

BUSINESS ENGLISH LANGUAGE II

Additional materials and grammar practice

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NAZIV PREDMETA		POSLOVNI ENGLISKI JEZIK II					
Kod	SRF012	Godina studija	1.(red) /1. (izv)				
Nositelj/i predmeta	Marijana Jurišić, viši predavač	Bodovna vrijednost (ECTS)	4				
Suradnici		Način izvođenja nastave (broj sati u semestru)	P	S	V	T	
			15		45		
Status predmeta	Obvezni	Postotak primjene e-učenja	25%				
OPIS PREDMETA							
Ciljevi predmeta	<ul style="list-style-type: none"> Uputiti studente u svijet međunarodnog poslovanja i omogućiti im snalaženje u različitim poslovnim situacijama. Usvojiti pripadajuće leksičke i gramatičke elemente. Razvijati jezične vještine i jezične funkcije koje se najčešće koriste u poslovnom govoru i vezanim neformalnim situacijama. 						
Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet	Nema						
Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	<ol style="list-style-type: none"> Definirati temeljne pojmove iz područja poslovnog engleskog jezika vezanih uz teme kao što su kultura, ljudski resursi, međunarodno tržište, etika, vodstvo i konkurencija. Pripremiti prezentaciju za zamišljeni proces odabira odgovarajućeg menađera u tvrtki koja se bavi proizvodnjom sportske opreme, dati primjer za reklamnu kampanju tvrtke koja kreće u ekspanziju na strana tržišta, opisati moguća rješenja za farmaceutsku tvrtku koja ima etičke dvojbe. Primijeniti gramatička, sociolingvistička i komunikacijska znanja i vještine. Održati prezentaciju o temi iz odabranog obrađenog područja. 						
Sadržaj predmeta detaljno razrađen prema satnici nastave	Tjedan	Sati	Oblik nastave	Tema			
	1.	1	Predavanje	Introductory lesson – CULTURES Importance of cultural awareness in business			
		3	Vježbe	An interview with the manager of a cultural training centre Reading: Culture shock Portfolio			
2.	1	Predavanje	Idioms for talking about business relationships Advice, obligation and necessity				

		3	Vježbe	Workbook exercises Social English Case study: Prepare a talk on business culture Accounting and finance-comprehension check: Corporate environmental, social and governance issues Grammar exercises, revision
	3.	1	Predavanje	HUMAN RESOURCES- introduction
		3	Vježbe	Job interviews Reading: Women at work An interview with an international recruitment specialist
	4.	1	Predavanje	-ing forms and infinitives
		3	Vježbe	Workbook exercises Expressions for talking about job applications Getting information on the telephone Case study: Find a new manager for a health club chain Writing: letter Portfolio
	5.	1	Predavanje	INTERNATIONAL MARKETS - Development of international markets
		3	Vježbe	Reading: Trade between China and the US An interview with an expert on negotiating Workbook exercises Portfolio
	6.	1	Predavanje	Words and expressions for talking about free trade Conditions
		3	Vježbe	Negotiating Accounting and finance-comprehension check: Risk management and failure Portfolio
	7.	1	Predavanje	Working across cultures: Doing business internationally
		3	Vježbe	Reading comprehension Revision Unit C PROGRESS TEST 1
	8.	1	Predavanje	ETHICS - Questions of ethics at work
		3	Vježbe	Reading: The ethics of resume writing An interview with the director of an environmental organization Words to describe illegal activity or unethical behaviour
	9.	1	Predavanje	Narrative tenses
		3	Vježbe	Workbook exercises Reading comprehension Portfolio

	10.	1	Predavanje	Considering options		
		3	Vježbe	Case study: Debate some ethical dilemmas facing a drugs company Grammar exercises Portfolio		
	11.	1	Predavanje	LEADERSHIP - Qualities of good leadership		
		3	Vježbe	An interview with the managing director of an executive recruitment company Reading: Leading L'Oreal Words to describe character		
	12.	1	Predavanje	Relative clauses		
		3	Vježbe	Workbook exercises Case study: Decide on the best leader for a troubled sportswear manufacturer Accounting and finance-comprehension check: Auditing Portfolio		
	13.	1	Predavanje	COMPETITION - introduction		
		3	Vježbe	Quiz on how competitive you are Reading: Head to head competition An interview with a manager from the Competition Commission Portfolio, Reading comprehension		
	14.	1	Predavanje	Idioms from sport to describe competition Passives		
		3	Vježbe	Workbook exercises Negotiating Case study: Negotiate new contracts with suppliers Reading comprehension		
	15.	1	Predavanje	Working across cultures		
		3	Vježbe	Grammar exercises, revision Revision Unit D PROGRESS TEST 2		
Vrste izvođenja nastave:	<input checked="" type="checkbox"/> predavanja <input type="checkbox"/> seminari i radionice <input checked="" type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input checked="" type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava			<input checked="" type="checkbox"/> samostalni zadaci <input checked="" type="checkbox"/> multimedija <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> demonstracijske vježbe		
Obveze studenata	<ul style="list-style-type: none"> Nazočnost na predavanjima u iznosu od najmanje 70% predviđene satnice (za izvanredne studente obveza je 50% nazočnosti). Samostalna izrada zadatka (portfelj radova) 					
Praćenje rada studenata (<i>upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti</i>)	Pohađanje nastave	2 ECTS	Istraživanje	Praktični rad		
	Eksperimentalni rad		Referat	Demonstracijske vježbe		
	Esej		Portfelj radova	0,5 ECTS	Samostalno učenje	0,8 ECTS
	Kolokviji	0,5 ECTS	Usmeni ispit		Konzultacije i završni ispit	0,2 ECTS

<i>predmeta):</i>	Pismeni ispit		Projekt		(Ostalo upisati)	
Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	KONTINUIRANO VREDNOVANJE					
	Pokazatelji kontinuirane provjere		Uspješnost A_i (%)	Udjel u ocjeni k_i (%)		
	<i>Nazočnost i aktivnost na nastavi (predavanja + vježbe)</i>		70 - 100	10		
	<i>Portfelj radova</i>		0-100	30		
	<i>Prvi kolokvij</i>		50-100	30		
	<i>Drugi kolokvij</i>		50-100	30		
	Studenti koji nisu položili ispit putem kolokvija polažu završni ispit koji se sastoji od portfelja radova i teorijskog dijela. Isto vrijedi i za popravne ispite.					
	ZAVRŠNA OCJENA					
	Pokazatelji provjere - završni ispit (prvi i drugi ispitni termin)		Uspješnost A_i (%)	Udjel u ocjeni k_i (%)		
	<i>Pismeni ispit</i>		50 - 100	60		
	<i>Prethodne aktivnosti (uključuju sve pokazatelje kontinuirane provjere)</i>		0 - 100	40		
	Pokazatelji provjere - popravni ispit (treći i četvrti ispitni termin)		Uspješnost A_i (%)	Udjel u ocjeni k_i (%)		
	<i>Pismeni ispit</i>		50 – 100	60		
	<i>Prethodne aktivnosti (uključuju sve pokazatelje kontinuirane provjere)</i>		0-100	40		
Ocjena (u postotcima) formira se temeljem svih pokazatelja koji opisuju razinu studentskih aktivnosti prema relaciji:						
$Ocjena (\%) = \sum_{i=1}^N k_i A_i$						
k_i - težinski koeficijent za pojedinu aktivnost, A_i - postotni uspjeh postignut za pojedinu aktivnost, N - ukupan broj aktivnosti.						
ODNOS POLUČENOG USPJEHA I PRIPADNE OCJENE						
Postotak		Kriterij		Ocjena		
od 50% do 62,4%		<i>zadovoljava minimalne kriterije</i>		dovoljan (2)		
od 62,5% do 74,9%		<i>prosječan uspjeh s primjetnim nedostatcima</i>		dobar (3)		
od 75% do 87,4%		<i>iznadprosječan uspjeh s ponekom greškom</i>		vrlo dobar (4)		

	od 87,5% do 100%	<i>izniman uspjeh</i>	izvrstan (5)
Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	Naslov	Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	Cotton, D., Falvey, D., Kent, S., (2012) <i>Market Leader Intermediate, third edition</i> (Student's Book, Workbook), Longman, Pearson Education Limited	1	
Dopunska literatura	<ol style="list-style-type: none"> 1. Hornby, A. S. (2007) <i>Oxford Advanced Learner's Dictionary</i>, OUP. Oxford. 2. Murphy, R. (2004) <i>English Grammar in Use</i>, Cambridge University Press. 3. Mascull, B. (2007) <i>Business Vocabulary in Use</i>. CUP. Cambridge. 4. <i>Oxford Business English Dictionary</i> (2006) OUP. Oxford. 5. Helm, S. (2012) <i>Accounting and Finance Market Leader</i>, Longman, Pearson Education Limited 		
Načini praćenja kvalitete koji osiguravaju stjecanje utvrđenih ishoda učenja	<ul style="list-style-type: none"> • Evidencija pohađanja nastave i uspješnosti izvršenja ostalih obveza studenata (nastavnik). • Ažuriranje detaljnih izvedbenih planova nastave - DIP (nastavnik). • Nadzor izvođenja nastave (zamjenik pročelnika Odjela za nastavu, pročelnici odsjeka). • Kontinuirana provjera kvalitete svih parametara nastavnog procesa u skladu s Akcijskim planovima (pomoćnik pročelnika Odjela za kvalitetu). • Semestralno provođenje studentske ankete sukladno „Pravilniku o postupku studentskog vrednovanja nastavnog rada na sveučilištu u Splitu“ (UNIST, Centar za unaprjeđenje kvalitete). 		
Ostalo (prema mišljenju predlagatelja)	DIP-ovi predmeta nalaze se unutar sustava za podršku nastavi (MOODLE) i dostupni su studentima i nastavnicima Odjela. Skraćeni izvedbeni programi - IP (hrvatska i engleska inačica) su u cilju javnosti informiranja izravno dostupni na web stranicama Odjela.		

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Part I

UNIT 7

CULTURES



How do we define culture?

Culture illustrates the accepted norms and values and traditional behaviour of a group. One definition of culture by Deal and Kennedy is “*the way we do things around here*”. However, culture also evolves over time. The culture of each country has its own beliefs, values and activities. Culture can be defined as an evolving set of collective beliefs, values and attitudes.

Culture is a key component in business and has an impact on the strategic direction of business. Culture influences management, decisions and all business functions from accounting to production. You may now be thinking predominantly about national culture, but this is only one aspect, business culture is its own unique dimension that includes getting off on the right foot, meetings, negotiation, formalities, social media use, internships and work placements and other elements which are highlighted on this website.

Business culture is related to behaviour, ethics, etiquette and more. A business culture will encompass an organisation’s values, visions, working style, beliefs and habits.

What is cultural awareness, and why is it important?

Cultural awareness is the ability to recognize the different beliefs, values and customs that someone has based on that person's origins, and it allows a person to build more successful personal and professional relationships in a diverse environment. A person's state, region or country of origin and local customs heavily influence cultural background.

