs or small groups.*

You have £1000 and are thinking of investing it on the Stock Exchange. Decide which of the shares from appendix 4 you would buy, and calculate how many you could afford. Choose a maximum of four different companies.

Example:

Amersham 50 shares at 460p = £ 230.00

BOC 30 shares at 617p = £ 185.10

Tiphook 100 shares at 330p = £ 330.00

British Gas 101 share at 250p = £ 252.50

997.60

Exercise 30.

After consideration, you decided not to purchase any shares, but to deposit the £ 1000 in the bank. However, you are curious to know whether or not you did the right thing. Look at the appendix 5 where you will find the prices for the same shares six month later. Calculate how much money your group would have made or lost if you had bought the shares. Present your findings to the others.

FINAL TASK

WRITING

Use appendixes 6, 7, 8 for explanation and example.

Exercise 31. *You are working on the final plans for a new invention and are running out of money. Write a proposal for your bank manager, giving details of the invention and reasons why you think it will be successful, in order to obtain a loan.*

PROJECT WORK

Exercise 32. *Discussion and evaluation of the projects “Money” and “Student’s Stock”*

MODULE 6**MANAGER'S ROLE****STARTING UP**

Exercise 1. a) Investigate the idea of management and jot down your thoughts.

b) Study the dictionary definitions of management below; underline the similarities and circle the differences

LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH

1. the act of managing, esp. a business or money
2. skill in dealing with (usu.) a person
3. the people who are in charge of a firm, industry, etc. considered as a body

WEBSTER'S NEW COLLEGIATE DICTIONARY

1. The act of managing; the conducting or supervising of something
2. judicious use of means to accomplish an end
3. capacity for managing: executive skill
4. the collective body of those who manage or direct an enterprise

NEWNES DICTIONARY OF BUSINESS TERMS

- 1. the carrying out of policies laid down by determining what results are to be accomplished, planning how these results are to be accomplished, building up the required organization, and controlling that organization*
- 2. the people responsible for carrying out these tasks*

Compare your thoughts with the definitions given above. Write your fine-tuned definition.

READING

Exercise 2. Before reading the text, match each position to its definition.

1. manager	a) a person who is responsible for running a business, or part of it, on a daily basis
2. chairman	b) someone who is in charge of a particular part of some universities

3. supervisor (on an assembly line)	c) the person who leads a company's board of directors; someone, especially a man, who is in charge of a meeting or directs the work of a committee, organization, or company
4. general manager	d) a person who is in charge of sb/sth and makes sure that everything is done correctly, safely, etc; someone who supervises workers or students
5. vice-chancellor	e) a person who is in charge of running a business, a shop/store, a department of an organization, a project, etc; someone whose job is to manage part or all of a company or other organization

Exercise 3. Look at the following lists of positions and organisations and answer the questions below. Then, in groups of two or three, compare your answers.

POSITION

manager

head of research and development

supervisor (on an assembly line)

general manager

vice-chancellor

chairman

ORGANISATION

a famous pop music group

an oil company

a car company

a fashion business

a university

a multinational company

- 1 What duties do all these people have in common?
- 2 What qualities and skills are required for each position?
- 3 Which of the positions would you prefer to have? Why?
- 4 Are there any you would not want to hold? Why?

Text 1

MANAGER'S ROLE

Our society is made up of all kinds of organisations, such as companies, government departments, unions, hospitals, schools, libraries, and the like. They are essential to our existence, helping to create our standard of living and our quality of life. In all

these organisations, there are people carrying out the work of a manager although they do not have that title. The vice-chancellor of a university, the president of a students' union or a chief librarian are all managers. They have a responsibility to use the resources of their organisation effectively and economically to achieve its objectives.

Are there certain activities common to all managers? Can we define the task of a manager? A French industrialist, Henri Fayol, wrote in 1916 a classic definition of the manager's role.

He said that to manage is “to forecast and plan, to organise, to command, to coordinate and to control”. This definition is still accepted by many people today, though some writers on management have modified Fayol's description. Instead of talking about command, they say a manager must motivate, direct and lead other workers.

Henri Fayol's definition of a manager's functions is useful. However, in most companies, the activities of a manager depend on the level at which he/she is working. Top managers, such as the chairman and directors, will be more involved in long range planning, policy making, and the relations of the company with the outside world. They will be making decisions on the future of the company, the sort of product lines it should develop, how it should face up to the competition, whether it should diversify, etc. These strategic decisions are part of the planning function mentioned by Fayol.

On the other hand, middle management and supervisors are generally making the day-to-day decisions which help an organisation to run efficiently and smoothly. They must respond to the pressures of the job, which may mean dealing with an unhappy customer, chasing up supplies, meeting an urgent order or sorting out a technical problem. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organisation.

An interesting view on managers is supplied by an American writer, Mr Peter Drucker. He has spelled out what managers do. In his opinion, managers perform five basic operations. Firstly, managers set objectives. They decide what these should be

and how the organisation can achieve them. For this task, they need analytical ability. Secondly, managers organise. They must decide how the resources of the company are to be used, how the work is to be classified and divided. Furthermore, they must select people for the jobs to be done. For this, they not only need analytical ability but also understanding of human beings. Their third task is to motivate and communicate effectively. They must be able to get people to work as a team, and to be as productive as possible. To do this, they will be communicating effectively with all levels of the organisation - their superiors, colleagues, and subordinates. To succeed in this task, managers need social skills. The fourth activity is measurement. Having set targets and standards, managers have to measure the performance of the organisation, and of its staff, in relation to those targets. Measuring requires analytical ability. Finally, Peter Drucker says that managers develop people, including themselves. They help to make people more productive, and to grow as human beings. They make them bigger and richer persons.

In Peter Drucker's view, successful managers are not necessarily people who are liked or who get on well with others. They are people who command the respect of workers, and who set high standards. Good managers need not be geniuses but must bring *character* to the job. They are people of integrity, who will look for that quality in others.

'A manager develops people, including himself or herself... (and) helps them to grow and become bigger and richer persons.'

Peter Drucker

UNDERSTANDING THE MAIN POINTS

Exercise 4. Answer the following questions.

1. According to the writer, what is the main duty of the head of any organisation?
2. Why do some people disagree with Henry Fayol's definition of the role of management?
3. In what ways are the functions of a company director, for example, different from those of a middle manager?

4. In Peter Drucker's opinion, which of the following things should a manager be?
- exceptionally intelligent
 - keen to improve people's lives
 - interested in other people
 - popular
 - able to give clear orders
 - honest
 - admired by others
 - able to examine carefully and make judgements

Exercise 5. Fill in: *middle, analytical, talking, an urgent order, others, policy, decisions, skills, operation, certain.*

- | | |
|---------------------|-------------------------------|
| 1. activities | 6. meeting |
| 2. instead of | 7. daily |
| 3.making | 8.ability |
| 4. strategic | 9. social |
| 5.management | 10. to get on well with |

Exercise 6. *In the first paragraph replace all the verbs with synonyms.*

Exercise 7. *Add adjectives to the nouns in the second and third paragraph of the text.*

Exercise 8. *Make up 5 questions to the text.*

VOCABULARY FOCUS

Exercise 9. *Find words or phrases in the text which mean the same as the following:*

- 1 carefully, not wastefully (paragraph 1)
- 2 expand the range of products (paragraph 3)
- 3 operate (paragraph 4)
- 4 resolving (paragraph 4)
- 5 said in a clear, detailed way (paragraph 5)

Exercise 10. Managers set *objectives*. What is an *objective*?

Give examples of objectives that sales, production and personnel managers might set.

Exercise 11. Complete the following sentences using suitable words or phrases from the box below.

Managing Director	junior executive	colleague
director	supervisor	staff
senior executive	superior	employee
middle manager	subordinate	work-force

1. The group of executives working below the top managers are generally called ...
2. Valerie is an important person in our company. She is a member of the Board of ...
3. Peter, a recent university graduate, has been with the firm for a year. He is at present a and is being trained for a managerial position.
4. Their is expanding rapidly. They now have over 5,000 employees.
5. At least 50% of our have been with the company over ten years.
- 6 in an organisation generally have more fringe benefits than lower-level managers.
- 7 . We are a small group in the Research and Development Department. Fortunately, I get on well with all my.....
- 8 . Our telephone operators work under the direction of a.....
- 9 . I work under Mr Brown. He's my
10. Sheila and Tom work under my authority. I am their boss and they are my
11. I am responsible for training and development.
12. A is a person of high rank in an organisation, usually next in importance to the Chairman.

Exercise 12. Complete the following sentences with the correct word or phrase (a, b, c or d).

1. Nowadays, I eat out at restaurants regularly and often go abroad for holidays. My is much higher than it used to be.

a standard of living **b** cost of living **c** lifestyle **d** way of life

2. Writing reports is not a that everyone enjoys.

a duty **b** work **c** job **d** function

3. This machine uses much less fuel than the previous one. It is far more

a sparing **b** economic **c** effective **d** economical

4. The management has worked out a to improve our market share.

a strategy **b** policy **c** target **d** planning

5. Many of the in the Personnel Department are part-time workers.

a staff **b** staffs **c** employers **d** personal

6. One of the company's main is to increase sales by 10% per year.

a designs **b** plans **c** purposes **d** objectives

7. Several machines have broken down. We won't be able to an important order.

a fill **b** meet **c** make **d** do

WORD BUILDING

Exercise 13. Complete the following sentences with the correct form of the words in italics.

1 produce

a Our **production** of washing-machines increased by 5% last year.

b We have recently put on the market two new

c per worker will increase with the introduction of the new machines.

d Word processors have helped to make office workers more

e The company is well known in the agricultural industry. It sells mainly farm - eggs, butter, milk, etc.

2 compete

a Coca Cola's main is the Pepsi-Cola company.

b We try to stay by investing heavily in advertising and promotion.

c Our company's main objective is to keep ahead of the

3 plan

- a The meeting did not go as
- b Some projects take years of
- c Before asking a bank manager for money, it is wise to show him a business

4 analyse

- a Managers needs to have an mind.
- b Our showed that we needed to put more emphasis on marketing.
- c We must look at the problem

Exercise 14. Which of the following qualities do you think you need to be a good manager?

drive aggression determination dynamism impatience confidence
originality tolerance courage initiative

Make adjectives out of as many of these as you can. For example, *driven*.

Exercise 15. Finish the list of adverbs. Then, using each adverb once only, complete the sentences that follow.

adjective**adverb**

basic

basically

common

constant

full

true

virtual

- 1 there are no women in top positions at our company.
- 2 a good manager is someone who knows how to handle staff well.
- 3 It isbelieved that leaders are born not made.
- 4 In business, you need to beaware of what your competitors are doing.
- 5 We have quite a reputation for our innovative approach to product design - we are on the lookout for new ideas.

6 I am delighted to hear of your promotion - it is well deserved.

READING

Text 2

MANAGERS ARE NEEDED EVERYWHERE

Managers are needed in schools, churches, charities, government organization, unions, associations, clubs, and all other organizations. Naturally, an important need for managers is in business.

When selecting a career in management, a person has several decisions to make:

- What kind of organizations is most attractive? That is, would you like to work for government, business, or some non-profit organization?
- What type of managerial position seems most interesting? A person may become a production manager, a sales manager, a personnel manager, an accounting manager, a traffic (distribution) manager, a credit manager, and so on. There are dozens of managerial positions from which to choose.
- What type of industry appeals to you: computer, auto, steel, railroad, or what? Would you prefer: to work for a relatively new firm or an established one?
- What courses and training are needed to prepare for various managerial careers? Only careful research will answer this question.

Regardless of the managerial position you choose, there are certain fundamental concepts and principles you must learn.

MANAGERIAL ROLES

We know that different managers perform different roles. At this point we want to examine what managers actually do and how they spend their time. One of the most frequently cited studies of managerial roles was conducted by Henry Mintzberg.

Mintzberg's 10 Managerial Roles:

Role	Description
<u>INTERPERSONAL</u>	
<i>Figurehead</i>	Performs symbolic duties of a legal or social nature.
<i>Leader</i>	Builds relationships with subordinates and communicates with, motivates and coaches them.
<i>Liaison</i>	Maintains networks of contacts outside work unit who provide help and information.
<u>INFORMATIONAL</u>	
<i>Monitor</i>	Seeks internal and external information about issues that can affect organization.
<i>Disseminator</i>	Transmits information internally that is obtained from either internal or external sources.
<i>Spokesperson</i>	Transmits information about the organization to outsiders
<u>DECISIONAL</u>	
<i>Entrepreneur</i>	Acts as initiator, designer, and encourager of change and innovation.
<i>Disturbance handler</i>	Takes corrective action when organization faces important, unexpected difficulties.
<i>Resource allocator</i>	Distributes resources of all types, including time, funding, equipment, and human resources.
<i>Negotiator</i>	Represents the organization in major negotiations affecting the manager's areas of responsibility.

UNDERSTANDING THE MAIN POINTS

Exercise 16. *Unscramble the sentences and explain the meaning of the given words.*

1. **Role** office an position of set associated is behaviours is that with a or organized particular .

2. **Network** manager whose of function effectively with help is individuals co-operative needed in order for a relationships a is to set.

3. **Leaders** rely who people influence the of can having others without to behaviours are on force.

4. **Entrepreneur** is who or her risk , , and assumes operates the of his business someone organizes venture.

Exercise 17. Using Henry Mintzberg's table (see the text) fill in the gaps with the necessary words.

1. Therole entails symbolic duties that are associated with the manager's formal organizational position.

2. The role focuses on seeking information about issues that can affect organizational units.

3. While the role involves internal informational needs, the role addresses the transmission of information to outsiders.

4. The role involves building relations with subordinates and includes communicating with them.

5. Therole focuses on maintaining a network of relationships outside a manager's own work unit, including outside the organization.

Exercise 18. Match different kinds of manager's roles to their explanations.

1. Interpersonal Roles –	a) grow directly out of the authority of a manager's position and involve maintaining positive relationships with significant others.
2. Informational Roles –	b) pertain to receiving and transmitting information so that managers can serve as the nerve centres of their organizational units.
3. Decisional Roles –	c) involve making significant decisions that affect the organization.

PHRASAL VERBS***Exercise 19. Phrasal verbs with out***

For example: **sort out** **spell out**

Complete the following sentences, using suitable forms of the verbs in the box below.

sort out make out bring out pull out spell out buy out
carry out sell out sound out turn out

1. The firm about five hundred sports cars a year.
2. We hope to our production problems soon.
3. If the firm doesn't make a profit, the owners will probably.....
4. I'm willing to consider introducing flexitime, but would you first the advantages of the system, please?
5. Givenchy have an exciting new perfume.
6. Would you the cheque to David Cotton, please?
7. In order to develop new products, pharmaceutical companies have to a lot of research.
8. Several leading banks such as Barclays have of South Africa.
9. A group of senior managers want to take over the firm by..... it
10. We're looking for a new chief executive. I understand one or two possible candidates have already been

LISTENING***Exercise 20. Before listening try to answer these questions:***

1. What do you think gives most people satisfaction with their jobs?
2. Is it important for a manager to give autonomy to his/her subordinate?
3. What management style would be the best for you?
4. In your opinion, are there any differences between the workplace culture in different countries?
5. How would you describe the ideal boss?

Exercise 21. Listen to the tape. Morna Lawson talks about various aspects of work
Complete the notes.

Job satisfaction

1. Three things that are important to Morna in a job: _____

Management styles

2. She likes a manager to be _____, but at the same time to be _____.

In other words the manager allows her to get on with it, but is there to _____ her.

Workplace culture

3. Spain and Britain are probably similar now, but when Morna worked in Spain she noticed that _____

Managers

4. Morna's favourite manager was _____. She allowed her to get on with the work and to _____ (it wasn't the end of the world) and Morna _____.

Exercise 22. How would you like your manager to be? Choose three descriptions and explain your choice.

Supportive, a good teacher, hands-off, understanding, available, inspirational.

Exercise 23. After listening read the statements and mark one letter.

1. Salary and status are not important for Morna.

A) Right B)Wrong C) Doesn't say

2. Manager's role should be only supportive.

A) Right B)Wrong C) Doesn't say

3. Morna has worked in Britain, Spain and some other European countries.

A) Right B)Wrong C) Doesn't say

5. The Spanish live to work and the British work to live

A) Right B)Wrong C) Doesn't say

COMMUNICATION SKILLS

Exercise 24. Do the quiz and find out about your managerial abilities.

1. If there's an unpleasant job at work that has to be done, I would _____

- A) do it myself.
- B) give it as a punishment to someone who's been going off.
- C) hesitate to ask a lower-level employee to do it.
- D) ask someone to do it.

2. If my boss criticised me, I would _____

- A) feel bad.
- B) show the boss where he is wrong.
- C) try to learn from the criticism.
- D) apologise for being stupid.

3. If an employee wasn't working out, I would _____

- A) give him or her room to make a big mistake.
- B) do everything I could to help the employee work out before I had to fire the person.
- C) put off firing the employee as far as possible.
- D) get rid of the employee as quickly as possible if the person wasn't any good.

4. If my salary increase wasn't as large as I thought it should be, I would _____

- A) tell the boss in no uncertain terms what to do with it.
- B) keep quiet.
- C) say nothing, but show my dissatisfaction to the boss in other ways.
- D) ask the boss why it wasn't larger.

5. If a lower-level employee continued to ignore instructions after I had told the person something for the third time, I would _____

- A) try to give him something else to do.
- B) keep telling the employee until the job was done right.
- C) tell the employee that if he doesn't do the job right the next time, there won't be a next time.
- D) try to explain what I want in a different way.

6. If the boss rejects a good idea of mine, I would _____

- A) ask why.

B) walk away and feel bad.

C) try to bring up the idea again later.

D) flunk about joining the competition.

7. If a co-worker criticised me, I would _____

A) give the co-worker back twice the dose he gave me.

B) avoid the co-worker in the future.

C) try to determine whether the criticism has merit.

D) worry that co-worker didn't like me.

8. If someone told a joke that I didn't understand, I would _____

A) laugh with the rest of the group.

B) tell the person that it was a lousy joke.

C) tell the person that I didn't understand.

D) feel stupid.

9. If someone points out the mistake I've made, I would _____

A) sometimes deny it.

B) feel very guilty.

C) figure it's only human to make mistake now and then.

D) dislike the person.

10. If someone working for me were to foul up a job, I would _____

A) blow up.

B) hate to tell him about it.

C) discuss with that person the proper way to do the job.

D) not give that person the job again.

11. If I had to talk to a top executive, I _____

A) couldn't look the person in the eye.

B) would feel uncomfortable.

C) would get a little nervous.

D) would enjoy the interchange.

12. If a lower-level employee asked me for a favour, I would _____

A) sometimes grand it, sometimes not.

B) feel uncomfortable if I didn't grand it.

C) never grand any favours if I could help it so that I wouldn't set a bad precedent.

D) always give in.

Add up your score:

1 - A	5 - D	9 - C
2 - C	6 - A	10 - C
3 - B	7 - C	11 - D
4 - D	8 - C	12 - A

Look at your potential as a future manager:

10-12 Excellent !

8-9 Good

6-7 Fair

6 or less Poor

Exercise 25. *Agree or disagree with the following.*

1. Being good at what you do does not make you an effective manager.
2. The best business leaders are those who motivate people through respect and the belief that they can achieve their own personal goals through the company where they work.
3. Inexperienced managers tend to leave employees with too many assumptions and no clear statement of whose orders they should follow.
4. The principle of specialisation (assigning all work of one type to one person, all work of another type to a different person) must be applied in management.
5. People are naturally lazy. Managers should tell workers what to do or they won't do it.

Exercise 26. *Complete the dialogue between the Managing Director (MD) and the Personnel Manager (PM). Choose from the words in the box. The first has been done for you.*

sales	new technology
MBA	cost and price
how to take	manage
accounting for	promotion and
communications	learn about
distribution	read the balance sheet
specialised	computer systems
Courses	
results	

MD: John, we must think about (1) **specialised management-training** for our junior managers.

PM: Yes, our promising younger people need to (2)

MD: They need to know (3)..... and the (4) of these decisions.

PM: And, of course, (5).....is essential. And they must know how to (6).....

MD: Without it, they will never (7) successfully, and they won't know anything about stock control, costing, pricing, you name it.

PM: Yes, (8)depend on knowing this.

MD: Of course, that's not the only thing they need to know. (9) means that they need to know about things like (10)

PM: What else?

MD: (11)....., for example.

PM: Yes, and I think that the (12)departments need managers with this background, as well as the (13)department.

MD: Even the (14)..... managers could benefit, too.

MD: Perhaps we should only appoint managers with a Harvard (15)!

Exercise 27. Try to use a variety of phrases from the unit in the following situations.

Student A: Make a request.

Student B: Agree to or refuse the request. If you refuse, be sure to give a good reason.

1. (*recruit to manager*) The new recruit doesn't understand what his for her job responsibilities are.

2. (*employee to manager*) The employee's child must go into the hospital tomorrow (a working day) for an operation.

3. (*supervisor to employee*) The employee's reports are not well organized.

4. (*manager to employees*) Weekly meetings never start on time because employees are late.

5. (*employee to manager*) The manager has assigned the employee to work on a project with someone he (or she) hates.

6. (*manager to employee*) The employee has not turned in monthly progress reports for the past two months.

7. (*employee to a colleague*) The colleague often talks so loudly that people in the office cannot concentrate on their work.

8. (*director to manager*) An urgent project is due tomorrow morning and it won't be ready by the end of the working day.

9. (*you to a friend*) Your friend keeps calling you at work to discuss private matters.

10. (*employee to manager*) The employee suddenly feels very sick at work.

11. (*you to a colleague*) Your colleague often borrows your books without asking you.

12. (*director to secretary*) The letter is full of spelling mistakes.

13. (*job applicant to secretary*) The job applicant doesn't understand some of the questions on the job application.

14. (*director to manager*) The director wants the manager's opinion on the new budget cuts.

15. (*manager to employee*) The employee has left work early for the past week.

ROLE PLAY

Dealing with a Robbery

Situation

Two men tried to rob a pizza delivery man at knifepoint last week. Luckily, the delivery man was able to knock the knife away. He hit one of the robbers and broke his nose. Both of the robbers then ran away without the money.

Instead of praising the delivery man, the manager fired him. The manager did this because the company's policy clearly states that employees must always cooperate with robbers and immediately hand over money. The purpose of this policy is to prevent any employee from getting hurt. As the manager says, "Money can be replaced, but people cannot." The delivery man said that he knew about the policy. He added, though, that the robbers still could have hurt him even if he had given them the money.

A group of angry employees has gone to the owner of the company to complain about this decision. They want the delivery man rehired and given a reward. The owner has called a meeting to discuss this issue.

Purpose of the Discussion

The purpose of this discussion is for the group members to agree on the best way to handle this situation.

Group Roles

Leader: the company owner

The manager(s)

Representative(s) of the employees

Brainstorming

What are different ways of handling this situation? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting Ideas

Consider the different ideas that you developed during the brain-storming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting the Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating the Discussion

1. Listening to the discussion

As you listen to the discussion, make a list of the main ideas that the group members present.

2. Follow-up to the discussion

What do you think is the best way for the company to handle this situation?
Why?

3. Leader Control: Did the leader effectively control the discussion?

UNIT 7**LEADERSHIP****LEAD-IN****A. Discuss the following questions.**

1. Which modern or historical leaders do you most admire? Which do you admire the least? Why?
2. Are there differences between men and women as leaders?
3. Are people who were leaders at school more likely to be leaders later in life?
4. What makes a great leader? Write down a list of characteristics. Compare and discuss your list with the list of other students in your group.

English	Your language	English	Your language
Decisive		Impulsive	
Charismatic		Flexible	
Motivating		Lunatic	
Adventurous		Energetic	
Open		Straight	
Ruthless		Accessible	
Informal		Moderate	
Uncaring		Balanced	
Passionate		Careful	
Thoughtful		Aggressive	
Aloof		Vivacious	
Gregarious		Integrating	

5. What makes a bad boss? Draw up a profile of factors.
6. What is the difference between a manager and a leader?

READING**TEXT I**

Exercise 1. *Before reading the text, read the sentences and predict whether they are True or False:*

1. Management and leadership are synonyms.
2. The definition of a manager is not the same of a leader.
3. Leaders know where the business is going.
4. There are three basic leadership styles.
5. Some leaders get their satisfaction from completing the task and knowing they have done it well.
6. Task-motivated leaders get their satisfaction from having a good relationship with other workers.
7. Both styles of leadership could be effective in appropriate situations.

Exercise 2. *Read the text. Give titles to paragraphs.*

___A___ Leadership is needed at all levels in an organization. It is likely, however, that the leadership qualities required by a supervisor or manager are not the same as those required the chief executive of a company. It is, therefore, difficult to define leadership satisfactorily.

