



Suport curs – limba engleză

An I

English Syllabus

for 1st Year Business Students

2015



Preface

Objectives

The purpose of *English for 1st Year Business Students* is to develop the written and oral communication skills of business students. Functional-situational in approach, the course focuses on two vital areas of the learning process: improving reading and writing skills as well as developing learning skills. The subject matter, drawn from various business fields, is provocative and timely but never too specialized. Its authors intended the textbook to be formative rather than merely summative.

The units are designed to help students:

- Become familiar with the various vocabulary items related to business English
- Become familiar with the various expressions related to specific language functions
- Improve reading skills by focusing on both content and the use of these expressions in task-based writing exercises
- Build up writing skills by practicing the contextual use of the vocabulary items and focusing on grammar in controlled practice exercises.
- Learn and review basic business vocabulary

The main objectives of the course are meant to be externally – oriented and internally useful. The structure of the units is systematic, concise and explicit, responsive to the variety of communicative circumstances in business. The content is formative, aiming at developing students' awareness for the need for communicating correctly in a foreign language. Mainly designed to be used as self-study material, the book intends to encourage students to take individual study more seriously, to offer standardized exercises, to provide concrete examples, to focus on language use (knowledge of language, language skills, awareness of the nature of learning, awareness of the reading process, attitudes to reading: unknown words, strategies, 'meaning', opportunities for discussion/ exchanges of opinion).

The texts provide opportunities for review and expansion of the skills throughout the term. Furthermore, the units' organisation allows the student to take advantage of individual study. The abundance of material in the texts makes them easily adaptable to varying learner interests, student specialties, and language levels. The students can select the exercises, topics, and activities that are most relevant to their needs.



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UNIT ONE

SOCIALIZING IN BUSINESS

1.1. Lead-in

Consider the following questions:

1. What does appropriate behaviour mean in formal circumstances for you?
2. What examples of polite and impolite social behaviour can you name?
3. Read the following questions and mark your answer:

DOs and DON'Ts

Business manners make a major impression on colleagues, employees and customers but sometimes, there's only a subtle difference between saying "the right thing" and "the wrong thing". Read the following situations and decide which is right and which is wrong:

1. When you want to intrude on a colleague's time, you say:
 - a. May I have a moment of your time?



- b. Are you busy right now?
2. When you want to smoke:
 - a. Light a cigarette in a bathroom or corner.
 - b. Look for a smoking sign, or leave the premises to light up.
3. When you accidentally use profanity:
 - a. Please, excuse my anger.
 - b. I know I shouldn't say things like that, but being late makes me so mad.
4. When you are wondering when to start eating:
 - a. Start eating when you are invited to do so.
 - b. "Dig in" at the table before others begin their meals.
5. When you are wondering how to address someone you just met:
 - a. Repeat his or her entire name slowly and ask for the proper form of address.
 - b. Use a first name unless you're in a social setting or meeting a peer.
6. When you're initiating a conversation:
 - a. Enquire about personal habits or family backgrounds.
 - b. Offer pleasantries, and ask how your conversation partner is feeling.
7. When you are not sure how to pronounce an individual's name, do say:
 - a. I'm sorry, but would you pronounce your name for me again?
 - b. I guess I'm going to emasculate your name.
8. When you are running out of time during an appointment:
 - a. Offer to make an additional appointment for further questions or comments.
 - b. Summarily end the meeting or anxiously look at the clock.
9. When you want to make a personal comment to a colleague:
 - a. Ask to speak to the individual privately.
 - b. Raise the issue during a meeting.
10. When you enter a room:
 - a. Place your items on the individual's desk unless he invites you to do so.
 - b. Stand until the other individual sits down.
11. When you hear a rumour:
 - a. Listen politely and without comment.
 - b. Repeat the rumour or harangue the individual for spreading the rumour.
12. When a conversation partner is not paying attention to you:
 - a. Stop the conversation entirely or bring public attention to the individual's behaviour.
 - b. Offer a "mini-pause" of a few seconds, followed by a warm nod of the head or a smile.
13. When you are trying to decide how to dress:
 - a. Dress casually.
 - b. Dress in approximately the same style as you expect the individual you are meeting to dress.



14. When you are visiting someone and you must pass a reception desk:
 - a. Walk by the receptionist without acknowledging her.
 - b. Ask permission to go ahead, even if you know the direction to the individual's location.

15. When you take your coat off in someone's office:
 - a. Ask where coats should be hung, even if you notice a hook on the wall.
 - b. Drape it over the back of your chair.

Consider the following questions:

How much perfume is appropriate to wear at the workplace?

What is the proper time to arrive for an appointment?

Can you exchange business cards while dining?

How should you exchange gifts with your fellow co-workers at the office during the holiday season?

How can you get more privacy in your "cubicle" at work without being rude to your co-workers?

1.2. Reading

Business Manners / Business Etiquette Around the World

The prospect of committing a faux pas in front of your peers, boss or clients is enough to make you blush. A case of the hiccups or giving a presentation with your zipper down will haunt you for the rest of your career.

The odds of making a social misstep increase when you travel abroad. U.S. workers making business trips to other countries often find themselves trying to put their best foot forward but instead end up stepping on the toes of their hosts.

Don't always clean your plate

The dinner table is the perfect venue to commit a well-intentioned gaffe. Nancy Mitchell of The Etiquette Advocate trains clients on business protocol and etiquette. One of her clients recently admitted that he offended a Chinese business associate on his first trip to Beijing. The business associate invited him to dinner on the first night of the visit. His research taught him that in China, he shouldn't discuss business at such an early stage of his trip, so he went to dinner confident about his efforts to keep the conversation on learning more about China and his host's family.

As the evening progressed, the American politely ate every bit of food on his plate, even as the courses continued and he was full. When the evening ended, the host's warmth had disappeared and he gave the visitor a cold goodbye.

The next morning he found out from a co-worker that in China, cleaning your plate means you weren't given enough food. Several helpings of food signal that the host wasn't generous to his or her guest.

Don't get caught off guard

American travellers can often find themselves in awkward situations through no fault of their own. Asking, "How are you?" can get some surprising responses for Americans, says Elisabetta Ghisini, author of "Communicating the American Way." Americans will normally respond to that question with something quick and cheerful, such as "Fine!" or "Good. How are you?"

"But if you happen to be travelling to Eastern Europe, such an upbeat attitude would be out of place -- 'I'm surviving' or 'Terrible' are perfectly acceptable options," Ghisini says.

More tips



Other rules of etiquette American business travellers might find quirky can found in "Cross-Cultural Selling for Dummies" by Michael Soon Lee. Among them:

- You shouldn't give a Chinese person a clock as a gift. This can be viewed as an unlucky action signalling someone's death.
- Knives don't make good gifts in Japan as they can be seen as symbolic of cutting ties with the recipient.
- In New Zealand, a common greeting between two people is to rub or touch noses.
- In Middle Eastern countries, you shouldn't use your left hand for greetings or to hand someone an object, as the left hand is seen as unclean.

Before you head overseas to woo a client and make some important contacts on behalf of your company, do your homework. Buy some books about etiquette and search online for tips. Some countries even have government-sponsored Web sites that tell visitors what to expect. Perhaps your best resource is friends or colleagues who have visited the country because they can give you advice based on their experiences.

1.3. Language focus: The Noun

The Noun

Study the following nouns from the text; can you detect any difference?

Business – businesses: His business is buying and selling shoes. – There are different types of businesses.

Introduction – introductions: The introduction of the book is interesting. – He made the introductions.

People – peoples: People think he is a successful businessman. – Peoples in Asia are different from peoples in Europe.

Manner – manners: He has a self-confident manner. – You should study business manners.

Silence – no plural: Silence in the room!

Countable nouns

Form: Sg./ pl.: office/ offices; businessman/ businessmen

Determiners for Countables: the article (a, an, the), the numeral (one, two etc.), some, many, several, a lot of etc.

Uncountable nouns

Form: They have only **one** form: milk, tea, coffee, information, news, trouble etc.

Determiners for Uncountables: little, a little, some (of), much (of), enough, the, no, zero article Ø, any, more, most (of the), a lot of (the), some, all (of) the, a great/ small amount of, a bit of (informal), a piece of, a loaf/ slice of (bread), a lump of (sugar) etc.

Use:

a lot of - in positive sentences: I have a lot of work.

much – in negative sentences and questions:

There isn't much work to do. Have you got much work to do?



some – in positive sentences and in questions when the expected answer is ‘yes’:

I have some good news. Would you like some tea?

any – in negative sentences and questions:

He didn’t make any progress. Is there any good news?

no – in negative sentences with a positive verb:

He has no experience at all.

Uncountable nouns:

- Materials/ substances: oxygen, water, petrol, bread, chocolate, cheese, coffee, cream, gold, hair, jam, oil, paper, snow, wind, wood
- abstract nouns: heat, science, mathematics, economics, love, hate, happiness, advice, experience, fun, help, health, information, knowledge, progress, weather, work
- nouns that are uncountable in English but are often countable in other languages: accommodation, music, equipment, furniture, homework, luggage, rubbish, traffic

Rule: Uncountables + Vb. in the sg.: Mathematics **is** important.

Always take a verb in singular: information, homework, advice, intelligence, wisdom, money, luggage, knowledge, justice, nonsense, news, furniture, politics, economics, phonetics, measles, sugar, bread, butter, fruit, gold, silver, jam, honey etc.

The plural is suggested by adding: three pieces/ items of... several/ many pieces of...

Always take a verb in plural: glasses, clothes, scissors, pyjamas, pants, trousers, scales, goods, premises, savings, outskirts, grounds, compasses, pincers, scales, spectacles, tongs, scissors, earnings, funds, manners, savings, stairs, contents, wages

Foreign plurals

analysis – analyses	formula – formulae
crisis – crises	focus – foci
datum – data	index – indices
memorandum – memoranda	index - indexes
phenomenon – phenomena	

Fill in the blanks in the following sentences with the correct form (singular or plural) of the appropriate noun:

business (2), card, diner, event (2), family (2), friend, gentleman, man (2), meeting, phone, register, responsibility, time, woman (2), year.

Many 1.... ago 2.... was conducted predominantly by 3. A 4. ...’s role was to maintain the 5. ... and home 6. Evening 7. ... and 8. ... were strictly for them enjoying with 9. ... and 10. Social 11. ... were maintained so only those in the business group would be included. A 12. ... never carried his business 13. ... to these 14. ... , but a social card with just his name. 15. ... have changed. Now, 16. ... is conducted continuously (thanks to breakfast 17. ... , e-mail, and cellular 18. ...); and 19. ... are now as present in the business world as 20.



Choose the correct form of the noun in the following sentences:

1. Do you have any experience/experiences of working in marketing?
2. How many people/persons/peoples will be participating in the meeting?
3. The accident happened because the workers were not wearing protective clothing/clothings.
4. Our son cannot join us on the trip because he has a lot of homework/homeworks to do.
5. The secretary did not know which of the six paper/pieces of paper/papers to take to the conference room.
6. I think that you should print your advertisement on high quality paper/papers/pieces of paper.
7. The clerk could not give any information/informations about the company profile.
8. We all like the new office furniture/furnitures.
9. Jane has got cold/a cold. She must have caught it from me.
10. It will cost a lot to repair the damage/damages caused by the flood.

1.4. Functions

a. Identifying yourself

Hello, I'm... from...

Hello, my name is...I work for...

Hello, let me introduce myself, I'm...I'm in charge of// I'm responsible for...

Hello, first name+ surname...I've got an appointment with...

b. greetings when you meet someone for the first time

First greeting		Reply to the greeting
Neutral	How do you do? I'm (very) pleased/ delighted to meet you. It's (very) nice to meet you.	How do you do? It's (very) nice to meet you too. I'm pleased to meet you too.
Informal	How do you do? Nice/ good to meet you. Hello. Nice to have you with us. Hi. Pleased to meet you.	Nice/ good to meet you too. Pleased to meet you too.

c. Introducing people

	Phrase of introduction	Relevant information
Neutral	Mr. X, I'd like you to meet Y May I introduce Y I'd like to introduce Y	a colleague of mine. From... Our Marketing manager.
Informal	Can I introduce This is... I want you to meet...	He's with... A friend of mine. He's over here on business.



d. Greetings

Greeting	Follow-up enquiry	Reply	Specific enquiry	Reply
Hello. Hi. (Good) morning. (Good) afternoon.	How are you? How are you doing? How are things? How have things been? Is everything okay/all right? How's everything going?	Very well, thanks. Not too bad. Fine, thank you.	How was your holiday? How was the trip? How did the meeting go? How did you enjoy the film?	Very good. Very interesting Very well/fine. Very much.

Greeting people you see less frequently

	You have met them several times before	
Neutral	<i>I'm very pleased to meet/ see you again.</i> It's (very) nice to meet/ see you again.	
Informal	<i>Good/nice to see you.</i> Great to see you.	Good to meet you again. Pleased to meet you again.

UNIT TWO

IT and BUSINESS

2.1. Lead-in

Consider the following questions:

1. Can the full effect of the current information revolution be predicted?
2. Is meeting face-to-face more valuable than corresponding electronically?
3. Is human power able to effectively control the way information technology shapes our economic and political lives?

2.2. Reading.

1. There is a big influence of technique on our daily life. Electronic devices, multimedia and computers are things we have to deal with every day. Especially the Internet is becoming more and more important for nearly everybody as it is one of the newest and most forward-looking media and surely "the" medium of the future. The Internet changed our life enormously, there is no doubt about that. A few years ago, if someone wanted to know about a company's products, he would call and say: "Can I have some brochures?" Today, he does it all on the Internet. It's the most efficient way to do business.

2. Although no one can predict the full effect of the current information revolution, we can see changes in our daily lives. The computer is an important component of every modern office.



Companies already present their products, their services on the Internet and so they get more flexible. Furthermore, they are able to exchange experiences, novelties and often they start new projects together. They can also add files to their e-mail and that's why a big data transfer is possible. They don't have to send disks with information around the world anymore, having access to information digitally. Consequently, we may say that especially in the business sector, knowledge provided by the Internet is power.

3. Another advantage of the Internet is the e-mail that has replaced the traditional letter. You do not have to buy stamps anymore and it is much faster and also for free. But a question arises here: is electronic correspondence more valuable than meeting face-to-face? Some neighbours still stop by when a family crisis strikes but other people offer condolences via e-mail. Whichever we prefer, the electronic seems to represent the future. The Internet pushes life beyond the old physical barriers of time and space. Here you can roam around the world without leaving home. Make new friends. Exchange the results of laboratory with a colleague overseas. Read stock quotes. Buy clothes. Research a term paper. Stay out of the office, conducting business via a computer that becomes your virtual office. Virtual community. Virtual travel. Virtual love. A new reality.

4. One example: for the women staying home and taking care of their own children tele-working (the work on computer at home) has become a current procedure. Also men take this opportunity. What are the consequences, the advantages of tele-working? If you have a family, you can spend more time at home, probably with your children. You can organise every day the way you want. Meetings at the company are reduced to a minimum. Tele-working is also an advantage for the owner of the company. Official studies substantiate that people who work at home are more motivated than their colleagues at the office.

5. The Internet can also help people who cannot go out to find friends in the real life because they are disabled. But they can chat with other people via the Internet. Sometimes it is also easier for shy people to chat with a person they do not know.

6. Additionally, another big advantage of the Internet is the easy access to information. Online reference books and dictionaries replace the real bookshop or the library. It is again cheaper to search for information on the Internet than buying a book. The Internet contains a lot of information which is renewed and up-dated. Moreover, you can read the daily newspapers from all over the world, sometimes for free. In addition, most newspaper sites have an archive in which you can search for old articles.

7. The Internet is also a big "advertising company" A lot of enterprises have a homepage with ads and support opportunities. To stay competitive in international economy corporations must open themselves to information and new ideas. Issues must be presented quickly with visual aids.

8. Obviously, technology promises more and more information for less and less effort. As we hear these promises, we must balance faith in technology with faith in ourselves. Wisdom and insight often come not from keeping up-to-date or compiling facts, but from quiet reflection. What we hold most valuable – things like morality and compassion – can be found only within us. While embracing the future, we can remain loyal to our unchanging humanity.

