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Пособие представляет собой первую часть учебно-методического комплекса по английскому языку для студентов специальности «Менеджмент». Оно включает 9 разделов (Units), предназначенных для аудиторной самостоятельной работы, а также грамматический практикум. Цель пособия – развитие всех видов речевой деятельности на основе профессионально ориентированного материала.

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# Unit 1

## Management – an Art or a Science?

---

### Introduction

1. Why have you chosen the profession of a manager?
2. What skills do you need to become successful in business?

### Reading 1

1. *Before reading try to write your definition of **a manager**.*
2. *Use a dictionary to find out the meaning of the following words.*

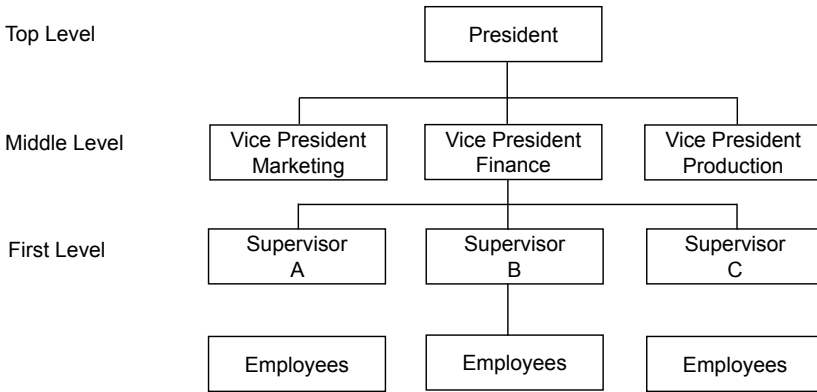
diverse	extent	hierarchy	be concerned with	perform	
conceptual	categorize	cost	intended	accomplish	supplies
equipment	creatively	facilities	effectively	resources	
efficiently	deal with	employee	design	loan officer	objective
integrate	assume	multiple	identify	managerial	specialty
skilled	essential	interact	cooperate	possess	chairman
proficiency	determine	manage	Chief executive officer (CEO)		
supervisor	supervision	accounting	concern	statement	

3. *Read the text and check your guesses.*

### Management. A Manager

A business can be viewed as a system: a group of related parts organized to work together for some purpose. Management is the function that integrates the parts of this system and makes sure that they work together toward a desired purpose.

Management is a set of activities designed to achieve an organization's objectives by using its resources effectively and efficiently in a changing



*Figure 1. Levels of management*

environment. Resources – such as people, jobs or positions, technology, facilities and equipment, materials and supplies, information, and money – are used to accomplish the manager’s intended purpose. Effectively means having the intended result; efficiently means accomplishing the objectives with a minimum of cost.

Managers are individuals who make decisions about the use the organization’s resources, and are concerned with planning, organizing, leading (or directing), and controlling the organization’s activities to reach its objectives. An important characteristic of managers is that they do their jobs by working with and through other people.

The extent to which managers perform the functions of management varies by level in the management hierarchy.

We commonly categorize managers as being in lower, middle or upper levels of management, as shown in Figure 1; however, these terms usually apply only in organizations large enough to have specialization. Small businesses usually have one or two managers who are responsible for the diverse management duties needed to keep the business running.

Upper managers spend most of their time planning, and leading because they make decisions about the overall performance and direction of the organization. Therefore, they are usually involved in the development of goals and strategies to achieve those goals. Chief executive officer (CEO), chief financial officer, chairman, president, and executive vice president are common titles at this level.

Middle managers are those managers who receive broad statements of strategy and policy from upper-level managers and develop specific objectives

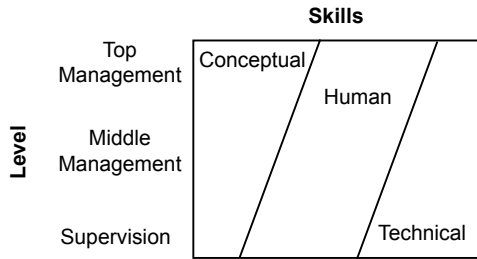


Figure 2. Skill Distribution at various levels of management

and plans. They spend a large proportion of their time in planning and organizing activities. At this level managers are usually called managers, although their titles may also bear a prefix (like *sales*, *production*, *accounting* and others) to show the type of managers they are.

Lower or first-line managers are those concerned with the direct production of items and delivery of service. Managers at the lowest levels are usually called supervisors, sales managers, loan officers, and store managers. All managers, however, regardless of the size of the company or their level within it, try to achieve the same thing: to work effectively with people so that the business achieves its objectives.

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.

The importance of possessing technical, human, and conceptual skills is shown in Figure 2. Top level managers need conceptual skills in order to view the organization as a whole. Conceptual skills are used in planning and dealing with ideas and abstractions. Supervisors need technical skills to manage their area of specialty. All levels of management need human skills in order to interact and communicate with other people successfully.

### ***Vocabulary focus***

4. Fill in the gaps using the words from the box (exercise 2).

1. There are three main \_\_\_ skills that are essential to successful management.

2. \_\_\_ \_\_\_ involves the formulation of ideas.
3. Resources are used to accomplish the manager's \_\_\_ \_\_\_.
4. Managers interact and \_\_\_ with employees.
5. To achieve an organization's \_\_\_ in a changing environment it is necessary to use its resources \_\_\_ and \_\_\_.
6. We \_\_\_ managers as being in lower, middle or upper levels of management
7. To assume \_\_\_ roles, managers must be skilled.

5. Match the English and Russian equivalents.

- |                      |                      |
|----------------------|----------------------|
| 1) objective         | a) взаимодействовать |
| 2) be concerned with | b) заниматься        |
| 3) title             | c) достигать         |
| 4) accomplish        | d) звание            |
| 5) manage            | e) руководить        |
| 6) integrate         | f) цель              |
| 7) to deal with      | g) объединять        |
| 8) interact          | h) вести дела        |
| 9) proficiency       | i) опытность         |

6. Express in one word.

- a) a person who is in charge of running a business;
- b) accomplishing the objectives with a minimum of cost;
- c) all the money, property, skill, labour etc that a company has available;
- d) a system in an organization in which people are organized into different levels of importance from highest to lowest;
- e) a person who is paid to work for somebody;
- f) an area of work that somebody gives most of their attention and knows a lot about;
- g) the things such as food, medicines, fuel, etc. that are needed by a group of people;
- h) the person in a company who has the most power and authority.

*words for reference:* resources, Chief Executive Officer (CEO), manager, supplies, specialty, efficiently, employee, hierarchy

7. Find the words in the text for which the following are synonyms.

purpose	fulfil	claim	important
price	qualified	inventively	recognize
own	decide	administrative	commerce
varied	plan	classify	degree
bookkeeping	declaration	talent	think

8. Explain the meaning of the words given below.

organization, business, equipment, objective, title, proficiency, manages, managerial skills, supervision, first-line manager, effectively, facilities, human skill, changing environment, integrate, chairman.

**Comprehension**

9. Answer the questions.

1. What is management?
2. Which factors constitute managerial work?
3. Which resources does a company usually possess? Who makes decisions about these resources?
4. Does hierarchy influence the functions that managers perform?
5. What are the main levels of management?
6. What titles do managers at each level bear?
7. What is the essence of conceptual skills of a manager?
8. Which managerial skills are the most significant?

10. Expand the following sentences.

1. Management is a set of activities designed to achieve an organization’s objectives.
2. Resources are used to accomplish the manager’s purpose.
3. Managers use an organization’s resources, and fulfil several managerial functions.
4. There are three essential managerial skills.



5. Small businesses usually have one or two managers who keep the business running.

6. At this level managers are usually called managers.

7. All managers try to achieve the same thing.

8. Top level managers need conceptual skills.

11. *Put the following sentences in a logical order according to the text.*

1. The extent to which managers perform the functions of management varies by level in the management hierarchy.

2. An important characteristic of managers is that they do their jobs by working with and through other people.

3. Small businesses usually have one or two managers who are responsible for the diverse management duties needed to keep the business running.

4. Managers interact and cooperate with employees.

5. A business can be viewed as a system: a group of related parts organized to work together for some purpose.

6. All managers, however, regardless of the size of the company or their level within it, try to achieve the same thing: to work effectively with people so that the business achieves its objectives.

7. Resources are used to accomplish the manager's intended purpose.

8. A manager's level in the organization determines the relative importance of possessing technical, human, and conceptual skills.

## Reading 2

1. *While reading the text try to find the proofs that management is not only a science but also an art.*

2. *Read the article. The following passages have been taken out of the text. Where do you think they should go?*

1. ... to become and remain effective.

2. ... will produce higher profits.

3. Nevertheless...

4. ... will probably continue to function as both an art and science

5. ... is a prime requirement for a manager

6. Accordingly ...

7. ... to accomplish the work of their business.

8. Basically ...

9. ... to certain orderly principles.

## **Management as both Art and Science**

It has been clear from the emergence of modern business that effective management a) \_\_\_\_\_ . b) \_\_\_\_\_ , managers have been highly motivated to understand the nature of their job and to improve their performance. The goal of management is to integrate the diverse elements of a business – people, machinery, money, buildings and raw materials – and direct them toward a common purpose. To do this well, a manager must combine the intuitive abilities of art with the rational methods of science. The field of management that includes the study and use of mathematical models and statistical methods to improve the effectiveness of managerial decision making is called management science.

Clearly, management is a difficult job. One factor that makes it difficult is that that the work situation – employees, technology, competition, and cost – constantly changes. All of the functions a manager must perform require dedication, persistence, intelligence, the ability to deal with concepts as well as details, and the willingness to accept stress and responsibility. Particularly in the modern world, where business operations are becoming increasingly complex, a manager must consciously develop his or her personal qualities, professional skills, and business knowledge c) \_\_\_\_\_ .

An effective manager must develop and apply such qualities and skills as innovation, decision making, leadership, communication, and motivation.

Managers must try to find new and better ways d) \_\_\_\_\_ . Being a manager requires a high level of innovation, or creativity to formulate new techniques, products, and approaches to business problems. Decision making is the process of selecting an alternative course of action that will solve a problem. The capacity for decision making, often with data that is incomplete or of doubtful exactness, e) \_\_\_\_\_ . To produce a truly effective organization, a manager must also use leadership, which can be defined as the ability to influence the attitudes and behaviour of others through skill in personal relations and without the use of force.

Nearly everything a manager does is accomplished through other people. Although psychology and sociology are making progress in describing human behaviour scientifically, most facets of personal interactions remain unclear. f) \_\_\_\_\_ , successful personal interactions in a business setting are dependent on the sensitivity of a manager. Intuition and sensitivity are

also useful in the many business decisions that must be made with incomplete data. If an executive must decide whether to introduce new product, he or she will have a variety of data and the opinions of others. g) \_\_\_\_\_, much even most, of the relevant data will not be available. In order to make decisions, experienced executives must have a feel for the market and for the behaviour of the consumers.

Rational and quantitative approaches are becoming even more common and successful in business. These scientific aspects of management stress the use of data gathered and measured according h) \_\_\_\_\_. These methods are widely used not only in production and distribution, but also in the people oriented management functions, such as supervision and sales. In spite of the growing importance of these techniques, however management i) \_\_\_\_\_.

3. *Answer the questions to the text.*

1. What is the goal of management?
2. What is managerial science?
3. By what means can a manager become and remain effective?
4. What is creativity in managerial work?
5. Nearly everything a manager does is accomplished through other people, isn't it?
6. What does 'sensitivity of a manager' mean?
7. In which cases does a manager use intuition?

4. *Are these statements true or false?*

1. In the modern world business operations are becoming increasingly clear.
2. Managers must try to find new and better ways to accomplish the work of their business.
3. The only factor that makes management a difficult job is that the work situation constantly changes.
4. A manager cannot influence the attitudes and behaviour of his or her employees without the use of force.
5. Most facets of personal interactions in business still remain unclear.
6. Rational and quantitative approaches are widely used in production and distribution.

7. To improve the effectiveness of decision making managers apply to intuition.

5. *What do you think? Express your opinion.*

1. To be successful a manager must combine the intuitive abilities of art with the rational methods of science.

2. Management is a difficult job.

3. Of all skills personal skills are the most important for a manager.

4. Being a manager requires a high level of innovation.

5. The capacity for decision making is a prime requirement for a manager.

6. It's no use to the study mathematical models and statistical methods to improve the effectiveness of business.


7. Management is both art and science.


## Listening

1. *In your opinion, which three qualities below are the most important for a successful career in business?*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• being on time</li> <li>• having ambition</li> <li>• working hard</li> <li>• getting on with people</li> </ul> | <ul style="list-style-type: none"> <li>• being adaptable</li> <li>• knowing about computers</li> <li>• having a sense humour</li> <li>• looking smart</li> </ul> |
|--|--|

2. *You are going to listen to two people – Colette Hill and Kriengsak Niratpattanasai – speaking about the work of a manager. After you've listened compare their points of view.*

 3. *Colette Hill runs a public relations company that advises clients on human resources and recruitment. Listen to the recording. Compare what she says with your answers to Exercise 1.*

 4. *Kriengsak Niratpattanasai is a management consultant in Thailand. Listen to the first part of the interview and complete the chart.*

<b>Managers need to be good at...</b>	<b>... in order to</b>
1. observing	understand the behaviour, the __ and __ of their staff. __ their staff's __. __ all the __ they need to make the right decisions. __ their __ clearly to all their staff.
2. listening	
3. asking questions	
4. speaking	

5. *What advice would you give to a person who is going to choose a career of a manager?*

### **Translation**

*a) Translate the following passage into Russian paying attention to business vocabulary.*

It has been clear from the emergence of modern business that effective management will produce higher profits. Accordingly, managers have been highly motivated to understand the nature of their performance. Managers must strive to find new and better ways to accomplish the work of their businesses. Many management decisions are extremely complex. Gains resulting from a course of action may be offset by losses resulting from the same action. Such situations require a high level of innovation, or creativity to devise new techniques, products, and approaches to business problems.

The capacity for decision-making, often with data that is incomplete or doubtful accuracy, is a prime requirement for a manager. Besides, it requires the high level of analytic and integrative ability that will allow such decisions to be made with reasonable confidence.

*b) Translate the following passage into English using your active vocabulary.*

Безусловно, управление коммерческими организациями – достаточно сложный вид деятельности, который уже перерос в профессию. Все функции, осуществляемые менеджерами, требуют упорства, сообразительности, преданности своему делу, способности работать в напряженном режиме, а также желания брать на себя ответственность. В современном мире, где деловые отношения усложняются все больше и больше, менеджеру следует сознательно развивать свои личные качества, профессиональные навыки, творческую инициативу, не только чтобы стать эффективным, но и чтобы таковым остаться. Кроме того, важным для менеджера является использование инновационных технологий и методов управления. Необходимо развивать способности к принятию решений и побуждение служащих к высококачественному выполнению своих обязанностей.

## Self-study section. Grammar revision

Answer the following questions using the passive voice and the verbs in brackets.

1. What is happening to Simon? (make redundant) *He*.....
2. What is happening about the marketing department? (relocate) *It*...
3. What happened to the new design? (change) *It*.....
4. What has happened to the pound? (devalue) *It*.....
5. What has happened to the President? (take ill) *He*.....
6. What has happened to the lap-top? (steal) *It*.....
7. What has happened to the meeting? (rearrange) *It*.....

If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 155–157.

## Social skills

1. Answer the following questions.

1. What is a **small talk**?
2. What topics are appropriate for small talk in your country? List five topics.
3. What topics are definitely not suitable?

2. To which questions might the following be answers?

1. Terrible. There was a lot of turbulence and several people were sick.
2. Yes, several times.
3. Right in the centre.
4. Very comfortable, and the service is first class.
5. They're all well, thanks very much.
6. I enjoy tennis, when I get the time.
7. I'm really impressed. The architecture is fascinating. I hope I have time to take it all in.
8. By all means.

3. How important are the following for a successful conversation?

Listen carefully.	Be polite.	Stay silent.
Give only <i>yes</i> or <i>no</i> answers.	Interrupt a lot.	Keep eye contact.
	Ask questions.	Be friendly.

4. *In what business situations would you use the expressions below?*

Congratulations!	I don't mind.	I'm afraid...
Cheers!	Excuse me.	Please...
Make yourself at home.	Sorry.	Could you...?
Help yourself.	It's on me.	That sounds good.

5. *What would you say in the following situations?*

1. You don't hear someone's name when you are introduced to them.
2. You have to refuse an invitation to dinner with a supplier.
3. You are offered food which you hate.
4. You want to end a conversation in a diplomatic way.
5. You have to greet a visitor.
6. You have to introduce two people to each other at work.
7. You have to introduce two people to each other at a party.
8. You have to propose a toast.
9. Your colleague's been made redundant.
10. You arrive half an hour late for a business lunch.

6. *You are about to meet a foreign business contact socially for the first time.*

*Choose four of the topics below and prepare to talk about them.*

cars	how you travelled here	hobbies	places of interest in your town / country
families	food and restaurants	holidays	
jobs	the building you are in	the weather	
IT topics	the stock market		

## Speaking

*Read the text and answer the following questions.*

1. What do you think of Sam's conclusion about what he should do?
2. What are some of the influences outside the company that may have caused the changes in employee attitude and behaviour?
3. If you were Sam, how would you approach this problem?

Sam Spates, manager of the records department in a major insurance company, was puzzled by the apathy of his work force. When the firm had moved to its rural location a couple of decades ago, employees had appeared to be careful, energetic, and compliant. Gradually, however, their attitudes and work behaviour had changed. Or so it seemed to Sam. Whereas in the past a simple order to move an employee from one work station to another was never questioned, it now seemed to induce endless arguments. The pay scale, which was once regarded by local people as unbelievably high, was now the subject of bitter complaints. Then there was the matter of misfiling. Ten years ago, more than 1 percent of misfiled records was considered intolerable. Now, no matter how hard Sam stayed on the back of his clerical crew, their apparent carelessness and indifference resulted in a missing rate of more than 3 percent.

Sam reviewed the situation this way: “These employees have better than average working conditions. Their pay, if not exceptional, is more than adequate. The employment record here at the company shows them that they have secure jobs. What more could they possibly want?” Finally, at clock-out time after a particularly discouraging day, Sam came to this conclusion. “This situation has gotten out of hand. If ever I’m going to correct it, I’ll have to really crack down on this bunch of malcontents. Tomorrow, I’ll begin putting it to them.”

## **Writing**

You work in the Personnel Department of a modern, forward-looking organization. You are very interested in the course advertised below. Write a short memo (70–80 words) to your Head of Department, including (see Writing File p. 201):

- a request to go on the course
- why you think the course would be useful
- some details of the course
- an enquiry about the possibility of financial support towards the course fee



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## Unit 2

# The Four Management Functions of Business

---

### Introduction

1. What kinds of activities does business usually perform?
2. Do you consider all business activities equally important for business making?

### Reading 1

1. *Guess the meaning of the following words without dictionary.*

administration, business function, controlling, coordinating, directing, innovation, motivation, operating plan, planning process, strategic plan, standard, integrate, formulate, interaction, statistical report, operating data.

2. *Read the following text.*

### The Four Management Functions of Business

Business management deals with the same general kinds of activities but differs in two principal ways: it handles resources and activities on a larger scale than most of us are accustomed to in our personal lives and it accomplishes work through other people.

The process of planning, organizing, directing, and controlling the use of a firm's resources to effectively and economically attain its objectives is called management. A business can be viewed as a system: a group of related parts organized to work together for some purpose. Management is the function that integrates the parts of this system and makes sure that they work together toward a desired purpose. Administration is another term with nearly the same meaning, though it is more often used to refer to the management of institutions, such as schools or hospitals. It may, however, also be applied to business firms, particularly to the functions of higher-level management.

Managers typically perform four key functions for their businesses (see Figure 3): (a) planning, (b) organizing and staffing, (c) directing and coordinating, and (d) evaluating and controlling. Each of these functions is continuous and all are interrelated. The functions can be seen as a process continuously repeated in a cycle. Managers make plans to solve the problems and to take advantage of the opportunities presented to their companies. People are recruited to carry out the plans.

He or she directs and coordinates the activities of those who work in it. Evaluations of how well the organization is working toward its goals partially determine plans for future operations.

Planning is the backbone of every management effort. A plan, to a business manager, is an explicit statement of the business's future objectives combined with a step-by-step description of the actions that will be necessary to reach those objectives. The planning process centers on satisfying the two main requirements of this definition: clear goals and specific actions to meet them.

The terms goals and objectives can be used interchangeably. They represent the targets, or endpoints, toward which business efforts are directed. At a given time, a company may have hundreds of overlapping objectives. Some are general and long-range, such as maintaining an acceptable profit and rate of company growth. Others are more specific, usually devised to contribute to the general goals.

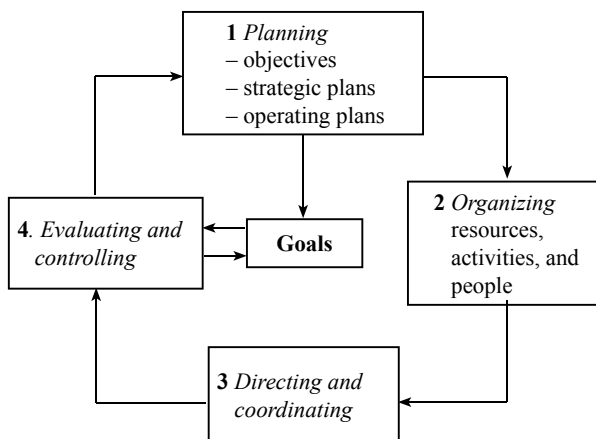


Figure 3. The Four Key Functions of Management

The first important part of the planning process is to set forth the important objectives of the company and to make them explicit. The other steps in planning follow naturally from this beginning.

The manager's goal is to reduce the costs of selling the product. The manager then considers several alternative solutions: (a) discontinuing the starters, (b) establishing a minimum order size, or (c) installing expensive new conveyor systems to aid order filling.

The same kind of process must be applied to all planning and at every level of management. The resulting plans for attaining the overall, long-term goals of a company are called strategic plans. The plans and procedures for reaching goals that are only a week, or month, or year away – those plans that involve what must be done from day to day – are operating plans.

Plans specify the actions to be taken; the way in which these actions will be carried out is determined by the organizing function of management. Organizing is the process of setting up the structure and rules to control the way resources – workers, material, machinery, and money – work together to reach objectives. Organizing determines what authority each employee has, who will do what job, what methods and equipment will be used, and other specific rules which determine how the work will be done.

Outstanding plans and an excellent organization will accomplish nothing unless people are actually put to work, doing the right job and doing it correctly. Directing is the process of guiding and motivating people in the organization to do the work needed to accomplish the company's goals. It includes telling and showing subordinates what jobs to do and how to do them and detecting errors and seeing that they are corrected. Effective directing requires the kind of sensitivity and leadership that will motivate subordinates and fellow workers.

In management, coordinating is largely a process of assuring communication between parts of the organization – individuals, departments, and levels of management – to make sure that they are working together on appropriate efforts toward mutual goals. Coordination attempts to avoid duplication of effort or omission of some essential activity. It insures that various parts of a total effort will take place at the right time and in proper sequence.

The final function of management is controlling. It requires evaluating the performance of the firm and its parts and making changes to improve operations. This function is clearly related to all of the other things management does, but it is most intimately connected with planning. The evaluations that are made as part of controlling the business operation serve to determine whether plans are being carried out and objectives met.

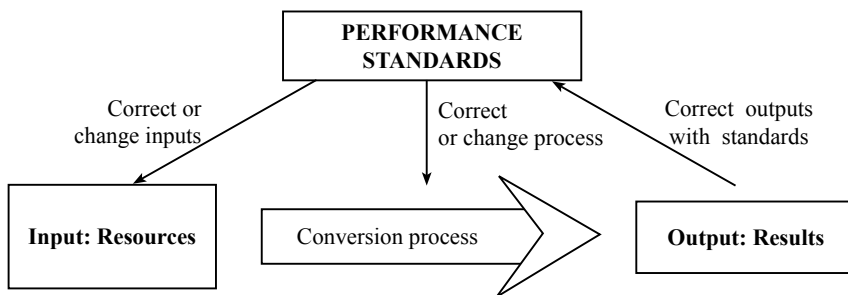


Figure 4. Management controlling process

Controlling compares actual results of operations – sales, production output, costs, product quality, and employee performance – with performance goals or standards (see Figure 4). Ideally, the standard should be set as part of the planning process.

### ***Vocabulary focus***

3. Match the activities given below to the proper managerial functions.

- |                                    |                 |
|------------------------------------|-----------------|
| 1) recruiting people               | a) planning     |
| 2) comparing results               | b) coordinating |
| 3) checking up company performance | c) controlling  |
| 4) monitoring works of departments | d) directing    |
| 5) guiding and motivating people   | e) staffing     |
| 6) setting up goals and objectives | f) evaluating   |

4. Complete the statements with suitable words from the box.

responsibilities, to influence, step, overlap, profit, standards

1. All management functions \_\_\_\_\_ and affect one another.
2. Directing requires the ability \_\_\_\_\_ other people so they will work towards the goals of the company.
3. Many business activities are general and long range such as maintaining acceptable \_\_\_\_\_ of a company.
4. Controlling \_\_\_\_\_ describes company's actual performance with desirable results.
5. The structure of all organizations indicate who works for whom and what each person's \_\_\_\_\_ are set up.

6. A manager should carefully follow every company's \_\_\_\_\_ for good planning.

5. *Fill in the prepositions.*

1. Business management deals \_\_ some kind \_\_ activities but differs \_\_ private family management.

2. Good planning helps to handle resources and activities \_\_ a larger scale.

3. Staffing defines how to accomplish work \_\_ other people.

4. The term administration is more often used to refer \_\_ the management of public institutions than companies.

5. Effective executive coordinating and marketing made possible to devote more time \_\_ selling goods abroad.

6. Directing as a function can be applied \_\_ business firms, particularly to higher-level management.

7. Small business usually has one or two managers who are responsible \_\_ the diverse management functions.

8. The range \_\_ management functions can extend \_\_ buying new stationary \_\_ deciding to buy a new department store.

6. *Match one half of the sentence with the other.*

- |  |  |
|--|--|
| 1) Plans specify the actions to be taken                           | a) to do their work the best possible way                              |
| 2) Directing requires the ability                                  | b) can be defined as managerial efficiency of business                 |
| 3) Management must take actions                                    | c) restriction of funds may be demanded for                            |
| 4) Statistical reports for product quality control                 | d) which is determined by the organizing function of management        |
| 5) The use of mineral resources in raw materials, money and people | e) performance standards and variances are identified                  |
| 6) Sometimes operating date should be compared with                | f) provide a great deal of information necessary for effective control |
| 7) Costs of these operations are too high so                       | g) after identifying the problem and illumination its causes           |

7. a) *Complete the following sentences with these words:*

achieved, board of directors, communicate, innovations,  
manageable, performance, resources, setting supervise

1. Managers have to decide how best to allocate the human; physical and capital \_\_\_\_\_ available to them.
2. Managers logically have to make sure that the jobs and tasks given to their subordinates are \_\_\_\_\_.
3. There is no point in \_\_\_\_\_ objectives if you don't \_\_\_\_\_ them to your stuff.
4. Managers have to \_\_\_\_\_ their subordinates, and to measure, and try to improve their \_\_\_\_\_.
5. Managers have to check whether objectives and targets are being \_\_\_\_\_.
6. A top manager whose performance is unsatisfactory can be dismissed by the company's \_\_\_\_\_.
7. Top managers are responsible for the \_\_\_\_\_ that will allow a company to adapt to a changing world.

b) *Which of the managerial functions can be applied to the sentences above.*

8. *The exercise contains a number of common verb-noun partnership. Match up these verbs and nouns to make common collocations.*

- |                |                 |
|----------------|-----------------|
| 1) allocate    | a) decisions    |
| 2) communicate | b) information  |
| 3) develop     | c) jobs         |
| 4) make        | d) objectives   |
| 5) measure     | e) people       |
| 6) motivate    | f) performance  |
| 7) perform     | g) resources    |
| 8) set         | h) strategies   |
| 9) supervise   | i) subordinates |

9. Complete column 2 of the table with opposite meanings. Use the prefixes – in-, ir-, un-, il- or dis-. Complete column 3 with the noun forms.

Adjective	Opposite adjective	Noun form
considerable	inconsiderable	consideration
appropriate		
changeable		
economical		
regular		
perfect		
acceptable		
logical		
organized		
rational		
responsible		

10. Define to what of the four management functions the following activities may belong to.

negotiating, leadership, tacking the broad, long-term view, involving all parts of an organization in one process, decision making, solving of conflicts, motivating people, analytical abilities, multimedia or technological understanding, team building abilities, interpersonal skills, maintain information links inside and outside of organization, initiate improvement projects, identify new ideas, resolve conflicts, decide who gets recourses, take correct actions during disputes or crises, represent department during negotiations of sales, purchases, budgets, improve and correct a project

Planning	Organizing	Coordinating	Controlling

### **Comprehension**

11. Answer the following questions on the text.

1. The four basic functions of the management process are referred to as a cycle. What are the four functions, and why are they a cycle?
2. Why are plans vital to business operations?
3. How are plans, goals, and standards related?



4. What element links controlling to planning?
5. Why is communication so important to the directing function of management?

## **Reading 2**

1. *Read the text.*

### **Microsoft**

Microsoft owner William H. Gates has been called many things: whiz-kid, cut-throat salesman, computer cult figure, capitalist brigand, and the richest man in America. But while others have tried to pin down a label, Gates has worked hard and Microsoft has emerged as the single most important force in the computer industry.

Launched in 1978, Microsoft employed only 13 workers and sold \$1 million worth of software. It now employs more than 11,800 people worldwide and sold \$2.76 billion worth of software in 39 languages. In an industry of incredible dynamics, where Microsoft leads, others follow.

Gates amassed a personal fortune of more than \$7 billion by foreseeing the pervasiveness of the personal computer. His first deep shot came when IBM decided to use Microsoft's MS-DOS operating system in 1980. Today the system is in 100 million PCs.

Despite the company's phenomenal growth, Bill Gates remains the single most important influence in Microsoft's corporate culture. Gates strives to maintain a sense of connectedness among employees and to avoid big-company pitfalls. Whether in programming or marketing, group size is limited and may be divided into subgroups, ensuring task manageability and full participation. When new products are developed, Gates selects a team of approximately 10 people from engineering and marketing, set goals, and divides up work. Gates willingly delegates authority, but can be pernickety about how it is used. He meets with the group every two weeks to review progress and iron out problems, and it is here that Gates can be incisive, sarcastic and often intimidating.

Gates is not above employing competitors' successful techniques. He learned from IBM that large companies are better at keeping development projects on track, a rarity for most start-up companies. He emulated the IBM meeting schedules for new product teams and laid down strict parameters and deadlines.

Gates has followed another simple rule: hire smart people, challenge them to think, be committed; and work hard. The average worker puts in 60 to 80 hours

a week, yet the company typically receives more than 120,000 resumes in a year, and many recruits turn down higher paying offers with other companies in favour of Microsoft's performance bonuses and stock ownership options.

Meanwhile Gates, who envisioned bringing computing power to the masses well before his time, is pressing relentlessly forward with Windows NT, the latest evolution in graphic interface software. His product strategy of determining where the future lies and betting the ranch on getting there first has been vindicated. He combines a rare blend of characteristics: business sense and intellectual depth, go-power and technical expertise. His excellent planning brings in the type of professional upper management he needs and entices the best young technical minds in the nation to jump on board. He exhibits phenomenal staying power in an industry known for high burnout.

*2. Answer the following questions.*

1. What is Gates' method of implementing the four functions of management when launching a new product?

2. How does Microsoft reflect Gates' management skills, as described in this case?

3. Describe some of the roles Gates plays at Microsoft. Are they typical of management activities? Discuss.

4. From the text find as many words as possible that are attributed to B. Gate's successful implementation of the four management functions.

*3. Choose the right variant.*

1) B. Gates enlarges his capital by:

- a) designing a new type of PC
- b) foreseeing of a PC perspectives
- c) buying new PC perspectives
- c) buying new PC technology

2) B. Gates remains the single most important influence in Microsoft because

- a) he himself supervises every department
- b) he knows the technical side of the process better than others
- c) his perfect directing and coordinating skills


3) People prefer to work for Microsoft company for:

- a) high salaries
- b) convenient working schedules
- c) perks and spares




## Listening


1. You will hear part of an interview with Steve Moody, the manager of the Marks and Spencer store in Cambridge, England. What do you know about Marks and Spencer? What do they sell?

 2. Listen to part One, in which Steve Moody describes the role and responsibilities of a store manager. Which of the following tasks is he responsible for?

- |   |   |
|---|---|
| 1) designing the store and its layout         | 9) organizing the day-to-day logistics              |
| 2) displaying the merchandise                 | 10) motivating staff                                |
| 3) employing the sales staff                  | 11) pricing the merchandise                         |
| 4) ensuring the safety of staff and customers | 12) running 40 out of 280 stores                    |
| 5) establishing the company's principles      | 13) selecting the merchandise                       |
| 6) getting commitment from the staff          | 14) supervising the day-to-day running of the store |
| 7) increasing profits                         | 15) training staff                                  |
| 8) maintaining a pleasant working environment |   |

 3. Listen to part Two, and answer the questions.

1. Why are Marks & Spencer's store managers limited in giving accountability to their staff and delegating responsibilities?
2. What do they concentrate on instead?

 4. Listen to part Three, and answer the following questions.

1. Steve Moody mentions two kinds of regular meetings. The first is weekly meetings for management and supervisory staff. What is the second kind of meeting called?
2. Who attends them?
3. What are they designed to achieve?
4. What kind of problems cannot be dealt with by meetings?
5. How are such problems dealt with?

## Translation

*a) Translate the following sentences into Russian paying attention to business vocabulary.*

1. Many factors may cause variances between performance and standards.
2. After identifying the problems and contributing causes, management must take action to correct them.
3. Directing requires the ability to motivate others to do their work better.
4. Managerial plans overlap and affect one another. While one plan is being carried out, other plans are being made.
5. Every kind of organization indicates what each person's responsibilities are and how they should be implemented in the job.
6. As a function controlling contains analysis of the actual performance needed in organizing further management tasks.
7. All term goals in themselves and in turn contribute to the general goals of profit making.
8. On investigation, the executive learns that the extra costs can be limited by careful organizing and controlling.
9. Particularly in the modern world, all business operations are becoming increasingly complex and requiring more effective management skills.

*b) Translate the following sentences into English using your active vocabulary.*

1. В прошлом году стратегические планы компании были не выполнены по вине её руководства.
2. Для повышения эффективности производства необходимо скоординировать работу всех отделов корпорации.
3. Одна из главных задач руководства организации – объединение усилий всех менеджеров для получения прибыли.
4. Умение воодушевлять людей и влиять на результаты их работы входит в обязанности всех менеджеров нашей компании.
5. Организационные ошибки могут привести к неправильному использованию ресурсов и финансов.
6. Первым этапом процесса контроля является разработка стандартов различных производственных операций.
7. В ходе процесса контроля может быть обнаружено снижение качества товара, что часто свидетельствует о необходимости закупки нового оборудования.
8. Плохая экономическая ситуация в стране, потеря покупательского спроса или действия правительства могут препятствовать успешной работе предприятия.

9. Успешное ведение бизнеса не может существовать без успешного взаимодействия таких операций как планирование, организация и контроль.

### Self-study section. Grammar revision

Choose an appropriate verb from the box and report what was said in each of the following sentences.

agree emphasise explain point out recommend remind suggest	that....
--	----------

advise remind warn	(somebody) to+ verb
recommend suggest	(verb)ing
offer promise	to+ verb

1. 'We think you are right on this point.'
2. 'Be careful of very rapid change.'
3. 'Don't forget people dislike change.'
4. 'I'll help you finish the rota.'
5. 'Why not use a courier service to speed things up?'
6. 'If I were you I'd speak to the boss first.'
7. 'It's particularly important to talk about the change.'
8. 'Actually there are several problems with the new location.'
9. 'The new reporting system works in the following way.'
10. 'The summer is the best time for you to make these changes.'

If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 157–161.

### Skills

#### Business Telephoning

1. Answer these questions about the business call below.
  1. Is the conversation grammatically correct?
  2. Is the conversation appropriate?
  3. How can you improve it?

**Person receiving the call**

Yes?

She's not here.

What's your name again?

OK. And your number?

OK. I'll tell her.

Bye.

**Caller**

Give me Donna Weston.

Well, take a message. It's Eva Wartanowicz.

Tell her to phone me back later this afternoon.

Wartanowicz.

It's 01863 483 2189.

Bye.

2. Study the following phrases and improve the conversation above.

**Useful language****Answering the phone**

Hello, John Waite speaking.

Good morning, Datatech Ltd.

**Making contact**

I'd like to speak to Zofia Janik.

Could/Can I speak to Zofia Janik, please?

Could I have the sales department, please?

Can you put me through to extension 123, please?

Extension 123, please.

**Messages**

Would you like to leave a message?

May I ask what it's about?

Can I leave a message?

Could you tell Julio Blanco that...?

Could you ask Julio Blanco to call me back? My number's.....

**Identifying yourself**

This is/My name's/It's Julio Blanco.

**Making excuses**

I'm sorry he's in a meeting

I'm afraid she's not available.

I'm afraid he isn't at his desk.

I'm afraid she is on another line.

Sorry to keep you waiting.

I'm afraid the line's busy/engaged.

I'm sorry, but there's no reply.

**Stating your purpose**

I'm calling about your invoice.

I'm returning his call.

The reason I'm calling is ....

I'm calling to confirm.....

**Checking**

Is that a good/convenient time to call?

Could you spell that?

Can I read that back to you?

Sorry, I didn't catch that, could you say that again?

**Asking for information**

Could I have your name?

Can I ask who's calling?

Who's calling please?

**Showing understanding**

Right.

OK. That's fine.

**Ending a call**

Thanks for your help. Goodbye.

Thanks for calling.

Which company are you calling from?

Can I take your name?

**Promising actions**

I'll make sure he gets the message.

I'll tell her when she gets back.

I'll ask him/her to call you.

**Saying telephone numbers**

Say numbers separate. Pause between groups. Say *oh* for 0 in the UK. Say *zero* for 0 in the USA.

access code	country code	area code	number
00	44	174	845 921

double oh / double four / one seven four / eight four five nine two one

zero zero (AmE)

**Spelling names**

If you want to spell a name, you can say, for example, 'A for Alpha', 'B as in Bravo', etc.

You may also need these expressions.

capital A	small a	all one word	new word/line
dash or hyphen (-)	slash (/)	dot (.)	at (@)

3. *Work in pairs. Role play this telephone call. Use phrases from the Useful Language box above.*

A Personnel Manager calls the Reception Manager of the Belvedere Hotel to confirm a reservation for a Swedish visitor.

Read your role cards then make the call.

*Student A*

**Reception Manager**

You are the Reception Manager of the Belvedere Hotel. You will receive a call from someone confirming a hotel reservation. Note the caller's name, company and telephone number. Note also the name of the guest and all other details concerning the booking e.g. how the caller will pay, and any special requirements of the guest. Your restaurant closes at 10 pm each evening, but other restaurants in the area stay open later. You do not normally hold a room later than 8 pm, as in the past several guests have failed to arrive.



**Personnel Manager**

You are a Personnel Manager of a publishing company. Your telephone number is 01753 320492, extension 1209. Call the Belvedere Hotel to confirm a reservation for your overseas visitor, Malin Johansen for 3 nights from Friday 22 April – Sunday 24 April. She will be arriving late on Friday (approximately 11.30 pm), so ask the hotel to hold the room for her until that time. She may also want to have a late meal at the hotel. However, she will not require breakfast or any other meals. She will want coffee-making facilities in her room, a fax machine and a safe for keeping valuables. You will pay the accommodation with your Visa Card, № 4209 1802 3853 8620.

**Speaking**

1. *Read the text and answer the following questions.*

1. What management function was most lacking in the case?
2. In order to have a target so that the cost of films would not be too high, what should United Artists have done for each film?
3. What was a key missing ingredient between the management of United Artists and its then parent company, Transamerica Corporation?

**A Long Wait  
for Heaven's Gate**

One of the worst movie flops of all time occurred in 1981. It was Heaven's Gate, produced for United Artists' Corporation by Michael Cimino. Estimated originally to cost \$12 million, the film cost almost triple that figure. Then it turned out to be the box office poison. Heaven's Gate was only the most dramatic boo-boo by United Artists. Of ten films produced in 1980, seven cost twice as much as they drew from rentals. Experts in the industry criticized United for not having the "expertise to select, coordinate, and monitor difficult firm projects." United, unlike other film companies, did not have a full staff of production-liaison executives closely monitoring costs as a film was being shot. In fact, most films were not planned with a specific cost limit in mind.

United Artists at the time was a company owned by another giant corporation, Transamerica Corporation. (Later Transamerica sold United Artists to Metro-Goldwyn-Mayer.) Insiders in the industry said that Transamerica's management was never aware of how bad the situation was with Heaven's Gate. Otherwise, they would have cut off funds early on.

2. After reading and hearing about management, do you think you have the right skills to be a manager? Would you be able, for example, to set objectives, motivate and coordinate the staff, and manage a department store, or a computer manufacturer?

## Writing

### *Letter writing*

1. Study the relevant section in Writing file (p. 197–199). Then rearrange these items so that the letter is correctly laid out. Add anything that is obviously missing.

(a) LGM/hp

(b) Presser UK Limited  
199 Knightsbridge  
London SW7 1RJ  
Tel: 071 586 5733  
Telex: 22498  
Fax: 071 586 9474

(c) Linda Morgan (Mrs)

(d) Miss Juliette Rocache  
84 Ave du General de Gaulle  
91160 Longjumeau  
France

(e) Yours sincerely

(f) Managing Director – Administration

(g) Thank you for your letter of 6 May which has been passed on to me by Mr Webb.

Mr Webb has asked me to inform you of your conditions of employment regarding Social Security arrangements. In cases like yours where we provide work experience facilities for overseas students, an individual is not covered by UK Social security as he/she is not considered as an employee.

If you have any questions to ask on this or any other matter, please do not hesitate to get in touch.

2. Study the phrases in the Useful Language box.

### **Useful Language**

#### **Starting a letter**

Thank you for We acknowledge receipt of Further to With reference to	your letter order enquiry	of dated	2 May
I am writing to	inform advise tell	you that....	

#### **Informing**

This is I am pleased to I regret	inform advise	you that....
--	------------------	--------------

#### **Making a request**

Would you please Would you be so good as to Kindly	let me know as soon as possible.
I would be grateful It would be appreciated	if you could.....

#### **Ending a letter**

If you require any further information please do not hesitate to contact us.  
We look forward to visiting you again shortly.  
An early reply would be greatly appreciated.

I look forward to hearing from you	soon. in the near future.
------------------------------------	------------------------------

3. Complete this letter using some of the phrases from the Useful Language box.

**F. Lynch & Co. Ltd.**

(Head Office). Nesson House, Newell Street,  
Birmingham B3 3EL  
Telephone № 021 236 6571  
Fax: 021 236 8592 Telex: 341641

Mr J. Strazzulla  
Satex S.p.A  
Via di Pietra Papa  
00146 Roma  
ITALY

6 February 1998

Dear Mr Strazzulla,

1 ..... a recent order of ours arrived in a damaged condition and has been pillaged.

We duly made a claim on the insurance purchased by you but 2..... that the claim has not been settled.

Settlement has been delayed for several reasons but principally because Global Transport had gone into liquidation.

We have recently learnt that IPP, our present insurer, had accepted our claim and paid compensation to Global even though they were in liquidation. However, none of this money has ever been passed on to us.

3..... contact Global or their liquidators to attempt to recover the money owing to us.

4.....

Yours sincerely,  
*L. Crane*  
L. Crane  
Chief Buyer

4. *Write the answer to the above letter using the guideline below.*

1. Acknowledge the letter (show understanding)
2. Apologize for the problem caused.
3. Describe the actions you are planning to take.
4. Offer compensation.
5. Apologise again.

### ***Useful Language***

#### **Showing understanding**

I am very sorry to hear that...

I am sorry that you were .....

#### **Apologising**

I would like to apologise for the inconvenience you suffered/  
the problem you experienced.

Please accept our sincere apologies.

#### **Indicating action**

I will look into the matter.

I will check with the staff involved.

#### **Offering compensation**

To compensate you for the inconvenience, we would like to offer you...

#### **Ending the letter**

Thank you for bringing the matter to my attention.

Once again, my apologies for the inconvenience caused.

We very much regret the embarrassment/annoyance you experienced.

I very much hope that you will continue to use our company in the future.

## Unit 3

### Business Ethics

---

#### Introduction

1. *What is the purpose of a business, in your opinion? Is it just to make money?*

2. *What do you understand by these phrases?*

- a) business ethics
- b) a code of good practice
- c) a mission statement

3. *Should mission statements include statements about ethics?*

4. *Rank the profession below according to how ethical you think they are.*

accountant	civil servant	lawyer	police officer
banker	estate agent	nurse	teacher
car sales executive	journalist	dentist	taxi driver

5. *Discuss the list of unethical activities. In your opinion, which are the worst? Are any common in your country?*

- a) Avoiding paying tax.
- b) Claiming extra expenses.
- c) Using work facilities for private purposes (for example, personal phone calls).
- d) Accepting praise for someone else's ideas or work.
- e) Selling a defective product (for example, a second-hand car).
- f) Using your influence to get jobs for relatives (nepotism).
- g) Giving good references to people you want to get rid of.
- h) Employing people illegally.

## Reading 1

1. Use a dictionary to find out the meaning of the following words and word-groups.

value, conduct, to reinforce, pressure, welfare, discretionary, shareholder, legal framework, equity, impartiality, voluntary, integrity, jeopardy, whistle-blower, to tolerate, to implement, disclosure.

2. Read the following text.

3. Say what is ethics. What is the difference in the meanings of the terms 'ethics and 'law'? What is social responsibility?

Ethics is difficult to define in a precise way. In a general sense, ethics is the code of moral principles and values that govern the behaviours of a person or group with respect to what is right or wrong. The source of these principles and values may be tradition, religion, or reasoned judgments about what is best for the individual and society as a whole. Ethics sets standards as to what is good or bad in conduct and decision-making. An ethical issue is present in a situation when the actions of a person or organization may harm or benefit others. Business ethics is the group of rules of conduct applied specifically to business activities.

Ethics is not the same as law. Many ethical beliefs are formally reinforced by law, but many are not. In practice, ethics is expressed and felt as a combination of pressures that direct one to take or not to take certain actions. Decisions must be acceptable to many different elements of society. An ethically acceptable decision is both legally and morally acceptable to the larger community.

Social responsibility is management's obligation to make decisions and take actions that will contribute to the welfare and interests of society as well as to the organisation's. Total corporate social responsibility can be subdivided into four criteria – economic, legal, ethical, and discretionary responsibilities.

*Economic responsibilities.* The business institution is the basic economic unit of society. Its responsibility is to produce goods and services that society wants and to maximize profits for its owners and shareholders.

*Legal responsibilities.* Businesses are expected to fulfill their economic goals within the legal framework.

*Ethical responsibilities.* To be ethical, organization decision makers should act with equity, fairness, and impartiality, respect the rights of individuals, and provide different treatment of individuals only when relevant to the organisation's goals and tasks.

*Discretionary responsibilities.* It is purely voluntary and guided by a company's desire to make social contributions not mandated by economics, law, or ethics.

Because ethical standards are not codified, disagreements and dilemmas about proper behaviour often occur. An ethical dilemma arises in a situation when each alternative choice or behaviour is undesirable because of potentially harmful ethical consequences. Right or wrong cannot be clearly identified. Most ethical dilemmas involve a conflict between the individual versus the organization, or the organization versus society as a whole.

The individual who must take an ethical choice in an organization is the moral agent.

Most people believe that individuals make ethical choices because of individual integrity, which is true, but it is not the whole story. The values held in the larger organisation also shape ethical behaviour. Personal needs, family influence, and religious background all shape a manager's value system. Corporate culture can exert a powerful influence on behaviour in organizations. In most companies, employees believe that if they do not go along with the ethical values expressed, their jobs will be in jeopardy or they will not fit in.

Managers must take active steps to ensure that the company stays on an ethical footing. Management methods for helping organizations be more responsible include leadership by example, codes of ethics, ethical structures, and supporting whistle-blowers.

*Leadership by example.* The chief executive officer and senior managers must give constant leadership in renewing the ethical values of the organization.

*Codes of ethics.* They state the values or behaviours that are expected and those that will not be tolerated, backed up by management's action.

*Ethical structures.* They represent the various systems, positions, and programmes a company can undertake to implement ethical behaviour.

*Whistle-blowing.* Employee disclosure of illegal, immoral, or illegitimate practices on the employer's part is called whistle-blowing. Whistle-blowers must be protected if this is to be an effective ethical safeguard; otherwise, they will suffer and the company may continue its unethical or illegal activities.

### ***Vocabulary focus***

4. a) Study the meaning of the following easily confused words.

*ethics (n):* the study of moral standards and how they affect conduct (takes a singular verb), and a system of moral principles governing the appropriate conduct for an individual or group (takes a plural verb).



*ethical (adj.):* consistent with agreed and more objectively defined principles of correct moral conduct (e.g. *the conduct of doctors, lawyers, and people in business*).

*moral (adj.):* suggests a rather subjective code of right and wrong.

*morale (n):* the general level of confidence or optimism felt by a person or group of people, especially as it affects discipline and willingness.

*morals (n pl):* principles of right and wrong as they govern standards of general or sexual behaviour.

*b) Complete the following sentences with the appropriate word from the list below.*

1. The whole issue of \_\_\_\_ is a very complex one. As we are all different and belong to different cultures and nationalities.

2. As a result of their training in a highly \_\_\_\_ family, the children were brought up with a strong sense of responsibility.

3. I always knew she was a person with no \_\_\_\_.

4. I can't leave her in such a deplorable situation. This is my \_\_\_\_ duty to give her my hand.

5. Nowadays we are witnessing a great depreciation of the standard of \_\_\_\_ among the people.

6. Christianity can never be reduced to a mere code of \_\_\_\_.

7. \_\_\_\_ in the modern society is at rock bottom.