___B___ A typical definition is that the leader “provides direction and influences others to achieve common goals”. This is true in the case of supervisors and managers, but is it a good definition of the leader of an organization? A chief executive must indeed give “direction” but he must do much more than that. He has to create “a sense of excitement” in the organization, and convince staff that he knows where the business is going. As Peter Drucker, American business guru, says, “Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to a higher standard, the building of a man’s personality beyond its normal limitations.”

___C___ An important analysis of leadership has been made by Fred Fielder, professor of Psychology and Management. He observed how leaders behaved, and he identified two basic leadership styles:

Task-motivated leaders “tell people what to do and how to do it.” Such leaders get their satisfaction from completing the task and knowing they have done it well. They run a “tight ship”, give clear orders and expect clear directives from their superior. This does not mean that they show no concern for other people. But their priority is getting the job done.

Relationship-motivated leaders are more people-oriented. They get their satisfaction from having a good relationship with other workers. They want to be admired and liked by their subordinates. Such leaders will share responsibility with group members by encouraging subordinates to participate in decisions and make suggestions.

_____D_____ Throughout his work, Fred Fiedler emphasised that both styles of leadership could be effective in appropriate situations. There is no best style for all situations. Effective leadership is a crucial factor in their organisations’ success.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Complete the following sentences, using your own words.

1. According to Fiedler the most important aim of a task-motivated leader is
2. On the other hand, a relationship-motivated leader’s main concern is
3. Fiedler does not think that one style of a leadership is necessarily better than the other because

Exercise 4. A. Put the words in the correct place to make a phrase.

To complete, to make, to create, to give, leadership, to convince, responsibility, required, common, to provide.

Effective direction
.....qualities	... a sense of excitement
.....clear orders suggestions
Achieve staff
.....responsibility the task

B. Make sentences of your own with these phrases.

Exercise 5. Replace all the verbs with synonyms in the first part of the text.

Exercise 6. Add adjectives to the nouns in the second part of the text.

Exercise 7. Ask 7 questions to the text.

Exercise 8. Summarize the text in ten sentences.

Exercise 9. A. Here are five things that well-known people have said about leadership and management. Discuss which of the quotations are about management and which are about leadership, and choose some of these words to complete the sentences.

Leadership, leading, lead, leader

Management, managing, manage, manager

1. A _____ 's job should be based on a task to be performed in order to attain the companies objective.

Peter Drucker, business guru

2. A _____ is someone who knows what they want to achieve and can communicate that.

Margaret Thatcher, former British Prime Minister

3. To _____ is to forecast and plan, to organize, to command, to coordinate and to control.

Henry Fayol, French writer and industrialist

4. The task of the _____ is to get his people from where they are to where they have not been.

Henry Kissinger, American diplomat

5. _____ is like holding a dove in your hand. Squeeze too tight, you kill it. Open your hand too much, you let it go.

Tommy Lasorda, coach of the L.A. Dodgers baseball team

B. Think of someone in a position of power. List three positive and three negative things about them. Then compare ideas with a partner.

LANGUAGE STUDY

Exercise 10. A. Read the following statements and decide if you agree with them.

	Yes	No
1. Leaders don't need people skills.		
2. Leadership is not the monopoly of one person in charge.		
3. Leaders have a dream, managers count sheep.		
4. Leaders are heroes not coaches.		
5. Leaders determine strategy, managers put it into practice.		

B. A-E below are responses to the statement above. Match them to the statement.

A. Leadership is fundamentally about showing other people the direction they should follow, mainly by achieving something and setting an example. The ability to teach is a useful asset but those who have it don't necessarily make good leaders.

B. Managers have administrative checklists of "to do" items, whereas leaders have a long-term vision – they are fundamentally different roles.

C. In an increasingly complex world, good decision making depends on the coordination of many different types of knowledge and skills. Anyone may take the lead on a subject they are expert on.

D. Leadership is all about taking – leaders don't have to be nice, they just have to take charge and not give a damn about what others think of them.

E. Management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall.

Exercise 11. Match the definitions to abbreviations give translation in your language.

CEO Chief Security Officer

CFO Chief Project Officer

CIO	Chief Technical Officer
CMO	Chief Operating Officer
COO	Chief Executive Officer
CFO	Chief Financial Officer
CSO	Chief Marketing Officer
CTO	Chief Information Officer

Exercise 12. Complete the table with the corresponding a) nouns and adjectives;

Noun	Adjective	Your language
<i>aggression</i>	<i>aggressive</i>	<i>агресивний</i>
charisma		
	Charming	
	Dynamic	
energy		
	Loyal	
Perfection		
Superiority		
talent		

b) verbs that correspond to the nouns.

Noun	Verb	Your language
<i>commitment</i>	<i>commit</i>	<i>Робити, чинити</i>
Competition		
Domination		
Empowerment		
Influence		
Inspiration		
Motivation		
Obligation		

persuasion		
threat		

c) *Make sentences with the words from the tables.*

Exercise 13. *Complete these sentences using modal verbs in either positive or negative form. (can, must, have to, should, would, ought to, may, need)*

Present Leaders

1. Leaders _____ publicise their mistakes. If they do, they _____ expect the respect of the public.
2. Although they _____ be very powerful, business leaders _____ break the laws of the country in which they are based.
3. Leaders _____ do everything themselves. They _____ set clear targets and learn to delegate.
4. In the short term, technology _____ change the way we work, but a leader _____ have a long term view.
5. Good leaders _____ listen to the opinions of their subordinates, but ultimately they _____ take their own decisions.

Past Leaders

1. In the past, military leaders _____ obey the orders of their king or queen.
2. In the last century, the leaders of industry _____ dismiss workers whenever they liked.
3. Until recently, political leaders _____ worry too about the media's opinion of them.
4. Business leaders of the early twentieth century _____ get information about foreign markets very easily.
5. Leaders of the past _____ work under great pressure, but at least they _____ answer e-mails and phone calls.

Exercise 14. *All successful managers have to learn to delegate - in other words, they have to get other people to do some part of their work. They also have to know how to*

motivate- through speeches? Mission statements? Before trying to motivate people through speeches or mission statement, study classical examples of those actions.

A. Discuss these questions.

1. What is the most motivating experience in studying/business you have ever had (or you have heard about)? Why was it effective?
2. How would you try to motivate your employees?

B. At the start of the movie *Glengarry Glen Ross*, A sales director tries to motivate his team of real-estate salesmen by giving them a motivational speech. Read this extract.

"... The good news is - you are fired. The bad news is you've got - all you have got - is one week to get your job back. Have I got your attention? Good. Because we are adding a little something to this month's sales competition. First prize, as you know, is a Cadillac Eldorado. Second prize is a set of steak knives. Third prize is "You are fired". Do you get the picture? Are you laughing now?.."

C. Talk about these questions.

1. How would you feel if your boss spoke to you in this way?
2. Which do you think would motivate you more – the chance of winning a car or the fear of losing your job?
3. What other factors do you think motivate people to work hard?

D. Many modern business have mission statements – documents which explain what the company is trying to achieve. Read this mission statement written by management consultant Eileen Shapiro.

MISSION STATEMENT

Our mission is to be the best-managed company in the world in the (fill in the blank) industry. We are committed to total customer satisfaction delivered by our totally empowered employees who work in the new team paradigm. We will work to continuously improve our position of unequalled quality and lower costs and, in so doing, produce superior returns for our shareholders.

Here, in simpler English, are some of the things expressed in the mission statement above. Match each sentence to a phrase with similar meaning in the text.

- We'll keep our customers happy.
- Our employees will work together.
- We'll make bigger profile.
- Our products will be the cheapest and the best.
- Our employees will take responsibilities.

Do you think that the mission statement would be better written in simple English? Why – or why not?

Exercise 15. Choose a company you know well. Think of two or three things which you think that company is trying to achieve. Find partners among your group mates to

- a) prepare a short speech to motivate your employees;
- b) write a short mission statement to motivate your employees.

TEXT II

Exercise 16. A. Read three texts.

B. Give titles to them.

C. Discuss the questions after the texts.

.....

I. Thomas Watson Senior was the man who built the giant computer company, IBM. Under his leadership, the company became famous for its strong values and traditions

of customer service. The people who worked there were expected to be dedicated corporate men and women who could always be recognized by their dark blue suits. On one occasion, a young IBM executive had involved the company in an extremely risky business venture. Unfortunately, the project had gone badly wrong and the company lost 10\$ million. Thomas Watson, of course, wanted an explanation and he called the young executive into his office. The young man stood nervously in front of his boss's desk.

"I suppose you want my resignation," he said miserably.

"You must be joking," Watson replied. "We've just spent \$10 million on your education."

Questions

1. Would you deal; with the young executive in the same way? Why – or why not?
2. To what extent do you think that mistakes are an important part of the learning process?
3. What is the biggest mistake that you've ever made in your career (in your studies or in business)? How did your teacher (or boss) handle the situation? How would you have handled it differently?

.....

II. Henry Kissinger was the American President Richard Nixon's Secretary of State for Foreign Affairs in the early 1970s. He was famous not just for his ability to manipulate international politics, but also for his ability to control his staff.

One day, he asked a young man called Watson Lord to write a report on a very complicated subject. Lord was new to his job and worked as hard as he could on the report for two weeks before sending it to his boss.

Two days later, the report came back with a note from Kissinger that simply said, "Is this the best you can do?"

Lord was very worried and worked late for several nights before submitting the report to Kissinger again.

But once more, the report came back with the same brief message, "Is this really the best you can do?"

Yet again Lord worked long and hard over a new version of the report. When the same note came back from Kissinger again, Lord finally lost his patience. He picked up the phone and called his boss. “Damn it,” he said, “yes, it’s the best I can do.”

Kissinger replied calmly: “Fine, then I guess I’ll read it this time.

Questions

1. What point do you think Kissinger was trying to make?
2. How would you react in Winston Lord’s position?
3. What are the good and bad points of Kissinger’s management style?

.....

III. Towards the end of his career, the great Dutch painter Peter Paul Rubens was receiving so many orders for paintings that he could not possibly paint them all himself. So he started to employ other painters to help him. One of these painters specialized in people, another painted clothing, another would work on backgrounds, and so on. In this way, Rubens’ studio could work on many pieces at the same time and Rubens could increase his output dramatically.

But whenever a customer came to visit, Rubens would order the other painters to leave and he would work on the paintings along, with great skill and speed. The customers were amazed by the old man’s enormous energy and always went happy home.

Questions

1. In what way was Rubens’ studio like a modern business? Give example.
2. Do you think it was right for Rubens to organize his work like this? Explain your views.
3. Do you think that it is right for modern bosses to receive the credit for the work of others?
4. What three pieces of advice would you give to a new boss about management?

Write them down and then compare your advice with the advice of another pair.

COMMUNICATION SKILLS

Exercise 17. A. *In which of these situations do you think that you should delegate work?*

- When you don't want to do something
- When you are too busy to do something
- When the task is time-consuming and boring
- When the task is interesting and motivating

B. *Role play these situations.*

• **A.** You are supposed to attend a conference abroad next weekend, but you have been invited to a friend's party on the same day. Try to persuade **B**, a colleague, to go to the conference instead of you.

B. You are a colleague of **A** and you are free the weekend of the conference, but you've been working very hard for the past few weeks and would like to have a weekend's rest.

• **B.** You are **A**'s boss and you are supposed to chair a meeting tomorrow, but you have too much other work to do. Ask **A** if s/he will take your place.

A. Although replacing your boss at the meeting could be a good move for your career, this is the third time this month that **B** has asked you to do this and you are getting worried about your own deadlines.

Exercise 18. *Talk about these questions:*

1. Which of these people do you think are more like managers and which are more like leaders?

- The president or prime minister of your country
- The boss of an organization
- A teacher or trainer

2. Who are the best and the worst bosses that you have known/had? Give reasons.

Exercise 19. Role play the following situations. Persuade the group to do what you want.

a) You have just invented a new breakfast cereal made from grass. You want everyone to:

- Leave their highly paid jobs to form your new management team (you might propose what job each person would have in your company)
- Invest their money in the company

b) You want them all to come away with you for a weekend on this holiday.

A WEEKEND OF MEDITATION

Find inner peace and tranquility of mind

BOXWORTH HALL

Naturist Health Farm

Friday-Monday \$ 525

The price includes:

4*5 hour lesson in meditation

Accommodation

Vegetarian meals

Ice bath

Use of all the health farm's facilities

c) You want one of them to buy your second hand car. Here are the details:

Price \$ 1,000

Model Lada

Age 1978

Mileage 80,000

Fuel consumption 25m.p.g.

Think of some other special features it has to persuade the group it's a good bargain.

You might have to reduce the price and/ or lie a little bit.

d) You are trying to raise money for charity. You are organizing a free fall parachute jump from an aeroplane at 2,000 feet.

You want them to take part. All they have to do is:

- pay \$15 for the jump (this price does not include insurance)
- find sponsors
- jump out of the plane
- pull the rip-cord
- collect the money from their sponsors and give it to you

You will give the money to your favourite charity: “The Retired Bank manager’s Holiday Fund”. Present the idea to them and persuade them to take part.

ROLE PLAY

Situation

An executive of a multinational corporation has just been kidnapped. The kidnappers are demanding that the company pay \$8 million in cash immediately or they will kill the executive. Since this company’s profits were \$50 million last year, it can afford to pay this amount. Furthermore, the executive is a wealthy man with a fortune of about \$200 million. The executive’s family wants the company to pay the entire amount of the ransom right away. The company executives, on the other hand, want to delay for a while in order to negotiate with the kidnappers. Another problem is that the government has learned of this kidnapping. As is usual in these cases, the government has ordered the company not to meet the demands of the kidnappers. The government believes that this policy will discourage future kidnappings. A government official has announced that the government will seize the assets of the company if the ransom is paid. The Chairman of the Board of Directors has called a meeting to discuss the issue.

Purpose of the discussion

The purpose of the discussion is for the group members to agree on the best way to deal with the kidnapping.

Group Roles

Leader: the Chairman of the Board of Directors

Family members of the kidnapped executive

Company executive

Brainstorming

What are different ways to deal with the problem? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting ideas

Consider the different ideas that you develop during the brainstorming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting and Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating the Discussion

1. Listening to the discussion

As you listen to the discussion, make a list of the different solutions that the group members offer.

2. Follow-up to the discussion

What do you think is the best way to deal with the kidnapping? Why?

3. Rating the discussion

Use the following scale to rate the discussion group:

Pace: Did the discussion move along at the right speed?

4 3 2 1 0

4 –good speed

0 – much too slow; long pauses between speakers

Leader control: Did the leader effectively control the discussion?

4 3 2 1 0

4 – leader took right amount of control

0 – leader took a) too much or b) too little control

FINAL TASK

Exercise 20. Discuss the following situations.

Student A: Explain the problem to Student B in your own words.

Student B: Offer some useful advice.

Student A: Accept, reject, or show doubt over accepting this advice.

1. You want to sell your car of a famous brand, but there is something wrong with the engine.
2. The letter is full of spelling mistakes.
3. The employee's reports are not well organized.
4. Weekly meetings never start on time because employees are late.
5. The leader wants someone to take notes at the meeting.
6. A committee leader wants to improve meetings.
7. The instructor wants to improve English class.
8. Students want to improve their vocabulary.
9. A manager wants to reward hard working employees.
10. Management wants to motivate people to increase their productivity.
11. The government wants to help poor people.
12. A union wants to persuade management to meet their demands.
13. Management wants to cut company expenses.
14. A manager wants to fire a competent worker because of personal conflict between them.
15. A middle manager wants to improve his/her chances for promotion.

CASE STUDY

ORBIT RECORDS INC.

Background

Orbit Records was founded in London 20 years ago, and now has 12 large stores in the UK and five in Germany. The company grew at fast rate because it had a successful marketing strategy. The stores offer a wide range of CDs which they sell at reasonable prices. Their record stores carry over 80,000 titles – about three times more than their main competitors. What's more, if a customer asks for a CD which is not in stock, the stock will get it for a customer within two weeks, if it's available.

About two years ago, Orbit stores diversified into selling computer games, videos, tee-shirts, adventure holidays, concert tickets, books and comics. Not all the new areas of business were profitable, and as a result the company's profit fell sharply.

A change of leadership

After the founder of Orbit records died, a new Chief Executive, Sheldon Drake, took over. However, he failed because he lacked leadership qualities. He was unable to develop a strategy for improving profits and had no clear vision of where the company was going. Also, he did not communicate well with employees, who started to lose confidence and their morale suffered.

Three months ago, Sheldon Drake resigned, and his place was taken by someone from outside the company.

Task of the new Chief Executive

One of the new CE's main tasks is to motivate staff and raise morale, so that staff will be more productive. He has asked Personnel to carry out a survey of staff attitudes. Questionnaires were sent to all employees below senior management level. The results are summarised in the chart.

He has also jotted down ideas for raising motivation and morale, and has asked employees to do the same. The best ideas will be implemented throughout the company. The CE's ideas for motivating staff, boosting morale and increasing their loyalty are listed below.

STAFF ATTITUDES (%)	YES	NO	DON'T KNOW
1. Do you feel you participate fully in decision-making?	12	70	18
2. Do you feel “valued” by the company?	48	46	6
3. Do you understand the company’s objective and overall strategy?	16	20	64
4. Do you have enough contact with senior management?	18	50	32
5. Do you have enough opportunities to express your ideas/make suggestions?	42	26	30
6. Are you paid adequately?	48	45	7
7. Do you think you will be working for this company in five years’ time?	25	14	61
8. Do you have enough opportunities to meet each other socially?	55	42	3

Chief Executive’s ideas

1. Build morale through teamwork outside the office. Form company teams for soccer, squash, basketball, etc. Get employees to participate in inter-company competitions, e.g. athletics, swimming events and so on.
2. Introduce regular staff meetings which will enable staff at all levels to participate in decision-making.
3. Ste some regular small-group meeting to share ideas, develop plans and help prepare budgets. Also, start an “Employee of the Month” scheme. Everyone has to nominate someone, giving reasons why they should be nominated.
4. Make sure that CE gets out of his/her office frequently during the first year and drops in on staff at different Orbit stores.
5. Encourage staff through meetings and newsletter (to be edited monthly by different senior managers) to give ideas and suggestions. Cash rewards for the best ideas.

6. Set up a profit-sharing scheme for all employees related to increased productivity and profits.
7. Cancel the end-year bonus scheme. Spend some money instead on a spectacular Christmas dinner and party at a luxurious hotel.
8. Organise one-to-one meeting with senior managers to build morale and generate ideas. Agree targets and objectives with senior managers, who share them with other staff members at regular seminars.
9. Have an open-door policy in every store. Employees can see the manager whenever they are available.
10. Create career development plans for all staff, which would involve consultations with each employee.

TASK

1. Work in small groups. Choose six ideas from the Chief Executive's list which you think would be worth implementing. Note down the reasons for your choices. Then think of three other ideas, which are not on the list, for improving staff motivation and morale.
2. Meet as one group and discuss your ideas, giving reasons for your choices.
3. As one group, try to agree on the six best ideas (from the Chief Executive's list and your own list) which should be put into effect.

WRITING

You are the manager of an Orbit Records store opened in Ukraine. Write a persuasive letter to a famous recording star or their agent inviting them to visit your store. Explain why you want the star to come to the store and what you expect them to do if they accept your invitation. Offer a suitable fee for the visit. Lay out your letter correctly.

Exercise 21. Write an essay/report on the topic "Golden rules and sins of leadership"

UNIT 8**TEAMWORK****LEAD-IN**

Answer the following questions.

1. What personal qualities are essential in order to work effectively with other people?
2. When is it necessary to work with others?
3. Do you prefer to work alone or you need some support from people?
4. Is there any difference between a team and a group?
5. What is special about working in a team?
6. Are there any roles in a team?
7. Why does it seem impossible for some people to work in a team?

When the managers have the right relationship with the people they work with and those people in turn have a healthy attitude to their jobs and to themselves, they work very efficiently.

Write a brief profile of yourself, focusing on your strengths and weaknesses. Use a list of personal qualities to help you. Discuss your profile with your partner.

STRENGTHS		WEAKNESSES	
English	Your language	English	Your language
confident	упевнений	arrogant	самовпевнений
focused	сфокусований	opportunistic	опортуністичний
humorous	з почуттям гумору	frivolous	легковажний
ambitious	честолюбний	controlling	контролюючий
helpful	той, хто любе допомагати	bullying	хвастливий
forceful	сильний, діючий	combative	бойовий
competitive	конкурентноздатний	wishy-washy	невизначний

open to change	відкритий для змін	obsessive	одержимий
thorough	досконалий	nosy	той, хто сує ніс у чужі справи
caring	турботливий	indecisive	нерішучий
supportive	підтримуючий	tunnel-visioned	той, хто вузько мислить
generous	щедрий	irresponsible	безвідповідальний

Complete the following self-analysis questionnaire and count your score using the specified points system. For answers use True/False variant. Then compare results with your partner.

WHO DO YOU THINK YOU ARE?

1. I think I can do things as well as many people.
2. It's not easy being me.
3. When I have to make a presentation, I'm terrified of making a fool of myself.
4. It's not often that I think of myself as a failure.
5. There are a lot of things about myself I'd change if I could.
6. I am rarely bothered by other people's criticism.
7. Other people tend to be more well-liked than I am.
8. If I have something to say, I usually go ahead and say it.
9. I don't often feel ashamed of anything I have done.
10. When people say complimentary things about me I find it hard to believe they really mean it.

Score two points for each "True" answer to questions 1, 4, 6, 8, and 9; score zero for every "False" answer. For questions 2,3,5,7 and 10, score two points for each "False" answer; score zero for each "True" answer.

The higher your score, the better the opinion you have about yourself. A score of 14 or more suggest that you are quite confident; not necessarily conceited, but you

certainly like yourself well enough, and there's no danger of other people being made to feel uncomfortable by any signs of self-loathing in you.

A score of 8 or less suggests that you have serious doubts about yourself and your value to the world. It may of course be temporary state of affairs – perhaps the result of some recent misfortune. But if this is your normal condition, other people are bound to pick it up, and the risk is that they will accept your low estimate of yourself and hence find it difficult to respect you.

READING

Exercise 1. Before reading the text, read the sentences and predict whether they are True or False:

1. Organizational design does not influence overall performance.
2. Team helps to achieve individual goals.
3. Organizational design is the same in stable and changing environments.
4. There are five different types of teams.
5. Design and delivery of services is an example of integrating teamwork.
6. Work teams are responsible for the main transformation processes of the organization.
7. Management team is another kind of integrating teams.

Exercise 2. Read the text. Choose the best title from the proposed below:

- Which is better: a team or a group to work in?
- Team and its organizational designs.
- New approaches in working for the New Economy.

Teams are an appropriate structure for implementing strategies formulated to deal with performance demands and opportunities presented by the changing environment. Proper organizational design enables an organization to execute better, learn faster, and change more easily. Teams – one potential design element – should

be adopted because they are the best way to enact the organization strategy and because they fit with the nature of the work.

Let's define what the team is. Team is a group of professionals, united with general norms and values for everybody, which help to achieve individual and team purposes.

Organizational designs that were suitable for routine work in stable environments no longer fit the most organizational settings. Increasingly, organizational success depends on making complex trade-offs, learning and implementing new approaches, and applying advanced knowledge. It results in organizations that are systems of multiple, dynamic, interdependent teams.

Organizations may establish teams for a number of purposes. They usually use a combination of the following kinds of teams:

- Work teams
- Integrating teams
- Management teams

Work teams are established to perform the work that constitutes the core transformation processes of the organization. (That is process that results in the design and delivery of services; the design, manufacturing, and delivery of products; etc.)

Integrating teams are established to make sure the work across various parts of the organization fits together. These include teams that link together the work of two or more interdependent teams, and teams that cut across various parts of the organization that share a focus, perhaps on a particular customer, product, technology, or geography.

Management teams are a special example of integrating teams. They are responsible for coordinating the management of a number of submits that are interdependent in the accomplishment of a collective output, such as an entire process or product. The management team provides direction as well as management of the overall design and performance of the unit.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Complete the following sentences, using your own words.

1. Proper organizational design enables an organization to
2. Team is
3. Organizational designs that were suitable for routine work
4. Organizations usually use combination of the following kinds of teams:
5. The main purpose of integrating teams is to
6. Management teams are responsible for

Exercise 4. A. Put the words in the correct place to make a phrase.