In a workplace, diversity is an opportunity and a challenge. Different perspectives allow work teams to discuss more options to achieve better results. However, employees must be sensitive to the influence of culture on communication and etiquette. Regular eye contact is a

sign of engagement when talking or listening in the United States. However, it is sometimes viewed as domineering and disrespectful in Japan. Therefore, moderating eye contact may help Americans in building rapport and mutual respect with people of a different cultural background.

Why is cultural heritage important?

Cultural heritage is important because it helps people connect with others who have similar backgrounds and provides a sense of unity and belonging. Cultural heritage also provides people with a link to traditions that might otherwise be lost.

Do cultural language barriers affect communication?

Even if a person from a specific culture were to speak the same language as another person from another culture, the way he or she interprets communication is different. If translation of languages is needed for communication between the two people, the situation can worsen. For example, the communication might break down if another language were poorly translated into English and vice versa.

This is because the English language has scores of words for specific conditions, like emotion, just like many other languages. For effective translation, the interpreter or translator should have prior knowledge or understanding of the relevant cultures.

Conclusions:

Stereotyping can have intense negative effects, especially when educators or managers make fewer attempts to involve those of other cultures because they have been taught not to expect participation! Or do not realize there may be something wrong when a student or employee of a different ethnicity makes little eye contact with them. Faye Lee, a concerned Japanese-American wrote: "How anyone can try to make generalizations about an entire continent of people, plus all the Asian Americans and the infinite permutations of people's differing experiences, is beyond me."

As we interact with others of different cultures, there is no good substitute for receptiveness to interpersonal feedback or good observation skills. There is much to be gained by observing how people of the same culture interact with each other. Don't be afraid to ask questions as most people respond very positively to inquiries about their culture. Ask a variety of people so you can get a balanced view.

Making a genuine effort to find the positive historical, literary, and cultural contributions of a society; learning a few polite expressions in another person's language; and showing appreciation for the food and music of another culture can have especially positive effects.

My conclusion, then, is not that there are no cultural differences. These differences between cultures and peoples are real and can add richness (and humour) to the fabric of life. I believe that people everywhere have much in common, such as a need for affiliation and love, participation, and contribution. When the exterior is peeled off, there are not so many differences after all.

How important are those things when doing business in your country?

- Exchanging business cards (Is etiquette important in our country?)
- Shaking hands (Every day?)
- Bowing
- Kissing (When and how often?)
- Being formal or informal (In dress, language, behaviour?)
- Punctuality (How late do you have to be before it is considered unacceptable?)
- Humour (Is it best avoided?)
- Eye contact
- Socialising (Do people invite business guests to their homes or is everything done in the restaurant? Is lunch or dinner the key meal?)
- Small talk (Is it time-wasting?)
- Giving presents (When and what?)

Idioms

An **idiom** is a phrase or a fixed expression that has a figurative, or sometimes literal, meaning. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning. There are thousands of idioms, occurring frequently in all languages. It is estimated that there are at least twenty-five thousand idiomatic expressions in the English language.

EX1. Match these idioms with their meaning.

1. Break the ice _____
 2. Throw in at the deep end _____
 3. See eye to eye _____
 4. In hot water _____
 5. Put your foot in it _____
 6. Get on like a house on fire _____
 7. A fish out of water _____
 8. Eye opener _____
- a) to initiate social interchanges and conversation; to get something started
 - b) in trouble
 - c) like each other very much and become friends very quickly
 - d) to make someone do something difficult, especially a job, without preparing them for it or giving them any help
 - e) someone who is in a situation that they know nothing about or are not used to
 - f) a situation that shows you something surprising that you did not know before
 - g) to accidentally say something that is embarrassing or that upsets or annoys someone
 - h) to agree about someone or something with someone else

EX2. Put those idioms from the previous exercise into the following sentences.

It's hard to _____ at formal events.
 Will labour and management ever _____ on the new contract?
 The government's new proposal has landed them _____.
 Visiting people in prison was a real _____ for me.
 After living in Hong Kong for most of his life, Lee was _____ in Los Angeles.
 Jack really _____ by telling Alice about the surprise party.
 I was worried that they wouldn't like each other, but in fact they're _____.
 He believes in _____ new recruits _____.

FOR THOSE WHO WANT TO LEARN MORE:

This List of commonly used idioms and sayings (in everyday conversational English) can help to speak English by learning English idiomatic expressions. This is a list, which contains some of the most commonly used idioms and their meaning.

A hot potato

Speak of an issue (mostly current) which many people are talking about and which is usually disputed

A penny for your thoughts

A way of asking what someone is thinking

Actions speak louder than words

People's intentions can be judged better by what they do than what they say.

Ball is in your court

It is up to you to make the next decision or step

Barking up the wrong tree

Looking in the wrong place. Accusing the wrong person

Be glad to see the back of

Be happy when a person leaves.

Beat around the bush

Avoiding the main topic. Not speaking directly about the issue.

Can't judge a book by its cover

Cannot judge something primarily on appearance.

Caught between two stools

When someone finds it difficult to choose between two alternatives.

Costs an arm and a leg

This idiom is used when something is very expensive.

Cry over spilt milk

When you complain about a loss from the past.

Curiosity killed the cat

Being Inquisitive can lead you into an unpleasant situation.

Don't put all your eggs in one basket

Do not put all your resources in one possibility.

Drastic times call for drastic measures

When you are extremely desperate you need to take drastic actions.

Hear it on the grapevine

This idiom means 'to hear rumours' about something or someone.

Hit the nail on the head

Do or say something exactly right

Kill two birds with one stone

This idiom means, to accomplish two different things at the same time.

Last straw

The final problem in a series of problems.

Let the cat out of the bag

To share information that was previously concealed

Piece of cake

A job, task or other activity that is easy or simple.

To hear something straight from the horse's mouth

To hear something from the authoritative source.

Advice, obligation and necessity

When we want to express permission, prohibition (not allowing something), obligation or no obligation we use modal verbs.

Permission – can, may, could

'Can' is most often used to ask for or give permission but 'may' and 'could' are also possible even though they are not used as often as 'can'.

Can I borrow a pen?

Could I open the window?

May I ask a question?

Prohibition

'Can't' and 'mustn't' (must not) are used to show that something is prohibited (not allowed)

You can't go into that restaurant without a tie.

You can't drive in this country unless you are over eighteen.

You mustn't use your phone in class.

'Can't' usually gives the idea of something that is against the rules. Mustn't usually means that it is the speaker who is setting the rule.

Obligation

'Have to' and 'must' are both used to express obligation. There is a slight difference in the way that they are both used.

'Have to' shows that the obligation comes from someone else, not the speaker. This is usually referring to a rule or law.

'Must' shows us that the obligation comes from the speaker.

I must hand in my thesis by tomorrow.

I really must call my parents.

We use 'don't have to' to show that there is no obligation. You can do something if you want but it is not an obligation.

You don't have to wear a tie to go to that restaurant, but it would be nice.

You didn't have to call for me. I could have got a taxi.

Students don't have to wear uniforms to school.

EX3. Complete the sentences using the words listed in the box below, then click the "Check" button to check your answers. Don't forget to capitalize when necessary. Some gaps may have more than one correct answer.

can could have to must might should

1. Ted's flight from Amsterdam took more than 11 hours. He _____ be exhausted after such a long flight. He _____ prefer to stay in tonight and get some rest.
2. If you want to get a better feeling for how the city is laid out, you _____ walk downtown and explore the waterfront.
3. Hiking the trail to the peak _____ be dangerous if you are not well prepared for dramatic weather changes. You _____ research the route a little more before you attempt the ascent.
4. When you have a small child in the house, you _____ leave small objects lying around. Such objects _____ be swallowed, causing serious injury or even death.
5. Dave: _____ you hold your breath for more than a minute?
Nathan: No, I can't.
6. Jenny's engagement ring is enormous! It _____ have cost a fortune.
7. Please make sure to water my plants while I am gone. If they _____ don't get enough water, they die.
8. I _____ speak Arabic fluently when I was a child and we lived in Egypt. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.
9. The book is optional. My professor said we _____ read it if we needed extra credit. But we read it if we don't want to.
10. Leo: Where is the spatula? It _____ be in this drawer but it's not here.
Nancy: I just did a load of dishes last night and they're still in the dish washer. It _____ be in there. That's the only other place it _____ be.
11. _____ we pull over at the next rest stop? I really _____ use the bathroom and I don't know if I _____ hold it until we get to Chicago. cooking in front of everyone at the party last night. She _____ have just said she was full or had some salad if she didn't like the meal.
12. Do you _____ chew with your mouth open like that? It's making me sick!

Social English

“Small talk isn’t just about being gregarious or entertaining, it is a gesture of respect.”

Brett Nelson, “Forbes”

There is nothing small about small talk. Small talk is an important people skill. It’s an important executive skill. It’s the first step in connecting with others and forging lasting and meaningful relationships in business. It is an easy way to get to know someone, create a positive first impression, and gain self-confidence.

Executives cite making small talk with clients as one of their least favourite duties. And yet, getting a job, working with clients, and entertaining existing ones all require small talk. “In trying to generate business, the deal pitch is obviously critical. What is not so obvious is that simple, seemingly innocuous conversation with potential clients can be just as important. Companies want to hire people who can think on their feet,” says Scott Hoover, Associate Professor of Finance at Washington & Lee University.

Small Talk:

- Breaks the ice and puts others at ease.
- Establishes a connection or defines a common denominator between two persons.
- Doesn’t require original or profound conversation.
- It’s what persons say to each other to be polite.

The following ten tips will help you master the art of small talk:

1. Have approachable body language: open stance, eye contact, and smile. Casual eye contact and a warm friendly smile demonstrate your interest and desire to communicate.
2. Take the initiative and be the first to say hello. Be the first to introduce yourself and ask an open-ended question. This not only demonstrates confidence and shows interest in the other person, but it gives you an opportunity to guide the conversation.
3. Begin with statements or questions about the immediate environment, situation, weather, how the person arrived at your location, et cetera. A compliment is also a great way to start a conversation.
4. Be well-informed and prepared. Read newspapers and news magazines to be knowledgeable about what is going on in the world. Go prepared with topics or experiences to discuss that you think will be of interest to the persons you will be meeting.
5. Focus on the other person and less on yourself. This will help you feel less self-conscious, and make the other person feel important.
6. Do listen. Control internal and external distractions. Be present; watch the tendency to daydream. Truly listening to another person is the highest compliment you can pay them.
7. Keep the tone light and positive until you find a topic in which you are both interested.
8. Discuss general-interest subjects such as movies, theatre, sports, books, movies, food, travel and hobbies. It demonstrates to others that you are approachable and friendly.
9. Think before you speak. It makes you appear thoughtful; and it may help you avoid a faux pas or saying something that is better left unsaid.

10. Always close a conversation before walking away from the other person by using a graceful exit line; don't simply melt from conversations. "It's been great talking with you. I really enjoyed hearing about..."