8. Nowadays we observe a complete dissolution of the \_\_\_\_ principles by which society coheres.

*words for reference:* ethics, ethical, moral, morale, morals

*5. Match the definitions below to words in the text. Then use the words in sentences of your own.*

1. a social, religious, or civil code of behaviour considered correct, esp. that of a particular group, profession, or individual (paragraph 1)

2. a set of moral rules (paragraph 1)

3. a set of principles that businessmen should follow in their activities (paragraph 1)

4. a rule or set of rules regulating the relationship between the organs of government and the subjects of the state, and the relationship or conduct of subjects towards each other (paragraph 2)

5. a set of rules of good conduct concerning certain activities and may exist in a written form (paragraph 8)

6. a person that takes or has the power to take an ethical choice (paragraph 9)

6. Use the words given in capitals at the end of each line to form a word that fits in the space in the same line.

- |  |            |
|--|------------|
| 1. Legal documents give the present ... a legitimate hold on the property.                                       | OWN        |
| 2. The criterion of repeatability of experiments is not ...  | FULFILMENT |
| 3. Jim's father was respected for his ...  | FAIR       |
| 4. So take a long, hard look at your ... to the company before you go throwing around ultimatums.                | CONTRIBUTE |
| 5. Where the employee refuses suitable ... employment unreasonably he will lose all rights to redundancy monies. | ALTER      |
| 6. The director thinks that the firm can charge off its success to his ...                                       | LEADER     |
| 7. MPs called for public ... of the committee's findings.  | DISCLOSE   |
| 8. The workplace is usually the most ... place to rehabilitate injured workers.                                  | EFFECT     |

7. a) Match the following words with the correct definitions.

- |                   |  |
|-------------------|--|
| a) community      | 1) disaffection, disinterestedness, fairness, neutrality                                     |
| b) welfare        | 2) the owner of one or more shares in a company  |
| c) shareholder    | 3) performed, undertaken, or brought about by free choice, willingly, or without being asked |
| d) equity         | 4) a problem that seems incapable of a solution  |
| e) impartiality   | 5) the public in general; society  |
| f) voluntary      | 6) a person who informs on someone or puts a stop to something                               |
| g) dilemma        | 7) the moral principles and beliefs or accepted standards of a person or social group        |
| h) values         | 8) adherence to moral principles; honesty  |
| i) integrity      | 9) health, happiness, prosperity, and well-being in general                                  |
| j) whistle-blower | 10) the quality of being impartial or reasonable; fairness                                   |

b) Use the words above to complete the sentences.

1. A situation that arises when all alternative choices or behaviours have been deemed undesirable because of potentially negative ethical consequences is called an ethical ....

2. Many acts of corruption are discovered thanks to denouncements from ....

3. The company has a responsibility to its ....

4. The target demographics for this marketing plan includes current members and non-members of this ....

5. This was a good response rate, considering that the survey was .... in nature and conducted through a mail questionnaire method.

6. The story was told .... and objectively.

7. Social responsibility can be a difficult concept to grasp because different people have different beliefs as to which actions improve society's ....

8. The candidate's .... and strength led the voters to support him.

9. The Parties therefore endorse the principle of .... in employment and promotion of women, aboriginal peoples, persons with disabilities and other categories.

10. The Code of Ethics does not specify which ...., principles, and standards are most important and ought to outweigh others in instances when they conflict.

8. a) Match the English and Russian equivalents.

- |                                    |   |
|------------------------------------|---|
| a) reasoned judgments              | 1) добровольные обязательства   |
| b) corporate social responsibility | 2) индивидуальная честность   |
| c) discretionary responsibilities  | 3) этическая гарантия   |
| d) legal framework                 | 4) корпоративная культура   |
| e) corporate culture               | 5) быть в опасности   |
| g) individual integrity            | 6) соблюдать этические нормы  |
| h) social contributions            | 7) мотивированные решения   |
| i) ethical safeguard               | 8) социальные пожертвования   |
| j) be in jeopardy                  | 9) правовые рамки   |
| k) be on an ethical footing        | 10) незаконные поступки, приемы   |
| l) illegitimate practices          | 11) корпоративная социальная ответственность, ответственность бизнеса перед обществом |

b) Work in pairs. Using these words make up the sentences of your own for your partner to translate.

9. Form the opposites of these words using the negative prefixes given below. The negative prefixes to be used: dis-, im-, un-, il-.

agreement, desirable, legal, moral, ethical, legitimate

10. Match words from each box to make word partnerships. Make sure you can translate them.

rules	ethical	profits	consequences
ethically	decision	value	conduct
maximize	of	codes	system
legal	manager's	acceptable	activities
ethics	illegal	of	responsibilities

### **Comprehension**

11. Are the following statements true or false?

1. Ethics is the same as law.
2. An ethically acceptable decision is both legally and morally acceptable only to the person concerned.
3. If management makes decisions and takes actions that will contribute to the welfare and interests of society as well as to the organisation's, one may speak about socially responsible management.
4. Ethical standards are not codified
5. Most people believe that individuals make ethical choices only because of individual integrity.
6. Corporate culture doesn't have any influence on behaviour in organizations.
7. Whistle-blowers shouldn't be protected because their actions are immoral.

12. Match the words and word-combinations to the criteria of total corporate responsibility.

	Economic	Legal	Ethical	Discretionary
to produce goods and services				
to act with equity				
not to be mandated by economics, law, or ethics				
to fulfil economic goals				

	Economic	Legal	Ethical	Discretionary
fairness				
to maximize profits				
to make social contributions				
to be guided by a company's desire				
impartiality				
the legal framework				
to provide different treatment of individuals				
to respect the rights of individuals				
to be voluntary				

13. Answer the questions about the text.

1. What is ethics?
2. What is there in common between law and ethics? What is the difference?
3. What is an ethically acceptable decision?
4. What is social responsibility? What are the criteria of total corporate social responsibility?
5. Why do most ethical dilemmas involve a conflict?
6. What do individuals rely on to make ethical choices?
7. Which methods are used to help organizations be more responsible? What are they?

## Reading 2

1. Discuss these questions.

1. Which is worse, in your opinion: to offer or to accept a bribe? Why?
2. Which do you think are the most corrupt countries in the world? Which do you think are the least corrupt? Give your reasons.

2. Look at the following chart. It is from a survey of 52 countries. Guess where the countries in the box are placed in the chart. Then compare charts with a partner. Explain your choice.

New Zealand	Colombia	Pakistan	Germany	Nigeria
Finland	Bolivia	Sweden	Denmark	Russia
				Britain

BEST AND WORST COUNTRIES FOR CORRUPTION			
LEAST CORRUPT (Marks out of ten)		MOST CORRUPT	
1. ....	9.94	1. ....	1.76
2. ....	9.48	2. ....	2.05
3. ....	9.35	3. ....	2.23
4. ....	9.23	4. ....	2.27
5. Canada	9.10	5. ....	2.53
6. The Netherlands	9.03	6. Mexico	2.66
7. Norway	8.92	7. Indonesia	2.72
8. Australia	8.86	8. India	2.75
9. Singapore	8.66	9. Venezuela	2.77
10. Luxembourg	8.61	10. Vietnam	2.79
11. Switzerland	8.61	11. Argentina	2.81
12. Ireland	8.23	12. China	2.88
13. ....	8.23	13. Philippines	3.05
14. ....	8.22	14. Thailand	3.06

3. *There are some words and phrases related to corruption in the text. Study them.*

- kleaze (2)\*            dishonest, disreputable, or immoral behaviour, especially of public officials or employees
- bribe (2)              a reward, such as money or favour, given or offered for this purpose
- to plug legal loopholes (3)    to use an ambiguity, omission, etc., in a law, by which one can avoid a penalty or responsibility
- bribery (3)            the process of giving or taking bribes
- kickback (5)          part of an income paid to a person having influence over the size or payment of the income, esp by some illegal arrangement

(2)\* paragraph in which this word or expression is used

4. *Now read the article. Did you complete the chart correctly?*

## **Britain Moves Higher In Bribery League**

*From Roger Boyes in Bonn*

Britain is seen as more corrupt than seven other European countries, including Germany, according to an authoritative annual league table released yesterday by the Berlin-based Transparency International group. Transparency International is a private group, set up in 1993 to fight corruption, and bases its information on seven international surveys of business people, political analysts and the public.

The cleanest countries this year were Denmark, Finland and Sweden, which moved New Zealand from the top position. Britain came relatively low, in 14<sup>th</sup> position, its image apparently damaged by stories of sleaze. It was overtaken by Germany, although the Germans still tolerate companies which hand out bribes to foreign contractors.

Germany has been under pressure, especially from the United States, to plug legal loopholes which allow German businessmen to write off bribes abroad against tax. Yet both Britain, and even the United States, which has strict legal barriers against international bribery, are behind the Germans. In part, this is probably because of the nature of the survey, which does not track such areas as company-to-company bribery.

The most corrupt countries this year are regarded as Nigeria, followed by Bolivia, Colombia and Russia. Pakistan has improved its position, earning only one out of ten for honesty last year but 2.53 this year. The chairman of Transparency International, Peter Eigen, issued a warning against focusing on Third World corruption.

‘Corruption is perceived to be greatest there, but I urge the public to recognise that a large share of the corruption is the product of multinational corporations, headquartered in leading industrialised countries, using massive bribery and kickbacks to buy contracts in the developing world and the countries in transition.’ The Third World, in other words, would be less corrupt if developed states stopped offering bribes.

Indeed, the most revealing standings are buried deep in the table. Belgium, for example, is now regarded as more corrupt than Mediterranean nations such as Portugal, Spain and Greece.

‘Every day that the poor scores in the Corruption Perception Index are not being dealt with means more impoverishment, less education and less healthcare,’ said Dr Eigen. Money was diverted from development into over-priced contracts.

A study by Harvard associate professor Shang-Jin Wei found that a rise in corruption levels had the same effect on foreign investments as raising the marginal tax rate by more than 20 percent. ‘Awareness is a first step to fighting or reducing corruption,’ he said.

From *The Times*

5. Answer these questions about the article.

1. Does Peter Eigen think the Third World is more corrupt than the developed countries? What reasons does he give for his opinion?
2. According to the article, what are the results of corruption?
3. Where does Transparency International get its information from?
4. According to Peter Eigen, what information is missing from the survey?

6. Match these phrasal verbs from the article to a verb with similar meaning.

- |              |              |
|--------------|--------------|
| 1) hand out  | a) solve     |
| 2) write off | b) establish |
| 3) deal with | c) offer     |
| 4) set up    | d) cancel    |

7. Make word partnerships with the verbs in Exercise 6 and the nouns in the box. For example, **to hand out a bribe**.

a bribe	a company	a debt	corruption
a loss	a problem	a bonus	an organisation

## Listening

1. Discuss the following questions.

1. Is it important for companies to have a written code of ethics?
2. Is it more important for some industries than others to have a code of ethics?

2. Claire Bebbington is External Affairs Manager for a division of BP (*British Petroleum*).

Before listening, make sure you know the meanings of the following words:


reflect – отражать, воспроизводить, свидетельствовать (о чём-л.)

survive – продолжать существовать; сохраняться


commitment – приверженность, взгляды

accountable – обязанный отчитываться, ответственный, подотчётный




 Listen to the first part of the interview. Decide whether these statements are true or false, according to Claire.

1. The issue of ethics is simple.
2. If a company puts its code of ethics in writing, it is more likely to act on it.
3. Following up a code of ethics is difficult.

 3. Listen again to the first part of the interview. Complete the two extracts below.

1. 'Firstly, it makes a ..... to certain good ..... and so it's a way of communicating the importance of ..... to all of its employees and partners.'

2. 'If you express these things in ....., especially, then you can be held ..... for them.'

 4. Listen to the second part of the interview.

Make sure you know the following words:

get oneself into hot water – попасть в беду (по своей вине); “влипнуть”, запутаться

facilitation – облегчение, помощь

obviously – явно, ясно, очевидно, понятно

proportion – размер; объём; величина

instance – пример, случай

nepotism – nepotism, семейственность, кумовство

Complete the question that Claire asks. What examples does she give to illustrate the question?

'When does a facilitation ..... become a .....?'

## Translation

a) Translate the following passage into Russian paying attention to business vocabulary.

Individual businesses also often adopt codes of ethics concerning the behaviour of their employees. These codes stress honesty and loyalty. They may prohibit such practices as accepting gifts or entering agreements where a conflict of interest might occur.

Many practical and ethical problems result from international business operations. Bribery, kickbacks, and other practices have flourished in overseas

operations on a greater scale than has been common in domestic operations. Two factors contribute to the problem: *a)* the growth of international operations resulting in increased competition and more opportunities for unethical practices and *b)* a more widespread acceptance of a common standard of behaviour arising from cross-cultural contacts and influences.

*b) Translate the following passage into English using your active vocabulary.*

Этические аспекты характерны для всех направлений деятельности организаций. Они затрагивают и решения о найме персонала, и определение критериев эффективности исследований и разработок, и производственную политику, и маркетинг, и благотворительную деятельность.

Круг социально ответственных и этических компаний постоянно расширяется. А проявление бизнесом внимания к нуждам общества позволяет сформировать положительный имидж компании.

Этические инвесторы избегают вложений в компании, деятельность которых не отвечает их представлениям об общественно принятых нормах: в производителей табака, алкоголя, вооружений или атомную энергетику.

### **Self-study section. Grammar revision**

*Complete this story putting the verbs in brackets in the correct form (Past Simple, Past Continuous or Past Perfect).*

It was 10 o'clock at night. Eddie was tired and hungry. He <sup>1</sup>(spend) the last five hours talking to the company's senior managers. He <sup>2</sup>(realise) that he would have to resign from his job, and also that he <sup>3</sup>(face) the possibility of going to prison.

Six months ago, everything <sup>4</sup>(be) fine. He <sup>5</sup>(have) a wonderful job and he <sup>6</sup>(make) a lot of money. Then he <sup>7</sup>(meet) some people who <sup>8</sup>(advise) him badly. They <sup>9</sup>(give) him a list of companies and <sup>10</sup>(tell) him to buy their shares. He <sup>11</sup>(use) the company's money to do this. At first the shares <sup>12</sup>(rise), so he <sup>13</sup>(buy) some more. Everything <sup>14</sup>(seem) so easy. Then the stock market <sup>15</sup>(crash) and he lost everything.

Eddie <sup>16</sup>(telephone) his wife before leaving the office. He <sup>17</sup>(apologise) for not phoning earlier, explaining that he <sup>18</sup>(have) a difficult meeting. 'You sound upset. Anything wrong?' she asked. 'I'll tell you about it when I get back,' he <sup>19</sup>(reply).

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 162–164.*

## Social skills

### *Problem-solving*

1. *Study the phrases in the box. Add one expression under each heading.*

#### **Stating options**

We have a number of options.  
There are several ways we could deal with this.

#### **Considering less obvious options**

We could try...  
It might be worth...

#### **Balancing arguments**

Let's look at the pros and cons...  
Let's discuss the advantages and disadvantages.  
On the one hand... On the other hand...

#### **Discussing possible effects**

Let's think about the consequences of...  
If we do this then...

#### **Changing your approach**


Let's look at this another way.  
Let's look at this from a different angle.

#### **Making a decision**

The solution then is to...  
The best way forward is to...

#### **Stating future action**

What we've got to do now is...  
So the next thing to do is...

 2. *Listen to two company directors discussing a problem concerning one of their managers. Tick the expressions in Ex. 1 that you hear.*

3. *Work with a partner. Discuss different ways of tackling these problems. Use expressions in Ex. 1.*

1. You manufacture skis, so demand for your product is seasonal. You'd like to make another product, something that sells in the summer, but what?

2. You have organised a two-day seminar for 160 people on quality management. It's due to start in an hour and your famous guest speaker has lost her voice.

3. You print a monthly bulletin for the staff. It contains general news about your company but it looks boring so nobody reads it. How can you make it more interesting?

4. Someone has been hacking into confidential files on your computer system.

5. Every Christmas a company gives its customers gifts ranging from diaries and calendars to cases of Scotch whisky. The financial manager says it's too expensive and wants to stop. The sales manager disagrees.

4. *Work in groups. Role play this situation.*

You are senior managers at a hi-fi manufacturer. Your company is losing market share. You strongly suspect your main rival is using unfair methods to promote its products.

For example, you are almost sure that your rival has been:

- a) making cash payments to main dealers;
- b) offering expensive gifts to important customers.

*Hold a meeting to consider how to solve the problem (use the phrases from Speaking File p. 210–214).*

## **Speaking**

1. *Work in groups. Discuss the ethical questions below. A different person should lead the discussion of each issue.*

a) You have a shortlist of people for the post of Sales Manager. One of the female candidates is clearly the best qualified person for the job. However, you know that some of your best customers would prefer a man. If you appoint a woman you will probably lose some sales. What should you do?

b) Your company, a large multinational, has a new advertising campaign which stresses its honesty, fairness and ethical business behaviour. It has factories in several countries where wages are very low. At present it is paying workers the local market rate. Should you increase their wages?

c) A colleague in a company which tests medical equipment has been making bad mistakes recently at work. This is because she has serious illness. You are her friend and the only person at work who knows this. She has asked you to keep it a secret. What should you do?

d) You are directors of a potato snack manufacturing company. Research has shown that any price increase causes an immediate dip in sales (although sales recover within six months). It has been suggested that you could maximise your profits by simply reducing the weight of the product in the packets and maintaining the current price. What should you do?

2. *Do you agree with the statement? Give your reasons.*

‘If we face a recession we should not lay off employees. The company should scarify a profit. It’s management risk and management’s responsibility. Employees are not guilty; why should they suffer?’

Akio Morita (1921–1999), co-founder of Sony

3. *Work in small groups. Discuss these questions.*

1. There is a proverb, ‘When in Rome, do as the Romans do.’ What does the proverb mean? Do you agree with this advice?

2. Would you continue to do business with someone if you disapproved of their private life? Explain why or why not.

3. Give examples of behaviour which would cause you to stop doing business with someone.

### **Writing**

1. *Read the sales leaflet in which Paperback Ltd introduces its services.*
2. *Underline the phrases in the text which do the following.*
  1. create interest
  2. describe potential benefits to customers
  3. provide evidence of the company's reputation, level of service and customer satisfaction
  4. encourage customers to take action

#### **WHY THROW AWAY PAPER? HOW ABOUT GIVING IT TO US?**

We are a company with over 20 years' experience of recycling paper. We will collect all the waste paper from your premises, recycle it and save you the cost of disposing of it yourself.

We provide a flexible service designed to meet the needs of environmentally-friendly companies. See our list of satisfied customers and testimonies to our outstanding service (available upon request).

We can help you by:

- saving you time and money
- showing that you care about the environment
- enhancing your image with your customers
- offering you a tailor-made service, with collections at your convenience.

Many people buy only from companies which protect the environment. By using our services, you will show that you TRULY CARE about the environment.

Why not try our one-month trial period, under no obligation? You'll get your money back if you are not fully satisfied. Discounts of up to 20% are available for long-term contracts.

For a friendly, low-cost 'green' service, call us now on 01942248620 or write to:  
Paperback Ltd.

45 Dagenham Road

Oxford

OX6 3DR

We will arrange for one of our representatives to visit you and discuss our service in detail.

3. Write a sales leaflet persuading new customers to sign a contract in the following situation. Use some of the expressions in the Useful language box. Mention any introductory offers, discounts and other incentives which you think will appeal to potential customers.

You are Advertising Manager for *Clean Sweep*, an industrial cleaning company which uses green products to clean offices. All its vehicles and equipment are powered by electricity. Its products are environmentally friendly and it uses the latest technology in dust control and efficient cleaning methods. It has a policy of employing people who have been out of work for a long time.

### ***Useful Language***

#### **Attracting the reader's attention**

Use an eye-catching heading.

Ask questions, for example, 'Why throw away paper?'

Make a statement which appeals to the target user. 'If you are looking for a way of saving money...'

Give an amazing fact or statistic.

'Did you know that only 5 % of companies benefit from these great savings?'

#### **Describing benefits**

You will save time and money by...

A key feature of our product/service is...

You will benefit from substantial discounts of up to 15 %.

The product is designed to...

#### **Providing evidence of reputation/service/customer satisfaction**

We have over 20 years' experience in this field.

Testimonials from our customers are available upon request.

#### **Encouraging action**

For further information, please contact us on the number given below.

Please telephone, fax or post the coupon right away.

Phone us FREE quoting the reference number on this leaflet.

#### **Offering incentives**

Save up to 5 % if you reply before the end of this month.

Accept a free gift when you place your first order.

## Unit 4

# Organization

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### Introduction

*Can you think over and answer the following questions?*

1. What is the difference between organizing and organization?
2. Can you think of the two meanings of the word organization?
3. Do you know anything about different organization structures?

### Reading 1

1. *Match these words with the definitions.*

- |                  |   |
|------------------|---|
| 1) employee      | a) to change, esp. slightly   |
| 2) relationship  | b) the process of working, an activity                                |
| 3) rational, adj | c) to put into correct or desired order, to make preparations         |
| 4) maintain      | d) a person employed for wages  |
| 5) burdened      | e) sensible, based on or according to reason                          |
| 6) operation     | f) to continue to have, do etc., as before; to keep in good condition |
| 7) modify        | g) friendship or connection between people                            |
| 8) available     | h) be loaded or troubled  |
| 9) arrange       | i) able to be had, obtained, used, seen, etc.                         |
| 10) responsible  | j) having the duty of looking after someone or something              |

2. *Read the text. What does it say about the questions in the introduction? Find the answers as quickly as you can.*

Whenever individuals come together for a common purpose, their separate activities must be coordinated to achieve maximum effectiveness.

The term “organization” has come to acquire a number of meanings. An organization of people who meet and have some sort of formal relationship, such as a civic club, a political party, or an athletic team, may be called an organization. A business enterprise, with all its resources, personnel, equipment, and methods of production and distribution, is typically called an organization.

The term 'organization', however, has its most proper meaning in a managerial context when it refers to the outcome of the organizing function.

In the organizing process, management sets up the structure and rules that control the way a company's resources will interact to reach objectives. The resulting internal structure is the organization: this structure proscribes the tasks and activities to be carried out, the relationship between these activities, and the role each individual in the company will play in meeting planned objectives. Thus management is responsible for the organizing function or process and the organization itself.

Organizational relationships within a business may be formal or informal. Formal organizations are consciously planned. They are arranged according to rational principles which are usually set down in writing. The purpose of formal organizations is to control the routine activities and decisions that keep the company running. Informal organizations exist without specific planning. The informal organization develops from social likes and dislikes of the employees.

Every business firm has its unique organization requirements. There are, however, certain principles that help to establish a sound internal structure. By following these principles, management creates an organization that is planned, suitable to purpose, well-defined, and as uncomplicated as possible. The principles are: a) organization follows planning; b) the structure of organization should fit its size and function; c) duties and relationships should be clearly defined and specified; d) to achieve effective supervision, the number of subordinates should be limited.

Organizations can also vary in the extent to which authority is distributed down the chain of command to middle and lower level of management. A centralized organization is one in which almost all of the authority is concentrated in a few positions at the top. In a company with centralized organization, nearly all important operating decisions will be made by top management. The main task of those below is to carry out their decisions efficiently. A decentralized organization delegates much more authority to the managers who are closer to actual operations.

In the long history of business management, three kinds of internal structures have evolved: line, line-and-staff, and functional. Most companies use one or more of these forms today.

An internal business structure in which every employee is a member of a direct chain of command from the top executives down through the levels of management is called line organization. It is called a line organization because authority flows in a direct line from the top of the organization to any individual worker at any level.



The line organization has a distinct advantage in its simplicity; every employee can understand the organization and know where he or she stands. The direct supervisor-subordinate relationship makes it easier to maintain discipline and quality of work.

A great disadvantage of the line organization is that it is sometimes not capable of handling the complex management and technical needs of a large, modern company. Another disadvantage is that there are often insufficient formal means for communication and coordination between departments. Also, since managers are responsible for all of the work of their subordinates, they are often burdened with decisions about details.

As the complexity and size of a company increase, managers usually find it necessary to modify the line organization by adding staff specialists to handle certain specific duties. This is called line-and-staff organization. It is the most common internal structure today, especially for large companies. The staff specialists perform technical services and provide expert guidance to line managers.

The great advantage of the line-and-staff organization is that it allows specialists to handle highly technical or complex functions while the company retains many of the benefits of line organization.

The disadvantage of a line-and-staff organization is that conflict often arises between line positions and staff positions. Line managers and workers may consider staff specialists as expensive extra baggage. Staff workers may resent managers who do not take their advice.

An alternative way to organize a business is to assign managers the responsibility for all activities and decisions in certain defined functional areas of operation. This is called functional organization. This structure, for example, might have five managers supervising the workers in a manufacturing plant. The personnel manager would directly handle all personnel matters, the production manager would concentrate exclusively on production etc.

The main advantage of functional organization is that it allows managers to specialize in one particular area of operations. Their expert guidance becomes directly available to all workers without an intervening line manager. The fact that every worker has more than one supervisor is a great disadvantage of functional organization, however. This can cause conflicting commands and loss of discipline and can make it difficult to put down the responsibility for decisions. For this reason, most businesses that choose a functional organization try to clearly restrict the degree of authority certain functions can exercise over other functions.

A fourth kind of organization is used by firms that must manage a number of one-time projects – such as road, dam, or bridge building, or a research investigation. These firms use a matrix organization, which allows a project manager to exercise

temporary authority over a number of specialists who also must report to different line managers for supervision in their specialties. This enables specialists to be assigned to projects where they are needed. It has the disadvantage, however, of asking an employee to report to two different bosses.

### ***Vocabulary Focus***

3. a) *Study the meaning and use of the following words. Then fill in the gaps with these words.*

*authority (n):* power or right to give orders and make others obey; a person or a group of persons, having authority

*objective (n):* object aimed at, purpose

*retain (v):* keep, continue to have or hold

*internal (adj):* of or in the inside

*handle (v):* manage, deal with, control

*informal (adj):* irregular, without ceremony or formality

*subordinate (n):* a person junior in rank or position, working under another person

*dissatisfaction (n):* the state of being not satisfied

b) *Complete these sentences with words from the list above.*

1. The ... structure of a business determines the relationships between a company's activities and personnel.
2. The internal structure proscribes the role each individual in the company will play in meeting planned ... .
3. ... is delegated to employees to allow them to meet their responsibilities.
4. The great advantage of the line-and-staff organization is that it allows specialists to ... highly technical or complex functions.
5. A poor organization causes confusion, waste and ... .
6. Personal friendships and conflicts are another force in the ... organization.
7. Centralized organizations usually give managers a limited but tighter span of control, with each manager having fewer ... .
8. A company with line-and-staff organization can ... many of the benefits of line organization.

4. a) *Express in one word.*

1) The right to take certain actions and to require subordinates to perform duties they are assigned – ... .

2) The duties an employee is obligated to fulfil while performing the job – ... .

3) An internal business structure in which every employee is a member of a direct chain of command from the top executive down through the levels of management – ... .

4) The modification of the line organization by adding staff specialists to handle certain specific duties – ... .

5) An internal business structure in which managers are assigned the responsibility for all activities and decisions in certain functional areas of operating – ... .

6) An organization which is consciously planned and which is arranged according to rational principles – ... .

5. Match the English and Russian equivalents.

- |                              |                                   |
|------------------------------|-----------------------------------|
| a. to meet the objectives    | 1. ограничить полномочия          |
| b. to handle duties          | 2. подчинённый                    |
| c. to retain benefits        | 3. сохранить преимущества         |
| d. to restrict the authority | 4. вмешиваться                    |
| e. expert guidance           | 5. назначать, поручать            |
| f. to modify                 | 6. доступный, имеющийся в наличии |
| g. to assign                 | 7. достигнуть целей               |
| h. available                 | 8. выполнять обязанности          |
| i. to intervene              | 9. видоизменять                   |
| j. subordinate               | 10. профессиональное руководство  |

*words for reference:* responsibility, line organization, authority, line-and-staff organization, formal organization, functional organization

6. Match the words from the text with their synonyms.

- |                |  |
|----------------|--|
| a. to modify   | 1. to allow, to authorize                      |
| b. to handle   | 2. to absorb, to contain                       |
| c. to assign   | 3. to accept, to acquire                       |
| d. to restrict | 4. to alter, to change, to convert             |
| e. to enable   | 5. to appoint, to choose                       |
| f. objective   | 6. benefit, convenience.                       |
| g. sufficient  | 7. to control, to direct, to guide, to operate |
| h. to retain   | 8. to keep within bounds, to limit             |
| i. advantage   | 9. aim, ambition, goal, n.                     |
| j. to assume   | 10. adequate, competent                        |

7. a) Give the derivatives of the following words.

Verb	Noun	Adjective
1. modify		
2.		authoritative
3. delegate		
4.	production	
5. assume		
6. enable		
7.	guidance	–
8.		restrictive
9.	benefit	
10. serve		–

b) Complete the following sentences using forms of the words from the table above.

*modify*

1. They tried to make ... in the training programme. 2. The industrial revolution ... the whole structure of the English society.

*authoritative*

1. I ... him to act for me while I am abroad. 2. An officer exercises ... over the soldiers under him. 3. He was reprimanded for his ... manner of speaking.

*delegate*

1. The chairman ... his rights to his depute. 2. Entrusting one's duties to another person is called ....

*production*

1. ... labour is our economic value. 2. The ... of manufactured goods rose by 10 % at the end of the year. 3. We must ... more food ourselves and import less.

*assume*

1. Their ... that the war would end quickly was proved wrong. 2. You should ... the direction of the business.

*enable*

1. He is a man of great .... 2. The collapse of the strike ... the company to resume normal bus service. 3. I wasn't ... to come to the office because I felt bad yesterday.

*guidance*

1. ... missiles are rockets which are directed to their destination by electronic devices. 2. ... is a kind of leadership. 3. Your sense of what is right or just must ... you.

*restrictive*

1. Is the consumption of alcohol ... by law in your country? 2. ... practices in industry are practices that hinder the most effective use of labour, technical resources and tend to damage productive efficiency. 3. The government placed ... on foreign trade.

*benefit*

1. Fresh air and good food are ... to the health. 2. Did you get much ... from your holiday? 3. The new railway will ... the district.

*serve*

1. The gardener ... the family for ten years. 2. His ... to the state have been immense. 3. The dinner is ... at 6 o'clock.

### ***Comprehension***

8. *Answer the questions basing on the text.*

1. What are the two meanings of the word 'organization'?
2. What is meant by the internal organization of a business?
3. How does formal organization differ from informal organization?
4. What are some of the principles of organization mentioned in the text?
5. What is the difference between a centralized and decentralized organization?
6. What is the main advantage of a line-and-staff organization over a line organization?
7. What is the main disadvantage of a functional organization?
8. From what two superiors is a person employed in a matrix organization likely to receive orders or instructions?

9. *Expand the sentences.*

1. In the organizing process, management sets up ... .
2. Formal organizations are ... .
3. Informal organizations exist ... .
4. By following the four principles, management creates an organization that is ... .
5. The three major kinds of internal structures are ... .
6. A line organization is an internal business structure in which every employee ... .
7. The staff specialists perform ... .
8. An organization in which managers are assigned the responsibility for all activities and decisions in certain defined functional areas of operations is called ... .

10. Put the following key sentences in the order according to the text.

- a. Advantages and disadvantages of each organization structure.
- b. The four principles of good organization.
- c. The three basic organization structures.
- d. The difference between organizing and organization.
- e. Distinguishing between formal and informal organizations.

## Reading 2

1. Here are some ideas for creating a good working environment. Which do you consider a) crazy? b) good for motivating staff?

- singing at meetings
- dressing in strange clothes at meetings
- having no individual offices
- unisex toilets
- organizing company holidays
- encouraging managers to invite staff home for dinner
- buying birthday presents for staff
- keeping animals and birds at head office
- supplying flowers regularly for all offices
- having no dress code

2. Read the article. Which of the ideas above are used by the Finnish company, SOL?

Smart in yellow uniforms, staff hurry about in Finland's \$60 million-a-year SOL cleaning company carrying laptops and the latest Nokia mobile phones, as well as heavy-duty vacuum cleaners.

This is a company in which people work when they like, and flexibility is being strongly tested. It is one that Dr. Joseph Juran, the management guru based in New York, considers to be the future.

SOL's owner, Liisa Joronen, a slim, charismatic brunette of 50, back from a 90-mile keep-fit cross-country ski run in Lapland, says that she has thrown out traditional management styles and hierarchies in favour of people motivation and the strict auditing of targets.

She has brought fun to the workplace in a nation noted for its engineering innovation, but also for its people's shyness and introversion. This most extrovert of Scandinavian business leaders sometimes dresses as a sunflower and sings at sales meetings if it will help. The company's name is from the Spanish for sun, and its sun logo has a curved line turning it into a smile.

The key words around SOL are freedom, trust, goals, responsibility, creativity, joy of working and lifelong learning, Ms Joronen says. People's creativeness is restricted by routine and traditional office hours. As work becomes more competitive, so we need more flexible, creative and independent people.

To help staff towards independence of mind, Liisa has abolished territorial space, such as individual offices and desks, and organized a communal area similar to a social club. It has a colourful playground, with trees, caged birds and small animals, a nursery, a billiard table, sofas, modern art and kitchen corners.

Staff sit anywhere. There is not a secretary in sight. The boss makes the tea if everyone is on the phone to the field teams. Headquarters can be empty in the day and busy in the evenings and weekends. One headquarters worker, keen to go to midweek tango classes, was switching tasks with a colleague. The person supervising the cleaning of Helsinki's metro was working from home.

Flying the country Economy Class, Liisa tells 3,500 staff at 25 branches to kill routine before it kills you. At SOL Days, Japanese-style motivation sessions, she has the whole hall dancing, and urges staff: The better you think you are, the better you will become.

Half the country sees Liisa as a revolutionary boss, and several television programmes have been devoted to her. The other half thinks she is crazy.

From *The Times*

3. Work in two groups. Group A completes the information file on Liisa Joronen. Group B completes the information file on her company, SOL. When you have finished, check each other's files.

<p><b>A. Liisa Joronen</b> Age: Position: Physical appearance: Personality: Leadership ideas/style: Public image:</p>	<p><b>B.SOL cleaning company</b> Location: Number of staff: Number of brunches: Logo: Working conditions/practices:</p>
---	---

4. Which of these adjectives describe the type of worker SOL likes to employ?

fun-loving competitive ambitious responsible animal-loving shy  
punctual independent flexible creative

5. Read these extracts from the article. Which word is similar in meaning to the highlighted word in each extract?

1. **Smart** in yellow uniforms, staff rush about in Finland's \$60 million-a-year SOL-cleaning company.

- a) intelligent      b) colourful      c) well-dressed

2. SOL's owner, Liisa Joronen, a slim, **charismatic** brunette of 50...

- a) powerful      b) charming      c) inspiring

3. This most **extrovert** of Scandinavian business leaders sometimes dresses as a sunflower...

- a) lively      b) quiet      c) creative

4. People's creativeness is **restricted** by routine and traditional office hours.

- a) developed      b) destroyed      c) limited

5. Liisa has **abolished** territorial space, such as individual offices and desks.

- a) increased      b) stopped      c) reduced

6. One headquarters worker, keen to go to midweek tango classes, was **switching** tasks with a colleague.


- a) changing      b) planning      c) sharing

6. *Discuss these questions.*

1. Would you like to work in a company like SOL?


2. Which of Liisa Joronen's ideas would you like to introduce into your own company or organization? Which would you not like to introduce? Why?

## Listening

 1. Listen to the first part of an interview with the British Airways Project Manager for the new office complex, Waterside, and make notes. Then answer these questions.

1. What were Chris Byron's three main objectives concerning Waterside?

2. What three special features of Waterside does he mention?

 2. Now listen to the second part of the interview and answer the questions.

1. What does Chris Byron mean by the term 'flexible working'? Give examples.

2. Which of the facilities below are provided at Waterside for employees?



- open-learning education
  - a supermarket in the building
  - electronic shopping
  - excellent meals
  - free videos
  - company cars
3. Why were there so few problems when staff moved to Waterside?

3. *Discuss these questions.*

1. How will Waterside help to improve efficiency and profitability?
2. What other facilities could Waterside provide for BA employees?
3. Would you like to work at Waterside? Give your reasons.

## **Translation**

*a) Translate the following passage from English into Russian paying attention to business vocabulary.*

If one person sets up and runs the company, the form of ownership is called 'sole trader'. The person provides all the capital and has unlimited liability for business debts, even if this means selling personal assets.

In a limited company (AmE corporation), the capital is divided into shares, which are held by shareholders. Shareholders have limited liability, but they can vote at the Annual General Meeting to elect the Board of Directors. There are two types of limited company:

1) in a private limited company, all shareholders must agree before any shares can be bought or sold.

2) in a public limited company, shares are bought and sold freely, for example, on the stock exchange.

A partnership is created when a group of people provide the capital, set up the company and manage it together. There are two types of partnership:

1) Partners in an unlimited partnership are like sole traders – if the business fails they are fully liable for all debts, and may even have to sell personal assets.

2) In a limited partnership there can be sleeping partners who do not participate in the management of the company. Sleeping partners have limited liability – in the event of bankruptcy, they only lose their investment, not their personal assets.

*b) Translate the following passage into English using your active vocabulary.*

Из-за многообразия фирм их принято группировать, различая по разным признакам:

- по размерам – малые, средние, крупные;
- по отраслевой принадлежности – промышленные, строительные, финансовые, инвестиционные, страховые и пр.;
- по организационной структуре – линейная, функциональная и пр.

Линейное и функциональное руководство – это система управления в крупных организациях, где существуют две самостоятельные иерархии: линейное руководство включает линейных руководителей, отвечающих за определение политики и выполнение основных функций организации (таких, как производство, сбыт и т. п.), в то время как функциональное руководство и самостоятельные функциональные руководители отвечают за обеспечение необходимых для этого условий, таких как материально-техническое и финансовое обслуживание, складирование, бухгалтерский учёт, транспорт, все вопросы кадрового обеспечения и политики, эксплуатации и ремонта оборудования.

На практике применяются все перечисленные группировки и целый ряд других. Однако определяющий критерий разделения фирм – форма собственности. В этом случае в рамках частной собственности можно выделить три вида (три формы) фирм:

- индивидуальная (семейная) фирма;
- товарищество;
- корпорация.

Каждая из этих форм различается по четырём признакам: по числу собственников, по степени ответственности, по способу привлечения капитала, по характеру распределения доходов.

## Self-study section. Grammar revision

*Choose the correct or best phrases in each group.*

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1 a) the secretary of Mr Lorenzo | 4 a) our sales target          |
| b) Mr Lorenzo's secretary        | b) our sale target             |
| c) Mr Lorenzo secretary          | c) our target of sales         |
| 2 a) our company future          | 5 a) last month board meeting  |
| b) our companies future          | b) last month's board meeting  |
| c) our company's future          | c) board meeting of last month |
| 3 a) last year's results         | 6 a) a personnel's policy      |
| b) last year results             | b) a policy of personnel       |
| c) the results of last year      | c) a personnel policy          |

- |  |  |
|--|--|
| <p>7 a) a salary increase<br/>b) an increase of salary<br/>c) a salaries increase</p> <p>8 a) a contract breach<br/>b) a contract's breach<br/>c) a breach of contract</p> | <p>9 a) unemployment figures<br/>b) figures of unemployment<br/>c) unemployment's figures</p> <p>10 a) 5-million-dollars project<br/>b) a 5-million-dollar project<br/>c) a project of 5 million dollars</p> |
|--|--|

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 164–169.*

## **Social skills**

*Introductions, socializing and leave-taking*

1. *Study the following expressions of useful language. Add one expression under each heading.*

### **Introductions**

Yves, this is Jim.

Bernie, do you know Patrice?

Anne, have you met Maria?

Can I introduce to Mark Barnard our Finance Director?

I'd like you to meet . . . .

Are you Ms Valdez by any chance?

You must be Larry Koplan.

### **Responding**

Nice to meet you.

It's a pleasure.

Pleased to meet you.

### **Mentioning common interests**

I think you ... both know Iwona.

both like skiing.

are both interested in the new project.

I know you have both ... been to Brazil.

worked in R&D.

### **Leaving**

Well, I really must be going.

Anyway, I'll see you soon.

Hope to see you again soon.  
 It was nice meeting you.  
 It was good to see you again.

2. Match the beginnings of these sentences with the endings. Then make similar sentences about yourself.

- |                             |                            |
|-----------------------------|----------------------------|
| 1) I work in the            | a) lot of overseas travel. |
| 2) I'm a                    | b) design department.      |
| 3) I'm responsible for      | c) work abroad.            |
| 4) My job involves          | d) research chemist.       |
| 5) I spend a lot of time    | e) credit control.         |
| 6) In the future, I hope to | f) visiting suppliers.     |

3. Fill in the missing letters.

1 We	pr_v_d_ s_ll pr_d_c_ s_pply d_str_b_t	car parts.	2 We have	br_nch_s p_rtn_rs c_nt_cts _g_nts f_ct_r_s	in Asia.
------	---	------------	-----------	--	----------

4. Match the beginnings of the sentences with the endings. Then make similar sentences about your company.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. The company was founded  | a) in three divisions.           |
| 2. There are                | b) multinational food companies. |
| 3. It's organized           | c) in 1992.                      |
| 4. Our main competitors are | d) 200 people working here.      |

5. Work in groups of three. Two of you work for the same company. One of you is a visitor. Practise making introductions. Ask about each other and each other's company. Then finish the conversation. Use phrases from the Useful language section above.

## Speaking

*Read the case critique and answer the following questions.*

1. What is the name of the reporting system that the chief executive officer of the Thomas National Group originally set up for the organization? What were some of its shortcomings?
2. What was the form of departmentalization originally chosen? What were some of its limitations?

3. What new form of departmentalization was added to the old structure?
4. Is the new organization structure more centralized or less centralized than before? What are its advantages and disadvantages?

When Tom Barrea, chief executive officer, set up an organization structure for his company, he did it all by the book. The Thomas National Group would provide data processing services to other companies for a fee. The company would be relatively small, with about 100 employees. As chairperson, Tom had three vice presidents reporting to him. Each was in charge of a separate function – marketing, programming, and data processing. In turn, each of these vice presidents had a number of specialized managers reporting to them. Under this system, when someone down the line had a problem, the employee would bring it to his or her manager for an answer. If it couldn't be resolved at that point, the problem would be relayed up the line to the next level for solution. Work had been delegated so that each person knew the limits of responsibility and authority and who his or her boss was.

Problems began, however, when this vertical system kept the company's relatively small staff of people from communicating with one another across functions. If a programmer got an idea, for example, it would have to pass up the line to the president before getting the benefit of the thinking in, say, the data processing department. The company was also adding new services to be offered to its customers. Under the original organization system, there would have to be a specialist for the new service in each department. Gradually, communications in the company broke down. Problems took forever to be solved. Management was increasingly indecisive.

Finally, Barrea changed the company's organization structure. Instead of a narrow, vertical pattern, he created a broader, horizontal one. Now Barrea has only the three functional vice presidents reporting to him, he also has an executive vice president to coordinate administrative affairs and three vice presidents who head up the new special services. Each vice president has been given greater authority to deal with problems in his or her area. Barrea is in constant touch with all seven vice presidents. He encourages communications between departments. And even the lowest-ranking person in the organization has only a level or two to get to the top.

## **Writing**

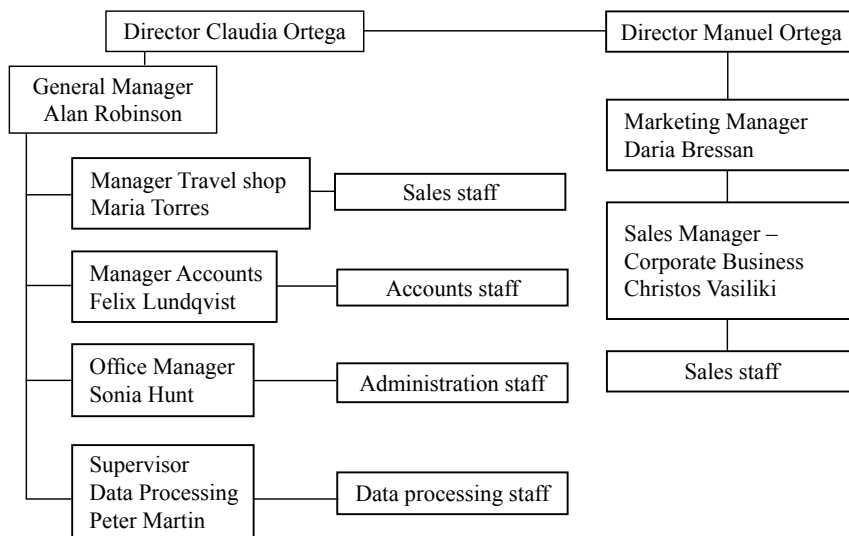
*Faredeal Travel Agency was founded by its owners, Claudia and Manuel Ortega. It is now one of the largest travel agencies in the City, the financial centre of London. Although the firm is doing well, the Ortegas know that it could be more profitable if it was better organized. They have done a study*

of the agency and found out that the most complaints are connected with the management structure.

### Findings of the study

1. Alan Robinson has too much responsibility and feels very stressed. He complains also of having no contact with Manuel Ortega.
2. Christos Vasiliki wants better communication with Manuel Ortega. Manuel is often away on business trips, so Christos is not able to get his approval for important decisions like discounts for important customers.
3. Daria Bressan reports to Manuel Ortega. However, most of her work is with Claudia Ortega, whose speciality is marketing.
4. The Accounts Department wants more cooperation with the Date Processing Department. On the other hand, Sonia Hunt says that Peter Martin is always ‘interfering’ in their office.

### Management structure



*The General Manager, Alan Robinson, has invited members of staff to send him a short, informal report on how to reorganize the company's management structure. As a member of staff, write the report (see Writing File p. 207–209).*

## Unit 5

# Business Strategy

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### Introduction

*Read the following case study and then answer the questions below.*

Richard Thomas, a brilliant electronics engineer, decided to set up his own business. He felt there was a gap in the market for low-priced computer components. The start-up capital for the firm, Computex, was provided by the bank (an overdraft facility of £25,000) and Richard's savings of £15,000.

He began by hiring another person to help him develop the components. Six months later they built up a good supply of components and tried to sell them. But many potential customers were suspicious of the low prices.

It was over a year before Richard got his first order. By that time, he had an overdraft of £40,000. He was spending all his time advertising the products, running round to meet customers and trying to persuade them to buy.

Three months later, three things happened. First, a few large orders were received, but Richard had to wait three months or so before being paid. Second, the bank decided to call in the overdraft within a month. Third, Richard received offers from two venture capital companies. The first was prepared to invest £200,000 in return for an 80 % share of Richard's business; the second was willing to put up £250,000 for a 90 % share.

This was the situation facing Richard Thomas fifteen months after he had set up his high-technology enterprise.

1. Could Richard have avoided the situation he now finds himself in? If so, how?
2. What should he do now?
3. What advice would you give him about how to run the company in the future?
4. What problems can arise when someone starts up a high-technology enterprise?

## Reading 1

1. What do you know about strategic planning?
2. In your opinion is it important to write a strategic plan for the success of a business?

1. *Before you read the text look up the following words in your bilingual dictionary.*

*verbs:* pursue, determine, foretell, adhere, scope, allocate.

*nouns:* scenario, inquiry, complexity, consideration, issue, competition.

*adjectives:* appreciative, turbulent.

2. *Read the text and decide why strategic planning is so important for an organization's success.*

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis).

Strategic planning is the formal consideration of an organization's future course. All strategic planning deals with at least one of three key questions:

“What do we do?”

“For whom do we do it?”

“How do we excel?”

In business strategic planning, the third question is better phrased “How can we beat or avoid competition?” In many organizations, this is viewed as a process for determining where an organization is going over the next year or more typically 3 to 5 years, although some extend their vision to 20 years. In order to determine where it is going, the organization needs to know exactly where it stands, then determines where it wants to go and how it will get there. The resulting document is called the “strategic plan”.

It is also true that strategic planning may be a tool for effectively plotting the direction of a company; however, strategic planning itself cannot foretell exactly how the market will evolve and what issues will surface in the coming days in order to plan your organizational strategy. Therefore, strategic innovation and tinkering with the ‘strategic plan’ have to be a cornerstone strategy for an organization to survive the turbulent business climate.



There are a variety of perspectives, models and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc. For example, there are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc. Goals-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when). Issues-based strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans. Organic strategic planning might start by articulating the organization's vision and values and then action plans to achieve the vision while adhering to those values. Some planners prefer a particular approach to planning such as appreciative inquiry. Some plans are scoped to one year, many to three years, and some to five to ten years into the future. Some plans include only top-level information and no action plans. Some plans are five to eight pages long, while others can be considerably longer.

### ***Vocabulary Focus***

3. *Fill in the gaps with the words given in Ex. 1.*

1. Kristin ..... her acting career with great determination.
2. I like the actors but I don't like the ..... of this film.
3. There are several documents under .....
4. Drug testing of employees is a sensitive .....
5. Some planners prefer a particular approach to planning such as appreciative .....
6. The duty officer ..... us a cabin for the night.

4. *Match the English and Russian equivalents.*

- |                 |                                  |
|-----------------|----------------------------------|
| 1) determine    | a) размещать, распределять       |
| 2) pursue       | b) определять                    |
| 3) issue        | c) преследовать, добиваться      |
| 4) competition  | d) предсказывать, прогнозировать |
| 5) appreciative | e) сложность                     |
| 6) turbulent    | f) буйный, беспокойный           |
| 7) complexity   | g) восприимчивый                 |
| 8) allocate     | h) конкуренция                   |
| 9) foretell     | i) проблема                      |

5. Choose the synonyms from the box to the highlighted words.

managership, research, follow, important, contribute, direction,  
violent, complication

1. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on **allocating** its resources to **pursue** this strategy.