*Processes, to achieve, purposes, together, sure, appropriate, to learn,
environment, core, entire, approaches.*

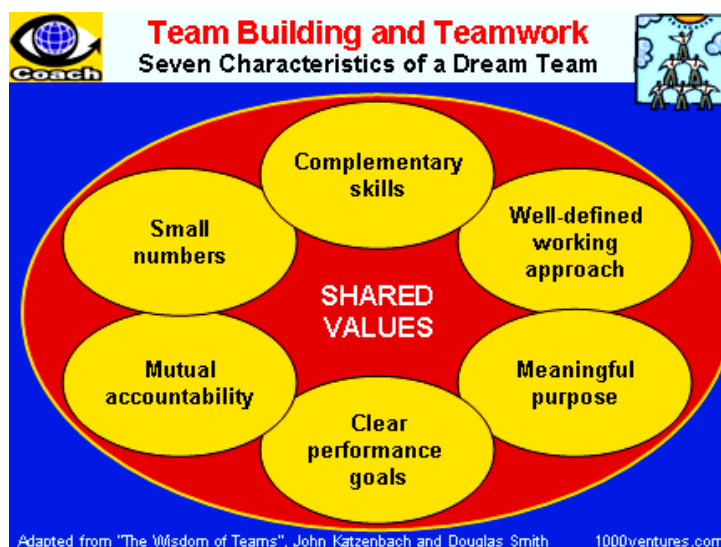
number of _____	link _____
to make _____	_____ transformation _____
_____ faster	_____ structure
changing _____	_____ purpose
implementing new _____	_____ process

B. Make sentences of your own with these phrases.

Exercise 5. Ask 7 questions to the text.

Exercise 6. Summarize the text in seven sentences.

Exercise 7. Look at the bubble graph. Describe kinds of teams, given in the text above, using these characteristics. Focus on similarities and differences among the teams.



LANGUAGE STUDY

Exercise 8.

Not all groups in organizations are teams, but all teams are groups. The difference between a team and a group is that a team is interdependent for overall performance. A group qualifies as a team only if its members focus on helping one another to accomplish organizational objectives.

The statements below show the main differences between a group and a team. First, chose the proper verb form given in italics. Then define which statements describe group work and which ones show team work.

1. The individual aims *is/are* pursued.
2. The common aims *are/am* pursued.
3. It *have/has* the appointed leader.
4. The role of leader *passes/pass* from one member to another.
5. There *are/am* products of collective labour in an output.
6. There *is/are* products of individual labour in an output.
7. Meetings are *organized/organises* and *regulates/regulated*.
8. During meetings discussions *are/is* conducted and all problems *is/are* decided.
9. People here *have/has* common interests, decision-making and workings tasks.
10. Every member of group has his own circle of interests, *makes/made* independent decisions, *execute/executes* the special workings tasks

Exercise 9. In Dr Harold Kerzner's book "Project Management – A systems approach to Planning, Scheduling, and Controlling", he identifies several team member roles that a project manager may encounter. There are Destructive Roles and Supportive Roles and every project manager should be aware of their existence.

A. Read the sentences. The words in italics are opposites. Explain them and choose the correct variant. Underline it.

Destructive Team Members

1. The Aggressor *criticizes / praises* the team members, challenges ideas, deflates egos.
2. The Dominator manipulates and tries to *take over / surrender*.
3. The Devil's Advocate finds *positive side / fault* in everything and challenges any idea.
4. The Topic Jumper switches from one idea to another, *creates / destroy* imbalance an inability to focus.
5. The Recognition Seeker always *agrees / argues* for his or her position, attempts to *take credit / share* for successes.
6. The Withdrawer does not participate, *give / withhold* information.
7. The Blocker provides multiple reasons why ideas *won't / will* work.

B. Read the sentences. Use the prepositions below to fill in the gaps.

For on at and of among of for or

Supportive Team Member Roles

1. The Initiator looks new ideas, uses phrases like – "Let's try this!"
2. The Information Seeker tries to become more informed, looks for resources and supportive data. Offers to research for the benefit the team.
3. Information Givers share what they know, increase the knowledge the team.
4. The Encouragers shows visible support other peoples ideas.
5. The Clarifier helps make sure that everyone understands an issue a decision.
6. The Harmonizer creates a unified feeling the team.

7. The Gate Keeper ensures that all information is relevant the team stays focused the issue hand.

Exercise 10. Complete the following sentences with the correct form of the words in italics.

1. *rely*

- a) He is a very reliable worker.
- b) I am informed that he'll be promoted soon.
- c) Her main quality is her
- d) My assistant is someone who can be on.

2. *criticize*

- a) The report has been received very by top management.
- b) The Personnel Director is an outspoken of our reorganization.
- c) I thought her were unfair and not based on fact.

3. *skill*

- a) The Chairman was at avoiding answering awkward questions.
- b) The workers in the Production Department are well paid.
- c) To be a good manager, you need many
- d) The workers in our company are the lowest paid because they need training for their jobs.

4. *sure*

- a) you agree she's one of the high fliers in the department.
- b) At my interview, my boss me that I had a bright future in the company.

5. *decision*

- a) Being a currency dealer in a bank, she had to make quick decisions and be very at all times.
- b) Because we were, we wasted time and lost the contract.
- c) I am still whether to leave my present job but I must make up my mind soon.

READING

Exercise 11. Give the title to the text.

The art of team building has been studied by many people, but possibly the most interesting work on the subject has been done by Dr Meredith Belbin. His original insight has been to identify the individual roles which are crucial to a successful team. He argues that while individuals in a management group have their formal job titles – accountant, designer, marketing director, production manager, etc. – they also perform a variety of “personality team roles”: a plant, a resource investigator, a monitor evaluator, a coordinator, a shaper, an implementer, team worker, a completer-finisher, a specialist.

Dr Belbin’s team-role theory states that there are nine key personality types and a team will work most effectively if it has them all. However, a successful team need not to be made up of nine members since some people may be more than one personality type. Thus a team of three could work together very successfully if, among them, the members combined the nine personality types.

Today, the Belbin Team Role model is used by over 40 percent of the top 100 companies in the UK, the United Nations, the World Bank and thousands of organizations throughout the world to enhance individual and team performance.

UNDERSTANDING THE MAIN POINTS

Exercise 12. All team roles, defined by Dr Belbin’s theory, can be divided in three main directions:

3 action oriented roles - Shaper, Implementer and Completer Finisher

3 people oriented roles - Coordinator, Team worker and Resource Investigator

3 cerebral roles - Plant, Monitor Evaluator and Specialist.

Distribute the team roles to the proper direction, according to their specific features.

Exercise 13. Replace all the verbs with synonyms in the first paragraph of the text

Exercise 14. Add adjectives to the nouns in the second and third paragraphs of the text.

LISTENING

Exercise 15. I. Study the situation.

Do you sometimes think that working would be easier if you did not have to deal with people? Do you have awkward customers? An indecisive boss? Lazy subordinates? Difficult colleagues? If so, a book by Robert M. Bramson called *Coping with Difficult People* may help you.

Obviously, most people are difficult sometimes but Dr Bramson identifies difficult people as those who are considered to be problems by most people around them for most of the time. He divides them into seven categories and suggests different ways of dealing with each of them.

II. Look at Dr Bramson's names for the seven categories (1-7) and then read the seven definitions (A-G). Match each name with its corresponding definition.

1. The Sherman Tanks (G)
2. The Complainers (F)
3. The Clams (D)
4. The Super-Agreeables (A)
5. The Balloons (C)
6. The Negativists (E)
7. The Indecisives (B)

A. They always say nice things to your face even if they do something different behind your back. They are difficult people because they make you believe they agree with you even if they don't. They need to be popular all the time.

B. These people do not just delay the decision-making process but avoid it altogether.

C. They are phonies. They speak with great authority on subjects about which they know nothing.

D. They are silent and unresponsive. Just when you need an answer you get a few words or just one word –or a grunt.

E. They are always pessimistic about everything. They are convinced that failure is inevitable and often manage to persuade those around them that this is true.

F. These people grumble all the time but never try to do anything to solve the problems they complain about. They find fault with everything and always imply that “someone” is responsible.

G. These are abusive, abrupt, intimidating, arrogant and impatient.

III. On the cassette you will hear seven people talking. Each person is identified by a letter (A-G). Decide which name best describes each person you hear and put the correct letter next to the name.

1. Sherman Tanks
2. Complainers
3. Clams
4. Super-Agreeables
5. Balloons
6. Negativists
7. Indecisives

IV. Now you will hear seven sets of suggestions for dealing with the seven types of difficult people. Each set of suggestions is identified by a letter (A-G). Try to match the set of suggestions to the correct name.

1. Sherman Tanks
2. Complainers
3. Clams
4. Super-Agreeables
5. Balloons
6. Negativists
7. Indecisives

V. There is one other category of “difficult people” identified by Dr Bramson. This is the “Bulldozer”. Read the definition of the machine called a bulldozer and then write down in the table how you think the Bulldozer behaves, and suggest ways of dealing with him or her. When you have finished discuss your ideas with a partner.

Bulldozer / `buldəuzə / *n* a heavy machine for clearing land of any obstacles.

Used in demolition work or to level ground in preparation for building.

NAME	DESCRIPTION	WAYS OF DEALING WITH THEM
BULLDOZER		

COMMUNICATION SKILLS

Exercise 16. Form management “teams” of at least three but not more than nine people. Elect a leader and discuss the personality composition of your team, using Dr Belbin’s classification. Summarize your collective strengths and weaknesses on paper. Look at Appendix and choose Five Main Laws for your team. Then try to “complete” your management team by “headhunting” the personality type(s) you lack from the other teams.

Exercise 17. In the module there were introduced different conceptions about team roles(3 conceptions). Compare them and define the most suitable for you.

Exercise 18. Read the benefits of being a Team. Then with your partner choose seven points which, in your opinion, are more important than others. The final step is to define five main benefits for the whole group.

- Increased productivity and performance capability
- Improved morale through enhanced dignity, self-esteem, and job satisfaction

- Greater participation in hiring, process changes, improvements, and training
- Increased ability a desire to improve
- More ownership and involvement of employees in redesign
- Better perspective on the whole job
- Better understanding on how to make improvements
- Better coverage during emergencies and overtime situations
- Greater appreciation of others' work
- Increased communication between management and other employees
- Fewer layers of supervision
- More control over work time and therefore less stress

Exercise 19. At General Electric (GE), Jack Welch required all managers should learn to become team players and coaches. He also took steps against those managers who wouldn't learn to become team players by cutting the bottom 10% every year. "One of the surest ways to raise the level of a team is to cut from the bottom and add to the top," advised Welch.

Answer the following questions.

1. Do you agree that measures, applied by Jack Welch, were too strict?
2. Why do you think he took such steps?
3. How would you feel if you worked as a manager at General Electric?

Exercise 20. Use "Bank of Phrases" (see Appendix) and make the dialogues, based on the following situations.

Model Student A: Make a request.

Student B: Agree to or refuse the request. If you refuse, be sure to give a good reason.

1. (an executive to a store manager) You believe that shoplifting is increasing in your store.
2. (you to your colleague) You are both bored by your jobs.

3. (a manager to another manager) You believe that the company is not treating women employees fairly.
4. (an executive to another executive) Several excellent positions overseas are opening up in your company.
5. (you to a colleague) Two of your colleagues were fired today but nobody knows the cause.
6. (an executive to another executive) You both believe that a new drug your company produces has not been adequately tested for safety in children.
7. (you to your colleague) It's time to leave work, but you two still have several urgent matters to discuss.
8. (an executive to another executive) You both think that another executive (a friend) is stealing small amounts of money from your company.
9. (you to a colleague) You are both quite upset over putting in a lot of work and then losing an important contract.
10. (employee to a manager) The manager has just given the employee a job that the employee doesn't have time to do.
11. (manager to supervisor) Several employees have complained that the supervisor has criticized them in front of other employees.
12. (manager to employee) The employee went over the manager's head and complained to the director of the company.
13. (you to a colleague) You have just told your colleague that you are quitting in a month but don't want anyone else to know yet.
14. (director to manager) The director has an appointment with the manager, but an urgent problem has come up.
15. (manager to employee) The employee has missed a week of work, but doesn't have a doctor's excuse.

ROLE PLAY

Troubled Employee

Situation

A computer programmer has worked for a small company for about seven years. Up until six months ago, this employee was one of the hardest workers in the department. For the past six months, however, the employee has been going through great deal of stress due to a serious illness in the family. For the first few months everyone in the office was very sympathetic. Since the man was clearly having severe emotional problems, the other workers divided up the work to cover for him. Now, though, these other computer programmers feel that enough is enough. They can't continue doing all this man's work for him. The serious illness could continue for many more months or even years. The man doesn't seem to be making any effort to take responsibility for his work. The supervisor is willing to let the situation continue as it is. The employee needs his salary. Also, he will be a good worker once his problem has passed. The manager is aware of the conflict in this department and has called a meeting to discuss the problem.

Purpose of the Discussion

The purpose of this discussion is for the group members to agree on the best way to deal with this troubled employee.

Group Roles

Leader: the manager

The supervisor(s)

Representative(s) of the employees

Observing: Evaluating the Discussion Process

1. As you observe the discussion, answer the following questions:

- a) Is the goal of the meeting clear?
- b) Do all members participate equally?
- c) Do all members stay on the topic?
- d) Does the leader effectively guide the group?
- e) Does the discussion move in an organized way, not jumping from subject to subject?

2. What suggestions can you make to help your group to improve the next discussion?

PROJECT WORK

“A men’s magazine”

A publishing company is launching a new magazine for men between ages 25 and 35, to appeal to a broad range of interests. You are the editorial group. You have to define the format of the magazine.

1. Who will read the magazine?

Take a “typical” reader. Work out his:

- Income bracket
- Education
- Car
- Hobbies
- Family situation
- Where he lives

2. What will the magazine look like?

- Glossy?
- How many pages?
- Size?
- Colour?
- How much advertising? (add any other points you wish)

3. What features will it include?

- a. Interview (who with?)
- b. Fiction (what type?)
- c. Fashion (what type?)
- d. The arts (which?)
- e. Sports (what?)
- f. Political comment (for example?)
- g. Problems page
- h. Cookery (what sort of dishes?)
- i. Horoscopes (add any other points you wish)

4. What will you call your magazine?

5. How will you launch and market it?

- Free copies
- Test market one area
- TV advertising
- Price
- Weekly/monthly issue

WRITING

After discussing all the points of the future magazine, make up a written presentation of your project.

UNIT 9

NEGOTIATIONS

LEAD-IN***A. Discuss the following questions.***

1. What is a “negotiation”?
2. How would you judge the success of a negotiation?
3. What makes a good negotiation?
4. Have you ever been involved in formal or informal negotiations? Describe your experiences.

B. What do you think?

How appropriate is the following advice? Rank each suggestion on a scale from 1-10 (1 = essential, 10 = unhelpful) to indicate your opinion.

How to be a good negotiator
• Try to get on well with your opposite number
• Use emphatic language
• Show respect for your opposite number
• Make suggestions to resolve disagreement
• Have clear objectives
• Be determine to win
• Say “I don’t understand”, if that is the case
• Listen carefully
• Always compromise
• Discuss areas of conflict

C. Do the test to find out what type of the negotiator you are.

1. Your aim in negotiation is ...
 - a) to find the greatest area of agreement in the joint interest of both parties.
 - b) to win and to make the other side to lose.
 - c) to find the best deal for your side.

2. When the other side is talking to you ...
 - a) use the information you are hearing to identify weaknesses in the other party.
 - b) plan what you are going to say next.
 - c) listen with maximum attention.
3. You think that
 - a) part of the available time must be spent socializing and getting to know the other side.
 - b) goodwill is important but the end of the meeting should be quick and businesslike.
 - c) the meeting should get down to business as soon as possible and reach quick decisions.
4. When you speak in negotiation you
 - a) make bold and forceful statements, possibly banging on the table.
 - b) make carefully considered statements in a calm, controlled voice.
 - c) are occasionally forceful and flexible.
5. If the other side disagrees with you, you ...
 - a) try hard to find a creative position by modifying your position.
 - b) repeat your demands and will not concede – your objective is to make the other side give in.
 - c) reshape your offer without fundamental changes.
6. If the other side states an opinion you disagree with, you ...
 - a) tentatively suggest an alternative.
 - b) ask for clarification and explanation.
 - c) ridicule it with sarcasm.

Calculate your total based on the following system.

1. a) 3 b) 2 c) 2; **2.** a) 1 b) 2 c) 3; **3.** a) 3 b) 2 c) 1;

4. a) 1 b) 3 c) 2; **5.** a) 3 b) 1 c) 2; **6.** a) 3 b) 2 c) 1;

If you score 15 or more you are a **creative negotiator**.

11 – 14 you **negotiate to independent advantage**.

7 – 10 you are **a fighter**.

Less than 7 you should get a gun license!

READING

TEXT I

Exercise 1. Before reading the text, read the sentences and predict whether they are True or False:

1. Good negotiators are willing to reach only their own aims.
2. Bad negotiators tend to take short- term views.
3. Real benefits of a deal may come much later.
4. Skillful negotiators are not afraid to loose their faces if they have to compromise.
5. Good negotiators should create harmonious atmosphere at the start of a negotiation.
6. Skillful negotiators always have a range of objectives.
7. Persistence is an important quality of a good negotiator.

Exercise 2. Read the text. Choose the title to it.

There has been a great deal of research into the art of negotiation, and, in particular, into what makes a “good” negotiator.

One point most researchers seem to agree on is that good negotiators try to create harmonious atmosphere at the start of a negotiation. They make an effort to establish a good rapport with their opposite number, so that there will be a willingness – on both sides – to make concessions, if this should prove necessary.

Good negotiators generally wish to reach an agreement which meets the interests of **both** sides. They tend to take a long-term view, ensuring that the agreement will improve, or at least not harm, their relationship with the other party. On the other hand, a poor negotiator tends to look for immediate gains, forgetting that the real benefits of a deal may come much later.

Skillful negotiators are flexible. They do not “lock themselves” into a position so that they will lose face if they have to compromise. They have a range of objectives, thus allowing themselves to make concessions, for example, “I **am to** buy this machine for \$2,000” and not “I **must** buy this machine for \$2,000”. Poor negotiators have limited objectives, and may not even work out a “fall-back” position.

Successful negotiators do not want to negotiate to break down. If problems arise, they suggest ways of resolving them. The best negotiators are persuasive, articulate people, who select a few key arguments and repeat them. This suggests that tenacity is an important quality.

Finally, it is essential to be a good listener and to check frequently that everything has been understood by both parties.

Exercise 3. Complete the following sentences, using your own words.

1. Good negotiators make effort
2. Good negotiators generally wish to reach
3. Poor negotiators have
4. If problems arise,

Exercise 4. In the first part of the text replace all the verbs with synonyms.

Exercise 5. Add adjectives to the nouns in the second part of the text.

Exercise 6. Ask 7 questions to the text.

Exercise 7. Summarize the text in ten sentences.

LANGUAGE STUDY

Exercise 8. Complete the text below with the verbs in the box to make common combinations with the underlined nouns.

Apply, reach, put forward, take, conduct, break, clinch, get bogged down in

In any negotiation there are a number of separate stages. First of all, someone will
1..... a proposal which becomes the basis of discussion. There will follow a certain

amount of debate and at this stage the leaders of the opposing team will probably
 2..... a negotiation. After some time, there is always a risk that the two sides will
 3..... detail and not be able to 4..... agreement on the terms and conditions of a
 deal. In order to 5.....the deadlock , it may be necessary for one party to
 6.....pressure on the other; alternatively, one negotiating team may 7..... a risk
 and gamble on the other team making some sort of concession. After this bargaining
 stage it is probably necessary to make one final offer which will 8..... the deal and
 allow both parties to conclude the negotiation to their mutual satisfaction.

Exercise 9. Match tactics a-f to the descriptions 1-6.

- | | |
|------------------------------------|-------------------------------|
| a) imposing a deadline | d) dividing and ruling |
| b) bullying and intimidation | e) making emotional appeals |
| c) appealing to a higher authority | f) making a last-minute claim |

1. saying that they are not in a position to make a decision and that they have to refer back to head office
2. applying pressure by saying that a deal must be reached by a certain time
3. exploiting potential disagreements among members of your team by appealing to the person most sympathetic to their own position
4. questioning the performance of your company or the quality of your product or service, warning of unwelcome repercussions if the terms on offer are turned down
5. making a demand when the other team thought that the negotiation was over and a definite agreement reached
6. accusing you of acting unfairly and claiming to be offended by you seeming lack of trust and integrity

Exercise 10. Which of these suggestions can be used to avoid being manipulated by tactics a-f above?

1. Suggest that you agree on what can be decided at the meeting and request that next time participants have a full mandate to make all the important decisions.

2. Be clear on exactly what you have agreed to and avoid going back over old ground or opening up new areas of potential dispute. Make regular summaries of whatever agreement has been reached and stick to it.
3. Tell the other party that you cannot negotiate under time constraints and that any further items must be the subject of a separate session.
4. Affirm your willingness to reaching an agreement on fair and equitable business terms. Calm down the situation by stressing that you want a win-win outcome.
5. Make sure all members of your team are briefed thoroughly beforehand. Allocate roles and work together to achieve the objective.
6. Stay calm and do not lose your temper. Reaffirm your company's positive results and its good reputation. But if the other party continues to show a threatening attitude, warn them that you will have to break off the negotiation.

Exercise 11. Read these three situations.

1. You visit a clothes shop during the sale period and see a beautiful jacket with a 25% reduction. You return a few days later to discover that the shop's sale has ended and that the jacket is once more on sale at the full price. Do you try to negotiate with the sales assistant?
2. During your lunch hour, you visit an antiques market where you see an antique chair that you'd like to buy. However, the stall's owner has left his teenage daughter in charge of the stall while he goes out to lunch. Do you attempt to bargain with her to get a better price?
3. You want to buy a new car. You go to your local car dealership, where the prices of all cars are clearly stated. However, you have seen cheaper prices for the same cars on Internet. Do you attempt to get a better deal from the car dealership?

In which of the situations would you attempt to negotiate? Explain why – or why not.

If you decide to negotiate, what tactics would you choose?

Exercise 12. A. Match the definitions to phrasal verbs with the word deal.

A fair deal, "It's a deal", to deal with, to deal a blow to, a raw deal, a good deal, to make /do a deal, a great deal, to deal in, "It's not big deal"

- a) It is not important
- b) Unfair treatment
- c) I agree
- d) To come to an agreement
- e) To damage
- f) An equitable agreement
- g) To do business, usually by buying and selling
- h) To take actions to solve problems
- i) Good value for the price paid
- j) Formal expression =a lot

B. Complete the sentences using the phrases above in the appropriate form.

1. Mrs. Baker all requests for product information.
2. I couldn't find a client's phone number yesterday. , I thought but my boss was furious.
3. The latest trade figures may the government's hopes of an early recovery.
4. Women still often get at work – less pay for the same work and fewer opportunities for promotion.
5. The agreement included an attractive discount and two years' free maintenance, so it was
6. I with you – if you replace me on Tuesday, I'll work for you on Saturday.
7. It was, so both buyer and seller went away happy.
8. It's a large export company, which all types of antique furniture and jewellery.
9. Of course we care about the quality of service we provide.
10. A: I want \$1,000.
B: Make it \$950. A: OK then, \$950 -

TEXT II.

Exercise 13. Sort out hints with titles.

Some Hints on Negotiating

Titles: *Language, Techniques, Preparation*

Listen! Listening attentively at every stage of your negotiation will help to avoid misunderstanding and create a spirit of cooperation.

Research. Try to find out as much as you can about your opposite number and his or her business. Use the resources of a business library and/or talk to your business contacts.

Rapport. Try to establish a good rapport with your opposite number from the moment you first meet, whether or not you already know each other. Some general “social talk” is a good ice-breaker and bridge-builder in this respect.

Simplicity. Keep your language simple and clear. Take your time and use short words and sentences that you are comfortable with – there is no point complicating a difficult task with difficult language.

Flexibility. Be prepared to consider a range of alternatives and try to make creative suggestions for resolving any problems. Be prepared to make concessions and to compromise, if necessary, to avoid deadlock – but don’t be pushed beyond your sticking point.

Strategy. Plan your negotiating strategy carefully, taking into consideration the personality and position of your opposite number, as well as your own strengths and weaknesses.

Planning. Make sure you prepare properly. The more you will be at a disadvantage and the less likely you will achieve a satisfactory outcome.

Attitude. Be constructive not destructive – treat your opposite number with respect, sensitivity and tact, and try to avoid an atmosphere of conflict. This will create a feeling of harmony and goodwill, which should encourage a willingness to compromise and ultimately lead to a productive negotiation.

Clarity. Don't be afraid to ask questions if there is anything you don't understand. It is vital to avoid any misunderstandings that might jeopardize the success of your negotiation.

Agreement. When you have reached agreement, close the deal firmly and clearly. Confirm exactly what you have agreed – and any aspects/matters that need further actions.

Objectives. Try to take a long-term view and decide on a range of objectives so that you can be more flexible and offer more alternatives during the negotiation itself. Remember you are looking for a win-win situation of benefit to both parties, thus paving the way for further deals in the future.

Parameters. Confirm the subject/purpose of your negotiation early on and try to establish areas of common ground and areas of likely conflict before you move on to the bargaining/trading stage.