Avoid these subjects with others you don't know very well:

- Your health or diet habits.
- The cost of things.
- Personal questions.
- Mean gossip.
- Off-colour jokes.
- Controversial issues, such as politics or religion, when you don't know the others in the group.

EX4. What's the conversation about?

Mr Bean meets Mrs Jones, one of his students from college, and her husband in the street.

Use 9 words below and fill in the blanks.

London	Pleased	Manchester
English teacher	Goodbye	Morning
Thanks	Not too bad	Mr Bean

Mr Bean: Good _____, Mrs Jones.

Mrs Jones: Good morning, Mr Bean. How are you?

Mr Bean: I'm fine _____, and you?

Mrs Jones: _____ . Mr Bean, this is my husband Michael, Michael this is Mr Bean my _____.

Mr Jones: Pleased to meet you Mr Bean.

Mr Bean: _____ to meet you too. Are you from England, Mr Jones?

Mr Jones: Yes, from Manchester. Do you live in Manchester?

Mr Bean: No, I'm from _____, but I live in Manchester while am teaching at college.

Mrs Jones: Well, _____ Mr Bean, it was nice to see you.

Mr Bean: Yes, it was nice talking to you, goodbye.

FOR THOSE WHO WANT TO LEARN MORE:

<http://www.voanews.com/MediaAssets2/classroom/activities/business%20english/small%20talk%20in%20business/player.html>

<https://www.youtube.com/watch?v=rjGt9Uskcno>

<https://www.youtube.com/watch?v=FhVjtk0oOQ>

EX5. Prepare an informal talk or write a short report about the business culture of your country or another country you know well. Use the list of topics below to structure your talk or report.

Topics:

- Appearance (dressing, formal/informal)
- Behaviour (personal space, addressing)
- Entertainment (home/restaurant, gifts, bad/good topics for conversation)
- Meetings (punctuality, decision making slow/fast)
- Business practice (appointments, usual business hours, business lunch: when/how long)

Verb patterns: verb + infinitive or verb + *-ing*?

Verbs followed by a *to*-infinitive

Some verbs can be followed immediately by a *to*-infinitive:

<i>afford</i>	<i>demand</i>	<i>like</i>	<i>pretend</i>
<i>agree</i>	<i>fail</i>	<i>love</i>	<i>promise</i>
<i>arrange</i>	<i>forget</i>	<i>manage</i>	<i>refuse</i>
<i>ask</i>	<i>hate</i>	<i>mean (= intend)</i>	<i>remember</i>
<i>begin</i>	<i>help</i>	<i>need</i>	<i>start</i>
<i>choose</i>	<i>hope</i>	<i>offer</i>	<i>try</i>
<i>continue</i>	<i>intend</i>	<i>plan</i>	<i>want</i>
<i>decide</i>	<i>learn</i>	<i>prefer</i>	

*I can't **afford to go** on holiday.*

*It **began to rain**.*

*She **hopes to go** to university next year.*

*My mother never **learnt to swim**.*

*Did you **remember to ring** Nigel?*

Verbs followed by *-ing*

-ing but not *to*-infinitive

Some verbs are normally followed by the *-ing* form, not the *to*-infinitive:

<i>admit</i>	<i>deny</i>	<i>finish</i>	<i>mind</i>
--------------	-------------	---------------	-------------

avoid dislike give up miss
(can't) help enjoy imagine practise
(can't) stand fancy involve put off
consider feel like keep (on) risk

*I always **enjoy cooking**.*

Not: ~~I always enjoy to cook.~~

*We haven't **finished eating** yet.*

Not: ~~We haven't finished to eat.~~

*She **keeps changing** her mind about the wedding.*

New subject before -ing

Some of these verbs (e.g., *can't stand, dislike, imagine, involve, mind, miss, put off* and *risk*) can be used with a new subject before the *-ing* form (underlined in the examples below). If the new subject is a pronoun, it is in the object form (*me, him, her, us, them*):

*We just couldn't **imagine** Gerry **singing** in public.*

*Do you **mind** me **being** here while you're working?*

*I don't want to **risk** him **losing** his job.*

Part II
UNIT 8
HUMAN RESOURCES



Human Resources are those people who make up the workforce of an organization, business sector, or economy. "Human capital" is sometimes used synonymously with "human resources", although human capital typically refers to a more narrow view (i.e., the knowledge the individuals embody and economic growth). Likewise, other terms sometimes used include "manpower", "talent", "labour", "personnel", or simply "people".

A human-resources department (HR department) of an organization performs human resource management, overseeing various aspects of employment, such as compliance with labour law and employment standards, administration of employee benefits, and some aspects of recruitment and dismissal.

Finding the right people

In your business, your employees will be your most valuable asset. In most cases they will also be your greatest cost, so it's important to hire the right people.

The right staff will have the skills and knowledge you need to help you meet your business objectives. You might be tempted to employ family or friends when you are starting a business, but you should consider if they will suit your business needs. Recruiting unsuitable staff can be costly, both financially and timewise, and this can be further complicated if you have an existing relationship with them.

Finding the right staff is easier if you develop detailed job descriptions before you begin the process of recruiting. You should also assess your current situation and investigate the options available to you.

Ways to Improve Your Hiring Process

One of the most important ongoing tasks you'll have as a business leader is hiring. It's not easy, though; it's a time-consuming process with monetary and reputational consequences if you make a bad hire.

Taking the time to find the right person — someone who is not just technically capable but also a good fit for the company — is important. Companies that are successful in hiring have a process that includes attracting high-quality candidates, evaluating them in several different areas, and taking the time to get to know the people in different ways. Here are nine tips to build and improve your own hiring process.

1. Write better job descriptions.

If you're not careful, the way your job posting is written can deter great candidates from applying. Many companies write detailed descriptions with long lists of responsibilities and requirements, but a study by researchers in the United States and Canada found that this can actually alienate qualified employees.

2. Embrace digital trends and social media.

Most people want to work for companies that keep up with the latest tech trends. The vast majority of respondents, ages 22 to 60, want to work for digitally enabled organizations, which means businesses will have to stay ahead of the curve in order to retain employees and attract new ones.

Another good way to embrace the digital side is to make sure your career site is mobile-friendly. Nearly 30 percent of American adults have used their smartphone in some way for their job search, including browsing job listings (94 percent of smartphone job seekers), filling out online job applications (50 percent) and creating a resume or cover letter (23 percent).

3. Focus on soft skills.

Although the right skill set may seem like the most important factor in whether a candidate is a good fit for a particular role, the truth is that skills can be acquired, but personalities cannot.

"Social intelligence — being able to navigate social situations and work well with others — is very important," said Maynard Brusman, a San Francisco-based psychologist.

"Don't become pigeonholed into thinking the person with the exact necessary experience is the right person for the role," added Tom Gimbel, CEO and founder of staffing and recruiting firm LaSalle Network. "Consider soft skills — like interpersonal skills, communication skills, thought processes and emotional intelligence — because they matter."

4. Check social media profiles.

Like most employers, you'll probably do a background check (or at least a quick Google search on the candidate's name) to see what comes up about that person online. But if you're not looking through the candidate's social media profiles, you could be missing a keyway to find out more about the individual as a person and an employee — for better or for worse.

While it's legally risky to allow a candidate's social media activity to factor into your hiring decisions, it can give you a better picture of someone you're interested in hiring. Social media can be used as a skills assessment, especially if a candidate has professional blog posts or portfolio work.

5. Fit the personality to the job.

A candidate's personality is another important factor to consider. For example, a trait such as empathy would likely be much more important for a nurse or a social worker than it would be for a tax attorney or a computer programmer.

"What kind of person you hire depends on [the] culture of organization and the kind of job," Brusman said. "A great person with all kinds of skills may be [a] good fit for one and [a] poor fit for another, simply based on their personality type."

6. Improve your interviews.

One study found that failures exhibited by new employees may result from flawed interview processes. Eighty-two percent of the 5,000 managers surveyed reported that the interviewers were too focused on other issues, too pressed for time or lacked confidence in their interviewing abilities to pay attention to red flags candidates exhibited during the interview process.

According to Leadership IQ CEO Mark Murphy, this is because the job interview process generally focuses on making sure new hires are technically competent, whereas other factors that are just as important to employee success — like emotional intelligence, temperament and motivation — are often overlooked.

7. Ask the right kinds of questions.

You can't come right out and ask someone if they're a jerk, but you can ask questions that will help you figure it out on your own.

"If you ask someone why they left their last job and they blame someone else, it's important to follow up with another question," said Paul Harvey, a professor of management at the University of New Hampshire. "If they continue to blame external forces for their problems, you may want to look for another employee."

So, what are some other great questions to ask? John Schwarz, CEO and founder of workforce analytics company Visier, said answers to questions such as, "Who are you going to be 10 years from today?" and "What makes you get up in the morning and do what you do?" can tell you a lot about a candidate's drive and ambition.

8. Let candidates interview you, too.

Allowing prospective employees to interview you will give you a chance to see what's important to them, Brusman said. Plus, it will give candidates a chance to determine that they want to keep pursuing a job at your company, or to decide that it's not the right fit for them.

"Be open and honest about what it's going to be like to work for your company," Brusman said. "You want to give a realistic preview of the work environment."

9. Keep an eye on your reviews.

Potential employees often seek insider information about companies they want to work for, and this includes salary estimates, interview tips and reviews from current and former employees from sites such as Glassdoor. According to Glassdoor, 46 percent of its members read company reviews before they even speak to a recruiter or hiring manager. Top candidates may not even apply in the first place if they don't like what they see: 69 percent of job seekers said they would not take a job with a company that had a bad reputation, even if they were currently unemployed.

On the flip side, 94 percent of respondents said they're likely to apply for a job if the employer actively manages the employer brand by responding to reviews, updating the company's profile, and sharing updates on the company's culture and work environment.

Based on Glassdoor's data, two actions that draw in candidates include being active on review websites and posting accurate information. And if you have a lot of negative reviews from former employees, it may be time to work on your company culture before you try to fill any open positions. Doing so can help improve employee retention and lead to more positive reviews that will attract quality employees.

5 Ways to Find Your Dream Job

Job seekers can spend a lot of time trolling job sites and sending resumes en masse without culling much of an employer response let alone landing an interview. Employers still receive between 102 and 137 applications per job from both social-media networks and job boards, says a 2014 study from Brandon Hall Group.

Effective job search and generating employer interest requires careful thought, research and strategy. To help maximize your job search and get you on your desired career path, consider following these five steps.

1. Understand your job search criteria.

Figure out your top five priorities -- whether it is company culture, salary or a specific job position. "If you understand what motivates you as an employee, it will be easier to target

your applications to opportunities that match your skills and ambitions,” says Paul Sandusky, vice-president of talent acquisition and development at Ceridian, an HR software company.