2. Some planners prefer a particular approach to planning such as appreciative **inquiry**.

3. Therefore, strategic innovation and tinkering with the 'strategic plan' have to be a **cornerstone** strategy for an organization to survive the **turbulent** business climate.

4. Strategic planning is the formal consideration of an organization's future **course**.

5. The way that a strategic plan is developed depends on the nature of the organization's **leadership**, culture of the organization, **complexity** of the organization's environment, size of the organization, expertise of planners, etc.

6. The following words are in the text. Use your dictionary to find the other parts of speech. Check the pronunciation.

Noun	Verb	Adjective
	determine	
		considerable
competition		
	survive	
complexity		

### *Comprehension*

7. Mark the following statements as true or false:

1. The way that a strategic plan is developed depends on the nature of the organization's leadership.

2. Strategic planning is the formal consideration of an organization's present course.

3. Strategic planning itself can foretell exactly how the market will evolve.

4. Issues-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward

the mission, strategies to achieve the goals, and action planning (who will do what and by when).

5. The way that a strategic plan is developed depends only on the nature of the organization's leadership.

6. Some plans are two to four pages long, while others can be a little bit longer.

8. *Answer the questions to the text.*

1. What is strategic planning?

2. What analysis techniques can be used in strategic planning?

3. Strategic planning is the formal consideration of an organization's future course, isn't it?

4. What key questions does strategic planning deal with?

5. What strategic planning models do you know?

6. What do all these strategic planning models start by?

9. *Complete the sentences according to the text.*

1. Strategic planning is the formal consideration of an organization's .....

2. The resulting document is called the .....

3. It is also true that strategic planning may be a tool for effectively ..... the ..... of a company.

4. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, ....., ....., etc.

5. .... planning is probably the most common and starts with focus on the organization's mission.

6. .... strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans.

7. Some planners prefer a particular approach to planning such as .....

10. *Put the sentences in a logical order according to the text.*

1. It is also true that strategic planning may be a tool for effectively plotting the direction of a company.

2. There are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc.

3. There are a variety of perspectives, models and approaches used in strategic planning.

4. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.

5. Strategic planning is the formal consideration of an organization's future course.

6. Various business analysis techniques can be used in strategic planning.

## Reading 2

1. *What is the key to success in business? Make up some rules!*

2. *Before you read the article below, match these words to their definitions.*

- |                               |  |
|-------------------------------|--|
| 1) a benchmark                | a) sth that is not successful                                |
| 2) a challenge                | b) easy to see or understand                                 |
| 3) a failure                  | c) at the present time                                       |
| 4) a temptation               | d) to check regularly the development of sth                 |
| 5) a value                    | e) strong  |
| 6) apparent                   | f) a criterion; standard                                     |
| 7) currently                  | g) to express your thoughts clearly in words                 |
| 8) robust                     | h) a new or difficult task                                   |
| 9) to articulate sth          | i) sth very useful or important                              |
| 10) to cause sth              | j) to ask money for goods or a service                       |
| 11) to charge                 | k) to judge the importance                                   |
| 12) to employ<br>(a strategy) | l) a wish to do or have sth that you know is bad<br>or wrong |
| 13) to measure sth            | m) to use  |
| 14) to monitor sth            | n) to make sth happen  |
| 15) to strive for sth         | o) not clear   |
| 16) to yield                  | p) to try very hard to achieve sth                           |
| 17) vague                     | q) to produce or provide sth, e.g. a profit                  |

3. *Simon Olive is a senior business consultant at AXA, a world leader in financial protection and wealth management, with major operations in Western Europe, North America and the Asia/Pacific area.*

*Read his article and say what is essential for a successful company.*

## BASIC INSTINCT

The longer I work with businesses, the more convinced I become that success is often achieved by simply adhering to the basics. True competitive advantage in a service industry is more likely to be gained by doing the basics better than your competitors than constantly striving for the next big thing.

But why is this advice so easily forgotten, just when we need it most? I believe this is because today's conditions of turbulence and change make it easy for us to forget these simple rules. As the pace of change increases, it is easy to take our eye off the ball and get caught up in the apparent need to plot ever more complicated strategies to meet the new challenges we face. In this article, I would like to revisit some of these business basics and explore how you can employ them to maximum advantage.

1

First, have a plan. It amazes me how often businesses of quite substantial size have no clear vision or specific goals to pursue. They may be able to articulate a vague direction for the business, perhaps to become more profitable or to be the biggest IFA in their area. However, when inquired "How much profit?" or "Biggest in what terms?", it becomes apparent that these are, at best, wishes.

A clear, well-defined purpose and set of objectives are essential to determine direction and leadership and are the benchmarks against which all a company's activities and decisions can be judged. So often I see the absence of clearly articulated medium or long-term strategic objectives as the reason why business owners struggle to make short-term tactical decisions.

2

Second, allocate sufficient time for reviewing your plan on a regular basis – monthly at least – to monitor progress. You would never dream of setting out on a journey to some new destination without checking the map at regular intervals, so why take that risk with your business? Book this time as if it was an appointment with your most important client. It is easy to get sidetracked into fire-fighting and never have time to deal with the issues that cause a lot of problems.

Make an objective analysis of your activities and inquire: "Is this moving me closer to achieving my objectives?" A typical failure is the temptation to take speculative or lower-producing client meetings. You may have seven meetings a week, two of which typically yield nothing while others yield between £100 and £500. Invest time in robust client management system and replace these unproductive meetings with more profitable ones.

Another good tip is to take a good look at your business from a client perspective. Break down your activities and ask yourself: “Is this activity adding real value to my clients, such that they would pay for it if given the choice?” If it does not add value, stop doing it. If it adds value but is not currently profitable, see if the process can be simplified or the cost reduced. If you cannot make it profitable, look at the price you charge and decide whether the client would pay a higher price or fee. If you are not sure, ask your clients.

A robust management information system is one of the most essential basics. Without one, you are not really in control of your business and any decisions you make are likely to be based on symptomatic or flawed data. Failure to accurately measure how long it takes people within your business to do certain tasks for certain clients can cause unprofitable decisions around client activity.

### **Notes**

*It is easy to get sidetracked into fire-fighting* – Проблемы легко решать по мере их возникновения.

*Independent Financial Advisers or IFAs (UK)* are professionals who offer unbiased advice on financial matters to their clients and recommend suitable financial products from the whole of the market.

*Management information systems (MIS)* is an arrangement of people, technologies, and procedures, designed to provide managers with information

4. Match these headings to the appropriate parts of the text (1, 2, 3).

- a) Analyse yourself
- b) Fail to plan is plan to fail
- c) Are you heading in the right direction?

5. Read the article again. Note down the tips the author gives and the mistakes business owners typically make.

Tips	Mistakes


6. Work in pairs. Role play either the general manager or the consultant (use the phrases from Speaking File p. 210–214).

<p style="text-align: center;"><i>General Manager</i></p> <p>You feel the company is not doing well. It might be a good idea to have a consultation with an expert. Meet the consultant and ask for help.</p>	<p style="text-align: center;"><i>Consultant</i></p> <p>You are going to meet the general manager of a company that is experiencing some problems at the moment. Question the general manager and suggest possible solutions.</p>
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### Listening

1. You will hear an interview with Marjorie Scardino, Chief Executive of the media group Pearson plc. Before you listen, choose the best definition for each of the highlighted words below.

1. The **assets** of a company are
  - a) the customers.
  - b) the things they own.
  - c) the markets they are in.
2. If a company improves its **cash generation**
  - a) it increases its sales revenue.
  - b) it has cash available at all times.
  - c) it invests more in its business.
3. If a company **disposed of** an asset, it
  - a) values it.
  - b) keeps it.
  - c) sells it.
4. If companies have an **authoritarian** way of management
  - a) the management give responsibility to workers at lower levels.
  - b) the management keep tight control over everyone and everything.
  - c) the management have many ways of communicating with employees.
5. If you **stitch** two materials **together**, you
  - a) separate them.
  - b) cut them.
  - c) join them.

 2. Listen to the first part of the interview and make notes. Then complete the summary of what she says.

<b>Developing a strategy</b>		<b>Their strategy consisted of three simple steps:</b>
First, the management thought about five things:	They considered all these things, then they developed a strategy.	The first step _____ The second step _____ The third step _____
1 The assets of the company.		
2 What's unique about those assets.		
3 _____		
4 _____		
5 _____		

 3. Now listen to the second part of the interview. Which of the trends below are mentioned?

1. Companies are becoming more international.
2. Employees are becoming more valued by management.
3. People are working more in teams.
4. Management are having more control over staff.
5. Management are changing their style.

4. Answer these questions.

1. What strategies impress Marjorie Scardino?
2. What three points does she make about Coca-Cola's strategy?

5. Discuss these questions.

1. Is the trend towards globalism that she mentions a good or bad thing?
2. Do you think Coca-Cola will have to change its strategy in the future? How?

## Translation

a) Translate the following sentences into Russian paying attention to business vocabulary.

1. A clear, well-defined purpose and set of objectives are essential to determine direction and leadership and are the benchmarks against which all a company's activities and decisions can be judged.

2. It is also true that strategic planning may be a tool for effectively plotting the direction of a company.

3. A robust management information system is one of the most essential basics.

4. Organic strategic planning might start by articulating the organization's vision and values and then action plans to achieve the vision while adhering to those values.

5. Failure to accurately measure how long it takes people within your business to do certain tasks for certain clients can cause unprofitable decisions around client activity.

b) Translate the following sentences into English using your active vocabulary:

1. Стратегическое планирование – это формальное рассмотрение линии поведения организации в будущем.

2. В настоящее время составление стратегического плана является сложной задачей для многих начинающих бизнесменов.



3. Для того чтобы повысить прибыльность компании, необходимо уметь прогнозировать сценарий развития организации.

4. Сегодня очень сложно выжить в неспокойном деловом мире, поэтому следует четко определять цели компании, постоянно отслеживать инновационные технологии у конкурентов и придерживаться бизнес плана.

5. В стратегическом планировании используется большое количество различных моделей, подходов и технологий.

### **Self-study section. Grammar revision**

*Complete this letter to shareholders. Use appropriate forms of these verbs.*

rely on	combine with	consist of	advise on	succeed in
invest in	spend on	account for	compete with	budget for

Dear Shareholder,

I write to inform you that the Board has received information of a takeover bid for your company. This <sup>1</sup>..... an attempt by Thor Engineering to acquire a controlling interest by offering to purchase shares at a price of 650 pence. We have brought in a team of consultants to <sup>2</sup>..... the tactics we should use to resist the bid.

Although the offer seems attractive, it does not reflect the true value of the company or take into account our future prospects. We have <sup>3</sup>..... a major programme of expansion. During the next two years we plan to <sup>4</sup>..... new plant and equipment. We have also allocated funds to <sup>5</sup>..... a new computerised stock control system which will allow us to <sup>6</sup>..... our much larger rivals. Furthermore, we plan to <sup>7</sup>..... a machine tool company in a joint venture in China. We are confident this will allow the company to <sup>8</sup>..... opening up new markets in Asia.

Policies like these <sup>9</sup>..... our success to date and contribute to our vision of the future. Therefore, we strongly advise you not to accept Thor Engineering's offer. You can <sup>10</sup>..... the Board to keep you fully informed of any future developments, but for the present we advise you to take no action in relation to the offer.


Yours faithfully,


Derek Hammond, Chairman

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 169–176.*

## Social skills

### *Advising and suggesting*

 1. Four executives are discussing when to put a new tennis racket onto the market. Listen to the conversation and note down when each of them suggests doing it and why.

 2. Listen to the conversation again and complete the sentences.

1. \_\_\_\_\_ the best time would be just before the summer season.  
\_\_\_\_\_ we launch the racket in May.
2. \_\_\_\_\_ that's a bit late. \_\_\_\_\_ introduce it in March or April?
3. \_\_\_\_\_ we should launch it even earlier than that?
4. I agree. But it might also be worthwhile \_\_\_\_\_ a few people to play with it in indoor courts.

### *Useful language*

*Study the phrases in the box.*

Why don't we Shall we Why not Let's	show it at the National Exhibition Centre?		
How/what about It might be worth(while)	getting a well-known player to try it out?		
I (would) advise you It might be a good idea One possibility would be One option is	to put off the launch for a while.		
In my opinion I think (that) I feel (that) Surely  I suggest I recommend	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-right: 1px solid black; padding: 5px;">we should you ought to we could perhaps we must launching it earlier we launch it earlier that we launch it earlier</td> <td style="padding: 5px; vertical-align: middle;">introduce it in March.</td> </tr> </table>	we should you ought to we could perhaps we must launching it earlier we launch it earlier that we launch it earlier	introduce it in March.
we should you ought to we could perhaps we must launching it earlier we launch it earlier that we launch it earlier	introduce it in March.		

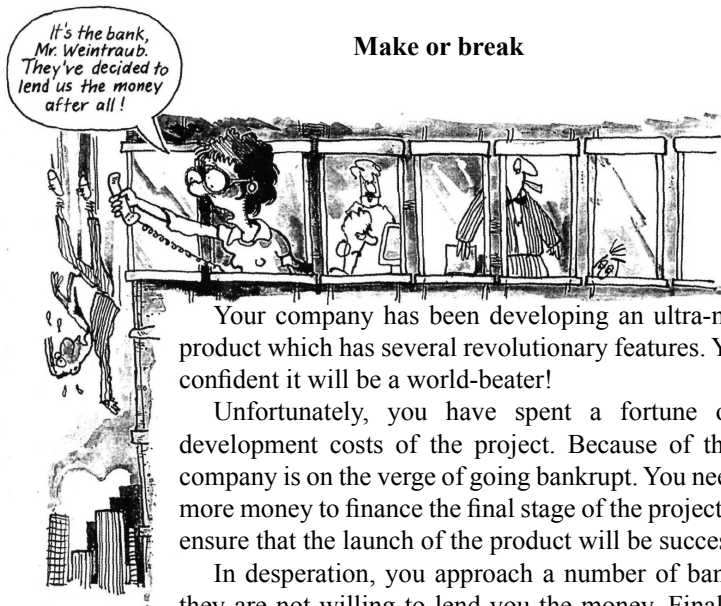
3. Chairing a meeting or a discussion may involve advising and a lot of suggesting. What do you say in the following situations?

1. Everyone has arrived. It's 10 a.m., time to start. What do you say?
2. You want to start with Item 1, Research and Development Update.

3. You know that Michelle has a report on this. Ask her to start.
4. Henri asks a question – but there is no time to answer it now. You know that another person, Noelle, could help him.
5. More money is needed to sponsor research into a new type of security camera. You know that a sister company is involved in a related research.
6. It's 11.30 a.m. Time for coffee.
7. During the coffee break Karen has a good idea. Suggest that she tell the meeting about it when you start again.
8. The meeting has restarted. Recently an outside consultant reported that a small team of three specialists should be set up to investigate ways to improve image on night-time photography. Tell the meeting about it.
9. Perhaps John can write a letter to the Chicago Institute of the Visual Image.
10. It's time to end the meeting. Another one is in four weeks.

## Speaking

1. *Read the background.*



### Make or break

Your company has been developing an ultra-modern product which has several revolutionary features. You are confident it will be a world-beater!

Unfortunately, you have spent a fortune on the development costs of the project. Because of this, the company is on the verge of going bankrupt. You need a lot more money to finance the final stage of the project and to ensure that the launch of the product will be successful.

In desperation, you approach a number of banks but they are not willing to lend you the money. Finally you contact a small but well-known bank which sometimes provides development capital for small firms like yours.

The bank, Bristol and Owen Associates, receives many requests for financial assistance. If they like what they hear, they will make a loan to a firm or invest money in it in return for a shareholding.

2. Three or four members of the class should play the roles of executives from Bristol and Owen Associates. The rest of the class should divide into groups of three or four, each group representing a company which is desperately seeking a loan from the bank.

*Study your respective role-cards and then do the following:*

The executives from Bristol and Owen Associates should meet each of the companies in turn and listen to their presentations. The bank's executives should then ask relevant questions. Finally, the bank's executives should discuss the merits of each company's application and then choose one company to whom it will lend the money (*see Speaking File p. 210–214*).

<i>THE COMPANY</i>
You work for a company which is developing an exciting and revolutionary new product. Choose any product you wish. Your job is to make a convincing presentation of your product to Bristol and Owen Associates ( <i>see Speaking File p. 229–230</i> ).
<i>Prepare your presentation carefully.</i>
Your presentation should take the following form: <ol style="list-style-type: none"> <li>1. Introduce the members of your management team (Managing Director, Financial Director, Marketing Director, R&amp;D Director etc.)</li> <li>2. Give a brief presentation of your company: company mission, strategy, product range, markets, turnover, pre-tax profits, size of work-force etc.</li> <li>3. Give details about the new product you are developing: general description, revolutionary features, target consumer, price, marketing plans etc.</li> <li>4. Explain to the bank how you see your company developing in the future.</li> <li>5. Tell the bank how much money you need and on what terms.</li> </ol>
<b>BRISTOL AND OWEN ASSOCIATES</b>
You work for Bristol and Owen Associates. It is your job to listen to each company's presentation and to question each team about their project, either during and/or after their presentation. Remember, your bank is not a charity!
Before you meet the companies, discuss together how you are going to conduct the meetings, what questions to ask. After meeting all the companies, decide which one you are going to lend the money to. Finally, make a formal announcement to the class, giving the reasons for your choice ( <i>Speaking File p. 214–215</i> ).

3. *The bank has lent you the money and now your products are ready to be put onto the market. The marketing departments of each company have to create suitable advertisements for the products, which will be placed in newspapers and/or specialist magazines.*

Work in groups of two or three. Plan an advertisement for the product you are responsible for. Draft the written text of the advertisement, and if possible provide some rough artwork. Try to give a clear impression of how it will look when it is presented in printed form. When you have finished, present your advertisement to the rest of the class (*see Speaking File p. 216–217*).

Finally, examine the other groups' advertisements critically and discuss whether or not they are effective. Suggest any changes to the advertisements which you feel would increase their impact.

## **Writing**

*You are planning a small business and want to get a loan for a new hairdressing salon "Jasmine" in your town. Prepare an executive summary for your salon. Its purpose is to assure investors that "Jasmine" has excellent future prospects (see Writing File p. 202–203).*

## Unit 6

### Control

---

#### Introduction

1. What is the purpose of control in business, in your opinion?
2. What do you understand by these phrases?
  - a) control focus
  - b) control process
  - c) organisational control
  - d) quality control
3. Can you explain why control is a key management function?
4. Can you think of a successful business without effective control?

#### Reading 1

1. *Use a dictionary to find out the meaning of the following words and word-groups.*

concern, merchandise, consistent, to measure, input, ongoing, to emphasize, accuracy, flexibility, timeliness, reward system, to assess, compliance, benchmarking, outsourcing, continuous improvement.

2. *Read the following text.*

3. *Say why control is an important management function. How does it relate to the other management functions of planning, organising, and leading?*

Control is an issue facing every manager in every organisation today. Control concerns are very extensive. Office productivity, the time needed to resupply merchandise in stores, the length of time that customers must wait in check-out lines, quality and suchlike are all about control.

The systematic process through which managers regulate organisational activities to make them consistent with expectations established in plans, targets, and standards of performance is called organisational control.

A well-designed control system consists of four key steps: a) establishing standards of performance, b) measuring actual performance, c) comparing performance to standards, and d) taking corrective action.

Control should be linked to strategic planning. Changes in the environment require that internal control systems adapt to strategic changes; control systems must not continue measuring what was important in the past.

The organisation exists around a production process, and control can focus on events before, during, or after this process. These three forms of control are called, respectively, feedforward, concurrent, and feedback.

Feedforward control focuses on human, material, and financial resources that flow into the organisation. Its purpose is to ensure that input quality is sufficiently high to prevent problems when the organisation performs its tasks.

Concurrent control monitors ongoing employee activities to ensure that they are consistent with quality standards. It relies on performance standards. Concurrent control is designed to ensure that employee work activities produce the correct results.

Feedback control focuses on the quality of the end product or service after the organisation's task is completed.

Most organisations use all three types simultaneously but emphasize the form that most closely corresponds to their strategic objectives.

Finally, effective organisational control consists of several characteristics, including a link to strategy, use of all four control steps, acceptance by members, a balanced use of objective and subjective data, and the qualities of accuracy, flexibility, and timeliness.

A new approach to control being widely adopted in Canada and the United States is total quality management. It involves everyone in the organisation who is committed to the control function.

There are two main control approaches to quality. They are modern clan control and traditional bureaucratic control. Bureaucratic control is the use of rules, policies, hierarchy of authority, written documentation, reward systems, and other formal mechanisms to influence employee behaviour and assess performance. Clan control relies on social values, traditions, common beliefs, and trust to generate compliance with organisational goals.

The implementation of total quality management involves the use of many techniques. Four major techniques of total quality management are benchmarking, reduced cycle time, outsourcing, and continuous improvement.

Quality circles, which are teams of 6 to 12 employees who identify quality problems and discuss solutions, are one means of implementing a quality control philosophy in an organisation.

## *Vocabulary focus*

4. a) *Study the meaning of the following easily confused words.*

*control (n):* the right to direct, regulate or determine as well as dominate (*under control, out of control*) or a means of regulation or restraint; curb; check (*a frontier control*).

*authority (n):* legitimate and recognised power (*The mayor had the authority to dismiss the dishonest commissioner.*)

*power (n):* based on rank, position, character, or other advantages (*the absolute power of an emperor*).

*supervision (n):* monitoring, oversight.

*check (n):* a control, esp. a rapid or informal one, designed to ensure accuracy, progress, etc. (*status check*) or a means or standard to ensure against fraud or error.

b) *Complete the following sentences with the appropriate word from the list below.*

1. The best way to buy ... and influence is to give ... to politicians and then buy the politician.
2. When a family business becomes large, it becomes more difficult to keep it under family ... .
3. We must find ways of keeping our expenditure in ... .
4. He has ... to act on our behalf.
5. He was a figurehead without real ... .
6. In cases of severe mental handicap, constant ... is recommended.

*words for reference:* control, authority, power, supervision, check

5. *Match words from each box to make word partnerships. Make sure you can translate them.*

to regulate	control	quality	control
measuring	subjective	reward	actual
internal	standards	activities	systems
input	bureaucratic	data	performance
quality	organisational	systems	

6. a) *Match the following words with the correct definitions.*

- |                |  |
|----------------|--|
| a) to resupply | 1) a process of working out a detailed scheme, method, etc., for attaining a long-term objective |
|----------------|--|



- |                       |  |
|-----------------------|--|
| b) target             | 2) continually moving forward; developing  |
| c) strategic planning | 3) external conditions or surroundings, esp those in which people live or work                               |
| d) environment        | 4) to carry out; put into action; perform  |
| e) input              | 5) an accepted or approved example of something against which others are judged or measured                  |
| f) ongoing            | 6) to provide (with something) again   |
| g) standard           | 7) the state or quality of being suitable or opportune   |
| h) timeliness         | 8) productive of or capable of producing a result  |
| i) to implement       | 9) a resource required for industrial production, such as capital goods, labour services, raw materials, etc |
| j) effective          | 10) a fixed goal or objective  |

*b) Use the words above to complete the sentences.*

1. Final negotiations with the hotel to lock in rates are ... and as soon as a firm rate is put into the contract, the hotel can start accepting reservations.
2. It's high time the police look some ... action to clean up this town.
3. He is a high achiever with the unique ability to meet ..., manage the business and take care of employees and customers.
4. The use of taskwork has previously been ... in the programme for excavating activities.
5. Adaptability is a necessary quality in an ever-changing work ... .
6. The time needed to ... merchandise in stores is also a control concern.
7. ... of the data is very important to organise a well-designed control system.
8. I will forever be grateful for his considerable ... .
9. ... of normal and abnormal behaviour differ from society to society and change as social conditions and customs change.
10. Decision makers can use budgeting for ... ..., implementation, and control.

*7. a) Match the English and Russian equivalents.*

- |                           |  |
|---------------------------|--|
| a) office productivity    | 1) внесение исправлений, внесение изменений              |
| b) organisational control | 2) параллельный (текущий) контроль                       |
| c) corrective action      | 3) комплексное управление качеством                      |
| d) feedforward control    | 4) управление с обратной связью, контроль по результатам |
| e) concurrent control     | 5) эффективность работы учреждения                       |

g) feedback control	6) подряд, привлечение внешних ресурсов (подрядчиков), внешнее производство (исполнение)
h) total quality management	7) перенятие опыта
i) clan control	8) упреждающий контроль
j) benchmarking	9) клановый контроль
k) outsourcing	10) организационный контроль

*b) Work in pairs. Using these words make up the sentences of your own for your partner to translate.*

8. Use the words given in capitals at the end of each line to form a word that fits in the space in the same line.

1. For ... controls to be effective, they should be ORGANISATION tailored to the organisation's needs.

2. Improvements in product ... may include reduced PERFORM product energy use.

3. The equipment was extremely sophisticated and MONITOR was ... from a central control panel.

4. We intend to be both the low-cost producer and QUALITATIVE the product ... leader.

5. Decision makers can use budgeting for ... STRATEGY planning, implementation, and control.

6. Equality of opportunity is a political ideal that is HIERARCHICAL opposed to caste ... .

7. The inspection team will visit some area offices ASSESSMENT to ... the operating environment, delivery of service, office facilities offered to customers, accessibility, etc.

8. Students' major role is to invest time in their IMPROVE education and ... of their skills.

9. Our problem solving service will assist students to SOLVE find ... to a wide variety of problems in a wide variety of disciplines via e-mail or fax.

9. Match the definitions below to words in the text. Then use the words in sentences of your own.

1. a set of financial and nonfinancial methods that enable management to control operations of a company (paragraph 4)

2. a particular long-term plan of variations, deviations, or modifications for success, esp. in business or politics (paragraph 4)

3. a series of actions aimed at producing goods and services that have monetary or exchange value (paragraph 5)
4. the final result or outcome of a process, series, endeavour, etc., esp in manufacturing (paragraph 8)
5. a control concept that gives workers rather than managers the responsibilities for achieving standards of quality. (paragraph 11)
6. the use of rules, policies, hierarchy of authority, written documentation, reward systems, and other formal mechanisms to influence employee behaviour and assess performance (paragraph 12)
7. the implementation of a large number of small, incremental improvements in all areas of the organisation on an ongoing basis. (paragraph 13)
8. the steps taken to complete a company process. (paragraph 13)
9. a group of 6 to 12 volunteer employees who meet regularly to discuss and solve problems that affect their common work activities. (paragraph 14)

### ***Comprehension***

10. *Expand the sentences given.*

1. Organisational control is ... .
2. The organisation exists around a production process, and control can focus on events ..., ..., or ... this process.
3. The three forms of control are called feedforward, ..., and ... .
4. Feedforward control focuses on ... .
5. Total quality management involves ... .
6. There are two main control approaches to quality. They are ... and ... .

11. *Complete the table with appropriate characteristics of a control system.*

Four key steps of a well-designed control system				taking corrective action
Four control steps of effective organisational control	acceptance by members			
Four major techniques of total quality management		reduced cycle time		

12. *Answer the questions about the text.*

1. What is organisational control?
2. Could you describe the four steps of control? What do you understand by them?
3. What does it mean to say that organisational control should be linked to strategic planning?
4. What are the purposes of concurrent and feedback controls?
5. What is the difference between bureaucratic and clan control? Which do you think is the stronger form?
6. What is a quality circle? How can it be used to improve organisational quality control?

## Reading 2

1. *Discuss these questions.*

1. What does quality mean for you?
2. What do you think quality means for business people?

2. *Now read the article. Say what quality meant in the past. What does quality mean for business people nowadays?*

### New-Style Quality

Old-style excellence got a bad name, says Tony Jackson.

The aim should be to provide a product consistently  
and make it the best you can.

The term 'quality' is one of the most misused in the business world. What exactly does it mean? Our grandparents would have been in no doubt. Quality meant excellence: a thing was the best of its kind, and that was that. A Stradivarius violin had quality, a tinker's fiddle did not. In business, however, the word has acquired a very different meaning. As defined by the American statistician Edward Deming some 50 years ago, quality means consistency, a lack of defects.

Around 1970, it is said, a group of investment analysts visited a world-famous UK engineering company. They asked the questions of their trade: about profit margins, stock controls and balance sheets. The company's executives seemed honestly puzzled. They did not see the point of all this, they said. Their products were the finest in the world. Why all these detailed questions about numbers?

Rolls Royce, the company in question, duly went bust in 1973. The trouble with old-style quality, it seemed, was that it encouraged supply-driven management. The engineers would make the product to the highest possible standard and price it accordingly. If the public was so uncultured that they turned it down, so much the worse for the public. And so old-style quality got a bad name in business circles. It was all very well for artists to produce masterpieces. The job of companies was to please the market.

Further damage to old-style quality was done by the rise of Japan. When Japanese cars, toys and television sets first reached the market in the US and UK, local manufacturers considered them cheap trash. In the beginning, they were. But under the teaching of Edward Deming, the Japanese were learning about the second definition of quality. Western customers then began to realise that while Japanese cars might be tin cans, they did not keep breaking down, as did British and American cars.

In time of course, Japanese cars stopped being tin cans, and became stylish and comfortable vehicles instead. That is, they achieved old-style quality as well. As western manufacturers discovered to their cost, that was in some respects the easy bit. New-style quality was harder.

Quality has a third meaning: that of value for money. To qualify for that meaning, a product must be of certain standard; and it should convey a sense, not of outright cheapness, but of being sold at a fair price.

The US fast foods group McDonald's, for instance, talks of its 'high quality food'. But at 99c or 99p, its hamburgers are as close to absolute cheapness as any person in the developed world could desire. They are also highly consistent. Eat a McDonald's anywhere around the world and the results will be roughly similar. But as anyone who has eaten a really good American hamburger knows, a McDonald's is also a long way from quality in its original sense.

From the *Financial Times*

3. *Here is given the summary of the article you have just read. It contains five actual mistakes. Find and correct them.*

According to the article, quality used to mean that a product was well-made and high-priced. Nowadays, quality has a different meaning for business people. It means a product is reliable and does not have things wrong with it. In 1980, a group of analysts visited Rolls Royce. They asked many questions about finance, but few about quality. It is not surprising that Rolls Royce went bankrupt; they sold their cars too cheaply in their markets.

The old-style idea of quality became popular with business people because it emphasised the importance of good production methods. The Japanese learned

a lot from Edward Deming. Their products sell well in western markets because they are low-priced. The US company, McDonald's, sells products which are cheap and excellent value for money. According to the writer of the article, McDonald's hamburgers are the best in the world.

4. *Complete the definition below.*

Nowadays, high quality products have three essential features:

1. ....
2. ....
3. ....

5. *Discuss these questions.*

1. Why were the Rolls Royce executives 'puzzled' when the analysts asked their questions?
2. According to the writer, what mistake caused Rolls Royce to go bankrupt?
3. What advantage did Japanese cars have compared with British and American cars?

## **Translation**

*a) Translate the following passage into Russian paying attention to business vocabulary:*

The theme of total quality management is simple: 'The burden of quality proof rests ... with the makers of the part.' In other words, workers, not managers, are responsible for achieving standards of quality. This is a revolution in management thinking, because quality control departments and formal control systems no longer have primary control responsibility. Companies that really want to improve quality are urged to stop inspecting every part and to get rid of their quality control departments. These companies are then told to train the workers and trust them to take care of quality.

This approach can give traditional executives several sleepless nights as their traditional means of control vanish. Total quality control means a shift from a bureaucratic to a clan method of control. Total quality uses clan methods to gain employees' commitment.

*b) Translate the following passage into English using your active vocabulary:*

Менеджер-собственник небольшой организации обычно контролирует трудовой процесс посредством личных наблюдений, оперативно принимая

решения о корректировке курса. По мере роста организации – процесс контроля усложняется.

Менеджмент должен оказывать работникам помощь в осуществлении контроля над процессом труда. Качество контроля зависит от руководителя.

Контроль есть власть. Системы контроля неизбежно вносят коррективы в распределение власти между различными группами внутри организации.

### **Self-study section. Grammar revision**

*Complete the story below with prepositions of time.*

.....<sup>1</sup> the summer last year, I think it was .....<sup>2</sup> August, my car kept breaking down. I bought it second hand. I went to the same garage that I'd bought it from. The car salesman said that it would take five days to get it fixed. This was .....<sup>3</sup> the Monday and we agreed that I would be back to pick it up .....<sup>4</sup> the Friday. So I went to pick the car up .....<sup>5</sup> the Friday – and I had to take time off work. I turned up .....<sup>6</sup> 9.30 in the morning. The salesman hadn't arranged for any of the work to be done and he was on holiday .....<sup>7</sup> a week. So we agreed that the work would be done the following Tuesday. I dropped the car off .....<sup>8</sup> the Tuesday .....<sup>9</sup> 9.30 on the way to work. Fortunately, when I turned up .....<sup>10</sup> the evening, all the repairs had been finished. Three weeks later, they had the cheek to send me a customer service evaluation questionnaire – and they wanted the answers .....<sup>11</sup> the end of the week!

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 176–180.*

### **Social skills**

*Telephone complaints*

1. *Study the phrases in the box.*

#### **Complaining**

##### **Making the complaint**

I'm ringing to complain about...

I'm sorry, but I'm not satisfied with...

Unfortunately there's a problem with...

#### **Dealing with complaints**

##### **Showing understanding**

Oh dear! Sorry to hear that.

Mmm, I see what you mean.

I'm sorry about the problem/delay.

**Explaining the problem**

The CD player doesn't work.  
 There seems to be a problem...  
 We haven't received the...

**Getting the facts**

Could you give me some details please?  
 What happened exactly?  
 What's the problem exactly?

**Insisting**

It really isn't good enough.  
 I'd like to know why...

**Making excuses**

It's not our policy to replace items.  
 It's not our fault that it hasn't arrived.  
 I'm afraid that's not quite right.

**Threatening**

If you don't replace the product, I'll  
 complain to the manager.  
 If you can't deliver on time, we'll  
 have to contact other suppliers.

**Promising action**

OK, I'll look into it right away.  
 I promise you I'll check the details  
 and get back to you.

2. Complete the dialogue below with appropriate phrases in Ex. 1.

Salesperson Hello. Electrical goods department.  
 Customer Oh, hello. I'm ..... the video recorder I bought from  
 your store six months ago.  
 Salesperson Oh, ..... Could you give me some details, please?  
 Customer There ..... when you try to take the video out of the  
 machine. I want to exchange it for a new video recorder.  
 Salesperson I'm afraid it's not ..... We'll send it to the manufacturer  
 for repair.  
 Customer It really ..... It's the second time it's happened.  
 ..... exchange it for a new machine, .....  
 Have to take further action.

3. Work with a partner. One of you is Production Manager for a power tools manufacturer. The other is a supplier of components. Role play the following telephone call (see Unit 2 to revise some common phrases).

Production Manager	Supplier
Ring your supplier to complain about some electric motors (order № PV205) which have a number of defects (don't fit, not up to usual standard, etc.).	<ul style="list-style-type: none"> <li>• Deal tactfully with the complaint.</li> <li>• Show understanding.</li> <li>• Get the facts.</li> <li>• Promise action.</li> </ul>



## Speaking

### 1. *Read the background given.*

Western Airport, in the British Midlands, is operated by the Western Airport Authority (WAA). In the last five years the number of passengers it handles has greatly increased. Many airlines now use the airport for long-haul flights to North America and the Far East.

Unfortunately the growth in business has brought problems. A recent survey showed that passengers had many complaints about the terminal. Several airlines have threatened to route their aircraft through other airports unless WAA take action to improve the situation.

WAA must decide how to deal with the complaints and consider what action should be taken. Changes should not require great expenditure as WAA have cash flow problems at present.

### 2. *Now read passengers' complaints.*

#### **Complaints about the terminal**

1. The terminal is hot and noisy. Queues at check-in are long, and delays are common.

2. Some of the gates are a long way from the Departure Area. 'We walked miles to get to our plane.'

3. After disembarking, passengers couldn't find the luggage collection hall. 'We wandered around for ages.'

4. The baggage conveyor system often breaks down. 'When this happens, the staff just look worried and shout into their mobile phones.'

5. The ground staff don't know enough about the terminal. 'They can't answer a simple question like, 'Where's the BA check-in?''

6. Some passengers say the security officers are too strict. Because they are so thorough, flights are sometimes delayed. Also, when they search passengers and luggage the scanning equipment does not work properly. 'One officer thought the Christmas pudding in my hand luggage was a bomb!'

#### **Complaints about the restaurant and bars**

The restaurant and bars are run by Airfare, a food company which has a five-year contract with the airport. They are used by four types of customers: business people, tourists, airport employees, and groups (sports teams, clubs, associations, etc.).

Complaints made by customers were as follows:

1. 'The restaurant menu is unimaginative. The main dishes are either steak, ham or chicken. Surely the airport can do better?'
2. Airport staff, who use the restaurant frequently, say the meals are too expensive.
3. Smoking areas are not large enough, and there is no clear division from non-smoking areas.
4. Passengers can't relax because they don't know when they have to board their planes.
5. There is nowhere for passengers to put their hand luggage. 'I was afraid someone would steal it, so I couldn't enjoy my drink.'
6. The bar staff look unhappy and overworked. Some are rude to passengers. 'Bar staff seem to expect a tip after serving every drink.'

3. *Now read your tasks.*

### **Task 1**

You are a representative of one of the following:

- a) the Customer Relations Department of WAA,
  - b) a major airline,
  - c) Airfare.
1. Consider the complaints and come up with ideas for dealing with them.
  2. Hold a meeting of all three groups. Decide what action to take to improve customer service. The meeting should be led by the Manager of the Customer Relations Department (*see Speaking File p. 210–214*).

### **Task 2**

You are either:

- a) the Manager of the Customer Relations Department,
- b) a dissatisfied customer.

The Customer Services Department Manager telephones an important customer who often uses the airport to tell them about the plans for improvements. The customer is very unhappy with the poor customer care at the terminal. They are tired of listening to excuses for the delays, noise, poor food, etc. This time, they expect to receive more than promises. An expensive free offer is the least they expect. Role play the situation. (see Useful Language boxes in Units 2 & 7)

## Writing

### *Asking for payment*

1. *There are usually three steps involved when you make written requests for payment. Study the steps given below.*

#### **First request**

This is usually a polite enquiry. The tone of the letter or fax is neutral. You are simply reminding your customer that the account is overdue.

We note that your account, which was due for payment on 1 July, is still outstanding.

Could you please let us know why the balance has not been paid.

We hope to receive your cheque by return.

#### **Second request**

This is a stronger letter or fax and its tone is firmer. However the tone should still be polite. The letter should:

- refer to the previous request and include copies of the relevant invoices;
- ask for an explanation as to why the account has not been paid;
- ask for payment to be sent.

Could you let us know why you have not settled your account?

We hope to receive a cheque from you within the next few days.

We must ask you to clear your account within 14 days.

#### **Third request**

If payment still has not been made and no explanation given, a third letter or fax must be sent. This should:

- summarise the situation and refer to previous letters or faxes;
- allow the customer a final opportunity to pay;
- inform the customer of the consequences of not paying, for example the possibility of legal action.

We note that you have not replied to our previous requests for payment.

We must ask you to pay within 7 days.

If we do not receive payment by this time, we will have no alternative but to take legal action.

2. This fax was sent to chase payment of an unpaid invoice. Complete the fax using the words in the box.

cheque invoice latest outstanding settle

**Williams Evans**

194 Sharp Street West Didsbury  
Manchester M20 6TW  
Tel: 0161 434 2748  
Fax: 0161 434 6386

**FAX**

If we do not receive all of the pages  
please telephone us immediately

**To:** Tina Davis, Chief Accountant, Warners Ltd  
**From:** Teresa Lopez, Accounts Department  
**Date:** 10 March  
**Account No:** PD 2050

Number of pages, including this one: 1

Dear Ms Davis

**Our invoice 5280 dated 2 February**

With reference to our ... no. 5280 of 2 February, we still have not received your payment. Would you please let us have your ... as soon as possible or an explanation of why the invoice is still ... . We were expecting you to ... your account by 28 February at the very ... .

I look forward to hearing from you soon.

Yours sincerely

Teresa Lopez

3. Here is the second request for the payment referred to above. Choose the correct words or phrases from the brackets to complete the fax.

**To:** Tina Davis, Chief Accountant, Warners Ltd  
**From:** Teresa Lopez, Accounts Department  
**Date:** 25 March  
**Account №:** PD 2050

Number of pages, including this one: 3

Dear Ms Davis

I wrote to you on 10 March concerning our February (bill/  
statement). Your account is still £3,500 (owing/overdue). I  
enclose a copy of the statement and our fax.

I have not received either a reply or any (payment/sum) from  
you. I'm sure you (know/understand) that late payment create  
problems for us. I would (appreciate it/be happy) if you would  
let me know why your account has not been (cleared/sorted).

I must ask you to (handle/settle) the account (by/within) the  
next two weeks or give me reasons for not doing so. I hope  
you will give this (business/matter) your (immediate/special)  
attention.

Yours sincerely

Teresa Lopez

4. Here is the third request for payment. The paragraphs are not in the correct order. Write the correct sequence of paragraphs.

**To:** Tina Davis, Chief Accountant, Warners Ltd  
**From:** Teresa Lopez, Accounts Department  
**Date:** 9 April  
**Account №:** PD 2050

Number of pages, including this one: 4

Dear Ms Davis

You have not replied to my faxes nor have you offered any explanation for not clearing your account.

I wrote to you on 10 March and 25 March concerning the above account which has an outstanding balance of £3,500. I enclose copies of the faxes and a statement of your account.

Please forward your payment within the next seven days. If we do not receive payment from you, we shall have no alternative but to take legal action to recover the amount.

Yours sincerely

Teresa Lopez

5. You are the credit controller for a chinaware goods manufacturer based in the South of England. One of your customers, a department store in London, has not paid its account for June. It is now July and your company is owed £8,500. Write suitable faxes for these situations (see Writing File p. 199).

1. It is 12 July. You still have not received payment from the department store.

2. It is 25 July. You have received no reply to your fax of 12 July requesting payment.

3. It is 5 August. You have received no reply to your previous faxes.

## Unit 7

# Leadership

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### Introduction

1. *Which of these statements do you agree with? Explain your reasons.*

A manager should:

- 1) know when your birthday is.
- 2) know where you are and what you're doing at all times during working hours.
- 3) not criticise or praise.
- 4) not interfere in disagreements between members of staff.
- 5) not ask people to do things they're not prepared to do themselves.
- 6) be available at all times to give staff advice and support.
- 7) keep their distance from staff and not get involved in socialising outside work.
- 8) use polite language at all times.
- 9) work longer hours than their staff.
- 10) comment on the personal appearance of their staff.

2. *Mothers and fathers often have different ways of managing their families. How would you describe the management styles of your parents?*

<i>words for reference:</i> dominant, decisive, violent, diplomatic, flexible, inspiring, interested, organised, supportive, ruthless, impulsive, open, demanding, critical, stubborn, well-balanced, realistic, rational, aggressive, understanding, uncaring, protective, determined, ambitious, risky
--

### Reading 1

1. *Discuss these questions before you read the text.*

1. What qualities do you need to run a company effectively?
2. Which business leaders do you admire? Why?
3. As a leader, how would you motivate your employees?

4. Do you think leaders are born or made?
5. What is the difference between a manager and a leader?

2. Match these words with the definitions.

- |                  |  |
|------------------|--|
| 1) subordinate   | a) having a higher position or rank than someone else  |
| 2) authority     | b) a range of different people or things; variety  |
| 3) superior      | c) the power you have because of your official position  |
| 4) encourage     | d) to change or make someone or something change   |
| 5) diversity     | e) the ability to continue trying to achieve what you have decided to do even when this is difficult |
| 6) determination | f) the ability to change or be changed easily to suit a different situation                          |
| 7) insight       | g) someone who has a lower position and less authority than someone else in an organisation          |
| 8) flexibility   | h) to say or do something that helps someone have the courage or confidence to do something          |
| 9) alter         | i) the ability to understand and realise what people or situations are really like                   |

3. Read the text. Compare your ideas with the ones expressed in the text.

### **Management and Leadership**

Business managers can tell their subordinates what work to do and how to do it because they are given that authority by their companies. A subordinate, in theory, agrees to take direction from his or her superiors as one of the conditions of employment. In addition to authority, a manager must also use leadership to produce a truly effective organisation. *Leadership* may be defined as the ability to influence the attitudes and behaviour of others through skill in personal relations and without the use of force. Many have held that leaders must be born with these skills, but modern practice views leadership as resulting from a combination of talent, training, and experience.

To be an effective leader, a manager must use complex intellectual and social skills to deal with different kinds of people in a wide variety of situations. An effective manager must be able to adapt his or her style and approach<sup>1</sup> to many different situations. In addition to these, certain personal traits<sup>2</sup> are often found in good leaders:

– Being a leader requires dealing with other people. A leader must be sensitive to the needs and feelings of others and must genuinely<sup>3</sup> respect those



feelings. Effective leaders know how to communicate and how to encourage others to communicate.

- Leaders must have emotional and social maturity<sup>4</sup>. They must accept their own feelings and control their own behaviour. They must remain rational when angry and not be defeated<sup>5</sup> by frustration and stress. They must be able to accept diversity and disagreement in others.

- Good leaders must be intelligent. They must be able to analyse complex situations and discover relationships, causes, effects, and solutions.

- Good leaders need self-motivation. In the position of leader, men and women will be subjected to stress and anxiety, rewards may be intangible<sup>6</sup> or delayed. Only a strong inner determination to succeed allows people to function well in this role.

- Leaders must have an instinctive insight into what it takes to make others respond willingly to their directions. Many who have desirable leadership traits do not succeed in it. Many others, who do not bear the outward signs of leadership, have proven to be effective leaders.

Managers need great flexibility to be good leaders. They must be able to alter their leadership behaviour to suit different situations, despite what certain theories say about one management style being more effective than others.

Management styles range from autocratic to participative. The *autocratic* manager makes decisions and imposes them on subordinates. Employees are required to obey<sup>7</sup>. If they do, they will be rewarded, usually with money; if they do not, they will be punished. *Participative* managers invite employees to take part in the decision-making process. They encourage initiative and self-direction in others. They try to provide their subordinates with positive motivators, such as opportunities to satisfy their need for achievement.

In practice, the best managers must be flexible enough to shift from the autocratic to the participative role as required in specific situations. In emergencies, where much is at stake<sup>8</sup> and rapid decisions are needed, as on a battlefield or when fighting a fire, autocratic leadership may be most appropriate. In normal management situations, where long-term relationships occur and individuals must continually develop new skills, participative management seems to be most effective.

### **Notes**

approach<sup>1</sup> – подход, trait<sup>2</sup> – черта, genuinely<sup>3</sup> – искренне, maturity<sup>4</sup> – зрелость, defeated<sup>5</sup> – побежденный, intangible<sup>6</sup> – нематериальный, obey<sup>7</sup> – подчиняться, at stake<sup>8</sup> – на кону

## Vocabulary focus

4. Study the meaning and use of the following words. Then fill in the gaps with these words.

a)

*force* – to make someone do something they do not want to do, especially by threatening them

*skill* – an ability to do something well, especially because you have learned and practised it

*training* – the process of teaching someone or being taught the skills of a particular job or activity

*adapt* – to gradually change your behaviour and attitudes so that you get used to a new situation and can deal with it successfully

*disagreement* – a situation in which people express different opinions about something and sometimes quarrel

*accept* – to agree that what someone says is right or true

*suit* – to be acceptable or convenient for a particular person or in a particular situation

*impose on* – to force someone to have the same ideas or beliefs as you

*obey* – to do what someone in a position of authority tells you to do, or to do what a law or rule says you must do

*reward* – to give something to someone because they have done something good or helpful

*punish* – to make someone suffer because they have done something wrong or broken the law

b)

1. Hospitals are being \_\_\_ to close departments because of lack of money. 2. The children are finding it hard to \_\_\_ to their new school. 3. Colonial settlers \_\_\_ their own culture and religion on the countries that they conquered. 4. She was an executive with good negotiating \_\_\_. 5. She was generously \_\_\_ for her work. 6. I \_\_\_ full responsibility for the failure of the plan. 7. You'll have to \_\_\_ the rules if you want to live here. 8. Just because we've had a few \_\_\_, it doesn't mean we aren't still friends. 9. Finding a date that \_\_\_ us all is very difficult. 10. The oil company was found guilty on ten counts of pollution, and was \_\_\_ with a \$250 million fine. 11. New staff have a week's \_\_\_ in how to use the computers.

5. Match the English and Russian equivalents.

- |                    |                              |
|--------------------|------------------------------|
| 1) authority       | a) требовать                 |
| 2) take direction  | b) варьировать               |
| 3) result from     | c) охотно, с готовностью     |
| 4) variety         | d) подвергаться, подчиняться |
| 5) require         | e) выполнять указания        |
| 6) be subjected to | f) быть следствием           |
| 7) willingly       | g) разнообразие              |
| 8) range from      | h) власть, полномочие        |

6. a) Express in one word.

- a) a special natural ability or skill;
- b) able to understand other people's feelings and problems;
- c) knowledge or skill gained while doing a job;
- d) power to have an effect on the way someone or something develops, behaves, or thinks without using direct force or commands;
- e) the ability to make decisions and take action without waiting for someone to tell you what to do;
- f) the reason that makes someone do something/something which encourages you to work harder, start new activities etc;
- g) to be careful not to do anything against someone's wishes, rights etc;
- h) to change or make someone or something change;
- i) to do what you have tried or wanted to do.

*words for reference:* influence, experience, talent, sensitive, respect, succeed, alter, initiative, motivator

b) Complete these sentences with words from the list above.

1. The chance of a higher salary gives young people the \_\_\_ to work harder.  
2. The President is expected to \_\_\_ the constitution. 3. Nothing can \_\_\_ the fact that the refugees are our responsibility. 4. She used her \_\_\_ with the chairman to get me the job. 5. Don't keep asking me for advice. Use your \_\_\_. 6. Karl has considerable \_\_\_ in modern methods of diagnosis.

c) Make some sentences of your own using the remaining words.

7. a) Complete the following table with appropriate forms of the words.