(Source: text adapted from <http://newroom.cisco.com>)

(One possible suggestion for the title: *The Impact of The Internet on Our Daily Life*; can you find some others?)



2.3. Language focus: The Article.

Notice the use of the article – definite, indefinite, zero – in the following sentences:

“But **a** question arises here” (par. 3)

“**The** Internet is also...” (par. 7)

“...**Ø** technology promises more and more **Ø** information for less and less **Ø** effort” (par. 8)

The Article

The Indefinite Article

Form: a, an

Used: only with countables (not to be used with uncountables!)

He has an interesting job.

She is a secretary.

The Definite Article

Form: the

Used with: countable nouns – singular and plural (the chair/ the chairs); uncountable nouns (the rain, the news)

He is the man I told you about.

The Zero Article: Ø

Used:

with abstractions: **Ø** Fear is dangerous.

with proper names: I will meet **Ø** Tom tomorrow.

with nouns of material: I like **Ø** silver.

Phrases with indefinite/ definite/ zero article

indefinite:

to indicate frequency, speed, cost: once a month, 20 km an hour, \$2 a pound

in exclamations: What a shame! What a pity! What a mess!

Definite:

With the meaning “only one”: the Parliament, the police, the zoo

for nationalities: the Romanians, the British

+ *adjectives, to indicate a class:* the rich, the poor

for regions, mountain ranges, oceans, seas: the Carpathians, the Black Sea

for hotels, restaurants, pubs, theatres, cinemas: The Continental, The National Theatre

Ø

for institutions (used for their main purpose) – schools, hospitals, churches, universities: I go to school. The school is far away.

for names of meals: Let’s have dinner. (The dinner was good.)

for cities, countries, continents: Bucharest, France, Europe (but: the USA, the UK)

for mountains and lakes: Mount Everest, Lake Michigan

for streets: East Street



Insert the correct form of the article – definite, indefinite, zero – in the following texts:

A. There are 1. ...people who do not read 2. ... paper in 3. ... morning anymore. They are reading 4. ... e-paper. Even in the morning they are sitting in front of 5. ... computer and not talking to each other while drinking 6. ... cup of tea. In 7. ... future there will be more and more e-papers and 8. ... newspapers will disappear. Some are beginning to talk to their computer (Come on, let’s work!) but they are not able to talk to each other anymore. While chatting on 9. ... Internet you are frequently using 10. ... abbreviations, incomplete sentences and so on. This leads to speaking disabilities in everyday life.

B. 1 ... top managers of 2 ... corporation are appointed or dismissed by 3 ... corporation’s board of 4 ... directors, which represents 5 ... stockholders’ interests. However, in 6 ... practice, 7...board of directors is often made up of 8 ... people who were nominated by 9...top managers of 10 ... company. 11 ... members of 12 ... board of 13...directors are elected by 14...majority of 15 ... voting stockholders, but 16...most stockholders vote for 17 ... nominees recommended by 18 ... current board members. 19 ... stockholders can also vote by proxy – 20 ... process in which they authorize someone else, usually 21 ... current board, to decide how to vote for them.

2.4. Functions

Presenting and supporting opinions

asking for opinions

What are your feelings on this?

To one person	To a group of people
What are your views on....?	Any reaction to that?
What are your feelings about...?	Has anybody any strong feeling about / views on that?
What do you think of?	What’s the general view on/ feeling about that?
What’s your opinion about that?	Has anybody any comments to make?

giving opinions

Strong	Neutral	Tentative
I’m sure that	I think/ believe that...	It seems to me that....
I’m convinced that	As I see it.....	I’m inclined to think that...
I feel quite sure that	From a financial point of view...	My inclination would be to...
It’s perfectly clear to me that...	The way I see it is that....	I tend to favour the view that....



UNIT THREE

COMMUNICATION

1.1. Lead-in

Consider the following questions:

1. What does communication mean for you?

3.1. Reading

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Communication requires that all parties have an area of communicative commonality. There are verbal means using language and there are nonverbal means, such as body language, sign language, paralanguage, and eye contact, through media, i.e., pictures, graphics and sound, and writing.

Human spoken and written languages can be described as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" is also used to refer to common properties of languages. Language learning is normal in human childhood. Most human languages use patterns of sound or gesture for symbols which enable communication with others around them. There are thousands of human languages, and these seem to share certain properties, even though many shared properties have exceptions.

Nonverbal communication is the process of communicating through sending and receiving wordless messages. Non-verbal communication is a non-word human process (such as gestures, facial expression) and the perceived characteristics of the environment through which human verbal and non-verbal messages are transmitted. It is called as silent language. Such messages can be communicated through gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles or even architecture, or symbols and info graphics, as well as through an aggregate of the above, such as behavioral communication. Nonverbal communication plays a key role in every person's day to day life, from employment to romantic engagements.

It is essential that the basic elements of communication be identified. These elements are:

- Sender/encoder/speaker
- Receiver/decoder/listener
- Message



- Medium
- Feedback/reply

Between parties, communication includes acts that confer knowledge and experiences, give advice and commands, and ask questions. These acts may take many forms, in one of the various manners of communication. The form depends on the abilities of the group communicating. Together, communication content and form make messages that are sent towards a destination. The target can be oneself, another person or being, another entity (such as a corporation or group of beings).

Types of Communication

Verbal

- Oral
- Written
- E-mail

Nonverbal

- Expression
- Expressive behaviors
- Body language

Communication Distinctions

- Formal/Informal
- Official/unofficial information exchange
- Vertical/horizontal
- Superior-subordinate/peers
- Personal/impersonal

Communication happens at many levels (even for one single action), in many different ways, and for most beings, as well as certain machines. Several, if not all, fields of study dedicate a portion of attention to communication, so when speaking about communication it is very important to be sure about what aspects of communication one is speaking about. Definitions of communication range widely, some recognizing that animals can communicate with each other as well as human beings, and some are more narrow, only including human beings within the parameters of human symbolic interaction.

Nonetheless, communication is usually described along a few major dimensions:

Content (what type of things are communicated)

Source (by whom)

Form (in which form)

Channel (through which medium)

Destination/Receiver (to whom)

Purpose/Pragmatic aspect (with what kind of results)

Corporate communications is the process of facilitating information and knowledge exchanges with internal and key external groups and individuals that have a direct relationship with an enterprise. It is concerned with internal communications management from the standpoint of sharing knowledge and decisions from the enterprise with employees, suppliers, investors and partners. Examples include:

Enterprises use annual reports as corporate communications tools to convey information related to results, processes and relationships of the enterprise. Typically, these communications occur on a yearly basis.

Corporations use electronic and print newsletters to share corporate diversity hiring practices and information on new hires.

Enterprises use corporate Intranets to create corporate communication platforms.



3.2. Communicating within the company

The memo:

is used for the routine, day-to-day exchange of information within an organisation. A memo should be clear and concise.

The format of the memo:

To:

From:

Date:

Subject:

The body of the memo (2-5 paragraphs)

E.g.:

To: Mike Andrews

From: Personnel Manager

Date: 13 April 2003

Subject: Marketing training courses

We need to improve the marketing knowledge and selling skills of our staff, in accordance with the growing demand of well-prepared salesmen on the market.

Please see what the needs of our staff are and the domains in which they feel they need training. Look for the best specialist able to prepare them and arrange staff workshops till the end of May.

Please have the data ready on 5 May. Let me know if you have any conflict in meeting this due date.

How to write a memo? / Basics

A *memo* is a reminder to start or finish something, a document sent within a company; in short form.

It will not exceed one page or it will become a document. It is used to help you remember something or remind someone about something.

The layout:

To: Cccccc Sssssss

- this is who the memo is written for

From: Dddd Ggggg

- this informs the recipient as to who is sending the memo

Date: Mmmm 99, 9999

- the date of when the memo is sent

Subject: Boldface the line and use words to allow filing the memo correctly

- what the memo is about.

Example 1:



To: Katherine Chu, Regional Manager
From: Stephen Yu, Sales
Date: 4 April 2009
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from G & S Holdings.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I would like to leave, if possible, in a month's time on Saturday, 2 May. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Example 2:

To: S M Chan, General Manager
From: Samantha Ng, Office Manager
Date: 4 April 2009
Subject: Purchase of a Microwave Oven

1. Introduction

At the monthly staff meeting on Wednesday, 1 April 2009, you requested information about the possible purchase of a microwave oven. I would now like to present these details.

2. Background

Since the move to the new office in Kow Bay, staff has difficulty in finding a nearby place to buy lunch.

3. Advantages

Providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food. Also, staff members are less likely to return to work late after lunch.

4. Staff Opinion

A survey found that staff would like to use the microwave oven.

5. Cost

Details of suitable models are given below:

6. Request



If this meets with your approval, we would appreciate it if you could authorize up to \$3,000 for the purchase of the microwave oven.

Memo – writing exercise

Situation: You are the Customer Services Manager at the Supershop Supermarket in Southampton. You have received a letter from Mr Talbot, Headmaster at Joseph's Primary School in Southampton, asking if a group of 12 children could visit your supermarket. The children are all working on a special project about shops and shopping. He suggests Monday 2nd May.

Task: write a memo to your assistant Mrs Eileen Wright. Inform her of Mr Talbot's request. Ask her to contact Mr Talbot directly to arrange the visit. Head Office has colourful information packs especially for children and if these would be useful to let you know.

Note: write the memo and add any information you think necessary.

Keep in mind the following steps:

Step 1. Identify the task

Step 2. Layout

Step 3. Identify the relevant information

Step 4. Group the relevant information

Step 5. Choose the format

Step 6. Write the memo.

Step 7. Check your writing

3.3. Language focus: The Adjective and the Adverb

The Adjective

Consider the following expressions from the text "Silence A Hidden Business Tool" and notice the use of adjectives and adverbs:

- "important detail", "oriented tasks", "complex issues", "vital initiative", "greater knowledge"
- "You'll get it done faster", "Remain still and silent", "to better understand"

Look for some other adjectives and adverbs in the text.

The Positive degree

rich; expensive



The Comparative Degree

Of equality: (almost) as rich as

Of inferiority: Not so/ as big as, less rich than, less expensive than, much less expensive than

Of superiority: Richer than, far/ slightly richer than, more expensive than, much more expensive than

The Superlative

Relative: The richest, the most expensive

Absolute: very rich/ expensive

Of inferiority: the least rich/ expensive

Ways of intensifying the comparison:

by repetition: It gets darker and darker.

with: far, still, ever, much, a great deal,.....:The event has even greater significance than he thought.

“the + comparative ... the + comparative”: The sooner, the better.

with: extremely, terribly, exceedingly, quite: It is an extremely attractive salary.

with: far, by far: It’s far more interesting than we thought.

The Irregular Comparison of Adjectives

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
much	more	the most
many	more	the most
little	less	the least
late	later	the latest (in time)
late	the latter (the last from two)	the last (in a sequence)
far	farther	the farthest (in space)
far	further (additional)	the furthest (abstract)
old	older	the oldest
old	elder (attributively)	the eldest

The Adverb

Form: **adjective + ly**

Rapid –rapidly, quick – quickly, simple - simply

Careful-carefully, faithful – faithfully

adv. + ward(s): backward(s), eastward(s),

noun+ long: headlong, sidelong,.....

Formed by composition: Somewhere, meantime, beforehand, midway.....

Identical adverbs and adjectives

Adjective	Adverb	Example
fast	fast	The fast car races fast.
long	long	After such a long meeting, will you stay here long?
much	much	He doesn’t eat much because we don’t have much bread.
little	little	He speaks little because there is little time left.



low	low	A low price toy plane flies low.
-----	-----	----------------------------------

Make the difference:

hard work: He works *hard* (very much). He *hardly* works (he does almost nothing).

high mountain: The plane flies *high*. The report was *highly* (very) useful for us.

new colleague:

light parcel: I travel *light* (without luggage). Don't judge her *lightly* (superficially).

Short letter: He shut up *short* (all of a sudden). We will return *shortly* (very soon).

Use the dictionary and build correct sentences for the next two:

Quick/ quickly

Loud/ loudly

Comparison of adverbs

A.

Soon – sooner – soonest

Fast – faster – fastest

B.

Correctly – more correctly – most correctly

Comfortably – more comfortably – the most comfortably

Irregular forms of comparison

Well – better – best

Badly – worse – worst

Much – more – most

Little – less – least

Far – farther/ further – farthest/ furthest

Near – nearer – nearest/ next

Late – later – latest

Types of adverbs:

Adverbs of Manner: + ly: happily, easily, angrily, truly, sensibly, reasonably, comfortably, automatically, beautifully, carefully, secretly, severely // hard, fast, well

Their place is after the verb.

Adverbs of time/ frequency: Now, yesterday, still, yet, already, early, late, soon, recently, lately (=recently), afterwards, lately, soon, yesterday, since Monday, on Thursday; ever, never, often, always (before the main verb). Adverb phrases of time can start with: since, for, at once, until, then.

Their place is: at the beginning/ end of sentence (now, yesterday, soon); between Subject and Predicate: I usually write memos.; between the auxiliary and the verb: They have never met him.

Adverbs of place: here, there, away, abroad, south, below, upstairs, next to, close to, anywhere, everywhere, at home

Their place is after the verb.

Adverbs of degree: fairly, hardly, just, quite, really, very, extremely

Their place is before the adjective or adverb they modify: They really should stop arguing.

Sentence adverbs: actually, anyway, of course – they indicate what we feel about a whole sentence: Actually, he is a good manager.



The order of adverbs: manner, place, time: They worked hard on the project yesterday.

The position in the sentence:

Between S and P:

They often visit us.

After the verb to be, when this is the main verb of the sentence:

They are always late.

After the first auxiliary, modal or link verb:

Businessmen have always tried to be successful.

Prepositions used in adverbial phrases: throughout, during, in, for, since

e.g.: She was ill throughout the holiday.

I'll go to Paris in July.

I've played the violin for five years.

Adjectives and adverbs that make stronger sentences

Adjectives: absolute, complete, real, total: The meeting was a complete success/ a total disaster.

Adverbs: absolutely, completely, totally: I completely agree with him.

Very, extremely: He is extremely known in his field.

Really: It's a really big success.

Adjectives and adverbs that make weaker sentences

fairly, quite, pretty, slightly: The results were slightly appreciated by the committee. He is quite a good negotiator.

A. Fill in the gaps with the appropriate adjectives and adverbs:

How to communicate 1. ... in the Digital Age Technology can be a 2. ...blessing and a 3. ... curse. In some 4. ... ways, it 5. ... speeds up the communication process, but in other ways, it 6. ...slows it down. We are 7. ... inundated with so many communication tools – fax, electronic mail, teleconferencing, postal mail, interoffice mail, voice mail, and others – that oftentimes we sacrifice face-to-face interaction for expediency. This 8. ... lack of “connectedness” can cause 9. ... communication breakdowns and produce 10. ... stress.

Consult the list: severe, unpleasant, painful, obvious, effectively, tremendous, gentle, irreversibly, hopelessly, continuously.

B. Read the following text about Gillian Thomson; there are some words missing but you will find them at the end of each paragraph: find their right location in the text.