Limits. Decide what your sticking point(s) must be and why. Knowing your negotiating limits and their reasons will help you negotiate more confidently and comfortably.

Approach. Keep your objectives in mind – and try to keep a clear head. This will help you to concentrate on your key points. Try to resist the temptation to introduce new arguments all the time. Use the minimum number of reasons to persuade your opposite number coming back to them as often as necessary.

Confirmation. Write a follow-up letter to confirm in writing the points agreed during your negotiation and clarify any outstanding matters.

Review. Summarize and review your progress at regular intervals during the negotiation. This will give both parties a chance to check understanding – and, if necessary, clarify/rectify any misunderstandings.

LISTENING

Negotiation – Art or Science?

Exercise 14.

A. Negotiation is used by each of us every day of our lives. It is at its obvious in the worlds of business and politics but is often not recognized for what it really is in our personal lives.

Look at this list of situations in the business and personal life of a manager. Put a tick next to those which you think involve negotiation. Discuss your answers with a partner.

1. setting a deadline
2. planning holiday dates
3. finalizing a contract
4. agreeing on the shared use of the family car
5. buying a new house
6. allocating the budget
7. deciding where to spend Christmas
8. choosing furniture
9. discussions with the union representative
10. talking to the bank manager

B. Negotiation is involved in almost every part of life. But is negotiation technique a natural talent or can it be learned? Is it an art or a science?

Listen to Mr. Wells, an experienced negotiator for a large bank, discussing this topic.

When you have listened to the whole conversation, answer the following questions.

According to Mr. Wells, can successful negotiator be taught?

C. *Listen to Part 1 and answer the following questions.*

1. What does Mr. Wells consider to be scientific about negotiation?
2. What does he consider to be artistic about negotiation?
3. Which are the two types of negotiator that he mentions?
4. Which type does he consider himself to be?

D. *Listen to Part 2 in which Mr. Wells describes a successful negotiator and unsuccessful negotiator. Make a list of characteristics he describes for each.*

Successful negotiator	Unsuccessful negotiator
1.	1.
2.	2.
3.	3.
4.	4.
5.	
6.	

E. Listen to Part 2 again and note down the six stages in a negotiation identified by Mr. Wells. The first one has been done for you.

1. get to know the other side
2.
3.
4.
5.
6.

F. Some negotiators prefer to work as part of a team. Team negotiation is a recognized technique and one which can be very different from one-to-one negotiation.

Try to think of advantages and disadvantages of team negotiation and list them down. Discuss your ideas with a partner.

Advantages

Disadvantages

COMMUNICATION SKILLS

Exercise 15. Talk about how you would respond in each of the following situations.

1. You own a small farm that specializes in producing a certain kind of honey. 80% of your output is purchased by a large supermarket chain, which markets your products under its own label at a premium price. One day, the supermarket tells you that from now on it will pay 15% less for the honey that it buys from you – which means that your profit margin will be cut in half. What options do you have?

2. You are an antique dealer who has just acquired an extremely valuable seventeenth century Persian rug. Two wealthy collectors have already contacted you and said that they want to buy it from you. What's the best way for you to get the highest price?

3. You are an agent representing a talented young actress who is hoping to break into the film industry. A film director contacts you and offers her a big part in his new low-budget movie. To minimize his initial costs, the director is not paying any fees to his main actors, but instead offering them a small percentage of any profits that the film might make. However, the actress you represent needs some money now. How can you get the best possible deal for her?

ROLE PLAY

Situation

The president of a large company is very worried about 25 computer software designers who have threatened to resign. These employees complain that career advancement is too slow. Also, high achievements are not financially rewarded since each employee gets the same pay as another employee with the same seniority. These employees are willing to trade guaranteed lifetime employment for high pay and fast advancement. This is unusual in a country where companies have traditionally been able to depend on corporate loyalty. This company usually hires employees from college, trains them, and expects them to stay with the company until retirement. Employees are then sure of steady, if slow, advancement. These computer software designers are some of the most creative and hard working employees in the company. The president certainly does not want to lose their services. He understands their need for job satisfaction, but he does not know whether it is possible to change traditional company policy. It is clear, however, that times are changing. The president has called a meeting to discuss the issue.

Purpose of the discussion

The purpose of the discussion is for the group members to decide what, if any, action should be taken to satisfy 25 employees.

Group Roles

Leader: the company president

Representative(s) of the 25 computer software designers

Representative(s) of senior level executives

Brainstorming

What are different ways to deal with the problem? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting ideas

Consider the different ideas that you develop during the brainstorming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting and Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating Group Task Roles

1. *Listening for group task roles*

Which group members perform the following group task roles in the discussion? Make a note each time a speaker performs one of these tasks. (You may identify each speaker by a number rather than by writing out the entire name).

Number Speaker's name

1 _____

2 _____

3 _____

4 _____

5 _____

Task

a) Initiating ideas and suggestions _____

b) Questioning _____

c) Giving information and opinion _____

- d) Clarifying ideas _____
- e) Evaluating advantages and disadvantages _____
- f) Summarizing _____
- g) Elaborating reasons and examples _____
- h) Comparing ideas and suggestions _____

2. *Evaluating group task roles*

Which speakers do you think were the most effective? Why?

FINAL TASK

Exercise 16. Discuss the following situations.

Student A: Make a request

Student B: Agree to or refuse the request. If you refuse, be sure to give a good reason.

1. (recruit to manager) The new recruit does not understand what his job responsibilities are.
2. (employee to manager) The manager has assigned the employee to work on a project with someone s/he hates.
3. (manager to employee) The employee has not turned in monthly progress reports for the past two month.
4. (employee to a colleague) The colleague often talks so loudly that people in the office cannot concentrate on their work.
5. (director to manager) An urgent project is due tomorrow morning and it will not be ready by the end of the working day.
6. (you to a friend) Your friend keeps calling you at work to discuss private matters.
7. (you to a bank teller) You don't know what your bank balance is.
8. (you to a colleague) Smoke from your colleague's cigarette is bothering you.

9. (employee to manager) The employee suddenly feels very sick at work.
10. (you to a colleague) Your colleague often borrows your books without asking you.
11. (job applicant to secretary) The job applicant does not understand some of the questions on the job application.
12. (interviewer to job applicant) The interviewer has some questions to ask the applicant.
13. (employee to manager) Many employees are complaining about the bad condition of the employees' lounge.
14. (manager to employee) The employee seems to be wasting a lot of time reading the newspaper.
15. (manager to employee) The employee has left work early for the past week.

UNIT 10**MEETINGS****LEAD-IN**

Exercise 1. Fill in the questionnaire as you were your partner. If you do not think your partner would choose any of the alternatives in a given question, write in what they would on the dotted line.

1. Meetings are

- a) a plain in the neck
- b) a thrill
- c) something in your life you have to learn to accept
- d) _____

2. Meetings are

- a) effective means of decision making
- b) a sheer waste of time
- c) never quite to the point
- d) _____

3. What other more effective means of communication besides meetings, can you think of?

- a) Circulars/memos
- b) Video circulars
- c) Pin board
- d) Telephone
- e) Teleconference
- f) _____

4. A meeting should last

- a) never more than one hour
- b) about two hours
- c) as long as there is discussion
- d) _____

5. Participants should

- a) come and go according to their own schedule
 - b) be right on time but leave when they have to
 - c) stay from the first to the very last moment
 - d) _____
6. If you have to be late for the meeting or leave it early for some reason, you feel
- a) you're one up for cutting it short
 - b) very embarrassed but go ahead regardless
 - c) perfectly all right since you consider yourself the master of your own time
 - d) OK if you inform the chairperson / speaker beforehand
 - e) _____
7. At a meeting you usually
- a) speak up
 - b) stay silent
 - c) whisper with your neighbours
 - d) exchange notes on the topic with your friends
 - e) _____
8. When others speak up a lot you
- a) listen to them with some interest
 - b) fume that it's a waster of time
 - c) react as in **a** or **b** depending on your relationship with the speaker
 - d) _____
9. When a speaker rambles on with no end in sight, you
- a) snap at him/her to get to the point
 - b) boil with silent frustration
 - c) make distinct noises to embarrass him/her
 - d) _____
10. You strongly disagree with a speaker. Do you
- a) force yourself to speak your mind
 - b) shrivel up and say nothing
 - c) bawl him/her out in public

d) bawl him/her out in private

e) _____

11. When you do speak your mind, are you

a) diplomatic enough to beat about the bush

b) completely without tact

c) as in **b** but afterwards you wish you hadn't spoken at all

d) _____

12. Do you usually criticise

a) any opinion regardless whose it is

b) the speaker, regardless of the opinion itself

c) _____

13. Are you content

a) with simply airing your own views in public

b) only if others give you feedback on your ideas

c) _____

14. You think a chairperson should

a) just let the debate go on since the sheer quantity of words solve part of the problem

b) prevent any prolonged discussion of the problem

c) only prevent attempts at point scoring

d) _____

15. You would act as a chairperson

a) under no condition because ...

b) with considerable reluctance as ...

c) with alacrity ...

d) _____

16. As a chairperson you would be

a) highly effective because ...

b) totally at a loss because

c) _____

17. Would agree that smoking at a meeting should be
- allowed since it stimulates brainwork
 - allowed with due respect to individual freedom
 - forbidden since it's unhealthy for everyone in the room
 - forbidden with due respect to individual freedom
 - _____
18. When someone smokes at a meeting and it disturbs you, you
- tell them snappishly to stop
 - suffer in silence
 - cut the tips of the burning cigarettes off with long scissors
 - _____
19. When bored to death at a meeting, to keep yourself occupied, you
- draw doodlestrips
 - chainsmoke
 - bite your nails
 - scratch and fidget
 - force yourself to take notes
 - doze with eyes open
 - catch up on your sleep with your eyes closed
 - observe others and take mental notes of their behaviour
 - drift off into your own thoughts in total isolation
 - plan the next day's schedule
 - mumble under your breath
 - _____

NOTE: *Tick the 3 or 4 points that are the most relevant to his/her behaviour in such situations.*

Compare and discuss the questionnaire.

Do the questionnaire for yourself and test your self-awareness at the next meeting.

Exercise 2 . Matching Purpose to Meeting Type

<p>Team Meeting Regular update meeting for whole team</p>	<ul style="list-style-type: none"> • Indispensable for teamwork: allows everyone a chance to find out how other team members are progressing. • Run freely by team leader to allow fruitful discussion.
<p>Focus Group Meeting of sub-group with specific knowledge</p>	<ul style="list-style-type: none"> • Ideal for problem-solving, as all the people involved know the issues at stake and discuss them from an informed point of view. • As everyone is well-informed, does not require a leader.
<p>Progress Meeting Regular update meeting for subgroup of team</p>	<ul style="list-style-type: none"> • To set agenda at start of day or week. • Used to review and alter agenda for a set period of time. • Run tightly by team leader to maximize time usage.
<p>One-to-One Private meeting held between two people</p>	<ul style="list-style-type: none"> • Can be informal or formal. • May cover any topic, work-related or personal, including confidential matters, which may not be recorded.
<p>Work-Out Meeting Meeting of whole group to study work methods.</p>	<ul style="list-style-type: none"> • For examining and improving work methods and processes. • Involves a free discussion across the whole team. • Generates practical, quick solutions to problems encountered.
<p>Reporting Meeting Meeting to spread specific information to</p>	<ul style="list-style-type: none"> • Allows the spread of information among team members. • Meeting is run by the presenter of information. • Team leader acts as chief inquisitor to verify the information.

Exercise 3. Meetings have different kinds or objectives. Write the number of each speech next to the correct meeting.

A meeting to maintain contact

Information meeting

Brainstorming meeting

Negotiating meeting

Decision-making meeting

Planning meeting

Discussion meeting

Problem-solving meeting

1	<p>We've got to find a way of making the TX2 and the TX3 communicate with each other. Could the technical people come in next Tuesday?</p>	5	<p>OK. let's see how many ideas we come up with in the next 15 minutes. I'll write them up on the whiteboard.</p>
2	<p>We're meeting the unions on 21st. We're going to discuss with them their demand for a salary increase for next year.</p>	6	<p>The atmosphere on the first floor is terrible. Could we have a meeting about it? I don't know if we can get a decision without Cedric and Jan, but at least we can talk about it.</p>
3	<p>If you're in the country next month come over and see us: it would be good to get a chance to talk and discuss how our relationship could develop.</p>	7	<p>We have just one point on today's agenda: to agree on the launch date for Zakko.</p>
4	<p>I've called this meeting because I want to tell you about recent developments in the KG23 project.</p>	8	<p>Can we meet next Friday? We need to decide on the completion dates for the next three stages of the Ziakian project.</p>

Exercise 4. Pair off with a partner you have not worked with before. Group the guidelines under the headings below:

Problem-solving meeting:

- 1.
- 2.
- 3.

Idea- generating meeting:

- 1.
- 2.
- 3.

- a) The purpose of the meeting is to break new ground.
- b) The end goal is clear.
- c) There are specific external constraints such as time, money, the availability of personnel or a scarcity of resources that limit the range of possible solution.
- d) Part of the task is to decide what the eventual goal ought to be.
- e) Everyone expects a course of actions to follow the meeting.
- f) The outcome of the meeting is open-ended.

READING

Exercise 5. Discuss the following questions.

1. What are the main reasons for holding a meeting?
2. What is the role of the chairperson?
3. Why are so many meeting unsuccessful?

Exercise 6. Describe a meeting that you have attended recently. How effective was it and why?

Exercise 7. Read the text and complete the chart after it.

Make meetings work for you

Do you dread meetings more than Monday mornings? Do you find them boring, unproductive and far too long? Meetings are central to most organisations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career.

RUNNING A MEETING

Only call a meeting if you (and your colleagues) are quite clear about its purpose. Once you are certain of your objective, ask yourself whether it could be better

achieved through alternative means, such as a memo. Meetings called on a routine basis tend to lose their point. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Inviting the whole department (more than 10) increases emotional undercurrents such as, 'Will my suggestions be taken seriously?' Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling if they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the meeting minutes, including the name of the person delegated to each task, and a deadline for its completion. Circulate the minutes after the meeting and again just before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism - they will either silently withdraw, upset and humiliated, or try to come up with excuses rather than focusing on the problems in hand. Save critical comments for a private occasion.

If you're talking for more than 50 per cent of the time, you're dominating the meeting.

ATTENDING A MEETING

However informal the meeting, it always pays to prepare a few key points in note form to put across or discuss. If you're unprepared, you will not be able to concentrate on what your colleagues are saying and others are less likely to listen to you because you will either waffle or sound hesitant.

Don't memorise notes or read them out like a sermon. This inhibits your natural gestures: the eye contact and body language that is essential to effective communication. If you cannot answer a question, don't be afraid to say, 'I don't know

but I'll find out and get back to you by...' (give a definite date). Phrase your criticisms and proposals positively. Seek to offer solutions rather than to complain.

Arrive early and sit close to the chairperson to ensure that you aren't ignored. If you're late, apologise and find a seat quickly and quietly. Don't try to sneak in as if you're invisible.

	Dos	DON'Ts
chairperson	1 have a clear purpose 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 go on for more than an hour 2 _____ 3 _____ 4 _____
participants	1 _____ 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 sneak in if you're late

LANGUAGE PRACTICE

Exercise 8. Fill in the missing words in the sentences below. There are two possible answers for number 8. Choose from the following.

agenda	chair	matters arising room
item	meeting	minutes
point	start	decision
any other business	closed	monthly

- 1 It was a terrible _____ !
- 2 It was planned to _____ at nine o'clock.
- 3 But no one had an _____.
- 4 And no one knew which _____, _____ to go to.
- 5 The _____ arrived at 9.15. At last we thought we could start.

6 But no one had the _____ of the last meeting, so the secretary *had* to go and look for them.

7 It took a long time to go through the _____ of the last meeting,

8 At last we got to the main _____ on the agenda.

9 We talked for two hours but did not reach a _____.

10 There was no time for _____.

11 The chair declared the meeting _____ just before midday.

12 Thank goodness it's only a _____ meeting.

Exercise 9. Complete the following sentences with appropriate words from the list.

agenda *circulate* *casting vote* *consensus* *minutes*

apologies *chairperson* *items* *arising* *conduct*

1. In all formal meetings and most informal meetings, there is a _____ whose job it is to _____ the business of the meeting and to ensure that the meeting's objectives are achieved.

2. It is helpful in both formal and informal meetings to have an _____, listing the points that are to be discussed. It is usual to _____ this in advance so that participants can prepare adequately for the meeting.

3. If there are too many _____ on the agenda, it is inevitable that the meeting will be over-long and so less effective.

4. After formal meetings, the secretary writes up the _____, an official record of the discussion that has taken place.

5. If you cannot attend a meeting, it is customary to send your _____ to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters _____ out of the minutes of the last meeting.

6. When decisions must be taken, the chairperson hopes there will be a _____ on what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her _____.

Exercise 10. Fill in the missing words in the sentences by changing the nouns on the right to verbs.

- | | |
|---|--------------|
| 1 Meetings are good if everyone _____ for them | preparation |
| very carefully in advance. | |
| 2 First of all, we have to _____ who should be the chair. | decision |
| 3 I _____ that Mr Kazoulis should chair the meeting. | suggestion |
| 4 I _____ that he is the right man for the job. | agreement |
| 5 He is the only person here who can _____ the situation properly. | analysis |
| 6 He can _____ the problem if anyone can't. | sollution |
| 7 Mr Hong, please would you not _____ when I am speaking. | interrupt |
| 8 Next point I _____ that everyone here should get a 20% salary increase next year. | proposal |
| 9 We must _____ for the next stage of this project. | planning |
| 10 Celia is now going to _____ the sales figures for the last quarter. | presentation |
| 11 I hate the weekly sales meeting. Archie and Fatima always _____ all the time | argument |
| 12 I _____ with what you say. I think Mr Hong is the problem. | disagreement |
| 13 We need to _____ again soon. | meeting |
| 14 We have to _____ this question in more detail. | discussion |
| 15 So, I'd like to _____ what we have said so far. | summary |
| 16 Good. So who is going to _____ all this to the Board? | report |

Exercise 11. Match each item on the left with the correct description on the right. Then use each phrase once only to complete the dialogue.

I'm afraid I don't agree with you. making a suggestion

Could I just come in here	reformulating
In other words	moving to a new point
I absolutely agree.	giving an opinion
I think ...	setting objectives
Let's recap ...	asking for an opinion
How about ... ?	interrupting
What do you think ...?	disagreeing
What we've got to do ...	summarizing
We ought to move on ...	agreeing

Frank: Let's get started then.¹ _____ is, er, discuss how Derek's interview with Charlie should go . . .

Jennifer: Well, I think it's usually useful to break this kind of news midweek, rather than doing it on a Friday afternoon.

Frank: Certainly,² _____.

Jennifer: . . . There should be a package we offer him, and quite a few details to sort out.

Frank: Yes certainly. Erm, I think³ _____ now, so the next question is, erm, you know, how are we going to do it, and where?⁴ _____, Jennifer?..

Derek: . . . I haven't really thought this through, but, erm, I mean,⁵ _____ it might be better to do it outside the office in a sense.

Jennifer: ⁶ _____ It needs to be you in your managerial role, not you in your role as a personal friend. . . . I certainly think it should be done, er, somewhere in the office, and preferably in his office rather than in yours . . .

Frank: Well,⁷ _____ a lunch, Derek, in a quiet pub or restaurant?

Derek: So, the in-between thing, it's a working lunch. It's work, but it's not in the office. It could be a compromise, yes.

Jennifer: Well,⁸ _____ please? I tend to think it might be better if you did do it in the office . . .

Frank: I mean, Jennifer, you've had a lot of experience of this. How do people react when they . . .

Jennifer: People tend to be rather shocked, they tend to be angry, but rather briefly, and they do tend to . . .

Derek: ⁹ _____, they're not able to formulate an immediate and rational response . . .

Frank Give him the background.

Derek: Yes, I mean but briefly, you're saying that I should get to the point and say 'you know, Charlie, it has been decided that, basically, you are being made redundant, and the normal terms and conditions of our contract will apply . .

Frank: Ok, so ¹⁰ _____ I think we're agreed, Derek, that you will actually be telling Charles . . .

Derek: Yes.

Frank: And that you'll do it, er, inside the company, and you'll do it probably in your office. Right?

LISTENING

Exercise 12. The informational discussion you are going to hear takes place in an advertising agency and concerns Charles Drake, a copywriter who is to be made redundant. Frank Harrison, Account Director, Derek Jordan, Creative Director, and Jennifer Walton, Personnel Director, are meeting to decide when, where and how he should be told the news. Listen and note what they decide and why.

WRITING

Exercise 13. These are the minutes of a meeting. Some parts have been left out. Choosing from the words in the box complete the minutes. The first has been done for you.

Exercise 14. *You work at a big firm and are responsible for presenting the Minutes (Protocol) of the last meeting. Topic: The relations with the new clients. Prospects of development. Use the scheme provided in ex. 13*

Exercise 15. *Use your notes from Listening to write the minutes of the meeting between Frank Harrison, Derek Jordan and Jennifer Walton.*

WRITING 2

INFORMATION

If you are to write a short piece of about 30-40 words, in the form of:

- a memo
- an email
- a fax message
- a short note.

The topics include events, such as:

- a meeting
- a conference
- an exhibition
- travel
- a training course.

You are usually asked to do three or four things, such as:

- A giving or confirming information
- B asking for permission
- C explaining what has happened or will happen
- D saying why something has or has not been done
- E apologizing
- F making a suggestion
- G inviting someone
- H thanking someone
- I making a complaint
- J offering or accepting services

Exercise 16. *Look at these phrases and say which of the categories (A-J) each one belongs to.*

- 1 ... we would like you to attend our annual company dinner...
- 2 ... the goods were not delivered because the delivery van broke down...
- 3 ... I will be away from my desk until 27 September...
- 4 ... we are very sorry for any inconvenience caused by the delay...
- 5 ... would it be all right if I worked from home for the next two weeks?
- 6 ... we are very grateful for your help in this matter...
- 7 ... your receptionist was very rude and even put the phone down on me...
- 8 ... the warehouse has burned down...
- 9 ... it might be a good idea to get Carla in Accounts to check your figures...
- 10 ... so I believe our organization has the expertise to help you.

DETAILED STUDY

Exercise 17. Read this model memo and answer the questions.

MEMO

To: Nuria Gomez

From: Pau Pujols

Date: 12 April

Re: **Kitchen Equipment Annual Trade Fair**

This year the fair is in Geneva, from 10-14 May inclusive. As we are to equip several new restaurants, I should attend to learn about the latest products. Registration is SF150.1 don't need accommodation as I have family there.

(39 words)

- 1 How often does the fair take place?
- 2 Is it always held in the same place?
- 3 How many days does it last?
- 4 Why is his attendance at the exhibition important?
- 5 Where in the memo does he ask permission?
- 6 How can he save on costs?

Exercise 18. Now write your own answer to the letter. Remember to check for grammar and spelling mistakes.

A) • You are the office manager of a large company, and you want to attend an exhibition of the latest office equipment. You need permission from your boss to attend.

Write your boss a **memo**:

- explaining why you think the exhibition is important
- requesting permission to attend
- saying where and when the exhibition takes place.

Write **30-40** words.

UNIT 11**MANAGERIAL ETHICS****STARTING UP**

Exercise 1. Answer the following questions by yourself, then discuss them with your groupmates and a teacher.

1. It is better to avoid conducting business outside one's own country because of the complexities that occur across national borders.
2. Ethics is a philosophical issue, not a business issue.
3. In business, keeping a code of ethics is like keeping wedding vows.
4. It is better not to think about ethics when you are making a business deal.
5. International business ethics is a subject important to me.
6. All businesses should be required to follow rules of ethical gift giving behavior.
7. Business professionals in individual countries should not be required to adhere to international rules on gift giving.

READING

Exercise 2. Before reading the text, answer the following questions:

1. What are the areas of special concern when talking about managerial ethics?
2. How many of them do you know?
3. What do you think of the relationship of the firm to the employee? Explain your answer.
4. What should be the relationship of the employee to the firm? Give some examples.
5. What can you say about the relationship of the firm to other economic agents?

Text 1. *Read the text and match the titles with the paragraphs.*

Relationship of the Employee to the Firm.

Relationship of the Firm to Other Economic Agents.

Relationship of the Firm to the Employee.

(1) _____ An area of special concern regarding managerial ethics is how the firm treats its employees. Example issues include hiring and firing, wages and working conditions, and employee privacy. For example, most people would consider it unethical if a manager hired someone just because he is her cousin or fired someone because of her religion. Similarly, knowing that someone desperately needs to work and then paying abnormally low wages would be considered unethical. Finally, spreading the word that an employee has AIDS would generally be an unethical breach of privacy.