Verb	Noun (thing)	Adjective
lead		
motivate		
		effective
encourage		
		mature
agree		
		diverse
—		flexible
determine		

b) Complete the following sentences using forms of the words from the table above.

*lead*

1. Major will \_\_\_ the Conservative Party at the next election. 2. Strong and effective \_\_\_ might have made the team more successful. 3. Do you know who is the \_\_\_ software provider in the domestic PC markets?

*motivate*

1. Jack is an intelligent pupil, but he lacks \_\_\_\_. 2. The profit-sharing plan is designed to \_\_\_ the staff to work hard. 3. They're a really good bunch of students – highly \_\_\_ and very intelligent.

*effect*

1. They have made a lot of efforts to \_\_\_ a reconciliation between the warring factions. 2. The ads were simple, but remarkably \_\_\_\_. 3. Inflation is having a disastrous \_\_\_ on the economy.

*encourage*

1. Haldene \_\_\_ him in his work. 2. The results of the survey have been very \_\_\_\_. 3. I could never have achieved this without the \_\_\_ of my husband and family.

*mature*

1. Beth remained calm, showing a \_\_\_ way beyond her 16 years. 2. John has always shown a \_\_\_ attitude to his work. 3. He has \_\_\_ a lot since he left home.

*agree*

1. Reform had not yet been achieved, but it remained the party's \_\_\_ priority. 2. Mr Larsen seems to think it's too risky and I \_\_\_ with him. 3. We had an \_\_\_ that Ms Holst would keep me informed of any changes.

*diverse*

1. This candidate has an impressively \_\_\_ range of interests and experience.
2. Many wheat farmers have begun to \_\_\_ into other forms of agriculture.
3. Does television adequately reflect the ethnic and cultural \_\_\_ of the country?

*determine*

1. I think she'll get the job that she wants – she's very \_\_\_.
2. She has a great \_\_\_ to succeed.
3. The people who live in the area should be allowed to \_\_\_ their own future.

8. *Put an appropriate preposition/adverb in the following gaps if necessary.*

1. One of our secretaries deals exclusively \_\_\_ customers' complaints.
2. This simply shifts the cost of medical insurance \_\_ employer \_\_ employee.
3. Their present-day problems are resulting \_\_\_ past errors.
4. The government has responded \_\_\_ public pressure by abolishing the new tax.
5. The campaign has certainly succeeded \_\_\_ raising public awareness of the issue.
6. There were 120 students whose ages ranged \_\_\_ 10 \_\_ 18.
7. We have decided to impose sanctions \_\_\_ countries that break the agreement.
8. Our new project was designed to provide young people \_\_\_ work.
9. There's a growing need \_\_\_ new housing in many rural areas.
10. Under these new arrangements, the emphasis has shifted \_\_ state provision \_\_ personal responsibility.
11. Don't let me influence \_\_\_ your decision.

### ***Comprehension***

9. *Read the text again. Answer the questions.*

1. What is leadership?
2. According to the text, are leaders born or made?
3. Which factors make a good leader?
4. Which personal traits are essential for an effective leader?
5. What does it mean "to have social and emotional maturity"?
6. Which styles of leadership are mentioned in the text?
7. Which style is the best one?
8. Different business situations call for different management styles. Which kinds of situations need to be tightly managed and which loosely managed?

10. *Expand the sentences.*

1. Modern practice views leadership as ...
2. To be an effective leader, a manager must ...

3. Managers need great flexibility...
4. Management styles range from ...
5. In practice, the best managers must ...

11. *Make a short summary of the text. See Writing and Speaking Files p. 194–196, 214–215.*

## Reading 2

1. *Discuss these questions.*

1. Which would you prefer to work for?
  - a) a male boss;      c) either – you don't have a preference.
  - b) a female boss;
2. Do you think your response to question 1 is a typical one?
3. Are there differences between men and women as leaders?

2. *Read the first paragraph **only** of both articles. What is the main point made by the writer in each case?*

3. *Work in pairs. One of you reads article A. The other reads article B. Summarise each paragraph in a single sentence of no more than 15 words. Then give an oral summary of the whole article to your partner.*

### Article A

#### **Who Would You Rather Work for?** (from the Guardian)

Women are more efficient and trustworthy, have a better understanding of their workforce and are more generous with their praise. In short they make the best managers, and if men are to keep up<sup>1</sup> they will have to start learning from their female counterparts<sup>2</sup>, a report claims today.

The survey of 1,000 male and female middle and senior managers from across the UK is an indictment<sup>3</sup> of the ability of men to function as leaders in the modern workplace.

A majority of those questioned believed women had a modern outlook<sup>4</sup> on their profession and were more open-minded and considerate. By way of contrast, a similar number believe male managers are egocentric and more likely to steal credit<sup>5</sup> for work done by others.

*Management Today* magazine, which conducted the research, said that after years of having to adopt a masculine identity and hide their emotions and natural behaviour in the workplace, women have become role models for managers.

The findings tally with<sup>6</sup> a survey of female bosses carried out in the US. A five-year study of 2,500 managers from 450 firms found that many male bosses were rated by their staff of both sexes to be self-obsessed and autocratic. Women on the other hand leave men in the starting blocks<sup>7</sup> when it comes to teamwork and communicating with staff.

In Britain more than 61 % of those surveyed said men did not make better bosses than women. Female managers use time more effectively, with many of those surveyed commenting that juggling<sup>8</sup> commitments is a familiar practice for women with a home and a family.

Female managers also appear to make good financial sense for penny-pinching<sup>9</sup> companies: most people, of either sex, would rather ask for a rise from a man.

‘If men want to be successful at work they must behave more like women,’ said the magazine’s editor, Rufus Olins. ‘Businesses need to wake up to the fact that so-called feminine skills are vital for attracting and keeping the right people. In the past women who aspired<sup>10</sup> to management were encouraged to be more manly. It looks now as if the boot is on the other foot<sup>11</sup>.’

### *Notes*

keep up<sup>1</sup> – удовлетворять, counterpart<sup>2</sup> – коллега, indictment<sup>3</sup> – обвинение, outlook<sup>4</sup> – мировоззрение, credit<sup>5</sup> – похвала, честь; tally with<sup>6</sup> – совпадать, leave in the starting blocks<sup>7</sup> – оставлять на старте; juggle<sup>8</sup> – совмещать что-то с чем-то, penny-pinching<sup>9</sup> – скупой, aspire<sup>10</sup> – стремиться, the boot is on the other foot<sup>11</sup> – ситуация изменилась.

## **Article B**

### **Which Bosses are Best?** (from the Guardian)

How do you like your boss? Sympathetic, empowering and not too busy, probably. They will be aware of the pressures of your job, but delegate responsibility where appropriate. They will be interested in your career development. Oh, and, preferably, they will be male.

In a survey for Royal Mail special delivery, a quarter of secretaries polled<sup>1</sup> expressed a preference for a male boss. Only 7 % said they would prefer a woman. The future of management may be female, but Ms High-Flier<sup>2</sup>, it seems, can expect little support from her secretary.

One should not, of course, assume that all secretaries are female, but women still make up the overwhelming<sup>3</sup> majority. So it makes uncomfortable reading for those who like to believe that a soft and cuddly<sup>4</sup> sisterhood exists in the

previously macho office environment, where women look out for<sup>5</sup> their own. The findings also raise questions about neat predictions of a feminised future for management, where ‘womanly’ traits such as listening skills, flexibility and a more empathetic manner will become normal office currency<sup>6</sup>.

Business psychologist John Nicholson is surprised by the survey’s findings, asserting that ‘the qualities valued today in a successful boss are feminine, not masculine’. He is emphatic<sup>7</sup> that women make better bosses. ‘They listen more, are less status-conscious, conduct crisper<sup>8</sup> meetings, are much more effective negotiators and display greater flexibility.’

They are also considerably more common than they used to be. According to information group Experian, women are no longer scarce<sup>9</sup> in the boardroom – they occupy a third of the seats round the conference table. Women directors are still relatively uncommon in older age groups, but among young directors the proportion is growing.

Anecdotal evidence suggests that a reluctance<sup>10</sup> to work for a woman may be more a question of management style than substance. ‘It’s just women bosses’ attitude,’ says Martha, a PA for 25 years who has worked predominantly for women, including a high-profile<sup>11</sup> politician. ‘It’s something women have that men don’t. When they are critical they are much more personal, whereas men sail through not taking a blind bit of notice<sup>12</sup>.’

Sonia Neill, a former secretary at Marks and Spencer, has experienced power struggles between women even where there was a significant disparity<sup>13</sup> in status. ‘Women either find it awkward<sup>14</sup> to give you work or they try to assert themselves<sup>15</sup> by giving you really menial<sup>16</sup> tasks. Men never do that.’

### *Notes*

polled<sup>1</sup> – опрошенный, high-flier<sup>2</sup> – честолюбец, overwhelming<sup>3</sup> – подавляющий, cuddly<sup>4</sup> – приятный, look out for<sup>5</sup> – присматривать, sugency<sup>6</sup> – широкая применимость, употребительность, emphatic<sup>7</sup> – упорный, crisp<sup>8</sup> – живой, scarce<sup>9</sup> – редкий, дефицитный; reluctance<sup>10</sup> – нежелание, high-profile<sup>11</sup> – выдающийся, take a blind bit of notice<sup>12</sup> – не обращать ни малейшего внимания, disparity<sup>13</sup> – неравенство, awkward<sup>14</sup> – неудобный, assert oneself<sup>15</sup> – самоутвердиться, menial<sup>16</sup> – лакейский

4. *Which ideas expressed in the two articles do you agree with? Do you find any of the ideas surprising?*

5. *From the two texts, find as many characteristics as possible that are attributed to female and male managers.*



## Discussion

1. Which adjectives below describe positive aspects of someone's character? Which describe negative aspects? Write + or – to each one.

decisive	open	passionate	energetic	balanced
charismatic	ruthless	empathetic	straight	careful
motivating	informal	impulsive	accessible	thoughtful
adventurous	uncaring	flexible	moderate	aggressive

Can you think of adjectives with opposite meanings to the ones above?

2. What makes a great leader? Write down a list of characteristics. Compare your list with other groups.

3. What makes a bad boss? Draw up a profile of factors.

4. Work in groups. Read the following quotations. Do you agree with their authors? Why?

➤ Leadership is a quality of those who earn the respect of others through the wisdom of the combination of their words and their actions. ~ Walter Grant IV, former President


➤ The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist. ~ Eric Hoffer

➤ Leadership has a harder job to do than just choose sides. It must bring sides together. ~ Jesse Jackson

➤ I am more afraid of an army of one hundred sheep led by a lion than an army of one hundred lions led by a sheep. ~ Charles Maurice de Talleyrand-Périgord.

5. Using the information from Reading 2 and the vocabulary from the exercises above get ready for the discussion 'What makes a manager a good leader?' (see Speaking File p. 210–215)


## Listening

 1. Listen to the first part of an interview with Stuart Crainer, who has written many books on business and management. What four qualities for an ideal manager does he talk about? What additional quality does he mention?

Before listening, make sure you know the meanings of the following words:

increasingly – все больше и больше  
inevitably – неизбежно  
juggle – совмещать  
uncertainty – неопределенность

notoriously – печально известный  
secure – надежный  
circumstance – обстоятельство  
competency – компетентность


 2. Listen to the second part of the interview.

*Make sure you know the following words:*

array – множество, re-energise – придавать новую энергию, neutron – нейтрон, capacity – способность, decimate – уничтожать, tuned in – настроенный на, committed – приверженный, exemplar – пример для подражания, emulate – подражать.

*What does Stuart say about management styles at the following companies?*

1. General Electric
2. Virgin
3. Body Shop
4. IKEA
5. Nokia

 3. Listen to the last part of the interview. What, according to Stuart, is the key to managing globally?

*Before listening check if the meanings of these words are familiar to you:*

appreciate – оценивать, reconcile – примирить, echelon – звено, эшелон.

4. Which management styles have you experienced? Which do you prefer?

## Translation

a) Translate the following passage into Russian paying attention to business vocabulary.

Most high-performing teams (whether it is in the workplace or sports) have leaders. A good leader should be able to play to individuals' strengths and compensate for their weaknesses. 'A good leader is critical,' says Gary Spellins, Managing Director, Lex Service plc, which delivers a range of outsourcing solutions to the public and private sector. 'It should be someone who can act as a catalyst and a constant reminder of what the team needs to achieve.' The leader must, above all, be skilled in sharing responsibility and delegating work

to others, coaching them to achieve tasks, and providing constructive feedback on how the tasks went.

Effective leaders generate higher productivity, lower costs, and more opportunities than ineffective leaders. Effective leaders create results, attain goal, realise vision and other objectives more quickly and at a higher level of quality than ineffective leaders.

b) *Translate the following passage into English using your active vocabulary:*

Проблемы лидерства являются ключевыми для достижения организационной эффективности. С одной стороны, лидерство рассматривается как наличие определенного набора качеств, с другой, лидерство – это процесс преимущественно не силового воздействия на других для достижения целей организации.

Было бы не правильно исходить из предложения, что существует какой-то один оптимальный стиль руководства, либо авторитарный, либо демократический. Исследования показывают, что не существует “оптимального” стиля руководства, так как очень вероятно, что на эффективность будет влиять характер конкретной ситуации, смена которой ведет к смене стиля. В эффективности руководства решающую роль могут сыграть дополнительные факторы, такие как: потребности и личные качества подчиненных, характер задания, требования и воздействия среды, а также информация. Поэтому современная теория лидерства обращается к ситуационному подходу, в котором ученые пытаются определить, какие стили поведения и личные качества более всего соответствуют определенным ситуациям. Результаты их исследований указывают, что разные ситуации требуют различных способов руководства. Это означает, что руководитель-лидер должен уметь вести себя по-разному в различных ситуациях.

### **Self-study section. Grammar revision**

*In the text below, all the relative pronouns (who, which, where) have been taken out. Put them back in, where appropriate.*

*A leader among men*

Carly Fiorina, has been called America’s most powerful business woman, is Chief Executive of the huge Hewlett Packard group, manufactures computers and printers. Ms Fiorina, has spent most of her working life in the telecommunications industry, started out as a sales representative with AT&T,

she rose rapidly through the ranks. Later she was a key player in the creation of the equipment and components company Lucent Technologies, she was in charge of the sales and marketing of networking products. Ms Fiorina now oversees an organisation is one of the 30 leading companies in the Dow Jones Industrial Average.

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 180–184.*

## Social skills

### *Resolving conflict*

1. Read the suggestions below about ways of dealing with conflict. Put each of them under one of the following headings: either **Do** or **Don't**.

1. Be positive when handling problems.
2. Get angry from time to time with difficult members.
3. Delay taking actions, if possible.
4. Try to see the problem from the point of view of the team.
5. Be truthful about how you see the situation.
6. Encourage open and frank discussion.
7. Try to ignore tensions within the team.
8. Bring potential conflict and disagreement into the open.
9. Give special attention to team members who are creating problems.
10. Persist with 'impossible people' – you may win them over.
11. Try to find 'win – win' solutions.
12. Make sure you know who the influential members are.

2. Study the phrases in the box. Add one expression under each heading.

### *Useful Language*

#### **Expressing your feelings**

My main concern is...

#### **Showing sympathy**

I know how you feel.

I'm sorry about the problem.

#### **Making suggestions**

One thing you could do is...

#### **Stating common goals**

We've all got the same objective.

To succeed, we'll have to take into account several factors. Our aims will be to...

**Expressing satisfaction**

Yes, that would be very helpful...  
I think so too.

**Identifying the real problem**

What's really bothering you?  
Have I got this right? You said ...

**Expressing dissatisfaction**

I don't think that would do much  
good.  
I'm not keen on it.

**Resolving the conflict**

How do you think we should deal  
with this?  
How do you feel about...?

**Agreeing action**

OK, this is what we'll do.

**Reviewing the situation**

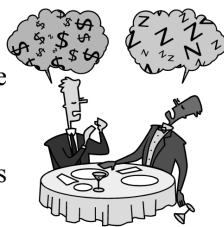
Let's meet next week and see how  
things are going.

3. *Work in pairs. Role play the following situation. Use phrases from the box above to discuss the problems.*

*A team of six multinational staff is managing a number of apartment blocks in Nice, France. However, one of the team is unhappy. The employee is difficult to work with and uncooperative.*

**Student A. Team Leader**

- You meet a member of your team who is uncooperative and unhappy.
- Find out what the problems are.
- Try to offer solutions so that the employee performs better as a member of your team.

**Student B. Team Member**

- You meet your team leader to discuss your performance at work. You are unhappy for the following reasons:
- You feel you are working harder than everyone else. You are always the last to leave work.
- Your hard work is not recognised and appreciated by the team.
- You recently married and are missing your partner and young child.
- You do most of the boring paperwork for letting the apartments while your colleagues are given more face-to-face contact with clients. You are not happy with how the workload is being distributed.
- You think the team leader is too young and inexperienced, and is not managing the team well. This is the main reason why you are unhappy.

## Speaking

*Read the Case Critique and answer the following questions.*

1. What kind of leadership would you say is now being used at this plant?
2. What kinds of motivational attractions does the EI process have for employees?
3. Why didn't the workers do something about the productivity problem earlier by themselves?
4. What is the implication of calling EI a 'process' rather than a 'program'?

### **The Factory That Turned Itself Around**

In 1979, Ford Motor Company was about to shut down its stamping plant<sup>1</sup> in suburban Cleveland. The plant was at the bottom of the productivity pile among nine plants in the division. Communications between management people and hourly employees was almost nil. Production departments were quarrelling endlessly with the staff support departments. Then a near miracle occurred<sup>2</sup>. By 1981, the plant improved its productivity dramatically<sup>3</sup>. It established a reputation for management and employees cooperation. And Ford decided to keep the 3,000-employee plant open.

Credit for the progress goes to a process known at Ford as Employee Involvement, or simply EI. Ford does not call it a program, but simply a process. The change in employee attitudes was preceded<sup>4</sup>, says Ford, by a new attitude on the part of the Ford Motor Company – and of the plant's management. Three words describe the new management attitude: respect, trust, and confidence. With that attitude in place, the EI operates on the basis of employee participation in identifying and in solving problems associated with their work. The EI process was spearheaded<sup>5</sup> by appointing new plant management which met with work groups throughout the factory. The meetings provided factual information about the critical productivity problems. The new managers acknowledged<sup>6</sup> the mistakes that had been made 'by a totally autocratic, production-driven Ford management.' Under EI, 36 voluntary groups of employees and supervisors were created. They met regularly on company time to uncover and dig into problems of all sorts. There was no game playing. The focus was always on accepting mutual responsibility for a problem and solving it. As one example, the daily rate of rejection for dash panel<sup>7</sup> stampings had been 150. An EI suggestion for changes in the stamping tools reduced the rejection rate to 40.

Typical employee comments sounded like these: 'There's only one thing wrong with EI. It's 25 years late. It's had a tremendous impact on attitudes here.'

‘When guys on the line see something going wrong, they want it fixed right away. Before EI, they let it happen so that they could take an extra rest break.’  
‘Three or four years ago when a boss came down on the floor<sup>8</sup>, nobody would really talk to him. Now, if we have something to say, we spit it out<sup>9</sup>. And he’s listening.’

### *Notes*

stamping plant<sup>1</sup> – штамповочный завод, occur<sup>2</sup> – случаться, dramatically<sup>3</sup> – разительно, precede<sup>4</sup> – предшествовать, spearheaded<sup>5</sup> – возглавлять, acknowledge<sup>6</sup> – признавать, dash panel<sup>7</sup> – приборная панель, floor<sup>8</sup> – цех, spit out<sup>9</sup> – высказывать, выпаливать.

## **Writing**

*You are a sales manager. The behaviour of one of your salespeople is upsetting the others in the team. Write an email warning him/her about his/her conduct and indicating where improvements should be made (see Writing File p. 200).*

### *Guidelines*

- ☞ Before writing a letter make sure you have got your facts right.
- ☞ Such letters are not accusations; they are requests to correct mistakes or faults.
- ☞ Therefore, write calmly, clearly presenting all the relevant information and making any suggestions that might help put the matter right.
- ☞ However, inform the employee of the consequences of behaving in this way, for example the possibility of official reprimand, not paying bonuses or even being dismissed.
- ☞ Use a polite and tactful but firm tone.

## *Useful language*

### **Opening**

I am writing with reference to...

I am writing to...

I would like to inform you...

### **Giving the details**

I have looked into the matter.

I have checked with the staff involved.

This is the (third) time (this mistake) has occurred and I am far from satisfied with this situation.

I note that you have ...

### **Asking for an explanation**

I must ask you to...

I would also take the opportunity to remind you that you have ...

Could you please let me know why you have...?

### **Suggesting a solution**

I think the reason is that... I would appreciate your looking into this.

The best solution would be for us to...

I'd like to suggest that...

### **Closing**

It is essential that we work as a team.

Unless you can... efficiently in the future I will have to consider other...

I should warn you that if you don't... I will have to...

If you do not..., I will have no alternative but to...

Please ensure that this sort of problem does not arise again.

I hope to ...

I would be glad if you would...



## Unit 8

# Human Resource Management

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### Introduction

1. Does human resource management seem like a challenging career?
2. Do you see any other issues likely to affect this function?
3. What have your experiences been in dealing with people who work in human resource management?
4. Would you enjoy working in such an environment?

### Reading 1

1. *The text describes a number of sources for assistance human resource managers turn to. Which of the following do you think it will mention?*

newspaper	management	union organizations
ads	consultants	public and private
referrals	new graduates	employment
agencies	former employees	temporary help services
		internal promotions

2. *Read the text.*

### Recruitment

Recruitment is the set of activities used to legally obtain a sufficient number of the right people at the right time to select those that best meet the needs of the organization. One would think that, with a continuous flow of new persons into the work force, that recruiting would be easy. But the truth is that recruiting has become very difficult for several reasons: Legal restrictions such as the Civil Rights Act make it necessary to consider the proper mix of women, minorities, and other qualified individuals. Often people with the necessary skills are not available and must be hired and trained internally. The emphasis on corporate

cultures, teamwork, and participative management make it important to hire skilled people who also fit in with the culture and leadership style of the organization. As we noted previously, firing unsatisfactory employees is getting more difficult to justify legally. This is especially true of discharges involving possible discrimination by age, sex, sexual preference, or race. Therefore, it is necessary to screen and evaluate employees very carefully to be sure they will be effective, long-term members of the organization. Some organizations have unattractive workplaces, have policies that demand promotions from within, operate under union regulations, or have low wages that make recruiting and keeping employees difficult or subject to outside influence and restrictions. Because recruiting is a difficult chore that involves finding, hiring, and training people who are an appropriate technical and social fit, human resource managers turn to many sources for assistance. These include internal promotions, advertisements, public and private employment, agencies, college placement bureaus, management consultants, professional organizations, referrals, and applicants who simply show up at the office. An interesting trend in human resource management has been the increase in the number of temporary workers. Today, temporary, part-time and contract workers make up nearly one third of the U.S. work force.

### ***Vocabulary focus***

3. Match the words below with correct definitions. Check your guesses with a dictionary.

1) discrimination	a) creating a vision for others to follow, establishing corporate values and ethics
2) human resource management	b) giving special or different treatment to certain people, countries, etc
3) leadership	c) keeping within limits
4) participative management	d) management style that involves employees in setting objectives and making decisions
5) recruitment	e) the process of evaluating human resource needs, finding people to fill those needs
6) restrictions	f) the set of activities used to legally obtain a sufficient number of the right people at the right time to select those who best meet the needs of the organization.

4. Think of situations where you could use the phrases below. Make six sentences.

have low wages	involve training people
operate under union regulations	temporary workers
subject to restrictions	a continuous flow of new persons

5. Complete the chart.

Noun	Verb	Adjective
	select	
activities		
		legally
mix		
	subject	
		corporate
assistance		
		easy
preference		
	justify	

6. Complete these sentences with as many examples as you can.

1. Recruiting has become...
2. Because recruiting is...
3. An interesting trend in recruiting has been...
4. Therefore, it is necessary to...
5. The emphasis on...

### **Comprehension**

7. Explain and expand on the following.

1. In recruiting human resource managers turn to many sources for assistance. Internal sources or employees are often given first consideration.
2. Legal restrictions complicate hiring and firing practices.
3. Many of the current problems in the human resource area revolve around the changing demographics of workers.
4. Human resource management is more than hiring and firing personnel.

8. Answer the questions.

1. What is human resource management?
2. What factors make it difficult to recruit qualified employees?

## Reading 2

1. *There are several steps you must take to obtain a job. First, you fill out an application blank. Then you must go through an interviewing process. Predict other steps you must take to a job that is satisfying to you and to your employer.*

2. *Read the text and check your guesses.*

### Selecting Employees

Selection is the process of gathering information to decide who should be hired, under legal guidelines, for the best interests of the individual and the organization. Because of high turnover, the cost of selecting and training employees has become prohibitively high in some firms. Think of the costs involved—interview time, medical exams, training costs, unproductive time spent learning the job, moving expenses, and so on. It's easy to see how such expenses can run over \$50,000 for a manager. Even entry-level workers can cost thousands of dollars to recruit, process, and train. Thus, the selection process is an important element in any human resource programme. A typical selection process would involve six steps.

1. Completion of an application form. Once this was a simple procedure with few complications. Today, legal guidelines limit the kind of questions one can ask. Nonetheless, such forms help discover educational background, past work experience, career objectives, and other information directly related to the requirements of the job.

2. Initial and follow-up interviews. Applicants are often screened in a first interview by a member of the human resource department staff. If the interviewer considers the applicant a potential employee, the manager who will supervise the new employee interviews the applicant as well. Many managers and even some human resource managers are not highly skilled in conducting job interviews. However, such interviews are helpful in testing an applicant's ability to communicate clearly, to adapt to a stressful situation, and to clarify his or her goals, career objective, and background. It's important that managers prepare adequately for the interview process to avoid election errors they may regret.

3. Employment tests. Employment tests have been severely criticized because of charges of discrimination. Nonetheless, organizations continue to use them to measure basic competencies, to test specific job skills (for example, welding,

typing), and to help evaluate applicants' personalities and interests. In using employment tests, it's important that the test be directly job related. This will make the selection process more efficient and often satisfy legal requirements.

4. Background investigations. Most organizations are becoming more careful about investigating a candidate's work record, school record, and recommendations. It is simply too costly to hire, train, motivate, and lose people and then have to start the process over. Background checks help weed out candidates least likely to succeed and identify those most likely to succeed. It is not always easy to obtain this information, however. Many companies no longer provide references for fear of liability suits.

5. Physical exams. A complete medical background and check-up helps screen candidates. There are obvious benefits in hiring physically and mentally healthy people. However, medical tests cannot be given just to screen out specific applicants. If such tests are given, they must be given everyone applying for the same position.

6. Trial periods. Often an organization will hire an employee conditionally. This enables the person to prove his or her worth on the job. After a period of perhaps six months or a year, the firm has the right to discharge that employee based on evaluations from supervisors. Such systems make it easier to fire inefficient or problem employees, but do not eliminate the high cost of turnover. The selection process is often long and difficult, but worth the effort because of the high costs of replacing workers. The process helps assure that the people an organization hires are competent in all relevant areas, including communications skills, education, technical skills, experience, social fit, and health. Most firms recruit people who have the potential to be productive employees. They realize that potential involves effective training programs and proper managerial incentives. Carefully orienting individuals to their new environment can be an important step for the human resource manager.

### ***Vocabulary focus***

3. Listed here are steps of a selection process. Match these steps to their purposes.

1) complete an application	a) contributes to the high cost of turnover, but enables a firm to fire incompetent employees after a certain period of time
2) initial and follow-up interviews	b) helps a firm to determine the information about an employee that is pertinent to the requirements of the job, but companies are limited by legal guidelines



5. Insert the following words in the gaps in the text below.

- |                  |  |               |
|------------------|--|---------------|
| applicant        | employment agencies                        | job vacancies |
| application form | interview                                  | references    |
| apply            | job description                            | short-listed  |
| candidate        | curriculum vitae or CV (GB) or resume (US) |               |

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

**Comprehension**

6. Answer the questions

1. What factors make it difficult to recruit qualified employees?
2. What are the six in the selection process?

**Listening**

*Recruitment Interviewing*


1. Alan Lawson, National Sales Manager with a Japanese electronics company, is talking about interviewing.

 Listen to the first part of the interview and answer these questions.


1. According to Alan, which of the following is the most important when trying to impress an interviewer:

- |                   |                |                |
|-------------------|----------------|----------------|
| a) qualifications | c) appearance  | e) enthusiasm? |
| b) character      | d) preparation |                |

2. What mistake did Alan make?

 2. Listen again to the first part of the interview. Complete the 'advice sheet' for candidates below.

<i>Find out about the job</i> Ring up the Press Officer	<i>At the interview</i> Compliment the interviewer on a recent success
<i>Visit the company</i> Talk to the receptionists	<i>CV</i> Make sure it's easy to read

 3. Now listen to the second part of the interview.

1. What four questions does Alan usually ask candidates?
2. What examples does he give of candidates' likes and dislikes?

4. Complete these word partnerships from the listening.

press	officer
marketing	
press	
	report
company	
	code

### Translation

a) Translate the following passage into Russian paying attention to business vocabulary.

Training and developing employees.

New technologies such as word processors, computers, and robots have made it necessary to do more and more training, much of which is quite sophisticated. Today's forward-thinking organizations are recognizing that people are their most vital resource and an integral part for achieving increased productivity. Therefore, many firms are getting much more involved in continuing education and development programs for their employees. Career development is no longer just a haphazard system of promotions, movies, and occasional training programs. Rather, it is a long-term organization strategy for assisting employees to optimize their skills and advance their education. Training and development include all attempts to improve employee performance through learning.

b) Translate the following passage into English using your active vocabulary.

Основой для отбора работников может быть анкета или представляемое претендентом резюме о его образовании, опыте работы и личных данных.

Следующим этапом процесса найма является собеседование с каждым кандидатом. Задача собеседования – уточнить сведения о квалификации кандидата и получить представления о личности кандидата. Иногда также осуществляют проверку представленных документов и отзывов, а порой проводят медицинское обследование.

Одним из наиболее спорных компонентов процесса найма является тестирование. Тесты используются для выявления способностей, сообра-



зительности, интеллекта, интересов и т. д. Психологическое тестирование проводится в форме письменных ответов на заранее составленные анкеты. Такие тесты помогают оценить общий интеллектуальный уровень, отношение к работе, интересы, способность к управленческой деятельности и личные качества.

### Self-study section. Grammar revision

*Use the words to make questions about Mark and his working life.*

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. What / Mark / do/ for a living?  | _____                        |
|                                     | He's a sales representative. |
| 2. Where / Mark / work?             | _____                        |
|                                     | In London.                   |
| 3. When / he / start / work there?  | _____                        |
|                                     | 6 months ago.                |
| 4. he /enjoy / his job?             | _____                        |
|                                     | Yes.                         |
| 5. What / he / do / spare time?     | _____                        |
|                                     | He plays golf.               |
| 6. How much / he / earn?            | _____                        |
|                                     | £50,000 a year.              |
| 7. he / have / any perks?           | _____                        |
|                                     | Yes, a company car.          |
| 8. he / get / a bonus?              | _____                        |
|                                     | Yes, twice a year.           |
| 9. Why / he / leave / his last job? | _____                        |
|                                     | Because he was fired.        |
| 10. What / he / do?                 | _____                        |
|                                     | He hit a colleague.          |

*If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 184–188.*

### Social Skills

*Managing meetings*

#### *Useful Language*

##### **Starting**

Ok, let's get down to business.

Right, can we start please?

##### **Speeding up**

I think we should move on now.

Can we come back to that?

**Slowing down**

Hold on, we need to look at this in more detail.

I think we should discuss this a bit more.

**Dealing with interruptions**

Could you let her finish please?

Could you just hang on a moment please?

**Keeping to the point**

I'm not sure that's relevant.

Perhaps we could get back to the point.

Let's leave that aside for the moment.

**Asking for reactions**


How do you feel about...?

What do you think?

**Summarising**

Ok, let's go over what we've agreed.

Right, to sum up then.....

 *A group of managers are discussing whether to offer an employee a full-time contract. Listen and tick the expressions in the Useful language box that you hear.*

**Speaking**

1. Read the text and make the decisions on the questions below.

**The Dangers of Firing Employees**

The common law has previously maintained the right of an employer to fire an employee under something called the employment-at-will doctrine. But lately this doctrine has come under attack because of recent legal rulings. Employers can still fire people, but they may incur some expensive consequences if employees sue. California employees have won jury verdicts of \$10 million and more.

In recent years, state courts in some 46 states have made it legal for employees to sue their employers for wrongful discharge. This has resulted in backlog of some 25,000 such cases. Such companies, in response, are forcing employees to sign statements saying that they can be fired at any time. Fired employees tend to sue anyway.

A different approach to such problems is to go to arbitration. In Montana, one cannot fire an employee without "just cause," and liability awards are limited. The state also requires employers to go to outside arbitration when cases arise of alleged wrongful discharge.

In the past, more than 50 percent of all discharge cases taken to arbitration are decided against the employer (80 percent in California). Corporate personnel manuals are getting more detailed to protect against legal action. For example, the Del E. Webb Corporation stuck the word permanent from employee descriptions.

NAS Insurance Services, Inc., in California, offers insurance for companies sued for wrongful discharge. It has been estimated that only 2 out of every 1,000 employees is fired unjustly, but that amounts to some 55,000 workers a year.

*2. Decision questions.*

1. What are the implications for the personnel department of new legal rulings against firing for unjust cause?
2. If you were an employer, would you put more effort into screening and training employees, given these rulings? Who may benefit?
3. The trend in handling wrongful discharge cases has been to call in an arbitrator such as the ones that Montana demands. What benefits do you see from arbitration versus suing employers?

## Writing

### *Resume*

1. *Study some useful phrases to use in your resume*

*Sample action words:*

I was responsible for	initiating		
	planning		
	negotiating		
	achieving		
	implementing		
	reviewing		
managed	wrote	budgeted	improved
planned	produced	designed	increased
organized	scheduled	directed	investigated
coordinated	operated	developed	sold
supervised	conducted	established	served
trained	administered	implemented	handled

*Describing abilities:*

creative	proficient	comprehensive/first-hand knowledge of
accurate	well-organised	(have) a proven track record in...
efficient	perfectionist	well versed in...
energetic	motivated	perform well under pressure
systematic	methodical	willing to take the initiative

*Read the following resume and write your own (also see Writing File p. 204–207).*

***Toni M. Student***

PRESENT ADDRESS:	PERMANENT ADDRESS:
1 College and Main	555 Sanskrit Street
Box 000, Capital University	Marysville, Ohio 43040
Columbus, Ohio	43209 (513) 555-5555
(614) 236-0000	tstudent@columbus.rr.com
OBJECTIVE	An entry-level position in the field of marketing or sales
EDUCATION	CAPITAL UNIVERSITY, Columbus, Ohio
	Bachelor of Arts, May 2005
	Major: Business Management
	Concentration: Marketing
	GPA: 3.37/4.00
BUSINESS	MARKET RESEARCH INTERN, Fall 2004
EXPERIENCE	CARDINAL REALITY SERVICES, INC., Columbus, Ohio
	• Developed a demographic survey to gain marketing information on current Cardinal Apartment residents nationally
	• Classified survey results according to AMA occupational standards, apartment style preferences, and household income
	• Tabulated resident profile information using Excel
	ACCOUNTING CLERK, Christmas Break, 2001-2004
	WESTRECO INCORPORATED, Marysville, Ohio
	• Prepared payroll for part-time employees using Excel
	• Prepared purchase orders and paid invoices
ADDITIONAL	RESIDENT ASSISTANT, Academic Year 2004-2005
EXPERIENCE	CAPITAL UNIVERSITY, Columbus, Ohio
	• Directly supervise 25 residents
HONORS/	Phi Beta, fine arts honorary fraternity
ACTIVITIES	Delta Xi Delta, local social and service sorority
	Umpire, Ohio High School Athletic Association, 2001-Present
REFERENCES	AVAILABLE UPON REQUEST

## Unit 9

# Real Estate Management

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### Introduction

1. Have you had any experience of buying/selling/renting a flat/house? Was it positive? Did you use the service of a real estate agency?
2. Which qualities should a real estate agent/broker have?
3. Which property do you want to deal with, residential or industrial?
4. What do you know about the real estate market in your country? What is the cost of 1 square metre on average? etc.

### Reading 1

1. *Study the following passages taken from the text paying attention to the highlighted words. Try to guess the meaning of these words.*

1. Land is affected by laws that regulate the *orderly* transfer of real estate.
  - a) made especially for smb
  - b) having to be done
  - c) well arranged
2. Land is the earth's *surface* extending downward to the center of the earth...
  - a) top part of smth
  - b) flat part of smth
  - c) obvious part of smth or smb
3. The term real estate includes also anything that is permanently *affixed* to the land.
  - a) fixed smth damaged
  - b) fixed one thing to another
  - c) put smth in an order
4. Items *attached* to the land by a root system are considered natural attachments.
  - a) connected
  - b) enclosed
  - c) in love

5. *Artificial* attachments are normally those things that have been placed on the land by people.

- a) natural
- b) not sincere
- c) made by people

6. Improvements may be *embedded* in the land...

- a) fixed firmly into a substance
- b) down below the surface of a liquid substance
- c) put into the ground and covered

7. This term broadens the definition of real estate to include the *bundle* of legal rights...

- a) a number of things held together
- b) a group of things dealt with at the same time
- c) set of things that have been designed to fit inside each other

2. Read the following text. What is the product/service the real estate business deals with? What are the differences in the meanings of the terms 'land', 'real estate' and 'real property'?

### **Land, Real Estate and Real Property**

The real estate business centers around the ownership, possession, and transfer of land. The ownership and possession of land brings into play a body<sup>1</sup> of highly complex laws that define the various rights and interests of property owners, third parties, and the general public. Land is further affected by local and state laws and court decisions that regulate the orderly transfer of real estate.

You may have heard the terms land, real estate, and real property used interchangeably. Though they may seem to be describing the same thing, there are important differences in their meanings.

The land is commonly thought of as the ground or soil, but from a legal point of view, land ownership also includes possession and control of the minerals and substances<sup>2</sup> below the earth's surface together with the airspace above the land up to infinity<sup>3</sup>. Thus, land is the earth's surface extending downward to the center of the earth and upward to infinity, including those things permanently attached by nature, such as trees and water.

The term real estate is broader than the term land and includes not only the physical components of the land as provided by nature, but also anything that is permanently affixed to the land by either natural or artificial attachment.

Items attached to the land by a root system are considered natural attachments. Fructus naturales (real property) are products of the earth that are naturally grown and require no annual labor or cultivation, such as trees or bushes. Fructus

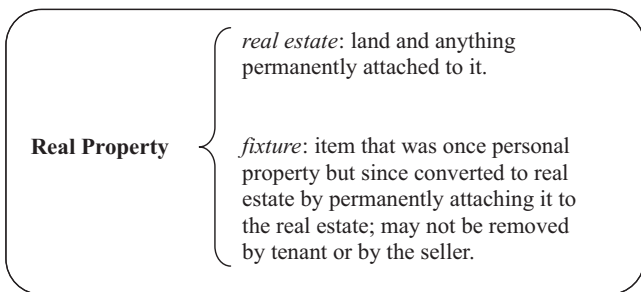
industriales (personal property) are products of the earth that require annual planting or cultivation, such as unharvested<sup>4</sup> wheat or vegetables.

Artificial attachments, called improvements, are normally those things that have been placed on the land by people. Improvements may be embedded in the land, such as walls, in-ground swimming pools, water and gas lines; placed or resting upon the land, such as building slabs<sup>5</sup>, driveways, streets, and patios; erected on the land, such as buildings and towers or any other man-made additions to property.

Real estate, therefore, is defined as the earth's surface extending downward to the center of the earth and upward into space, including all things permanently attached to it by nature or by people.

In practice, the term real estate is most often used to describe that commodity with which real estate as a business and the real estate broker and salesperson are concerned. It is sometimes referred to as realty.

The term real property further broadens the definition of real estate to include the bundle of legal rights involved in real estate ownership. Thus, real property is defined as the earth's surface extending downward to the center of the earth and upward into space, including all things permanently attached to it by nature or man, as well as the interests, benefits, and rights inherent in its ownership.



*Notes*: body<sup>1</sup> – совокупность, substance<sup>2</sup> – вещество, infinity<sup>3</sup> – бесконечность, unharvested<sup>4</sup> – необрунный (об урожае), building slabs<sup>5</sup> – строительные панели

### ***Vocabulary focus***

3. a) Match the following words with the correct definitions.

- |                          |  |
|--------------------------|--|
| a) real estate           | 1) earth's surface with those things created by nature   |
| b) real property         | 2) one thing that can be added to another  |
| c) land ( <i>legal</i> ) | 3) the earth's surface with all things permanently connected to it, as well as the benefits and rights inherent in its ownership |

- |                |  |
|----------------|--|
| d) earth       | 4) not caused, made, or controlled by human beings                 |
| e) natural     | 5) made by people  |
| f) artificial  | 6) to join or connect  |
| g) attachment  | 7) the claim which a person has to be treated in a legal way       |
| h) improvement | 8) to fix one thing to another, or to add                          |
| i) attach      | 9) the earth's surface with all things permanently connected to it |
| j) affix       | 10) things placed on the land by people                            |
| k) right       | 11) the dry surface of our planet rather than the sky or sea       |

*b) Use the words above to complete the summary of the text. Put these words into the correct form.*

Although most people think of 1) \_\_\_ as the surface of the 2) \_\_\_, the definition of this word not only applies to the 3) \_\_\_'s surface but also includes everything below the surface and the air above the surface. 4) \_\_\_, on the other hand, refers to the 5) \_\_\_'s surface, everything below and above it, plus all things permanently 6) \_\_\_ to it. The term 7) \_\_\_ further expands this definition to include all 8) \_\_\_ and 9) \_\_\_ to the land and those 10) \_\_\_ owned by the land and used by the land for its own benefit.

*4. Work in pairs. Pay attention to the following words which are very close in the meaning: land, soil, ground, earth. Choose the correct variant and explain your choice to your partner.*

1. We placed a rug on the *land / soil / ground / earth* for the picnic.
2. It is cheaper to drill for oil on *land / soil / ground / earth* than at sea.
3. They piled the *land / soil / ground / earth* and stones from the hole against the wall.
4. The *land / soil / ground / earth* in our country is not fertile.
5. We want to buy a plot of *land / soil / ground / earth* to build a house.
6. The *land / soil / ground / earth* was frozen hard and was impossible to dig.

*5. a) Match the English and Russian equivalents.*

- |              |   |
|--------------|---|
| a) law       | 1) вещество                                     |
| b) substance | 2) товар  |
| c) extend    | 3) закон  |
| d) commodity | 4) недвижимость                                 |
| e) realty    | 5) простирается                                 |
| f) fixture   | 6) движимое имущество, соединенное с недвижимым |



b) Complete the sentences using the words given above.

1. The country's most valuable \_\_\_ include tin and diamonds. 2. Don't forget there's a \_\_\_ about exporting certain antiques. 3. The path \_\_\_ beyond the end of the road. 4. The \_\_\_ for sale includes 2,000 acres of undeveloped land. 5. Polluting \_\_\_ are found in many rivers. 6. All \_\_\_ and fittings are included in the house price.

c) Work in pairs. Using these words make up the sentences of your own for your partner to translate.

6. Match words from each box to make word partnerships. Make sure you can translate them.

transfer	earth's	estate	of view
bundle	body	slab	surface
building	from a legal point	of laws	owner
property	real	of land	of legal rights

7. Use the words given in capitals at the end of each line to form a word that fits in the space in the same line.

1. Rates of home ... have remained relatively constant. OWN
2. The ... of large amounts of money does not ensure happiness. POSSESS
3. He and his family have settled ... in the States. PERMANENT
4. The road slopes gently ... for a mile or two. DOWN
5. Flying ... they broke through the cloud into sunlight. UP
6. There are risks ... in almost every sport. INHERIT

8. Match the definitions below to words in the text. Then use the words in sentences of your own.

1. one of the people or groups of people involved in an official arrangement (paragraph 1)
2. the thing or things that someone owns (paragraph 1)
3. to have an influence on (paragraph 1)
4. a chemical substance such as a rock which is formed naturally in the ground (paragraph 3)
5. the preparation and use of land for growing crops (paragraph 5)
6. to build a building, wall or other structure (paragraph 5)
7. a person whose job is selling things directly to customers (paragraph 7)

## **Comprehension**

9. Read the article again and pay attention to the constituent parts of the terms 'land', 'real estate' and 'real property'. List them under the appropriate headings in the table below.

LAND	REAL ESTATE	REAL PROPERTY
	earth's surface extending upward into space	
all things permanently attached to the earth by nature		

10. Answer the following questions.

1. Which notions does the real estate business center around?
2. Which role does property legislation play in the real estate business?
3. Which constituents differentiate land from real estate?
4. Which term is broader, real estate or real property?
5. Which commodity does the real estate business deal with?

11. Make a short summary of the text. See *Writing and Speaking Files* p. 194–196, 214–215.

## **Reading 2**

1. We often use the words below to talk about real estate agents (BrE) / brokers (AmE). Check that you understand their meaning.

- |                    |  |
|--------------------|--|
| <i>facilitate</i>  | to make possible or easier   |
| <i>transaction</i> | a business agreement or arrangement  |
| <i>licensed</i>    | having been given official permission to do a particular job   |
| <i>lease</i>       | to make a legal agreement by which money is paid to use land, or a building for an agreed period of time |

<i>fee</i>	an amount of money that you pay to a professional person for their work
<i>commission</i>	a payment to someone who sells goods which is directly related to the amount of goods sold
<i>value</i>	the worth of something in money
<i>estimate</i>	to try to judge the value, size, speed, cost etc of something, partly by calculating and partly by guessing

2. Read the text and complete the chart that follows it.

### **Real Estate Brokerage**

The business of bringing buyers and sellers together in the marketplace is called brokerage. Buyers and sellers in many fields employ the services of brokers to facilitate complex business transactions. The term “broker” can be traced back to the Norman French word *brocour* meaning “wine dealer”. At that time the local pub was the central meeting place of each village, and it was common practice to inform the wine dealer about items desired. The wine dealer would then pass this information on to other customers. If a sale was made, the brocour would receive a fee for his service.

In the real estate business, a broker is defined as any person who is licensed to buy, sell, exchange, or lease real property for others in exchange for a fee. Working on behalf of and licensed to represent the broker is the real estate salesperson.

The person who employs the broker is called a principal; the principal (client) may be a seller, a prospective buyer, an owner who wishes to lease his or her property, or a person who seeks property to rent. The real estate broker acts as an agent of the principal, who usually compensates the broker in the form of a commission, usually an agreed-upon percentage of the sales or rental price. The commission is contingent on the broker’s successfully performing the service for which he or she was employed – negotiating a transaction with a prospective purchaser, seller, lessor, or lessee who is ready, willing, and able to complete the contract.

In addition to bringing buyers and sellers together in a typical real estate transaction, brokers often engage in related specializations such as appraisal, property management, and insurance.

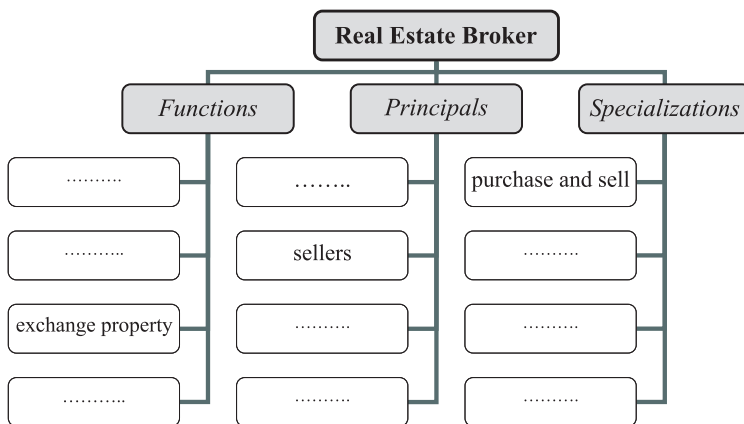
Appraisal is the process of estimating the value of a parcel of real estate. The appraiser must have sound judgment<sup>1</sup>, experience and a detailed knowledge of the methods of valuation.

A real estate broker who operates an income-producing property on behalf of a principal is a property manager. The property manager is usually responsible for soliciting tenants, collecting rents, altering<sup>2</sup> or constructing new space for tenants, ordering repairs, and generally maintaining the property. The manager's basic responsibility is to protect the owner's investment and maximize the owner's return on investment.

Among the major services of the real estate broker's business, insurance is sometimes included. In many offices, the real estate broker is also an insurance broker, particularly if the broker performs property management service. Insurance brokerage, however, is a separate business that requires a separate license.

**Notes**

judgment<sup>1</sup> – оценка, мнение; alter<sup>2</sup> – изменять.



**Vocabulary focus**

3. Match words from each box to make word partnerships.

prospective	solicit	a contract	management
agreed-upon	return	property (2)	broker
income-producing	complete	on investment	percentage
insurance	methods	of valuation	rents
maintain	property	tenants	buyer
collect			

Complete these sentences with the word partnerships above.

1. Always be polite to \_\_\_\_\_. 2. This couple has just \_\_\_\_\_ to buy this house by May 3<sup>rd</sup>. 3. The company's failure was mainly due to bad \_\_\_\_\_. 4. A property manager operates a/an \_\_\_\_\_ on behalf of a principal. 5. Buying a swap is an obligation to buy a commodity at a/an \_\_\_\_\_ at some point in the future, regardless of the market price at that time. 6. When the space is to be available, the Property Manager may publicly \_\_\_\_\_ by advertising the space in the Weekly, Seattle Arts, and other publications. 7. As a landlord trying to \_\_\_\_\_ on time, make every effort to contact your tenants well in advance and remind them that the rent is due. 8. Even if you use a professional business appraiser, it is helpful to understand the basic \_\_\_\_\_ that may be used to determine a value for your company. 9. A condominium and its board must raise maintenance fees to a level sufficient to \_\_\_\_\_ and set aside "adequate" reserves. 10. The makers of the film will want to see a decent \_\_\_\_\_. 11. A/An \_\_\_\_\_ acts as an intermediary between clients and insurance companies.