Be flexible. You don’t want your specificity to cost you your dream job at your dream company. If you get to the point where you’re interviewing for a job at a company you want to work for but that isn’t quite the right fit, be candid with HR or the recruiter about your expertise and desire to work there. There’s always the possibility of a better opportunity that will become possible within that company.

2. Create a list of jobs that meet your criteria.

Once you’re able to articulate what you’re looking for in a job, use that criteria to guide you in your search. Create a list to keep track of information. Use the format that best suits you.

3. Read the job description thoroughly.

Reading the job description during your job search may take up time up front, but it is a major time-saver in the long run; you won’t be applying for jobs for which you are an unlikely candidate.

Companies generally have limited flexibility on their mandatory requirements, be it a university degree or specific job experience. However, you should apply to a position if you are confident you can do the job, just be prepared to explain precisely how your skills or experiences are applicable to the opportunity at hand.

4. Customize your resume and cover letter.

Shape both your cover letter and resume to speak to the company, position, key words and job requirements. Having multiple “versions” of your resume can be an effective way of tailoring your experience to a future dream job.

5. Activate your referral network.

Many job openings are not advertised, which is why attending relevant industry events and conferences, career-related lectures and seminars, alumni events or training sessions can pay off. Let people know you’re looking and ask about open positions.

Also, let your friends know that you’re looking and ask if you can email them your resume to provide an informed idea of your experience and skills. Chances are, at least one of your friends is one of those people who knows everybody and knows of several people who can provide guidance or a foot-in-the-door.

While there isn’t a magic bullet when it comes to finding a job, focusing your job search on quality over quantity and activating your relationships is the way to go.

To Describe a Person or Personality (personality adjectives)

adaptable, aggressive, ambitious, amoral, analytical, authoritative, brainy, breathless, busy, calm, capable, careless, cautious, cheerful, clever, common, complete, concerned, crazy, creative, curious, deep, delightful, determined, different, energetic, enthusiastic, evil, famous, fearless, fragile, frank, functional, generous, gifted, helpful, hesitant, innocent, inquisitive, insane, macho, manly, methodical modern, mushy, naughty, objective, odd, old, open, outstanding, perky, practical, poor, powerful, puzzled, real, reliable, restless, rich, righteous, ritzy, romantic, ruthless, secretive, shy, sleepy, stupid, super, terrific, uninterested, vague, vivacious, wandering, wild, womanly, wrong

EX6. Which adjectives describe you? Which are important for getting a job? Explain.

EX7. Complete the sentences with the words and phrases in the box.

curriculum vitae/CV	probationary period	interview	application form
psychometric test	covering letter		

1. Sometimes you will be required to fill in a/an _____ which will be used to select candidates for interview.
2. She has been called for _____, so she's optimistic.
3. Take our free _____ samples to help you assess your current abilities and familiarise yourself with the format.
4. A well-written _____ can give your job application a huge boost.
5. Career employees serve a/an _____ during their first six months of employment.
6. Your _____ is often the first impression you'll make on a prospective employer, and it's important to stand out amongst the crowd.

EX8. Match those phrases from the box with their meaning

1. Any standardized procedure for measuring sensitivity or memory or intelligence or aptitude or personality etc. is _____
2. Status given to new employees of a company or business is _____
3. Written overview of a person's experience and other qualifications for a job opportunity is _____
4. An introduction attached to, or accompanying another document such as a résumé or curriculum vitae is _____
5. A conversation where questions are asked, and answers are given is _____

6. A form or collection of forms that an individual seeking employment must fill out as part of the process of informing an employer of the applicant's availability and desire to be employed is _____

Verb patterns: verb + infinitive or verb + *-ing*?

Verbs followed by a *to*-infinitive

Some verbs can be followed immediately by a *to*-infinitive:

<i>afford</i>	<i>demand</i>	<i>like</i>	<i>pretend</i>
<i>agree</i>	<i>fail</i>	<i>love</i>	<i>promise</i>
<i>arrange</i>	<i>forget</i>	<i>manage</i>	<i>refuse</i>
<i>ask</i>	<i>hate</i>	<i>mean (= intend)</i>	<i>remember</i>
<i>begin</i>	<i>help</i>	<i>need</i>	<i>start</i>
<i>choose</i>	<i>hope</i>	<i>offer</i>	<i>try</i>
<i>continue</i>	<i>intend</i>	<i>plan</i>	<i>want</i>
<i>decide</i>	<i>learn</i>	<i>prefer</i>	

I can't afford to go on holiday.

It began to rain.

She hopes to go to university next year.

My mother never learnt to swim.

Did you remember to ring Nigel?

Verbs followed by *-ing*

-ing but not *to*-infinitive

Some verbs are normally followed by the *-ing* form, not the *to*-infinitive:

<i>admit</i>	<i>deny</i>	<i>finish</i>	<i>mind</i>
<i>avoid</i>	<i>dislike</i>	<i>give up</i>	<i>miss</i>
<i>(can't) help</i>	<i>enjoy</i>	<i>imagine</i>	<i>practise</i>
<i>(can't) stand</i>	<i>fancy</i>	<i>involve</i>	<i>put off</i>
<i>consider</i>	<i>feel like</i>	<i>keep (on)</i>	<i>risk</i>

I always enjoy cooking.

Not: ~~I always enjoy to cook.~~

*We haven't **finished eating** yet.*

Not: ~~We haven't finished to eat.~~

*She **keeps changing** her mind about the wedding.*

New subject before -ing

Some of these verbs (e.g., *can't stand, dislike, imagine, involve, mind, miss, put off* and *risk*) can be used with a new subject before the *-ing* form (underlined in the examples below). If the new subject is a pronoun, it is in the object form (*me, him, her, us, them*):

*We just couldn't **imagine** Gerry singing in public.*

*Do you **mind** me being here while you're working?*

*I don't want to **risk** him losing his job.*

Verbs followed by a to-infinitive or -ing

Hate, like, love, prefer

Hate, like, love and *prefer* can be followed either by *-ing* or a *to*-infinitive. The difference in meaning is often small. The *-ing* form emphasises the verb itself. The *to*-infinitive puts the emphasis more on the preference for, or the results of, the action.

Compare

-ing form

*I **love cooking** Indian food.*
(emphasis on the process itself and enjoyment of it)

*She **hates cleaning** her room.*
(emphasis on the process itself and no enjoyment of it)

*Most people **prefer watching** a film at the cinema rather than on TV.*
(emphasis on the process itself and enjoyment of it)

to-infinitive

*I **like to drink** juice in the morning, and tea at lunchtime.* (emphasis more on the preference or habit)

*I **hate to be** the only person to disagree.* (emphasis more on the result: I would prefer not to be in that situation.)

*We **prefer to drive** during the day whenever we can.*
(emphasis more on the result and on the habit or preference. The speaker doesn't necessarily enjoy the process of driving at any time of day.)

Hate, like, love, prefer with would or should

When *hate, like, love* and *prefer* are used with *would* or *should*, only the *to*-infinitive is used, not the *-ing* form:

*She'd **love to** get a job nearer home.*

Not: ~~She'd love getting a job nearer home.~~

Would you like to have dinner with us on Friday?

To-infinitive or -ing form with a change in meaning

Some verbs can be followed by a *to*-infinitive or the *-ing* form, but with a change in meaning:

go on need remember try
mean regret stop want

Compare

-ing form

Working in London means leaving home at 6.30. (Because I work in London, this is the result or consequence.)

He went on singing after everyone else had finished. (He continued singing without stopping.)

I tried searching the web and finally found an address for him. (I searched the web to see what information I could find.)

She stopped crying as soon as she saw her mother. (She was crying, and then she didn't cry anymore.)

to-infinitive

I didn't mean to make you cry. (I didn't intend to make you cry.)

She recited a poem, then went on to sing a lovely folk song. (She recited the poem first, then she sang the song.)

I tried to email Simon but it bounced back. (I tried/attempted to email him, but I did not succeed.)

We stopped to buy some water at the motorway service area. (We were travelling, and we stopped for a short time in order to buy some water.)

EX9. Gerund or Infinitive

Fill the gaps with the verb in brackets in the appropriate form.

1. I can't stand _____ in queues. (to wait)
2. I wouldn't like _____ in his shoes. (to be)
3. Jim loves _____ in Thailand. (to work)
4. I hate _____ the shopping on Saturday. (to do)
5. Blast! I forgot _____ milk. (to buy)
6. In the end we decided _____ in. (to stay)
7. I need _____ some information about Portugal. (to find)
8. My parents like _____ for long walks at the weekend. (to go)
9. Tony gave up _____ years ago. (to smoke)
10. I wanted _____ and see Troy but no one else was interested. (to go)
11. Mrs Leith offered _____ us to the airport. (to take)
12. Clare refused _____ clean up after the party. (to help)
13. I tried _____ him to come but it was no use. (to persuade)
14. Do you mind not _____? (to smoke)
15. Everybody really enjoyed _____ the cha-cha-cha. (to dance)
16. Lionel admitted _____ my chocolate mousse. (to eat)

17. We arranged _____ under the station clock at half nine. (to meet)
18. I always try to avoid _____ him whenever I can. (to see)
19. I long _____ in Scotland again. (to be)
20. My Mum demanded _____ the manager. (to see)
21. My brother denied _____ my chocolate mousse. Maybe his hamster ate it.
(to eat)
22. I tried _____ but I just couldn't. (to understand) In the end I gave up
_____ to persuade her. (to try)
23. Charlie was pretending _____ a chicken. (to be)
24. They chose _____ in a cheap hotel but spend more money on meals.
(to stay)
25. We like Galicia so much that we keep _____ back there. (to go)
26. He deserves _____ severely punished. (to be)
27. When we visit my aunt, they expect me _____ on my best behaviour.
(to be)
28. I didn't mean _____ her feelings. I'm really sorry. (to hurt)
29. I always put off _____ my homework until the last possible moment.
(to do)
30. He goes on _____ me the same thing over and over again. (to tell)
31. I can't stand _____ in the queue at the baker's. (to wait)
32. The firemen managed _____ the fire pretty quickly. (to put out)
33. I never risk _____ through that part of town. (to go)
34. Clare offered _____ me to the airport, which was very kind of her.
(to take)
35. Dad threatened _____ my pocket money if I didn't do my homework. (to stop)

Asking for and giving information on the telephone

The manner and the expressions that you use to communicate over the phone are extremely important, as the listener relies solely on what you say and how you say it in order to determine your understanding as well as your feelings towards the subject being discussed.

Here are some common phrases that people use when telephoning:

Agreeing to a request

Certainly, I'd be glad to.

I'd be happy to do that.

My pleasure.

I'll send that off tonight.

I'll do that now.

Asking for an address

What 's the address?

May I have the address?

Could I have your address?

Where should I send it to?

Checking personal details

Let me see if I've written that correctly – (repeat details).
Let me just check those details (repeat details).
So that's (repeat details).

Getting through to the right department

I wanted to speak to someone about getting a copy of your annual report.
Who should I speak to about getting a copy of your annual report?
Could you put me through to someone who deals with public relations?