1. Gillian Thomson is the a.) ... and director of The Protocol School of Palm Beach TM. She served six years as the b.) ... officer and c.)... director of public d.)... for The Breakers – a five-star, luxury e.) ...in Palm Beach, Florida. She has held f.) ... positions with Sea World of Florida, the Walt Disney World Dolphin Hotel, and northwest Airlines.

protocol, founder, management, relations, assistant, resort

2. The Protocol School of Palm a.) ... TM is Florida's leading b.) ... and protocol company. c.) ... are customized to help you d.) ... your self-confidence, heighten your communication e.) ..., outshine your competition and increase your f.) Our goal is to entertain, educate, motivate and g.) ... the needs of today's leaders.

enhance, beach, etiquette, seminars, meet, bottom line, skills



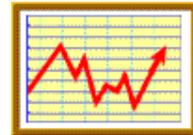
3. Gillian Thomson is a frequent a.) ... to numerous trade and business publications and is the editor-in-chief of the Protocol Post – an b.) ... newsletter for c.) ... executives. She was recently d.) ... “Business Associate of the Year” by the American e.) ... Women’s Association of North Palm Beach and is a f.) ... member of Palm Beach County’s Civility Committee.

savvy, awarded, contributor, business, electronic, founding

4. Ms. Thomson has a a.) ... of Science b.) ... in telecommunication from The University of Florida. Furthermore, she is a c.) ... and associate of The Protocol School of Washington where she d.) ... public relations, marketing and business etiquette to the e.) A member of the National Speaker’s Association, she is f.) ... to combating incivility in society while g.) ... courtesy, respect and integrity. In highly competitive markets where many companies offer similar h.) ... and products at similar costs, how you i.) ... your customers may be as important to your company’s success as the quality or j.) ... of your product. When you possess good manners, it puts your clients and customers at k.) ..., increases customer satisfaction, and positively affects your company’s bottom line.

consultants, graduate, price, devoted, degree, treat, bachelor, teaches, promoting, ease, services

3.4. Functions



Describing trends:

- intensifiers and softeners:



fractionally higher
marginally lower
slightly higher
a little lower
somewhat lower
considerably higher
substantially lower
a great deal higher
far lower
much lower
dramatically lower

e.g. Sales were slightly lower.....	Productivity was dramatically higher....
Sales dropped slightly	There was a dramatic increase in productivity
There was a slight drop in sales....	Productivity rose dramatically....

- Rates of change

e.g. Sales rose **dramatically/ sharply/ rapidly**.
 There was a **gradual/ steady** fall in population.

- comparison

Higher than	much lower	far lower than
Larger than	a great deal lower	a little lower than
The highest	rather better than	
Compared to	considerably better than	
The lowest	slightly higher than	



UNIT FOUR

TYPES OF BUSINESSES

4.1. Lead-in

Consider the following questions:

1. How much do you know about private business activity?
2. Would you plan to set up your own small business after graduation?
3. What sort of business would it be?
4. What makes, in your opinion, a successful businessman/woman in your country?

4.2. Reading

Corporations And Other Types Of Businesses

1. Three major types of firms carry out the production of goods and services in the US economy: sole proprietorships, partnerships, and corporations.

2. Proprietorships and Partnerships

Sole proprietorships are typically owned and operated by one person or family. The owner is personally responsible for all debts incurred by the business, but the owner gets to keep any profits the firm earns, after paying taxes. The owner's liability or responsibility for paying debts incurred by the business is considered unlimited. That is, any individual or organisation that is owed money by the business can claim all the business owner's assets (such as personal savings and belongings), except those protected under bankruptcy laws.

3. Normally when the person who owns or operates a proprietorship retires or dies, the business is either sold to someone else, or simply closes down after any creditors are paid. Many small retail businesses are operated as sole proprietorships, often by people who also work part-time or even full-time in other jobs. Some farms are operated as sole proprietorships, though today corporations own many of the nation's farms.

4. Partnerships are like sole proprietorships except that there are two or more owners who have agreed to divide, in some proportion, the risks taken and the profits earned by the firm. Legally, the partners still face unlimited liability and may have their personal property and savings claimed to pay off the business's debts. There are fewer partnerships than corporations or sole proprietorships in the United States, but historically partnerships were widely used by certain professionals, such as lawyers, architects, doctors, and dentists. During the 1980s and 1990s, however, the number of partnerships in the US economy has grown far more slowly than the number of sole proprietorships and corporations. Even many of the professions that once operated predominantly as partnerships have found it important to take advantage of the special features of corporations.

5. Corporations



In the United States a corporation is chartered by one of the 50 states as a legal body. That means it is, in law, a separate entity from its owners, who own shares of stock in the corporation. In the United States, corporate names often end with the abbreviation INC., which stands for incorporated and refers to the idea that the business is a separate legal body.

6. Corporations-Limited Liability

The key feature of corporations is limited liability. Unlike proprietorships and partnerships, the owners of a corporation are not personally responsible for any debts of the business. The only thing stockholders risk by investing in a corporation is what they have paid for their ownership shares, or stocks. Those who are owed money by the corporation cannot claim stockholders' savings and other personal assets, even if the corporation goes into bankruptcy. Instead, the corporation is a separate legal entity, with the right to enter into contracts, to sue or be sued, and to continue to operate as long as it is profitable, which could be hundreds of years.

7. When the stockholders who own the corporation die, their stock is part of their estate and will be inherited by new owners. The corporation can go on doing business and usually will, unless the corporation is a small, closely held firm that is operated by one or two major stockholders. The largest US corporations often have millions of stockholders, with no one person owning as much as 1 percent of the business. Limited liability and the possibility of operating for hundreds of years make corporations an attractive business structure, especially for large-scale operations where millions or even billions of dollars may be at risk.

8. When a new corporation is formed, a legal document called a prospectus is prepared to describe what the business will do, as well as who the directors of the corporation and its major investors will be. Those who buy this initial stock offering become the first owners of the corporation, and their investments provide the funds that allow the corporation to begin doing business.

(Source: <http://www.the-unitedstatesofamerica.com/admin/rechterframes/2704.htm>)

Notice the difference: **Own/ owe**

Own: possess; have possession of, be in possession of, be the owner of, hold

Owe: be indebted, be in debt, be obliged, have a loan from

Notice how the following words are formed:

Proprietorship, partnership, ownership: ~ + **ship**

Liability, responsibility < liable, responsible ~ + **ty**

Savings, belongings: **verb + ing(s)**

Unlimited: **un + adj**

Look for some other derived words in the text. Make a list and using the examples at hand, build other words with the same prefixes and suffixes.



4.3. Language focus: The Genitive

Consider the following examples:

- “the owner’s liability” (par. 2)
- “The nation’s farms” (par. 3)
- “the number of partnerships” (par. 4)
- “the key feature of corporations” (par. 6)

‘s / of in the examples above indicates the Genitive

Look for some other examples with the same problem in paragraphs 7 and 8.

The Genitive indicates possession.

Types of Genitive

The Synthetic Genitive: ‘s

Used with:

persons: Roger’s suitcase

abstractions: economics’ importance

measurements: a mile’s distance; five minutes’ time, today’s meeting

nouns indicating natural phenomena: the night’s silence

nouns indicating continents, countries, cities: Africa’s animals, Romania’s agriculture, London’s traffic

nouns such as: the sun, the moon, the earth, car, ship, boat, vessel, body, mind, science: the ship’s commander, the sun’s light

time: yesterday’s film

Note: the nouns: *house, shop, store, office, cathedral* are usually omitted after nouns at synthetic genitive: St. Paul’s (cathedral) is a historical monument. // One can buy bread at the baker’s (shop).

The Analytic Genitive: of

Used with:

all kinds of nouns: the decrease of the income

names of material: the shine of gold

expressions of quantity: a lump of sugar

full containers: a glass of water

inanimate things: the windows of the house

The Implicit Genitive

Used with:

scientific terms: economy laws

titles: The European Union Parliament, The United Nations Organisation



UNIT FIVE

THE STRUCTURE OF A FIRM

5.1. Lead-in

Consider the following questions:

1. Describe typical organization structures of companies you may know.
2. Can you name any differences?

5.2. Reading

Organizational structures

One of the most challenging tasks of a business may be organizing the people who perform its work. The plan for the systematic arrangement of work is the *organization structure*. The typical depiction of structure is the organizational chart.

Traditional organizational structures focus on the functions, or departments, within an organization, closely following the organization's customs and bureaucratic procedures. These structures have clearly defined lines of authority for all levels of management. Two traditional structures are *line* and *line-and-staff*.

1. The ***line structure*** is defined by its clear chain of command, with final approval on decisions affecting the operations of the company still coming from the top down. Line structures by nature are fairly informal and involve few departments, making the organizations highly decentralized. Employees are generally on a first-name basis with the president, who is often available throughout the day to answer questions and/or to respond to situations as they arise. It is common to see the president or CEO working alongside the subordinates. Because the president is often responsible for wearing many "hats" and being responsible for many activities, she or he cannot be an expert in all areas

2. While the line structure would not be appropriate for larger companies, the ***line-and-staff*** structure is applicable because it helps to identify a set of guidelines for the people directly involved in completing the organization's work. This type of structure combines the flow of information from the line structure with the staff departments that service, advise, and support them. Based on the company's general organization, line-and-staff structures generally have a centralized chain of command. The line-and-staff managers have direct authority over their



subordinates, the decision-making process is slower than in a line organization. The line-and-staff organizational structure is generally more formal in nature and has many departments.

3. A variation of the line-and-staff organizational structure is the **matrix structure**. In today's workplace, employees are hired into a functional department (a department that performs a specific type of work, such as marketing, finance, accounting, and human resources) but may find themselves working on projects managed by members of another department. Organizations arranged according to project are referred to as matrix organizations. Matrix organizations combine both vertical authority relationships (where employees report to their functional manager) and horizontal, or diagonal, work relationships (where employees report to their project supervisor for the length of the project). Since employees report to two separate managers, this type of organizational structure is difficult to manage, especially because of conflicting roles and shared authority. Employees' time is often split between departments and they can become easily frustrated if each manager requires extra efforts to complete projects on similar time-lines. Within the project or team unit, decision making can occur faster than in a line-and-staff structure, but probably not as quickly as in a line structure. Typically, the matrix structure is more informal than line-and-staff structures but not as informal as line structures.

Look at the example: *rising* demand (par. 2). Make the difference:

- To rise – rose – risen: The sun rises at 7. Prices are rising. The temperature rises. We rose from the ground.
- To arise – arose – arisen: She arose in the distance like a small spot on the sky. I will solve any problem which may arise.
- To raise – raised – raised: He raised his hand. She raised the problem in the meeting. Car producers will raise the prices.

5.3. Language focus: Prepositions

Form; type:

Simple: over, to, by, at, under etc.

Derived: beside, between, before etc.

Compound: upon, within, into etc.

Complex: instead of, because of, up to, according to etc.

Prepositional phrases: in front of, in spite of, on behalf of, with respect to etc.

Mark some of their lexical contexts:

verbs + prepositions: borrow sth. from, deal with, introduce someone to, laugh about sth., laugh at someone, lend sth. to, pay for, wait for, apologize to/ for, argue about, ask someone about/ for,



complain about, confess to, explain sth. to, negotiate with, talk about/ to, thank someone for, believe in, dream about, hope for, worry about

adjectives + prepositions: amused at/ by/ about, excited about, good at, interested in, kind of/ to, nice to/ of/ about, pleased with, proud of, afraid of, anxious about, frightened of, scared of, terrified of, ashamed of, bad at, bored with/ by, critical of, disappointed in, fed up with/ about, suspicious of, upset about, worried about, amazed at/ by, angry at/ with, annoyed at/ by/ about, surprised at/ by, different from, full of, engaged to, identical to, married to, responsible for, similar to, sure about, used to

nouns + prepositions: advantage of, addiction to, connection with/ between, damage to, disadvantage of, exception to/ of, increase in, reaction to, sympathy for, cheque for, friend of, invitation to, photograph of, recipe for, reply to, witness to

Prepositions in time and place phrases

At:

time: at noon/ dawn/ five

place: at 22 Trafalgar Square/ at York

In:

time: in the morning/ in the afternoon/ in the evening/ in spring/ in May/ in 2003

place: in America, in England, in New York, inStreet

On:

time: on Sunday/ on the 22nd of June

place: on Fifth Avenue

Prepositions + gerund: capable of, charged with, begin by etc.

Use the correct prepositions:

A. The meeting is scheduled 1. ... noon because Mr. Tett is 2. ... a hurry. The exhibition is planned to be opened 3. ...a fortnight, that is 4. ...1 June. 5. ... the end of the month Tom has to finish his report 6. ... the new product since this is the main topic our managing director will talk 7. ... 8. ... the opening of the exhibition. He is a bit excited, since 9. 200 guests are invited, 10. ... all over the world. He has no reason to be scared 11. ... because he is 12. .. the best five specialists 13. ... the world that have connection 14. ... this important issue. Mainly, he was upset 15. ... whether he would have enough time for the presentation.

B. Mining and oil companies are good sources 1. ... discovering and getting foreign jobs. Experienced miners can be almost sure 2. ... obtaining a job 3. ... South Africa provided they enter as immigrants. Even though pay is made 4. ... sterling 5. ... local rates, it is sufficient 6. ... a good standard 7. ... living 8. ... SA. Moreover, there is no hard work attached 9. ... mining here since all physical labour is performed 10. ... crews 11. ... native boys. This explains why no labouring or unskilled jobs are available 12. ... foreign mines – only experienced mine foremen and engineers are wanted.



UNIT SIX

THE PLACE OF WORK

6.1. Lead-in

Consider the following questions:

1. Can you imagine what jobs will be the most frequent in the future?
2. Will there be any jobs that will disappear? Why?
3. What will the workplace be like? Describe it.
4. What are the factors that contribute, in your opinion, to job satisfaction?
5. How do you imagine the place you are going to work at?

6.2. Reading

The Job and Work Environment of the Future

1. In future the majority of jobs will be in industries that provide services, such as banking, health care, education, data processing, and management consulting. Continued expansion of the service-producing sector generates a vision of a work force dominated by cashiers, retail sales workers, and waiters. In addition to the creation of millions of clerical, sales, and service jobs, the service sector will also be adding jobs for engineers, accountants, lawyers, nurses, and many other managerial, professional, and technical workers. In fact, the fastest growing careers will be those that require the most educational preparation.
2. The range of employment growth in various careers will be diverse. The greatest growth in jobs will be for technicians and related support occupations. Workers in this group provide technical assistance to engineers, scientists, and other professional workers as well as operate and program technical equipment. Much of this growth is a result of rising demand for engineers, computer specialists, lawyers, health diagnosing and treating occupations, and preschool, elementary and secondary school teachers. The greatest decrease in jobs will be in agriculture, forestry, fishing, and related occupations.
3. As we move into the 21st century, what will the workplace be like? Changes are expected in both workers and the environment of the workplace. Workers will be more culturally diverse while organisations will also change. Mergers and acquisitions displace workers with increasing regularity. Failures, down-scaling, and mergers will be part of the workplace of tomorrow. In addition, businesses are increasingly becoming international organisations. As a result, success for companies will partly depend on the ability to relate to workers and organisations in other countries.
4. Since millions of workers centre a great deal of life on the workplace, the heads of organisations are increasingly realizing that the workplace is an important setting for promoting health and welfare of individuals (Offermann & Gowing, 1990).



5. Job satisfaction of individuals in a work group may be influenced by both their co-workers and their supervisor or manager: employees are more likely to be satisfied with their job if they get along well with their fellow co-workers and if they perceive their boss or supervisor to be warm, understanding, and have a high degree of integrity. As a rule, job satisfaction increases as people grow older. Satisfaction probably increases because as we get older we get paid more, we are in higher status positions, and we have more job security.

(Source: text adapted from: J. A. Simons, S. Kalichman, J. W. Santrock, *Human Adjustment*, Brown & Benchmark Publishers, Iowa, 1994, pp. 248-262)

6.3. Money alone does not lead to job satisfaction

The success of a company depends mainly on its employees. Dissatisfaction among the employees leads to bad results. The job of a manager: to motivate the employees in order to get things done through them: "You can take a horse to the water, but you cannot force it to drink; it will only drink if it's thirsty."

A manager should develop a system of incentives in order to convince potential employees of entering into the company, to increase the performance of current employees and to avoid the leaving of current employees.

Different types of incentives

material factors: wages, profit sharing, fringe benefits, suggestion systems, etc.

non-material factors: training, promotion prospects, group membership, work climate, leadership, content of work, responsibility, etc.

Exercise 1:

Below you can find a list of some motivating factors. Please rank them according to their importance for you and start with the most important one.

A job security

B enough help and resources

C friendly, helpful co-workers

D interesting work

E good working conditions

F enough authority

G good wages

H opportunities to development

I enough information

J full appreciation of work done

K competent supervision

L clearly defined responsibilities

MASLOW'S NEED-HIERARCHY THEORY: People's behaviour is dominated by his unsatisfied needs. So, money doesn't spur workers to higher performance or lead to satisfaction; their existence is seen as granted; if missing => people are dissatisfied. People need fair salary to avoid dissatisfaction, but to satisfy people, motivators must be used.