4. Choose the correct variant.

1. I resisted the urge to call my *brokerage/broker* and instruct him to sell all my stocks.
2. The exact details of the agreement are still under *negotiate/negotiation*.
3. We haven't been able to find a *purchase/purchaser* for our house yet.
4. When land is needed for building a road, the government can buy it by compulsory *purchase/purchaser*.
5. A *lessor/lessee* is someone who allows someone else to use their house, building, land for a period of time for payment.
6. A *lessor/lessee* is someone who is legally allowed to use a house, building, land for a fixed period of time in return for payment to the owner.
7. A dealer came to *appraise/appraisal* the furniture.
8. We undertake regular job *appraise/appraisal* reviews.
9. It would be wise to *insure/insurance* your property against storm damage.
10. The house sale was *transacted/transaction* in conditions of the greatest secrecy.

5. Complete the sentences using the words given in the table below.

facilitate	transaction	fee	license	lease	compensate	
estimate	tenant	value	parcel	principal	rent	alter

1. The bank charges a fixed rate for each \_\_\_\_.
2. I will have to consult my \_\_\_\_ before I can give you an answer on that.
3. Our family owns this \_\_\_\_ of farmland.
4. The restaurant is now \_\_\_\_ to sell alcohol.
5. It was difficult to \_\_\_\_ how many trees had been destroyed.
6. The current structure does not \_\_\_\_ efficient work flow.
7. We've had to \_\_\_\_ some of our plans.
8. Some lawyers charge exorbitant \_\_\_\_.
9. The firm agreed to \_\_\_\_ its workers for their loss of earnings.
10. They had to sell their farm at below market \_\_\_\_.
11. I pay a higher \_\_\_\_ than the other \_\_\_\_ because my room is bigger.
12. The estate contains 300 new homes, about a third of which are \_\_\_\_ to the council.

6. *Put an appropriate preposition/adverb in the following gaps if necessary.*

1. \_\_ behalf \_\_ the company as a whole, I would like to thank you for all your work.
2. Further investment would be contingent \_\_ the company's profit performance.
3. In his spare time, he engages \_\_ voluntary work.
4. The term "broker" can be traced \_\_ to the Norman French word *brocour*.
5. A broker buys or sells real property for others \_\_ exchange \_\_ a fee.
6. Most of the posts would be taken by the short-term unemployed, the group that is actively seeking \_\_ jobs.
7. The property manager is responsible \_\_ protecting the owner's investment.

### ***Comprehension***

7. *Expand the following sentences.*

1. Brokerage is .....
2. A broker is .....
3. A principal is .....
4. The work of a broker is to negotiate .....
5. Brokers also engage in related .....
6. Appraisal is .....

8. *Answer the questions.*

1. What is the origin of the term 'broker'?
2. Which specialisations can a real estate broker have?
3. What is the property manager responsible for?
4. What does a real broker need to work as an insurance broker?

9. Make a short summary of the text. See *Writing and Speaking Files* p. 194–196, 214–215.

### Reading 3

1. There are a lot of examples of professional slang and colloquial speech in the text. Study some of them.

open house (1)*	a time when a house or apartment that is being sold can be looked at by the public
kiss of death (3)	it is certain to cause something else to fail
condominium (3)	an apartment building in which each apartment is owned separately by the people living in it
neophyte (5)	someone who has recently become involved in an activity and is still learning about it
block (7)	the area between roads, esp. in towns and cities
kill the deal (9)	destroy
do a gut job (9)	to change something by removing some of the most important or central parts
keep one's lips zipped (11)	keep silent
stand back (11)	stand away from an object or person
follow-up (call) (11)	done to make sure that an earlier one was effective, or to continue a plan of action that was started earlier
pied-à-terre (12)	small apartment or house that is not your main home but which you own and stay in sometimes
(1)*	paragraph in which this word or expression is used

2. Read the article. Find out what usually makes real estate agents lose their temper?

#### Who Asked You? (adopted from the *New York Times*)

THERE are many sentences that a potential buyer can utter to unnerve a broker: “I have three Doberman pinschers.” “My uncle is a divorce lawyer, and he will represent us.” “The money is in Europe.” And, at an open house: “May I use the bathroom?”

Then there is this question, often deployed after an offer has been accepted: “Do you mind if I bring my (decorator / mother / friend / boss / Feng Shui expert / rabbi) to take a look?” Yes, your broker minds. A lot.

“It’s the kiss of death,” said Michele Conte, the sales director at the Centurion, a 48-unit condominium at 33 West 56th Street. “Brokers fear second opinions

because, human beings being what they are, people always want to justify why someone asked them to come in. So the first thing they do is look for something wrong. And they also tend to judge by their own standards. One man's meat is another man's poison in real estate, big time."

Unfortunately for those selling houses or apartments, a slowing real estate market combined with recessionary fears is prompting resurgence in outside counseling. Brokers estimate that as many as a quarter of all buyers solicit third-party views and that 10 to 25 percent of the deals fall apart as a result. "Their job is to point out things you haven't noticed yet, things that on a first-round presentation a client wouldn't really notice to begin with," said Preston Proler, a sales representative at the Setai, a 167-unit condominium building at 40 Broad Street in the financial district. "So more issues do arise – like whether there's something a little bit wrong with the neighborhood, or the elevator is going to make too much noise next to your apartment, or is the lobby so frequently used that it will be loud, or is the roof going to be too crowded."

Those most likely to seek outside advice are first-time buyers. Neophytes often look to their parents, who may be helping out financially.

"Parents check certain things that maybe the kids would not think of checking," said Anne Cynar, a senior associate agent at Corcoran. "They'll ask about the financials of the building; they'll ask about the doorman, about how the building is run, how old the appliances and heating system are."

The mother of one client repeatedly rejected apartments, said Michele Kleier, president of Gumley Haft Kleier. But then the woman pulled Ms. Kleier aside and said: "Don't show me anything more than three blocks from where I live, or I will never say I'm going to like it. When they have a child, I want to walk three blocks in either direction." Once she understood her objections, Ms. Kleier found an apartment that met her requirements.

Other types of buyers pose other problems. These include the commitment-phobic ("If everyone loves it, they want to find that one person who can say, 'It's not for you,'" Ms. Kleier said); celebrities (who send their money managers and lawyer); analytical types who work in the financial industry; and people buying small apartments. Ms. Kleier told this anecdote: "I once had a celebrity who brought his live-in housekeeper. He said, 'She has been with me 15 years, and I would not move somewhere where she's not happy.'"

Besides parents, the most commonly drafted consultants are architects and decorators. They are also the most dreaded by brokers. "Very often, if the apartment is not a wreck, the decorator or architect is going to kill the deal," Ms. Kleier said. "They don't just want to order couches. You find very often that they want to do a gut job, which is understandable because that's how they make their money."



Friends may not see past their envy. Ms. Kleier said she had seen this scene play out many times in 25 years in the business: “I had one young woman who would bring her best friend who was married longer and who she looked up to. Whenever the apartment was nicer than the one the friend owned, the friend would find fault with it, and when it was ordinary, she liked it.”

To neutralize third-party criticism, brokers begin by keeping their lips zipped. “You really want to figure out the dynamics between the two people,” said Ms. Conte of the Centurion, “but the best thing you can do in a situation like that is stand back and let the potential buyer do the selling of the unit to his friend.” After the showing, she said, “I’ll make a follow-up call and try to get them to talk about what the other person said.”

Of course, most brokers prefer buyers who refrain from asking for outside opinions at all. Married couples in their 40s, 50s, and 60s – particularly pied-à-terre buyers – often fulfill this wish. “They are already settled in their life, they pay all cash, they don’t need a second opinion – you take them out twice, and they’re done,” said Pat Publik, an executive vice president at Halstead Property. “Those are the clients brokers dream about at night.”

### 3. Answer the following questions.

1. What makes most American real estate agents furious? Is it an old problem?
2. How does one of the agencies solve the problem?
3. What would you do in this situation?
4. If you were to buy a flat/house would you need a second opinion?
5. How do you understand the saying ‘One man’s meat is another man’s poison’ pronounced by one of the real estate brokers?

4. Work in small groups. Imagine you are the co-owners of the real estate agency. Write a memo with some guidelines for your salespersons on dealing with ‘second opinions’ people (see Writing file p. 201).

## Translation

a) Translate the following passage into Russian paying attention to business vocabulary.

In consideration of the brokerage successfully finding a satisfactory buyer for the property, a broker anticipates receiving a commission for the services the brokerage has provided. Usually, the payment of a commission to the brokerage is contingent upon finding a satisfactory buyer for the real estate for sale, the

successful negotiation of a purchase contract between a satisfactory buyer and seller, or the settlement of the transaction and the exchange of money between buyer and seller.

In North America commissions on real estate transactions are negotiable and have been under pressure for numerous reasons the average commission has declined during the last decade from 6 % to about 5 %. Real estate commission is typically paid by the seller at the closing of the transaction as detailed in the listing agreement. A growing alternative commission structure is the fee-for-service, fixed-fee, a la carte or flat-fee structure.

*b) Translate the following passage into English using your active vocabulary.*

Можно выделить три этапа становления рынка недвижимости в Республике Беларусь. Первый – стихийное зарождение рынка в период 1989–1992 гг. Характеризовался отсутствием законодательной базы для осуществления сделок с недвижимостью.

Второй – формирование жилищного законодательства и бесплатная приватизация существующего жилищного фонда в 1992–2000 гг., а также появление и развитие профессиональных участников рынка и соответствующей инфраструктуры рынка.

Третий – современный этап – характеризуется наличием следующих составляющих:

а) первичного рынка, представленного возводимым новым жильем, собственно процесса приватизации жилья как своеобразного первичного рынка, на котором единственный продавец – государство;

б) вторичного рынка, на котором действует множество и продавцов и покупателей; здесь продавцами выступают физические и юридические лица, предлагающие на продажу те или иные совокупности прав на жилье;

в) рынка нежилой недвижимости, который только зарождается;

г) совершенствованием нормативно-законодательной базы, созданием механизмов;

д) появлением и развитием научных исследований, связанных с рынком недвижимости, оценкой и управлением недвижимостью, появлением заинтересованных сторон и механизмов финансирования таких исследований.

е) появлением новых профессий и специальностей для рынка недвижимости.

## Self-study section. Grammar revision

*These verbs all describe change. Complete the table with the verb forms and (where possible) the noun form.*

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Noun</b>
1. decline			
2. decrease			
3. drop			
4. fall			
5. fluctuate			
6. gain			
7. improve			
8. increase			
9. jump			
10. level off			
11. lose			
12. plummet			
13. recover			
14. rise			
15. rocket			
16. stabilise			

If you have any difficulties in doing this task or want to brush up your grammar skills please refer to Grammar File p. 189–193.

## Social Skills

### *Negotiating*

1. *In his book *The Art of Winning*, Harry Mills says that most negotiations have seven stages. These are listed below, but are in the wrong order. Put the stages in order. What word do the initial letters of the stages spell?*

- Probe with proposals (make suggestions and find areas of agreement).
- Close the deal (bring the negotiation to a clear and satisfactory end).
- Signal for movement (signal that you are prepared to move from your original position; respond to signals from the other side).
- Exchange concessions (give the other side something in return for something you need or want).

- Tie up loose ends (confirm what has been agreed; summarise the details on papers).
- Explore each other's needs (build rapport; state your opening position; learn the other side's position).
- Ready yourself (prepare your objectives, concessions and strategy; gather information about the other side).

2. Look at the quiz below. Decide which of these answers you agree with most and check your score to find out.

<b>What Sort of a Negotiator Are You?</b>	
<p>1. In a negotiation, do you</p> <p>a) like to show you are trying to understand the other side's point of view?</p> <p>b) show little or no sympathy for the other side's point of view?</p>	<p>2. You know the other side is very keen to make a deal with you. Do you:</p> <p>a) show you are willing to compromise so you can reach an agreement?</p> <p>b) point out that it's important for them to get your agreement?</p>
<p>3. When you are telling the other side about your objectives, do you:</p> <p>a) speak openly and honestly?</p> <p>b) lie in order to get more concessions?</p>	<p>5. Things aren't going your way. The other side isn't making enough compromises. Do you:</p> <p>a) try approaching the problem from a different angle?</p> <p>b) threaten to walk out if you don't get more concessions?</p>
<p>4. The other side has made an error. If you point it out, you can make them look foolish. Do you:</p> <p>a) ignore it?</p> <p>b) draw attention to it?</p>	<p>6. Do you want the other side in a negotiation to leave feeling:</p> <p>a) satisfied?</p> <p>b) dissatisfied?</p>
<p><b>More As than Bs</b></p> <p>You see negotiations as problem solving exercises. You try to understand the position of your negotiating partners and establish an atmosphere of trust and mutual cooperation. Your negotiating style is probably best suited to situations where your broad goals are different to the goals of the other side, for example negotiations between customers and suppliers.</p>	<p><b>More Bs than As</b></p> <p>You see negotiations as conflict situations. There's only one pie as far as you're concerned, and you are not prepared to let anyone take your share. Your negotiating style is probably best suited to situations where your broad goals are similar to the goals of the other side, for example negotiations between management and unions.</p>

3. Study the Useful language box below.

*Useful language*

**Starting**

Could we begin now please?  
OK, let's get started, shall we?

**Refusing an offer**

I'm sorry, we can't accept that.  
I'm not sure about that.  
I am sorry we can't go that high.

**Exploring positions**

What do you have in mind?  
How would you feel about a bigger discount?  
What sort of figure do you have in mind?

**Accepting an offer**

I think we can agree to that.  
That sounds reasonable.  
I think I'd agree with you there...

**Making offers and concessions**

If you ... now, we'll give you a discount.  
We'd be prepared to offer you a better price if you increased your order.

**Playing for time**

I'd like to think about it.  
I'm sorry, but I'll have to consult my colleagues about that.

**Checking understanding**

When you say there are delivery problems, what do you mean?  
Have I got this right? You said a discount on an order of 1000.  
If I understand you correctly...  
Could you clarify one point for me?

**Summarising**

Can we just summarise the points we've agreed so far?

**Closing the deal**

That's it, then. I think we've covered everything.  
Great! We've got a deal.

*Now role play this situation.*

One of you is a **real estate agent**. Your task is to sell the house at the price 10 % over its list price as you are planning to go on a cruise and extra money will be just in time.

The other is a **buyer**. You are quite happy about this house. But you think the list price is rather high as the house needs redecorating. Besides you have just bought an expensive car. So the right deal for you is at least 5 % off the list price.

*Make up the details you need to hold a negotiation. Negotiate with each other and try to get a good outcome (see Speaking File p. 210–214).*

## Speaking

### *Presentation skills*

1. Study some ideas on making a presentation in *Speaking File* p. 216–217. And do the following exercises.

a) Here are the introductions to two different presentations. Separate the two presentations and put them in the correct order.

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

Presentation 1

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Presentation 2

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b) Read this introduction to a presentation. Choose the correct words or phrases in italics.

Good afternoon, ladies and gentlemen and welcome (1) *in/to/for* our seminar on corporate property management. I would like to (2) *begin/starting/commence* by (3) *drawing/telling/outlining* some of the main (4) *explanations/matters/issues*

in corporate property management (5) so that/for/in order you will be able to judge whether your company is devoting sufficient time to this question.

I will then (6) look/turn/change to some of the legal and financial (7) queries/aspects/pieces of property management, and will (8) tell/look/explain how your companies may be affected by current and future legislation. I will (9) illustrate/give examples/discuss of the kinds of problems our clients have faced and explain what was done to solve them.

I will finish (10) by/with/in giving a brief resume of the consultancy service that we offer, and I will explain what you (11) need/shall/should do if you would like to look into the matter further.

As we are rather (12) hurried/pressed/short for time, I would be grateful if you could (13) rest/stay/save any questions you may wish to (14) rise/raise/arise until the end, when I will (15) do/make/have my best to answer them.



### ***Business Game ‘Sell a Region’***

2. *Work in the teams of two or three people. Each team should choose your own county/region.*

3. *Research on the following aspects for your presentation:*

- places to stay in (buildings, facilities)
- history and culture
- places to visit
- transport and travel
- leisure and sport
- entertainment
- connections with other parts of the world
- amazing facts you never knew about (the region/country)

4. *Prepare and then deliver a team presentation ‘selling’ your region to people who are seeking new ways to invest their money.*

5. a) *Vote on the best presentations using the following assessment sheet.*

ASSESSMENT SHEET	
Give a score of 1–5 for each category: 5 = outstanding 1 = poor	
Concept	Presentation
1. Will it get the target audience’s attention?	1. Was it interesting? Did it impress you?
2. Will it capture their imagination?	2. Was it clear?

3. Does it have a clear, effective message?	3. Was there enough eye contact?
4. Will it persuade the target audience to invest money in this project?	4. Was the pace too quick, too slow, or just right?
5. Will the target audience remember the presentation?	5. Was the language fluent, accurate, and appropriate?
	6. Was the voice clear enough? Was it varied in pitch or monotonous?

*b) Decide who is the best in the following categories: best property description; star presenter; best historical item; best entertainment item; best amazing fact; Wow! factor; etc.*

### Writing

1. Read an example of the listed house advertisement. Pay attention to the vocabulary used to describe this house.

**1120 Rock View St**  
**Los Angeles, 90041**  
**Detached Single Family**  
 Bed/Bath: 4 / 3  
 SqFt: 1,980  
 Lot: —  
 Age: 29 years  
 List Price: \$850,000



**Awesome well maintained Mediterranean Home in Eagle Rock area w/ 4 Bdrms/3BA, new stainless steel kitchen, newly painted in & out, 4 new decks, large backyard & frontyard, attached 2 car garages, w/ 2 gas fireplaces. Pest Inspection cleared.**

Great convenient location: Pride of ownership shows in this well maintained home close to everything, North of Colorado Blvd. Glendale & Pasadena 5 minutes in either direction. This lovely Mediterranean styled 4 Bedroom/3 Bath (newly tiled floors) home has lots of room to roam for a family or singles/couples (rental possibility). Carpet & laminate flooring throughout this 2 story home w/ tiled entry & wide hallway. One bedroom downstairs, 3 bedrooms upstairs & 2 full baths, one with a Jacuzzi tub in Master Bedroom. The upper two bedrooms have large decks to enjoy the morning sun or evening under the stars. The bottom floor also has two decks, one off of the dining room and the



other off the front room. Large built in pantry with lots of extra storage cabinets in the garage and under the house. Close to Eagle Rock Recreation Centre w/ Tennis, Basketball, Soccer and Day Care facilities.

1st-OPEN HOUSE Sunday, January 20th between 11–3pm STOP BY AND SEE YOUR NEW HOME. 2nd OPEN HOUSE Sat 2/08 between 11–4PM

2. *Study some tips for creating the perfect ad. Can you add your own?*

- Make a list of the features you like most about your home. You know the home better than anyone else.
- Avoid anything derogatory in your description of the property. This doesn't mean you shouldn't disclose the fact that the tap is leaking but it shouldn't be addressed in your ads.
- Practice economy of language. If you cannot describe your home in less than 120 words then it is likely that people will not completely read your ad.
- Focus your language on the key features of your home. Such as the kitchen, bathrooms and living areas.
- Point out unique features like specialized landscaping.
- Use a photo in all advertising. Make sure the photo is clear and balanced.
- Do not oversell your property. This means that you should not portray you quaint family home in the suburbs as an Arabian Palace.
- Most of all your ads should be engaging and fun.

3. *Now create your own advertisement of a would-be flat/house on sale.*

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# Grammar File

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## 1. PASSIVE

### A Sample sentences

- The investment **was made** in the last quarter, but for some reason it hasn't been shown in the accounts.
- At the final stage, the finished products **are stored** in the warehouse ready for dispatch.
- We would like the tax **to be carried** forward to next year.
- We are interested in **being kept informed** about new developments.

### B Form

	Simple	Continuous
Present	they are developed be (present) + V <sub>3/ed</sub>	they are being developed be ( present) + being + V <sub>3/ed</sub>
Past	they were developed be (past) + V <sub>3/ed</sub>	they were being developed be (past) + being + V <sub>3/ed</sub>
Present perfect	they have been developed be (present perfect) + V <sub>3/ed</sub>	
Past perfect	they had been developed be (past perfect) + V <sub>3/ed</sub>	
Present infinitive	to be developed to be + V <sub>3/ed</sub>	to be being developed to be + being + V <sub>3/ed</sub>
Present perfect infinitive	to have been developed to be (present perfect) + V <sub>3/ed</sub>	

### C Uses

We use the passive:

✓ *to avoid mentioning the doer*

The accounts **have** now **been prepared**.

We are not interested in who prepared the accounts; so an active sentence cannot be used.

✓ *to emphasise the doer with a 'by' phrase*

The figures **have been prepared** by our new accountants.

In speech, we usually put the information to be emphasised at the end of a clause. We call this 'end-weight'. So here 'our new accountants' gets more focus than 'the figures'.

✓ *in process descriptions*

At the final stage, the finished products **are packed** into boxes.

We are not interested in the agent, but in the action.

✓ *in impersonal language*

Hard hats **must be worn** on the building site at all times.

The passive is widely used in formal written announcements, where an impersonal tone is intended.

### **D Practice**

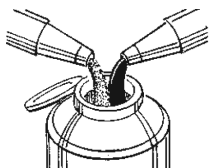
1. *Create five passive sentences in different tenses, using the prompts in the table below.*

Staff	store	R&D staff
Finished products	manufacture	several locations
New products	open	warehouse
Goods	recruit	Corporation President
New plant	develop	Human Resources Dept

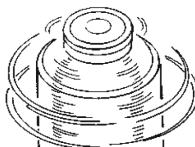
2. *Change the following from the active to the passive.*

1. We are going to make 50 per cent of our production at our Bahrain plant.
2. The company is expanding its range of services.
3. We are relocating our headquarters in Malaysia.
4. The Sales Manager increased the commission paid to agents.
5. Employees must wear protective clothing inside the production area.
6. We were considering the merger proposal for most of last year.

3. Describe what happens in the production process shown by the sequence of pictures below. Use the verbs below each picture.



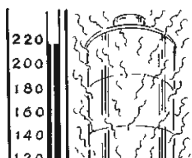
pour



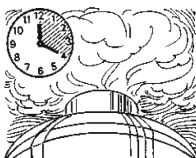
mix



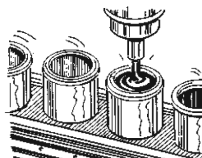
add



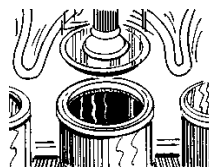
heat



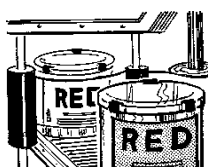
leave



pour



close



apply



convey

### Oral Activity

Describe a process that you are familiar with. Has it changed in recent years? How was it different a few years ago?

## 2. REPORTED SPEECH

### A Sample sentences

- They say that we will receive the confirmation next week.
- She mentioned that the date of the next meeting hasn't been fixed yet.
- He promised that the conference would be ready for us when we arrived.

### B Form

Reported speech takes two forms:

1. A main clause with a verb of speaking/asking + a subordinate clause:

*main clause*

*subordinate clause*

They say

that we will receive the confirmation next week.

2. A main clause with a verb of speaking/asking + an infinitive with **to**:

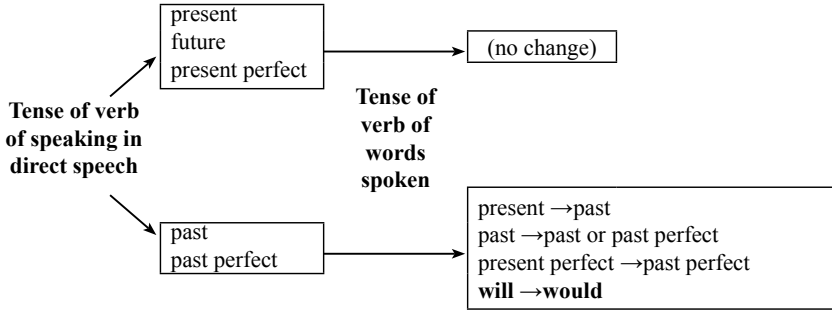
They asked us to send confirmation as soon as possible.

Indirect speech is derived from direct speech:

He said, "We have signed the contract." (*direct speech*)

He said that they had signed the contract. (*indirect speech*)

The basic rule to determine the tense of the verb in the subordinate clause is as follows:



*Direct speech*

She says, 'We have a deal.'  
 She said, 'We have a deal.'  
 She said, 'I have made a deal.'  
 She said, 'I will confirm the deal next week.'

*Indirect speech*

She says (that) we have a deal.  
 She said (that) we had a deal.  
 She said that she had made a deal.  
 She said that she would confirm the deal the following week.

Other changes are to the pronouns and the time adverbials.

**Pronouns**

<i>Direct speech</i>	<i>Indirect speech</i>
I/you	he/she
we/you	they
me/you	him/her
us/you	them

**Time adverbials**

<i>Direct speech</i>	<i>Indirect speech</i>
yesterday	the day before/the previous day
today	that day
tomorrow	the day after/the following day
last...	the previous ..
next...	the following ...
this...	that ...

### C Practice

1. Here is an interview between a journalist and a Finance Minister. Complete the newspaper report which follows by adding an appropriate verb.

rise predict continue ask change say work

J: Has the policy of the government changed?

M: No, we are working towards increasing the quality of services and making the economy strong.

J: What do you predict as a level of inflation over the next 12 months?

M: Inflation will continue at present levels – about 2.5 per cent.

J: Are you confident that economic growth will remain strong?

M: Economic growth is now at 2 per cent and should rise to 4 per cent over the coming year.

\_\_\_\_\_ if the policy of the government \_\_\_\_\_, the Minister \_\_\_\_\_ the government \_\_\_\_\_ towards increasing the quality of services and making the economy strong. He \_\_\_\_\_ that inflation \_\_\_\_\_ at present levels – around 2.5 per cent – and economic growth, now at 2 per cent, \_\_\_\_\_ to 4 per cent.

2. Here is an extract from a telephone conversation between a fashion designer, Marianne, and a clothes manufacturer, Juan.

Marianne: Did you get the photographs I sent?

Juan: Yes they were really good. I liked them a lot. Now – when are you coming to Milan?

Marianne: Soon, next month maybe, I'll come at the end of the month.

Juan: And will you bring the new designs?

Marianne: Of course! Not only the designs, I'll bring the clothes. They're already made and you can see them whenever you like.

Juan: I know Rina wants to see them. I'll tell her you're coming next month.

Marianne: Fine. Oh, by the way, Rina still owes me some money, you know. I think she has probably forgotten. She said the money would be in my bank last Tuesday and it hasn't arrived yet.

Juan: Okay, I'll tell her. That's all, isn't it?

Marianne: Yeah, I think so. Can you ask Rina to call me? I'll be in all day Friday.

Juan: Okay, I'll tell her. Bye for now.

*Write a brief letter to Rina telling her the details of this conversation. Use the above as an outline.*

Dear Rina

I spoke to Marianne yesterday. I told her \_\_\_\_\_ the photographs. She said \_\_\_\_\_ to Milan at the end of next month. She also said \_\_\_\_\_ the designs and the finished clothes. She \_\_\_\_\_ me to remind you that \_\_\_\_\_. She said you \_\_\_\_\_ the money \_\_\_\_\_ in her bank last Tuesday but \_\_\_\_\_ arrived.

Finally, she \_\_\_\_\_ if you \_\_\_\_\_ call her. She said \_\_\_\_\_ Friday.

Ciao

Juan

### 3. REPORTED SPEECH

#### A Sample sentences

- I warned them not to put up their prices by more than the annual rate of inflation.
- The bank told the company to suspend its operations until a full investigation could be completed.
- The suppliers asked the purchasing director to give them a little more time to reconsider their prices.

#### B Uses

##### Reported commands, instructions:

She told them to check the goods thoroughly before accepting them.

The court ordered them to pay all their debts before 1 January.

He demanded that the faulty goods be collected as soon as possible.

(subjunctive)

I warned them not to put up their prices by more than the annual rate of inflation.

##### Reported requests:

He asked the manager to accept his resignation.

##### Reported questions:

There are two types of direct questions:

- 1) **wh**-questions, e.g. When exactly will you be in Switzerland?
- 2) **yes/no** questions, e.g. Does your company provide investment advice?

In reported **wh**-questions, we use the **wh**-question word:  
He asked *when* exactly I would be in Switzerland.

In reported **yes/no** questions, we use **if** or **whether**:  
She asked if/whether our company provided investment advice.

### **C Practice**

1. *Are the following sentences right or wrong? If wrong, correct them.*

1) The company has told to adopt Vision 2000 as our aim for the next five years.

2) Vision 2000 urges that we adopt a range of internal measures to improve productivity and quality throughout the company.

3) Individual managers are asked to implement Vision 2000 in their own departments.

4) Having presented the policy in outline, managers have asked their teams what training would they like.

5) Most teams have asked to not have theoretical training courses.

6) In fact they have all suggested to have project groups to explore the best way to implement Vision 2000.

2. *Report the following exchange between a training manager and a personnel manager. You need to choose an appropriate verb of speaking to introduce each sentence.*

PM: When will the new training programme be introduced?

TM: I don't know. But we have approached a number of outside training organisations.

PM: Could I see the list of suppliers?

TM: Yes, I'll let you see the details.

PM: Why don't we make a final decision together?

TM: Well, I prefer to make the final decision myself.

### *Writing Activity*

*Write a report of a face-to-face conversation that you have had with someone in your company.*



## 4. NARRATIVE TENSES

### A Sample sentences

We can use different tenses to narrate a story.

Past simple	The newspapers <b>heard</b> about it.
Past continuous	It <b>was going</b> really well.
Past perfect	We <b>'d tested</b> it for over six months, and there <b>'d been</b> no bad reaction to it.
Present perfect	Since then, we <b>'ve kept</b> away from skin care products.

### B Form

- The *Past Simple* comprises:  
one part in the positive, i.e.  $V_2/V_{ed}$   
two parts in the negative and interrogative, i.e. **did** +  $V_1$

Positive form	Negative form	Interrogative form
Last year I <b>worked</b> in personnel.	At that time he <b>didn't know</b> the forecast.	<b>Did</b> they <b>fill</b> in the form correctly?

- The *Past Continuous* comprises  
two parts: the past tense of **to be** (*was/were*) +  $V_{ing}$

Positive form	Negative form	Interrogative form
I <b>was checking</b> the stock.	We <b>were not/weren't expecting</b> a delivery	What was he <b>doing</b> at this time last year?

- The *Past Perfect* comprises  
two parts: **had** +  $V_3/V_{ed}$

Positive form	Negative form	Interrogative form
I <b>had/'d finished</b> the project.	You <b>had not/hadn't finished</b> the project.	<b>Had</b> we <b>finished</b> the project?

- The *Present Perfect Simple* comprises  
two parts: **has/have** +  $V_3/V_{ed}$

Positive form	Negative form	Interrogative form
I <b>have/'ve finished</b> the project.	She <b>has not/hasn't finished</b> the project.	<b>Have</b> they <b>finished</b> the project?

## C Uses

1. The *Past Simple* is common when we describe a sequence of events or tell a story in chronological order about events that happened in the past.
2. We use the *Past Perfect* to situate an event that happened before another past event.
3. The *Present Perfect* is used to describe past events of current significance.
4. The *Past Continuous* is used to describe unfinished events which were in progress around a particular past time.

## D Practice

1. *Look at the following chart which shows the history of a joint venture between two companies. Write a short paragraph which explains the main events.*

Jan 1992	TELCO reports profits of \$28m (increase of 25 %)
June 1992	TeleResearch (TR) produces prototype of Linco Mobile Phone
Oct 1992	TR offers Telco a licence agreement
Nov 1992	Telco offers to buy Linco Mobile Phone for \$2.5m TR rejects offer
Jan 1993	Telco suggests joint venture negotiations begin
June 1993	Telco and TR form a joint venture company, Linco.

2. *Write six sentences describing your educational and/or professional background.*

3. *Below is an extract from a report on an accident at a construction site. Complete the text by choosing an appropriate form of each verb in brackets. Use either the past simple or the past continuous.*

On Monday at 16.30 a construction worker was hurt at the Iribas plant. The foreman said that four men 1) (work) on a roof when a crane 2) (hit) the wall of the building. One of the men 3) (slip) and 4) (fall) to the ground. The crane driver 5) (try) to lift a metal pipe when he 6) (lose) control. A preliminary report identifies three factors which contributed to the accident: the injured worker 7)

(not/wear) a safety harness. The crane 8) (work) in a prohibited area. It 9) (rain), so work should have been stopped.

4. *Use either the past simple or the present perfect simple.*

Last year our company 1) (report) a small increase in profits. This year we 2) (see) continued improvement and our turnover 3) (rise) by 15 per cent. This is very good news in a difficult world market. In fact internationally, the market 4) (fall). Naturally, our costs 5) (go up) and so the rise in profits is not so great. It is true that our domestic performance 6) (be helped) by the collapse of our competitor, Capra & Pecora, which 7) (go out of business) in January.

5. *Write four examples of sentences describing events affecting your work/studies, in which a past tense is contrasted with a past perfect tense.*

Example: *I had already worked in marketing before I joined my present company.*

## 5. NOUNS

### 5.1. NOUN COMPOUNDS

#### *A Sample sentences*

- The **market survey** has produced some very interesting results.
- We expect to appoint a new **sales manager** next year.
- **Taxpayers** are absolutely horrified by the new **tax rates**.
- The legislation deals very harshly with **law-breakers**.

#### **B Form**

A noun compound comprises two or more nouns which are combined together into a phrase. A noun compound comprises:  
one or more modifying nouns + a head noun

The modifying noun acts like an adjective and gives more information about the head noun.

A: We have carried out a survey. (head noun)

B: What type of survey?

A: A market survey. (modifying noun)

1. The modifying noun, like an adjective, comes before the head noun:

research study            (= a study by research)

market research        (= research into the market)

2. The modifying noun, like an adjective, remains in the singular:

newspaper publisher    (= a publisher of newspapers)

taxpayer                (= a person who pays taxes)

*cf.* sales manager        (= the manager responsible for sales; *not*: the manager responsible for sale)

3. There are no fixed rules about writing compounds:

conversion process (two separate words)

law-breaker (hyphenated)

timescale (one word)

As language changes, there is a tendency for new compounds to be formed and for familiar compounds to be written as one word. The following are all possible:

work force    work-force    workforce

### **C Practice**

1. *Read this short newspaper report and underline all examples of noun compounds.*

#### ***Alpo wins Jordan order***

Alpo Holdings has boosted its drive into automobile markets with a \$47.5 m sales contract to build 2,000 bus bodies for the Jordanian government.

The order equates to 46 per cent of Alpo's bus parts turnover and is backed by a cash deposit and a \$37 m OECD-supported buyer credit.

2. *Rewrite the following phrases as noun compounds.*

a) a concession on taxes

b) a machine which is a tool

c) a holiday which lasts ten days

d) a report on an accident

e) a court of law

f) a licence to export

3. Below are seven newspaper headlines. Break the noun compounds into longer phrases which could be the opening lines for each report. The first has been done for you.

<sup>1</sup>Government policy crisis – There is a crisis in government policy ...

<sup>2</sup>Poisonous Chemicals Disaster

<sup>3</sup>North Sea Oil Rig Accident

<sup>4</sup>Air Speed Record

<sup>5</sup>Airport Congestion Problem

<sup>6</sup>Chemicals Industry Results Disaster

<sup>7</sup>Gas Pollution Row

4. You work for Arrow and you have to arrange insurance for the plant. Below is a letter to an insurance company requesting a visit and a quote for insurance. Using words from the box, fill in the spaces with appropriate noun compounds.

administration park despatch loading production storage

ARROW Ltd Widford Hall Lane Croydon Surrey CR5 6TT UK	
Silver Moon Insurance Company 440-442 Parliament Street York Y01 42BU USA	June 6, 19.. Ref: LRBE/SS
Dear Sir	
Re: Insurance quotation	
We are in the process of reviewing our insurance cover and would be interested in receiving a quotation from you. Please contact us in order to arrange a visit to our plant.	
The plant consists of a car _____, the _____ facilities, a _____ bay and a _____ area. There is also a _____ depot, an _____ block and a canteen.	
The total area covered is 1202 m <sup>2</sup> .	
I look forward to hearing from you so we can arrange a visit.	
Yours faithfully	

## 5.2. NOUNS. GENITIVE FORMS

### A Sample sentences

- The **company's acquisition** astonished everybody in the city.
- We need to build up stronger links with **Rotaronga's trading partners**.
- If **the lid of the machine** is left open, the optics will burn out.
- **Today's rise** in share prices has amazed everyone.
- **President Clinton's election** was widely forecast by the polls.

### B Form

The genitive is written with an apostrophe (+ **s** if the noun is singular) or with the preposition **of**:

this year's results (= the results of this year)

the last two quarters' results (the results of the last two quarters)

the development of a new distribution network

the prices of all new products

### C Uses

1. We typically use the genitive with '**s** or **s'** with the following nouns:

a) human nouns: Clinton's election

b) animal nouns: the lion's share

c) time nouns: the last two quarters' results

d) location nouns: Rotaronga's trading partners; the country's development

e) organization nouns, where an organization is a group of people: the government's decision; the board's reaction

2. We use the genitive with **of** with things:

the lid of the machine (not: the machine's lid)

the development of management science

3. We can use either the **apostrophe** form or the **of** form with organization nouns:

the company's results or the results of the company

the meeting's decision or the decision of meeting

### D Practice

1. *Underline examples of the genitive forms in the advertisement below.*

**TT SOFT**  
**Tomorrow's software at today's prices!**

Telephone our sales staff and place your order today.  
We are the country's top suppliers of all types of business applications software ranging from the very latest word processing and graphics packages to sophisticated applications.  
Your future's better with us!

**Look at these phenomenal savings!**

In a special deal for TT SOFT, Bell has slashed 50 per cent off its desktop packaging program Bell Desk 500.  
Trumpet's world-beating spreadsheet at \$100!!  
A state of the art publishing program for \$150!!

**Meet your needs!**

**Meet the needs of your computer!!**

**Meet us with a telephone call on FREEPHONE 505050 NOW!!!**

*2. Each of the sentences below contains a genitive using **of**. If it is grammatically correct to do so, change it to a construction with an apostrophe.*

1. The results of the pharmaceutical group Physic are encouraging.
2. Turnover for the first two quarters has shown a 20 per cent rise.
3. The workforce of the company will benefit.
4. All the pay packets of the employees will include a bonus.
5. A meeting of the shareholders scheduled for the end of September will be a cheerful affair.
6. The Chairman of the Board celebrates ten years in that role.
7. Profits for each year of his tenure have increased well above the industry average.

*3. Dolcetto International is being investigated by the Serious Fraud Office, a special police unit. The following is an extract from a newspaper report. Improve some of the sentences by changing the genitive forms.*

The Board's decision to raise the dividend was against the advice of the auditor. Now the companies' shares have been suspended and its AGM has been postponed. The director's passports have been confiscated by the judicial

authorities. A spokesman for Mr Sherlock Holmes, the Managing Director, said Mr Holmes had no comment to make. Mr Holmes's wife, also a Board's member, said the investigation was a 'disgrace'.

Meanwhile, the employees of the company reported for work as usual. A worker's representative said her colleagues were worried about their jobs.

## 6. DEPENDENT PREPOSITIONS

### 6.1. VERB + PREPOSITION

#### A Sample sentences

- We **agree with** you entirely **on** the need for additional commitment.
- The whole future of this operation **depends on** a highly skilled workforce.
- We **look forward to** hearing the details of your forthcoming visit.
- We have already **paid for** the services of a tax consultant.

#### B Form

Prepositional verb phrases take two forms:

1) verb + preposition + prepositional object

We **apologise for** any inconvenience caused by the delay.

2) verb + preposition + V<sub>ing</sub>

They **succeeded in** *boosting* pre-tax profits.

**Note:** Where a preposition is followed by a verb, the verb form is always V<sub>ing</sub>.

#### C Uses

A list of the more common prepositional verbs:

agree to sth	conform to sth	look for smb/sth
agree with sth	consent to sth	look forward to sth
allow for sth	consist of sth	pay smb for sth
amount to sth	depend on sth	refer to sth
apologise for sth	hear about sth	rely on smb/sth
apply for sth	hear from smb	succeed in sth
approve of smb/sth	hope for sth	wait for smb/sth
attend to smb/sth	insist on sth	think of sth (= consider)
complain to smb	look at smb/sth	think about sth (=concentrate on)
about smb/sth		



## Note

We do not use a preposition after these verbs:

answer	discuss	reach
ask <sup>1</sup>	enter	suit
call/phone/ring	meet <sup>2</sup>	tell

### *ask*<sup>1</sup>

Excuse me. I'd like to *ask you a question*, please.

*cf.* I'd like to *ask you for* some more information. (you = indirect object; ask for' = prepositional verb)

### *meet*<sup>2</sup>

We are to *meet a delegation* from China. (BrE)

We are to *meet with a delegation* from China. (AmE)

## D Practice

1. *Two managers are discussing a strike by lorry drivers working for road haulage companies. Complete the spaces in the dialogue by selecting an appropriate form of the correct verb from those given here. The first two have been done for you.*

hope for   agree to   hear about   insist on   amount to allow for   depend on   wait for   think about   rely on
--

A: Have you \_\_\_\_ (1) the road transport strike?

B: Yes, It's terrible. We \_\_\_\_ (2) the drivers for all our components.

A: We should \_\_\_\_ (3) using our own drivers.

B: That \_\_\_\_ (4) whether they would be happy to drive during a strike.

A: We can \_\_\_\_ (5) them meeting their contractual obligations!

B: Yes, but we have to \_\_\_\_ (6) the problems they could meet on the roads.

A: That \_\_\_\_ (7) supporting the strike!

B: Perhaps. Anyway, we should have a meeting with our drivers and \_\_\_\_ (8) a simple solution.

A: Yes, they might \_\_\_\_ (9) move our components.

B: If not, we'll have to \_\_\_\_ (10) the end of the strike.

2. *Think of your own family or the place where you work or where you study, or your country. Write six sentences with verb + preposition combinations.*

## 6.2. VERB + OBJECT + PREPOSITION

### A Sample sentences

- First of all, let me **describe** *the main parts* of the system *to* you.
- They **explained** *the operation* of the software *to* the audience and then demonstrated it.
- Obviously I **prefer** *the new model* *to* the old one.
- They have **spent** *a fortune* *on* developing a very safe working environment.

### B Form

Object + prepositional verb phrases take two forms:

1 verb +	object + preposition	+ prepositional object
protect us	from	unfair competition
2 verb +	object + preposition	+ V <sub>ing</sub>
prevent us	from	entering the Japanese market

### C Uses

A list of the more common examples of object + prepositional verb:

congratulate smb on sth	advise smb of/about smth	compare smb/sth with sth/smb
accuse smb of sth	convince smb of sth	describe sth to smb
divide/cut/split sth into sth	prefer smb/sth to smb/sth	prevent smb/sth from sth
interest smb in sth	do sth about sth/smb	explain sth to smb
remind smb of sth	provide smb with sth	protect smb/sth from smb/sth
spend money on sth	tell smb about sth	

### Notes

1. The preposition **from** is used after ‘disabling’ verbs such as:

*prohibit restrain forbid prevent ban veto stop*

They prevented us from exporting the goods.

2. The ‘enabling’ verbs, on the other hand, take **an object + infinitive**.

Enabling verbs are:

*allow authorise help permit enable encourage*

They helped us to export the goods.

## D Practice

1. Below are six examples of the construction *verb + object + preposition*. They have been mixed up. Rearrange and add to them to create six correct sentences.

accused	our competitors	into	the eventual users
spend	me	with	investment
prevent	product	on	two parts
divide	large sums	to	stealing
compare	the talk	from	product B
explain	the software	of	gaining an advantage
1 He...		4 They'll...	
2 I want to...		5 We....	
3 Let me....		6 We must	

2. The extract opposite is from a letter in which a company is unhappy about the quality of service provided by an electrical components manufacturer. Fill in the spaces with suitable words from those given here.

Object	Preposition
the matter	to
you	to
the installation	with
us	to
the H50	of

We regret that we need to remind \_\_\_\_\_ the terms of the contract when you supplied the goods.

According to Article 31 Paragraph 4, you would provide \_\_\_\_\_ full instructions on the installation of the H50. Your representative, Mr Yogi, has consistently failed to explain \_\_\_\_\_ our technicians.

Six weeks ago we preferred \_\_\_\_\_ rival products, but the service you have provided is lamentable.

If this problem is not resolved immediately and to our total satisfaction, we will have to refer \_\_\_\_\_ our lawyers.

3. Read the dialogue.

AC: I've compared the Ndlovu products with Rosario's and have reached a clear decision. I prefer the Ndlovu ones. However, they are more expensive.

- BR: So, you'll have to convince me of the benefits.  
 AC: Ndlovu is better – I think by 20 per cent.  
 BR: Could you remind me of the cost difference?  
 AC: \$23 per unit.  
 BR: Hmm. We're spending a lot of money on this so the decision is very important. Can you tell me about the benefits of the Ndlovu product?  
 AC: I think it's a better design – it'll be easier to use.  
 BR: Okay, if you prefer Ndlovu to the others that's okay. Will you tell Pat about this?  
 AC: Sure, I'll send a memo right away.

*Now write the short memo to Pat, telling her of the decision reached.*

Memo	
To:	Pat
From:	AC

### *Speaking Activity*

- When did you last remind someone of something? What was it?  
 When did you last accuse someone of something? What was it?  
 When did you last provide someone with something? What was it?  
 When did you last tell someone about something? What was it?  
 When did you last interest someone in something? What was it?  
 When did you last convince someone of something? What was it?*

## 6.3. VERB + ADVERB

### A Sample sentences

- All exporters must **fill in** this form in duplicate and send it to the address shown below.
- They **put on** an excellent buffet supper after the presentation.
- We have worked very hard to **speed up** delivery; we hope you will make the same effort for payments.
- We regret to inform you that we have had to **turn down** your very generous offer.
- Please could you **turn up** early at the stand? We will need to make sure that the samples are all there.

## B Form

Verb + adverb phrases are also called *phrasal verbs*. They consist of:

verb +	adverb (+ object) +	rest of sentence
fill	in this form	in duplicate
turn	up	early at the stand

The following alternative word order is also possible:

<i>verb</i> +	<i>adverb</i> +	<i>object</i>
fill	in	the form
<i>verb</i> +	<i>object</i> +	<i>adverb</i>
fill	the form	in
<i>verb</i> +	<i>object pronoun</i> +	<i>adverb</i>
fill	it	in

(not: fill in it)

## C Uses

Some phrasal verbs keep the individual meanings of the verb and the adverb:

I've **brought back** the plans. Would you like to see them?

Other phrasal verbs have a different meaning from the individual parts:

He **made up** a wonderful story about his adventures in Rotaronga. (make up = invent)

A list of the more common phrasal verbs:

<i>break down</i> = stop working	<i>turn down</i> = reject
<i>bring about</i> = cause	<i>put on</i> = turn on
<i>call off</i> = cancel	<i>send back</i> = return
<i>call round</i> = visit	<i>speak up</i> = speak louder
<i>close down</i> = stop the operations of	<i>speed up</i> = make faster
<i>come along</i> = come	<i>throw away</i>
<i>fill in</i> = complete by writing in relevant information	<i>move in</i> = take possession of new premises
<i>find out</i> = discover	<i>turn up</i> = arrive
<i>look over</i> = examine quickly	<i>walk through</i>
<i>make up</i> = invent	<i>write down</i>

## D Practice

1. Match the verbs on the left with a phrasal verb on the right which means the same.

arrive	call off
cause	send back
discover	turn up
stop working	bring about
close (a factory)	find out
abandon (a meeting)	shut down
complete (a form)	break down
reject (goods received)	fill in

2. Read the formal report. In the dialogue which follows, two people discuss the report.

The pump stopped working and so the supervisor stopped production. Maintenance staff examined the whole pump assembly and discovered that the flow of liquid into the pump was faster than normal. This may have caused excessive pressure in the pump assembly.

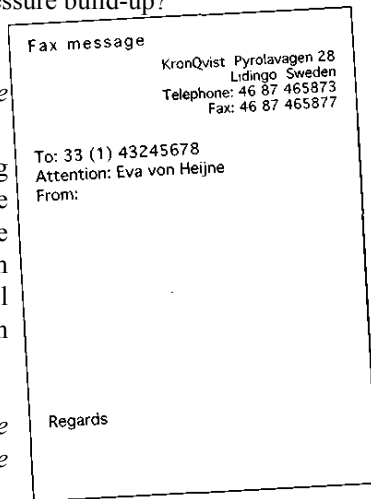
Fill in the spaces with phrasal verbs which mean the same as the non-phrasal verbs in the report.

- Tomas: What happened?  
 Janet: First the pump \_\_\_\_\_ and so the supervisor \_\_\_\_\_ production.  
 Tomas: Then what?  
 Janet: We \_\_\_\_\_ the pump assembly and saw that the flow into the pump was too fast.  
 Tomas: And did that \_\_\_\_\_ a pressure build-up?  
 Janet: Well, I think so, yes.

3. Here is an extract from a telephone conversation.

Jean: Oh, tell Eva that if she comes along next week I'll be pleased to look over the results with her. It doesn't matter when, she can just turn up any day. Oh, and tell her Tom is going to come along tomorrow. Also, tell her next Monday's sales meeting has been called off.

Write a brief fax to Eva giving her the required information from this extract. Use non-phrasal verbs.



4. Answer the following questions using phrasal verbs in your answer instead of the highlighted non-phrasal verbs (using the verbs from C).

1. When did you *take possession of* the house you now live in?
2. When was the last time you *invented* an excuse for not doing something?
3. When was the last time someone *arrived* unexpectedly to see you?
4. Give an example of something surprising that you *discovered* recently.
5. Have you ever *rejected* an offer of work?