Making a request

I was wondering if you could send me a copy of your current annual report.
Could you send me some information about your company?

Agreeing to a request

By all means.
Go ahead.
Please do.
Yes, of course.

Clarifying what you mean

I meant your report on the housing policy initiatives.
No, that should be your memo on the WEC funding Scheme.
Yes, that's right.
That's exactly what I meant.

Thanking

Thank you for calling.
Thank you for contacting me.
Thanks for getting in touch.

Saying why you're calling

I received your letter this morning, but one or two things aren't clear.
I'm just following up on your letter – a couple of things aren't clear.

Asking for clarification

May I check a couple of points with you?
Could you clarify a couple of things for me?
Could I ask you a couple of questions about your letter?
Did you mean the memo that was sent out last week?

Thanking and concluding

Thank you very much.
That's all I need to know.
That's all I wanted to check.
I'll get that off to the EMB for you.

EX10. Put the words in the sentences below in the correct order. Each sentence begins with the first word given.

Example:

Shall/list/of/I/the/a/sites/you/Telford/send/in?

Shall I send you a list of the sites in Telford?

We/sites/to/like/visit/possible/would.
Could/by/the/information/you/fax/me/send?
Would/tour/a/like/organise/me/you/to?
I'm/the/phoning/project/about/relocation.
I'll/back/him/to/ask/you/phone.

Now read the answer.

We would like to visit possible sites.
Could you send me the information by fax?
Would you like me to organise a tour?
I'm phoning about the relocation project.
I'll ask him to phone you back.

EX11. Read the following conversation and prepare your part in it using the prompts given.

[Phone rings]

OFFICIAL Good morning. CNT. How can I help?

[Identify yourself and company. Vacant sites.]

YOU Hello. My name is ... from ... I'm phoning for some information on vacant sites.

OFFICIAL Right. What exactly are you interested in, please?

[List of available sites, prices, facilities – would like.]

OFFICIAL OK. We have some packs on that. How many would you like?

[Request four packs and video – could.]

OFFICIAL Certainly. Is there anything else I can help with?

[Hotels in area – need.]

OFFICIAL Right. I'll send that with the packs. Could I take some details about your company?

[Offer to fax them – shall.]

OFFICIAL Oh yes, that'll be fine. If you need more information you can phone Ravi Pushpa.

[Ask for his number – could.]

OFFICIAL Yes, it's 0128 43951.

[Promise to phone him tomorrow – will.]

OFFICIAL Right.

[Thank for help.]

OFFICIAL It's a pleasure. Goodbye.

Part III
UNIT 9
INTERNATIONAL MARKETS



How your small business can enter the international market

The international market fuels the growth of many small and home-based businesses. When starting your business, you should not limit your potentials by ignoring international realities. You need to think how you can go global with your small business.

Marketing to a geographic area outside of your hometown will boost your market share and help you keep pace with your competitors. Small businesses throughout the United States and other countries have gained international exposure and increased profits through exporting. In fact, the Small Business Administration (SBA) reports that small businesses represent 96 percent of all exporters of goods.

The advent of the Internet has made the daunting task of going global easier. Today's home business owners are successfully adding international components to their marketing programs. Two principal strategies are commonly used: establishing a relationship with a business or individual overseas and developing a Web presence that makes products and services available worldwide.

There are no hard-and-fast rules as to which businesses should export, and which should not. However, making the export decision requires careful assessment of the advantages and disadvantages of expanding into new markets. Here's a checklist to help you determine whether your business can make it in the international markets or not:

1. Quality of your product

To ensure success abroad, your product should be special and of high quality. It is tough to sell cheap merchandise abroad, particularly if they can produce your kind of products cheaply.

2. Flexibility and change in mindset

Selling internationally means catering to the needs and tastes of people whose cultures and tastes are different than yours. You need to avoid stepping on the cultural taboos and sensitivities of your new market. Evaluate the differences carefully.

3. Language barriers

To effectively market your product, you need to be able to “speak the same language” as your consumer. Thus, you need to have the capabilities to translate brochures and product manuals into foreign languages. You have to be exacting in providing instructions and could be liable if you make errors in providing operating data.

Your website needs to support the languages in the market that you are targeting. In addition to your main English-version website, you need to have your website content translated in Spanish, Chinese or whatever language your target market speaks.

4. Product acceptability

What works in your domestic market may not work for other markets. Sometimes, you may even need to revise your product to suit the climate and setting of your new market. If you intend to sell electronic products, for example, you need to make sure that they are suitable for electrical current differentiations abroad.

5. Product names

Cultural sensitivity includes ensuring acceptable product names. Check if your logo contains characters that may not be considered acceptable. Some names may have unfavourable meanings or connotations in other countries.

6. Level of commitment

Clarify your commitment to international trade and your reasons for exporting. You also have to have immeasurable patience, since preparations and clearances can take many months before you make a single initial shipment.

7. Organizational structure

Exporting to be successful needs an organized set-up. You need to have mechanisms to seek out buyers and importers for your products. You also need to ensure multinational legal compliance (packaging, product safety and liability laws, etc.). An alternative would be to hire an export management company to help you gain instant access to foreign market knowledge and export know-how.

8. Additional costs

Expect to pay for additional costs, particularly for product modifications and extra production costs. You will also need translation services for your sales personnel and translation of your promotional materials. You can also face greatly expanded telephone and other communication bills, plus travel costs for visiting the countries in which you plan to market your products.

9. Pricing

An important consideration is whether you can sell at a competitive price abroad. Price differentials that are acceptable in the domestic market may not hold true in other countries. Carefully consider the foreign exchange market and its volatility. Given the instability of your new market's currency, your products may be priced too high or too low.

10. Level of competition

A more careful analysis of your market is needed to determine who your competitors are. The number of exporters providing the same product to the same market is a good indication of the demand for your business.

Exporting may offer tremendous market potential for certain small companies. However, be prepared to do additional research and incur preparation expenses necessary for developing and implementing an international business plan. An international business plan is an essential tool to properly evaluate all the factors that would affect your company's success.

Free Trade

Free trade is a policy followed by some international markets in which countries' governments do not restrict imports from, or exports to, other countries. Free trade is exemplified by the European Economic Area and the Mercosur, which have established open markets. Most nations are today members of the World Trade Organization (WTO) multilateral trade agreements. However, most governments still impose some protectionist policies that are intended to support local employment, such as applying tariffs to imports or subsidies to exports. Governments may also restrict free trade to limit exports of natural resources. Other barriers that may hinder trade include import quotas, taxes, and non-tariff barriers, such as regulatory legislation.

Free trade policies generally promote the following features:

- Trade of goods without taxes (including tariffs) or other trade barriers (e.g., quotas on imports or subsidies for producers)
- Trade in services without taxes or other trade barriers
- The absence of "trade-distorting" policies (such as taxes, subsidies, regulations, or laws) that give some firms, households, or factors of production an advantage over others
- Unregulated access to markets
- Unregulated access to market information

- Inability of firms to distort markets through government-imposed monopoly or oligopoly power
- Trade agreements which encourage free trade.

Pros of Free Trade

There are many benefits of free trade, such as:

- Giving corporations comparative advantage
- Generating currency
- Opening up markets

Adam Smith wrote in his 1776 book *The Wealth of Nations* that free trade was beneficial to trading partners. Smith noted that when the countries in a free trade agreement made products and provided that product for the other country at a cheaper rate than the receiving country could produce it, both countries benefited. We, as consumers, often apply that concept to our daily lives. We purchase goods or services that we cannot cost-effectively produce ourselves, benefiting both parties.

David Ricardo expanded on Smith's ideas arguing that countries should do what they do better and cheaper than other countries. This is called comparative advantage. Ricardo further noted that concentrating on core competencies gave nations a comparative advantage.

Free trade also helps countries generate foreign currency that they can use to purchase the things that they need. Japan, for instance, exports cars and computers to China and the United States, generating foreign currency. Japan takes the revenue it earned from exporting and uses it to import needed products, such as food or mineral fuels.

Free trade opens foreign markets and lowers barriers for corporations that otherwise might not be able to compete against local competitors. As previously mentioned, without free trade agreements, foreign corporations must pay tariffs that increase their cost and decrease competitiveness.

Cons of Free Trade

Critics of free trade point out that the cons of free trade outweigh the benefits. Several cons of free trade are:

- Increased unemployment
- Stagnating wages
- Distribution of wealth

EX12 Match those words and phrases with their meaning.

barriers	dumping	tariffs	quotas
laissez-faire	customs	deregulation	subsidies

1. Any regulation or policy that restricts international trade, especially tariffs, quotas, etc. _____
2. _____ Duties imposed by law on imported or, less commonly, exported goods.
3. A grant or contribution of money by a government to a private industrial undertaking, a charity organization, or the like. _____
4. To sell (goods) into foreign markets below cost in order to promote exports or damage foreign competition. _____
5. The theory or system of government that upholds the autonomous character of the economic order, believing that government should intervene as little as possible in the direction of economic affairs. _____
6. The duties or customs imposed by a government on imports or exports. _____
7. Removing government regulatory controls from (an industry, a commodity, etc.) _____
8. A governmental restriction on the quantities of a particular commodity that may be imported within a specific period of time, usually with the goal of protecting domestic producers of that commodity from foreign competition. _____

EX13 Put those words and phrases into the following sentences.

1. They accused the West of _____ out-of-date medicines on Third World countries.
2. The US has imposed new _____ on chocolate from Brazil.
3. The government is planning to abolish _____ to farmers.
4. The final _____ of the market gave electricity consumers the freedom to shop around for suppliers.
5. You don't have to pay _____ on any alcohol or tobacco brought for your own consumption in another EU country.
6. Many agricultural _____ will be lifted.
7. If you choose a _____ management style, you give your staff room to make their own decisions.
8. In an ideal world, there would be no _____ to the free movement of people between countries.

Conditions

What are conditionals in English grammar? Sometimes we call them 'if clauses'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past). They are made using different English verb tenses.

The Zero Conditional

We can make a zero-conditional sentence with two present simple verbs (one in the 'if clause' and one in the 'main clause'):

If + present simple, present simple.

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause.

The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

For example: If water reaches 100 degrees, it boils. (It is always true, there can't be a different result sometimes). If I eat peanuts, I am sick. (This is true only for me, maybe, not for everyone, but it's still true that I'm sick every time I eat peanuts)

Here are some more examples:

If people eat too much, they get fat.
If you touch a fire, you get burned.
People die if they don't eat.
You get water if you mix hydrogen and oxygen.
Snakes bite if they are scared.
If babies are hungry, they cry.

The First Conditional

The first conditional has the present simple after 'if', then the future simple in the other clause:

if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

If it rains, I won't go to the park.
If I study today, I'll go to the party tonight.
If I have enough money, I'll buy some new shoes.
She'll be late if the train is delayed.
She'll miss the bus if she doesn't leave soon.
If I see her, I'll tell her.

The Second Conditional

The second conditional uses the past simple after if, then 'would' and the infinitive:

if + past simple, ...would + infinitive

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It has two uses.