(2) _____ Numerous ethical issues surround the relationship of the employee to the firm. Examples include conflicts of interest, secrecy, and honesty and expense accounts. For example, accepting a bribe from someone would represent a conflict of interest. For this very reason, Wal-Mart does not allow its merchandise buyers to accept meals or gifts from sales representatives. Divulging company secrets to someone from a competing organization would also clearly be unethical, as would stealing or padding an expense account. Some managers routinely add extra meals, service charges, and car mileage to their expense account reports to "earn" a little extra income.

(3) _____ Managerial ethics come into play in the relationship between the firm and other economic agents, such as customers, competitors, stockholders, suppliers, dealers, and unions. Normal ethical standards suggest that products or services offered to customers should be safe, be accompanied by appropriate information on product features, uses, and limitations, and not be excessively priced. Relations with competitors are also dictated by ethical standards. Unfair business practices, denigration of competitors, and price fixing, for example, would all be unethical.

Ethical standards dictate that companies be truthful and honest with their stockholders. Misleading stockholders by telling them that the company is going to report record profits next year when a manager really expects only a modest profit would generally be considered unethical, as would paying excessive compensation to the firm's management team. Similarly, organizations need to be fair and honest in their agreements and negotiations with suppliers, dealers, and unions. Convincing a

supplier that a price break is needed or convincing a union that wage concessions are needed because of impending losses is unethical if the firm actually expects to make a profit.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Make up 5 questions to the text.

Exercise 4. Three areas of special concern, described in the text, can be summarized in the Table:

Area of Concern	Sample Issues
Relationship of the firm to the employee	
Relationship of the employee to the firm	
Relationship of the firm to other economic agents	

Distribute the following problematic issues to a proper area of concern:

Conflicts of interest, customers, dealers, competitors, wages, expense accounts, working conditions, hiring and firing, honesty, stockholders, unions, privacy, suppliers, secrecy.

Exercise 5. Match the words to their definitions. Make up sentences with these words.

1. Ethics

a) an approach that not only lacks ethical principles, but is actively opposed to ethical behaviour.

2. Immoral management

b) the set of obligations an organization has to protect and enhance the societal context in which it functions.

3. Codes of ethics/ Code of conduct c) an employee who reports a real or perceived wrongdoing under the control of his or her employer to those, who may be able to take appropriate actions.
4. Whistle-blower d) an individual's personal benefits regarding what is right and wrong or good and bad.
5. Social responsibility e) formal, written statements of what values and ethical standards guide a firm's actions.

LANGUAGE STUDY

Exercise 6. When you make judgments about business, you can use law, you can use a set of moral principles (ethics), or you can use your own feelings (common sense). Here some adjectives you can use when you are making these kinds of judgments.

The law		Ethics		Common sense	
+	-	+	-	+	-
legal		moral		honest	
just		ethical		fair	

Add *un-*, *im-*, *il-* or *dis-* to the beginning of each adjective in the table to make words which have opposite meaning.

Exercise 7. Complete the following sentences with words opposite in meaning to the words in italics.

e.g. *interesting* He does not like his job because it is *uninteresting*.

1. *satisfied* Workers become if their jobs offer no challenge.

2. *conclusive* Since the report was so, no recommendations were made.

3. *responsible* behaviour by staff can be costly to an organization.
4. *popular* Managements become if they fail to pay bonuses.
5. *respect* No manager likes a subordinate to be
6. *secure* A worker who feels in his job will probably not be committed to the firm he works for.
7. *social* People who work hours, for example at night time, generally receive extra pay.
8. *efficient* Nowadays, it is not easy to get rid of an employee who is

Exercise 8. Read the two views on whether companies are responsible. Put the verbs in the correct form.

DO YOU THINK COMPANIES ARE RESPONSIBLE?	
YES	NO
1. Many companies understand that their responsibility includes (conduct) their business in an ethical way and in ways that help (preserve) the environment.	1. They only introduce ethical policies if they think it will help (improve) their profits.
2. Companies know that good practice involves (provide) good working conditions.	2. Many companies avoid (give) details of what they are doing.
3. Many companies help (raise) money for local communities.	3. They refuse (change) their practices.
4. Companies agree (introduce) stricter measures to reduce pollution.	4. Many companies risk (produce) goods which are harmful in order to make a profit.
5. Companies must (make) a profit. If	5. They must (do) more to reduce damage to the environment.

they don't, there will be no jobs for the workforce.	
--	--

What is your opinion on a company responsibility?

Exercise 9. Complete the following sentences with the correct word or phrase (a, b, or c).

- People work harder if they know that someone is in their progress.
a enthusiastic **b** interesting **c** interested
- Nothing has been announced but we've heard that the Company Secretary has resigned.
a formally **b** officiously **c** unofficially
- Friendly no longer exist between members of the sales department because some got bonuses and others didn't
a relations **b** contacts **c** connections
- in the Production Department is low because the workers have heard about the plans to reduce the work-force.
a morale **b** feeling **c** moral
- Some people like to work at their own
- We have several proposals for increasing sales. We must the merits of each of them.
a cost **b** value **c** evaluate

READING

Exercise 10. Before reading the text, decide if these statements True or False.

- All business work is based on cheating and lie.
- Business people have particular responsibilities to society and people.
- Many business leaders want their employees to work in an ethical way.
- There are no laws that guide business leaders.
- There is a need to develop ethical decision-making skills.

Business ethics is the body of principles and behaviour that are morally acceptable for business. A series of corporate scandals have brought business ethics out of the closet.

Not all legal behaviour is ethical, however. What about the advertisement that showed a specially reinforced Volvo not being crushed by a monster truck, while weakened rivals were dying? That was unethical, but nobody was charged with a crime.

So, under a social contract between society and business, what rules guide business? If you watch television and movies and read newspapers, you may believe that all business leaders lie and cheat, want to destroy the environment, make any compromise for financial gain, and risk the lives and health of their employees and the public to make money. Front page news reports of illegal stock market trading and sweatshops make all business professionals appear to be greedy, selfish, money-hungry villains. Of course, this is not true.

Business professionals have responsibilities to make decisions based on ethical principles. They also have a responsibility to the people who work for them and to society in general to provide employees with guidelines for making ethical decisions. In the 21st century, the role of ethics in international business transactions and interactions receive more attention. Corporate leaders have discussed the adoption of an international code of business ethics. These leaders are concerned about ethical decisions and want to help employees learn to work in an ethical way.

Ethical decision making

Ethical decisions are made by business leaders based on these considerations:

- How employees feel fulfilled professionally
- How customers can be satisfied
- How profit can be assured for shareholders
- How the community can be served

Many pressures affect business leaders. Ethical considerations are sometimes difficult for business leaders when they must choose among different priorities. Making decisions based on the needs of employees, customers, shareholders, and the commu-

nity requires a good leader. All good leaders are interested in achieving ethical standards and in motivating employees to do what is right.

There are laws that guide business leaders. Breaking laws can lead to arrest and imprisonment. For example, one company's sales manager decided to discount prices of old fruit, which turned out to be contaminated. In the end, some children who ate the fruit got very sick with hepatitis A. The disease was traced to the company's spoiled fruit, and several of the company's leaders were indicted on criminal charges. Today the company no longer exists.

But laws are not always enough to ensure that behavior is ethical. Individual leaders and their decision-making behaviors (ethical or unethical) set examples for employees. In the United States, anonymous surveys show that 30 percent of managers admit they have submitted inaccurate reports. Clearly, there is a need to develop ethical decision-making skills.

UNDERSTANDING THE MAIN POINTS

Exercise 11. *In the first paragraph replace all the verbs with synonyms.*

Exercise 12. *Add adjectives to the nouns in the second and third paragraph of the text.*

Exercise 13. *Answer the following questions:*

1. Which paragraph(s) focus on ethic of advertising?
2. What stereotype on ethical principles does mass media give?
3. Which paragraph(s) focus on international code of business ethics?
4. What section of the text deals with the points which influence ethical decisions?
5. What is the main idea of business ethics?
6. Should businessmen follow the laws of ethic? If yes/no, why?

LISTENING

Exercise 14. *Kevin Manton gives his view on corporate responsibility. Before you listen, work in groups and discuss three statements. Do you agree with any of them?*

1. Many companies have ethical policies and are responsible in business.
2. If a company wants to be profitable it must appear to be ethical.
3. Companies are non-ethical organizations. To expect them to start being ethical is like expecting lions to become herbivores(травоядні).

Exercise 15. Listen to Kevin Manton's answer. Which is his view?

Exercise 16. Listen to the whole interview and answer the questions.

1. What are the three examples of big businesses not considering the needs of people and environment?
2. Kevin Manton gives four examples of products that he doesn't buy. What are they?
3. He gives three examples of products he always tries to buy. What are they and why does he buy them?

COMMUNICATION SKILLS

Exercise 17. Discuss ethical dilemmas at work with your groupmates. Try to find a proper decision, based on the ethical principles. Make up the dialogues.

Ethical Dilemma 1

The boss asks workers to stay late at the office. Although several employees have said they cannot stay late, the boss persists in telling workers that there is "a bit" more work for them to do.

Ethical Dilemma 2

Your colleague rarely completes work assignments. You have been helping him finish the last two projects. You want him to stop asking you to help him because you have work of your own to do.

Ethical Dilemma 3

The company is growing and the amount of work is increasing. You think the boss should hire more employees.

Ethical Dilemma 4

You work in the quality control division of a company. You have rejected some of the parts that have come through your department because they did not meet company standards. Your boss tells you that you should ignore the low standard parts.

Exercise 18. Many situations in day-to-day business are not simple right-or-wrong questions, but rather fall into a grey area. To demonstrate the perplexing array of moral dilemmas faced by 20th century Americans, here is a "non-scientific" test. Don't expect to score high. That is not the purpose. But give it a try, and see how you stack up.

Score Key:

SA - (0) for Strongly Agree

A - (1) for Agree

D - (2) for Disagree

SD - (3) for Strongly Disagree

	SA	A	D	SD
1. Employees should not be expected to inform on their peers for wrongdoing.				
2. There are times when a manager must overlook contract and safety violations in order to get on with the job.				
3. It is not always possible to keep accurate expense account records; therefore, it is sometimes necessary to give				
4. There are times when it is necessary to withhold embarrassing information from one's superior.				
5. We should do what our managers suggest, though we may have doubts about its being the right thing to do.				
6. It is sometimes necessary to conduct personal business on company time.				

7. Sometimes it is good psychology to set goals somewhat above normal if it will help to obtain a greater effort from the				
above normal if it will help to obtain a greater effort from the				
8. I would quote a "hopeful" shipping date in order to get the order.				
9. It is proper to use the company WATS line for personal calls as long as it's not in company use.				
10. Management must be goal oriented: therefore, the end usually justifies the means.				
11. If it takes heavy entertainment and twisting a bit of company policy to win a large contract, I would authorise it.				
12. Exceptions to company policy and procedures are a way of life.				
13. Inventory controls should be designed to report "underage" rather than "overages" on goods received.				
14. Occasional use of the company's copier for personal or community activities is acceptable.				
15. Taking home company property (pencils, paper, tape, etc.) for personal use is an accepted fringe benefit.				

If your score is:

- 0 Prepare for canonisation ceremony
- 1- 5 Bishop material
- 6-10 High ethical values
- 11-15 Good ethical values
- 16-25 Average ethical values
- 26-35 Need moral development
- 36-44 Slipping fast
- 45 Leave valuables with warden

Exercise 19. Business Ethics Questionnaire.

1. You are research scientists. You have discovered a wonderful new product which could make you dollar millionaires in three years. However, the discovery was made during company time and using company equipment. It states clearly in your contract that all patent rights for new products belong to the company.

Will you:

- a. tell the company about your discovery and let them develop it?
- b. tell the company you have discovered something big but refuse to give details until you have negotiated patent rights and / or a substantial increase in pay?
- c. leave the company without telling them about your invention and start your own business manufacturing the product?

2. You are union members. Your union has instructed all members to strike for one day in support of a fellow worker who was wrongfully dismissed. Although the company didn't follow the letter of the law in this case, you have little sympathy with the man who was dismissed.

Will you:

- a. go on strike?
- b. arrange to take the day off as holiday?
- c. work as normal?

3. You have employed ten school leavers in your shop for the past year on the government's Youth Training Scheme. They restock the shelves and work the tills, for which they receive £28.50 a week (much less than other employees doing the same job).

They are all good workers but now the training scheme's year is up and you must decide what to do.

Will you:

- a. take them onto your normal payroll, paying them the same wages as the other workers?
- b. offer to let them continue working for you, but at a lower wage than the other workers?
- c. say goodbye to them and take on another ten school leavers on the Youth Training

Scheme, who you only need to pay £28.50 a week?

4. When your boss is calculating your holiday entitlement, you discover to your surprise that the three days you had off last August have not been recorded. Your boss has obviously forgotten about them.

Will you:

- a. remind him about the three days?
- b. ask him to re-check his figures then if he still doesn't remember, keep quiet about it?
- c. think yourself lucky and take the extra three days off?

5. One of the men in your department has told you that he is applying for another job and that he put your name down as referee on his application. (He apologized for not asking your permission but explained that you were on holiday at the time.)

As it happens, you want him to get a different job as you feel he is incompetent and you have to waste a lot of time checking his work.

When you are asked to supply a reference will you:

- a. say what you really think about the man's work?
- b. write about his few good points and say nothing about his failings?
- c. give him a glowing reference so he'll get the other job and leave your staff?

6. You are owners of a small company. You have just bought some very expensive carpets for your homes and some much cheaper carpets for your offices. It would be easy to swap the receipts and charge the company for the more expensive carpets. You don't think the tax man would catch you.

Will you:

- a. be honest and just charge the company for the office carpets?
- b. swap the receipts and pay for cheaper office carpets yourselves?
- c. charge all the carpets to the company?

7. Last year one of your suppliers sent you a case of champagne as a Christmas present, but didn't arrive. Presumably, it was lost in transit. Your supplier claimed for a new case from his insurance company which you received last week.

You have just been cleaning out a store room and to your surprise, you have found the first case of champagne. It was delivered after all but you had forgotten about it.

Will you:

- a. phone you supplier and explain your mistake?
- b. keep quiet about it and enjoy another case of champagne?
- c. phone your supplier and tell him the second case hasn't arrived either?

ANSWERS:

Mostly As

In today's modern world, some might say you are foolish, but you are basically honest and loyal in your business dealings. If honesty is the route to success, you are heading to the top, but perhaps you are more likely to succeed for other than for yourself.

Mostly Bs

You are capable of seeing both sides of an argument and making compromises. Right and wrong are not absolutes for you, and you are prepared to bend the rules to fit the circumstances. Sometimes the people you are doing business with might not be sure how far they can trust you, but they'll never try to pull a fast one on you.

Mostly Cs

You know what you want and you're not the sort of person to let anything or anybody stand in our way. You probably have a reputation for being ruthless and speaking your mind. People might hesitate before they enter into business dealing with you. But you are so strong-willed and determined that you are bound to go far, perhaps into jail if not to the top!

Exercise 20. Case Study "The \$24.99 Expense Report"

Annie's job requires that she travel 75% of the time, most of which involves visits to plants. She travels alone and completes her expense reports at the end of every week. Annie's expense report dated June 30th has three line item entries meals in the amount of \$24.99. No receipts are submitted with the expense report for the \$24.99 line items.

Question 1: What *opportunities* exist and how might Annie's *attitude* influence her to falsify her expense report?

Upon return from her trip, Annie leaves a note for Administrative Assistant.

Hi Marge! Can you please make a copy of my expense report and receipts and submit it to the Boss? I'd do it myself, but I'm off and running to catch a plane. Thanks much! See you next week.
Annie

the



While Marge is making the copies, she notices Annie has receipts for all expenses with the exception of the three items, each at \$24.99. The

that

situation does leave her wondering, but she decides to finish making the copies and submits the completed expense report to the Department Manager for approval. On Annie's copy, she leaves a note saying, "I noticed you didn't have receipts for three items, but since they were under \$25, I submitted it anyway."

Question 2: What should Marge do?

Question 3: What might prevent Marge from sharing her suspicion?

Over the next six months, Annie continues to submit expense reports listing up to four line item entries for \$24.99 for meals in each of her expense reports, making it a point to not ask Marge for help with copies!

WRITING

Write The Code of Ethics for your group or the institute. Use the information in Appendix 3.

UNIT 12

BUSINESS CORRESPONDENCE

LEAD-IN**Types of document**

Exercise 1. Write the number of each document extract next to the correct word or phrase.

agenda ____	letter ____	newsletter ____
annual report ____	mailshot ____	order form ____
contract ____	memo ____	sales report ____
invoice ____	minutes ____	user's guide ____

1 To select a file or directory

Mouse > In the contents list, click the filename or directory name you want to select

Keyboard I Press TAB to move the selection cursor to the contents list . . .

2 Dear Ms Zelenka,

With reference to your recent call, please note that the goods you wish to order are currently out of stock.

3 To: All employees; in H section

From: GBH

Subject: Restroom facilities for H section staff

Date: 28 July

It has recently come to my notice that a number of employees in H section .

4 BETTER BARGAINS FOR FIVE STAR BUSINESS CUSTOMERS

Kazoulis Communications is increasing choice and offer to its Five Star Business customers.

More small businesses and self-employed people now have the chance to join the Five Star Business plan and more interesting discounts are also on offer . . .

5 4 it was agreed that departmental running costs must be cut by 10 %. Arturo will present his proposal at the next meeting.

5 Martha's presentation ceremony will be on 9 November. Everyone will attend.

6 The next departmental meeting will be on

6 *1 Minutes of the last meeting and matters arising.*

5 The Zakko launch.

3 Problems in H section . . .

7 This has been quite a good year for Flinco. Although the general economic situation was very difficult, sales increased by 7.3% and net income by 12.1%. At the same time, we reduced our workforce by almost 15 % and continued to increase the range of products . . .

8 All prices are inclusive of VAT, postage and packing. If you wish to pay by Visa or American Express card, please complete the form at the bottom of the page. If you are not entirely satisfied with your goods, we shall be happy to . . . ;

9 Figures for the Western region are generally good although the seasonal fall in sales of the XJ31 is stronger than usual and a major effort will be needed to bring sales up to target by the end of the quarter. ;

Both Central and Northern have done well across the whole range despite . . .

10	<u>115 units of XJ45 at £23.50 per unit</u>	<u>£2,702.50</u>
	<u>Less 15% discount</u>	<u>£2,297.13</u>
	<u>Plus VAT at 17.5%</u>	<u>£402.00</u>
	<u>Plus postage and packing</u>	<u>£360.05</u>
	<u>Total</u>	<u>£3,059.18</u>

Payment within 30 days of issue

11 *Dear Ms Bazalgette,*

'Have you ever dreamed of owning your very own holiday home in an exotic location? I am writing to tell you that thanks to Zangief Timeshare Inc., these dreams could become a reality!...

12 **1.1. The SUPPLIER is entitled to modify the material ordered before delivery, provided such modifications do not affect the prices, delivery dates, quality performances or mechanical characteristics.**

1.2. In all other cases, the PURCHASER'S prior written permission is required to perform changes in the material

READING & WRITING

BUSINESS LETTERS

Letters are the most common form of intercultural business correspondence. Be especially concerned with achieving clarity. Here are suggestions for writing letters in a foreign language.

- Use short, precise words that say exactly what you mean.
- Rely on specific terms to explain your points. Avoid abstractions, or illustrate them with concrete examples.
- Stay away from slang, jargon, buzz words. Also avoid idioms and figurative expressions. Such words rarely translate well. Abbreviations, acronyms, and product names used in your country may also lead to confusion.
- Use short paragraphs (not more than eight to ten lines).
- Help readers follow your train of thought by using transitional devices. Precede related points with expressions like "in addition," and "first," "third."
- Use numbers and visual aids to clarify explanations.
- Be a bit more formal than you would be in writing to people in your own culture.

Business letter structure

- | | | |
|-------------------|-------------------|--------------------------|
| 1. The note paper | 4. Inside address | 7. Body |
| 2. Letterheads | 5. Salutations | 8. Complimentary closing |
| 3. Dateline | 6. Subject | 9. Signature |

Letterheads and Return - Address Heading.

Most business letters are typed on stationery with a letterhead, that is, with a printed name and address of an organization, company, or business. Thus, the placement of the sender's address usually will be predetermined. If you are using letterhead, you need to add only the date.

If there is no letterhead, place your return - address heading (which gives your address but not your name) at least an inch from the top of the page.

In the block style letter, the lines of the return -address heading align at the left margin. In the modified block style letter and indented style letter, the lines fall to the right of the center of the page. Alignment is still on the left.

Dateline

There are two ways of putting down the dates:

American: May 22, 1995

Britain: 22 May 1995

People in Europe, Africa, Australia, New Zealand and South America generally use the British dateline. Canadians tend to use both.

Inside Address

This shows the name, title and address of the person you are writing to. Place this information anywhere from three to twelve lines below the date, depending on the length of your letter. The shorter the letter, the more space there should be between the date and inside address falls at the left margin of the page. You also have to make sure that the spelling of the name of the person receiving your letter, as well as his or her title and address are correct.

Salutations

Salutation greets the addressee. In all three styles it falls at the left margin. Two lines below the inside address and two lines above the body of the letter. It's followed by a comma, a colon, or no punctuation (British Style). For a man, the standard salutation is Dear Mr. For woman, the tendency is to use Ms. Since it avoids the question of whether the person is married (Mrs) or unmarried (Miss). If you are addressing someone whose name or gender you don't know use Dear Sir or Dear Madam.

Different kinds of Salutation and Complimentary close in Business letters

Kinds of Letter	Salutation	Complimentary Close
-----------------	------------	---------------------

Formal letters to officials and supervisors	Sir: Madam:	Yours respectfully, Respectfully yours, Yours very respectfully
Letters to business firms and companies	Gentlemen: Ladies:	Yours truly,
Answers to advertisements giving no name of person or firm	Gentlemen: (or omit the salutation)	Yours truly,
Letters to persons unknown or slightly known to writer	My dear Mr. Moore: Dear Mr. Johnson: Dear Sir: Dear Sir and Madam:	Yours truly, Sincerely yours, Yours very truly. Very truly yours.
Letters to Persons well known to writers	Dear Mr. Warren, Dear DR. Stewart	Very sincerely yours. Cordially yours, Yours cordially. Very cordially yours.

Subject Line

Many business letters begin with SUBJECT, which states what the letter is going to be about This gives information without first having to read the entire letter. It is placed two spaces below the salutation and two spaces above the body of the letter.

Body

The body of the letter containing its substance aligns on the left in all three styles of letters. However, instead of indenting the first line of each paragraph, as in the indented style letter, place an extra line of space between paragraphs.

Complementary Closings

The closing of a letter starts two lines below the last line of the body and aligns with the return - address heading. In the block style it aligns at the left margin; in the modified block style and indented style letters it falls to the right of the center of the page, but alignment is still on the left.

The closings can be characterized by their degree of formality. Notice that only the first word of the closing is capitalized and it is followed by a comma, typical of American correspondence there is no punctuation following the closing.

1. Less formal: Sincerely, Sincerely yours, Yours sincerely

These are the standard closings for an American business letter.

2. More formal; Respectfully yours, Yours respectfully, Yours truly.

The British tend to be more formal and thus use these complimentary closings more often than Americans do. There are also standard closings for letters beginning with Dear Sir; Dear madam or Dear Sir or Madam.

Signature

The signature of a business letter follows the closing. It consists of your typed name (the fourth line below the closing phrase) and your hand written signature (only your name not your title) is between the closing and the typed name.

Exercise 2. Choosing from the words in the box label the parts of the letter. The first has been done for you.

date	main paragraph	letterhead
references	salutation	introductory paragraph
concluding paragraph	recipient's address	(sender's) address
(typed) signature	complimentary ending	enclosures (abbreviation)
position/title	signature	

- (1) **WIDGETRY LTD**
6 Pine Estate, Westhornet, Bedfordshire, UB18 22BC.
- (2) Telephone 9017 23456 Telex X238 WID Fax 9017 67893
- Michael Scott, Sales Manager,
Smith and Brown plc,
- (3) Napier House,
North Molton Street,
Oxbridge OB84 9TD.
- (4) Your ref. MS/WID/15/88
Our ref. ST/MN/10/88
- (5) 31 January 19--
- (6) Dear Mr Scott,
- Thank you for your letter of 20 January, explaining that the super widgets,
(7) catalogue reference X-3908, are no longer available but that ST-1432,
made to the same specifications but using a slightly different alloy, are now
available instead.
- Before I place a firm order I should like to see samples of the new super
widgets. If the replacement is as good as you say it is, I shall certainly wish
to reinstate the original order, but placing an order for the new items.
- (8) Apart from anything else, I should prefer to continue to deal with Smith and
Brown, whose service has always been satisfactory in the past. But you will
understand that I must safeguard Widgetry's interests and make sure that
the quality is good.
- (9) I would, therefore, be grateful if you could let me have a sample as soon as
possible.
- (10) Yours sincerely,
- (11) *Simon Thomas*
- (12) Simon Thomas
(13) Production Manager
- (14) enc.