We cannot deal with people's motivation without thinking of money, but we cannot count only on this motivation factor. You need a basic, fair salary to avoid dissatisfaction and to create



requirements for intrinsic factors like responsibility or recognition which will then lead to satisfaction of your staff.

6.4. Language focus: Relative Pronouns. Indefinite Pronouns/Adjectives. Demonstrative Pronouns and Adjectives

Relative pronouns

Read the following examples and look for others in the text:

someone **who** owns (par. 1)
...**which** are specialized (par. 1)
the corporation **whose** stock is traded (par. 1)
...corporation **that** wants (par. 2)
...bonds **which** are...(par. 3)

Who/ whom (who)/ whose: used for persons:
The secretary *who* wrote that report was fired.
The secretary *whose* report was bad was fired.
The secretary *whom (who)* you know was fired.

Which: used for things
The report *which* you read was a bad report.
The report *whose* content was boring was written by Mary.

That: used both for persons and things
The secretary *that* wrote the report.....
The report *that* you read.....

Indefinite Pronouns/ Adjectives: Some, any, no

Read the following examples:

Some companies pay... (par. 2)
... to pay off **any** bonds it has issued before **any** money is returned...(par. 3)
some of the profits... (par. 4)

Some: pronoun or adjective

Used: in *affirmative* sentences: We have to visit *some* subsidiaries. (adj.) They must also visit *some*. (pron.)

Any: pronoun or adjective

Used:

- in *negative* sentences: He hasn't *any* work to do.
- after *hardly, scarcely, barely*: There are barely *any* suggestions to be made in this matter.
- in *interrogative* sentences: Does he have *any* chance to win?
- to *express doubt*; after *if*: If he meets *any* of you, he will surely help you.
- To express '*no particular one*', '*practically every*': *Any* suggestion you have may help.

No: adjective



Used: in *affirmative* sentences, to express *negative meaning*: There are *no* bankruptcies to be mentioned.

Some/ any/ no/ every + thing// body// one: something, somebody/ someone.....

Other indefinite pronouns: *each, all, another, (the) other(s), little, much, few, many, one, either (of), neither (of)*

Observation: The indefinite pronouns anybody/ anyone, anything, everybody/ everyone, everything, nobody/ no one, nothing, somebody/ someone, something: used with the verb in the *singular*

Demonstrative pronouns and adjectives

some of **those** profits... (par. 4)

that option will reduce...(par. 2)

Find the other demonstrative pronouns/ adjectives from the text and underline them.

This/ that

These/ those

This book here is different from that book there. (adj) I take this and not that. (pron.)

These people here will meet those people there. (adj.) These are engineers and those are businessmen. (pron.)

Such

Used in the following structures:

such + a/an + noun: such a business/ such an office.....

such + noun (pl.): Such products are.....

such + noun (pl.) + as: You have to consider such conditions as.....

Complete the following sentences using:

- some, any, no
- suitable relative/ demonstrative pronouns/ adjectives

Be careful: although there are some other words too, that fit into the blank spaces, you must use only the required pronouns/ adjectives

The man 1. ... is waiting next to 2. ... car is my business partner. 3. ... say about him that he is the greatest specialist in car marketing from our company. There is 4. ... difficult problem 5. ... he can(not) find a solution for. When the company faces tough situations he raises his hand in the middle of 6. ... meeting and he asks 7. ... question he is famous for: Can I be of 8. ...help? 9. ... 10. ... don't know him, would think he is mocking, but we all know the fact 11. ... he speaks as seriously as he can. Nobody is offended by 12. ... way of behaving since we can rely on him in 13. ... serious case 14. ... appears. I don't know 15. ... idea was to hire him but he/she did a good job.



6.5. Functions

Trends

upward movement:	a rise	to rise
	an increase	to increase, to go up
	a climb	to climb
	a jump	to jump

downward movement:	a fall	to fall
	a drop	to drop
	a decline	to decline
	a decrease	to decrease

use of prepositions: The percentage rose **from...to.....**
 The amount stood / stayed **at.....**
 The figure rose **by**
 There was a rise **of.....**

contrast

contrast words or phrases: but, although, despite, in spite of the fact that, whereas, however, nevertheless

in contrast (to).....while.....
On the other hand....against.....
On the contrarycompared to.....
	In comparison (to).....

similarity

both.....and.....
like.....X.....
the same.....
X is similar to.....
Neithernor.....
Similarly.....



UNIT SEVEN

BUSINESS ETHICS

7.1. Lead-in

Consider the following questions:

1. How important is according to you to stand by the principles during business deals?
2. Explain the meaning of the following quote: "Morality is the custom of one's country and the current feeling of one's peers. Cannibalism is moral in a cannibal country." Samuel Butler, Samuel Butler's Notebooks

7.2. Reading

Business Ethics

Business ethics (also known as Corporate ethics) is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and business organizations as a whole. Applied ethics is a field of ethics that deals with ethical questions in many fields such as medical, technical, legal and business ethics.

Business ethics can be both a normative and a descriptive discipline.

Discussion on ethics in business is necessary because business can become unethical, and there are plenty of evidences today on unethical corporate practices. Even Adam Smith opined that "People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices."

General business ethics overlaps with the philosophy of business, one of the aims of which is to determine the fundamental purposes of a company. If a company's main purpose is to maximize the returns to its shareholders, then it should be seen as unethical for a company to consider the interests and rights of anyone else. General business ethics includes: corporate social responsibility or CSR: an umbrella term under which the ethical rights and duties existing between companies and society is debated; includes issues regarding the moral rights and duties between a company and its shareholders; and finally ethical issues concerning relations between different companies include issues such as such as hostile take-overs and industrial espionage.

Finance ethics is overlooked for another reason—issues in finance are often addressed as matters of law rather than ethics. Looking closer into literature concerning finance ethics, one can be convinced that as the case with other operational areas of business, the ethics in finance too is being called into question. Ethics of finance is narrowly reduced to the mathematical function of shareholder wealth maximization. Ethics seen from the stakeholder perspective is the privilege of the immediate and remote stakeholders as much as it is the obligation of the firms towards them. Fairness in trading practices, trading conditions, financial contracting, sales practices, consultancy services, tax payments, internal audit, external audit are discussed in them.

- Creative accounting, earnings management, misleading financial analysis.
- Insider trading, securities fraud: concerns (criminal) manipulation of the financial markets.



- Executive compensation: concerns excessive payments made to corporate CEO's and top management.
- Bribery, kickbacks, facilitation payments: while these may be in the (short-term) interests of the company and its shareholders, these practices may be anti-competitive or offend against the values of society.

Cases: accounting scandals, Enron, WorldCom, Satyam

Ethics of human resource management includes the ethics of discrimination, and employees' rights and duties are commonly seen in the business ethics texts. While some argue that there are certain inalienable rights of workplace such as a right to work, a right to privacy, a right to be paid in accordance with comparable worth, a right not to be the victim of discrimination: others claim that these rights are negotiable. Ethical discourse in HRM often reduced the ethical behaviour of firms as if they were charity from the firms rather than rights of employees.

Discrimination issues include discrimination on the bases of age (ageism), gender, race, religion, disabilities, weight and attractiveness. See also: affirmative action, sexual harassment.

- Issues arising from the traditional view of relationships between employers and employees.
- Issues surrounding the representation of employees and the democratization of the workplace: union busting.
- Issues affecting the privacy of the employee.
- Issues affecting the privacy of the *employer*
- Issues relating to the fairness of the employment contract and the balance of power between employer and employee: slavery
- Occupational safety and health.

Marketing Ethics is a subset of business ethics. Ethics in marketing deals with the principles, values and/or ideals by which marketers (and marketing institutions) ought to act.

- Pricing: price fixing, price discrimination.
- Anti-competitive practices: these include but go beyond pricing tactics to cover issues such as manipulation of loyalty and supply chains.
- Specific marketing strategies: greenwash, viral marketing, spam (electronic).
- Content of advertisements: attack ads, subliminal messages, sex in advertising, products regarded as immoral or harmful
- Children and marketing: marketing in schools.
- Black markets, grey markets.

Cases: Benetton.

Ethics of production usually deals with the duties of a company to ensure that products and production processes do not cause harm. Some of the more acute dilemmas in this area arise out of the fact that there is usually a degree of danger in any product or production process and it is difficult to define a degree of permissibility, or the degree of permissibility may depend on the changing state of preventative technologies or changing social perceptions of acceptable risk.

- Defective, addictive and inherently dangerous products and services (e.g. tobacco, alcohol, weapons, motor vehicles, chemical manufacturing, bungee jumping).



- Ethical relations between the company and the environment: pollution, environmental ethics.
- Ethical problems arising out of new technologies: genetically modified food, mobile phone radiation and health.
- Product testing ethics: animal rights and animal testing, use of economically disadvantaged groups (such as students) as test objects.

Cases: Ford Pinto scandal.

The ethics of property, property rights and intellectual property rights are assiduously contested throughout the history of the concept. Discourse on property gained its momentum by the turn of 17th century within the theological discussion of that time. For instance, Locke justified property right from theological point of view that God has given

- Patent infringement, copyright infringement, trademark infringement.
- Misuse of intellectual property laws to stifle competition (patent misuse or copyright misuse)
- Employee raiding: the practice of attracting key employees away from a competitor to take unfair advantage of the knowledge or skills they may possess.
- The practice of employing all the most talented people in a specific field, regardless of need, to prevent any competitors employing them.
- Business intelligence and industrial espionage.

Cases: private versus public interests in the Human Genome Project

While business ethics emerged as a field in the 1970s, **international business ethics** did not emerge until the late 1990s, looking back on the international developments of that decade. Many new practical issues arose out of the international context of business. Theoretical issues such as cultural relativity of ethical values receive more emphasis in this field. Other, older issues can be grouped here as well. Issues and subfields include:

- The search for universal values as a basis for international commercial behaviour.
- Comparison of business ethical traditions in different countries. Also on the basis of their respective GDP and [Corruption rankings].
- Comparison of business ethical traditions from various religious perspectives.
- Issues such as globalization and cultural imperialism.
- Varying global standards – e.g., the use of child labor.
- The way in which multinationals take advantage of international differences, such as outsourcing production (e.g. clothes) and services (e.g. call centres) to low-wage countries.
- The permissibility of international commerce with pariah states.

(From Wikipedia, the free encyclopedia)

7.3. Language focus: Reflexive Pronouns

Reflexive Pronouns

Look at the following example of a reflexive pronoun:



They are thus called upon to commit **themselves** to maximum performance and investment of their full potential in teams and project.

Fill in with the suitable reflexive pronoun forms:

I	
you	
he	
she	
it	
we	
you	
<i>they</i>	<i>themselves</i>



UNIT EIGHT

INTERCULTURAL COMPETENCE

8.1. Lead-in

Consider the following questions:

1. What competences of yours are you proud of?
2. What does the term "intercultural" mean?

8.2. Reading

What is intercultural competence?

The topic of intercultural competence became more and more important during the past years: globalisation and worldwide contacts between companies, organizations and individuals need the ability to communicate in a successful way.

Basic needs are sensitivity and self-consciousness: the understanding of other behaviours and ways of thinking as well as the ability to express one's own point of view in a transparent way with the aim to be understood and respected by staying flexible where this is possible, and being clear and transparent where this is necessary.

Intercultural competence is the ability of successful communication with people of other cultures. This ability can exist in someone at a young age, or may be developed and improved due to willpower and competence. The bases for a successful intercultural communication are emotional competence, together with intercultural sensitivity.

The goal of assessing intercultural competence is to find out if a person has this ability or the potential for it.

Cultures can be different not only between continents or nations, but also within the same company or even family: every human being has their own history, their own life and therefore also (in a certain extent) their own culture resp. cultural affiliation (geographical, ethnical, moral, ethical, religious, political, historical).

Why intercultural competence?

Intercultural competence is needed as the basic ability for any interaction! It is not only necessary to have social skills, but also to improve the sensitivity and understanding for other values, views, ways of living and thinking, as well as being self-conscious in transferring one's own values and views in a clear, but appropriate way.

Intercultural competence helps understanding others and achieving goals.

Typical examples of cultural differences

The perception is different and often selective:

Expressions are differentiated according their importance: for the Inuits (Eskimos) snow is part of their everyday life, so many words exist to describe it. Similarly the Zulus use many words for the color „green”.

In Arabic countries the odors (of condiments, coffee etc.) are often perceived in more differentiated ways than e. g. in northern America.



In Asian countries the perception of time is rather past-oriented (ancestors, values), in Latin American countries as well as southern European countries rather present-oriented, and in Western Europe as well as North America rather future-oriented.

Behavior and gestures are interpreted differently:

Shaking the head in a horizontal direction in most countries means „no”, while in India it means „yes”, and in hindi language the voice lowers in pitch at the end of a question.

Showing the thumb held upwards means in Latin America, especially Brazil, „everything’s ok”, while it is understood in Islamic countries as a rude sexual sign.

„Everything ok” is shown in western European countries, especially between pilots and divers, with the sign of the thumb and forefinger forming an „O”. This sign means in Japan „now we may talk about money”, in southern France the contrary („nothing, without any value”), in Spain, some Latin American countries, Eastern Europe and Russia it is an indecent sexual sign.

In North America as well as in Arabic countries the pauses between words are usually not too long, while in Japan pauses can give a contradictory sense to the spoken words by the meaning of pauses. Enduring silence is perceived as comfortable in Japan, while in Europe and North America it may cause insecurity and embarrassment. Scandinavians, by Western standards, are more tolerant of silent breaks during conversations.

Laughing is connoted in most countries with happiness - in Japan it is often a sign of confusion, insecurity and embarrassment.

In the UK Ireland and Commonwealth countries, the word „compromise” has a positive meaning (as a consent, an agreement where both parties win something); in the USA it may rather have negative connotations (as both parties lose something).

In Mediterranean European countries, Latin America and Sub Saharan Africa, it is normal, or at least widely tolerated, to arrive half an hour late for a dinner invitation, whereas in Germany and Switzerland this would be extremely rude.

If invited to dinner, in many Asian countries and Central America it is well-mannered to leave right after the dinner: the ones who don’t leave may indicate they have not eaten enough. In the Indian Sub-Continent, European and North American countries this is considered rude, indicating that the guest only wanted to eat but wouldn’t enjoy the company with the hosts.

In Africa, saying to a female friend one has not seen for a while that she has put on weight means she is physically healthier than before or had a nice holiday, whereas this would be considered as an insult in Europe, North America and Australia.

Typical examples of cultural differences

The perception is different and often selective:

In Arabic countries the odours (of condiments, coffee etc.) are often perceived in more differentiated ways than in, for example, North America.

In Asian countries the conception of time is rather past-oriented (ancestors, values), in Latin American countries as well as southern European countries, rather present-oriented, and in western Europe as well as North America rather future-oriented (achieving goals).

Behaviour and gestures are interpreted differently:

Showing the thumb held upwards in Latin America, especially Brazil, means "everything's ok", while it is understood in some Islamic countries as a rude sexual sign.

"Everything ok" is shown in western European countries, especially between pilots and divers, with the sign of the thumb and forefinger forming an "O". This sign means in Japan "now we may talk about money", in southern France the contrary ("nothing, without any value"), in some Latin American countries, Eastern Europe and Russia it is an indecent sexual sign.

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In the UK, Ireland and Commonwealth countries the word "compromise" has a positive meaning (as a consent, an agreement where both parties win something); in North America it may rather have negative connotations (as both parties lose something).

If invited to dinner, in some Asian countries and Central America it is well-mannered to leave right after the dinner: the ones who don't leave may indicate they have not eaten enough. In the Indian sub-continent, European and North American countries this is considered rude, indicating that the guest only wanted to eat but wouldn't enjoy the company with the hosts.

In Mediterranean European countries, Latin America, and Sub-Saharan Africa, it is normal, or at least widely tolerated, to arrive half an hour late for a dinner invitation, whereas in Germany this would be extremely rude.

In Africa, saying to a female friend one has not seen for a while that she has put on weight means she is physically healthier than before and had a nice holiday, whereas this would be considered an insult in Europe, North America and Australia.