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

If I won the lottery, I would buy a big house. (I probably won't win the lottery)

If I met the Queen of England, I would say hello.

She would travel all over the world if she were rich.

She would pass the exam if she ever studied. (She never studies, so this won't happen)

Second, we can use it to talk about something in the present, which is impossible, because it's not true. Is that clear? Have a look at the examples:

If I had his number, I would call him. (I don't have his number now, so it's impossible for me to call him).

If I were you, I wouldn't go out with that man.

How is this different from the first conditional?

This kind of conditional sentence is different from the first conditional because this is a lot more unlikely.

EX14 Fill each space with the correct form of the verbs to make either first, second conditionals.

1. If you're late again, you _____ (have) problems with the boss.
2. Do you think I _____ (lose) weight if I eat less pasta?
3. I would go to Rome next summer if you _____ (come) with me.
3. If you _____ (continue) driving like that you _____ (get) a fine.
4. Don't worry. The dog _____ (get) better if you _____ (give) it the medicine.
5. She is so insecure! I'm sure she _____ (find) a job if she _____ (be) more confident.
6. We _____ (can) go to the countryside and have a picnic if the weather was nice.
7. What _____ (you/do) if you _____ (find) 500 euros on the street?
8. If I _____ (be) you, _____ I (try) to take things easy.
9. He's coming to our offices tomorrow. If I _____ (see) him, I'll give him the message.
10. We _____ (move) if we had the money. Unfortunately, new houses are very expensive in this area.
11. If I _____ (be) a millionaire, I'd still work so that I didn't get bored.
12. If I _____ (tell) you a secret, will you promise not to tell anyone?
13. Do you think it would be better if I _____ (wait) another week, or shall I sell my shares in the company now?
14. If he causes any more problems, I _____ (fire) him.
15. Would you mind if I _____ (open) the window? It's really hot in here.
16. If I _____ (lose) my job, I'd apply to join the police.
17. Where would you go if you _____ (can) go anywhere in the world?

18. If you _____ (see) her, say hello.
19. Will she come if Jason _____ her? (call)
20. If Sarah were rich, she _____ in an expensive hotel. (stay)
21. If he _____ I will never speak to him again. (not apologise)
22. If Dad _____ the TV set, we will be able to watch our favourite programme. (fix)
23. If I were you, I _____ to her more politely. (speak)
24. If Sue _____ her key, she would have to stay to her grandparents'. (lose)
25. I _____ meet you if I don't finish my homework. (meet)
26. If Zack _____ harder, he will pass his driving test. (try)
28. If you _____ so impolite, I would enjoy your company. (not be)
29. Tom will be amazed if you _____ him the picture you drew. (show)
30. When the sun _____ (go) down, it _____ (get) dark.

EX15 Complete the zero conditional sentences with the verb in brackets. Use contractions where possible.

it turns	I go	they don't have	he's	comes	you aren't
	I don't know		we don't do		

1. If you press that button, the light _____ (come) on.
2. It's easier to sleep if _____ (you / not / be) stressed.
3. The teacher gets angry if _____ (we / not / work) hard.
4. If _____ (I / go) on a boat, I always feel sick.
5. His mother gets annoyed if _____ (he / be) late.
6. If _____ (I / not / know) a word, I look in my dictionary.
7. They play football if _____ (they / not / have) any homework.
8. If you freeze water, _____ (it / turn) to ice.

Negotiating tips

The ability to negotiate successfully in today's turbulent business climate can make the difference between success and failure. With this in mind here is a list of ten negotiation tips.

- 1. Don't be afraid to ask for what you want.** Successful negotiators are assertive and challenge everything – they know that everything is negotiable. I call this *negotiation consciousness*. Negotiation consciousness is what makes the difference between negotiators and everybody else on the planet.

Being assertive means asking for what you want and refusing to take NO for an answer. Practice expressing your feelings without anxiety or anger. Let people know what you want in a non-threatening way.

Note that there is a difference between being assertive and being aggressive. You are assertive when you take care of your own interests while maintaining respect for the

interests of others. When you see to your own interests with a lack of regard for other people's interests, you are aggressive. Being assertive is part of negotiation consciousness.

"Challenge" means not taking things at face value. It means thinking for yourself. You must be able to make up your own mind, as opposed to believing everything you are told. On a practical level, this means you have the right to question the asking price of that new car. It also means you have an obligation to question everything you read in the newspaper or hear on CNN. You cannot negotiate unless you are willing to challenge the validity of the opposing position.

2. Shut up and listen. Negotiators are detectives. They ask probing questions and then shut up. The other negotiator will tell you everything you need to know – all you have to do is listen.

Many conflicts can be resolved easily if we learn how to listen. The catch is that listening is the forgotten art. We are so busy making sure that people hear what we have to say that we forget to listen.

You can become an effective listener by allowing the other person to do most of the talking. Follow the *70/30 Rule* – listen 70 percent of the time and talk only 30 percent of the time. Encourage the other negotiator to talk by asking lots of *open-ended questions* – questions that can't be answered with a simple "yes" or "no."

3. Do your homework. This is what detectives do. Gather as much pertinent information prior to your negotiation. What are their needs? What pressures do they feel? What options do they have? Doing your homework is vital to successful negotiation. You can't make accurate decisions without understanding the other side's situation. The more information you have about the people with whom you are negotiating, the stronger you will be. People who consistently leave money on the table probably fail to do their homework.

4. Always be willing to walk away. Never negotiate without options. If you depend too much on the positive outcome of a negotiation, you lose your ability to say NO. When you say to yourself, "I will walk if I can't conclude a deal that is satisfactory," the other side can tell that you mean business. Your resolve will force them to make concessions. You should be able to walk away. If you don't even consider the option of walking away, you may be inclined to cave into the other side's demands simply to make a deal. If you are not desperate - if you recognize that you have other options - the other negotiator will sense your inner strength.

5. Don't be in a hurry. Being patient is very difficult for many people. Anyone who has negotiated in Asia, South America, or the Middle East will tell you that people in those cultures look at time differently than we do in Europe. They know that if you rush, you are more likely to make mistakes and leave money on the table. Whoever is more flexible about time has the advantage. Your patience can be devastating to the other negotiator if they are in a hurry because they start to believe that you are not under pressure to conclude the deal. So, what do they do? They offer concessions as a means of providing you with an incentive to say YES.

6. Aim high and expect the best outcome. Successful negotiators are optimists. If you expect more, you'll get more. A proven strategy for achieving higher results is opening with an extreme position. Sellers should ask for more than they expect to receive, and buyers should offer less than they are prepared to pay. People who aim higher do better. Your optimism will become a self-fulfilling prophecy. Conversely, if you have low expectations, you will probably wind up with a less satisfying outcome.

7. Focus on the other side's pressure, not yours. We have a tendency to focus on our own pressure, on the reasons *why we need to make a deal*. It's the old story about the grass being greener in the other person's backyard. If you fall into this trap, you are working against yourself. The other side will appear more powerful. When you focus on your own limitations, you miss the big picture. Instead, successful negotiators ask, "What is the pressure on the other side in this negotiation?" You will feel more powerful when you recognize the reasons for the other side to give in. Your negotiation power derives in part from the pressures on the other person. Even if they appear nonchalant, they inevitably have worries and concerns. It's your job to be a detective and root these out. If you discover that they are under pressure, which they surely are, look for ways to exploit that pressure in order to achieve a better result for yourself.

8. Show the other person how their needs will be met. Successful negotiators always look at the situation from the other side's perspective. Everyone looks at the world differently, so you are way ahead of the game if you can figure out their perception of the deal. Instead of trying to win the negotiation, seek to understand the other negotiator and show them ways to feel satisfied. My philosophy of negotiation includes the firm belief that one hand washes the other. If you help the other side to feel satisfied, they will be more inclined to help you satisfy your needs. That does not mean you should give in to all their positions. Satisfaction means that their basic interests have been fulfilled, not that their demands have been met. Don't confuse basic interests with positions/demands: Their position/demand is what they say they want; their basic interest is what they really need to get.

9. Don't give anything away without getting something in return. Unilateral concessions are self-defeating. Whenever you give something away, get something in return. Always tie a string: "I'll do this if you do that." Otherwise, you are inviting the other negotiator to ask you for additional concessions. When you give something away without requiring them to reciprocate, they will feel entitled to your concession, and won't be satisfied until you give up even more. But if they have to earn your concession, they will derive a greater sense of satisfaction than if they got it for nothing.

10. Don't take the issues or the other person's behaviour personally. All too often negotiations fail because one or both of the parties get side-tracked by personal issues unrelated to the deal at hand. Successful negotiators focus on solving the problem, which is: How can we conclude an agreement that respects the needs of both parties? Obsessing over the other negotiator's personality, or over issues that are not directly pertinent to making a deal, can sabotage a negotiation. If someone is rude or difficult to deal with, try to understand their behaviour and don't take it personally.

EX16 Role-play these negotiations. Try to get a good outcome in each situation.

Student A

You are backpack supplier.

Because there is a strong demand for your new range of backpacks, you want to:

- increase your prices by 15%
- increase your delivery time to four weeks
- only offer a buyer a 10 months contract

Student B

You are a buyer for a chain of stores.

Because the market for backpacks is very competitive, you want to:

- pay the same price this year as last year or pay only 5% more if it is necessary
- have a shorter delivery time of three weeks
- get a two-year contract with the supplier

Part IV
UNIT 10
ETHICS



What is Business Ethics?

The concept has come to mean various things to various people, but generally it's coming to know what is right or wrong in the workplace and doing what's right -- this is in regard to effects of products/services and in relationships with stakeholders. Many believe that attention to business ethics is critical during times of fundamental change -- times much like those faced now by businesses, both non-profit and for-profit. In times of fundamental change, values that were previously taken for granted are now strongly questioned. Many of these values are no longer followed. Consequently, there is no clear moral compass to guide leaders through complex dilemmas about what is right or wrong. Attention to ethics in the workplace sensitizes leaders and staff to how they should act. Perhaps most important, attention to ethics in the workplaces helps ensure that when leaders and managers are struggling in times of crises and confusion, they retain a strong moral compass.

Note that many people react that business ethics, with its continuing attention to "doing the right thing," only asserts the obvious ("be good," "don't lie," etc.), and so these people don't take business ethics seriously. For many of us, these principles of the obvious can go right out the door during times of stress. Consequently, business ethics can be strong preventative medicine.

Managing Ethics Programs in the Workplace

Organizations can manage ethics in their workplaces by establishing an ethics management program. Brian Schrag, Executive Secretary of the Association for Practical and Professional

Ethics, clarifies. "Typically, ethics programs convey corporate values, often using codes and policies to guide decisions and behaviour, and can include extensive training and evaluating, depending on the organization. They provide guidance in ethical dilemmas." Rarely are two programs alike.