Exercise 3. *You have found different parts of many letters. Choose what phrases you should use: a) at the beginning of a business letter; b) in the middle; c) at the end. Complete the phrases where it is necessary.*

We have pleasure in informing you.....

Yours sincerely

In reply to your letter dated.....

We look forward to a visit of the President.....

We wish to inform you.....

Further to our telephone conversation.....

Yours faithfully

We thank you for your letter dated 23rd March, 2002.

We have to inform you.....

I'm looking forward to meeting you soon

We enclose with the letter the design documents.

Best regards

We highly appreciate the work you have done for us.

It allows us to make a decision.

Please, contact us as soon as possible.

Regards

Your letter has been forwarded to us by DHL.

You are kindly requested to study this material and inform us about the decision at your earliest convenience.

I look forward to hearing from you

We are ready to assist you in this endeavor.

We have attached the payment documents to the letter.

We assure you that we shall fulfil our obligations.

In confirming our talk with your representative

In connection with your inquiry.....

We should like to stipulate the fact that.....

TYPES OF BUSINESS LETTERS

Application Letter

1882 Hickory Road
Highland, CA 90144
October 19, 20XX

2

3 Mr. Ron Owens
Ron's Service Station
21 Green tree Avenue
Highland, CA 90123

4

Dear Mr. Owens:

5

Please consider my application for the auto mechanic's position you advertised in The News on October 17.

6

I am a recent graduate of Cole Country Vocational-Technical School, where I studied to be an automechanic. I have worked part-time for the past two years as a gas station attendant. In my spare time I help my uncle restore old cars. My schedule is flexible and would allow me to work days, evenings, or weekends.

6

I would appreciate an interview with you to talk about my qualifications for the job. You may reach me at (213) 555-6256.

7 Sincerely,

8 Joseph J. Russo

Joseph J. Russo 9

1. Type your address in the upper right or left corner. Use one line for your street address and the next line for your city, state, and zip code.

2. Type the date under the address.

3. Leave two blank lines after the date. Then, at the left margin, type the employer's name and business address. Use one line for the person's name (or personnel department), the next line for the name of the company, the next line for the street address, and the next line for the city, state, and zip code.

4. Skip a line after the employer's address.

5. Then, at the left margin, type the greeting. Skip a line after the greeting. Put a colon (:) after the greeting.

6. Within the body of the letter, skip a line after each paragraph.

7. After the body of the letter, skip a line and type the closing. This is the word or phrase that ends the letter. Closing to use in a business letter include "Sincerely", "Sincerely yours", and "Truly yours". The closing should line up with your address and the date. It should be followed by a comma.

8. Skip four lines after the closing, then type your name so that it lines up with the closing.

9. In the space between the closing and your typed name, neatly sign your name.

Writing Application letters

Some employers want applicants to send application letters before applying in person.

The purpose of an application letter is to persuade employers to interview you and consider you for jobs. You can help to accomplish this by following these guide lines:

- Use standard English.
- Use a formal greeting with the person's last name and title, if possible.
- Start the body of the letter by telling the employer why you are writing.
- Then tell the employer why you're qualified for the job.
- In the last paragraph, ask the employer for a chance to meet with him or her.
- Check your letter carefully before you mail it.

Exercise 4. *In the provided, write the letter that precedes your choice.*

1. Application letter should:

- a) arouse interest in the resume
- b) interpret the resume
- c) introduce the resume
- d) all preceding choices

2. Which would be the best tone for applicant's letter?

- a) extreme self-confidence

- b) lack of self-confidence
 - c) self-confidence but not over confidence
 - d) none of the preceding answers
3. An unsolicited application letter should:
- a) state the salary expected
 - b) not mention salary
 - c) express a desire to discuss salary in the interview
 - d) reveal the present salary
4. Typically, the last paragraph encourages the reader to:
- a) invite the interview
 - b) send an application form
 - c) hire the applicant
 - d) hold the application for future reference
5. Which type of statements should not appear in letters of application?
- a) personal problems
 - b) platitudes
 - c) current employer's short-comings
 - d) all the preceding choices
6. Which is the best advice for use of "I" in application letters?
- a) avoid it completely
 - b) use it sparingly
 - c) use it liberally
 - d) use 'myself' or 'the writer' instead.

Exercise 5. *A young career woman has drafted this application letter. What is wrong with this letter? What should she do to make it more affective?*

5 Khmehitsky St. Apt. 2
Kyiv, 252021 Ukraine

June7, XXXX

Mr. Alan Parkins, president
 Parkins Merchandising Inc.
 22 East 83 street
 New York, NY 10022

Dear Mr. Parkins:

Please consider me for the positron in your accounting department that was recently advertised in a trade journal.

I am hardworking, enthusiastic, and have a lot of experience in this field.

My co-workers have always said that I was a star- quality team player. Just take a look at my resume and you'll see exactly what I mean. My education also provides valuable preparation for employment in your company.

I hope that we can have an interview soon, although you should keep in mind that Thursday afternoon is the only time I'm the best applicant for the job!!

Exercise 6. Write a letter to a local business inquiring about summer employment. Indicate that you can work for one summer and that you will be going back to university in September.

A letter of Resignation

123 Whit hey Road
 Salem, NY 11223
 May2,199X

Ms. Kim Ling, Manager
 Quick-Stop Market
 66 Broadway
 Salem, NY 11223

I am writing to tell you things you have taught me about managing a convenience store. I will miss working with you and the other store employees. I would be happy to help train my replacement during the next two weeks before I leave.

Yours truly,

Lynn Holden

Writing a Letter of Resignation

Follow these guidelines when you write a letter of resignation:

- Make the letter short and polite.
- Include the date you're leaving.
- Never criticize your supervisor or co-workers, even if you had problems with them.
- Explain your reason for leaving. If necessary, say that you need to pursue other career interests, rather than make negative comments.
- Thank your employer for the chance to work with the company.
- Say briefly why the job was a good experience.
- Offer to train your replacement

Practice Writing a letter of Resignation

Exercise 7. You have been working at Video Mart, a local videotape rental store for two years. Your supervisor is Herman Brown. You've enjoyed the job and have learned a lot, including how to use a computer database. Now you're leaving to take a job with a company that sells videos to stores like Video Mart all over the country. Write a letter of resignation to your boss at Video Mart.

Letter of Recommendation

Dear Mrs. Bridge

Julia Rose

I write to advise you that Miss Julia Rose who is currently a student at the University of Brighton has been in touch with me to say that she has applied for one of the posts in your company and has asked me if I could act as a referee for her and submit his reference to you.

I have to say that I am very happy indeed to do so.

Julia has worked for us each summer holiday since she left school and I think

that the best way of describing her is as a very positive person.

She is a very serene person and with her confidence to deal with any problems that arise from time to time either on her own initiative or, by asking a superior how a particular matter should be dealt with.

I have also found her an extremely willing person and one who never complains, she also has the ability to work independently, and, we sent her to a number of cities in Great Britain in order to carry out research in connection with the firm's business.

I have to say, therefore, that I have absolutely no doubts in recommending her to you.

I am absolutely sure that she will serve you well and will also mix in well with her colleagues.

I do hope that the foregoing is of help and if I can assist further, please, do not hesitate to contact me.

Yours sincerely
Sarah Taylor

A letter should include:

1. Your status – position or job title, and how long you have known the person and in what capacity.

2. The better you know the person the more effective your recommendation will be.

They want specifics, not generalizations. It is good to say that someone is hardworking and organized, but you need to back up these statements with concrete examples.

Talk about what the student has done and is capable of doing. What is it exactly about the person that makes her or him special? Why do you think this person would benefit from working there?

3. Evaluate the person by comparing him/her with other people you have observed in your work.

You may wish to use the following suggestion of categories for comparison.

- intellectual ability

- knowledge of field
- resourcefulness and initiative
- motivation
- work habits
- seriousness of purpose
- emotional maturity
- adaptability to new situations
- potential for significant future contribution in field.

Exercise 8. *Your groupmate has decided to apply for a post of an interpreter and asked you to be his / her referee. Write a letter of recommendation using phrases from Appendix 5.*

Information Inquiry

Pet Products Ltd.
180 London Road
Exeter EX4 4JY
England

25th February, 2014

Dear Sir,

We read your advertisement in the 'Pet Magazine' of 25th December. We are interested in buying your equipment for producing pet food. Would you kindly send us more information about this equipment:

- price (please quote CIF Odessa price)
- dates of delivery
- terms of payment
- guarantees
- if the price includes the cost of equipment installation and staff training.

Our company specializes in distributing pet products in Ukraine. We have more than 50 dealers and representatives in different regions and would like to start producing pet food in Ukraine. If your equipment meets our requirements, and we receive a favourable offer, we will be able to place a large order for your equipment

Your early reply would be appreciated.

Yours faithfully,
V. Smurov

V. Smurov
Export-Import Manager

Exercise 9. Write a letter to your local dealer of "General Motors Company" asking him to send you a company's brochure describing different types of cars produced by the company and their technical characteristics such as engine, brakes, transmission, electric equipment.

Exercise 10. Write to the Hilton Hotel, Cleveland, Ohio. Ask for accommodation for your wife and yourself for the Thanksgiving Day weekend. Be definite as to the kind of accommodation that you desire, the approximate rates that you are willing to pay, and the length of your stay. Tell when you expect to arrive.

Letter of Offer

Mr. Fred North
Purchasing Manager
Broadway Autos

November 11, 20XX

Dear Mr. North,

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specifications exactly.

The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power out-put and quick charging time and is now in stock.

I enclose a detailed quotation, specifications and delivery terms. As you will see from this, our prices are very competitive. I have arranged for our agent Mr. Martin of Fillmore S.A. to deliver five of these batteries to you next week, so that you can carry out the laboratory tests. Our own laboratory reports, enclosed with this letter, show that our new Artemis 66A Plus performs as well as any of our competitor's product and, in some respects, out performs them.

If you would like further information, please telephone or telex me: my extension number is 776. Or you may prefer to contact Mr. John Martin of Fillmore SA. In M_____ : his telephone number is 01 77 99 02.

I look forward to hearing from you.

Yours sincerely,
Fred Stock

Fred Stock

Letter of Order

Men's Clothes Dealers Ltd.
142 South Road
Sheffield S20 4HL
England

21st March, 2015

Dear Sirs,

Our Order for Silk Shirts

In response to your letter of 17th March, we thank you for sending us your catalogues of men's silk shirts. We are sure there will be a great demand for them in Ukraine.

We are enclosing our Order No.142, and would ask you to return its duplicate to us, duly signed as an acknowledgement.

Yours faithfully,

V. Smurov

Vladimir Smurov

Export- Import Manager

Enc. Order No. 142

ORDER No. 142

(please refer to this number on all correspondence)

Please

Supply 400 men's silk shirts in the colours and sizes specified below:

Size Color Quantity

14 white 70 14btie30

15 white 70 15btie30

16 white 70 16bkie30

17 white 70 17bhie30

Price: \$1053 each (total - \$4,212)

Delivery: air freight, CIF Kiev

Payment: by letter of credit

Packing: standard

pp. Chief Buyer

Alexey Postnikov

Visteria Ltd.

Please send us the copy of this order, duly signed, as an acknowledgement.

Exercise 12. Order three books of war memoirs from the Cedar Book Store, 518 Commercial Street, St Louis 4, Missouri. Ask to have these books sent to your friend Mr Henri Pulien, 137, 16th Street, Washington, D.C.

Letter of Acknowledgement

Visteria Ltd.
P.O. Box 82
Kiev 253206
Ukraine

28th March, 2015

Ref: Order No.142 of 21st March, 2015

Dear Mr. Smurov,

Thank you for your letter of 21st March, 2015. We are pleased to acknowledge your order for 400 men's silk shirts and enclose the copy of it, duly signed, as requested.

Delivery will be made immediately on opening a letter of credit with our bank for the amount of \$ 4212.

We hope our shirts will be in great demand in Ukraine and you will be able to place large orders with us in the future.

Yours sincerely,
Alfred Smithers
Alfred Smithers
Sales Manager

Exercise 13. Imagine yourself to be a Sales Manager of the Cedar Book Store. Write a letter of acknowledgement according to the order of books in your store.

Letter of Complaint

Men's Clothes Ltd.
142 South Road
Sheffield S20 4 HL
England

18th April, 2015

Dear Sirs,

Thank you for your delivery of men's silk shirts, which we ordered on 21-st March, 2015. At the same time we would like to draw your attention to the following.

After examination of the shirts we discovered some manufacturing defects:

- there are oil stains on 12 shirts;
- the colour of buttons on 5 of the shirts does not match the colour of these shirts;
- one shirt is in a different style.

We are returning the defective shirts by separate mail, carriage forward, and would ask you to replace them with shirts in the colours and sizes specified below:

Size	Colour	Quantity
15	white	9
17	white	1
14	blue	6
16	blue	2

We would appreciate a prompt reply.

Yours faithfully,
V. Smurov
 Vladimir Smurov
 Export-Import Manager

Exercise 14. *Having received your books, you found out that one book was not the one you'd ordered, and another book had some defects. Write a letter of complaint.*

Sample of Answer

Visteria Ltd.
 P.O.Box 82
 Kiev 253206
 Ukraine

21st April, 2015

Ref: Order № 142 of 21 the March, 2015

Dear Mr. Smurov,

Your letter of 18 to April, 2015, was duly noted. The shirts you returned to us are indeed defective. We have to admit that these defects were overlooked by our controller and offer apologies for the oversight.

We are sending you new shirts as a replacement this week by air, carriage paid, and would ask you to confirm their receipt by fax.

If any other problems arise, please do not hesitate to contact us.

Yours sincerely,
Jack Brown
 Jack Brown
 Claims Department

Exercise 15. *Being a representative of the Claims Department write an answer to the Letter of complaint you've just received.*

Exercise 16. *You are asked to reply to the incoming text with a letter, fax or email of about 60-80 words. Your reply needs to contain three or four points, such as:*

- | | | | |
|---|------------------------------------|---|--------------------------------|
| A | giving information | F | inviting someone |
| B | asking for information | G | accepting an invitation |
| C | confirming an arrangement or order | H | thanking someone for something |
| D | asking for confirmation | I | offering an explanation |
| E | making a reservation | J | asking for an explanation |

Look at the following phrases and say which of the categories (A-J) each one belongs to.

- 1 ... there is some confusion as to dates, so will you please confirm ...
- 2 It was very good of you to display our leaflets on your stand at the exhibition ...
- 3 Can you let us know the cost of...
- 4 Can you please tell us why you did not inform us...
- 5 Ms Bunce is pleased to accept your kind invitation to...
- 6 ... we would like to book the conference hall...
- 7 Please let me know when ...
- 8 The error was probably the result of a misunderstanding ...
- 9 ... we would be delighted to see you at our office...
- 10 ... we can confirm that...

Exercise 17. *Read this model of an answer.*

1. Has the writer has covered all the points? If not, make a note of any that were missed.
2. Find and correct seven mistakes in this letter: two in spelling and five in grammar.

Dear Ms Poilue

I have looked into the matter and can confirmed that, as you suspected, we sent you someone else order by mistake. Your correct order will be send to you today by Express Delivery. We would like you to accept the goods free of charge. We should also like you to keeping the 10 packs of red wallets with our compliments.

We want to assure you that we do everything we can to avoid such mistakes in future.
Yours sincerely

(79 words)

Exercise 18. Now write your own answer to the following letter. Remember to check for grammar and spelling mistakes.

Exercise 19. Read this letter of complaint from a customer and write a letter to Ms Poilue:

- *thanking her for her letter*
- *apologizing for the error*
- *explaining what happened*
- *saying what you are going to do about it.*

Write **60-80** words.

- *Do not include postal addresses.*

Dear Sir or Madam

Our Order Number 19445

On 5 June, we ordered ten packs of Document Wallets from your Catalogue (Page 79) as follows:

Cat no	Colour	Qty
334151	blue	2
334 219	green	6
334 250	yellow	2

When we received this order, we found that you had sent us ten packs of red (Cat no 334 243) instead. We noticed that the delivery note enclosed with the order was made out to a different firm, which might explain the error.

We look forward to receiving an explanation of this mistake.

Yours faithfully

Annette Poilue
Office Manager

Congratulation

Dear Helen

I was delighted to read in the local newspaper that you had moved to a new job at the IBM. Congratulations. I'm sure you will reach extremely high standards of the company and you will be very successful there. Frankly speaking, I can think of no one who is better qualified for this position.

So best of hick with the new job and congratulations once more.

By the way, would you have time for lunch next week?

Best regards

John Brown

Exercise 20. You've just heard about a very important event in the life of your groupmate. Write a Letter of congratulation to him / her.

Exercise 21. Translatethe letters into English.

1). Шановні добродії!

Відповідаючи на Ваш лист від 18 березня, ми, на жаль, змушені повідомити Вам, що не можемо прийняти Вашу пропозицію, тому що інші фірми запропонували нам більш низькі ціни.

Якщо Ви знайдете можливість переглянути ціни щодо зменшення і запропонувати інші умови доставки й оплати, ми можемо знову повернутися до обговорення питання.

Широ Ваші,

2). Шановні добродії!

При цьому посилаємо Вам замовлення № 4791, що повинне бути виконане відповідно до прикладених Загальних умов.

З повагою,

3). Шановні добродії!

Ми підтверджуємо отримання вищезазначеного замовлення і згодні виконати його у суворій відповідності з його умовами, а також із Загальними умовами, що ми приймаємо цілком і підтверджуємо.

Щиро Ваші,

4). Шановні добродії!

Товари щодо вашого замовлення №254, відіслані Вами 10.07 цього року, повинні бути вже доставлені на даний момент, однак товару немає дотепер, хоча ми одержали Ваше повідомлення про відправку.

Ми опинилися в дуже неприємному становищі перед нашими токупцями, яким ми обіцяли доставити товари до 15.07 цього року.

Будь ласка, повідомте, що трапилося.

З повагою,

READING & WRITING 2

Text 1.

FAX

The word "fax" comes from the word "facsimile". A fax machine will send a duplicate of the message, document, design or photo that is fed into it.

Faxing is a means of telecommunication that has developed very quickly over the past few years. There are various models of fax machine which connect to a telephone socket and which work on a system similar to the telephone system.

Charges are measured in telephone units and therefore vary according to the time of day and where the fax is being sent. The advantages of fax include instant reception of documents and documentary evidence of what has been transferred. A document can be relayed from one source to hundreds of other receivers, for example, if the head office of a chain store wants to circulate a memo or report to its branches.

- Read this part of a fax from David Parkinson, a company director who will be arriving from the UK to visit your company next week.

As you know, I will be arriving on Tuesday afternoon next week, and I wonder if you could answer a few questions for me.

Will someone be able to meet me at the airport? If this is possible, I would be grateful. It would be a lot easier than trying to get a taxi in a strange city.

Can you tell me the name of the hotel and where it is? I will need to leave this information with my secretary.

Do you have any plans for dinner after I arrive? If you are free, would you care to join me? It would be a good opportunity to become acquainted.

Could you confirm the time of the meeting the next day, and let me know exactly where it will be held?

Looking forward to hearing from you.

- Write a **fax** to David:
 - saying who will meet him at the airport, and where
 - giving him the name and location of the hotel
 - explaining the arrangements for dinner after he arrives
 - confirming the time and venue of the meeting the next day.
- **Write 60-80 words.**

Text 2.

ELECTRONIC MAIL (E-MAIL)

Electronic mail is a means of sending and receiving messages -internally, nationally, or internationally.

Subscribers to e-mail need a terminal, such as personal computer, a telephone line, and a modem, which is a device for converting signals to text. Messages appear

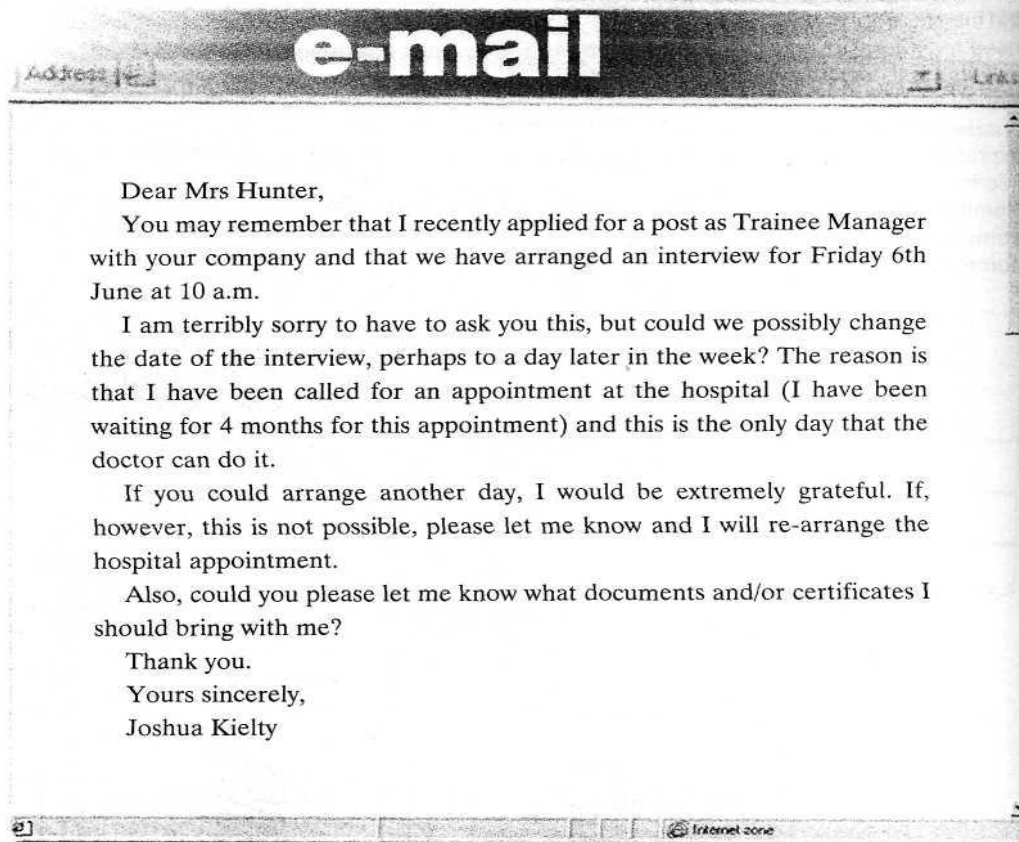
on the receiver's computer screen. E-mail users can also have access to a *mailbox*, which they can call from anywhere in the world and retrieve messages. They receive a mailbox number and a password for confidentiality. Messages can be printed out and kept for reference.

In comparison with telex, e-mail is relatively low in cost, and does not require a trained operator. It is also fast, relatively reliable, and messages can be sent or picked up anywhere in the world, and stored in the mailbox until they are retrieved.

This can be particularly advantageous for users who are communicating across international time zones.

Notice the codes which are the personal numbers of subscribers (e.g. ABC 536), and the prefixes (e.g. 40 which is the number of that computer system. Also the dot (.) before the word SEND (.SEND), which is a command to the computer.

- Read this e-mail from Joshua Kielty, who has applied for a post as a Trainee Manager with your company. You are the Department Head, Mrs Hunter, and you have arranged to interview him.



- Write an e-mail reply to Joshua:
 - Saying when you received his e-mail
 - Expressing the hope that he will be in good health
 - Telling him that you can change the appointment
 - Explaining which documents he should bring
- Write 60-80 words.