## 7. PREPOSITION OF TIME

### A Sample sentences

- We expect to receive a reply to our request **in two weeks**.
- The delegation will arrive at our headquarters **at 10.30 sharp**.
- Our records show that we despatched the goods **on 25 July**.

### B Form

We can divide prepositions of time into:

1. **time-when prepositions**, which answer the question: ‘When did it happen?’

at in on by during before after between

The meeting started at 9 o'clock. (point of time when the meeting started)

2. **time-duration prepositions**, which answer the question: ‘How long did it last?’

from ... to ... up to until till for

The meeting lasted *until 12 o'clock*.

### C Uses

1. **At, in, on and by:**

**At** + clock time

at 6 o'clock

**On** + days of the week

on Monday

on Thursday afternoon

**In** + parts of the day

in the morning/afternoon/evening

but: at night

**On** + dates

on 3rd May (spoken: on the third of May)

**In** + months and years

in May

in 1992

**By** + a deadline

It must be finished by 1 January.

Note: *in time* = in sufficient time with time to spare and on time = punctually.

## 2. **By** and **until/till**:

We use **by** for an action which happens at or before a deadline:

We plan to complete testing *by 1 January*.

We use **until** or **till** for an action which continues up to a deadline:

We plan to continue testing *until/till 1 January*.

## 3. Omission of time preposition:

a) before **this**, **last** and **next** when we use the above words in relation to now:  
this evening; last week

b) in phrases beginning with **yesterday** and **tomorrow**:  
yesterday afternoon; tomorrow morning

c) in expressions indicating the time frame:

I travel abroad 60 days a year. (not: in a year)

The plane flies at 200 kilometres an hour. (not: in an hour)

*but* The equipment can fill 200 bottles (in) an hour.

## **D Practice**

### 1. *Complete the spaces in the following with an appropriate preposition.*

The night shift comes on \_\_ 10 p.m. and works \_\_ eight hours, so the morning shift starts \_\_ 8 a.m. Staff work continuously, with no official breaks \_\_ the eight hours, but in practice there are opportunities for short breaks \_\_ the shift.

\_\_ the night most of the work is routine maintenance and only 20 or so workers are on duty. \_\_ the morning when the day shift starts we work at 80 per cent of full production capacity. Well, at least we do \_\_ the summer and autumn months, up \_\_ about the end of November when production is reduced to about 60 per cent.

We don't work \_\_ Sundays of course – the factory closes, except in an emergency.

### 2. *Complete the spaces in the following with an appropriate preposition. If no preposition is needed, leave the space blank.*

1. The meeting will be held \_\_\_ 5th July 1994.
2. The project began \_\_\_ June.
3. We'll have a 20-minute break \_\_\_ 4 o'clock.
4. The report won't be ready \_\_\_ we've collected all the field survey data.
5. The work, which has already started, will be finished \_\_\_ the end of the week at the latest.
6. Make sure you've read the survey before our meeting \_\_\_ next week.
7. We'll work all day and relax \_\_\_ the evening.



### **Writing Activity**

*Describe a typical working day in your company and also any seasonal variation in your company's activities during the year.*

## **8. PREPOSITIONS OF TIME**

### **A Sample sentences**

- **During** the last quarter we started to use a new packaging material.
- **Next year** we are opening a branch office in Minsk.

### **B Uses**

#### **1. For and during:**

The meeting lasted **for** two hours. – length of activity

**During** the meeting we had a short adjournment. – period within which another activity happened

The computer went down **during** the night. – period of time providing a time frame when the event happened

#### **2. Before and after:**

**Before** acceptance there will be a period of testing.

The product will be maintained by us **after** signature of the contract.

#### **3. During and while:**

**During** is a *preposition*; **while** is a subordinating *conjunction*. Notice the parallel meanings in the following sentences:

**During** our visit to the plant, we saw the equipment in operation.

**While** we were visiting the plant we saw the equipment in operation.

### **Notes**

#### **1 Last night and tonight:**

*Last night* = the night of yesterday

*Tonight* = the night of today

#### **2. The before previous, following, next and last with day or parts of the day:**

We use **the** when we use the above words in time expressions not related to now.

*The previous evening* = the evening before the one mentioned

*The following morning* = the morning after the one mentioned

*The next afternoon* = the afternoon after the one mentioned

### 3. **Beginning, middle and end:**

*At the beginning of* the year we commissioned a quality study.

but: *In the beginning* God created the heavens and the earth.

She interrupted us *in the middle of* the meeting.

*At the end of* the contract there is a clause you should read.

*In the end* and after much discussion they agreed to the new terms.

### **C Practice**

1. *Are the following sentences right or wrong? If wrong, make the necessary correction.*

1. We finished the project on time; so we had three days to spare.
2. We worked on the study for two weeks.
3. While the two-week period, we had no technical support at all.
4. Before to start on the next study, there will be a short training course.
5. The next year we are sure to see the results of our efforts.
6. The following day they agreed to sign the contract without any conditions.

2. *Put a suitable preposition into the blanks so that your completed sentences are chronologically and grammatically correct.*

1. We completed the user study in January. \_\_\_ this stage we moved on to the market study.
2. Unfortunately the user study overran by one week. The reason was that \_\_\_ the analysis stage, we encountered some unexpected problems with the data.
3. So we finally managed to input all the data \_\_\_ 15 January.
4. We continued to receive data output \_\_\_ another week.
5. Naturally we had to verify the results \_\_\_ we could hand over the results to the client.
6. So \_\_\_ the beginning and the end of the project we needed a total of 8 weeks.
7. \_\_\_ the beginning of our first meeting, the client told us that time was of the essence; \_\_\_ the middle I explained about the unexpected problems. So, \_\_\_ the end I don't think the overrun will be a significant factor.

3. *Below is an extract from the log of Sygma II, an oil platform in the North Sea. Complete the text by writing suitable prepositions in the gaps.*

\_\_\_ the day the sea had been very rough. \_\_\_ 16.00 the helicopter arrived bringing the replacement drillers. These were needed as 2 of our crew had gone

sick \_\_\_ the previous night. The new drillers are to stay with us \_\_\_ the end of next week. They have just worked \_\_\_ 2 months onshore and are happy to have a change. \_\_\_ the evening the sea calmed down and we were able to start working comfortably again. However, just \_\_\_ the evening shift started, the computer went down again. The computer technicians were called in and \_\_\_ 22.00 they had the computer running again. \_\_\_ that, there were no problems \_\_\_ the night shift. The morning shift reported for duty \_\_\_ time at 06.00.

### *Writing Activity*

*Murphy's law states, 'If anything can go wrong, it will.' Write about one such occasion in the form of a log and use as many prepositions of time as possible.*

## 9. RELATIVE CLAUSES

### A Sample sentences

- The machine *which produced this printout* has been withdrawn.
- The INJ300, *which produced reasonable copy quality*, has been replaced by the INJ400.
- Pat Smith, *who heads the Administration Department*, will meet you on your next visit.
- The only person *who can give you the information* is out of the office at the moment.
- Last year we sold the site *where we started up our company*.
- I'm afraid we can't relax our payment terms at a time *when others are tightening theirs*.

### B Form

Relative clauses are subordinate clauses which provide information about a noun or noun phrase.

There are two types of relative clause:

- ✓ *defining* relative clauses
- ✓ *non-defining* relative clauses

We can distinguish them by the punctuation. Non-defining clauses are enclosed by commas; defining clauses are not.

The machine *which produced this printout* has been withdrawn. (defining: no commas)

Pat Smith, *who heads the Administration Department*, will meet you on your next visit. (non-defining: commas)

## C Uses

	Defining and non-defining		Defining only
	Personal	Non-personal	Personal and non-personal
subjective	who	which	that
objective	who(m)	which	that, zero (no pronoun)
genitive	whose	of which/whose	
locative		where	
temporal		when	

**Defining relative clauses** provide *essential* information which restricts or clarifies the meaning of the preceding noun or noun phrase by specifying its meaning more clearly.

The only person *who can give you the information* is out of the office at the moment.

The clause ‘who can give you the information’ identifies the person; without this essential information, the sentence has a very different meaning.

**Non-defining relative clauses** provide *additional, non-essential* information.

The INJ300, *which produced reasonable copy quality*, has been replaced by the INJ400.

The clause ‘which produced reasonable copy quality’ provides additional, non-essential information; without this information the basic meaning of the sentence remains the same.

### 1. Talking about people (personal):

*subjective – defining*: The person *who/that prepared that report* no longer works for us.

*subjective – non-defining*: Carla Jensen, *who prepared that report*, no longer works for us.

*objective – defining*: I’ve spoken to the workers *who(m)/that/(no pronoun) we are going to lay off*.

*objective – non-defining*: I’ve spoken to Andrew Green, *who(m) we are going to lay off*.

*objective after preposition – non-defining*: Andrew Green, *with whom I discussed the layoff yesterday*, has agreed to leave.

*objective after preposition – defining*: The workers *with whom I discussed the layoff* have agreed to leave.

*genitive – defining:* I'd also like to acknowledge a man *whose efforts have helped this company over the years.*

*genitive – non-defining:* Let's not forget Margaret Davies, *whose company had been a regular supplier.*

## **2. Talking about things (non-personal):**

*subjective – defining:* We have just seen a machine *which/that can fill 200 bottles a minute.*

*subjective – non-defining:* I'm afraid that the INJ200, *which produced reasonable copy quality,* has been withdrawn.

*objective – defining:* We are not interested in machines *which/that/(no pronoun) we can't maintain ourselves.*

*objective – non-defining:* We think that the INJ300, *which you demonstrated a couple of weeks ago,* meets our needs.

*genitive – defining:* We cannot deal with companies *whose offices/the offices of which are not in the UK.*

*genitive – non-defining:* And finally we have the INJ300, *whose speed/the speed of which is much higher than the INJ200.*

## **3. Talking about places (locative):**

*defining:* We went to a workshop *where the whole process is automated.*

*non-defining:* The workshop, *where we saw the robot,* doesn't have a single operator.

## **4. Talking about the time (temporal):**

*defining:* I'm afraid I won't be around *when the party takes place.*

*non-defining:* On December 21, *when the party takes place,* I shall be out of the country.

### **Notes**

#### **1. The relative pronoun after the reason:**

I have read the reasons *why/that* the delivery was delayed but I find them hard to believe.

The reason *that/why* we are so disappointed is that we had always relied on your prompt service. (*not:* the reason because)

#### **2. The relative pronoun after all, each, every and compounds:**

We have rejected all the offers (*that*) we have received.

We have tried everything (*that*) we could.

Each hotel (*that*) we tried gave us the same response.

## D Practice

1. *Underline the relative clauses in the following extract and write defining (D) or non-defining (ND) by each one.*

Many pharmaceutical companies, which are among the world's largest, invest millions in research into heart disease and conditions which typically relate to the process of ageing. These areas, where research costs are phenomenally high, also offer the greatest potential. Research on curative drugs may be less expensive but the rewards are less because the patients, who will get better, will not need the treatment for years and years. On the other hand, conditions like Alzheimer's disease, heart disease or arthritis, which last for years, could involve long periods of treatment. It is these areas, therefore, which offer the best potential for high profits. A further point is that such research is intended to produce drugs which will be marketed into the richest countries where profit will be highest.

2. *Below are six extracts from a report on a meeting between the Chief Executive of a chemical company and an environmentalist group. Convert each extract into a single sentence by using a relative clause.*

1. The Chief Executive looked confident. He spoke for 20 minutes.
2. He said the environment was everyone's responsibility. It is a key issue.
3. Lockville is now a beauty spot. There used to be a chemical plant there.
4. We made mistakes in the past. We knew less than we know now.
5. The captains of industry have major responsibilities. We depend on them.
6. The industries produce the products. We criticise the industries. We buy the products.

3. *Combine the prompts below to write sentences in which the information in brackets is given in relative clauses.*

1 factory ↓ (produces PCBs) ↓ closed down	2 reprocessing plant ↓ (subject of protests) ↓ expanding its operations
3 factory ↓ (in town centre) ↓ (many people live) ↓ a major employer	4 plastics recycling ↓ (expensive) ↓ only possible in some countries ↓ (sophisticated equipment is available)

5 majority of people ↓ (houses are centrally heated) ↓ contribute to global warming	6 many products ↓ (claim to be environmentally friendly) ↓ are not
---	--

### **Writing Activity**

Write a series of sentences about entertainment and social life in your area. Include various relative clauses.

Examples:

There are many cinemas where you can see films in the original version.

The best theatre, which is in the town centre, is 200 years old.

The owner of the club in the town centre, whose wife is a dancer, is Ukrainian.

## **10. QUESTIONS**

### **A Sample sentences**

A: *Who approved this order?*

B: I'm afraid I really have no idea.

A: *It was Jim, wasn't it?*

B: Jim, *you approved this order?*

C: Yes, I did. *Why? Is there a problem?*

A: Yes, half of the goods haven't been delivered.

C: Yes, I know. But *could you just look at the accompanying note?* It explains everything.

### **B Form**

There are three forms of question:

- ✓ *direct* questions
- ✓ *indirect* questions
- ✓ *statement* questions (+ question tag)

#### **1. Direct questions**

There are two types of direct questions:

**wh-questions**, which start with a wh-question word (including **how**):

Who approved this order?

**yes/no** questions, where the answer is **yes** or **no**:

Is there a problem? – Yes.

Note that **alternative questions** have the same form as **yes/no** questions:

Did Helen or Peter check the balance? – Peter.

## 2. Indirect questions

Indirect questions comprise:

- ✓ a question word (**wh-**, **if** or **whether**)
- ✓ a clause with the verb in statement word order:

I don't know *which results you are talking about*.

But could you tell me *where I can find the manual*?

## 3. Statement questions

There are two types of statement questions:

- ✓ a statement with rising intonation: Jim, you approved this order?
- ✓ a statement + question tag:

Jim, you approved this order, didn't you?

Jim, you didn't approve this order, did you?

## C Uses

### 1 Direct questions

Below are the main **wh**-questions according to question word:

**a** Asking about people – **who, whom**:

*Who approved this order?*

*Who(m) are you going to visit in Japan?* (informal speech – **who**; formal speech and writing – **whom**.)

*Who(m) did you place the order with?*

**b** Asking about things – **which, what**:

*Which agency are we going to use?* – **which** + noun asks about the subject.

*What did you decide in the last meeting?* – **what** asks about the object.

**c** Asking about the time – **when, (at) what time**:

*When do you plan to be in Paris?*

*(At) what time/when did you leave the office?* (specific clock time)

**d** Asking about the place – **where**:

*Where did you hold the conference last year?*

**e** Asking for the reason – **why**:

*Why are you so concerned about the quality?*

**f** Asking about the length of time – **how long**:

*How long have you been based in Tokyo?* (*not*: How long time?)



**g** Asking about the distance – **how far**:

*How far do you have to travel each day?*

**h** Asking about the frequency – **how often**:

*How often do you travel abroad?*

**i** Asking about the manner – **how**:

*How are you going to persuade your staff to accept the new contracts?*

**j** Asking about quantity and amount – **how many, how much**:

*How many subsidiaries do you have in Europe?*

*How much did you pay for the address list? (not: How much money?)*

**k** Asking about dimensions and specifications – **how long/small, etc.**

*How big/long/wide/deep/high will the cabinet be?*

*How small will the miniature version be?*

### **Indirect questions**

We use indirect questions in:

- ✓ Reported questions

*She asked which order Jim had approved.*

- ✓ Polite requests

*Could you tell me which order you approved?*

### **Statement questions (+ question tag)**

We use these to ask for confirmation.

- ✓ Asking for confirmation of a positive statement:

*Jim, you approved this order?*

*Jim, you approved this order, didn't you?*

- ✓ Asking for confirmation of a negative statement:

*Jim, you didn't approve this order?*

*Jim, you didn't approve this order, did you?*

### **D Practice**

1. Read the following list of questions. Classify them according to the question types.

- |   |  |
|---|--|
| 1. Are you agents for Fischer equipment?          | A Direct <b>yes/no</b> questions             |
| 2. Where can I find this type of product?         | B Direct wh-questions                        |
| 3. You're not serious?                            | C Indirect questions                         |
| 4. Fischer are market leaders, aren't they?       | D Statement questions with rising intonation |
| 5. So you believe they're expensive?              | E Statement questions + tag                  |
| 6. Do you think there are better goods available? |  |
| 7. Can you tell me how reliable they are?         |  |

2. *The FUB Group is a drug research body. The group has worked for ten years and has massively exceeded its budget. A journalist asks a leading figure in the group some questions.*

*Are the questions correctly formed or not? If wrong, write the corrections.*

Q: How long time have you been working on the research?

A: Ten years.

Q: Could you tell me who were the main partners in the project?

A: FRS, UBDuss A. G., and Bokal.

Q: And you didn't plan to spend so much money, didn't you?

A: Of course we didn't.

Q: You say the forecasts were inaccurate. Who did resign after these forecasts?

A: Karl Drew resigned.

Q: Was that a correct decision?

A: I don't know – it was his decision.

3. *Explo Corporation is an Australian oil company based in Sydney. One of their technical managers calls Bruck Engineering in Singapore for some information.*

*In the dialogue below the questions are incomplete. Write the complete questions.*

Explo: \_\_\_\_ (1) me something about your company?

Bruck: Yes, we're market leaders for joints for the pipeline business.

Explo: And where \_\_\_\_ (2)?

Bruck: Our manufacturing base is in Singapore but we have a distribution and sales network throughout Australasia.

Explo: Can I ask \_\_\_\_ (3)?

Bruck: Yes, we have an agent in Sydney.

Explo: What \_\_\_\_ (4) agent's name?

Bruck: Wall & Martin Joints Ltd.

Explo: I see. And they \_\_\_\_ (5) Sydney?

Bruck: That's right.

Explo: And suppose I wanted to buy direct from you, the manufacturer?

Bruck: No, sorry, you couldn't do that.

Explo: I have to \_\_\_\_ (6)?

Bruck: Yes, you do.

Explo: And Wall & Martin are the only agents in Sydney, \_\_\_\_ (7) ?

Bruck: They are.

Explo: How \_\_\_\_ (8) Wall & Martin?

Bruck: You should write directly to them.

4. *All of the following are grammatically wrong. How should they be said?*

1. Is coming Mr Perez?
2. Did they sold the subsidiary?
3. What means 'price/earning' ratio?
4. Does she have completed the survey?
5. When it must be finished?
6. No possible to get here earlier? (2 variants)
7. Do you be ready?
8. We not met before?
9. Do you can help me?
10. Why they came?
11. Why she is angry?

5. *Write the question which relates to the worlds in italics.*

1. Output has increased *by 7.5 %*.
2. Betamix became a public limited company *in 1990*.
3. The department meeting is held *once a month*.
4. We'll get back to you *very shortly*. (2 variants)
5. It cost *in excess of 2 million dollars*.
6. A consultant was called in *to look at our recruitment policy*.
7. I prefer *the second solution*.
8. There were *at least 500* enquiries.
9. It's *my* ticket.
10. The bank is about *100 metres from here*.

6. *These are some questions that were asked during a Consumer Survey. Provide the question words and (if necessary) verbs.*

- |  |
|--|
| 1. _____ most of your groceries from?<br>a. Corner shop    b. Supermarket    c. Hypermarket  |
| 2. _____ on groceries every week?<br>a. under £50    b. between £50-100    c. over £100    d. £200   |
| 3. _____ of these dairy products _____ regularly?<br>a. yoghurt    b. low fat milk    c. soft cheese    d. cottage cheese  |
| 4. _____ pots of yoghurt _____ on average each week?<br>a. none    b. one    c. two    d. more than 2  |
| 5. When buying your groceries, _____ choose a particular store rather than another?<br>a. convenience    b. car parking    c. selection    d. prices    e. service of products |
| 6. _____ cook pasta?<br>a. 2 times a week    b. once a week    c. less than once a month    d. never   |
| 7. _____ a car in your household?<br>a. you    b. your spouse    c. other    d. no one   |

## 11. DESCRIBING TRENDS

### A Sample sentences

- Our turnover rose last year, but our profits dropped.
- The banks have raised their interest rates twice this year and this has pushed up the cost of borrowing.
- There has been a slight increase in the value of the dollar, but the pound is down again.

### B Form

Trends are changes or movements. These changes are normally in numerical items, e.g. costs, production volumes or unemployment. There are three basic trends



For each trend there are a number of verbs and nouns to express the movement.

We can divide the verbs into *transitive* and *intransitive*:

- ✓ after a transitive verb we must put an object:

The banks *have raised their interest rates* twice this year.

- ✓ after an intransitive verb we cannot put a direct object:

Our turnover *rose* last year, but our profits *dropped*.

Now let's look at the language of trends in more detail.

Verbs		Nouns
Transitive	Intransitive	
increase raise put/push/step up	increase rise go/be up grow	increase rise
extend expand	extend expand boom	growth extension expansion boom (dramatic rise)

Verbs		Nouns
Transitive	Intransitive	
decrease	decrease fall	decrease fall
drop put/push down	drop go/be down	drop
cut reduce	decline  collapse slump	decline cut reduction collapse (dramatic fall) slump (dramatic fall)

Verbs		Nouns
Transitive	Intransitive	
keep/hold ...stable/constant maintain... (at the same level)	remain stable stay constant	stability

Other expressions:

**to stand at:** we use this phrase to focus on a particular point, before we mention the trends of movements:

*In the first year sales in our region stood at 109,000 units.*

**to reach a peak of:**



*In the sixth year sales in our region reached a peak of 24,000 units.*

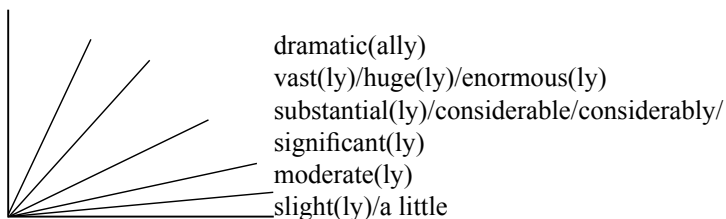
Sometimes we need to give more information about a trend, as follows:

There has been a *slight* increase in the value of the dollar. (the degree of change)

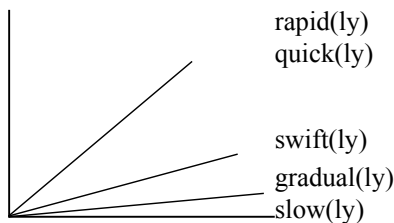
Share prices fell *rapidly* on the London stock exchange today. (the speed of change)

Remember that we modify a noun with an adjective (a *slight* increase); and a verb with an adverb (to increase *slightly*).

### *Describing the degree of change*



### *Describing the speed of change*



## **C Uses**

### *1. Describing the difference:*

This year turnover *has increased by* 5 per cent.

This year there has been *an increase in* turnover of 5 per cent.

### *2. Describing the end point:*

This year turnover *has risen to* £3m.

This year there has been *a rise in* turnover to £3m.

## **Notes**

### **rise and raise**

*verbs:*

**rise** is intransitive: Interest rates *rose* by 2 per cent last year.

**raise** is transitive: The bank *has raised* interest rates by 1 per cent.

*nouns:*

BrE: We review wages in October and introduce the annual *rise* in January.

AmE: We review wages in October and introduce the annual *raise* in January.

Do not use **up** after **increase**, **raise** and **rise**; do not use **down** after **fall**, **drop** and **decrease**.

3. *Some common verbs*

	dramatic movement	slight movement	amount of increase
	rocket	edge up	double
	soar	ease up	triple
↗	boost	firm	quadruple
	surge	creep up	increase tenfold
	jump	slip back	
↘	dive	edge down	halve
	plummet	ease down	
	plunge	dip	
	slash	slip back	

4. *If there has been little or no movement we could say that:*

The market has been	morose	Sales	peaked
	slack		levelled off
	sluggish		bottomed out
	gloomy		
	stagnant		
	steady		

5. *If there has been more activity:*

The market has been	active
	buoyant
	firm

6. *A record high or low figure can be referred to as an all-time high or an all-time low.*

**D Practice**

1. *Decide whether the following statements represent **no** movement at all, a **slow** movement or **rapid** one. Write N, S or R.*

1. The plummeting dollar has boosted American exports.
2. Sales have been stagnant.
3. There has been a surge in the number of complaints.
4. Imports have risen somewhat.
5. There has been a slight increase in production costs.
6. The glut in the market has caused prices to slump.
7. Home sales have slipped back.

8. Prices are likely to remain steady overall.
9. The price of gold eased back by the end of the day to \$423 an ounce.
10. Coffee futures edged up yesterday.
11. Euro-Disney shares went up sharply to 113p.

2. Complete the passage using an appropriate expression to replace the graphs.

Last year was a bad year for commodity prices.

The commodity price index 1) ↘ throughout January and February reaching an 2) <sub>record</sub> ↘ in mid-March. Prices then started to 3) ↗ and 4) ↗ until the end of April, when they 5) ↘ again with disastrous results for commodity producers. Despite a 6) ↗ in May the situation worsened again in June and prices 7) ↘ once more to another 8) <sub>record</sub> ↘ at the end of July. Prices remained stable for the rest of the summer and even 9) ↗ during the period September-November, before 10) ↘ yet again at the end of the year.

3. Draw a graph which shows developing trends. Choose any of the following subjects:

- company performance
- product sales
- economic trends
- development of tourism, industry or leisure interests

Then write a short paragraph describing your graph, accounting for its profile.



## Writing File

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### *WRITING AN ESSAY*

1. Read the topic carefully.
2. Address the assigned topic completely, being sure to answer all parts of the question asked.
3. Prepare an outline or other organizational form.
4. Write a good introductory paragraph. Write the paragraphs for the body, trying to use one paragraph for each separate sub-topic.
5. Organize your thoughts before beginning writing and organizing your paragraphs well. There should be smooth transitions between paragraphs.
6. Write a good conclusion.
7. Use correct grammar, vocabulary, and spelling. Use vocabulary and grammatical constructions that you are sure of. It is better to write simply and correctly than to write eloquently but make mistakes.
8. Keep your essays to no more than 200 or 300 words (in 45 minutes).
9. Allow enough time to write the essay well. Don't take so much time organizing your thoughts that you do not have time to write.
10. Use specific details and avoid too many generalizations. Give the examples which are relevant to the issue. The examples should be fully developed.
11. Proofread carefully, checking especially for error in grammar and spelling.

#### *List of expressions used for writing abstracts.*

1. The article/text is headlined  
The title of the text/article under consideration  
The headline of the text/article (I have read) is
2. The author of the article/text is  
The article/text is written by
3. It is/was published in  
It is/was printed in

4. The main idea of the article/text is

The article/text is about

As the title implies the text/article describes

The article/text is devoted to

The article/text deals with

The article/text touches upon

The article/text presents some results which illustrate

5. The purpose of the article/text is to give the readers some information on...; is to compare/to determine

The aim of the article/text is to provide the reader with some material/data on...

The text/article is concerned with...

6. The author starts by telling the reader(s) about, that...

The article/text opens with

The author writes/states/stresses/thinks/points out that

The article/text describes

The description is based on

According to the article/text

Further the author passes on to

Then the author reports/says that

The article/text goes on to say that

The author gives a detailed/thorough description of

7. The article/text can be divided into (4) parts.

The first part deals with

The second part is about

The third part touches upon

The fourth part of the article includes the fact on

8. In conclusion the article/text reads

The text/article ends with

The author comes to the conclusions that

To finish with the author describes

9. I find/found the article/text interesting/important/dull/of no value/easy/(too) hard to understand

The problem(s) touched upon in the text is/are of great importance.

The discussed problem is of great value.

*List of introductory expressions for writing annotations*

It is alleged	Говорят/считают, что
It is announced	Объявлено, что
It is appropriate	Целесообразно, чтобы
It is believed	Полагают, считают, что
It is the case	Дело обстоит так, это имеет место
It is certain	Несомненно, что
It is considered	Считают, считается, что
It is expected	Ожидают, ожидается, что
It is felt	Считают, что
It follows	Отсюда (следует)
It goes without saying	Само собой разумеется
It happens/happened	Случайно; случилось так, что
It is heard	Имеют сведения, что
It is high time	Давно пора
It is known	Известно, что
It is a matter of common/ general knowledge, observation	Общеизвестно
It is a matter of experience	Это дело общей практики
It is a matter of principle	Это принципиальный вопрос
It is necessary	Необходимо
It is no wonder	Неудивительно
It is to be noted	Необходимо заметить
It is reported	Сообщают, имеются сообщения, что
It is said	Говорят, что

## WRITING LETTERS

<i>letterhead</i>	{	<p style="text-align: center;"><b>FAR EASTERN AIRWAYS COMPANY Ltd</b> Regent House, 5th Floor, 12/16 Haymarket, London W1V 5BX Administration: 020 7285 9981 Reservations: 020 7564 0930 Fax: 020 7285 9984</p>
<i>receiver's name and address</i>	{	Mr Roberto Garcia <i>date</i> { 15 February 2000 Universal Imports 28 Whitechapel Court London E10 7NB
<i>opening salutation</i>	{	Dear Mr Garcia
<i>references</i>	{	<b>Re: Roxanna Garbey</b>
<i>body of letter</i>	{	<p>Roxanna Garbey has been accepted for a position as Passenger Service Agent with Far Eastern Airways at Gatwick Airport.</p> <p>In order for Roxanna to work at Gatwick, she must have a special PASS which would permit her to visit high security areas. She has given your name as a reference.</p> <p>I would appreciate it if you could complete the enclosed form and return it to us as quickly as possible. She is due to start work with us on 15 March, but can only do so after we receive your reference.</p> <p>Thank you for your cooperation. I enclose a stamped addressed envelope.</p>
<i>closing salutation</i>	{	Yours sincerely
<i>signature</i>	{	<i>J. P. Dent</i>
<i>name</i>	{	J. P. Dent (Mr)                      } <i>position</i> Personnel Manager
<i>enclosure</i>	{	Enc: 1 reference form 1 stamped addressed envelope

## 1. Addresses

If the letter is written on paper without a letterhead, the sender's address is on the right-hand side. Don't write the sender's name over the address. The name and address of the person receiving the letter are on the left.

## 2. Date

The date can be written in a number of ways:

*September 7<sup>th</sup>*                      *7<sup>th</sup> September*

*September 7*                      *7 September*

We do not usually write the 7<sup>th</sup> of September or Sempember the 7<sup>th</sup> (although this is what we say).

In Great Britain 7/9/91 = 7 September; in the USA it means 9 July. Be careful!

## 3. Opening

There are several ways of starting a letter:

*Dear Sirs* – when writing *to* a company or organisation

*Dear Sir/Madam* – when you know the position, to cover both sexes

*Dear Sir* – to a man if the name is unknown

*Dear Madam* – to a woman if the name is unknown

*Dear (name)* – you know the person's name

### Common titles

*Mr* – for men

*Mrs* – for married women

*Miss* – for unmarried women

*Ms* – for women, if you don't know or prefer not to specify marital status

Never write *Mister*.

If you know the person well, you can of course use the first name (*Dear James*, *Dear Sarah*, etc.) but not both first name and surname. Don't write *Dear Sarah Jones*.

Note also that you mustn't write *Dear Friend*.

## 4. Closing a letter

There are a number of choices:

*Yours faithfully* – if you do not know the person's name

*Yours sincerely* – if you know the person's name

*Yours truly*

*Sincerely (yours)*                      are common (especially in AmE)

*Very truly yours*

Finally sign the letter, and then print your name and position under your signature.

## Abbreviations

*Re.* reference (regarding)

*pp.* (on behalf of) when you sign the letter for someone else

*enc:/encs:* documents are enclosed with the letter

## FAXES

<b>FALCON HOTELS</b>
<b>FAX</b>
<b>TO</b> Alice Wong <b>Fax No</b> 00 852 7514329 <b>FROM</b> Zofia Nadstoga, <b>Fax No</b> 020 7945 2647 Reservations Dept. Falcon Hotels
<b>Date</b> 5 July <b>No of pages</b> (including this) 1
Dear Ms Wong
This is to confirm your booking for a single room from 20 July to 27 July inclusive at a rate of £150.00 per night (excluding Sales Tax). As requested, you we will hold your room until midnight on the day of your arrival. We look forward to meeting you shortly. Yours sincerely
Zofia Nadstoga Reservations Manager

Information transmitted by fax may be presented in various formats, for example in letter, memo or note form.

Faxes may contain the following headings:  
To / From / Date / Subject / No. of pages / Fax numbers

The style of a fax message may be formal, informal or neutral depending on the subject and recipient.

It is a good idea to include the following statements in your fax (place them at the bottom of each page):

*This fax may contain confidential information. If you are not the intended recipient, advise the sender and destroy this document.*

*If you do not receive all pages, or any pages are illegible, please phone (number) immediately.*

## ***E-MAILS***

**From:** Harry King at MHATG HSN MACCH  
**To:** tom.huntepromoworld.com  
**cc:** mary.fowler@audiovision.com  
**bcc:** claudia.stahnke@audiovision.com  
**Subject:** Friday's meeting

Tom  
Just to confirm that we will be able to attend the meeting next Friday.  
I'll be with our Sales Director, Mary Fowler.  
Harry

Be careful to type in all e-mail addresses accurately.

**cc** means 'send a copy to ...'

**bcc** means blind copy (a copy will be sent to this person but other people will not know this).

In general e-mails tend to be less formal than a letter and are often used for brief communication.

### *Email expressions*

You can end with:

- Best wishes
- All best wishes
- Regards
- Best regards

To people you know well, you can end with:

- All the best
- Best

### *Email abbreviations*

These abbreviations are sometimes used in emails.

AFAIK = as far as I know

HTH = hope this helps

## **MEMOS**

Memorandums or Memos are written communications which advise or inform employees of policies and procedures that their company has decided to adopt.

Memos are usually for internal communication.

They should include the following headings: To / From / Subject / Date

They should be short and include only relevant information.

Points should be arranged in logical order.  
In longer memos, it is common to number points.

The tone of a memo may be formal, informal or neutral.

It is usual to end with your initials rather than a signature

### **MEMO**

To: **All department heads**

From: **Patricia Marchand,  
General Manager**

Date: **18 April**

Subject: **Visit of German agent**

Please note that Katya Schmidt, our German agent, will be visiting the company on Friday, 26 April.

There will be a meeting on that day at 11.30 am in the Boardroom, which you should all attend. Ms Schmidt will be presenting her marketing plan for expanding sales in the German market.

If you wish to join us for lunch at a local restaurant, please let me know as soon as possible.

PM



## ***EXECUTIVE SUMMARY***

### **A sample**

#### **Executive Summary**

Studio67 is a new medium-sized restaurant located in a trendy neighborhood of Portland, Oregon. Studio67's emphasis will be on organic and creative ethnic food. An emphasis on organic ingredients is based on Studio67's dedication to sustainable development. Additionally, the restaurant procures local foods when possible, reducing their dependence on fossil fuels used for transportation.

Studio67 offers Portlanders a trendy, fun place to have great food in a social environment. Chef Mario Langostino has a large repertoire of ethnic ingredients and recipes. Studio67 forecasts that the majority of purchases will be from the chef's recommendations. Ethnic recipes will be used to provide the customers with a diverse, unusual menu. Chef Mario will also be emphasizing healthy dishes, recognizing the trend within the restaurant industry for the demand for healthy cuisine.

Studio67 believes that the market can be segmented into four distinct groups that it aims to target. The first group is the lonely rich which number 400,000 people. The second group that will be targeted is young happy customers which are growing at an annual rate of 8% with 150,000 potential customers. The third group is rich hippies who naturally desire organic foods as well as ethnic cuisine. The last group which is particularly interested in the menu's healthy offerings is dieting women which number 350,000 in the Portland area.

Studio67 has assembled a strong management team. Andrew Flounderson will be the general manager. Andrew has extensive management experience of organizations ranging from six to 45 people. Jane Flap will be responsible for all of the finance and

accounting functions. Jane has seven years experience as an Arthur Andersen CPA. Jane's financial control skills will be invaluable in keeping Studio67 on track and profitable. Lastly, Studio67 has chef Marion Langostino who will be responsible for the back-end production of the venture. Chef Mario has over 12 years of experience and is a published, visible fixture in the Portland community.

Most important to Studio67 is the financial success which will be achieved through strict financial controls. Additionally, success will be ensured by offering a high-quality service and extremely clean, non-greasy food with interesting twists. Studio67 does plan to raise menu rates as the restaurant gets more and more crowded, and to make sure that they are charging a premium for the feeling of being in the "in crowd."

The market and financial analyses indicate that with a start-up expenditure of \$141,000, Studio67 can generate \$350,000 in sales by year one, \$500,000 in sales by the end of year two and produce net profits of 7.5 % on sales by the end of year three. Profitability will be reached by year two.

- ***The first paragraph*** should include: business name, business location, product or service you sell, purpose of the plan.
- ***Paragraph 2*** should highlight important points, such as projected sales and profits, unit sales, profitability and keys to success.
- ***The third paragraph*** may include information about different groups of customers your product or service is targeted at.
- ***Paragraph 4*** includes members of management team of your organization.
- Specify the investment amount required and the percent of equity ownership offered in return.

**WRITING A RESUME/CV**  
**(Curriculum Vitae)**

There are two main formats: the *chronological* and the *functional*.

**A Chronological Resume/CV**


CURRICULUM VITAE



**NAME** Pierre Charreau  
**D.O.B.** 1 August 1965  
**ADDRESS** 55 Rue des Moines, Strastbourg  
67000, France  
**EDUCATION** 1984-7 École Supérieure de Commerce de Reaims  
(one of the leading business school in France)  
1988 EDP International: Work experience in market  
research. Conducted field surveys in the Netherlands  
and France.  
**PROFESSIONAL  
ACTIVITY** 1989–1991. Demont S.A.  
Financial Controller responsible for:  
– organising bank credits for civil engineering work  
– visiting Latin America and Asian subsidiaries  
– designing data processing, accounting. Cost control  
and reporting systems  
– hiring and training local staff for subsidiaries  
1991 – present. Phoenix Properties.  
Investment Officer responsible for:  
– checking feasibility studies and predicting returns on  
investment  
– solving legal problems related to investments  
– negotiating contracts with property developers  
– setting up joint ventures with foreign partners

## A Functional Resume/CV

It is useful if you have a short work record or previous jobs unrelated to current goal. It tells a potential employer what you can do.

RESUME	
	
<b>HEIDI KUNKEL</b>	
<b>OBJECTIVE</b>	A sales position leading to higher management where my administrative, technical and interpersonal skills will be used to maximise sales and promote good customer relations.
<b>EDUCATION</b>	B.A. in communications (1988): Ohio state University Courses in psychology, sociology and interpersonal communication. <i>Areas of effectiveness</i>
<b>SALES/ CUSTOMER RELATIONS</b>	During my 4 years at Colelli Enterprises (Columbus, Ohio), I promoted better relations with corporate accounts and recruited new clients over a wider territory. Dealt with customer complaints. Responsible for inventory and follow-up of all orders.
<b>PLANNING/ ORGANISATION</b>	Was responsible for the reorganisation of the sales department's administrative functions. Initiated time and motion studies which led to a \$150,000 saving in labor costs.
<b>LANGUAGES</b>	Spanish (fluent), French (average)
<b>REFERENCES</b>	Available on request.

A resume is a document that lists all the information an employer would need evaluate you and your background. It explains your immediate goals and career objectives. This information is followed by an explanation of your educational background, experience, interests, and other relevant data.

If you have exceptional abilities and do not communicate them to the employer on the resume, those abilities are not part of the person he or she will evaluate. You must be comprehensive and clear in your resume if you are to communicate all your abilities.

Your resume is an advertisement for yourself. If your ad is better than the other person's ad, you are more likely to get the interview. In this case, "better" means that your ad highlights your attributes in an attractive way.

In discussing your education, for example, be sure to highlight your extracurricular activities such as part-time jobs, sports, clubs, and other such activities. If you did well in school, put down your grades. The idea is to make yourself look as good on paper as you are in reality.

The same is true for your job experience. Be sure to describe what you did, any special projects in which you participated, and any responsibilities you had.

For the "other interests" section, if you include one, do not just list your interests, but describe how deeply you were involved. If you organized the club, volunteered your time, or participated more often than usual in an organization, make sure to say so in the resume.

*A good resume should:*

1. Invite you to read it, have a clear layout, top-quality printing, and eliminate extraneous information.
2. Start sentences with action verbs such as organized, managed and designed, rather than lead-ins ("I was the person responsible for...").
3. Highlight those accomplishments related to future work.
4. Be free of spelling, punctuation and grammatical errors.
5. Speak the reader's language by using the vocabulary you are targeting.
6. Make a strong statement; that means using the most relevant information—nothing less, nothing more.

*Things to notice:*

1. You would be surprised how many people forget to include their home (permanent) phone number. You can use a second school number as well.
2. It is permissible to eliminate high school data if it doesn't add to the total picture. Employers will get this information on the application form anyway.
3. Use numbers and quantities where possible.
4. It simplifies matters to eliminate month designations.
5. Rewards and citations help.
6. Note more details on real results, and the communications of value stressed over simple "duties".
7. It is permissible to claim a piece of the overall successes.

8. When applying for a post abroad give the names of equivalent qualifications which can be easily understood by the reader. If there is no equivalent qualification, describe the diploma obtained.

eg. a D.E.U.G.: a University qualification obtained after two years' study

### ***WRITING A REPORT***

Recommendations on writing reports:

1. A report should be well organized with information presented in a logical order. There is no set layout for a report. The layout will depend on:

a) The type of report (for example, it may be the result of an investigation or a progress report; it may be short or long, formal or informal, etc.);

b) The particular style that a company uses for its reports.

2. The format used for this example is common for many formal reports:

- Title
- Terms of reference
- Procedure
- Findings
- Conclusions
- Recommendations

3. Another common structure for a short report is:

- Title
- Introduction
- Main body (Findings)
- Conclusions
- Recommendations

4. Formal reports normally contain:

- Sections and subsections
- Headings and subheadings
- A numbering system
- Indented information

All these help to make the report easy to read.

5. *Terms of reference/introduction* usually includes:

- Who asked for the report
- Why the report is being written
- The purpose/ subject of the report
- When it should be submitted by

The introduction to the report sometimes contains the Procedure (also called Proceedings) – where/how you got the information.

6. *Findings* are the fact you discovered.
7. *Conclusions* are what you think about the facts and how you interpret them.
8. *Recommendations* are practical suggestions as to what should be done to solve the problem, remedy the situation, etc.

## **A Report Sample**

### **Report on Staff Lateness**

#### Terms of reference

Louise Dawson, Personnel Manager has requested this report on staff lateness at the new London office. The report was to be submitted to her by 20 April.

#### Procedure

Out of 24 members of staff, 23 were surveyed about:

1. Their method of transport.
2. Time taken to get to work.
3. Problems encountered.

#### Findings

1. All staff are late at least once every two weeks.
2. Fifteen members of staff use the underground, two use the bus and six travel by car.
3. Travelling time varies between 20 minutes and one hour.
4. All staff experienced problems.
  - (i) All members of staff experienced delays on the Underground (Circle, Central, Northern and District lines) due to:
    1. Signal problems
    2. Engineering work
    3. Overcrowding
    4. Poor train frequency on some lines
  - (ii) Members of staff who use the bus experienced delays due to traffic jams.
  - (iii) Members of staff who travel by car also experienced delays due to traffic jams and two had problems parking, particularly on Mondays and Tuesdays.

#### Conclusions

1. All staff using public transport are late because the Underground and bus services are unreliable.

2. A minority of members of staff who travel by car experienced problems with parking.
3. The office opens at 9.00 am and so staff are forced to travel during the rush hour.
4. Members of staff are leaving sufficient time for their journeys which are extended due to delays.

Recommendations

1. Members of staff should leave longer for their journeys in order to allow for delays.
2. Staff should investigate alternative routes and means of transport.
3. It is recommended that staff who travel by car and experience parking problems use the new car park in Commercial Road, which opens next week.
4. It is recommended that the Personnel Director investigates the possibility of introducing a flexitime system so staff do not have to travel during the rush hour.

John Atkinson  
Office Manager

18 April



## Speaking File

---

1. *Function phrase list used for conducting discussions, debates, talks.*

<b>1. Starting a conversation/ discussion</b>	I see Well I say First First of all To begin with Look here Talking /Speaking of/about Let me see/think Just a minute/moment That remind me To come back to May I have my say? In fact The fact is that On the one hand..., on the other hand And now for As far as I know
<b>2. Ending a conversation/ discussion</b>	To tell the truth To sum up Summarizing Summing up On the whole All in all In conclusion Finally In the long run In short To make/cut a long story short

	<p>That's all (there is to it)  For all I know  There it is  And so  So much for that  Let's round off</p>
<b>3. Expressing one's point of view</b>	<p>My own feeling is  I can quite/well/easily believe it/that  It's my opinion that  In my opinion  I think/believe/suppose/maintain/feel/hope that  To my mind  Personally, I  I dare say  To tell the truth  If you ask me  Do you mean to say ...?  What do you mean/think ...?  I mean to say  What do you think of...?  What matters is  I want to press the point  In any case  More than that  I must admit  I'm afraid  I'm tempted to agree</p>
<b>4. Discussing a topic</b>	<p>I should like to know  Could you possibly...?  Please  Could I trouble you...?  Any questions...?  Have you got any questions for Mr. N?  I have (got) some (several) questions  Just one question on this point/paper  As to the question of Mr. N  I would like to ask you about/whether  May I ask a question?</p>

	<p>Will/would you say a few words about...?  I wonder whether/if  In reply to your question  I'd like to say that  I have (got) a few/ several comments about/on  I should mention that  I should emphasize that  The problem/article/paper under discussion  I'd like to add a few words to  I realize that  Do you follow me?  Do you take my point?  I can't make up my mind where I stand on this, I  am convinced that  That's the way I look at things</p>
<p><b>5. Expressing  agreement,  approval</b></p>	<p>I agree that  I (quite) agree with you  I think so too.  I suppose so  That's right  Quite right  You are right  That's my opinion too  I think you are right  A fine idea!  What a good idea!  Not a bad idea!  Good!  Wonderful!  Excellent!  Splendid!  Beyond all questions  Absolutely right/certain  Exactly so  There's no doubt about it  That's fine  That's OK.</p>

<p><b>6. Expressing disagreement, doubt</b></p>	<p>I cannot agree that  I don't agree that  I don't quite agree (with you)  I doubt (it)  I don't think you are right  I am afraid you are wrong (mistaken)  It's a pity but (that)  I am sorry but (that)  Nothing of the kind  I don't believe it possible  I don't believe that  That's wrong  That may be true, but  I am not sure  I see what you mean, but  Surely not  I find that hard to believe</p>
<p><b>7. Saying you do not know</b></p>	<p>Sorry, I don't know  I am very sorry, I really don't know  I am afraid, I don't know  I must confess, I don't know  I've no idea  I haven't a clue  I wish I knew</p>
<p><b>8. Giving yourself time to think</b></p>	<p>Oh  Well  Just  Now  You see  You know  Just a moment/minute  Let me see  It's on the tip of my tongue  How can/shall I put this?</p>
<p><b>9. Adding more information</b></p>	<p>I'd like to add  To tell the truth  In connection with  By the way</p>

	To continue To add As regards Concerning As far as So far as you
<b>10. Verifying the information</b>	Do you mean to say that...? Can you confirm the fact? Is it true that...? Am I right to understand that...? Can you prove it? Are you sure? I don't quite get the idea, I think I am sure you didn't mean that I don't quite follow what you mean to say Sorry...? Pardon...?

*2. List of words and phrases used for*

<b>Expressing ideas or information logically</b>	<b>first (of all)</b> сначала, прежде всего <b>at first / in the beginning</b> сначала <b>at the beginning/start</b> в начале <b>secondly</b> во-вторых <b>then / next</b> затем <b>before</b> раньше, до того <b>after (that)</b> после (того) <b>afterwards</b> впоследствии, потом <b>finally / eventually / in the end</b> наконец, в конце концов <b>lastly</b> наконец <b>at the end</b> в конце <b>anyway / in any case</b> в любом случае <b>the thing is</b> дело в том... <b>(but) in fact / actually / as a matter of fact (но)</b> по сути <b>(and) indeed (и)</b> на самом деле
<b>Contrasting ideas</b>	<b>however</b> однако <b>nevertheless</b> тем не менее <b>still / yet</b> тем не менее, все же

	<p><b>otherwise / else / or else</b> в противном случае, иначе  <b>alternatively</b> иначе  <b>instead</b> вместо  <b>on the contrary</b> наоборот  <b>by contrast / in contrast</b> в противоположность, по сравнению  <b>on the one hand / on the other hand (for one thing / for another)</b> с одной стороны / с другой стороны</p>
<b>Adding information</b>	<p><b>also</b> к тому же, также  <b>moreover</b> кроме того, сверх того  <b>furthermore / what is more</b> более того  <b>besides / in addition</b> кроме того  <b>by the way / incidentally</b> кстати</p>
<b>Speaking about causes and results</b>	<p><b>therefore</b> поэтому  <b>so</b> так что, итак  <b>thus</b> таким образом  <b>as a result</b> в результате  <b>this is why</b> вот почему  <b>consequently</b> как следствие, вследствие  <b>for this reason</b> по этой причине  <b>too...for/to</b> слишком...для/чтобы  <b>not enough...for/to</b> недостаточно...для/чтобы  <b>hence</b> следовательно  <b>due to / owing to</b> из-за, благодаря</p>
<b>Referring to what has been said above</b>	<p><b>as stated above</b> как говорилось ранее  <b>as shown</b> как показано  <b>as described</b> как уже описывалось</p>
<b>Giving examples</b>	<p><b>for example (e.g.) / for instance</b> например  <b>such as</b> такие как  <b>namely</b> а именно</p>
<b>Summing up / conclusion</b>	<p><b>in other words</b> другими словами  <b>or rather</b> или (же) скорее  <b>at least</b> по крайней мере  <b>all in all / overall</b> в общем и в целом  <b>generally / in general / on the whole</b> в общем, в целом  <b>in conclusion / to sum it up</b> в заключение  <b>in the main</b> в основном  <b>in short / in brief</b> короче говоря  <b>after all</b> в конце концов</p>

## PRESENTATION

### *Dos and Don'ts: preparation*

- a) find out about the audience: how many people there will be, who they are, why they will be there, and how they know about the subject
- b) find out about the venue and the facilities: room, seating plan, equipment, etc
- c) plan the content and structure, but don't write the complete text of the presentation
- d) write notes on sheets of paper or cards
- e) try to memorize the first five sentences of your talk
- f) prepare visual aids: pictures, diagrams.etc.
- g) rehearse your presentation with friends or colleagues

### *Dos and Don'ts: voice*

- a) project your voice to the back of the room, but don't shout
- b) use a microphone if you need one.
- c) don't speak in a monotone.