"All organizations have ethics programs, but most do not know that they do," wrote business ethics professor Stephen Brenner in the *Journal of Business Ethics* (1992, V11, pp. 391-399). "A corporate ethics program is made up of values, policies and activities which impact the propriety of organization behaviours."

Bob Dunn, President and CEO of San Francisco-based Business for Social Responsibility adds: "Balancing competing values and reconciling them is a basic purpose of an ethics management program. Businesspeople need more practical tools and information to understand their values and how to manage them."

Resolving Ethical Dilemmas and Making Ethical Decisions

Perhaps too often, business ethics is portrayed as a matter of resolving conflicts in which one option appears to be the clear choice. For example, case studies are often presented in which an employee is faced with whether or not to lie, steal, cheat, abuse another, break terms of a contract, etc. However, ethical dilemmas faced by managers are often more real-to-life and highly complex with no clear guidelines, whether in law or often in religion.

As noted earlier in this document, Doug Wallace, Twin Cities-based consultant, explains that one knows when they have a significant ethical conflict when there is presence of a) significant value conflicts among differing interests, b) real alternatives that are equally justifiable, and c) significant consequences on "stakeholders" in the situation. An ethical dilemma exists when one is faced with having to make a choice among these alternatives.

EX17 Match these word partnerships which describe different unethical activities with their meaning.

bribery and corruption ____
price fixing ____
environmental pollution ____
sex discrimination ____
insider trading ____
tax fraud ____
counterfeit goods ____
money laundering ____
animal testing ____
industrial espionage ____

- a) damage caused to water, air, etc. by harmful substances or waste
- b) the intentional act of lying on a tax return for the purpose of lowering one's tax liability.
- c) a copy or imitation of something that is intended to be taken as authentic and genuine in order to deceive another.

- d) an agreement that is usually not legal, in which companies all sell goods at a particular price in order to keep prices high
- e) discrimination in employment and opportunity against a person (typically a woman) on grounds of sex.
- f) the act of giving or receiving something of value in exchange for some kind of influence or action in return, that the recipient would otherwise not offer, a form of dishonesty or criminal activity undertaken by a person or organization entrusted with a position of authority, often to acquire illicit benefit
- g) the crime of moving money that has been obtained illegally through banks and other businesses to make it seem as if the money has been obtained legally
- h) the illegal buying and selling of company shares by people who have special information because they are involved with the company
- i) the illegal and unethical theft of business trade secrets for use by a competitor to achieve a competitive advantage
- j) any scientific experiment or test in which a live animal is forced to undergo something that is likely to cause them pain, suffering, distress or lasting harm

EX 18 Put the same word partnerships into the appropriate sentences.

1. The European Commission is investigating allegations of airline fare _____.
2. The manifesto includes tough measures to tackle road congestion and _____.
3. Many consumers are unaware that _____ don't undergo the same rigorous testing that legitimate manufacturers apply to their products to ensure they are safe.
4. The company's executives and its accountants are accused of falsifying financial statements and engaging in _____.
5. The organization was rife with _____.
6. Authorities plan to limit cash deposits of dollars at bank counters as a measure against _____.
7. This winter collection has items so similar to our own new design that we think this might be a case of _____.
8. _____ do not reliably predict results in human beings.
9. She is claiming _____ against the Army.
10. _____ occurs when an individual or business entity wilfully and intentionally falsifies information on a tax return.

Narrative tenses

We use narrative tenses to talk about the past. We can use them to tell a story or to describe past events, including personal anecdotes.

- *When I **lived** on the island, I **enjoyed** walking on the beach in the early morning with Bonnie - my best friend and my dog.*
- *Britain **declared** war on Germany on 3 September 1939 after Germany **had attacked** Poland two days earlier. Since then, nothing similar **has happened**.*
- *Peter and Jane **were arguing**. I could hear them from my room.*

The four narrative tenses are the past simple, past continuous, past perfect and present perfect and one or more of these can be used in a sentence.

- *We **were walking** as usual one day, when all of a sudden, Bonnie **shot off**. She **started** to bark furiously. I **saw** a man sleeping face down on the sand. **Bonnie continued** to bark, but the man **didn't wake up**. He **wasn't sleeping**; he **was** dead. It **was** clear that the storm **had washed up** the body.*

Using forms of the past tense to tell stories

When telling a story in English it is important to use forms of the past tenses in English accurately, because the form of the verbs gives important information to anyone listening or reading about the order or sequence of the events and the most important details of the story. For a story to be effective, we should use the **past simple, past continuous, past perfect and even present perfect tense**.

Using Past simple when telling stories

The past simple, with regular and irregular verbs, is often used as the main event or most important action in a story that we want the reader or listener of our story to pay attention to. You can have more than one past simple event in a story as well.

Regular verbs (verb + -ed): walked, played, carried

Irregular verbs: ate, read, bought

- The man crashed the car
- The child ate too much then fell over

Using Past perfect when telling stories

The past perfect is used in storytelling to add more detail to the sequence of the stories allowing the storyteller to 'jump' backwards in time and give information to the listener or reader about the events before the main events described with the past simple.

had + past participle

- The police decided that the criminal had lied to them earlier
- She had slept too much now she was tired

Using Past continuous when telling stories

To add background information or duration to a story we can use the past continuous in a story. The past continuous does not often focus the reader's or listener's attention to main or

important events in a narrative The past continuous can also be used to describe events that are interrupted, using 'when', or two events happening at the same time, using 'while':

was/were + verb -ing

- The man read the letter, the sun was shining
- The wind was blowing outside, he opened the box
- He was walking his dog when a bird attacked him

Using present perfect when telling stories

have/has + past participle

We use the present perfect tense:

- for something that started in the **past** and **continues** in the **present**:

They've **been married** for nearly fifty years.

She **has lived** in Liverpool all her life.

- for something we have done **several times** in the **past** and **continue** to do:

I've **played** the guitar ever since I was a teenager.

He **has written** three books and he is working on another one.

I've **been watching** that programme every week.

We often use a clause with *since* to show **when** something **started** in the past:

They've **been staying** with us since last week.

I **have worked** here since I left school.

I've **been watching** that programme every week since it started.

- when we are talking about our **experience up to the present**:

My last birthday was the worst day I **have ever had**.

- for something that happened in the past but is important at the time of speaking:

I can't get in the house. I've **lost** my keys.

Teresa isn't at home. I think **she has gone** shopping.

I'm tired out. I've **been working** all day.

We often use the present perfect with **time adverbials** which refer to the **recent past**:

just; only just; recently;

Scientists **have recently discovered** a new breed of monkey.

We **have just got** back from our holidays.

or adverbials which **include the present**:

ever (in questions); *so far*; *until now*; *up to now*; *yet* (in questions and negatives)

Have you ever seen a ghost?

Where have you been up to now?

Have you finished your homework yet?

No, so far, I've only **done** my history.

Combining Narrative tenses to tell a better story

As mentioned earlier, to add depth, detail and quality to a story told in English, a storyteller needs to use all the past tense forms together. When we use the narrative tenses together in English it is important to remember that there is no right or wrong order to their usage. The meaning of the last two stories below is exactly the same but the emphasis is different because the information is given in a different order.

- *Chris' car crashed because he was driving too fast. He had drunk a lot of wine before the accident.*
- *She had been asleep but now she was awake since the music was playing* (The reader/listener's attention is focussed on the facts in the following sequence. Firstly, 'she' was asleep then she wakes up and the background information is given at the end to give some details/context at the end)
- *The music was playing, now she was awake she had been asleep* (This time, the story gives the reader/listener more context at the beginning, 'the music was playing' before moving on to the main event, 'she was awake', then we 'jump' backwards to see what she had done before with the past perfect)

EX19 Put the verbs in brackets into the correct tense.

1. I was exhausted at the end of the exam. I _____ (write) for over two hours.
2. When thieves stole my favourite leather jacket, I was really upset. I _____ (have) it for over ten years.
3. Please step out of the car, Mr. Jones. Do you realise you _____ (drive) at over 90mph?
4. We didn't really want to go and see the musical again. We _____ (already see) it twice - so we said "no", and we went to a restaurant instead!
5. I arrived over an hour late to the office and everyone was working. Actually, they _____ (work) for over two hours on the new project and I felt really guilty.

6. The kitchen was full of steam when we arrived. Joan was in the kitchen and she _____ (cook) a huge meal for everyone at the party.
7. It was a bit embarrassing to arrive at their house and find Mary looking so sad. I think she _____ (cry) before we got there.
8. No-one even noticed when I got home. They _____ (all watch) the big game on TV.

EX20 Choose the most likely tense to complete the following statements correctly. In most cases only one answer is possible; in some, two answers may be possible, but one of these is much more likely than the other.

- 1) The plane a) has arrived b) was arriving. c) did arrive d) arrived at New York three hours late.
- 2) I can't go home until I a) have finished b) was finishing c) had finished d) finished this job.
- 3) I a) lived b) was living c) have lived d) did live in London since I was a little child.
- 4) As soon as I saw the man, I realised that we a) met b) were meeting c) have met d) had met before, in Caracas.
- 5) After leaving London, we a) drove b) were driving c) have driven d) had driven on to Birmingham without stopping.
- 6) She ran away with her lover, while her husband a) worked b) was working c) has worked d) had worked in Australia.
- 7) Where can he be? I can only imagine that he a) had b) was having c) has had d) did have an accident somewhere.
- 8) He had worked in the company for 15 years before he a) got b) was getting c) has got d) had got promoted
- 9) I a) left b) was leaving c) have left d) had left the office after everyone else.
- 10) Hi, I'm really pleased to see you again, but I'm afraid I a) forgot b) was forgetting c) have forgotten d) had forgotten your name.

Part V
UNIT 11
LEADERSHIP



A simple definition is that leadership is the art of motivating a group of people to act toward achieving a common goal.

This leadership definition captures the essentials of being able and prepared to inspire others. Effective leadership is based upon ideas but won't happen unless those ideas can be communicated to others in a way that engages them enough to act as the leader wants them to act.

Put even more simply, the leader is the inspiration for and director of the action. They are the person in the group that possesses the combination of personality and leadership skills to make others want to follow their direction.

In business, leadership is linked to performance, and any leadership definition has to take that into account. While it's not solely about profit, those who are viewed as effective leaders are the ones who increase their company's bottom lines. If an individual in a leadership role does not meet profit expectations set by boards, higher management, or shareholders, they may be terminated.¹

The terms "leadership" and "management" tend to be used interchangeably. Management refers to a company's management structure as its leadership, or to individuals who are actually managers as the "leaders" of various management teams.

While there are people who seem to be naturally endowed with more leadership abilities than others, anyone can learn to become a leader by improving particular skills. History is full of people who, while having no previous leadership experience, have stepped to the fore in crisis situations and persuaded others to follow their suggested course of action. They possessed qualities that helped them to step into roles of leadership.

Company leaders are facing a crisis. Many employees don't trust management. In addition to this, employers now have to cater to the needs of the millennial generation. On average, after graduating from college, a millennial will change jobs four times before they are 32. Most of them also don't feel empowered on their current jobs.