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APPENDIX 1**Unit 1**

share	increase	executive	research
shareholder	advertising	department	development
liability	headquarter	chairman	personnel
taxation	supply	board	representative
profit	staff	acquire	be in charge
loan	subsidiary	establish	be responsible
security	turnover	foreman	founder
lend	location	wage	convince
borrow	joint venture	quality	purchase
assets	expansion	maintenance	account
stock exchange	dispatch	state sector	partnership
invoice	limit	concern	sole trader
amount	entity	recruitment	guarantee
debt			

Unit 2

scope	cover letter	brief	decline
responsibility	full-time(part-time)	(to) target	to require
work experience	job	to highlight	recent
job/work	to provide with	scholarship	confidence
convenient	to have on hand	capability	shorthand
creative	curriculum vitae(CV)	to mention	to persuade
reason	accomplishment	to submit	resume
reference	job benefit	employer	receptionist
advertisement	to fill in(out)	employee	to apply
to complete	particular skills	employment	to attach
autobiography	application form	to participate	objective
permission	labour force	appointment	salary
purpose	job interview	recruiter	growth
representative	objective		
	background		

Unit 3

audience	timing	product launch	opportunity
venue	digress	briefing	features
facilities	run over	employ	graduate
content	labour	yell	Human resource department
memorize	pitch (level)	invent	flipchart
visual aids	gain	sales manager	multinational
rehearse	gesture	product range	latecomers
introduce	mannerism	cover	handouts
outline			

Unit 4

attempt	due to	obtain	rival
brand	evaluate	persuade	simultaneously
back up	extortion	ponder on	spring up
consistent	identifiable	promotion	shovel
consume	itinerant street	purchasing	target
consequence	vendor	raw material	thus
consume	legitimate	reliance	therefore
commitment	murky	retailer	trigger quick
commodity	nevertheless	reject	sales

Unit 5

Stock Exchange	cash	indices	coin
share	debt	index	yield
value	denomination	shareholder	change
remarkable	an allowance	dividend	current
uniformity	a legacy	bargain	income
stability	maintenance	currency	comparison
durability	an overdraft	legal tender	earning
portability	fine	jobber	manufacturing
divisibility	gratuity	stock-broker	reward
recognisability	savings	paper bill	to transact
to purchase	securities	conventions	ownership

Unit 6

to be in charge of smth	to measure	relationship	long range
capacity	integrity	to influence	face up
to accomplish	intelligent	to assume	to mention
supervisor	order	venture	to respond
duty	to be admired	authority	to deal
essential	judgement	significant	to chase up
title	to expand	satisfaction	urgent
to achieve	resolving	hands-off	to perform
common	staff	available	regardless
to forecast	to expand	inspirational	issue
to modify	fringe	supportive	to coach
to be involved	drive	punishment	to seek
ability	impatience	to hesitate	to maintain
human being	confidence	to give a room	internal/external
team	courage	to get rid	negotiation
superior	to handle	to reject	behaviour
subordinate	attractive	to flunk	to foul up
to grand	to deny	merit	favour

assumption	guilty	lousy	to rob
junior	budget cuts	to prevent	to praise
to be due	reward	to complain	

Unit 7

achieve	impulsive	expect	decisive
admire	flexible	fake	charismatic
appropriate	lunatic	goal	motivating
asset	energetic	identify	adventurous
be in charge	straight	influence	open
convince	accessible	resignation	ruthless
define	moderate	satisfactorily	informal
determine	balanced	sight	uncaring
emphasize	careful	throughout	passionate
excitement	aggressive	gregarious	thoughtful
encourage	vivacious	integrating	aloof

Unit 8

accountability	confident	multiple	arrogant
(to) be terrified	focused	mutual trust	opportunistic
capability	humorous	output	frivolous
core	ambitious	(to) quit	controlling
crucial	helpful	responsibility	bullying
emergency	forceful	shared values	combative
(to) enact	competitive	shoplifting	wishy-washy
enhanced	open to change	support	obsessive
(to) fit	thorough	(to) take credit	nosy
issue	caring	trade-off	indecisive
labour	supportive	value	tunnel-visioned
(to) launch	generous	(to) withhold	irresponsible

Unit 9

to accuse	bull	to exploit	mandate
to affirm	to be determined	to get on well with	persistence
to allocate	clinch (a deal)	to get bogged down in	to resolve
to articulate	constraint	to gamble on	to ridicule
to avoid	concession	intimidation	repercussion
to bang (on)	to concede	integrity	tenacity
deadlock	to deal a blow to	to jeopardize	maintenance

Unit 10

chairperson	withdraw	fair	interrupt
ramble	casting vote	spread	waffle

feedback	item	conduct	deadline
attempt	unanimously	agenda	summary
reluctance	brainwork	minutes	permission
circulate	issue	negotiate	schedule

Unit 11

to occur	supplier	sweatshop	to authorise
code	union	villain	fringe
wedding vow	appropriate	consideration	till
to adhere	denigration	priority	entitlement
concern	concession	to persist	to swap
to treat	obligation	array	expense
breach	whistleblower	perplexing	violation
honesty	conclusive	stockholder	to charge
bribe	pace	shipping date	to be contaminated
to divulge	to cheat	WATS	

Unit 12

agenda	sincerely	letterhead	application
invoice	guide	dateline	request
mailshot	order	salutation	stipulate
memo	sales report	signature	margin
minutes	bargain	complimentary	deal
stock	facility	sample	inquiry
discount	reference	resignation	requirements
purchase	postage	enclosures	complaint
acknowledgement	circulate	duplicate	

APPENDIX 2***Tapescript 1***

1 We're a multinational company with a quarter of a million employees and there are over a hundred and twenty subsidiaries worldwide. The group has a turnover of thirty one thousand, six hundred and twenty six million ECUs and our holding or parent company is located in the Netherlands.

About half our sales are to the consumer market and half are to the professional and industrial markets. Altogether we manufactured and sell over a million different electrical products.

The group is also working in joint ventures with other partners. For example, we're expanding our activities in China at the moment, developing business ventures with the People's Republic.

2 We carry over 30 million passengers a year and we fly to 41 destinations in 25 foreign countries. We also provide a domestic service that has 48 routs and serves 20 cities.

Safety is our number one priority and at the moment we are installing "FANS" in our aircraft – that is Future Aircraft Navigation System. These devices are improving communications and reducing air traffic congestion by making use of satellite links.

3 We have a turnover of over sixty-two billion dollars and there are two hundred and fifteen thousand employees worldwide. We manufacture and sell advanced information processing products and we're the market leader in micro electronics, data storage, communications and many other fields. It's the most exciting industry in the world and it's changing fast. And we're changing too. We're throwing out bureaucracy and developing a new company culture. We're introducing new systems that encourage speed, risk taking and personal leadership.

Tapescript 2

Well, on conscious and subconscious level employers will be evaluating your personality and asking 'Do I like this person?' 'Will we work well together?' When considering two people with equal qualifications the one with the most pleasing personality will always be hired. In order to adequately sell yourself you need to know your personality skills. These include being cooperative, effective under stress, efficient, emotionally stable, energetic, growth-oriented, reliable, and resourceful. Employers highly value such qualities.

Now, imagine you're interviewing with the company that just fired an employee because he was uncooperative. You might be asked, 'In this organization cooperation and team working are absolutely essential. Are you a cooperative person?' 'Yes, I am. I'm very cooperative. I like working in a team environment. When I was in an army I worked in a team dismantle in explosives, so I've really learned to appreciate team-working cooperation. Our lives depended on it'.

This example vividly illustrates the trait the employers are looking for. Now, your goal in the interview is to reveal as many positive attributes as possible.

Tapescript 3

Do you have friends and family you would like to see more often? When you phone colleagues would you like to see their faces? The ViaTV Desktop videophone means that you can!

As you can see it's small and elegant and ideal for the office or for the home or for business trips. It's very easy to set up. All you need is a touch-tone phone. You don't need a computer and you don't need any special software. It's also very easy to use; as easy as making a normal telephone call. The ViaTV Desktop video phone has many features. Firstly, it has full-colour motion video which means you can see the other person's gestures and changes of expression. The picture quality is excellent and the adjustable picture setting means you can change to "sharp" mode to get a fantastically clear image. This, of course, is just ideal for viewing designs or documents. The audio quality is exactly the same as a normal telephone call.

In addition, the ViaTV Desktop Video phone also has a preview mode so that you can check what you look like before the other person sees you! And, finally, the privacy mode is an important feature. You can use it to block the image but keep voice connection.

Now, of course, just as with any means of communication, fax machines or e-mail for example, each party needs to have a set. We have a special offer on at the moment, so now is the time to buy the ViaTV Desktop phone. Out yourself in the picture.

Tapescript 5

Julian: Hello Ken. Thanks for seeing me at such short notice.

Ken: Not at all - sounds exciting! So, JPW is becoming a multinational, eh?

Julian: Well, I don't know about that! It's certainly a breakthrough for us, though.

Ken: Yes - I've read the letter you sent me yesterday. Camiones Especiales de Espana - CEE-and the contract is worth ... er ... £5 million in the first year with an option to renew for a further three years, am I right?

Julian: That's what we've agreed in principle, Ken, but we have to sort out the payment terms and conditions and a few points on delivery times, but I'm confident it'll all go ahead.

Ken: OK. You tell me what you need to know and I'll try to provide the answers.

Julian: Right. The first point is on method of payment. In the past, as you know, we have worked on open account with our customers with payment after 90 days, but I don't want to do this with CEE because the amounts are too large and we have not worked with them before. They have suggested a letter of credit but I have no idea how that works.

Ken: Well, in any transaction involving this amount of money, both the importer, in other words CEE, and the exporter, that's JPW, need to be absolutely certain of the security of the transaction. You, naturally, want to ensure that payment will be made for the goods which you supply, and CEE will want to make a payment only after the goods have been despatched. By using a letter of credit, both importer and exporter have a considerable degree of security in the commercial contract because it is

honoured throughout the banking system. There are twelve main stages to a letter of credit transaction, which makes it sound terribly bureaucratic, but it isn't really.

Julian: Twelve!

Ken: Yes - but you will only be involved in four. The first stage is for the exporter and the overseas buyer to conclude the sales contract with payment arranged by letter of credit. The overseas buyer (CEE in your case) tells their bank, which we call the 'issuing bank' to provide credit in favour of the exporter. The issuing bank then asks the UK bank - us - to advise and/or confirm the credit. We then send you a letter of credit. OK so far?

Julian: Yes - but it's all paperwork so far, nothing has actually been done!

Ken: Yes - that's the preparation. When you receive the letter of credit from us, you despatch the goods to the overseas buyer and then you present the shipping documents to the UK bank. We check, pay and/or accept under terms of credit. We then forward these documents to the issuing bank. The issuing bank reimburses us in whatever way we have arranged between us and then step ten is when the overseas buyer is debited by the issuing bank.

Julian: Well, we've been paid but CEE haven't received the goods yet.

Ken: Correct - and the last two stages deal with exactly that. The issuing bank releases the shipping documents to the overseas buyer and the overseas buyer can then use these documents to receive delivery of the goods.

Julian: So if we don't despatch the goods, CEE don't pay us and if we don't receive the money, CEE can't collect the goods.

Tapescript 6

Int = Interviewer

ML = Morna Lawson

Int: Can you tell me what gives you satisfaction in your job?

ML: Well, there's different things really, er obviously salary is important – I want to be respected for what I do – erm but most importantly I can't bear being bored, with routines, so I want the freedom to develop my role really.

Int: So, it's important your manager gives you autonomy.

ML: Yes.

Int: What management style do you respond well to?

ML: Well, I like them, really, I like my manager to be fairly hands-off, yet available, so I'm allowed to get on with it and the manager is there to support me.

Int: OK. I know you've worked in Spain and Britain. Are there any differences between the workplace culture in the two countries?

ML: Mmm, it was a while, a few years ago that I was in Spain, and I think that Britain and Spain have probably become more similar, but the thing I noticed most was that Spanish work in order to enjoy their lives far more so than they do in Britain.

Int: Right. Could you describe your best manager?

ML: Erm, a woman I worked with in Spain, who enjoyed life: we had a good time at work, erm, and most of all she allowed me to get on with it, make my mistakes – it wasn't the end of the world, and I learnt a lot from it.

Tapescript 9

Part 1

Interviewer: Mr Wells, is it fair to say that negotiation is an art?

Mr Wells: Well, I think it's both an art and a science. You can prepare for a negotiation quite scientifically but the execution of the negotiation has quite a lot to do with one's artistry. The scientific part of a negotiation is in determining your strategy: What do you want out of it? What can you give? What do you expect? What do you need? Then of course there are tactics: How do you go about it? Do you take an opening position in the negotiation which differs from the eventual goal that you're heading for? And then, of course, there are the behavioural aspects.

Interviewer: What do you mean by the behavioural aspects?

Mr Wells: Well that's, I think, where the art comes in. In your behaviour you can either be an actor, you can pretend that you don't like things which you're actually quite pleased about, or you can pretend to like things which you are quite happy to do without. Or you can be the honest-type negotiator, who's known by his partners in negotiation, and always plays everything straight. But the artistic part of negotiation, I think, has to do with responding immediately to cues one gets in the process of negotiation. These can be verbal cues or even body language. This is where the artistry comes in.

Interviewer: So really you see two types of negotiator then: the actor or the honest one.

Mr Wells: That's right. And both can work. I would say the honest negotiator can be quite effective in some circumstances. In other circumstances you need an actor.

Interviewer: Which one do you think, in your experience, you would have used more widely?

Mr Wells: Oh I'm definitely the honest negotiator. It's impossible for me to act. My language and my body language give me away immediately so I can only be myself as a negotiator and try to be as successful as possible.

Part 2

Interviewer: Is there a definition of what makes a successful negotiator?

Mr Wells: Well, not a definitive one, but I think successful negotiators have several things in common. They are always polite and rational people; they are firm but flexible; they can recognise power and know how to use it; they are sensitive to the dynamics of a negotiation -the way it rises and falls and may change direction many times; they project an aura of confidence - and, perhaps most importantly, they know when to stop.

Interviewer: And what about an unsuccessful negotiator?

Mr Wells: Well, this is probably all of us when we start out. We are probably naive and overtrusting, too emotional or aggressive. We are unsure of ourselves and we

want to be liked by everyone. The good negotiators learn fast. The bad ones remain like that and go on losing negotiations.

Interviewer: In conclusion, in your opinion, can negotiation be taught?

Mr Wells: Well, you can teach someone how to prepare for a negotiation. There are perhaps six stages in every negotiation: get to know the other side, state your goals, start the process, clarify areas of disagreement or conflict, reassess your position, making acceptable compromises - and finally reach some agreement in principle. These stages can be studied and strategy in each can be planned. But I think the really successful negotiator is probably born with this sixth sense about responding to the situation.

Interviewer: The artistic sense as you describe it? Mr Wells: Yes.

Tapescript 10

F - Frank D - Derek J-Jennifer

F Let's get started then. Erm, what we've got to do is, er, discuss how Derek's interview with Charlie should go. Jennifer can offer advice on how to go about this sort of thing, she's very experienced in this area, and I'm interested in knowing more about it, so I'd like to minute the meeting, if you don't mind, so we can use our discussion to draw up a procedure, erm, for doing this in the future.

D I've been thinking about it over the weekend and there's several areas I think we should cover. I need to know when I should tell him, er, where the interview should take place, and how to go about it and handle his reaction, OK? I mean, is there a time scale for this? Have you thought exactly as to when this might best be done?

J Well, I think it's usually useful to break this kind of news midweek, rather than doing it on a Friday afternoon.

F Certainly, I absolutely agree.

D The other thing obviously which he'll be concerned about once he's bitten the bullet, swallowed the bad news as it were, is what is the time, when is this going to come into effect.

F Yes.

D Do you want me to try to deal with this, or is that going to be left to a later follow-up?

J I think that's something you and Frank could decide on a little later. There should be a package that we offer him, and quite a few details to sort out.

F Yes certainly. Erm, I think we ought to move on now, so the next question really is, erm, you know, how are we going to do it, and where? What do you think, Jennifer?

J Yes, this is where Derek can really help more than any of us, knowing him as you do. How you're going to do it would depend, to a certain extent, on what you know of him.

D Well, thinking about it, I mean, we have, you know, not a regular basis, gone off and had a game of squash after work. And I'm not, I mean I haven't really thought

this through, but erm, I mean I think it might be better to do it outside the office in a sense.

J I'm afraid I don't agree with you. It needs to be you in your managerial role, not you in your role as a personal friend, in order to make it clear to him that it's not you who's making him redundant.' It's the company, and it's his role that's going. I certainly think it should be done, er, somewhere in the office, and preferably in his office rather than in yours. Then he can be left in his office after you've finished talking to him.

F I don't know, Jennifer. I'm not sure I . . .

D It's a little bit cold and clinical, that approach. I mean, I think the point you're making, that perhaps it would make the role issue a lot clearer both to myself and to him. But I . . . don't know, I mean it's the emotional aspect of this, I don't feel I can deal with it terribly well.

F Well how about a lunch, Derek, in a quiet pub or restaurant'

D So the in-between thing, it's a working lunch. It's work, but it's not in the office. It could be a compromise, yes.

J Well, could I just come in here please? I tend to think it might be better if you did it in the office. That you could do it . . . it's going to have to be fairly brief, rather than beating about the bush. Because you've got to remember, Derek, how you're going to feel about this. You're going to . . .

D Yes.

F I mean, Jennifer, you've had a lot of experience of this. How do people react when they . . .

J People tend to be rather shocked, they tend to be angry, but rather briefly, and they do tend to . . .

D In other words, they're not able to formulate an immediate and rational response. It is an emotional . . .

F Uh huh.

D The effect it has on them.

F In which case, a lunch might not be a good idea. I don't know. D Well, I see what you're saying. It's just. . .

J Sometimes, although you may not believe this, people go away not really being sure whether or not they've been made redundant because the person breaking the news finds it so hard to . . .

D To put it bluntly, (laughs)

F You think you're being promoted yes. (laughs)

J You may think a variety of things, (laughs)

D In communication, I mean there is a certain degree of directness required here, I think I appreciate that. You know, it's bad news, but it's better to be short and brief and clear about it, rather than beating around the bush.

F Yes, it's worth, er, bearing this in mind.

D Well, I mean, taking Jennifer's expert advice on this, I mean, I suppose I am convinced in a sense that I might just follow it up in the evening with a phone call or something at home.

- F Yeah.
- J I think that would be a very nice thing to do. Yeah. So recapping then. Erm . . .
Derek will break the news
- F Have we discussed how he breaks it, I mean, are you just going to come out with it. . . ?
- D Well, I will contextualise it to a certain extent. You know, saying, 'well as you're aware, you know, the business has not been doing as well, as good as it was last year, and particularly certain areas have fallen away, and unfortunately the areas that are most affected seem to be the areas that you've been dealing with, and so the company has reached, you know, the sort of decision which it's had to make with deep regret, but. . . ' I think really that's the kind of . . .
- F Give him the background.
- D Yes, I mean, but briefly. You're saying that I should get get to the point and say, 'You know, Charlie, it has been decided, that, basically, you are being made redundant, and the normal terms and conditions of our contract will apply, and that's it'.
- J So be brief and specific. And move straight on to talk about the package you're offering him.
- F OK, so . . . Let's recap. I think we've agreed, Derek, that you will, you will actually be telling Charles . . .
- D Yes.
- F And that you'll do it, er, inside the company, and you'll do it probably in your office. Right'
- D No, in his office.
- F Sony, I do apologise. Yes, in his office. And you'll give him the background, and the reasons why we have to do this.
- D Mmm.
- F And you'll make it fairly short, and to the point. And you'll phone him in the evening.
- D Yes, and I'll leave that a little depending on the reaction I get from the initial one, but that's . . . some kind of follow-up that evening, whether it be going out after work or whether it be a phone call after I've got back.
- F OK.

Tapescript 11

Int = Interviewer

KM = Kevin Manton

Int: Kevin can I ask you – do you think big business behaves responsibly?

KM: Erm, the simple answer is no, no I don't think it behaves responsibly, erm I think that it's not the job of a business to behave responsibly, it's the job of a business to make money, and I think they always put making money as their top priority before the effects of what, of, of their actions on people and environment.

Int: Can you give me some examples of, of how they don't think about people and the environment?

KM: Certainly. Erm, for example factory farming is very bad for the environment, but it makes erm factory farming companies very high profits; erm companies aren't concerned about the destruction of the rain forest and they're often not concerned about the conditions their workers work in.

Int: Erm, thinking about that then; are there any products that you don't buy?

KM: Well, I never buy meat that I know comes from a factory farm; erm, I never buy clothing that I know's been made in a sweatshop or with child labour; erm I always try not to buy products that have been tested on animals – I check the labels in the shop to make sure they haven't been tested on animals, and I never buy anything from a company that I know invests heavily in a country where the government abuses human rights of the people who live there.

Int: Ok. Well, looking at the other side of the coin, are there any products that you do to buy?

KM: Well, I always try to buy erm cleaning things, you know like washing up liquid, that I know contain very low levels of phosphates, because phosphates kill fish in rivers; erm I usually buy Traidcraft coffee, erm it's from Oxfam and it helps people in developing countries, and I always buy free-range eggs – they taste nicer as well.

APPENDIX 3**CURRICULUM VITAE****Personal**

Name Surname

Born: MM, DD, YY

Married, X children

Education

1988-1991 took several short-term courses in...

1987 - graduated from post-graduate course...

1980 - took PhD. Degree from XYZ University, Faculty of XYZ. Doctor's thesis: *title*

1972- took MA degree from XYZ University, Faculty of XYZ.

Professional Records;

1988-...

1983-1987-...

1983-...

Research Interests:

1986-...

Organizational Activities:

1991-...

1988-1990...

Foreign Research Experience:

1990 -...(where and position)

1988-1990...

Participants in Main International Conferences:

1990, November Conference on .. .in.. .Paper⊗(title)

1990, October Conference on.. .in.. .Paper: (title)

Seminars, Courses Given within Area Studies

1991, April, (title and place)

1987, July-August Course on (*title*) and place**Awards:**

Year and name of the prize or awarding body

Professional Organization:

Membership in international and national professional organizations (since when)

Languages:

Working knowledge:..

Understanding:...

Publications:

Separate printing - X titles; articles in books- X; articles in encyclopedias - X; articles in journals -X; mimeographed publications - X; reviews -X

City, Month, Year

APPENDIX 4**A SAMPLE COVER LETTER**

1010 Payne Drive
Smith Village, NY 10344
June 5, 199X

Mr. Michael Williams Personnel Director Park Insurance
Company One Park Plaza Oakwood, NY 10457

Dear Mr. Williams:

I would like to apply for the position of secretary that you advertised in today's Oakwood Times.

As you can see from the enclosed resume, I have both educational training and clerical work experience. My typing speed is 65 words per minute. My steno speed is 100 words per minute. I am very eager to advance into a secretarial position such as the one you have available. I feel that, given a chance, I will be an asset to your company.

I would like to meet with you to discuss my qualifications for this job. You can contact me at 914-555-1865. If there is no answer at this number, you may call 914-555-9087 and leave a message.

Sincerely,

Lara Roberts

APPENDIX 5**A guide to write a cover letter.**

- Opening. Tell the position you are applying for and how you learned of it (newspaper, teacher, friend).
- Personal information. State your age. If necessary for the job, indicate your physical condition and draft status.
- Education. Name your school and any courses that you feel make you qualified for the job you are seeking.
- Experience. Sell yourself, even if you have never worked before. Indicate what you have done at school to prepare you for the job you are seeking.
- References. Give 2 or 3 references (teacher, former employer, adult friend).
- Closing. Ask for an interview. Be sure to tell the employer where and how you may be reached.

After you write the letter, check off the items listed below:

- Have I explained why I am writing?
- Does the letter indicate what kind of job I m seeking?
- Have I stated why I think I am the right person for this job?
- Have I referred to my resume?
- Have I asked the employer to contact me?
- Does this letter call attention to my resume in a favorable way?

APPENDIX 6**The structure and the language of the presentation**

Function	Possible Language
Introduction	
Welcoming your audience	<ul style="list-style-type: none"> • Good morning, ladies and gentlemen • Good morning, gentlemen • Good afternoon, ladies and gentlemen • Good afternoon everybody
Introducing your subject	<ul style="list-style-type: none"> • I am going to talk today about ... • The purpose of my presentation is to introduce our new range of ...
Outlining your structure	<ul style="list-style-type: none"> • To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcome them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendation).
Giving introductions about questions	<ul style="list-style-type: none"> • Do feel free to interrupt me if you have any questions. • I'll try to answer all of your questions after the presentation. • I plan to keep some time for questions after the presentation.
Body	
Introducing the subject	<ul style="list-style-type: none"> • I'd like to start by ... • Let's begin by ... • First of all, I'll ... • Starting with ... • I'll begin by ...
Finishing one subject ...	<ul style="list-style-type: none"> • Well, I told you about ... • That's all I have to say about ... • We've looked at ... • So much for ...
... and starting another.	<ul style="list-style-type: none"> • Now we'll move on to ... • Let me turn now to ... • Next ... • Turning to ... • I'd like now to discuss ... • Let's look now at ...
Analyzing a point and giving recommendations	<ul style="list-style-type: none"> • Where does that lead us? • Let's consider this in more detail ... • What does this mean for ABC? • Translated into real terms ...