### *Dos and Don'ts: body language*

- a) make eye contact
- b) face the audience at all times
- c) smiling is fine at appropriate moments, but not too much
- d) use gestures to emphasize key points
- e) stay more or less in one place
- f) avoid mannerism (ways of moving and speaking which you do repeatedly without realizing)

### *Dos and Don'ts: timing*

- a) start on time; don't wait for latecomers
- b) plan how long you're going to spend on each point – don't spend too long on a particular point
- c) don't talk about things that have nothing to do with the subject, unless you have a particular purpose in mind
- d) finish on time – don't run over

### *Rapport with the audience*

You can gain the audience's attention by:

- telling an **anecdote** or a story
- mentioning a *really* surprising **fact** or **statistic**

- stating a **problem**
- asking a **question**

### *Key phrases*

#### **Introduction**

1. Introduce yourself and your subject  
My name's ... and I work for ... . My talk is called ...
2. Outline what you're going to talk about  
There are three main skills areas I want to talk about...
3. Say whether people should ask questions during the talk, or at the end of the session  
If you have any questions, I'll be very happy to answer them at the end of the session

#### **Main part**

OK. To begin, let's look at ... Of course, That's all I have time for on ....  
Let's move on to the second... As you can see on this transparency/flipchart/screen/board... There are (two) key areas in relation to... I think that covers everything on...

Time is moving on, so let's turn to the 3<sup>rd</sup> area...

#### **Closing and dealing with questions**

- Closing            Let me sum up. Firstly,.... secondly,.... and last, but by no means least...  
In my view,.....  
That brings me to the end of my presentation. Are there any questions?  
I think that's a good place to stop. Thank you for listening.
- Answering the questions    That's a fair point. But I think...  
That's confidential. I'm afraid I'm not at liberty to tell you.  
That's not really my field. But I can put you in touch with someone who...  
The questioner would like to know.... Is that right?  
Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on..., not going into....  
I'm afraid we've run out of time. But ...  
Sorry, I didn't catch the question (the end of the question) – could you repeat your question?



## Tapescripts

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### *Unit 1. Management – An Art or a Science?*

#### *Listening*

*p. 13 ex. 3*

*Part 1 (I = Interviewer, CH = Colette Hill)*

- I:** What are some of the qualities or skills needed for a successful career in business?
- CH:** That's difficult one because, of course, it does depend on what field you're in ... but if you press me, I would offer three particular qualities, I think. Erm, first, you need to be able to get on with people. Whatever job, you're going to have colleagues and customers. You need to be able to get on with people at all levels. Second, er..., you need to be adaptable: businesses go through constant change. Your role will change, as will people you work with, even the place where you work sometimes. And finally, of course, you need a sense of humour to keep it all in proportion.

*p. 13 ex. 4*

*Part 2 (I = Interviewer, KN = Kriengsak Niratpattanasai)*

- I:** Kriengsak, what do managers need in order to be good managers of people?
- KN:** Well, I think good managers need to be good at four things, really. First of all, they need to be good at observing – that's so they can understand the behaviour, the strengths and weaknesses of their staff. The second thing is, I suppose, that they need to be good at listening – so they can learn about their staff's problems. The next thing is, it's important for them to be good at asking questions – so they can find out all the information they need to make the right decisions. And last of all, I think they have to be good at speaking so they can communicate their objectives clearly to all their staff.

## ***Unit 2. The Four Management Functions of Business***

*Listening*

*p. 29 ex. 2*

*Part 1 (Steve Moody = SM)*

**SM:** So, as the store manager in Cambridge, which is probably the fortieth largest of the 280 stores we have got, I am responsible for the day-to-day running of the store. All the products are delivered to me in predescribed quantities, and obviously I'm responsible for displaying that merchandise to its best advantage, obviously I'm responsible for employing the staff to actually sell that merchandise, and organizing the day-to-day logistics of the operation. Much more running stores is about the day-to-day operation, and ensuring that that's safe, and obviously because of the two hundred people that we would normally have working here it's ensuring that they are well trained, that they are well motivated, and that the environment they work in is a pleasant one, that they are treated with respect, and that they are committed to the company's principles.

*p. 29 ex. 3*

*Part 2 (Interviewer = I, Steve Moody = SM)*

**I:** How much freedom do those people have within their jobs to make decisions themselves? How much delegation is there of responsibility down the chain?

**SM:** We would, as a business, like to encourage as much accountability and delegation as possible. Of course that does depend on the abilities of the individuals, the environment in which you're working, and the time of year. With 282 stores we have a corporate appearance in the United Kingdom's high streets. It is quite important that when customers come into Marks & Spencer's Cambridge they get the same appearance and type of looking store and the same level of service that they would expect if they went into Marks & Spencer's Edinburgh in Scotland, for example, and it's very important that we have a corporate statement that customers understand. So, there are obviously parameters and disciplines that, you know, not only the staff but supervision and management would follow. Within that, in terms of development and training, training is obviously an investment for all staff. If staff are trained to do their job well and they understand it, they will feel confident in what they're doing, that in turn will give a better service to the customers, obviously from Marks & Spencer's point of view it could well lead to increased sales.

*p. 29 ex. 4*

*Part 3 (Interviewer = I, Steve Moody = SM)*

- I:** Do you have meetings for members of staff where they can express views about what's going on in the store?
- SM:** We have a series of meetings, management and supervisory every week, we have something which Marks & Spencer's call a focus group, which is members of staff who get together regularly from all areas of the store, so from the food section and perhaps the menswear section, from the office who do the stock and accounting, and indeed the warehouse where people receive goods. They have meetings, they discuss issues, they discuss problems that they feel are going on in the store. They also discuss suggestions of how they can improve that we run the store, and they discuss that amongst themselves first. They will then have a meeting with members of management and obviously myself, and we will discuss those issues and work together to try and provide solutions. However, Marks & Spencer's philosophy, I suppose, is that meetings should not be a substitute for day-to-day communication and therefore if problems do arise in terms of the operation, or an individual has got a problem in their working environment, or indeed their immediate line manager, or indeed if they have a problem outside, which might be domestic, or with their family, we would like to discuss that as it arises and would like to encourage a policy that they will come and talk to their supervisor or their manager, to see what we can do to solve the problem.

### ***Unit 3. Business Ethics***

*Listening*

*p. 49 ex. 2*

*Part 1 (Interviewer = I, Claire Bebbington = CB)*

- I** Why should companies be ethical or what are the advantages of a company in behaving ethically?
- CB** Mm, I think the whole issue of ethics is a very complex one. Companies are made up of people. Multinationals are made up of many different nationalities. I think that companies are part of society and as such they should reflect society's standards. Companies, especially multinational ones, do have responsibilities in the world and should try to be a positive influence and I think if a company is not ethical, then it will not survive as a company.

**I** Should a company have a code of ethics?

**CB** I think from my point of view it's useful on two counts. First, it makes a commitment to certain good behaviour and so it's a way of communicating the importance of good behaviour to all of its employees and partners. Secondly, if a company has a code of ethics and spends time communicating it, it does actually contribute to its ethical behaviour. If you express these things in writing, especially, then you can be held accountable for them. This tends to mean that you are much more likely to act on them as well. I think following up that code is difficult. People tend to have different ethical standards, and defining the term 'ethics' can I think be a problem. But I think generally to express what your ethics are is a positive thing to do.

*p. 50 ex. 4*

*Part 2 (Interviewer = I, Claire Bebbington = CB)*

**I** What kinds of moral dilemmas do large companies face? Can you think of any examples?

**CB** I think if you were to look at any company's ethical code you would usually find in it a section about offering bribes and this can be an area where I think people can get themselves into hot water. Facilitation payments are part of doing business in many countries, and bribes are something which most companies are not going to get involved in. But when does a facilitation payment become a bribe? And that is a question that can be quite difficult to answer.

**I** Can you think of an example where a facilitation payment is clearly a facilitation payment and not a bribe?

**CB** I think that there are many examples. When you are paying consultants to make introductions to new business contacts, obviously the reason you choose these consultants is because they are well placed to give that kind of advice in a particular country. And you're paying for that introduction.

**I** Can you give an example of a facilitation which is closer to a bribe?

**CB** I would say size is important. Sometimes facilitation payments are out of proportion to the kind of business that you are expecting to win. I think there are many instances. Also, you have to be careful with such issues as nepotism.

*Social Skills*

*p. 52 ex. 2*

- A OK, we agree then, we know Louisa has a drink problem, but we don't know why. Anyway her drinking is definitely affecting her work. And her relations with staff.
- B Yes, so what are we going to do about it? In my opinion there are several ways we could deal with this.
- A Oh yes?
- B Well, we could have a talk with her and suggest she gets some professional help or we could do nothing and hope the problem goes away. Having said this, I think we should give her a verbal warning. I think it's a serious matter.
- A Mmm, let's look at the pros and cons of giving her a verbal warning...
- B I agree with you. Maybe it's too soon for a verbal warning. Let's look at this from a different angle. We don't want to make the problem worse, do we? So, how about this? It might be worth asking a friend to have a quiet chat with her. It could help a lot, I think...
- A OK, let's think about the consequences of doing nothing. The drink problem could get worse or in time we may find she solves her personal problems. Who knows...
- B OK, then, we've looked at all the opinions. And we agree, I think. The best way forward is to advise her to get professional help.
- A Right. So it's decided. So the next thing to do is to contact our medical officer. He'll give us some suitable names...

***Unit 4. Organization***

*Listening*

*p. 65 ex. 1*

*Part 1 (I = Interviewer, CB = Chris Byron)*

- I:** Chris Byron, you're the project manager for British Airways' new office complex at Waterside. Could you please tell us what your job involves?
- CB:** My job was to make sure that the building got built on time, was built inside budget and that we moved in smoothly and successfully. I had a further role to also make sure that we were able to change the culture

of British Airways through a relation because British Airways see very clearly the quality of office that you give somebody affects their performance.

**I:** Now Waterside has some unusual features. Could you tell us about some of those and their purpose?

**CB:** It was designed specifically to make sure that we encourage teamwork. So we have a street, we also have open plan offices, and the whole design is built around the idea that people should be able to bump into each other, meet each other easily and frequently, and manage each other's conversations in a very informal way. So that's one feature.

A second key feature was that we cut down on paperwork, we reduced that to the minimum by the way in which we've introduced electronic forms and electronic e-mails and electronic manuals.

And a further component was that we also encouraged flexible working, so that quite literally from virtually nobody working flexibly, what we now have is out of 2,800 people who work here, 700 people neither have an office nor their own desk. They are very much mobile, but we do support them with the technology that we provide them.

*p. 65 ex. 2*

*Part 2 (I = Interviewer, CB = Chris Byron)*

**I:** So this is the practice of hot-desking.

**CB:** Yes, it includes hot-desking, it also includes home-working, which is why we tend to call it flexible working. And we've laid out certain of our offices very much with the concept of flexible working in mind. So what we do is that we identify a person's task, and we try to provide a space in the building to meet that task. So instead of one single space that you occupy, you can come into a wing of this building, of which there are six, you can come in, you can read your e-mails at what we call a 'drop-in point', you can have a conversation and a meeting with somebody in a relaxed informal club setting. Or at another part of the wing, you can find space where there's a quiet area where you can either read your manuals or whatever you want to study, or alternatively sit in, in effect, a library environment and write a paper to somebody.

**I:** What other advantages does Waterside offer BA's employees?

**CB:** Waterside's a very flexible building but at the same time, it's very much driven by trying to make it easy for you and informal for you to actually work within. So the... what we like to feel is that when you go home

at night, you really, do feel valued. And to take you into a bit more detail on that, the sort of facilities we provide you is a very ready access to education – we have open-learning piped through to your desktop; we've introduced electronic shopping so you can literally shop at one of the local supermarkets and it gets delivered here ... or your weekly shopping. Thirdly, there's video conferencing. So there's accessibility to other people in other parts of our building. We've also introduced I believe very high quality catering arrangements with a very pleasant look from our restaurant overlooking a lake. We also provide you with car parking down in the basement, so it's very easy to come to Waterside. And we also have a gymnasium as well. So there's a whole variety of facilities all designed to get the best out of our people.

- I:** It sounds a marvellous environment. Have there been any problems for the staff moving in to Waterside?
- CB:** Surprisingly few given the size of the organisation and the task. But I do think that was largely down to some very good planning, and I hasten to say that's by all my team rather than just myself. We did a lot of planning, we thought through very carefully the move, we trained people very well, and we communicated with people ... erm... to death, you could say. So that nobody had any surprises when they came in here, and they had a lot of confidence that things would be up and running.

### ***Unit 5. Business Strategy***

#### *Listening*

*p. 80 ex. 2*

*Part 1 (I = Interviewer, MS = Marjorie Scardino)*

- I:** How do you develop a strategy for a large company?
- MS:** There are lots of ways to go about it. I think the way we've done it is to first think about what assets we have – what's unique about those assets, what markets we know about and what markets are growing, and which of those markets can make the best use of our assets. We then put that into a bowl, heat it up, stir it around, and come out with a strategy.
- I:** And in broad terms, what is your strategy at Pearson?
- MS:** Well I, we have approached our strategy ... Let me answer it this way, by looking at it as three simple steps. When I joined Pearson a couple of years ago, we needed to improve our operations. We needed to just run

the companies we had, and the businesses we had better. So our first step in our strategy was simply to operate better. To create better profits, and better cash generation, and better long term value for the shareholders. We then ... the second step which was not happening in a serial way but happening at the same time, the second step was to look at the assets we had and see which ones we should keep and which ones we should dispose of. Those we disposed of, we did because they would be worth more to other companies than to us because they didn't fit with the rest of our company, or were things we didn't actively control – we had a passive interest in – so those disposals were an important part. And then the third step was to stitch together all our businesses, so that they were able to use each other's assets, to make a greater whole.

*p. 81 ex. 3*

*Part 2 I = Interviewer, MS = Marjorie Scardino*

- I:** What trends do you see emerging in the strategy of large companies?
- MS:** I'm not a great student of everybody else's strategy, but I would suspect they are trends towards globalism, toward having more international operations, rather than simply having a national business. They are probably trends towards more focus on people, and more focus on the people who work in a company as the company. And probably more a change in the management style of companies towards more teamwork and more collegiality and less sort of authoritarian ways of running the company, and therefore the ideas that come from that kind of an organisation.
- I:** What strategies have influenced or impressed you?
- MS:** There's one ... Strategies that impress me are strategies that are extremely clear, and define a very unique goal. I think one of the strategies that impresses me is Coca-Cola's. And I'm sure it's strategy has several levels. But it is encompassed in what they call their 'goal' or their 'mission', which is something like: Put a cold bottle of Coca-Cola within arm's reach of every thirsty person in the world. So that means: here's what their main product is – and they're going to focus on that; they're going to focus on international markets, not just parochial markets; and they're going to focus on distribution, wide distribution and promotion. And so that sort of encompasses everything. That's a good strategy, very clear, I'm sure nobody who works in Coca-Cola doesn't understand what they're after.



*Social Skills*  
*p. 83 ex. 1, 2*

In my opinion, the best time would be just before the summer season. I suggest we launch the racket in May.

I'd say that's a bit late. Why don't we introduce it in March or April? That would give people time to see it in shop windows and get used to its new design.

Don't you think we should launch it even earlier than that? Don't forget, retailers will need time to study our sales literature. And we'll have to set up a lot of point-of-sale display material – that'll take time too. I propose we start supplying our sales outlets at the beginning of the year.

I agree. But it might also be worthwhile getting a few people to play with it in indoor courts. Then, re-launch the racket with a big bang later in the summer.

***Unit 7. Leadership***

*Listening*  
*p. 114 ex. 1*

*Part 1 (I = Interviewer, SC = Stuart Crainer)*

- I** Is there such a person as an ideal manager, and if so what essential qualities should they have?
- SC** I don't think there's such a thing as an ideal manager in the same way as there's no such thing as an ideal chair or an ideal piece of furniture. Er, it's an impossible aim. The qualities er, managers need are increasingly complex and many in number. First of all they've got to be able to manage their time successfully, because they're inevitably juggling lots of activities and projects. Secondly, they need to be able to deal with complexity. Increasingly the management task is not about simple budgeting but is about far more complex issues. Er, thirdly, they have to be able to deal with uncertainty. In the past, management was about creating certainty. Now managers have to live with uncertainty. Er, the uncert... uncertainty of not knowing what will happen in the future, how secure their jobs will be, what their organisation will do in the future. The fourth aspect of management is being able to deal with people. Er, managers, for all the training they've received, are notoriously poor at managing people and relating to people. Added to that are other ingredients such as flexibility. Managers have to be able to change their... their styles to fit the circumstances and they have to be sensitive to these

circumstances. They have to recognise when things are different and they have to behave in different ways. They have to change their styles to fit the moment. So, if you put all these er, skills and competencies together then you would have an ideal manager. But in the real world, there aren't any ideal managers out there.

*p. 115 ex. 2*

*Part 2 (I = Interviewer, SC = Stuart Crainer)*

**I** And which management styles have particularly impressed you and why?

**SC** Er, well there are an array of management styles, er ... the trick is to be able to produce the right style at the right time. Perhaps the person who has done this best is er, Jack Welch the Chief Executive of General Electric, who, over the last ten years, has re-energised er... the company and created one of the biggest companies in the world, and certainly the best-managed company in the world. He has done that by an ability to change and keep changing constantly. So he's changed the company and he's changed his management style. Initially he was referred as Neutra... Neutron Jack because of his capacity to er, decimate areas of the company. But since... since then, he has reinvented himself as a person who is very tuned in to people and a person totally committed to training people for the future; and also a person totally committed to communica... communication. So I think Jack Welch stands apart as a ... a manager who really has mastered the art. Er, other ones I would pick out are people who are driven by er, values, such as er, Richard Branson of Virgin and Anita Roddick of Body Shop, who whatever the fortunes of their companies, have proved that er, management can be led by values and organisations can be created around sound values. Talking of companies, I would select er, Scandinavian compi... companies such as IKEA and the Finnish company, Nokia, er, as exemplars of what good management can do. IKEA is a brilliantly-managed, networked organisation and Nokia is an incredibly innovative and imaginative organisation which has turned itself from a er, wood products maker in Finland into the er, leading maker... leading maker of mobile phones worldwide. So those are the people and the companies I would say who have management styles that are worth emulating.

*p. 115 ex. 3*

*Part 3 (I = Interviewer, SC = Stuart Crainer)*

- I** Now business is becoming more and more international, how would you advise managers to prepare themselves for dealing with cultural difference abroad?
- SC** Yes, management is becoming more international and truly global, er, and the companies that appreciate that will be the ones that succeed in the future. Seems to me that the key to working globally and managing globally is the ability to reconcile difference. If you can reconcile differences between cultures and between peoples, you will be well-set to succeed as a global manager. Increasingly that's something that women are traditionally better at than men. However there aren't many er, women at the higher-most echelons of er, international corporations. So I think if you can prepare yourself and sensitise yourself and be able to reconcile differences then you will succeed globally.

### ***Unit 8. Human Resource Management***

*Listening*

*p. 128 ex. 1, 2*

*Part 1 (I=Interviewer, AL= Alan Lawson)*

- I:** Alan, how can a candidate impress an interviewer?
- AL:** Well, David, I feel it's basically all down to good preparation. First of all find out about the job. You could ring up the Press Officer or the Marketing Department and get the latest press releases or perhaps an annual report. The annual report, for example, will say where the company operates and the products it sells. Then, when you get there, you perhaps could congratulate the interviewer on a recent success the company's had. In a nutshell, find out about that company. Show that you've taken an interest in the company and show enthusiasm for the job because, after all, that's what they're looking for in the candidate. They want somebody not only who's qualified for the job but will want to do the job, and will be interested and enthusiastic about the job. Secondly, you could go to the company maybe a few days before the interview, talk to the receptionist, get a company newspaper – you can

always pick up literature on the products maybe you'll be involved in. A very good tip – find out what the dress code is. You need to fit in and you need to make a good impression. Finally, your CV. Make sure it's well written, but it's concise – don't ramble. I must say that I have done all of this, I've prepared my CV, it was really good. I left it behind – I didn't get the job!

*p. 129 ex. 3*

*Part 2 (I=Interviewer, AL= Alan Lawson)*

- I:** Alan, are there any key questions that you regularly use when interviewing candidates?
- Al:** Yes, there are and it's almost a ritual with me. Following the CV tells you about the person and their qualifications. What you also want to know is their personality. So key questions I ask – what do they like most and what do they like least about their present job? They might say that they like travelling and they like meeting new people. These are standard answers. I think more interestingly perhaps are what don't they like about the company. They might not like working weekends at their current company. You might have the same problems with yours, working weekends might be something essential for the job. Also, ask them what their weaknesses are. They're usually generally I would say, quite honest when they're giving their weaknesses. And ask them what their strengths are. It gives you an in-depth, if you like, feeling about their personality rather than just the straightforward qualifications that they have on their CV. Do they fit in? That's what you're really looking for.

*Social Skills*

*p. 131*

- A:** Good, everyone's here now. There's coffee if you want it. Right, can we start please? As you all know, Roberto's been working as assistant to Carla Nunez for six months now. He's just finished his probationary period. How do you feel about offering him a full time contract?
- B:** I'm not sure we should do it really. It says in this report that he's been late to work a few times and he can be rather ...
- C:** Oh I don't think that's too important ...
- A:** Could you let her finish please?
- C:** Oh, sorry, I didn't mean to butt in ...

- C:** Another thing about Roberto I'm not happy about. He leaves exactly on time every day. Also he doesn't have lunch with us very often, you know, he goes off on his own ...
- A:** I'm not sure that's relevant.
- C:** Mmm, maybe.
- A:** I think we should move on now if we're going to finish by 11 o'clock. We do have other promotions to consider.
- B:** But what about his actual work? In my opinion, it's time. He's done some really good things.
- A:** Well, I think we should discuss this a bit more. What exactly do you mean by good things'?
- A:** Well, thanks very much, Maria. You've made your views very clear. OK, let's go over what we've agreed. Roberto will have a further probationary period of three months. After that ...

## Glossary

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- abstraction** *n.* a general idea not based on any particular real person, thing or situation
- accomplish** *v.* to succeed in doing or completing sth
- accounting** *n.* the process of work of keeping financial accounts
- acquire** *v.* if one company acquires another, it buys it
- acquisition** *n.* when one company buys another or part of another company, or the company or part of a company that is bought
- administration** *n.* the executive function of a business or a government
- advertising campaign** *n.* an organization's programme of advertising activities over a particular period with specific aims, for example an increase in sales or awareness of a product
- advise** *v.* 1 to inform; 2 to suggest
- affect** *v.* to influence sth
- agenda** *n.* a list of the subjects to be discussed at a meeting
- aggressive** *adj.* very determined to win or succeed
- alliance** *n.* an agreement between two or more organizations to work together
- AOB** *n.* any other business; the time during a meeting when items not on the agenda can be discussed
- application** *n.* 1 a formal, usually written, request for something or for permission to do something 2 a formal request for work
- apply** *v.* 1 to make a formal, usually written request for something, especially a job, a place at university, or permission to do something 2 to use something such as a law or an idea in a particular situation, activity, or process
- appraisal** *n.* process of estimating the value of a parcel of real estate
- approach** *n.* a way of dealing with sth/sb, a way of doing or thinking about sth such as a problem or a task
- approximate** *adj.* an approximate amount, number etc is a little more or a little less than the exact amount, number etc – **approximately** *adv*
- asset** *n.* something belonging to an individual or a business that has value or the power to earn money
- assets** *n.* (plural) a company's assets are the things it owns
- assume** *v.* to think or accept sth is true but without having proof of it
- authority** *n.* the moral or legal right or ability to control
- awareness** *n.* knowledge or understanding of a particular subject, situation, or thing
- background** *n.* someone's past, for example their education, qualifications, and the jobs they have had
- bank statement** *n.* information sent regularly by a bank to a customer, showing the money that has gone into and out of their account over a particular period

**bankrupt**<sup>1</sup> *n.* someone judged to be unable to pay their debts by a court of law, and whose financial affairs are handled by a court official until the debts are settled

**bankrupt**<sup>2</sup> *adj.* not having enough money to pay your debts

**bankruptcy** *n. plural bankruptcies* when someone is judged to be unable to pay their debts by a court of law, and their assets are shared among their creditors (=those that they owe money to), or a case of this happening

**barrier to trade also trade barrier** *n. plural barriers to trade* something that makes trade between two countries more difficult or expensive, for example a tax on imports

**benchmark for** *n.* something that is used for comparing and measuring other things

**benefits package** *n.* the total amount of pay and all the other advantages that an employee may receive such as bonuses, health insurance, a company car etc

**bid** *n.* 1 an offer to buy something, for example a company in a takeover, or the price offered 2 an offer to do work or provide services for a fixed price, in competition with other offers

**billboard** *n. AmE* a large sign used for advertising. Billboards are usually called hoardings in British English

**blueprint** *n.* a plan for achieving or improving something

**board also board of directors** *n.* the group of people who've been elected by shareholders to manage a company

**bonus** *n.* an extra amount of money added to an employee's wages, usually as a reward for doing difficult work or for doing their work well

**boom**<sup>1</sup> *n.* 1 a time when business activity increases rapidly, so that the demand for goods increases, prices and wages go up, and unemployment falls 2 a time when activity on the stock market reaches a high level and share prices are very high

**boom**<sup>2</sup> *v.* if business, trade, or the economy is booming, it is very successful and growing

**brand leader** *n.* the brand with the most sales in a particular market

**bribe**<sup>1</sup> *n.* money that is paid secretly and dishonestly to obtain someone's help

**bribe**<sup>2</sup> *v.* to dishonestly give money to someone to persuade them to do something that will help you

**bribery** *n.* dishonestly giving money to someone to persuade them to do something to help you

**broker** *n.* a person or organization whose job is to buy and sell shares, currencies, property, insurance etc for others

**bureaucracy** *n. plural bureaucracies* 1 a system of governing that has a large number of departments and officials 2 disapproving all the complicated rules and processes of an official system, especially when they are confusing or responsible for causing a delay

**business cycle** *n.* a period during which business activity and general employment alternatively rise and fall

**capital** *n.* 1 any kind of wealth that is available to support the activities of producing goods and services, that is, of creating more wealth 2 private money and resources which are used to pay for the cost of setting up and running a business

**cash flow also cashflow** *n.* 1 the amounts of money coming into and going out of a company, and the timing of these 2 profit for a particular period, defined in different ways by different businesses

**cash generation** *n.* money that a company gets from sales after costs are taken away. Cash generation is often used in talking about the degree to which the company is able to do this

**categorize** *v.* to put people or things in groups according to what type they are;  
**centralized organisation** *n.* an organisation in which almost all authority is concentrated in a few positions at the top  
**chain of command** *n.* the downward flow of authority, responsibility, and channels of communications within an organisation  
**chair** *n.* 1 the position of being the chairman of a company or organization or the person who is chairman 2 the position of being in charge of a meeting or the person who is in charge of it – **chair** *v.*  
**chairman** *n.* the person who is in charge of a committee, a company, etc.  
**challenge** *n.* something that tests your skill or ability, especially in a way that is interesting  
**charge** *v.* to ask someone to pay a particular amount of money for goods, a service etc.  
**Chief Executive Officer (CEO)** *n.* the manager with the most authority in the day to day management of a company, especially in the US. The job of CEO is sometimes combined with others, such as that of president  
**clock** *v.* **clock in/on** *phr. v.* to record on a special card or computer the time you arrive at or begin work  
**clock off/out** *phr. v.* to record on a special card or computer the time you stop or leave work  
**collapse** *v.* if a company, organization, or system collapses, it suddenly fails or becomes too weak to continue – **collapse** *n.*  
**commission** *n.* an amount of money paid to someone according to the value of goods, services, investments etc they have sold  
**commitment** *n.* a promise to do smth or to behave in a particular way  
**committee** *n.* a group of people within an organisation formally assigned the responsibility to discuss, or deal directly, with a well-defined matter  
**commodity** *n.* a substance or product that can be traded, bought or sold  
**compensation** *n.* 1 an amount paid to someone because they have been hurt or harmed in some way 2 the total of pay and benefits for an employee, especially a high-level manager  
**competency** *n.* the ability to do something to a level that is acceptable  
**competitive advantage** *n.* something that helps you to be better or more successful than others  
**concept** *n.* an idea for a product, business etc  
**conceptual** *adj.* related to or based on ideas  
**concern** *v.* to take an interest in sth; **be concerned with sth** *adj.* be about sth  
**conman** *n.* someone who tries to get money from people by tricking them  
**consortium** *n.* *plural* **consortiums** or **consortia** a combination of several companies working together for a particular purpose, for example in order to buy something or build something  
**consumer** *n.* a person who buys goods or uses services  
**consumer behaviour** *BrE* **consumer behavior** *AmE* *n.* how, why, where, and when consumers buy things, and the study of this  
**control** *v.* to check, to regulate standards  
**controlling** *n.* the mechanisms for checking the results  
**controlling interest** *n.* the situation where one shareholder owns enough shares to control a company  
**controlling shareholder also majority shareholder** *n.* someone who owns more than half the shares in a company



**cooperate** *v.* to work together with smb else to achieve sth  
**coordinate** *v.* to determine the position, rank authority  
**coordinating** *n.* bringing into orderly relation of part and whole  
**copycat product** *n.* a product that copies a competitor's idea for a product  
**core** *adj.* **core business/activity/product** the business, activity etc that makes most money for a company and that is considered to be its most important and central one  
**corrupt**<sup>1</sup> *adj.* using power in a dishonest or illegal way in order to get money or an advantage of some kind  
**corrupt**<sup>2</sup> *v.* to encourage someone to behave in an immoral or dishonest way –**corrupted** *adj.*, **corruptible** *adj.*, **corruptibility** *n.*  
**corruption** *n.* 1 the crime of giving or receiving money, gifts, a better job etc in exchange for doing something dishonest or illegal that helps another person or company 2 when someone who has power or authority uses it in a dishonest or illegal way to get money or an advantage  
**cost** *n.* the amount of money that you need to buy, make or do sth  
**counterfeit**<sup>1</sup> *adj.* made to look exactly like something else, usually illegally  
**counterfeit**<sup>2</sup> *v.* to copy something so that it looks like something else, usually illegally –**counterfeiter** *n.*  
**crash**<sup>1</sup> *n.* 1 a time when many investments lose their value very quickly, usually when investors lose confidence in the market and sell 2 an occasion when a computer or computer software suddenly and unexpectedly stops working or fails to work properly  
**crash**<sup>2</sup> *v.* 1 if stock markets, shares etc crash, they suddenly lose a lot of value 2 if a computer crashes, or if you crash a computer, it suddenly and unexpectedly stops working  
**creatively** *adv.* involving the use of skill and the imagination to produce sth new  
**crisis** *n.* *plural* **crises** 1 a period or moment of great difficulty, danger, or uncertainty, especially in politics or economics 2 a time when a personal problem or situation has reached its worst point  
**culture** *n.* 1 the ideas, beliefs, and customs that are shared and accepted by people in a society 2 the attitudes or beliefs that are shared by a particular group of people or in a particular organization  
**customs** *n.* the government department responsible for collecting the tax on goods that have been brought into the country and making sure that illegal goods are not imported or exported  
**data** *n.* *singular* **datum** facts or information, especially when examined and used to find out things to make decisions  
**deal with** *v.* to solve a problem, to perform a task, etc.  
**deceit** *n.* when someone tries to gain an advantage for themselves by tricking someone, for example by making a false statement  
**deceive** *v.* to make someone believe something that is not true in order to get what you want  
**decentralized organisation** *n.* an organisation in which much authority is delegated to managers who are close to the actual operations  
**decision making** *n.* the process of deciding about sth important, especially in a group of people or in an organization  
**decline** *v.* 1 if an industry or country declines, it becomes less profitable, productive, wealthy etc 2 if sales, output, production etc decline, they become less – **decline** *n.*

**dedication** *n.* the hard work and effort that smb puts into an activity or purpose because they think it is important

**defect** *n.* a fault or the lack of something that means that a product etc is not perfect – **defective** *adj.*, **defectively** *adv.*

**demand** *n.* 1 spending on goods and services by companies and people in a particular economy 2 the total amount of a type of goods or services that people or companies buy in a particular period 3 the total amount of a type of goods or services that people or companies would buy if they were available

**demerge** *v.* if a company or unit demerges from a group, or if it is demerged, it becomes a separate company – **demerger** *n.*

**deregulate** *v.* if a government deregulates a particular business activity, it allows companies to operate more freely so as to increase competition – **deregulation** *n.*

**design** *v.* to decide how sth will look, work, especially drawing plans or making models

**determine** *v.* to make sth happen in a particular way

**devious** *adj.* using dishonest tricks and deceiving people to get what you want – **deviously** *adv.*, **deviousness** *n.*

**differentiation** *n.* when a company shows how its products are different from each other and from competing products, for example in its advertising – **differentiate** *v.*

**disclosure** *n.* 1 the duty of someone in a professional position to inform customers, shareholders etc about facts that will influence their decisions 2 the act of giving information about someone by an organization or person who would normally have to keep that information secret, for example when a bank gives information about a customer's accounts to the police 3 a fact which is made known after being kept secret

**dismissal** *n.* when someone is removed from their job by their employer

**disposal** *n.* 1 the act of getting rid of something 2 an asset that is sold, and the act of selling it

**dispose** *v.* 1 if you dispose of something, you get rid of it 2 formal if a company disposes of a particular asset, activity etc, it sells it

**distribution** *n.* the system of transporting and delivering goods

**distribution channel** also **distribution chain** *n.* the way a product is made available and sold, the organizations involved etc

**diverse** *adj.* very different from each other and of various kinds

**diversify** *v.* 1 if a company or economy diversifies, it increases the range of goods or services it produces 2 to start to put your money into different types of investments in addition to the investments you already have – **diversification** *n.* – **diversity** *n.*

**downmarket** <sup>1</sup> also **downscale** *AmE adj.* involving goods and services that are cheap and perhaps not of very good quality compared to others of the same type, or the people that buy them

**downmarket**<sup>2</sup> also **downscale** *AmE adv.*

**go/move downmarket/downscale** to start buying or selling cheaper goods or services

**dress code** *n.* the way that you are expected to dress in a particular situation, as an employee of a particular company etc

**drive** *n.* 1 someone's energy, motivation, and ability to work hard 2 [*usually singular*] an effort to improve or increase the level of something

**drop**<sup>1</sup> *v.* 1 to fall to a lower level or amount 2 to stop doing or planning something

**drop away/off** *phr. v.* to become lower in level or amount

**drop**<sup>2</sup> *n.* [*usually singular*] if there is a drop in the amount, level, or number of something, it goes down or becomes less

**dumping** *n.* the activity of selling products in an export market cheaper than in the home market, or cheaper than they cost to make, usually in order to increase market share

**durable** *adj.* if something is durable, it lasts a long time – **durability** *n.*

**economies of scale** *n.* [*plural*] the advantages that a bigger factory, shop etc has over a smaller one because it can spread its fixed costs over a larger number of units and thus produce or sell things more cheaply

**economy drive** *n.* a planned effort by an organization to reduce costs

**effect** *n.* a result or consequence of an action

**effectively** *adv.* in a way that produces the intended result or a successful result

**efficiently** *adv.* doing sth well and thoroughly with no waste of time or money

**emergence** *n.* starting to exist

**employ** *v.* 1 to pay someone to do a job 2 formal to use something

**employee** *n.* a person who is paid to work for somebody

**endorse** *v.* if someone, usually famous, endorses a product, they say how good it is in advertisements. People will buy the product because they like or trust the person –

**endorsement** *n.*

**entrepreneur** *n.* an individual who uses personal initiative to organise a new business

**equipment** *n.* the things needed for a particular purpose or activity

**essential** *adj.* extremely important in a particular situation or for a particular activity

**ethical** *adj.* 1 connected with principles of what is right and wrong 2 morally good or correct – **ethically** *adv.*

**ethics** *n.* [*plural*] moral rules or principles of behaviour that should guide members of a profession or organization and make them deal honestly and fairly with each other and with their customers

**etiquette** *n.* the formal rules for polite behaviour

**expand** *v.* 1 to become larger in size, amount, or number, or to make something larger in size, amount, or number 2 if a company expands, it increases its sales, areas of activity etc – **expansion** *n.*

**extent** *n.* how large, important, serious etc. sth is

**extort** *v.* to illegally force someone to give you money by threatening them – **extortion** *n.*

**facet** *n.* a particular part or aspect of sth

**facility**<sup>1</sup> *n.* usually singular a helpful service or feature that a machine or system has

**facility**<sup>2</sup> *n.* *plural* **facilities** 1 a place or large building which is used to make or provide a particular product or service 2 **facilities** [*plural*] special buildings or equipment that have been provided for a particular use, such as sports activities, shopping or travelling

**fake**<sup>1</sup> *adj.* made to look like something valuable or genuine in order to deceive people

**fake**<sup>2</sup> *n.* a copy of an original document, valuable object etc that is intended to deceive people into believing it is the real document, object etc

**fall**<sup>1</sup> *v.* to go down to a lower price, level, amount etc.

**fall**<sup>2</sup> *n.* 1 a reduction in the amount, level, price etc of something 2 when a person or organization loses their position of power or becomes unsuccessful

**fee** *n.* an amount of money paid for a particular piece of work

**fiddle** *n.* *BrE informal* 1 a dishonest way of getting money or not paying money 2 **be on the fiddle** to be getting money dishonestly or illegally

**flaw** *n.* 1 a mistake or weakness in a machine, system etc that prevents it from working correctly 2 a mistake in an argument, plan, or set of ideas

**flexible** *adj.* 1 a person, plan etc that is flexible can change or be changed easily to suit any new situation 2 if arrangements for work are flexible, employers can ask workers to do different jobs, work part-time rather than full-time, give them contracts for short periods etc. Flexible working also includes job-sharing and working from home – **flexibility** *n.*

**flexitime** *BrE* also **flextime** *AmE n.* a system in which people who work in a company do a fixed number of hours each week, but can choose what time they start or finish work within certain limits

**flight of capital** also **capital flight** *n.* when money is moved rapidly out of a country, usually because its economy is doing badly or there is political uncertainty

**fluctuate** *v.* if prices, income, rates etc fluctuate, they change, increasing or falling often or regularly – **fluctuating** *adj.*

**fluctuation** *n.* the movement of prices, income, rates etc as they increase and fall

**focus group** *n.* a group of people brought together to discuss their feelings and opinions about a particular subject. In market research, focus groups discuss their opinions of products, advertisements, companies etc.

**focus** *n.* when a company serves particular groups of customers in a market with particular needs, rather than serving the whole market

**franchise**<sup>1</sup> *n.* 1 an arrangement in which a company gives a business the right to sell its goods or services in return for payment or a share of the profits 2 a particular shop, restaurant etc that is run under a franchise, or a company that owns a number of these

**franchise**<sup>2</sup> *v.* to sell franchises to people – **franchising** *n.*

**franchisee** *n.* someone who is sold a franchise and operates it

**free port** *n.* a port where import duty does not have to be paid on imports that are to be sent to another country to be sold, or used to manufacture goods that will be sold abroad

**functional organization** *n.* an internal business structure in which all managers are assigned the responsibility for all activities and decisions in certain defined functional areas of operation.

**global** *adj.* 1 affecting or involving the whole world 2 including and considering all the parts of a situation together, rather than the individual parts separately – **globally** *adv.*

**global economy** *n.* [singular] the economy of the world seen as a whole

**globalization** also **-isation** *BrE n.* the tendency for the world economy to work as one unit, led by large international companies doing business all over the world

**globalize** also **-ise** *BrE v.* if a company, an industry, or an economy globalizes or is globalized, it no longer depends on conditions in one country, but on conditions in the world as whole

**goal** *n.* an object of effort or ambition

**goodwill payment** *n.* a payment made by a supplier to a customer because of a problem the customer has had, for example with quality or late delivery of goods

**gross domestic product** (GDP) *n.* [singular] the total value of goods and services produced in a country's economy, not including income from abroad

**gross domestic product per capita** *n.* [singular] the total value of goods and services produced in a country divided by the number of people living there

**grow** *v* 1 to increase in amount, size, or degree 2 if you grow a business activity, you make it bigger

**growth** *n.* an increase in size, amount, or degree

**headquarters** *n.* [plural] the head office or main building of an organization – **headquartered** *adj.*

**hierarchy** *n.* a system in an organization in which people are organized into different levels of importance from highest to lowest

**hot-desking** *n.* when people working in an office do not each have their own desk, but work where there is one available

**identify** *v.* who or what smb/sth is

**impose on** *v.* to officially order that something should be forbidden or taxed

**incentive** *n.* something which is used to encourage people, especially to make them work harder, produce more or spend more money

**income statement** *n.* AmE a financial document showing the amount of money earned and spent in a particular period of time by a company. This is usually called the *profit and loss account* in British English

**incremental** *adj.* 1 an incremental process is one where things happens in small steps 2 an incremental amount, sum etc is small when considered by itself

**industrial espionage** *n.* the activity of secretly finding out a company's plans, details of its products etc.

**industry** *n.* a collection of all the businesses that perform similar operations to provide the same kind of goods or services, for example, the steel industry

**infant industry** *n.* an industry in its early stages of development in a particular country. Some people think that infant industries should be helped with government money and protected from international competition by import taxes etc

**infrastructure** *n.* 1 the basic systems and structures that a country needs to make economic activity possible, for example transport, communications, and power supplies 2 the basic systems and equipment needed for an industry or business to operate successfully or for an activity to happen

**innovate** *v.* to design and develop new and better products – **innovator** *n.*

**innovation** *n.* 1 a new idea, method, or invention 2 the introduction of new ideas or methods

**innovative** *adj.* 1 an innovative product, method, process etc is new, different, and better than those that existed before 2 using clever new ideas and methods – **innovatively** *adv.*

**insider trading** *n.* when someone uses knowledge of a particular company, situation etc that is not available to other people in order to buy or sell shares. Insider trading is illegal.

**insurance** *n.* protection of oneself against risk by regularly paying a special company

**integrate** *v.* to combine two or more things so that they work together

**integrity** *n.* 1 the state of being united or kept together as one whole, and therefore strong, unit 2 complete honesty

**intelligence** *v.* the ability to learn, understand and think in a logical way about things; the ability to do this well

**intended** *adj.* that you are trying to achieve

**interact** *v.* to communicate with smb, especially when you work with them

**interest** *n.* 1 an amount paid by a borrower to a lender, for example to a bank by someone borrowing money for a loan, or by a bank to a depositor (=someone keeping money in an account there) 2 the interest rate at which a particular sum of money is borrowed and lent 3 the part of a company that someone owns 4 the possession of rights, especially to land, property etc.

**inventory control** *n.* *AmE* making sure that supplies of raw materials, work in progress, and finished goods are managed correctly. Inventory control is called *stock control* in British English

**inventory** *n.* *plural inventories* *AmE* 1 a supply of raw materials or parts before they are used in production, or a supply of finished goods. Inventories of raw materials or parts are usually called stocks in British English 2 a supply of goods, kept for sale by a shop or other retailer. Inventories of goods are usually called stocks in British English

**ISO 9000** the ISO's quality standard for companies producing goods

**ISO 9001/9002** the ISO's quality standards for companies providing services

**ISO** *n.* 1 the name used internationally for the International Organization for Standardization, whose purpose is to establish international standards for services, goods, and industrial methods

**jingle** *n.* a short song or tune used in advertisements

**joint venture** *n.* a business activity in which two or more companies have invested together

**kickback** *n.* informal a bribe (=money that is paid secretly and dishonestly to obtain someone's help)

**knowledge worker** *n.* someone whose job involves dealing with information, rather than making things

**labor union** *n.* *AmE* an organization representing people working in a particular industry or profession, especially in meetings with their employers. Labor unions are called trade unions in British English

**laissez-faire also laissez-faire** *n.* the idea that governments should do as little to the economy as possible and allow private business to develop without the state controlling or influencing them

**land** *n.* the earth's surface extending downward to the center of the earth and upward to infinity, including those things permanently attached by nature, such as trees and water

**launch**<sup>1</sup> *v.* 1 to show or make a new product available for sale for the first time 2 to start a new company 3 to start a new activity, usually after planning it carefully

**launch**<sup>2</sup> *n.* 1 an occasion at which a new product is shown or made available for sale or use for the first time 2 the start of a new activity or plan

**leadership** *n.* 1 the position or function of a leader 2 the period during which a person occupies the position of leader during her leadership very little was achieved 3 the ability to lead 4 the leaders as a group of a party, union, etc.

**lease** *n.* a legal agreement by which money is paid in order to use land, a building, etc for an agreed period of time

**lessee** *n.* someone who is legally allowed to use a house, building, land for a fixed period of time in return for payment to the owner

**lessor** *n.* someone who allows someone else to use their house, building, land for a period of time for payment

**letter of credit (l/c)** *n. plural letters of credit* in foreign trade, a written promise by an importer's bank to pay the exporter's bank on a particular date or after a particular event, for example when the goods are sent by the exporter

**level<sup>1</sup>** *n.* 1 the measured amount of something that exists at a particular time or in a particular place 2 all the people or jobs within an organization, industry etc that have similar importance and responsibility

**level<sup>2</sup>** *v.*

**level off/out** *phr. v.* to stop climbing or growing and become steady or continue at a fixed level

**liability** *n.* 1 [*singular*] an amount of money owed by a business to a supplier, lender, or other creditor 2 **liabilities** [*plural*] the amounts of money owed by a business considered together, as shown in its balance sheet 3 a person's or organization's responsibility for loss, damage, or injury caused to others or their property, or for payment of debts

**liberalize** also **-ise** *BrE v.* to make a system, laws, or moral attitudes less strict – **liberalization** *n.*

**limited company** also **limited liability company** *n.* a company where individual shareholders lose only the cost of their shares if the company goes bankrupt, and not other property they own

**line organization** *n.* an internal business structure in which every employee is a member of a direct chain of command from the top executives down through the levels of management

**line-and-staff organization** *n.* an internal business structure in which the staff specialists perform technical services and provide expert guidance to line managers

**listing agreement** *n.* a contract of employment that establishes the rights of the broker as an agent of a principal

**logo** *n. plural logos* a design or way of writing its name that a company or organization uses as its official sign on its products, advertising etc

**loophole** *n.* a small mistake in a law that makes it possible to do something the law is supposed to prevent you from doing, or to avoid doing something that the law is supposed to make you do

**lose** *v.* 1 to stop having something any more, or to have less of it 2 to have less money than you had before or to spend more money than you are receiving 3 to fall to a lower figure or price

**lose something (to smb/sth)** to have something such as a contract or customers taken away by someone or something

**lose ground** to become less in value or to lose an advantage

**loss** *n.* 1 the fact of no longer having something that you used to have 2 when a business or part of a business spends more money in costs than it gets in sales in a particular period, or loses money on a particular deal, problem etc

**loyal** *adj.* if customers are loyal to a particular product, they continue to buy it and do not change to other products – **loyalty** *n.*

**manage** *v.* to keep smb/sth under control

**management** *n.* the act of conducting, skilful employment of a business

**managerial** *adj.* connected with the work of a manager

**margin** also **profit margin** *n.* the difference between the price of a product or service and the cost of producing it, or between the cost of producing all of a company's products or services and the total sum they are sold for

**market challenger** *n.* an organization or product that may take the place of the organization or product that has the highest sales in its market or industry

**market leader** *n.* an organization or product that has the highest sales, or one of the highest sales, in its market or industry

**market nicher** *n.* a product or service sold in a niche market (=a market for a product or service, perhaps an expensive or unusual one, that does not have many buyers) or the company that sells it

**marketing mix** *n.* [usually singular] the combination of marketing actions often referred to as product, price, place, and promotion: selling the right product, through appropriate distribution channels, at the right price in relation to other products and for the profitability of the company, with the correct support in terms of advertising, sales force etc.

**matrix organization** *n.* an internal business structure which allows a project manager to exercise temporary authority over a number of specialists who also must report to different line managers for supervision in their specialties

**merchandise** *n.* goods that are produced in order to be sold, especially goods that are sold in a store

**merge** *v.* if two or more companies, organizations etc merge, or if they are merged, they join together

**merger** *n.* an occasion when two or more companies, organizations etc join together to form a larger company etc.

**middleman** *n.* plural **middlemen** a person, business, organization etc that buys things in order to sell them to someone else, or that helps to arrange business deals for other people

**mission** *n.* a specific task or duty assigned to a person or group of people

**mission statement** *n.* a short written statement made by an organization, intended to communicate its aims to customers, employees, shareholders etc.