In Africa, avoiding eye contact or looking at the ground when talking to one's parents, an elder, or someone of higher social status is a sign of respect. In contrast, these same actions are signals of dishonesty (on the part of the doer) in North America and most of Europe.

8.3. Language focus: The tense system: Present Simple vs. Present Continuous

Present Simple

Form: short infinitive;! 3rd pers. sg: + s;? do/ does(3rd pers. sg.); - don't/ doesn't
He writes. Does he write? Yes, he does/ No, he doesn't.

It indicates:

- habitual actions/ regular, repeated actions: He goes to work at 7 every morning.
- general truths, permanent situations: The sun shines.
- planned future actions, performed according to a schedule: The train leaves at 8 o'clock.

Specific adverbs: every day/ month/ year..., often, usually, always, never

Present Continuous

Form: to be (in the present) + verb + -ing

It indicates:

- an action happening now: I am reading now.
- an action happening in a limited period of time, a temporary situation: I am writing the paper today.
- an arrangement in the near future: We are visiting them next week.
- complaints about bad habits: Why are you always interrupting?

! STATE VERBS ARE NOT normally used in the continuous form:

- verbs of perception: see, hear, smell, feel, notice, recognize
- verbs of emotion: want, refuse, forgive, wish, like, hate, dislike, prefer



- verbs of mental activities: think, understand, know, mean, believe, suppose, remember, forget, realize
- verbs of possession: have, own, possess, belong
- verbs of appearance/ seeming: seem, signify, appear (= to seem), contain, consist, keep (= to continue), concern, matter
- the auxiliaries; exception: to have = to eat: I am having lunch.

Their progressive meaning is suggested by using **CAN** in front of some of them: I can hear. He can see.

Find the mistakes in the following sentences and correct them.

1. We work in your office till they finish painting ours.
2. Our firm is usually getting in touch with customers by mail.
3. Their company does not do very well these days.
4. Since we all work in the same office, we are spending most of our time together.
5. They want to know if the price is including VAT.
6. Human resources policy is giving consideration to various internal and external factors.
7. At present our CEOs try to establish the priorities for the further development of the firm.
8. What do you think this job is involving?
9. Are you realising that if we don't apply the new procedure in due course we will suffer great profit losses?
10. Most managers are not able to attend the meeting because they are having flu.
11. I know that the competition is tough this year, but we survive on the market.
12. We sell our shares in the company. Do you want to buy them?
13. While Sarah is on holiday, Tracy handles her work as a secretary.
14. To be honest, I am doubting whether you will be able to succeed in this move.
15. You shouldn't pay any attention to the new manager. He is just sarcastic again.

Fill in the blank spaces with the correct form of the tense – present simple or present progressive.

When you 1. (to offer)...material or handouts during a one-to-one meeting, 2. (to indicate)... what you 3. (to want)... the individual to do with them, 4. (to review)... them, 5. (to put)... them aside, or 6. (to look)... at a particular page. 7. (not to give)... another individual handout without an explanation. When you 8. (to have)... lunch with your business partners 9. (to follow)... the pace of the other individuals at your table in determining how fast to eat and what to eat. 10. (not to eat/ drink)... at a faster rate than others. If the service representative 11. (to deal with)... you this week you 12. (not to miss)... the opportunity and 13. (to state)... your problem clearly, with a sincere request for help. The manger 14. (to ask)... him to complete the task as quickly as possible if he 15. (to want)... to be promoted.



UNIT NINE

MANAGEMENT

9.1. Lead-in

Consider the following questions:

1. What makes a good manager?
2. What makes good communication at work?
3. What makes teamwork successful?
4. Could you be a good manager? Explain.
5. Could you be a good team worker? Explain.

9.2. Reading

Management

1. The Industrial Revolution began in the eighteenth century and transformed the job of manager from owner-manager to professional, salaried manager. Prior to industrialization, the United States was predominantly an agricultural society. The production of manufactured goods was still in the handicraft stage and consisted of household manufacturing, small shops, and local mills. The inventions, machines, and processes of the Industrial Revolution transformed business and management. With the industrial innovations in factory-produced goods, transportation, and distribution, big business came into being. New ideas and techniques were required for managing these large-scale corporate enterprises.

2. Today, business and management continue to be transformed by high technology. In order to keep pace with the increased speed and complexity of business, new means of calculating, sorting and processing information were invented. An interesting description of the modern era is the Information Age that describes the general use of technology to transmit information.

Managers realized that they could profit from immediate knowledge of relevant information.

3. Organizations are two or more people working together in a structured, formal environment to achieve common goals. Managers provide guidance, implementation, and coordination so those organizational goals can be reached. The modern manager coaches employees of the organization to develop teamwork, which effectively fulfills their needs and achieves organizational objectives. The traditional autocratic organization with its hierarchical system of management and an overbearing "boss" that forces performance out of people is no longer needed. The modern manager provides an atmosphere of empowerment by letting workers make decisions and inspiring people to boost productivity.

employees are coached to develop teamwork



4. In order to perform the functions of management and to assume multiple roles, managers must be **skilled**. Robert Katz identified three managerial skills that are essential to successful management: technical, human, and conceptual. **Technical skill** involves process or technique knowledge and proficiency. Managers use the processes, techniques and tools of a specific area. **Human skill** involves the ability to interact effectively with people. Managers interact and cooperate with employees. **Conceptual skill** involves the formulation of ideas. Managers understand abstract relationships, develop ideas, and solve problems creatively. Thus, technical skill deals with things, human skill concerns people, and conceptual skill has to do with ideas.

9.3. Language focus: The tense system: Past Simple vs. Past Continuous

Simple Past

Form:

Regular verbs: - ed: worked, dropped, played, tried

Irregular verbs: 2nd form: see, saw; write, wrote; buy, bought

Interrogative: Did he buy?

Negative: did not/ didn't

It indicates:

- a past, finished action, having no connection with the present: He told me to be punctual. When I was 20 I lived in London.
- An action performed in the past: We met two weeks ago.
- a past habit: He played football twice a week. = He used to play... = He would play.....

Specific adverbs: yesterday, last week/ month/ year..., two days/ months/ years....ago, when

Past Continuous/Progressive

Form: to be (in the past tense) + verb + -ing

I was running.

Was I running?

Yes, I was. No, I wasn't.



It indicates:

- past actions in progress: I was writing when he entered the room.
- gradual development: It was getting cold.
- Parallel actions in the past, one of which is in development: We listened to the radio while we were having lunch.
- A gradual action, interrupted by a past, momentary action: I was writing when he entered.
- An action continuing, especially after the time it was expected to finish: At ten I was still reading.

Specific adverbs: at...o' clock, at that time, this time yesterday, this time last month...

!!! Simple and Progressive Past

while, as, when, whenever introduce the Past Progressive:

While/ as I was crossing the street, I saw him.

When I was talking to him, she came in.

They listened carefully whenever he was delivering a speech.

Choose the correct tense in the following sentences:

1. When the manager arrived he noticed/was noticing that the secretary had left.
2. I was trying/tried to get in touch with your secretary all day yesterday but I couldn't.
3. He typed/was typing the contract when his boss came/was coming in.
4. What did you do/were you doing yesterday as I tried/was trying to get through to you?
5. At that time he worked/was working in a pharmaceutical company.
6. I realised/was realising that somebody was ringing me up/rang me up as I was going/went into the conference room.
7. My secretary did not understand/was not understanding how the new computer programme was working/worked.
8. It was only later that I found out/was finding out there was somebody who knew/was knowing that she spent/was spending time in prison at the time for tax evasion.
9. As nobody watched/was watching, it was easy for me to conduct the transaction my way.
10. He was going/went on his business trip to France when her plane crashed/was crashing.

UNIT TEN

JOBS

1.1. Lead-in

Consider the following questions:

1. Where can you find information about job vacancies?
2. What information do companies generally give when they advertise for vacancies?
3. What are the steps that one has to take in order to apply for a job?
4. What are your expectations when looking for a job?
5. Should people accept any employment conditions simply because they are unemployed? Why?



10.2. Reading

Social recruiting

Just about everyone is using Facebook, LinkedIn, and Twitter to network - both for personal and professional reasons. Even if you're only using these sites for personal networking, it doesn't preclude your employer or prospective employers from checking out what you post.

Are you prepared for companies and recruiters to find you on all these social media sites? If not, you should be.

Companies are increasingly using social recruiting to source candidates for employment, as well as to investigate applicants they are considering hiring. It's important to be aware of how companies are using social media to recruit, so you can use employers' recruiting tactics to your advantage and position yourself to be discovered by companies seeking candidates.

You should also be aware that an inappropriate post on a networking site could knock you out of contention for a new job, or even cost you the job you already have. David Manaster, CEO, ERE Media, Inc. told me about someone who recently lost his job because of something he posted on Twitter.

He's not the only person who has gotten in trouble because of what he posted online. Every single tweet you post can be found on Google and they can come back to haunt you. You don't want to become one of those people whose posts cost them a job, so consider David's advice on what you shouldn't do online.

What Not to Do When Using Social Media

- Don't embarrass yourself.

- Be aware that people are reading everything you post.

- Don't say anything about your boss online that you wouldn't say to him or her in person.

- Don't take a chance of hurting your career.

Positioning Yourself for Social Media Success

On the flip side, what can you do to use social media to boost your career and enhance your prospects of finding a job? How can job seekers capitalize on what companies are doing?

Social recruiting is a new endeavor for many companies and they are still experimenting with what works from a recruiting perspective, and what doesn't. That means there are no hard and fast rules on how to connect and position yourself to be found, but there are tactics you can use to make the right connections with people in your industry and career field.

David explains, "It's important to dialog with connections in your industry, even when you don't need them. It's too late when you need a job now." Take some time, every day, to connect with who you know and who you don't know - yet. However, don't just connect with random people. Identify people who you have something in common with - college, industry, experience, professional associations, etc.

Networking Before You Need To

Build your network well in advance of when you need it. Talk to your connections on Twitter or the other networking sites. Join Groups on LinkedIn and Facebook, post and join the discussion. Be engaged and proactive in your communications. By building a network in advance, you won't have to scramble if you unexpectedly lose your job or decide it's time to move on.

The contacts you make online will help you transition from technology to person-to-person communications. For example, a relevant tweet can lead to an @reply (a reply in response to your post) or a DM (direct message) from a hiring manager.



David says "Use your online connections to connect with 'real people' online. These human connections will serve you well in the long run and help you get a foot in the door at companies of interest."

Growing Your Network

As an example of networking building, I'm connected, mostly via LinkedIn, Twitter, and Facebook, with a broad base of contacts I've made over the years. We stay in touch, even though our careers may have transitioned since we met. All those contacts (1500+ on LinkedIn, 1000+ on Google+ and 10,000+ on Twitter) are there if I need them, and I can help them, as well.

Take it one step at a time - and one contact at a time - and you'll be able to build your own career network. It won't happen overnight, but it doesn't have to. Work on your network when time permits, being cognizant of the fact that your network is key to getting your next job.

Then be sure to use your network wisely and carefully, thinking twice before you post, so you're using it to help, not hinder, your job search.

(Source: <http://jobsearch.about.com/od/onlinecareernetworking/a/socialrecruiting.htm>)

Key to success: Describe jobs clearly

One of the biggest mistakes you can make when recruiting and managing employees is not clearly describing what you expect in terms of tasks, responsibilities, and measurable progress. Increase your success by ensuring that each position comes with a description that includes these items:

- Job description. This is the official title associated with the position. Name all the specific tasks that the employee is responsible for.
- Job tasks. Get down to details: What specific work will the employee do, and what results are you looking for? For example, "answering phones" might include "helping customers and resolving their problems promptly."
- Job functions. Some tasks, grouped together, become a specific function. Answering phones and helping customers might become "customer service," so make that explicit in your description to avoid misunderstandings about the nature of the position.
- Roles and responsibilities. Most jobs usually require an employee to play multiple roles and fulfill a set of responsibilities. Spell these out in detail.
- Competencies. This includes both formal skills and desired behavior. The ability to work with Excel is a skill; the capacity to remain calm and productive under pressure is a behavior that may be just as important.
- Ownership. Because you can't stay on top of everything the employee does in a day, specify what tasks and processes the employee "owns," or has sole responsibility for, to avoid confusion about who's in charge of what.
- Critical success factors. Tell the employee in concrete terms what success looks like and how it's measured. In a manufacturing environment, for instance, success may depend on the employee's ability to assemble a specific number of products during a shift.

(Source: <http://www.hrcommunication.com/Main/Articles/8594.aspx#>)



Pair work

A. Each of you should choose one of the four positions below (not the same, of course). Try to persuade your partner that your choice is better than theirs.

personal assistant accountant human resources manager salesperson

10.3. Language focus: The tense system: Present Perfect Simple

The verbs in bold in the following sentence are in the Present Perfect tense.

*You **have just graduated** (preferably in business administration) at university level or you **have already worked** for several years at a consumer goods producer (cosmetics experience is beneficial).*

Form: to have (in the present) + the Past Participle

I have seen her. /Have I seen her?/ Yes, I have. No, I haven't.

It indicates:

- action begun in the past that continues in the present: I have known him for two years.

Specific adverbs: for, (ever) since, all day, often, seldom, ever, never always, yet

- past action with results in the present: He has broken his leg.

Specific adverbs: already, recently, lately, so far, till now, up to now, up to the present,

- just finished action: He has just entered. Have you seen him yet?

Specific adverbs: just, yet, already

- an action that has been completed: They have repaired the fax.

Choose the correct tense (Past Simple, Present Perfect Simple) of the verbs given in brackets to fill in the blanks in the following sentences:

1. Our company (to buy) ten new computers last month.
2. They (not hear) from their business partner since last summer.
3. Jane (attend) a seminar on recruitment techniques yesterday.
4. It is the first time that we (find) the right person for the job.
5. She (work) as a marketing assistant for twenty years, that is between 1960 and 1990.
6. He already (send) three letters of application to three different companies.
7. How many times you (apply) for a job?
8. When (come) the new manager to this factory?
9. Until recently nobody (know) how to operate the new security system in the office.
10. When the executive (arrive) we (feel) very confident of the company's success.



11.1. Lead-in

Consider the following questions:

1. What information do you think you have to give in a curriculum vitae?
2. What is the role of the letter of application?
3. To what extent do the CV and the letter of application represent one's suitability for a certain position?
4. What aspects referring to your private life are of real interest to your potential employer?
5. What personal quality do you consider to recommend you as a potential reliable employee?

11.2. Reading: CVs and letters of application

The most common contents of a CV include:

Personal Details

Skills and Career Summary

Key Achievements

Qualifications

Career History

Don't forget: The ultimate test of YOUR CV is whether it meets the needs of the person making the buying decision, and whether YOU feel comfortable with its content and style.

(http://www.contentmonster.co.uk/Job_hunting)

a) Look at the structure of a CV.

PERSONAL DETAILS

Name:

Date of birth:

Nationality:

Marital status:

Address:

Telephone:

EDUCATION/QUALIFICATIONS

PROFESSIONAL EXPERIENCE/WORK HISTORY/WORK EXPERIENCE

(you can mention your employment periods either in ascending or in descending order; you may want to mention outstanding achievements during each period)

ADDITIONAL SKILLS

(mention any training courses or periods of part-time employment that you consider relevant)

INTERESTS

(mention your favourite pastime activities, organisations or associations that you may belong to especially if they are in a field relevant to the position you are applying for)

REFERENCES



(give two or three names of persons who have known you for some time and can recommend you for the job)

b) Consider the following advice on writing a letter of application (also called covering letter).

The letter of application introduces you and your CV to a recruitment consultant or potential employer. Such a letter should contain three distinct parts:

Introduction and statement of source
Statement of relevance to role advertised
Conclusion

Introduction and Statement of Source

The first section should clearly state the source of the advertisement, ie the newspaper name, Internet or other source, the date that it was advertised, the job number and reference number, if provided.

Examples of the first paragraph in a letter of application are:

"I am writing to express my interest in applying for the role of Sales Manager, advertised in The Times on 13 May, 2000, Reference number MX/67845."

Or

"Following our recent conversation, I am writing to express my interest in the position of Architect that was advertised on your Internet site on 13 February, 2000."