Giving an example	<ul style="list-style-type: none"> • For example • A good example of this is ... • As an illustration ... • To give you an example ... • To illustrate this point ...
Ordering	<ul style="list-style-type: none"> • Firstly ... secondly .. thirdly ... lastly ... • First of all ... then ... next ... after that ... finally ... • To start with .. later ... to finish up ...
Conclusion	
Summarizing and concluding	<ul style="list-style-type: none"> • In conclusion ... • Right, that's sum up, shall we? • I'd like now to recap ... • Let's summarize briefly what we've looked at ... • Finally, let me remind you of some of the issues we've covered ... • If I can just sum up the main points ...
Giving recommendations	<ul style="list-style-type: none"> • In conclusion, my recommendations are ... • I therefore suggest/propose/recommend the following strategy.
Thanking your audience	<ul style="list-style-type: none"> • Many thanks for your attention • May I thank you all for being such an attentive audience.
Questions and answers	
Dealing with questions	<ul style="list-style-type: none"> • We'll be examining this points in more details later on ... • I'd like to deal with questions later, if I may ... • I'll come back to this question later in my talk ... • Perhaps you'd like to raise this point at the end ... • I won't comment on this now ...
Inviting questions	<ul style="list-style-type: none"> • Now I'll try to answer any questions you may have. • Can I answer any questions? • Are there any questions? • Do you have any questions? • Are there any final questions?

APPENDIX 7**Presentation Evaluation Form**

Speaker:

Title of the Presentation:

Date:

Reviewer:

N#	Aspect	Evaluation		
		Needs improvements	Satisfactory	Well-Done
I	Logical Organization			
1.	Greeting			
2.	Introducing yourself			
3.	Introducing the topic			
4.	Presenting the outline			
5.	Talking on the topic item by item			
6.	Illustrating the main statements			
7.	Making brief conclusion after each item			
8.	Summing up the presentation			
9.	Concluding the talk			
10.	Inviting questions			
II	Verbal Organization			
11.	Terms and professionalism			
12.	Definitions of the key terms			
13.	Discourse Markers/Phrases that organize the text of the presentation			
14.	Markers of the personal opinion			
III	<i>Non-Verbal Organization</i>			
15.	Eye-contact			
16.	Voice			
17.	Pronunciation			

18.	Gestures/posture			
19.	Facial expression			
20.	Fluency			
21.	Emotional impression			
22.	Content/intellectual impression			
23.	Overall performance			
IV	Comments, Suggestions			

CHEMICAL & PHARMACEUTICAL

High	Low	Stock	Price	Chng	Yld	P-E
246	162	Ald Colloid	236	+6	2.2	18.7
682	413	Amersham	682	+2	2.4	25.3
774	583	BOC	743	+1	4.2	16.3
248	126	Blagden In	148	-	8.6	10.6
294	212	Brit Vita	259	+5	3.6	17.1
95	13	Caird Gp	26 1/2	-0 1/2	13.0	6.6
616	371	Courtaulds	546	+8	3.2	14.8
244	142	Croda	243	-	4.1	18.5
211	152	Elis&Everard	186	-2	5.1	16.8
131	43	Evoide	127	xd+1	3.8	-
403	143	Fisons	223	+1	5.2	16.2
943	632	Glaxo	717	+15	3.2	21.7
227	158	Hickson	200	-1	5.2	12.7
1410	975	ICI	1123	+26	5.5	27.1
660	434	Laporte	825	+2	4.0	16.8
328	138	Leigh Int	218	+4	4.8	17.8
290	11	MTM	13 1/2	-	-	2.7
301	150	Medeva	211	-	.9	20.9
56	32	Ransom W	52	-	4.6	18.7
566	396 1/2	SKBeechA	505	+9	2.0	20.5
503	353	SKBeechFU	445	+13	2.2	18.0
11	4 1/2	Sutcliffe	10	-	-	-
1174	777	Wellcome	930	+17	1.9	25.7
397	253	Yorks Chems	393	-1	2.5	20.5
273	214	Yule Catto	266	-	2.7	16.2

FOOD MANUFACTURING

178	75	Acatos&Hutch	174	-	5.1	9.8
83	31	Albert Fisher	69	-	7.2	11.5
515	362	Ass Brit Food	485	xd-9	3.8	11.1
147	103	Assoc Fish	137	-	6.8	25.3
181	109	Bibby (J)	124	-	11.1	6.9
490	312	Booker	422	+9	6.9	12.9
474	334	Brake Bros	450	-1	1.7	18.8
499	412	Cadbury-S	472	+4	3.5	17.4
107	64	Carrs Mill	83	-	6.3	16.6
435	275	Dalepak	310	-	2.6	13.9
487	352	Dalgely	482	-	5.4	16.0
54	27	Damels S	30	-	1.1	32.8
440	249	Geest	374	-	2.8	14.2
470	375	Greggs	436	-	4.3	12.0
48	29 1/2	Harrison M	42	-	5.7	-
180	81	Hazlewood	163	+7	5.0	9.9
200	68	Hillsdown	148	+2	7.9	8.9
61	27	Hunter Sap	42	+6	-	-
193	120	Linton Park	178	-	9.7	31.2
74	29	Matthews B	53	-1	-	11.2
317 1/2	215	Nith Foods	264	-3	4.6	14.5
223	78 1/2	Park Foods	218	-	2.0	26.1
155	45	Perkins Fd	89	-	6.4	7.7
301	130	Ranks Hov	285	-5	6.5	14.6
443	285	Tate&Lyle	399	-3	4.0	14.7
368	192	Unigate	333	+3	6.1	11.9
440	222	Utd Bisc	355	+2	5.7	12.4
1000	575	Williamson T	600 1/2	-	4.5	-

OIL & GAS

186	115	Ampol	179	-	-	-
19 1/2	11 1/2	Aran Egy	17 1/2	+0 1/2	-	-
53	27	Aus Oil&Gas	48	-	-	-
290	20	Aviva Pet	33	+1	-	-
304	182	BP	231	+0 1/2	6.1	46.2
195	105	Br Borneo	159	-	6.0	17.5
295	223	Brit Gas	287	+1	6.2	13.2
4 1/2	1	Bula	1 1/2	-	-	-
741	460	Burmah Cstrol	683	-	4.7	15.6
75	21	Cairn Engy	39	-	-	-
246	164	Calor	229	-	7.0	15.1
80	20	Clyde	37	+2	-	70.2
467	297	Enterprise	411	+7	5.1	29.3
250	200	Flogas	215	-	4.9	8.4
69	34	Goal	48	+0 1/2	3.5	9.1
31	5	Gt Western	25	+1	-	-
146	77	Hardy Oil	116	+1	1.1	36.4
6 1/2	1 1/2	KCA Drilling	2 1/2	-	-	-
26 1/2	7 1/2	Kelt Enrgy	24	-1 1/2	-	-
263	112	LASMO	148	-	7.8	18.9
40 1/2	27	Mounment	36 1/2	+0 1/2	-	38.3
18 1/2	5	New London	9 1/2	-	-	-
37	25	Oil Search	27	-	-	-
48	8	Petrocon	9 1/2	-	-	-
14	8	Petroz	12	-	-	-
31	10	Premier Cns	22 1/2	-	-	10.2
430	308	Ranger Oil	313	-	1.5	-
563	435	Shell	522	+4	5.3	21.0
82	26	Triton Eur	36	-	-	8.1
172	131	Woodside	149	+3 1/2	2.4	-

TRANSPORT & SHIPPING

440	211	A B Ports	360	-	3.0	77.1
816	531	BAA	788	+5	2.5	13.9
315	219	Br Airways	265	-2	5.1	7.1
182	45	Clarkson H	78	+1	-	3.5
101	11	Davies&New	23	-	-	-
488	293	Eurotunnel	396	+11	-	-
88	44	Fisher J	44	-	-	12.3
140	70	Graig Ship	138	-	4.4	-
39	22	Jacobs J	29	-	8.7	17.3
15 1/2	12 1/2	Manch Ship	12 1/2	-	.5	5.2
311	190	Mersey Docks	299	-4	2.7	16.6
290	216	NFC	264	-3	3.3	19.9
153	54	Norex	149	-1	1.8	4.8
357	170	Ocean Group	283	+15	8.8	12.8
63	31	Ocean Wilson	40	-1	8.9	8.9
555	296 1/2	P&O	532	-1	7.6	18.8
156	97	P&O 5 1/2%	130	-	5.6	-
1397	771	Seacon Hdgs	1270	+3	3.5	-
21	8 1/2	Seafield	11	-	-	.9
59	23 1/2	TIP Europe	24 1/2	-	7.6	5.9
478	214	Tiphook	330	-	7.0	6.6
307	208	Trans Dev	277	-	4.6	16.6

APPENDIX 9**WRITING
A PROPOSAL REPORT**

A proposal report is a formal, informative piece of writing which outlines

plans and/or suggestions for a future course of action, and is submitted for approval by a bank manager, superiors at work, a business customer, relevant authorities, etc.

A good proposal report should consist of:

- **an introduction** in which you state the purpose and content of your report;
- **a main body** in which each aspect should be presented under separate subheadings; and
- **a conclusion** in which you summarise all points mentioned above and, if necessary, express your own opinion.

Useful Language**To begin a proposal report:**

The purpose/aim/intention of this report is to outline/ present/ discuss the future plans/ the intended course of action...

This report is submitted in support of our request for approval of.../ for permission to.../ for a loan to allow us to...

This report contains the (relevant) information/details of/concerning ... which you requested/asked for

This report contains details of/ outlines our plans/ intentions concerning...

To end a proposal report:

To conclude/To sum up/In conclusion, our intention is to ...

The advantage(s) of the approach proposed would be that...

I feel certain/believe that the course of action proposed above will achieve .../meet with success/answer the needs of the company.

I hope/trust that the plan/scheme outlined/presented in this report meets with your approval/ will receive your serious consideration.

APPENDIX 10**FORM OF THE PROPOSAL REPORT**

To:.....
 From:.....
 Subject:.....
 Date:.....

Introduction**Paragraph 1**

State your purpose and content of your proposal report

Main Body**Paragraph 2- 3-4 (5)**

Present each aspect under separate subheadings

Conclusion**Final Paragraph**

General assessment/ conclusion/ opinion

APPENDIX 11**EXAMPLE OF THE PROPOSAL REPORT**

Read the model below. You represent the Players' drama company and have submitted a request to the council asking to rent an old disused theatre. It is a proposal report in support of your request, outlining what you intend to do. The following points are included:

- lack of and need for a theatre in the town
- plans to renovate the interior and/or exterior of the building
- the theatre's proposed programme for the season
- projected profits and suggested terms of payment

To: Mr. Edwin Hobbes, Chairman, Lansborough Town Council

From: Sarah Hinds, Director, Players Drama Company

Subject: Request to rent the Foley Theatre

Date: 6th March, 1997

Purpose

As requested I am submitting a formal proposal concerning the possible use of the Foley Theatre building by the Players Drama Company. This proposal outlines the company's plans and intentions, and our reasons for wanting to rent the building.

Need for theatre

Since the Foley Theatre closed five years ago, Lansborough had lacked a suitable venue for drama productions. We intend to make the theatre available to

theatrical groups in the area, of which there are a great number and variety, in addition to staging performances produced by our company.

Renovation of the Building

If our request is granted, we do not propose to alter the exterior in any way other than to repair and paint it. The interior, on the other hand, would benefit from extensive renovation. We also plan to install additional seating and create a further exit in order to comply with recently introduced safety regulations.

Proposed Programme

Should the Players re-open the Foley Theatre, the programme would include productions by a range of companies. As well as the Players' usual choice of light classics or comedy, performances of many different types would stage by those groups which have expressed keen interest in our venture.

Profits and Payment

We expect the theatre to make a profit within the first year. Since the Arts Council has agreed to give our group a sizeable grant, subject to our finding suitable premises, sufficient funds are available to cover running costs and pay a monthly rent.

Conclusion

In conclusion, we believe that our proposed plans for renting the Foley Theatre would bring a number of benefits to Lansborough. Not only would the building be restored and improved, but the regularity and variety of performances would delight the theatre-going public and make a valuable contribution to the cultural life of the town.

APPENDIX 12

Some useful phrases which can be used while writing:

Letter of Recommendation

<i>Recommendation Reference</i>	Реклмендаційний лист
<i>Employment</i>	При влаштуванні на роботу
<i>(Name) was employed as a secretary in the (sales, advertising, etc.)</i>	(Ім'я) працювала секретарем у відділі (продажу, реклами і т.п.)
<i>department of (organization) during the period (date).</i>	компанія (назва організації) у період з ... до ... (дати).
<i>Her job performance was very good in every respect.</i>	Вона дуже добре виконувала роботу Її робота завжди відрізнялася якісними та високими кількісними показниками
<i>The quantity and quality of her job were consistently high</i>	При виконанні всіх завдань вона виявила такі якості, як акуратність, старанність і ініціативність
<i>She displayed accuracy, thoroughness and initiative in carrying out all assignments.</i>	
<i>She possesses excellent word processing skills.</i>	Вона відмінно володіє навичками роботи на комп'ютері
<i>She worked harmoniously and effectively with others and was an important contributor to the success of the department</i>	Вона виявила вміння працювати з людьми, і успіх відділу був би неможливим без її участі
<i>It is a pleasure to recommend her for a secretarial positron.</i>	Я з задоволенням рекомендую її на посаду секретаря.
<i>She will be a very valuable asset to any organization.</i>	Вона буде цінним придбанням будь-якої організації.
<i>I believe she would be an effective contribution to your company</i>	Мені здається, що вона могла б стати ефективним придбанням для вашої компанії
<i>I am absolutely sure that she will serve you well and will also mix well with other colleagues</i>	Я абсолютно впевнена, що вона буде добре працювати і знайде спільну мову з колегами

Information Inquiry

- *We read your advertisement in ...* - Ми прочитали вашу рекламу в...
- *With regard to your advertisement in ...of..., we would ask you ...* - У зв'язку з публікацією вашої реклами в... від ... ми хотіли б попросити Вас ...
- *We have heard of your products from ...*-Ми довідалися про продукцію вашої компанії з ..

- *We have seen your current catalogue showing...* - Ми звернули увагу на ваш останній каталог, у якому описані...
- *We are interested in buying (importing, etc.) ...* - Ми хотіли б купити (імпортувати і т.п.) ...
- *Please inform us (let us know) as soon as possible ...* - Просимо повідомити нам якомога швидше ...
- *Would you please inform us if it is possible to deliver ...* - Просимо повідомити нам, чи зможете ви поставити ...
- *Please let us know what quantities you are able to deliver till...* - Будь ласка, повідомте нам, яку кількість ви зможете поставити до ...
- *Could you let us have a quotation for ...* - Повідомте нам, будь ласка, розцінки на...
- *Would you kindly quote your prices and terms of delivery (terms of payment, etc.) for ...* - Не могли б ви установити нам ціни й умови доставки (умови оплати і т.п.) на...
- *We would like to have further details about ...* - Ми хотіли б одержати більш докладну інформацію про...
- *We would like to represent your products in the Ukrainian market.* — Ми б хотіли представляти вашу продукцію на українському ринку.
- *Please send us samples of... (your catalogues, leaflets, etc.)* - Будь ласка, надішліть нам зразки ... (свої каталоги, брошури і т.п.)
- *As distributors we have a large network of'...* – Як дистриб'ютори ми маємо велику мережу ...
- *In connection with this ...* - У зв'язку з цим ...
- *We are distributors, importers, retailers, etc.) of ...* - ми є дистриб'юторами (імпортерами, продавцями і т.п.) ...
- *We would like to get in touch with manufacturers (suppliers, sellers, etc.) of ...* - Ми б хотіли встановити контакт із виробниками (постачальниками, продавцями і т.п.)...
- *There is a large market here for your products.* - Ваші вироби знайдуть у нас свого покупця.
- *For over ... years our company has imported from western countries ...* -Більш, ніж ... років наша компанія імпортується з західних країн ...
- *Our company was founded in ...* - Наша компанія була заснована у... році.
- *We usually effect payment by letter of credit (cheque, bank transfer, etc.).* -Ми звичайно робимо оплату шляхом відкриття акредитива (чеком, переказом і т.п.)
- *If your prices are competitive (the samples meet the standards, your equipment complies with our requirements, etc.) we may be able to let you have regular orders.* - Якщо ваші ціни влаштовують нас (зразки будуть задовольняти вимоги стандартів, ваше устаткування буде задовольняти наші вимоги і т.п.), ми будемо регулярно замовляти вашу продукцію.
- *We look forward to your early reply.* - З нетерпінням чекаємо на Вашу відповідь.
- *Your prompt answer would be appreciated.* - Будемо вдячні за швидку відповідь.

Letter of Offer

- *We were pleased to learn your interest in ...*- Нам було приємно довідатися про Вашу зацікавленість в...
- *We are most pleased that you want to buy ...* – Ми дуже задоволені, що ви побажали придбати...

- *We are glad to say that we can reserve you ...* – Ми раді повідомити, що можемо залишити за вами ...
- *It is good of you to take so much interest in our work ...* – Було дуже люб'язно з Вашої сторони виявити такий інтерес до нашої роботи ...
- *We take pleasure in sending you the desired samples and offer ...* – З задоволенням посилаємо обрані вами зразки і пропонуємо ...
- *As to your inquiry of ... we are informing you that...*- На Ваш запит від ... ми повідомляємо Вам, що ...
- *We enclose our catalogue with the latest price – list.* – Ми додаємо наш каталог з новим прейскурантом.
- *Our detailed catalogue will demonstrate the wide range of our products.* – Наш докладний прейскурант переконає вас у розмаїтості нашого асортименту.
- *Our proposal is valid till...* – Наша пропозиція дійсна до ...
- *We deliver our goods on CIF terms...* – Ми постачаємо на умовах СІФ.
- *The price covers packing and transportation expenses.* – Ціна включає упакування і транспортні витрати.
- *We can give you a 5 per cent discount.* – Ми можемо надати вам 5% знижку.
- *As you can see from our price — list, our prices are at least 3% lower than market prices.* – Як видно з нашого прейскуранта, наші ціни принаймні на 3% нижчі за ринкові
- *I especially call your attention to ...* — Я особливо звертаю вашу увагу на...
- *Besides the above mentioned goods our company also produces (see ...)* — Крім згаданих вище товарів наша фірма робить також (див. ...)
- *The model ... will meet most of your requirements.* – Для ваших цілей вам найкраще підійде модель...
- *We ask you to consider our proposal once more and let us know if we can expect your order.* – Ми просимо вас ще раз обговорити нашу пропозицію і повідомити нам, чи можна розраховувати на одержання замовлення.
- *I encourage you to order as soon as possible as the quantity of his product available at our warehouse is limited* — Я прошу вас швидше оформити замовлення, тому що кількість цього товару на складі обмежена.
- *We would appreciate if we get the order from you as soon as possible.* – Ми були б дуже раді одержали від вас замовлення якомога швидше.
- *If you are not happy with our proposal please let us know why.* – Якщо вас не влаштовує наша пропозиція, просимо повідомити нам про причину.
- *We are looking forward to hearing from you soon.* – З нетерпінням чекаємо на відповідь

Letter of Order

- *In reply (response) to your letter (fax) of (dated) ..., we thank you for ...* - У відповідь на Ваш лист (факс) від ..., ми дякуємо Вам за...
- *We are pleased to enclose our Order No ...* - Маємо задоволення прикласти до даного листа наше замовлення № ...
- *We enclose (are enclosing) our order for ...*- Ми додаємо наше замовлення на...
- *We accept your offer and have pleasure in placing an order with you for ...* -Ми приймаємо вашу пропозицію і маємо задоволення розмістити у вас замовлення на...
- *Please confirm that you can supply ...* - Просимо підтвердити, що ви можете поставити ...
- *Please supply / send us ...*- Просимо поставити ...

Letter of acknowledgement:

- *Thank you very much for your order No ... of (dated) ...* - Дякуємо Вам за Ваше замовлення № ... від ...
- *As requested we enclose (are enclosing) the copy of your order, duly signed as an acknowledgement.* - Як Ви просили, ми додаємо копію замовлення, підписану нами, як підтвердження Вашого замовлення.
- *We confirm that delivery will be made by ...* - Ми підтверджуємо, що доставка буде зроблена до... (якоїсь дати).
- *We hope that you will have a good turnover, and that we will be dealing with your company in the future.* - Сподіваємося, що ви будете мати гарний оборот, і ми будемо співпрацювати з вашою компанією і надалі.
- *Delivery will be made in conformity (accordance) with your instructions.* - Доставка буде зроблена відповідно до ваших інструкцій.
- *We are sorry (we regret) to let you know (to inform you) that we cannot execute your order because of...* - На жаль змушені повідомити вам, що ми не можемо виконати ваше замовлення через ...
- *The goods you ordered are no longer available.* - Товару, що ви замовили, більше в наявності немає.
- *We can offer you a substitute.* - Можемо запропонувати вам заміну.

Letter of complaint:

- *We would like (have) to remind you that ...* - Ми хотіли б (змушені) нагадати Вам, що ...
- *We wish to draw your attention to the fact that ...* - Ми хочемо звернути Вашу увагу на той факт, що ...
- *We are disappointed to find that the quality of the equipment (goods) you supplied does not meet (comply with, satisfy, match) the requirements of...* - На жаль, ми знайшли, що устаткування (товари), що ви поставили нам, не задовольняють вимогам ...
- *To prove our statement we enclose (are enclosing)...* - У підтвердження нашої заяви ми додаємо ...
- *The delay in delivery is causing us great inconvenience, as ...* - Затримка в постачанні приводить до великих незручностей, оскільки ...
- *We find it necessary to note ...* - Вважаємо за необхідність відзначити ...
- *We are returning ... and would ask you to replace ...* - Повертаємо вам ... і просимо замінити...
- *So far we have received no reply ...* - До тепер ми не одержали відповіді...
- *Four containers in the consignment were found to be damaged.* - Чотири контейнери в партії виявилися ушкодженими.
- *We duly informed you about the breakdown of the equipment* - Ми належним чином проінформували Вас про вихід обладнання з ладу .
- *At present your failure to deliver the goods greatly worries us.* - В даний час ми вкрай стурбовані тим, що ви не можете поставити товар.
- *When we installed the equipment, we found that it was faulty.* - Коли ми установили обладнання, то виявили, що воно не працює.
- *When we examined the goods, it turned out that ...* - Після огляду товару виявилось, що ...

Letters of answers:

- *We have carefully studied your claims ...* - Ми уважно вивчили Ваші претензії...
- *You were right to let us know about ...* - Правильно зробили, що повідомили нам про ...
- *You are perfectly correct in saying that...* - Ви абсолютно праві в тім, що ...
- *After investigating your complaint, we have to admit that ...* - Після вивчення Вашої скарги ми змушені визнати, що ...
- *We can assure you that...* - Можемо завірити Вас у тім, що ...
- *Steps are being taken immediately to avoid such mistakes in the future.* - Ми негайно застосуємо заходи для того, щоб уникнути подібних помилок у майбутньому.
- *Please accept our apologies for...* – Прийміть наші вибачення за...
- *We apologise for ...* - Просимо вибачення за...
- *A replacement for the substandard goods will be delivered next week.* –Заміна неякісному товару буде поставлена на наступному тижні.
- *We would ask you to return the faulty equipment at your convenience, carriage forward.* - Просимо вас повернути нам пошкоджене обладнання у зручний для вас час, без оплати перевезення.
- *May we remind you, however, that...* - У той же час, ми хотіли б нагадали Вам, що ...
- *However we hope you will also try to see our point of view.* - Однак, нам хотілося б викласти вам свою точку зору.
- *We regret that we cannot exchange ...since ...* - На жаль, ми не можемо замінити ...,оскільки ...
- *We regret to inform you that we cannot accept your clam because of...*- На жаль змушені повідомити, що ми не можемо прийняти Вашу претензію, оскільки ...
- *We would like to inform you that the delay in delivery occurred through no fault of ours.* - Ми б хотіли повідомити Вам, що затримка в постачанні відбулася не з нашої вини.
- *It is not our fault that...* – Це не наша провина, що ...
- *Needless to say that both our companies suffered unnecessary losses that hopefully will be avoided in the future.* - Немає необхідності говорити про те, що обидві наші компанії понесли даремні збитки, яких ми, сподіваємося, уникнути в майбутньому.

Congratulation

- It was a great pleasure to learn about (your appointment, success, etc.)* - Було надзвичайно приємно довідатися про (Ваше призначення, успіх і т.п.)
- May we express our best wishes.* - Дозвольте виразити наші найкращі побажання.
- We would like to express the very best wishes.* - Ми хочемо виразити наші найкращі побажання.
- We think that you deserve this reward.* – Ми вважаємо, що Ви заслуговуєте на цю нагороду
- We would like to say that we are so happy to learn the news about ...* – Хочеться відзначити, що ми з радістю довідалися про
- We were so delighted to read in the local newspaper that you had received....* – Нам було дуже приємно довідатися з місцевої газети, що Ви одержали
- We want to express our pleasure on hearing of your* – Ми хочемо виразити радість, довідавшись про Вашу
- May we congratulate you on ...* – Дозвольте привітати Вас з ...
- We were so pleased to hear about your (promotion, success, etc.)* – Було дуже приємно довідатись про Ваше (підвищення, успіх)
- We are so glad that you ...* – Ми так раді, що Ви ..

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Остапенко Світлана Анатоліївна

BUSINESS ENGLISH

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