**model** *n.* 1 a particular type or design of a vehicle or machine 2 a simple description or structure that is used to help people understand similar systems or structures 3 the way in which something is done by a particular country, person etc that can be copied by others who want similar results

**monitor sth** *v.* to carefully watch or measure something to see how it changes over a period of time

**morale** *n.* the level of confidence and positive feelings among a group of people who work together

**motivate** *v.* 1 to encourage someone and make them want to achieve something and be willing to work hard in order to do it 2 to provide the reason why someone does something – **motivating** *adj.*

**motivated** *adj.* very keen to do something or achieve something, especially because you find it interesting or exciting

**motivation** *n.* 1 eagerness and willingness to do something without needing to be told or forced to do it 2 the reason why you want to do something

**motivator = incentive** *n.* smth which is used to encourage people, esp. to make them work harder

**multiple** *adj.* many in number, involving many different people or things

**nepotism** *n.* the practice of giving jobs to members of your family when you are in a position of power

**niche market** *n.* a market for a product or service, perhaps an expensive or unusual one that does not have many buyers but that may be profitable for companies who sell it



**objective** *n.* sth that you are trying to achieve  
**open-plan office** *n.* open-plan offices do not have walls dividing them into separate rooms  
**operate** *v.* work, act, be in action  
**operating** *n.* carrying on a business  
**optimize** also **-ise** *BrE v.* to make the best possible use of something or to do something in the best possible way  
**organization** also **-sation** *BrE n.* all the people, their roles, and relationships, that make up the human resources of an enterprise  
**organize** *v.* put into working order, arrange the separate parts so they could work together  
**organizing** *n.* the deployment of organizational resources to achieve strategic objectives.  
**overdraft** *n.* an arrangement with your bank that allows you to spend more money than you have in your account  
**overtime** *n.* 1 time that you spend working in your job in addition to your normal working hours 2 time that a factory, office etc is operating in addition to its normal hours 3 the money that you are paid for working more hours than usual  
**ownership** *n.* legal right of possession  
**participative management** *n.* a highly motivating style of management which stresses the active participation of employees in the management process  
**partner** *n.* 1 a company that works with another company in a particular activity, or invests in the same activity someone who starts a new business with someone else by investing in it rank in a company or organization 2 a member of certain types of business or professional groups, for example partnerships of lawyers, architects etc 3 **also economic partner** a country that invests in another or is invested in by another, or that trades with another 4 **also trade partner, trading partner** one country that trades with another  
**partnership** *n.* 1 a relationship between two people, organizations, or countries that work together 2 the situation of working together in business 3 a business organization made up of a group of accountants, lawyers etc who work together, or of a group of investors  
**party** *n.* one of the people or groups of people involved in an official arrangement  
**patent**<sup>1</sup> *n.* an legal document giving a person or company the right to make or sell a new invention, product, or method of doing something and stating that no other person or company is allowed to do this  
**patent**<sup>2</sup> *v.* to obtain a patent, protecting the rights to make or sell a new invention, product, or method of doing something patented *adj* [only before a noun]  
**peak**<sup>1</sup> *n.* the time when prices, shares etc have reached their highest point or level  
**peak**<sup>2</sup> *adj.* 1 **peak level/price/rate etc** the highest level, etc something reaches 2 **peak time/period/hours/season** the time etc when the greatest number of people are doing the same thing, using the same service etc.  
**peak**<sup>3</sup> *v.* to reach the highest point or level  
**penny-pinching** *adj.* not liking to spend money  
**perform** *v.* to do sth, such as a piece of work, task or duty  
**persistence** *n.* determined to do sth despite difficulty, especially when other people are against you are being annoying or unreasonable  
**perspective** *n.* 1 a way of regarding situations, facts, etc., and judging their relative importance 2 the proper or accurate point of view or the ability to see it; objectivity  
**pioneer** *n.* the first person or organization to do something that other people and organizations will later develop or continue to do – **pioneer** *v.*, **pioneering** *adj.*

**plan** *n.* a drawing or representation of anything, a method, considered beforehand, for carrying out a piece of work

**planning** *n.* making of plans, laying down of economic goals

**plummet** *v.* to suddenly and quickly go down in value or amount – **plummet** *n.*

**point-of-sale advertising** *n.* advertising for a product in places where it is sold

**possess** *v.* to have or own sth

**possession** *n.* the act of having and controlling property

**prime time** *n.* the time in the evening when most people are watching television, and the cost of advertising is at its most expensive

**principal** *n.* the person who employs the broker

**process** *n.* in business, the transformation of some sort of resource into an end product, thereby increasing the value of the original material

**product portfolio** *n.* all of a company's products considered as a group

**production** *n.* the manufacture of physical materials or goods

**productivity** *n.* the amount of goods or services produced from a given amount of resources

**proficiency** *n.* the ability to do sth well because of training and practice

**profit** *n.* the amount of money left from income made by selling goods and services after all the costs of producing the goods and services have been paid for

**promotion** *n.* 1 a move to a more important job or rank in a company or organisation – 2 **also sales promotion** an activity such as special advertisements or free gifts intended to sell a product or service

**property management** *n.* management of real estate for another person for compensation; duties include collecting rents, maintaining the property, and keeping up all accounting

**property** *n.* something or a number of things owned by someone, esp. buildings and land

**protectionism** *n.* the idea that a government should try to help an industry in its country by taxing foreign goods that compete with it, limiting the number that can be imported etc., and the actions that it takes to do this – **protectionist** *adj.*, **protectionist** *n.*

**prototype** *n.* the first form that a new design of a car, machine etc has

**public limited company (PLC)** *n.* a limited company whose shares are freely sold and traded, in Britain public limited companies have the letters PLC after their name

**purpose** *n.* the thing that sth is supposed to achieve

**qualification** *n.* 1 [usually plural] an examination that you have passed at school, university, or in your profession 2 a skill, personal quality, or type of experience that makes you suitable for a particular job

**quality circle** *n.* a small group of employees who meet regularly to discuss ways to improve working methods and to solve problems

**quantitative** *adj.* connected with an amount or a number

**quota** *n.* an official limit on the number or amount of something that is allowed in a particular period

**R and D** *n.* research and development; the part of a business concerned with studying new ideas and developing new products

**rational** *adj.* based on reason rather than emotions

**rationalize** also **-ise** BrE *v.* to make a business or organization more effective by getting rid of unnecessary staff, equipment etc., or reorganizing its structure – **rationalization** *n.*

**real estate**<sup>1</sup> *n.* *AmE* land or buildings and the business of buying and selling them  
**real estate**<sup>2</sup> *n.* the earth's surface extending downward to the center of the earth and upward into space, including all things permanently attached to it by nature or by people  
**real property** *n.* the earth's surface extending downward to the center of the earth and upward into space, including all things permanently attached to it by nature or man, as well as the interests, benefits, and rights inherent in its ownership  
**recall** *v.* 1 if a company recalls one of its products, it asks customers to return it because there may be something wrong with it – **recall** *n.* 2 to remember something that you have seen or heard, such as an advertisement – **recall** *n.*  
**receipt** *n.* 1 the act of receiving something 2 a document given by someone, showing that they have received money, goods, or services 3 **receipts** [*plural*] money that has been received  
**recession** *n.* a period of time when an economy or industry is doing badly, and business activity and employment decrease. Many economists consider that there is a recession when industrial production falls for six months in a row  
**recover** *v.* 1 to increase or improve after falling in value or getting worse 2 to get back money that you have spent or lost 3 to get back something that was stolen, lost, or almost destroyed  
**recovery** *n.* *plural recoveries* 1 when prices increase, or when the economy grows again after a period of difficulty 2 the act of getting something back, such as money that you are owed  
**recruit**<sup>1</sup> *v.* to find new people to work for an organization, do a job etc  
**recruit**<sup>2</sup> *n.* someone who has recently joined a company or organization  
**recruitment** *n.* 1 the process or the business of recruiting new people 2 an occasion when someone is recruited  
**redundancy** *n.* *plural redundancies especially BrE* 1 when someone loses their job in a company because the job is no longer needed 2 [*usually plural*] a person who has lost their job in a company because the job is no longer needed  
**redundant** *adj. especially BrE* if you are redundant or made redundant, your employer no longer has a job for you  
**reference** *n.* 1 a letter written by someone who knows you well, usually to a new employer, giving information about your character, abilities, or qualifications 2 a person who provides information about your character, abilities, or qualifications when you are trying to get a job  
**reliable** *adj.* someone or something that is reliable can be trusted or depended on – **reliability** *n.*  
**relocate** *v.* if a company or workers relocate or are relocated, they move to a different place – **relocation** *n.*  
**rent** *n.* a fixed amount of money paid or received regularly for the use of a room, house, etc. that is owned by someone else  
**require** *v.* to need sth; to depend on smb/sth  
**resign** *v.* to officially leave a job, position etc usually through your own choice, rather than being told to leave – **resignation** *n.*  
**resource** *n.* 1 [*usually plural*] also **natural resource** something such as oil, land, or natural energy that exists in a country and can be used to increase its wealth 2 **resources** [*plural*] all the money, property, skill, labour etc that a company has available  
**restriction** *n.* an official rule that limits or controls what people can do or what is allowed to happen

**retail outlet** *n.* a shop through which products are sold to the public

**retailer** *n.* 1 a business that sells goods to members of the public, rather than to shops etc. 2 someone who owns or runs a shop selling goods to members of the public

**rise**<sup>1</sup> *v.* to increase in number, amount, or value

**rise**<sup>2</sup> *n.* 1 an increase in number, amount, or value 2 *BrE* an increase in salary or wages. A rise is called a *raise* in American English 3 [*singular*] the process of becoming more important, successful, or powerful

**rocket** also **rocket up** *v.* if a price or amount rockets or rockets up, it increases quickly and suddenly

**sample**<sup>1</sup> *n.* 1 a group of people who have been chosen to give opinions or information about something 2 a small amount of a product that people can try in order to find out what it is like

**sample**<sup>2</sup> *v.* 1 to ask questions to a group of people chosen from a larger group, in order to get information or opinions from them, so as to better understand the larger group 2 to try a small amount of a product in order to find out what it is like

**scarce** *adj.* not enough of smth available

**scenario** *n.* 1 a summary of the plot of a play, etc., including information about its characters, scenes, etc 2 a predicted sequence of events

**security** *n.* *plural securities* 1 actions to keep someone or something safe from being damaged, stolen etc. 2 a feeling of being safe and free from worry about what might happen 3 property or other assets that you promise to give someone if you cannot pay back the money that you owe them 4 a financial investment such as a bond or share, or the related certificate showing who owns it

**segment**<sup>1</sup> *n.* 1 a part of the economy of a country or a company's work 2 also **market segment** a group of customers that share similar characteristics, such as age, income, interests, social class etc 3 also **market segment** the products in a particular part of the market

**segment**<sup>2</sup> *v.* to divide a large group of people into smaller groups of people of a similar age or with similar incomes, interests etc. Companies segment markets so as to be able to sell to each group the products that are most suitable for it – **segmentation** *n.*

**sell-off** *n.* when a business, company etc., or part of one, is sold to another company

**set up** *v.* to start a company or organization [= establish]

**share capital** *n.* capital in the form of shares, rather than in the form of loans

**share** *n.* one of the parts into which ownership of a company is divided

**shareholder** *n.* someone who owns shares in a company

**skill** *n.* an ability to do something well, especially because you have learned and practised it

**skilled** *adj.* having enough ability, experience or knowledge to be able to do sth well

**sleaze** *n.* immoral behaviour, especially involving money or sex – **sleazy** *adj.*

**sleeping partner** *n.* a partner who invests in a business but does not take an active part in managing it

**slot** *n.* a particular time when a television programme or advertisement is shown

**slush fund** *n.* [*usually singular*] an amount of money collected for illegal purposes, especially by a politician

**sole trader** *n.* a legal form of company in some countries for someone who has their own business, with no other shareholders

**specialty** *n.* an area of work that somebody gives most of their attention and knows a lot about

**speculate** *v.* 1 to buy goods, shares, property etc. in the hope that their value will increase so that you can sell them at a higher price and make a profit, often quickly 2 to think or talk about the possible causes or effects of something without knowing all the facts or details

**speculation** *n.*

**speculative** *adj.* 1 bought or done in the hope of making a profit 2 based on guessing, not on information or facts

**stabilize** also **-ise** *BrE v.* to become firm, steady, or unchanging, or to make something do this

**stake** *n.* [usually singular] money risked or invested in a business

**stand** *v.*

**stand at** *phr. v.* to be at a particular level or amount

**start-up** *n.* a new company

**statement** *n.* sth that you write or say that gives information or an opinion

**stock** *n.* 1 especially *AmE* one of the shares into which ownership of a company is divided, or these shares considered together 2 also **stocks** a supply of a commodity (=oil, metal, farm product etc) that has been produced and is kept to be used when needed 3 especially *BrE* a supply of raw materials or parts before they are used in production, or a supply of finished goods. Stocks of raw materials or parts are usually called *inventories* in American English 4 a supply of goods, kept for sale by a shop or other retailer. Stocks of goods are usually called *inventories* in American English

**straight** *adj.*

**be/play straight with smb** to be honest and truthful with someone

**strategic** *adj.* done as part of a plan to gain an advantage or achieve a particular purpose –

**strategically** *adv.*

**strategy** *n.* plural **strategies** 1 a plan or series of plans for achieving an aim, especially relating to the best way for an organization to develop 2 the process of skilful planning in general

**stress** *n.* continuous feelings of worry about your work or personal life, that prevent you from relaxing – **stressful** *adj.*

**stressed** also **stressed out** *adj.* if someone is stressed or stressed out. They are so worried and tired that they cannot relax

**subliminal advertising** *n.* when images appear very quickly during a television or cinema advertisement with effects that people are not conscious of

**subordinate** *n.* your subordinate is a person who has a less important position than you in an organisation

**subsidiary** also **subsidiary company** *n.* plural **subsidiaries** a company that is at least half-owned by another company

**subsidize** also **-ise** *BrE v.* if a government or organization subsidizes a company, activity etc, it pays part of the cost – **subsidized** *adj.*

**subsidy** *n.* plural **subsidies** money that is paid by a government or organization to make something cheaper to buy, use, or produce

**superior** *n.* a person who is higher in rank or social position than others

**supervision** *n.* being in charge of sth and make sure that everything is done correctly, safely, etc.

**supervisor** *n.* a person who supervises sth or smb  
**supplies** *n.* the things such as food, medicines, fuel, etc. that are needed by a group of people  
**sweetener** *n.* 1 something used to make an offer, suggestion etc more attractive 2 a bribe (=illegal or unfair payment made to someone to persuade them to do something)  
**swindle** *v.* to get money from someone dishonestly by deceiving them – **swindle** *n.*, **swindler** *n.*  
**switch tasks** *v.* to change tasks  
**tactic** *n.* [usually plural] a method that you use to achieve something  
**tactical** *adj.* done in order to achieve what you want at a later time, especially in a large plan  
**tailor** *v.* to make something or put something together so that it is exactly right for someone's needs – **tailored** *adj.*  
**take over** *phr. v.* 1 to take control of something 2 to take control of a company by buying more than half of its shares  
**takeover** *n.* the act of getting control of a company by buying more than half of its shares  
**takeover target** *n.* a company that may be bought or that is being bought by another company  
**target**<sup>1</sup> *n.* 1 an organization, industry, country etc that is deliberately chosen to have something done to it 2 a result such as a total, an amount, or a time which you aim to achieve  
**target**<sup>2</sup> *v.* 1 to make something have an effect on a particular limited group or area 2 to choose someone or something as your target – **targeted** *adj.*  
**tariff** *n.* [usually plural] a tax on goods coming into a country or going out of it  
**technique** *n.* 1 a practical method, skill, or art applied to a particular task 2 proficiency in a practical or mechanical skill 3 special facility; knack  
**tenant** *n.* a person who pays rent for the use of land or a building  
**total quality management (TQM)** *n.* the management of systems in a company in order to make sure that each department is working in the most effective way and to improve the quality of the goods the company produces  
**track record** *n.* [usually singular] all the things that a person or organization has done in the past, which shows how good they are at doing their job, dealing with problems etc  
**trade union** also **trades union** *n.* *BrE* an organization representing people working in a particular industry or profession, especially in meetings with their employers. Trade unions are called *labor unions* in American English – **trade unionist** *n.*  
**transaction** *n.* 1 a business deal, especially one involving the exchange of money 2 the act of paying or receiving money  
**transition** *n.* formal the act or process of changing from one state or form to another  
**trend** *n.* the general way in which a particular situation is changing or developing  
**trial** *n.* 1 a legal process in which a court of law examines a case to decide whether someone is guilty of a crime 2 [usually plural] a process of testing a product to see whether it is safe, effective etc – **trial** *v.*, **trailing** *n.*  
**triple**<sup>1</sup> *adj* [only before a noun] having three parts or members  
**triple**<sup>2</sup> *v.* to become three times as much or as many, or to make something do this  
**turnaround** also **turnround** *BrE n.* [usually singular] 1 the time between receiving an order for goods, dealing with it, and sending the goods to the customer 2 a complete change from a bad situation to a good one 3 a complete change in someone's opinion or ideas

**turnover** *n.* [singular] 1 *BrE* the amount of business done in a particular period, measured by the amount of money obtained from customers for goods or services that have been sold 2 the rate at which workers leave an organization and are replaced by others 3 the rate at which goods are sold

**unique selling proposition** also **unique selling point (USP)** *n.* [usually singular] the thing that makes a particular product different from all other similar products

**unscrupulous** *adj.* behaving in an unfair or dishonest way – **unscrupulously** *adv.*, **unscrupulousness** *n.*

**upgrade**<sup>1</sup> *v.* 1 to make a computer, machine etc better and able to do more things 2 to buy a new computer, machine etc that is better and able to do more things than your old one 3 to get a better seat on a plane, a better rented car etc than the one you paid for, or give someone a better seat etc than the one they paid for

**upgrade**<sup>2</sup> *n.* 1 the act of improving a product or service, or one that has been improved 2 new computer software that replaces previous software of the same type 3 an occasion when someone is given a better seat on a plane, a better rented car etc, than the one they paid for

**upmarket**<sup>1</sup> also **upscale** *AmE adj.* involving goods and services that are expensive when compared to others of the same type, or the people that buy them

**upmarket**<sup>2</sup> also **upscale** *AmE adv.*

**go/move upmarket/upscale** to start buying or selling more expensive goods or services

**venture** *n.* a new activity that involves taking risks, especially in business

**volume** *n.* 1 the amount of space that a substance or object contains or fills 2 the total amount of something

**warranty** *n.* plural **warranties** a written promise that a company gives to a customer, stating that it will repair or replace a product they have bought if it breaks during a certain period of time. Warranty is another word for *guarantee*

**welfare** *n.* help that is given by government to people with social or financial problems because they are unemployed, ill etc.

**whistleblower** *n.* someone working for an organization who tells the authorities that people in the organization are doing something illegal, dishonest, or wrong

**wholesaler** *n.* a person or company that sells goods in large quantities to other businesses, who may then sell them to the general public

**withdraw** *v.* 1 to take money out of a bank account 2 to remove something or take it back, often because of an official decision 3 if a company withdraws a product or service, it stops making it available, either for a period or permanently

**withdrawal** *n.* 1 the act of taking money out of a bank account, or the amount you take out 2 the removal or stopping of something such as support, an offer, or a service 3 also **product**

**withdrawal** the act of no longer making a product available, either for a period or permanently 4 the act of no longer taking part in an activity or being a member of an organization

**workforce** *n.* all the people who work in a particular country, area, industry, company, or place of work

**yield** *v.* to produce something, especially a profit or a result

**zero defects** *n.* [plural] the aim of having no faults at all in products that are produced

## Vocabulary

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**accept** *v.* – 1) принимать; 2) признавать

**accept mutual responsibility** – принимать совместную ответственность

**access** *n.* – доступ

**accessible** *adj.* – доступный

**accuracy** *n.* – 1) точность, правильность; 2) тщательность; 3) показатель достоверности

**achieve** *v.* – добиваться, достигать

**achievement** *n.* – достижение

**acknowledge** *v.* – признавать

**adapt** *v.* – приспособлять

**adhere** *v.* – твердо держаться, придерживаться чего-л.

**administration** *n.* – 1) управление; 2) исполнение

**affect**, *v.* – воздействовать, задевать, затрагивать, поражать

**affix** *v.* – прибавлять, присоединять

**agreed-upon** *adj.* – согласованный

**allocate** *v.* – назначать, распределять

**alter** *v.* – изменять(ся)

**apparent** *adj.* – очевидный, явный

**appliances** *n.* – электроприборы

**appreciate** *v.* – оценивать

**appreciative** *adj.* – хорошо разбирающийся, восприимчивый

**appropriate** *adj.* – подходящий

**articulate** *v.* – ясно выражать, излагать

**artificial** *adj.* – искусственный

**aspire** *v.* – стремиться

**assess** *v.* – 1) оценивать, давать оценку; 2) определять сумму налога, штрафа, ущерба

3) облагать налогом; штрафовать

**asset** *n.* – 1) имущество; 2) ценное качество

**assets** *n.* – активы, средства, фонды

**assign** *v.* – назначать, определять, поручать

**assume** *v.* – принимать на себя

**attach** *v.* – присоединять(ся)

**attachment** *n.* – приспособление

**audit** *v.* – проверять отчётность, ревизовать



**authority** *n.* – власть, полномочие  
**autocratic** *adj.* – автократический  
**available** *adj.* – доступный, имеющийся в распоряжении  
**back up** *v.* – поддерживать (морально), помогать  
**balance** *n.* – баланс, сальдо  
**balance sheets** – балансовый отчет  
**behavioral (human relations) school** *n.* – поведенческая школа  
**benchmark** *n.* – эталон, стандарт для сопоставлений  
**benchmarking** *n.* – бенчмаркинг, перенятие опыта (процесс поиска новых и более совершенных приемов работы, осуществляемый путем сравнения собственных приемов с наилучшими из тех, которые используют другие)  
**benefit** *n.* – выгода, польза, прибыль  
**benefit** *v.* – 1) приносить пользу; 2) извлекать пользу  
**bribe** *n.* – взятка, подкуп  
**bribery** *n.* – взяточничество  
**brokerage** *n.* – брокерское дело, маклерство  
**build rapport** *v.* – установить контакт  
**bundle of legal rights** *n.* – ряд юридических прав  
**capacity** *n.* – способность  
**catер** *v.* – поставлять провизию, обслуживать посетителя  
**cause sth** *v.* – послужить причиной, поводом (для чего-л.)  
**challenge** *n.* – сложная задача, проблема  
**charge sth** *v.* – назначать, запрашивать цену  
**clarify** *v.* – 1) делаться прозрачным, ясным; 2) вносить ясность  
**classical school of management** *n.* – классическая школа менеджмента  
**code** *n.* – зд. систематизированный сборник правил, инструкций  
**code of good practice** – кодекс добросовестной практики  
**codify** *v.* – составлять кодекс, кодифицировать  
**collect rents** *v.* – собирать арендную плату  
**communication** *n.* – 1) коммуникация, средство общения; 2) общение  
**competition** *n.* – конкуренция  
**complete the contract** *v.* – выполнять договор  
**complexity** *n.* – сложность, запутанность  
**compliance** *n.* – согласие; соответствие  
**concern** *n.* – 1) отношение, касательство; 2) фирма, предприятие, концерн; 3) участие, интерес, забота, беспокойство; 4) важность; значение  
**concession** *n.* – уступка  
**concurrent** *adj.* – 1) совпадающий; 2) действующий совместно или одновременно  
**condominium** *n.* – кондоминиум  
**conduct** *n.* – поведение  
**conduct/carry out the research** *v.* – проводить исследования

**consider sth** *v.* – обдумывать, продумывать  
**consideration** *n.* – размышление, рассмотрение  
**consistent** *adj.* – 1) последовательный; 2) стойкий; 3) совместимый; согласующийся  
**contingency (situational) approach** *n.* – ситуационный подход  
**contingent on** *adj.* – зависящий от обстоятельств  
**controlling** *n.* – контролирование  
**coordinating** *n.* – 1) координирование; 2) согласование  
**corporate** *adj.* – корпоративный (относящийся к корпорации)  
**corporate social responsibility** *n.* – корпоративная социальная ответственность, ответственность бизнеса перед обществом  
**corrective** *adj.* – исправительный, корректирующий  
**corrective action** – корректирующее действие; внесение исправлений  
**currently** *adv.* – теперь, в настоящее время  
**data** *n.* (pl; datum – *s*) – данные, факты, сведения; информация  
**objective and subjective data** – объективная и субъективная информация  
**deal with** *v.* – иметь дело с  
**decision-making** *n.* – принятие решения  
**decisive** *adj.* – решительный  
**demanding** *adj.* – требовательный  
**deployment** *n.* – развёртывание  
**determination** *n.* – стремление  
**determine** *v.* – определять, решать  
**determined** *adj.* – непреклонный  
**dilemma** *n.* – дилемма; затруднительное положение  
**directing** *n.* – 1) управление; 2) предписание  
**disclosure** *n.* – раскрытие; выдача (сведений); сообщение, разглашение  
**discretionary** *adj.* – предоставленный на (собственное) усмотрение, дискреционный, используемый по собственному усмотрению  
**dispose of sth** *v.* – отделаться, избавиться  
**divert** *v.* – 1) отклонять, отвлекать; 2) переводить по другим каналам  
**effective** *adj.* – действительный, эффективный, полезный, действенный, имеющий силу, действующий  
**embed** *v.* – вмуровать, встраивать  
**empathetic** *adj.* – сопереживающий; чуткий  
**emphasize** *v.* – придавать особое значение; подчёркивать, акцентировать  
**employ a strategy** *v.* – применять, использовать  
**enable** *v.* – давать возможность или право  
**encourage** *v.* – поощрять  
**engage in** *v.* – вовлекать  
**environment** *n.* – 1) окружение; 2) окружающая обстановка, среда  
**equity** *n.* – справедливость; беспристрастность, объективность, непредвзятость

**erect** *v.* – сооружать  
**erupt** *v.* – 1) извергаться; 2) прорываться  
**estate** *n.* – 1) имущество, собственность; 2) имущественный интерес в недвижимости  
**estate agent** – агент по продаже недвижимости  
**estimate** *v.* – оценивать  
**evaluate** *v.* – оценивать, определять качество  
**excellence** *n.* – 1) непревзойдённое мастерство, умение, искусство, совершенство; 2) преимущество, превосходство; отличное качество  
**exercise** *v.* – выполнять, использовать, осуществлять  
**exert** *v.* – 1) оказывать (давление); 2) влиять  
**experience** *n.* – опыт  
**facilitate** *v.* – содействовать  
**failure** *n.* – неудавшееся дело, неудача  
**feedback** *n.* – обратная связь  
**feedforward** *n.* – прямая связь  
**fit the circumstances** *v.* – соответствовать условиям  
**fixture** *n.* – движимое имущество, соединённое с недвижимым  
**flexibility** *n.* – 1) гибкость; 2) податливость, уступчивость; 3) маневренность, приспособляемость  
**floor** *n.* – цех (завода)  
**flow** *n.* – 1) течение, поток, струя; 2) *v.* – течь, литься, струиться  
**follow-up** *adj.* – последующий, дополнительный  
**force** *v.* – заставлять, принуждать  
**foretell** *v.* – предсказывать, прогнозировать  
**goal** *n.* – цель, задача  
**guidance** *n.* – руководство  
**handle (the duties)** *v.* – выполнять обязанности  
**heating system** *n.* – система отопления  
**hierarchy** *n.* – иерархия  
**hire** *n.* – 1) наём, прокат; 2) *v.* – нанимать  
**hourly employees** *n.* – служащие-почасовики  
**impact (on)** *n.* – сильное воздействие  
**impartiality** *n.* – беспристрастие, беспристрастность, объективность, справедливость  
**implement** *v.* – выполнять, осуществлять, приводить в исполнение  
**improve cash generation** *v.* – повысить прибыльность  
**improve productivity** *v.* – повышать производительность  
**improvements** *n.* – благоустройство  
**incentive** *n.* – 1) пробуждение, стимул; 2) побудительный  
**increasingly** *adv.* – **все больше и больше**  
**influence (on)** *n.* – влияние

**influence smth** *v.* – оказывать влияние  
**inherent to** *adj.* – неотъемлемый, присущий  
**initiative** *n.* – инициатива  
**innovation** *n.* – 1) новшество, рационализаторское предложение; 2) новаторство  
**input** *n.* – 1) вводимый (потребляемый) ресурс (фактор производства); 2) затраты на производство, производственные затраты; расход  
**input quality** – входное качество  
**inquiry** *n.* – исследование, изучение  
**insight** *n.* – 1) проницательность; 2) интуиция  
**inspiring** *adj.* – вдохновляющий  
**integrity** *n.* – 1) прямота, честность, чистота; 2) целостность  
**interact** *v.* – **взаимодействовать, влиять друг на друга**  
**interfere in** *v.* – вмешиваться  
**intervene** *v.* – вмешиваться, являться помехой  
**issue** *n.* – проблема, сложный вопрос  
**jeopardy** *n.* – 1) опасность, риск; 2) риск уголовной ответственности  
**justify** *v.* – 1) оправдывать, извинять; 2) подтверждать  
**key** *adj.* – основной, ведущий; ключевой  
**key management** – ключевой (ведущий, основной) управленческий персонал  
**kickback** *n.* – взятка; “откат” (возвращение части полученной суммы денег, обычно в результате принуждения или в качестве взятки)  
**kill the deal** *v.* – губить сделку  
**landscaping** *n.* – ландшафтная архитектура  
**launch sth** *v.* – начинать; выпускать на рынок (товар)  
**layout** *n.* – расположение, планировка  
**leadership** *n.* – 1) руководство; 2) лидерство  
**legal** *adj.* – 1) законный, правовой; 2) судебный; 3) юридический  
**legal framework** – 1) структура права; 2) правовая структура, система (государства, общества); 3) правовые рамки, пределы  
**liability** *n.* – ответственность, обязательство  
**licensed** *adj.* – имеющий лицензию  
**list price** *n.* – цена в каталоге  
**loophole** *n.* – лазейка; увёртка  
**lot** *n.* – участок земли  
**maintain** *v.* – поддерживать, сохранять  
**manage** *v.* – управлять, руководить  
**management** *n.* – 1) руководство, администрация; 2) управление  
**manager** *n.* – 1) управляющий; 2) менеджер  
**mandate** *v.* – предоставлять мандат, давать полномочия  
**manual** *n.* – руководство, справочник, учебник

**margin** *n.* – маржа, рентабельность (отношение прибыли фирмы к выручке от продаж, выраженное в процентах)  
**profit margin** – рентабельность продаж, маржа прибыли  
**marginal** *adj.* – 1) предельный; имеющий решающее значение; маргинальный; 2) малодоходный, почти убыточный, минимально эффективный; 3) незначительный, небольшой; 4) критический  
**marginal tax rate** – предельная ставка налога (максимальная налоговая ставка на дополнительную единицу дохода)  
**maturity** *n.* – зрелость  
**measure** *v.* – 1) измерять, измеряться, мерить; 2) соразмерять; 3) достигать уровня; 4) оценивать, определять  
**meet (the objectives)** *v.* – удовлетворять, соответствовать  
**merchandise** *n.* – товар, товары  
**modify** *v.* – видоизменять  
**monitor sth** *v.* – отслеживать, контролировать  
**moral** *adj.* – 1) моральный; 2) духовный  
**moral agent** – агент по вопросам нравственности  
**morale** *n.* – моральный дух  
**morals** *n.* (pl) – нравы; нравственность; моральные устои  
**motivation** *n.* – мотивация  
**natural** *adj.* – естественный, природный  
**negotiable** *adj.* – могущий быть переуступленным  
**negotiate** *v.* – вести переговоры  
**negotiator** *n.* – сторона в переговорах  
**nepotism** *n.* – nepotизм, семейственность, кумовство (назначение или продвижение по службе на основе родственных связей; напр., предоставление родственникам приоритета при распределении должностей, несмотря на то, что другие кандидаты обладают более высокой квалификацией)  
**obey** *v.* – подчиняться  
**objective** *n.* – задача, задание; цель  
**on behalf of** – от имени  
**ongoing** *adj.* – 1) происходящий в настоящее время; 2) продолжающийся, непрерывный, постоянный  
**open house** *n.* – “день открытых дверей”  
**operating plan** *n.* – производственный план  
**operations research** *n.* – исследование операций  
**orderly** *adj.* – упорядоченный  
**organizing** *n.* – организация; налаживание  
**outsourcing** *n.* – аутсорсинг, подряд, привлечение внешних ресурсов (подрядчиков), внешнее производство (исполнение)  
**oversell** *v.* – переоценивать

**parcel** *n.* – участок земли  
**participative** *adj.* – демократический  
**passionate** *adj.* – пылкий  
**performance** *n.* – 1) выполнение, исполнение, совершение; 2) интенсивность труда  
    **actual performance** – действительный показатель  
**pest inspection** *n.* – проверка на наличие вредителей  
**plan** *n.* – 1) план; 2) намерение  
    **planning** *n.* – планирование  
    **planning process** *n.* – процесс планирования  
**praise** *v.* – хвалить; восхвалять; превозносить, прославлять, славословить  
**preference** *n.* – предпочтение  
**pressure** *n.* – 1) давление, нажим, гнет; 2) воздействие  
**production** *n.* – 1) производство, производственная деятельность, изготовление, выработка; 2) продукция, объем производства  
    **production process** – производственный процесс  
**productivity** *n.* – 1) производительность; 2) продуктивность  
**protective** *adj.* – покровительственный  
**provide with** *v.* – предоставить к.-то ч.-л.  
**punish** *v.* – наказывать  
**pursue** *v.* – преследовать (цель), выполнять  
**quality** *n.* – качество  
    **quality circle** *n.* – кружок качества  
**quantitative approach** *n.* – количественный подход  
**range** *v.* – располагать в порядке  
**rational**, *adj.* – разумный, целесообразный  
**realty** *n.* – недвижимость  
**reason** *n.* – 1) разум, рассудок; 2) причина, повод  
**reconcile** *v.* – примирить  
**recruitment** *n.* – 1) набор новобранцев; 2) пополнение, подкрепление  
**reduce** *v.* – 1) уменьшать, снижать; 2) понижать (в должности); 3) сокращать; 4) переводить, превращать; 5) доводить до (to)  
**reinforce** *v.* – 1) усиливать, укреплять; 2) подкреплять  
**rejection** *n.* – выбраковка  
**require** *v.* – требовать  
**respect** *n.* – уважение  
**respond to** *v.* – отвечать  
**restrict** *v.* – ограничивать  
**restriction** *n.* – ограничение  
**result from** *v.* – быть следствием  
**resupply** *v.* – пополнять запасы  
**retain**, *v.* – удерживать, поддерживать, сохранять

**return on investment** *n.* – прибыль на инвестированный капитал  
**reward** *n.* – поощрение, вознаграждение  
**reward** *v.* – награждать  
**risky** *adj.* – рискованный  
**robust** *adj.* – крепкий, сильный  
**run (a company)** *v.* – управлять  
**ruthless** *adj.* – безжалостный  
**salesperson** *n.* – продавец  
**satisfy one's needs** *v.* – удовлетворять ч.-л. потребности  
**scenario** *n.* – сценарий, план действий  
**screen** *v.* – 1) прикрывать, укрывать; 2) просеивать, сортировать  
**secure** *adj.* – безопасный, надежный  
**select** *v.* – отбирать, выбирать  
**sensitive** *adj.* – впечатлительный, чуткий  
**servant** *n.* – служащий (государственного учреждения)  
    **civil servant** – государственный служащий, чиновник  
**settlement of the transaction** *n.* – заключение сделки  
**shareholder** *n.* – акционер; пайщик, владелец акций  
**sleaze** *n.* – аморальность  
**solicit** *v.* – предлагать свои услуги клиенту  
**sound**, *adj.* – зд. правильный, здравый, логичный  
**standard** *n.* – стандарт, норма  
**stock** *n.* – 1) инвентарь; 2) запас (товаров на складе); 3) наличный товар  
    **stock controls** – контроль за состоянием товарных запасов; товарное управление  
**strategic** *adj.* – стратегический  
    **strategic planning** – стратегическое планирование  
    **strategic plan** – стратегический план  
**strive for sth** *v.* – стремиться, прилагать усилия  
**stubborn** *adj.* – упрямый  
**subject** *v.* – 1) подчинять, покорять; 2) подвергать воздействию  
    **be subjected to** – подвергаться  
**subordinate**, *n.* – подчинённый  
**succeed in** *v.* – преуспевать  
**sufficient** *adj.* – достаточный  
**suit** *v.* – соответствовать  
**supervisor**, *n.* – контролёр  
**supportive** *adj.* – поддерживающий  
**system theory** *n.* – теория систем  
**take direction** *v.* – выполнять указание  
**talent** *n.* – дар, талант  
**target** *v.* – ставить или намечать цель

**target** *n.* – цель

**tax** *n.* – 1) налог; 2) государственный налог; 3) пошлина; 4) сбор

**temporary** *adj.* – временный

**temptation** *n.* – искушение, соблазн

**tie up loose ends** *v.* – обобщить

**timeliness** *n.* – своевременность

**tolerate** *v.* – 1) выносить, терпеть; 2) допускать; позволять, разрешать

**training** *n.* – обучение

**transaction** *n.* – сделка, соглашение

**transfer of land** *n.* – передача прав на землю

**turbulent** *adj.* – бушующий, беспокойный

**turnover** *n.* – 1) текучесть рабочей силы; 2) оборот

**uncaring** *adj.* – невнимательный

**uncertainty** *n.* – неопределенность

**unique** *adj.* – уникальный

**vague** *adj.* – неопределённый, неясный

**value** *n.* – 1) ценность; 2) стоимость, стоимостное выражение; цена; 3) важность; 4) значение

**variety** *n.* – ряд, множество

**violent** *adj.* – горячий

**voluntary** *adj.* – 1) добровольный; 2) неоплачиваемый; безвозмездный (о работе)

**weed out** *v.* – 1) удалять, вычищать; 2) побудительный

**welfare** *n.* – 1) благосостояние, благополучие, достаток; 2) работа по улучшению быта; благотворительность

**well maintained** *adj.* – в хорошем состоянии

**whistle-blower** *n.* – разоблачитель, свидетель, правдолюб (человек, который открыто критикует деятельность своей организации)

**willingly** *adv.* – охотно

**write off** *v.* – полностью списать со счёта

**yield** *v.* – приносить доход



# Grammar Revision.

## Answer Key

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### *Unit 1*

*p. 15*

1. He is being made redundant. 2. It is being relocated. 3. It was/has been changed. 4. It has been devalued. 5. He has been taken ill. 6. It has been stolen. 7. It has been rearranged.

*p. 156–157*

1.

- 1 Staff have been recruited by the Human Resources Department.
- 2 Finished products are stored in the warehouse.
- 3 New products are going to be developed by the R&D staff.
- 4 Goods are manufactured in several locations.
- 5 The new plant will be opened by the Corporation President.

2.

1. 50 per cent of our production is going to be made at our Bahrain plant.
2. The company's range of services is being expanded.
3. Our headquarters are being relocated in Malaysia.
4. The commission paid to agents was increased by the Sales Manager.
5. Protective clothing must be worn by employees inside the production area.
6. The merger proposal was being considering for most of last year.

3.

Liquids A and B are poured into a container. They are mixed and material C is added. The mixture is heated to 220°C and left to cool. Then the mixture is poured into small cans. The tins are closed, labels are applied and the goods are conveyed to the warehouse.

### *Unit 2*

*p. 31*

1. They agreed that he/she was right on that point. 2. We warned her to be careful of very rapid change. 3. He reminded her that people dislike change.

4. He offered to help with the new rota. 5. He suggested using a courier service to speed things up. 6. He advised her to speak to the boss first. 7. He emphasised that it is/was important to talk about change. 8. He pointed out that there are/were several problems with the new locations. 9. He explained that the new reporting system worked in the following way. 10. He recommended making changes in the summer / that changes be made in the summer.

*p. 159–160*

1.

**Asked** if the policy of the government **would change**, the Minister **said** the government **was working** towards increasing the quality of services and making the economy strong. He **predicted** that inflation **would continue** at present levels – around 2.5 per cent – and economic growth, now at 2 per cent, **would rise** to 4 per cent.

2.

Dear Rina

I spoke to Marianne yesterday. I told her **I liked/had liked** the photographs. She said **she would come/was coming** to Milan at the end of next month. She also said **she would bring** the designs and the finished clothes. She **asked** me to remind you that **you still owe her some money**. She said you **said/promised** the money **would be** in her bank last Tuesday but **it hasn't/hadn't** arrived.

Finally, she **asked** if you **would** call her. She said **she would be in all day** Friday.

*p. 161*

1.

1) WRONG: The company has told **us** to adopt Vision 2000....

2) WRONG: Vision 2000 **urges us to adopt** a range of ....

3) RIGHT

4) WRONG: Having presented the policy in outline, managers have asked their teams what training they **would like**.

5) WRONG: Most teams **have asked not to have** theoretical....

6) WRONG: In fact they have all suggested having project groups....

2.

The Personnel Manager asked when the new training programme would be introduced. The Training Manager replied that she didn't know. But she added that they had approached a number of outside training organisations. The Personnel Manager asked if he could see the list of suppliers. The Training

Manager agreed to let him see the details. The Personnel Manager suggested making a final decision together. The Training Manager replied that she preferred to make the final decision herself.

### ***Unit 3***

*p. 51*

1 had spent; 2 realised; 3 faced / was facing; 4 had been / was; 5 had; 6 was making; 7 (had) met; 8 (had) advised; 9 had given; 10 (had) told; 11 had used; 12 had risen; 13 (had) bought; 14 (had) seemed; 15 (had) crashed; 16 telephoned; 17 apologised; 18 had had; 19 replied

*p. 163–164*

*1.*

In January 1992 TELCO reported profits of \$28m – an increase of 25 %. In June TeleResearch (TR) produced a prototype of the Linco Mobile Phone and in October offered Telco a licence agreement. One month later Telco offered to buy Linco Mobile Phone for \$2.5m. TR rejected the offer and then in January 1993 Telco suggested a joint venture. Negotiations began and in June 1993 Telco and TR formed a joint venture company, Linco.

*3.*

1) were working 2) hit 3) slipped 4) fell 5) tried 6) lost 7) was not wearing 8) was working 9) was raining

*4.*

1) reported 2) have seen 3) has risen 4) has fallen 5) have gone up 6) has been helped 7) went out of business

### ***Unit 4***

*p. 67*

**1 b 2 c 3 a 4 a 5 b 6 c 7 a 8 c 9 a 10 b**

*p. 165–166*

*1.*

Alpo Holdings, automobile markets, sales contract, bus bodies, bus parts turnover, cash deposit, buyer credit

*2.*

a) a tax concession; b) a machine tool; c) a ten-day holiday; d) an accident report; e) a law court; f) an export licence

3.

2. There has been a disaster involving chemicals that are highly poisonous...

3. There has been an accident at an oil rig in the North Sea.....

4. The record for speed in the air has been broken....

5. There is a problem in the level of congestion at airports...

6. The results for the chemicals industry have been a disaster....

7. There has been a row over pollution caused by gas....

4.

The plant consists of a car **park**, the **production** facilities, a **loading** bay and a **despatch** area. There is also a **storage** depot, an **administration** block and a canteen.

*p. 167–169*

1.

Tomorrow's software, today's prices, the country's top suppliers, its desktop packaging program, Trumpet's world-beating spreadsheet, A state of the art

2.

1 The pharmaceutical group Physic's results; 2 The first two quarters' turnover; 3 The company's workforce; 4 All employees' pay packets; 5 A shareholders' meeting

3.

The **decision of the Board** to raise the dividend..... Now **the company's shares** have been suspended..... The **directors' passports** have been confiscated by the judicial authorities. ... **Mr Holmes' wife**, also a **Board member**, said the investigation was a 'disgrace'.

.....A **workers' representative** said her colleagues .....

### **Unit 5**

*p. 82*

1 consists of; 2 advise on; 3 budgeted for; 4 invest in; 5 spend on; 6 compete with; 7 combine with; 8 succeed in; 9 account for; 10 rely on

*p. 170*

1.

1) heard about; 2) rely on; 3) think about; 4) depends on; 5) insist on; 6) allow for; 7) amounts to; 8) hope for; 9) agree to; 10) wait for

*p. 172–173*

1.

1. He accused me of stealing.
2. I want to divide the talk into two parts.
3. Let me compare product A with product B.
4. They'll explain the software to the eventual users.
5. We spend large sums on investment.
6. We must prevent our competitors from gaining an advantage.

2.

you of; us with; the installation to; the H50 to; the matter to

3.

I compared the Ndlovu product with the Rosario product, and Ndlovu is better. It is more expensive. However, I convinced BR of the benefits. He agreed to buy Ndlovu products. He asked me to tell you of the decision.

*p. 174–175*

1.

arrive = turn up; cause = bring about; discover = find out; stop working = break down; close (a factory) = shut down; abandon (a meeting) = call off; complete (a form) = fill in; reject (goods received) = send back

2.

broke down; shut down; looked over; bring about

3.

Dear Eva

You can visit Jean any time next week to examine results. Tom is going to arrive tomorrow.

Monday's sales meeting has been cancelled.

## ***Unit 6***

*p. 96*

1 during; 2 in, 3 on, 4 on, 5 on, 6 at, 7 for, 8 on, 9 at, 10 in, 11 by

*p. 177*

1.

at, for, at. during, during. During. In. in, up until. on

2.

1 on; 2 in; 3 at; 4 until; 5 by; 6 -; 7 in

p. 179–180

1.

1 WRONG: We finished the project **in** time; so we had three days to spare.  
2 RIGHT 3 WRONG: **During** the two-week period, we had no technical support at all. 4 WRONG: Before **starting** on the next study, there will be a short training course. 5 WRONG: **Next** year we are sure to see the results of our efforts. 6 RIGHT

2.

1 after; 2 during/at; 3 by/on; 4 for; 5 before; 6 between; 7 at... in ...in

3.

During. At. -. until/till. for. During/In. after. by. After, during

### **Unit 7**

p. 116–117

Carly Fiorina, *who* has been called America's most powerful business woman, is Chief Executive of the huge Hewlett Packard group, *which* manufactures computers and printers. Ms Fiorina, *who* has spent most of her working life in the telecommunications industry, started out as a sales representative with AT&T, *where* she rose rapidly through the ranks. Later she was a key player in the creation of the equipment and components company Lucent Technologies, *where* she was in charge of the sales and marketing of networking products. Ms Fiorina now oversees an organisation *which* is one of the 30 leading companies in the Dow Jones Industrial Average.

p. 183–184

1.

Many pharmaceutical companies, *which are among the world's largest* (ND), invest millions in research into heart disease and conditions *which typically relate to the process of ageing* (D). These areas, *where research costs are phenomenally high* (ND), also offer the greatest potential. Research on curative drugs may be less expensive but the rewards are less because the patients, *who will get better*(ND), will not need the treatment for years and years. On the other hand, conditions like Alzheimer's disease, heart disease or arthritis, *which last for years* (ND), could involve long periods of treatment. It is these areas, therefore, *which offer the best potential for high profits* (D). A further point is that such research is intended to produce drugs *which will be marketed into the richest countries* (D) *where profit will be highest* (D).

2.

1. The Chief Executive, who looked confident, spoke for 20 minutes.
2. He said the environment, a key issue, was everyone's responsibility.
3. Lockville, where there used to be a chemical plant, is now a beauty spot.
4. We made mistakes in the past when we knew less than we know now.
5. The captains of industry, on whom we depend, have major responsibilities.
6. The industries which we criticise produce the products which we buy.

3.

1. The factory which produces PCBs has closed down. 2. The reprocessing plant which has been the subject of protests is expanding its operations. 3. The factory which is in the town centre, where many people live, is a major employer. 4. Plastics recycling, which is expensive, is only possible in some countries where sophisticated equipment is available. 5. The majority of people, whose houses are centrally heated, contribute to global warming. 6. Many products which claim to be environmentally friendly are not.

## ***Unit 8***

*p. 130*

1. What does Mark do for a living? 2. Where does Mark work? 3. When did he start working there? 4. Does he enjoy his job? 5. What does he do in his spare time? 6. How much does he earn? 7. Does he have any perks? 8. Does he get a bonus? 9. Why did he leave his last job? 10. What did he do?

*p. 186–188*

1.

1 A 2 B 3 D 4 E 5 D 6 A 7 C

2.

Q: How long have you been working on the research?

Q: Could you tell me who the main partners in the project were?

Q: And you didn't plan to spend so much money, did you?

Q: Who resigned after these forecasts?

3.

1) Can you tell... 2) ... are you based? 3) ... if you have an agent? 4) ... is the... 5) ... are in... 6) ... go to the agent? 7) ..., are they? 8) ...do I contact ...

4.

1. Is Mr Perez coming?
2. Did they sell the subsidiary?
3. What does 'price/earning' ratio mean?
4. Has she completed the survey?

5. When must it be finished?                      8. Haven't we met before?  
 6. Isn't it possible to get here earlier?        9. Can you help me?  
     Is it not possible to get here earlier?    10. Why did they come?  
 7. Are you ready?                                    11. Why is she angry?

5.

1. How much has output increased by?
2. When did Betamix become a public limited company?
3. How often is the departmental meeting held?
4. How soon/when will you be able to get back to us?
5. How much did it cost?
6. Why was a consultant called in?
7. Which solution do you prefer?
8. How many enquiries were there?
9. Whose ticket is it? Whose is this ticket?
10. How far is the bank?

6.

1. Where do you get...
2. How much do you spend...
3. Which .... do you buy...
4. How many ... do you purchase....
5. .... why do you ....
6. How often do you....
7. Who owns/drives.....

### ***Unit 9***

*p. 148*

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Noun</b>
1 decline	declined	declined	decline
2 decrease	decreased	decreased	decrease
3 drop	dropped	dropped	drop
4 fall	fell	fallen	fall
5 fluctuate	fluctuated	fluctuated	fluctuation
6 gain	gained	gained	gain
7 improve	improved	improved	improvement
8 increase	increased	increased	increase
9 jump	jumped	jumped	jump



<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Noun</b>
10 level off	levelled off	levelled off	levelling off
11 lose	lost	lost	loss
12 plummet	plummeted	plummeted	–
13 recover	recovered	recovered	recovery
14 rise	rose	risen	rise
15 rocket	rocketed	rocketed	–
16 stabilise	stabilised	stabilised	stabilisation

*p. 192–193*

1.

1 R 2 N 3 R 4 S 5 S 6 R 7 S 8 N 9 S 10 S 11 R

2.

1. fell / went down / decreased
2. all-time low
3. bottom out
4. edged up / crept up / firmed
5. plummeted / collapsed / slumped / plunged
6. rise
7. plummeted / collapsed / slumped / plunged
8. record low
9. rose / increased / went up steadily
10. plunging / collapsing

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—————  
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