The purpose of this first paragraph is to clearly put you in the running for the job you have applied for. Busy recruiters recruit a number of positions with similar titles at the same time, and advertise these on similar dates. The first paragraph should give you a fighting chance for the job by at least getting your application into the right pile.

Statement of Relevance to Advertised Role

The second section of your letter of application should clarify why you are an appropriate candidate for this particular job. In preparing to write the second section, you should read the advertisement clearly and identify the selection criteria articulated in the advertisement. You should also be guided by conversations that you have had with recruitment consultants or company recruiters, so that you clearly understand what they think is important in the role. They often give you extra clues that are not in the advertised media. How you express this section is up to you. For example, you might be more comfortable with the succinct:

"I believe I am ideally suited to this role because I have over 15 years experience in sales, tertiary qualifications, managed accounts in excess of £10,000 etc, etc"

or you may prefer bullet-point form, for example:

"I believe I am ideally suited to this role because:

I have 15 years experience in sales

I have tertiary qualifications in sales and marketing

I have managed accounts well in excess of £10,000"

Concluding Section

In concluding your letter, express your interest in the job and provide any particular contact details that may be unique, for example:



"I look forward to discussing this application with you in the near future. I can be contacted on XXX or alternatively, XXX during work hours."

"I look forward to discussing this application with you in greater detail in the near future and will be available for interview at a mutually convenient time."

Using the models above, write a CV and a letter of application in response to the following job advertisement:

Research Executive / Executive Assistant

We are currently looking for researchers to join MORI's Social Research Institute.

- To fill these roles you will need the following skills & experience:
- An understanding of issues facing the public sector and their relevance to SRI's work
- An ability to work on a wide range of research projects under the supervision of a project manager
- First class report writing skills
- An understanding of the demands of working in commercial environment
- An ability to work on a number of different projects simultaneously and to prioritise a demanding workload

A Research Executive is generally expected to have at least 1-2 years' relevant research experience, while those with less experience generally join at the Executive Assistant level.

To find out more about our work, visit the Social Research Institute.

If you're interested in this vacancy, please send your CV and your letter of application to

Deborah Poole
Human Resources Administrator
MORI House
79-81 Borough Road
London
SE1 1FY

11.3. Language focus: The tense system: Present Perfect Continuous

Present Perfect Continuous/ Progressive

Form: to be (in the present perfect) + verb + ing:

He has been writing for two hours. Has he been writing?/ Yes, he has. No, he hasn't.

It indicates:

- an action or situation in progress (and not the completion of that action): I have been reading the book.
- Temporary actions or situations: I've been living in London (for two years).
- Actions in the recent past we know about because of a present evidence: You are wet. You have been walking in the rain.
- Actions indicating 'how long' something has been going on: How long have you been playing chess?

!!!!!!



If you want to emphasize *a situation in progress* and not its *completion* present perfect progressive can be used with verbs like: see, hear, look, taste, smell, want, realize, remember: I've been wanting to meet you for ages.

But

If you want to emphasize the completion of the action, present perfect is used: I've always wanted a good computer.

- there are verbs that suggest an action in progress by their meaning: live, rain, sit, study, wait, work (they can be used both with the present perfect simple and the present perfect progressive, with little difference in meaning): He has worked/ has been working in this office for two years.

Choose the correct form of the verb in the following sentences:

1. This morning our secretary has written/has been writing more than twenty letters to our suppliers.
2. I have been applying/have applied for various jobs since September.
3. They have been trying/have tried to attract them into a profitable partnership for a very long time, but with little success.
4. Our production manager has made/has been making the same mistake again.
5. How many times have you brought up/have you been bringing up the issue of working overtime in a production meeting?
6. Sales figures have improved/have been improving lately.
7. He has answered/has been answering the phone since 10 o'clock. That's why he is so tired.
8. We haven't seen/haven't been seeing our partner since the end of July.
9. The candidate hasn't said/hasn't been saying a word about his qualifications yet.
10. Why haven't we thought/haven't we been thinking of this solution earlier? It could have saved us.

UNIT TWELVE

THE INTERVIEW

12.1. Lead-in

Consider the following questions:

1. What is the role of the job interview?
2. How much attention should one pay to appearance when attending a job interview?
3. How can you fight stress during a job interview?

12.2. Reading



Job interview Advice

Before your interview, find out everything you can about the company (read their annual report which can be obtained by telephoning them). Re-read your application, thinking through your own career and the questions they might ask you. You should try to anticipate the general questions which they will ask and also prepare some questions to ask them.

To do well at the interview you will need to convince the interviewer you are technically qualified to do the job. You will also need to show that you are sufficiently motivated to get the job done well and that you will fit in with the company's organisational structure and the team in which you will work.

You should dress smartly for the interview and should leave home earlier than you need to on the day of the interview – you may be delayed by traffic or for other reasons. Be courteous to all employees of the company. At the interview itself you must be positive about yourself and your abilities – but do not waffle.

When you are being interviewed it is very important that you give out the right signals. You should always look attentive – so do not slouch in your chair. Never lie to anyone in an interview, your body language and tone of voice or the words you use will probably give you away – classic body language giveaways include scratching your nose and not looking directly at the other person when you are speaking to them.

If you have a moustache you may want to consider shaving it off – people with moustaches can be perceived as being aggressive. You can always grow it again once you have got the job.

(http://www.contentmonster.co.uk/Job_hunting)

12.3. Language focus: The Subjunctive

Form:

Synthetic: present subjunctive: identical with the short infinitive: be, have, work....

It indicates:

- a possible action: It is necessary that you be here. It is important that the president inform the investors...
- expressions: Suffice it to say.... So be it!

Synthetic: past subjunctive: identical with the past tense simple

It indicates:

- an action contrary to reality: I wish I were a doctor. (but I'm not) It's time you went home. She behaved as if she were the headmaster.

It is used after:

- if, if only, as if, as though
- wish (to indicate regret, an unreal fact)

!!!!!!!!!!!!!! The synthetic subjunctive is rarely used.

Analytical:

Form:

Should/ would/ may/ might/ could + short infinitive



Should/ would/ may/ might/ could + perfect infinitive

It indicates:

- hypothetical facts/actions (suppositions, doubts, conditions, concessions, purposes): They took the airplane so that they might arrive in time.
- A less probable condition: If he should succeed, I will be happy.
- In negative purpose sentences, after lest, for fear, in case: They paid for fear they shouldn't get the merchandise.

It is used with:

- impersonal expressions: it is advisable/ important/ essential/ desirable/ possible/ likely/ probable/ strange/ unusual/ impossible/ (un)fortunate/, remarkable, surprising: It is important that the chairman should call the meeting.
- it is/ was a pity/ shame/ surprise/ wonder: It was a pity (that) they should be fired.
- the nouns: idea, hint, thought, reason, supposition: The idea that they should be present annoyed her.
- the verbs: command, order, demand, insist, request, suggest, propose, arrange, offer, agree, settle: They requested the goods should be delivered fast.
- adjectives: to be + glad, anxious, pleased, sorry: I was glad that he should graduate this summer.
- After: although, though, whatever, however, no matter: He will win whatever he should do. // so that: They phoned so that I wouldn't be taken by surprise. I took the money so that they could buy the firm.

Put the verbs in brackets in an appropriate form, depending on the subjunctive patterns required by the context:

1. My boss suggested I ... (look for) another job.
2. I insist they ... (make) all the required arrangement for the upcoming conference.
3. We really wish you ... (do) us the favour of not disclosing our bank account to the press last week.
4. If only my secretary ... (work) right now!
5. The resources manager wishes you ... (not behave) like this at press conferences again.
6. My advice is that you ... (apply for) the post of superintendent.
7. It is essential that our company ... (employ) a larger number of staff.
8. At the conference he spoke as though he ... (know) about our plan before.
9. Supposing you ... (not be told) about this job offer, what would you have done?
10. It's odd that such a small number of people ... (apply for) the job.
11. Certain candidates are behaving as if they ... (not see) a computer before.
12. The recruitment officers wish that you ... (include) more details on your CV.
13. We think it is time that you ... (seek) employment elsewhere.
14. The initial arrangement that we ... (publish) some promotional leaflets for the vacancies we have in this department was unfortunately unfeasible.
15. Suppose you ... (be given) this job; would you seek promotion soon?

UNIT THIRTEEN

TYPES OF INTERVIEWS

13.1. Lead-in

Consider the following questions:

1. Why is the presence of a psychologist useful in an interviewing team?
2. What questions do you expect to be asked in a job interview?

13.2. Reading

Job interview process



A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. A larger interview panel will often have a specialized human resources worker. While the meeting can be over in as little as 15 minutes, job interviews usually last less than two hours. The candidate will usually be given a chance to ask any questions at the end of the interview. These questions are strongly encouraged since they allow the interviewee to acquire more information about the job and the company, but they can also demonstrate the candidate's strong interest in them.

In many companies, assessment days are increasingly being used, particularly for graduate positions, which may include analysis tasks, group activities, presentation exercises, and psychometric testing.

In recent years it has become increasingly common for employers to request job applicants who are successfully short listed to deliver one or more presentations at their interview. The purpose of the presentation in this setting may be to either demonstrate candidates' skills and abilities in presenting, or to highlight their knowledge of a given subject.

A bad hiring decision nowadays can be immensely expensive for an organization—cost of the hire, training costs, severance pay, loss of productivity, impact on morale, cost of re-hiring, etc. (Gallup international places the cost of a bad hire as being 3.2 times the individual's salary). Studies indicate that 40% of new executives fail in their first 18 months in a new job.

Types of interviews

Behavioral



A common type of job interview in the modern workplace is the behavioral interview or behavioral event interview, also called a competency-based interview.

This type of interviewing is based on a philosophy that a comprehensive assessment of the past behavior and experiences of a candidate is a reliable indicator of his/her response to identical situations in the future. Typically, prior to the interview, an interviewer identifies a set of behavioral traits and characteristics he/she believes is essential for success on a particular assignment. In behavioral interviews, the interviewer asks candidates to recall specific instances where they were faced with a set of circumstances, and how they reacted. Typical behavioral interview questions:

"Tell me about a project you worked on where the requirements changed midstream. What did you do?"

"Describe a time you had to work with someone you didn't like."

Case

A case interview is an interview form used mostly by management consulting firms and investment banks in which the job applicant is given a question, situation, problem or challenge and asked to resolve the situation. The case problem is often a business situation or a business case that the interviewer has worked on in real life.

Panel

Another type of job interview found throughout the professional and academic ranks is the panel interview. In this type of interview the candidate is interviewed by a group of panelists representing the various stakeholders in the hiring process. Within this format there are several approaches to conducting the interview. Example formats include;

Presentation format - The candidate is given a generic topic and asked to make a presentation to the panel.

Role format - Each panelist is tasked with asking questions related to a specific role of the position. For example one panelist may ask technical questions, another may ask management questions, another may ask customer service related questions etc.

Stress

Stress interviews are still in common use. One type of stress interview is where the employer uses a succession of interviewers (one at a time or en masse) whose mission is to intimidate the candidate and keep him/her off-balance. The ostensible purpose of this interview: to find out how the candidate handles stress.

Example stress interview questions:

Sticky situation: "If you caught a colleague cheating on his expenses, what would you do?"

Technical

This kind of interview focuses on problem solving and creativity. The questions aim at your problem-solving skills and likely show your ability and creativity. Sometimes these interviews will be on a computer module with multiple-choice questions.

13.3. Language focus: The tense system: Means of expressing future

The tense system: Means of expressing future

The verbs in bold in the following sentences express the idea of future.



*If our authorities cannot solve our problem, we **will address** the European Court of Justice. We **are going to start** a new business in Holland after the business plan is agreed on by all parties.*

There are several ways in which one can express future in English:

1. will + the short infinitive of the verb: He will come. Will he come?
Yes, he will. No, he will not (won't).

It indicates: a future event/ activity

2. Be going to + short infinitive: I am going to read this book.

It indicates: intention, probability

3. Be to + short infinitive: He is to deliver a speech.

It indicates: a future action very close to the moment of speaking

4. simple present: The train leaves at 9 o'clock.

It indicates: a future action, included in a schedule

5. present continuous: We are visiting our subsidiary in London.

It indicates: an arrangement for immediate future

Specific adverbs: tomorrow, the day after tomorrow, next month/ week, year..., soon, shortly, in a month's time, in three months' time, etc.

Put the verbs in brackets in the right future form:

1. We cannot attend the meeting tonight – we (visit) our best friends.
2. According to the programme, the trial (start) at 10 o'clock sharp.
3. His teachers are sure he (be) a successful lawyer one day.
4. You look very tired. If you want I (finish) the report for you.
5. It's already ten to nine. The witness (be) late.
6. I am simply exhausted. I think I (have) a coffee break.
7. Look out! That file (fall) from your desk and you (have) to put all the papers in order again.
8. We (attend) the opening session of the conference on Monday. Would you like to join us?
9. I (win) that contest, whatever it takes!
10. Don't worry about the meeting! I (help) you to prepare the folders.

The tense system: Future Continuous/ Progressive

The verb in bold in the following sentence is in the Future Continuous tense:

*Will you **be meeting** the president of the board tomorrow?*

Form: to be (in the future) + verb + ing: I will be writing. Will I be writing? Yes, I will. No, I won't.

It indicates:

- a developing action in the future: Tomorrow we will be reading all day long.

Specific adverbs: in a minute, in a second, at one o'clock, at noon, tomorrow, this time next week/ month/ year..., all day long, all day tomorrow, all the week through, from two to five, by then, by that time tomorrow, all the time



- an action in progress, related to a conditional or a time clause: When I return, Tom will be watching TV.
- A future action, part of a schedule: What will you be doing tomorrow? I will be swimming.

A polite way of asking about someone's plans: Will you be meeting them tomorrow?

Choose the correct future form of the verb in the following sentences:

1. This time tomorrow they will be debating/will debate the issue in the Parliament.
2. I will have/will be having a look at your report in ten minutes.
3. You should try to find another copy of the report. I will use/will be using it until evening.
4. She cannot handle the correspondence. I will fire/will be firing her.
5. There's no problem for me to give you a lift to the airport. I will be going/will go that way anyway.
6. Let me break the news to her. I will be meeting/will meet her in the office tomorrow.
7. This time next week our representative will be flying/will fly to London to conclude the agreement.
8. They will stay/will be staying here until next Friday.
9. Will you use/will you be using the computer this evening?
10. We are deeply sorry for his retirement. We will be missing/will miss him.

The tense system: Future Perfect

The verb in bold in the following sentence is in the Future Perfect tense.

*We hope that by 2010 Romania **will have become** a member of the European Union.*

Form: will + have + past participle: I will have managed to deliver the goods. Will I have managed...? Yes, I will. No, I won't.

It indicates:

- a future action that will take place before a certain moment in the future or before another future action: We will have met them by 4 o'clock tomorrow. // He will have posted the letter before you have time to complain.
- A supposition, referring to the past: They will have found out from newspapers.
- Adverbs: by, before, by the time

Use the correct future form of the verbs in brackets:

1. By the time you return they ... (finish) translating the materials for the conference.
2. He ... (file) charges against you before you meet him to apologise.
3. According to the action plan the project ... (end) in December.
4. The Chairman cannot come tomorrow. He ... (see) the President.
5. The witness ... (leave) the premises before you can stop him.
6. She ... (finish) investigating the crime scene by the time the police arrive.
7. Our conference ... (take place) after all participants are informed about the date.
8. Before the end of the year the United States ... (emerge) as the market leader in this domain.
9. The European Parliament ... (issue) some new regulations after the plenary session.
10. The budgetary proposals of the commission ... (be considered) next week.



UNIT FOURTEEN

CULTURAL DIVERSITY

13.1. Lead-in

Consider the following questions:

1. How would you define cultural diversity?
2. What separates members of multinational teams?
3. What unites members of multinational teams?
4. What are the "disadvantages" of diversity?
5. What are the "advantages" of diversity?

13.2. Reading. What is cultural diversity?

A diverse organisation is one which values difference. It is one which recognises that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions. Diverse organisations encourage and harness these differences to make their services relevant and approachable. A diverse organisation draws upon the widest possible range of views and experiences, so it can listen to, and meet, the changing needs of its users, staff, volunteers, partners and supporters.

The Chartered Institute of Personnel and Development (CIPD) describes managing diversity as:

"Managing diversity is based on the concept that people should be valued as individuals for reasons related to business interests, as well as for moral and social reasons. It recognises that people from different backgrounds can bring fresh ideas and perceptions which can make the way work is done more efficient and products and services better.

Managing diversity successfully will help organisations to nurture creativity and innovation and thereby to tap hidden capacity for growth and improved competitiveness".

(Managing diversity - a CIPD position paper, 1996)

The CIPD explains that the effective management of diversity can help "counteract prejudice against a wide range of personal differences, for example: academic or vocational qualification, accent, age, caring responsibilities, ethnic origin, gender, learning difficulties, marital status, physical and mental abilities, political affiliation, previous mental illness, religion, sexual orientation, spent or irrelevant convictions and trade union or non-trade union membership".

(<http://www.mori.com/digest/2000>)

14.3. Language focus: The tense system: Past Perfect

The tense system: Past Perfect

Form: had + Past Participle: I went to work after I had finished my lunch. Had I finished...? Yes, I had. No, I hadn't.



It indicates:

- a past, completed action that takes place before another past action: He gave me the book when he had finished reading it.
- An action finished before a certain moment in the past: I had written the paper by ten o' clock.

The Past Perfect is not compulsory when *after* and *before* establish the sequence of the actions.

Use the Past Perfect where necessary.

1. The two parties (reach) an agreement when the member of our group made the suggestion, so he had to accept it.
2. The Parliament (pass) this law a very long time ago.
3. By the time I called the office the secretary (leave).
4. When we wanted to complain about the PR officer being rude, the manager (fire) him.
5. Discrimination (be) a current practice in the company long before she brought up the issue.
6. They changed their policy after a group of unsatisfied clients (sue) the company.
7. When they arrived the conference (begin) and they did not want to disturb the participants, so they left.
8. The chairman opened the session after everybody (consult) the agenda.
9. We wanted to help them but by the time we got there they (finish) writing the recommendations.
10. When she decided to accept the offer it was too late. Someone else (hire) as an assistant manager.

The tense system: Past Perfect Continuous

Form: to be (in the past perfect) + verb + ing: I had been writing. Had I been writing? Yes, I had. No, I hadn't.

It indicates: a past action in development before another past action and also continuing that moment: When he came she had been reading for two hours.

!!!!!!!!!!!!

often used in past perfect and past perfect progressive sentences: when, after, as soon as, before, by the time

e.g. After they had been quarrelling for minutes, I asked them to stop.

We had been waiting for weeks before we got the money.

They had been negotiating for hours by the time I got there.

Choose the correct form of the verb in the following sentences:

1. The staff complained that they had asked/had been asking for better working conditions for two months.
2. We had hoped/had been hoping to solve our problem easily and were very disappointed when we couldn't.
3. Our partners had looked forward/had been looking forward to the contract to be signed and became quite angry when it had been cancelled/had been being cancelled.



4. The whole staff had worked/had been working until the last minute and they had no time left to decorate the room for the meeting.
5. The newspapers had been publishing/had published a lot of articles on the accident for weeks when they found out about it.
6. We had been discussing/had discussed all day with our partners and by 10 o'clock the agreement wasn't signed.
7. Our competition had done/had been doing everything they could to attack us and we had to take steps towards fighting back.
8. When the PR assistant arrived, the customers had waited/had been waiting for her for hours.
9. He asked us why we had written/had been writing such a long preamble to our report.
10. After the President had looked/had been looking through our papers for a while, he decided to speak.

UNIT FIFTEEN

NATIONAL STEREOTYPES

15.1. Lead-in

Consider the following questions:

1. What do you understand by 'stereotype'?
2. To what extent are national stereotypes fair?
3. What sources do people use when establishing national stereotypes?
4. What are the main characteristics of the Romanian people?
5. How can you fight prejudices related to national stereotypes?

15.2. Reading

What is "Britishness"?

The survey conducted by MORI on behalf of the British Council among the successor generation in thirteen countries reveals what foreigners think about all aspects of British society and culture.

The United Kingdom is both loved and loathed for its traditions. The images most often quoted of the Great Britain in the survey are the Queen and the Royal Family, kilts, castles and rugby. This has implications for public diplomacy. What can be done to close the gap between perceptions overseas and the reality of contemporary Britain without ignoring the strengths of our traditions for which we are respected?

Arts

"British arts represent their culture - very reserved and grey" - Malaysia

"Avant-garde, eccentric, mad" - France

"They don't have any famous artists. They like soccer." - Saudi Arabia

Sixty-six percent of those polled believe that Britain's reputation in the arts is based more in the past than in the present. There is a clear lack of knowledge about British contemporary arts. When asked to identify one or two contemporary artists Elton John and Hugh Grant topped



the list with 5% each. A worrying 60% were unable to name a single artist. The area of British culture where people had the most knowledge was pop music and film.

Business and finance

"The British are managers by nature." - Egypt

"They manufacture things carefully. You buy a British garment and you know it will last forever." - Mexico

Whilst 81% of people rated British goods and services as "good" overall and 74% think British managers are good, the country comes behind the United States, Japan and Germany when it comes to having world-beating companies. British business is seen as too risk averse. "This permanent up-and-down risk which the Americans take is much too exhausting for the Britons." - Germany. However Britain is recognised as a financial centre, though still behind the USA and Japan.

Education

"They are well educated, well brought up people, able to keep up conversation." - Russia

"There is a high educational standard which the English are associated with, and if I wanted to go abroad to study, this would be the only place." - Poland

Seventy-six percent of people questioned regard the British as well educated. British higher education is particularly well respected with 88% of people rating it as "good". However the United States still emerged as the market leader in higher education. Fifty-eight percent of respondents believe that qualifications from the United States have the most credibility with potential employers.

Media

"Even the more cultured people read the tabloids to be informed. Most of the scandals coming from the Royal Family are found there." - Mexico

A significant minority (28%) believe that the British media cannot be relied on to tell the truth. In Germany only 5% of people trust the truthfulness of the British media. However the British media were regarded as being more truthful than their counterparts in most of the countries surveyed.

Science and Technology

"The British are exploring more...cloning sheep and genetics and scary stuff." - South Africa

Whilst 62% of respondents agree that Britain has a reputation for scientific and technological innovation, the UK was ranked well behind the United States, Japan and Germany.

Society

"They are well brought up people. Even if they don't like you too much, they try to be nice." - Russia

"The UK are one of the first democracies in Europe" - France

Sixty-five percent of people questioned agree that the UK is a good model of democratic government. A grudging 58% agree that the British legal system ensures that everyone gets a fair trial. Sixty-five percent also believe that the country has a good health care service. British institutions may be respected but a significant 41% believe that British people are not very welcoming towards foreigners.



15.3. Language focus: The tense system: Revision

Simple tenses – Continuous tenses

<p><u>Present Simple</u></p> <p>used for actions in the present, for things that are always true or that happen regularly, and for opinions and beliefs</p> <p>I/we/you/they enjoy (do not enjoy) he/she/it enjoys (does not enjoy)</p>	<p><u>Present Continuous/Progressive</u></p> <p>used for actions or events that are happening or developing now, for future plans, or to show that an event is repeated</p> <p>I am enjoying (am not enjoying) we/you/they are enjoying (are not enjoying) he/she/it is enjoying (is not enjoying)</p>
<p><u>Past Simple</u></p> <p>used for completed actions and events in the past</p> <p>I/we/you/they enjoyed (did not enjoy) he/she/it enjoyed (did not enjoy)</p>	<p><u>Past Continuous/Progressive</u></p> <p>used for actions or events in the past that were not yet finished or that were interrupted</p> <p>I was enjoying (was not enjoying) we/you/they were enjoying (were not enjoying) he/she/it was enjoying (was not enjoying)</p>
<p><u>Future Simple</u></p> <p>used for actions and events in the future</p> <p>I/we/you/they will enjoy (will not enjoy) he/she/it will enjoy (will not enjoy)</p>	<p><u>Future Continuous/Progressive</u></p> <p>used for actions or events in the future that will continue into the future</p> <p>I/we/you/they will be enjoying (will not be enjoying) he/she/it will be enjoying (will not be enjoying)</p>

Perfect tenses – Continuous tenses

<p><u>Present Perfect</u></p>	<p><u>Present Perfect Continuous/ Progressive</u></p>
--------------------------------------	--



<p>used to show that an event happened or an action was completed at some time before the present</p> <p>I/we/you/they have enjoyed (have not enjoyed) he/she/it has enjoyed (has not enjoyed)</p>	<p>used for actions or events that started in the past but are still happening now, or for past actions which only recently finished and whose effects are seen now</p> <p>I/we/you/they have been enjoying (have not been enjoying) he/she/it has been enjoying (has not been enjoying)</p>
<p><u>Past Perfect</u> usually used to show that an event happened or an action was completed before a particular time in the past</p> <p>I/we/you/they had enjoyed (had not enjoyed) he/she/it had enjoyed (had not enjoyed)</p>	<p><u>Past Perfect Continuous/Progressive</u> used for actions or events that happened for a period of time but were completed before a particular time in the past</p> <p>I/we/you/they had been enjoying (had not been enjoying) he/she/it had been enjoying (had not been enjoying)</p>
<p><u>Future Perfect</u> used to show that something will be completed before a particular time in the future</p> <p>I/we/you/they will have enjoyed (will not have enjoyed) he/she/it will have enjoyed (will not have enjoyed)</p>	<p><u>Future Perfect Continuous/Progressive</u> used for actions or events that will already be happening at a particular time in the future</p> <p>I/we/you/they will have been enjoying (will not have been enjoying) he/she/it will have been enjoying (will not have been enjoying)</p>

Fill in the blanks in the following text with the correct tense form of the verb in brackets:

1. These conditions ... (be spelled out) in a European Parliament and Council regulation (1049/2001 of 30 May 2001) regarding public access to European Parliament, Council and Commission documents. A register open to the public in each institution and accessible via Internet ... (be set up) from 3 June 2002 to make it easier to access and search for these documents.

2. No definite date can be given at the moment for any of the applicant countries. Negotiations ... (begin) with all the applicant countries except Turkey: first, starting in late 1997 - Cyprus, the Czech Republic, Estonia, Hungary, Poland and Slovenia -, then, at the end of 1999 - Bulgaria, Latvia, Lithuania, Malta, Romania and Slovakia.

Some negotiations ... (progress) faster than others. The fact that some (begin) later ... (not preclude) their finishing earlier. The Gothenburg European Council ... (make) 2004 the target



date for the first accessions. The European Parliament ... (call on) the Union to be ready to enlarge by the beginning of 2003, and hopes to be able to approve the first accession Treaties before the European elections in 2004.

3. Organisations working within an equal opportunities framework often ... (concern) themselves with policies and procedures to check that they ... (operate) within the law (eg: with the Race Relations, Sex and Disability Discrimination Acts). These organisations often ... (meet) their formal obligations, but ... (do) little more.

(adapted from <http://www.mori.com/digest/2000>)

UNIT SIXTEEN

TOURISM AND BUSINESS TRIPS

16.1. Lead-in

Consider the following questions:

1. Would you like to work in tourism? In what special field and why?
2. Is the way in which tourism is made in your country similar to the tourism industry abroad?
3. What foreign country would you like to visit first as a tourist?
4. What foreign country would you like to go to on business first?

16.2. Reading

Tourism is travel for recreational, leisure or business purposes. The World Tourism Organization defines **tourists** as people who "travel to and stay in places outside their usual environment for more than twenty-four (24) hours and not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited. Tourism has become a popular global leisure activity. In 2008, there were over 922 million international tourist arrivals, with a growth of 1.9% as compared to 2007. As a result of the late-2000s recession, international travel demand suffered a strong slowdown beginning in June 2008. Another slowdown was due to the outbreak of the AH1N1 influenza virus, resulting in a worldwide decline of 4% in 2009 to 880 million international tourists arrivals.

Tourism is vital for many countries, such as Australia, Egypt, Greece and Thailand, and many island nations, such as The Bahamas, Fiji, Maldives and the Seychelles, due to the large intake of money for businesses with their goods and services and the opportunity for employment in the service industries associated with tourism. These service industries include transportation services, such as airlines, cruise ships and taxis, hospitality services, such as accommodations, including hotels and resorts, and entertainment venues, such as amusement parks, casinos, shopping malls, various music venues and the theatre.

Definition



Theobald (1994) suggested that etymologically, the word "tour" is derived from the Latin 'tornare' and the Greek 'tornos,' meaning a 'circle'; the movement around a central point or axis.' When the word tour and the suffixes -ism and -ist are combined, they suggest the action of movement around a circle. One can argue that a circle represents a starting point, which ultimately returns back to its beginning. Therefore, like a circle, a tour represents a journey that is a round trip, i.e., the act of leaving and then returning to the original starting point, and therefore, one who takes such a journey can be called a tourist.

The United Nations classified three forms of tourism in 1994, in its "Recommendations on Tourism Statistics:

- Domestic tourism, which involves residents of the given country traveling only within this country.
- Inbound tourism, involving non-residents traveling in the given country.
- Outbound tourism, involving residents traveling in another country.

Terminology

Vacation, in English-speaking North America, describes recreational travel, such as a short pleasure trip, or a journey abroad. Most of the rest of the English-speaking rarely say *going on holiday*. People in Commonwealth countries also use the phrase, *going on leave*.

Canadians often use *vacation* and *holiday* interchangeably referring to a trip away from home or time off work. In Australia, the term can refer to a vacation or a public holiday.

Leisure travel was associated with the Industrial Revolution in the United Kingdom – the first European country to promote leisure time to the increasing industrial population. Cox & Kings was the first official travel company to be formed in 1758.

Winter tourism: major ski resorts are located in the various European countries (e.g. Austria, Bulgaria, Czech Republic, France, Germany, Iceland, Italy, Norway, Poland, Sweden, Slovakia, Spain, Switzerland), Canada, the United States, New Zealand, Japan, South Korea, Chile and Argentina.

Mass tourism could only have developed with the improvements in technology, allowing the [transport](#) of large numbers of people in a short space of time to places of leisure interest, so that greater numbers of people could begin to enjoy the benefits of leisure time.

Adjectival tourism refers to the numerous niche or specialty travel forms of tourism that have emerged over the years, each with its own adjective. Examples of the more common niche tourism markets include: Culinary tourism, Cultural tourism, Ecotourism, Medical tourism, Extreme tourism, Geotourism, Heritage tourism, Religious tourism, Space tourism, Wildlife tourism.

(From Wikipedia, the free encyclopedia)

16.3. Language focus: Numerals

Look for these words in the text:
“these three phases” (par. 1)



“for the first... the second...the third...” (par. 1)

Number	Cardinal number	Ordinal number
1	One	The first
2	Two	The second
3	Three	The third
4	Four	The fourth
5	Five	The fifth
6	Six	The sixth
7	Seven	The seventh
8	Eight	The eighth
9	Nine	The ninth
10	Ten	The tenth
11	Eleven	The eleventh
12	Twelve	The twelfth
13	Thirteen	The thirteenth
14	Fourteen	The fourteenth
15	Fifteen	The fifteenth
16	Sixteen	The sixteenth
17	Seventeen	The seventeenth
18	Eighteen	The eighteenth
19	Nineteen	The nineteenth
20	Twenty	The twentieth
21	Twenty one	The twenty-first
30	Thirty	The thirtieth
40	Forty	The fortieth
50	Fifty	The fiftieth
60	Sixty	The sixtieth
70	Seventy	The seventieth
80	Eighty	The eightieth
90	Ninety	The ninetieth
100	A/ one hundred	The one hundredth
200	Two hundred	The two hundredth
201	Two hundred and one	The two hundred and first
1, 000	A/ one thousand	The one thousandth
2, 000	Two thousand	The two thousandth
1, 000, 000	A/ one million	The one millionth
2, 000, 000	Two million	The two millionth

Mathematical operations: plus +; minus -; divided by ÷; times, multiplied by *; equals =
The right word order: ordinal number, cardinal number: The first two chapters are useful.
Use: comma for thousands: 1, 000, 000 and point for decimals: 1. 23
Hundred, thousand, million do not get “s” when accompanied by numerals: five hundred/
thousand/ million BUT: Hundreds of people/ thousands of flowers/ millions of stars



16.4. Functions

Inviting: accepting invitations

	Invitations	Thanking	Accepting
Neutral	I was wondering if you would like to join us for a meal. Would you like to...	Thank you very much. That's very kind of you. Thank you for inviting me.	That would be very nice. I'd like that very much. I'd like to come. I'd be delighted to come. I'll look forward to it.
Informal	How abouting? Why don't you join us for a drink? What about going out for a meal? Why not come round for a drink?	Thanks.	That's a good idea. What a good idea. That sounds fun.

declining invitations

	Thanking	Declining	Reason
Neutral	<i>Thank you for inviting me.</i> Thank you very much. That's very kind of you.	<i>But I'm afraid I can't come.</i> But unfortunately But I can't.	<i>I've already arranged something else.</i> I won't be here tomorrow. I'm busy on Thursday.
Informal	Thanks.	but I can't make it then.	I play squash every Monday.

Thanking and showing appreciation

	Thanks	Positive comment	Response
Neutral	Thank you very much. I really appreciate your hospitality. It was very kind of you to invite me. Thank you very much for the meal. Thank you very much for organizing this evening. Thank you very much for everything. Thank you for all your help. Thank you very much for finding out about....	It's been a very pleasant weekend. You really have a lovely house. It's an excellent restaurant. The meal was delicious. I have enjoyed myself.	That's quite all right. That's okay. It was no trouble. You're welcome. Don't mention it. That's okay/ all right.



	Thanks for the information. Thank you.(very much)		
Informal	Thanks for asking me out. Thanks for the meal. Thanks John.	It was great fun. It was very good. I enjoyed that.	



UNIT SEVENTEEN

TRAVELLING ON BUSINESS

17.1. Lead-in

Consider the following questions:

1. What are the advantages and disadvantages of travelling on business?
2. Would you apply for a career that implies a lot of travelling? State your pros and cons.
3. What business specialization is required for a post in international business relations?

17.2. Reading

1. Travelling on business is possible if one secures a post with a firm conducting a sizeable export or import trade and having extensive direct sales organisations abroad. A college course in foreign commerce would definitely help the candidate who aspires to travel abroad on business. For those who want to develop a career in international business relations, specialization in some field of business such as market research, banking, advertising, sales, insurance, or shipping is almost essential.

2. Among the American firms which do send men abroad is the National City Bank of New York. Men employed for their branches remain in the head office for six months' rotational training before going overseas. This is for the purpose of giving them some orientation as to the structure and operation of the head office. At the termination of this period, the individual is assigned to a foreign branch in South America, the Caribbean Area, the Far East, or Europe. The assignment consists of three years' training in an overseas branch, where the individual is expected to become conversant with the customs, culture, history, and economic background of the country. At the end of three years he returns on furlough; if his assignment has been satisfactory, he can expect to go back to his next overseas assignment identified with the managerial end of the branch.

3. Generally speaking, people have always thought for better paid jobs abroad, than in their own country. But some general advice may be helpful when seeking work in the majority of foreign lands:

4. Unless you emigrate to a job-rich country like Australia or South Africa, don't consider heading overseas to seek work without the price of a return ticket and several months living costs in your pocket. Nor should you go unless you are prepared, at least at first, to accept *any* job – including the sort of dirty, grimy, monotonous job you wouldn't consider in your native country. Later on, of course, you may be able to switch to more challenging and creative work. But the job seeker heading overseas on his own should be prepared at first to take on jobs that have already been turned down flat by hundreds of natives.

5. To work overseas you must enter as an immigrant, or obtain a work permit, or seek a job for which no work permit or immigration papers are needed. One easily found job for women that by-passes most immigration hurdles is that of a Mother's Helper, more familiarly known in Europe as *au pair*. Under this arrangement, any girl aged 18-30 or even more receives bed and board plus about \$10 a month pocket money in return for living with a family overseas and acting as baby sitter, governess and general household help. Because they offer such an



incomparable chance to experience a foreign culture and to learn the language at first hand, and pair opportunities are often referred to as the "Poor Girl's Junior Year Abroad". Men may also find ready work as camp counsellors, English speaking sports coaches, overseas sales representatives etc.

6. No guarantee of employment in specific trades or professions is given migrants but even in normal times, anyone who knows his job properly can expect to find work with a little job hunting.

(Source: adapted from *How to travel and get paid for it. How to get a job that takes you travelling*, by Norman D. Ford, Crown Publishers, New York, 1966)

17.3. Language focus: Modal Verbs

Read the following examples from the text:

Later on... you **may** be able... (par. 4)

You **must** enter as an immigrant... (par. 5)

The job seeker... **should** be prepared... (par. 4)

A college in foreign commerce **would** definitely help... (par. 1)

Modals

May

Form: may// May he?// may not

It indicates:

Possibility: He may come today. (to be possible)

Probability: We may get that contract. (to be probable)

Permission: You may leave. (to be allowed/ to be permitted)

Might

Form: might/ might he// might not

It indicates:

- NOT the past of may BUT a stronger possibility/ probability/ uncertainty: You might be right (but I strongly doubt).

Must

Form: must// Must he.....?// must not = mustn't

It indicates:

necessity/ obligation imposed by the speaker: I must be punctual.

invitation, emphatic affirmation: You must see the exhibition.

Probability, logical necessity: He must be at home.

An unexpected/ contrary action: They must annoy us with their problems!

It is replaced by: to have to, to be obliged/ forced/ compelled to....

Should

Form: should// Should you?// should not = shouldn't

It indicates:

obligation: You should be present at the meeting.

Instructions/ advice: He should welcome them at the airport.



Expectation: The business should be profitable.

Past, unfulfilled expectation: They should have discussed the matter in detail.

Ought to

Form: ought to/ ought not to

It indicates:

Moral obligation: You ought to visit him at the hospital

Duty: You ought to write that report.

Not a very strong obligation in the past, present or future: He ought to play chess that day/ now/ to morrow.

Advisability: You ought to organise that meeting as soon as possible.

Necessity: He ought to be present at the conference.

Desirable, not performed action: You ought to have helped them. They ought not to have gone there alone.

Supposition, probability: You ought to communicate them the decision by now.

Would

Form: would/ would you?/ would not = wouldn't

It indicates:

Polite request: Would you listen more carefully?

Opposition/ resistance/ unwillingness: They would not meet us.

Past habit = used to: I would stay in that chair, drink my tea and read a book.

Invitation: Would you have some more cake?

Refusal (in the negative): I wouldn't accept that.

Criticism of somebody's behaviour: She would keep talking without listening to her friends.

Rephrase the following sentences so that they contain one of the modals above:

1. If you cannot find a job in your country, you emigrate to a foreign job-rich place.
2. Don't consider heading overseas to seek work without money in your pocket.
3. Don't go unless you are prepared to accept *any* job.
4. Sometimes you are forced to accept a monotonous job.
5. There are jobs you didn't accept in your native country.
6. Later on, of course, you will have the opportunity to apply for creative work.
7. The job seeker heading overseas has to take on jobs that have been turned down flat by natives.
8. To work overseas you need to obtain a work permit.
9. It is advisable you find a job for which no work permit is needed.
10. Women will be able to work *au pair*. Under this arrangement, any girl is supposed to get bed and board.
11. Their duty is to act as baby sitters. Their daily activity is to give general household help.
12. Their employers are also obliged to pay them a sum of money.



UNIT EIGHTEEN

ADVERTISING IN TOURISM

18.1. Lead-in

Consider the following questions:

1. What do you usually do when you visit a place (city, tourist resort) for the first time? What are your priorities? (checking in, going to the bank, buying a local newspaper etc.) Consider two situations: you are travelling on business/ for pleasure.
2. How do you choose your places to go?
3. What is the importance and role of advertising in tourism? Is there anything like negative publicity in tourism?

18.2. Reading

Advertising has three basic objectives

- to *inform* customers about new products, experiences, services to *persuade* customers to purchase a destination or product,
- to *remind* customers about a destination or product

Customer buying patterns

When planning tourism advertising it is essential to consider customer buying patterns when planning a holiday (even tourism industry staff). These are the usual steps for most people.

Step 1. Type of holiday Usually the first question is “what type of holiday do we want?” This may be a seaside holiday, a touring by car holiday, perhaps a fishing trip, a restful quiet break in a mountain retreat, a houseboat holiday or one of many other options.

Step 2 Location “Where is the best place for our chosen type of holiday?” Will it be within the same state, interstate, perhaps New Zealand?”

Step 3 Other activities “What else will we do while there?” “What other attractions or activities are available to enjoy?” Other activities of appeal may be bushwalking, visiting wineries, playing golf, water skiing, river cruises, shopping, etc” While there may be a main reason for visiting a destination, usually customers want to know about other features.

Step 4 Accommodation “Where shall we stay?” “What options are there in type, standard and tariff?”

Step 5 Dates and travel method “When do we want to travel?” “How will we travel?”

Step 6 Bookings “How do we make bookings?” “Do we need to book in advance?”



18.3. Language focus: Active/Passive Voice

Look at these examples:

- Performances are held everywhere (3)
- His photographs were exhibited.....were presented (5)
- Works that have never been shown (5)
- Life couldn't be imagined (6)

Active/ Passive Voice

Rule: **to be** (any tense required) + the **Past Participle** of the verb to be conjugated

- They give her flowers.
- Flowers are given to her.
- She is given flowers.

The use of the passive

- When the logical subject is obvious or is not important: Goods should be delivered as soon as possible.
- When the object is more important than the logical subject: The manager was informed on the situation.
- When the speaker avoids mentioning the logical subject: The order has already been placed.
- In formal notices: Passengers are requested not to...
- Newspapers: President sacked because...
- Processes in science or engineering: The wheel is tested...

Rules for changing from active into passive

	Active	Passive
1.	Subject + tr. Verb + direct object I wrote a report.	S (=dir. Obj.) + passive + (by....) A report was written (by me).
2.	Subject + tr. Vb. + Dir. Obj.1 + Dir. Obj. 2 I asked him a question.	S1(= dir. Obj.1) + passive + Dir. Obj.2 + (by....) He was asked a question (by me). S2 (=dir. Obj. 2) + passive + (by...) A question was asked (by me).
3.	Subject + tr. Vb. + Direct object + Indirect object They will pay us the money.	S(=dir. Obj.) + passive + ind. Object. The money will be paid to us. S(=ind. Obj.) + passive + direct object We will be paid the money.
4.	Subject + intr. Prep. Vb. + prep. obj. I rely on Tom. Ex. to talk to/ about, to send for, to agree upon, to look at/ after, to explain to, to speak to/ of, to arrive at, to account for, to laugh at, to refer to...	S (prep. Obj.) + passive + preposition Tom is relied on.



5.	Subject + verb phrase + prep. object You have to pay attention to the problem. Ex. to put an end to, to take care of, to take notice of, to make use of, to take hold of, to find fault with, to take possession of, to lose sight of, to do away with, to put up with	S (prep. Object) + passive + preposition The problem must be paid attention to.
6.		Passive constructions: It is said that It is believed that... It is understood that... It is reported that It is expected that.... It is thought that...
7.		Intransitive verbs with a passive meaning: read, eat, wear, wash, act, sell, open, feel, taste, shut, peel, perform: Sweets sell well.
8.		Passive forms with 'to have', 'to get': S + have + direct object + past participle: I had my car repaired. S + get + past participle: We got stuck in the traffic.

Verbs that have no passive: escape, fit, get, have, let, like, suit, survive: The skirt doesn't suit me. They escaped from prison.

Verbs used with the passive: to be born, to be said: He is said to be a good businessman.

Passive Structures:

- *modals + passive:* The meeting can be postponed.
- *Passive + infinitive + object: with the verbs:* advise, believe, expect, feel, forbid, mean, order, report, request, require, say, teach, understand: They were advised to negotiate the price.
- *It + the passive of:* agree, announce, discover, expect, hope, suggest: It was suggested that they would work hard.



Appendix – List of Irregular Verbs

Infinitive	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken (<i>US also</i> awaked)
be	was/were	been
bear	bore	borne (<i>US also</i> born)
beat	beat	beaten (<i>US also</i> beat)
become	became	become
begin	began	begun
behold	beheld	beheld
belie	belied	belied
bend	bent	bent
bet	bet, betted	bet, betted
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
bless	blessed, blest	blessed, blest
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast (<i>US also</i> broadcasted)	broadcast (<i>US also</i> broadcasted)
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost, costed	cost, costed
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, (<i>US also</i> dove)	dived
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt, dwelled	dwelt, dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt



Infinitive	Past Simple	Past Participle
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade, forbad	forbidden
forecast	forecasted, forecast	forecasted, forecast
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, (<i>US also</i> gotten)
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted, knit	knitted, (<i>US also</i> knit)
know	knew	known
lead	led	led
learn	learned, (<i>UK also</i> learnt)	learned, (<i>UK also</i> learnt)
leave	left	left
lend	lent	lent
let	let	let
lie	lay, lied	lain, lied
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	mean	meant
meet	met	met
mislead	misled	misled
misspell	misspelled, (<i>UK also</i> misspelt)	misspelled, (<i>UK also</i> misspelt)
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mown, mowed
overcome	overcame	overcome
overdraw	overdrew	overdrawn
oversee	oversaw	overseen
overtake	overtook	overtaken
overthrow	overthrew	overthrown



Infinitive	Past Simple	Past Participle
overwrite	overwrote	overwritten
partake	partook	partaken
pay	paid	paid
plead	pleaded, (<i>US also</i> pled)	pleaded, (<i>US also</i> pled)
preset	preset	preset
prove	proved	proved, proven
put	put	put
quit	quit, quitted	quit, quitted
read /ri d/	read /red/	read /red/
rewrite	rewrote	rewritten
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn, (<i>US also</i> sawed)
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoe	shod, (<i>US also</i> shoed)	shod, (<i>US also</i> shoed)
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sink	sank	sunk
sit	sat	sat
slay	slew, slayed	slain
sleep	slept	slept
slide	slid	slid
smell	smelled, (<i>UK also</i> smelt)	smelled, (<i>UK also</i> smelt)
sneak	sneaked, (<i>US also</i> snuck)	sneaked, (<i>US also</i> snuck)
sow	sowed	sown, sowed
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spell	spelled, (<i>UK also</i> spelt)	spelled, (<i>UK also</i> spelt)
spend	spent	spent
spill	spilled, (<i>UK also</i> spilt)	spilled, (<i>UK also</i> spilt)
spin	spun	spun
spit	spat, (<i>US also</i> spit)	spat, (<i>US also</i> spit)
split	split	split



Infinitive

spoil
spotlight
spring
stand
steal
stick
sting
stink
strike
string
strive
swear
sweep
swell
swim
swing
take
teach
tear
tell
think
thrive
throw
thrust
tread
undergo
underwrite
understand
undertake
undo
unwind
uphold
upset
wake
wear
weave
wed
weep
wet
win
wind
withdraw
withhold
withstand
write

Past Simple

spoiled, spoilt
spotlighted, spotlit
sprang
stood
stole
stuck
stung
stank, (*US also stunk*)
struck
strung
strove, strived
swore
swept
swelled
swam
swung
took
taught
tore
told
thought
thrived, (*US also throve*)
threw
thrust
trod, (*US also treaded*)
underwent
underwrote
understood
undertook
undid
unwound
upheld
upset
woke
wore
wove, weaved
wedded, wed
wept
wet, wetted
won
wound
withdrew
withheld
withstood
wrote

Past Participle

spoiled, spoilt
spotlighted, spotlit
sprung
stood
stolen
stuck
stung
stunk
struck, (*US also stricken*)
strung
striven, strived
sworn
swept
swollen, swelled
swum
swung
taken
taught
torn
told
thought
thrived, (*US also thriven*)
thrown
thrust
trodden, (*US also trod*)
undergone
underwritten
understood
undertaken
undone
unwound
upheld
upset
woken
worn
woven, weaved
wedded, wed
wept
wet, wetted
won
wound
withdrawn
withheld
withstood
written



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