It's clear that many leaders are failing to foster a sense of trust and loyalty in their employees. Fortunately, that doesn't have to be the case. Here are some of the most essential qualities that make a great leader.

1. Sincere enthusiasm

True enthusiasm for a business, its products, and its mission cannot be faked. Employees can recognize insincere cheerleading from a mile away. However, when leaders are sincerely enthusiastic and passionate, that's contagious.

2. Integrity

Whether it's giving proper credit for accomplishments, acknowledging mistakes, or putting safety and quality first, great leaders exhibit integrity at all times. They do what's right, even if that isn't the best thing for the current project or even the bottom line.

3. Great communication skills

Leaders must motivate, instruct and discipline the people they are in charge of. They can accomplish none of these things if they aren't very skilled communicators. Not only that, poor communication can lead to poor outcomes. Leaders who fail to develop these skills are often perceived as being weak and mealy-mouthed, according to Wang. It's also important to remember that listening is an integral part of communication.

4. Loyalty

The best leaders understand that true loyalty is reciprocal. Because of this, they express that loyalty in tangible ways that benefit the member of their teams. True loyalty is ensuring that all team members have the training and resources to do their jobs. It's standing up for team members in crisis and conflict.

5. Decisiveness

A good leader isn't simply empowered to make decisions due to their position. They are willing to take on the risk of decision making. They make these decisions and take risks knowing that if things don't work out, they'll need to hold themselves accountable first and foremost.

Further, bosses who aren't decisive are often ineffective. Too much effort working on consensus building can have a negative effect. Rather than simply making a decision, many leaders allow debate to continue, and then create a piecemeal decision that satisfies no one.

6. Managerial competence

Too many organizations try to create leaders from people who are simply good at their jobs. To be clear, those who emerge as being very good workers often have important qualities. They are the ones who have a strong understanding of the company's products and services. They understand company goals, processes, and procedures. All of these are important.

7. Empowerment

A good leader has faith in their ability to train and develop the employees under them. Because of this, they have the willingness to empower those they lead to act autonomously.

8. Charisma

Simply put, people are more likely to follow the lead of those they like. The best leaders are well-spoken, approachable and friendly. They show sincere care for others.

Every one of these qualities is absolutely essential to great leadership. Without them, leaders cannot live up to their full potential. As a result, their employees will never perform as well as they can either. Because of this, organizations must learn the best ways to identify and also to develop these necessary traits in existing and emerging leaders.

Character adjectives

The following adjectives are positive and negative character traits essential to learning English. I have included very concise (short, brief) definitions. Please consult a dictionary for a complete understanding of each word because many of the words are very similar in meaning. These words are worth incorporating into your vocabulary, so the next time someone asks you to describe yourself; you won't have any difficulty coming up with 11 positive character traits.

ambitious - having a strong desire to succeed

assertive - someone who is assertive states their needs and opinions clearly, so that people take notice.

cautious - someone who is cautious acts very carefully in order to avoid possible danger.

casual - If you are casual, you are, or you pretend to be, relaxed and not very concerned about what is happening or what you are doing.

conscientious - displaying great care in the outcome of one's work

dauntless - not frightened or discouraged

decisive - If a fact, action, or event is decisive, it makes it certain that there will be a particular result.

diffident - Someone who is diffident is rather shy and does not enjoy talking about themselves or being noticed by other people.

diligent - hard-working, showing a lot of effort

distant - very far away.

enthusiastic - having passionate interest about something

formal - very correct and serious rather than relaxed and friendly, and is used especially in official situations.

gregarious - friendly and sociable

idealistic - If you describe someone as idealistic, you mean that they have ideals, and base their behaviour on these ideals, even though this may be impractical.

laid-back - If you describe someone as laid-back, you mean that they behave in a calm relaxed way as if nothing will ever worry them.

loquacious - very talkative

persistent - the ability to continue despite difficulties or problems

resilient - the ability to recover from failures or setbacks

resourceful - creative in solving problems or reaching goals

ruthless - If you say that someone is ruthless, you mean that you disapprove of them because they are very harsh or cruel, and will do anything that is necessary to achieve what they want.

tenacious - determined to proceed as planned

EX21 Complete the sentences with suitable adjectives from the previous list. Sometimes more than one answer is correct.

1. The late newspaper tycoon is condemned for his _____ treatment of employees.
2. _____ young people died for the cause.
3. She is such a _____ and outgoing person.
4. He phoned again this morning. He's very _____.
5. Meyers is a _____ and prolific worker.
6. Nothing worried him, he was really _____.
7. Chris is so _____, so determined to do it all.
8. He should give way to a more imaginative, more _____ leader.

EX22 Describe one business leader you are familiar with or someone who is well known person in a powerful position. Use at least three positive qualities and three negative ones about this person.

Relative clauses

What is a relative clause?

We can use relative clauses to join two English sentences, or to give more information about something.

I bought a new car. It is very fast.

→ **I bought a new car that is very fast.**

She lives in New York. She likes living in New York.

→ **She lives in New York, which she likes.**

Defining and Non-defining

A **defining relative clause** tells which noun we are talking about:

- I like the woman who lives next door.
(If I don't say 'who lives next door', then we don't know which woman I mean).

A **non-defining relative clause** gives us extra information about something. We don't need this information to understand the sentence.

- I live in London, which has some fantastic parks.
(Everybody knows where London is, so 'which has some fantastic parks' is extra information).

Defining relative clauses:

1: The relative pronoun is the subject:

First, let's consider when the relative pronoun is the subject of a defining relative clause.

We can use 'who', 'which' or 'that'. We use 'who' for people and 'which' for things. We can use 'that' for people or things.

The relative clause can come after the subject or the object of the sentence. We can't drop the relative pronoun.

For example (clause after the object of the sentence):

- I'm looking for a secretary who / that can use a computer well.
- She has a son who / that is a doctor.
- We bought a house which / that is 200 years old.
- I sent a letter which / that arrived three weeks later.

More examples (clause after the subject of the sentence):

- The people who / that live on the island are very friendly.
- The man who / that phoned is my brother.
- The camera which / that costs £100 is over there.
- The house which / that belongs to Julie is in London.

2: The relative pronoun is the object:

Next, let's talk about when the relative pronoun is the object of the clause. In this case we can drop the relative pronoun if we want to. Again, the clause can come after the subject or the object of the sentence. Here are some examples:

(Clause after the object)

- She loves the chocolate (which / that) I bought.
- We went to the village (which / that) Lucy recommended.
- John met a woman (who / that) I had been to school with.
- The police arrested a man (who / that) Jill worked with.

(Clause after the subject)

- The bike (which / that) I loved was stolen.
- The university (which / that) she likes is famous.
- The woman (who / that) my brother loves is from Mexico.
- The doctor (who / that) my grandmother liked lives in New York.

Non-defining relative clauses:

We don't use 'that' in non-defining relative clauses, so we need to use 'which' if the pronoun refers to a thing, and 'who' if it refers to a person. We can't drop the relative pronoun in this kind of clause, even if the relative pronoun is the subject of the clause.

(Clause comes after the subject)

- My boss, who is very nice, lives in Manchester.
- My sister, who I live with, knows a lot about cars.
- My bicycle, which I've had for more than ten years, is falling apart.
- My mother's house, which I grew up in, is very small.

(Clause comes after the object)

- Yesterday I called our friend Julie, who lives in New York.

- The photographer called to the Queen, who looked annoyed.
- Last week I bought a new computer, which I don't like now.
- I really love the new Chinese restaurant, which we went to last night.

Prepositions and relative clauses

If the verb in the relative clause needs a preposition, we put it at the end of the clause:

For example:

- **listen to**

The music is good. Julie listens to the music.

→ The music (which / that) Julie listens **to** is good.

- **work with**

My brother met a woman. I used to work with the woman.

→ My brother met a woman (who / that) I used to work **with**.

- **go to**

The country is very hot. He went to the country.

→ The country (which / that) he went **to** is very hot.

- **come from**

I visited the city. John comes from the city.

→ I visited the city (that / which) John comes **from**.

- **apply for**

The job is well paid. She applied for the job.

→ The job (which / that) she applied **for** is well paid.

Whose

'Whose' is always the subject of the relative clause and can't be left out. It replaces a possessive. It can be used for people and things.

The dog is over there. The dog's / its owner lives next door.

→ The dog **whose** owner lives next door is over there.

The little girl is sad. The little girl's / her doll was lost.

→ The little girl **whose** doll was lost is sad.

The woman is coming tonight. Her car is a BMW.

→ The woman **whose** car is a BMW is coming tonight.

The house belongs to me. Its roof is very old.
→ The house **whose** roof is old belongs to me.

Where / when / why

We can sometimes use these question words instead of relative pronouns and prepositions.

I live in a city. I study in the city.

- I live in the city **where** I study.
- I live in the city **that / which** I study **in**.
- I live in the city **in which** I study.

The bar in Barcelona is still there. I met my wife in that bar.

- The bar in Barcelona **where** I met my wife is still there.
- The bar in Barcelona **that / which** I met my wife **in** is still there.
- The bar in Barcelona **in which** I met my wife is still there.

The summer was long and hot. I graduated from university in the summer.

- The summer **when** I graduated from university was long and hot.
- The summer **that / which** I graduated from university **in** was long and hot.
- The summer **in which** I graduated was long and hot.

EX23 Defining Relative Clauses

Make one sentence by changing the sentence in italics into a defining relative clause.
The relative pronoun can be the subject or the object of the relative clause.

1. The man was late. *Julie invited the man.*

2. The doctor was sick. *I wanted to see the doctor.*

3. The accountant was arrested. *The accountant works for my father's company.*

4. I wrote to the friend. *You met the friend last week.*

5. The mobile phone can't be fixed. *The mobile phone is broken.*

6. John made a copy of the photo. *I took the photo.*

7. I met a girl. *The girl was a doctor.*

8. We called a doctor. *The doctor works at a hospital in London.*

9. We like the actor. *The actor was in a famous film.*

10. I went to the restaurant. I read about the restaurant in the newspaper.

11. She bought a car. Her sister liked the car.

12. I often buy cheese. The cheese is imported from Paris.

13. The hairdresser was very good. The hairdresser has red hair.

14. The child is playing in the garden. We see the child often.

15. The nurse is in the office. The nurse treated my grandmother.

EX24 Decide whether the relative pronoun is necessary or not.

1. This is the picture **that** Jane painted.
relative pronoun is necessary _____
relative pronoun is not necessary _____
2. Do you know the man **who** is speaking on the phone?
relative pronoun is necessary _____
relative pronoun is not necessary _____
3. We ate the sweets **which** my mother had bought.
relative pronoun is necessary _____
relative pronoun is not necessary _____
4. Is this the boy **who** plays the piano?
relative pronoun is necessary _____
relative pronoun is not necessary _____
5. This is the house **that** was broken into.
relative pronoun is necessary _____
relative pronoun is not necessary _____

EX25 Complete the sentences using a relative clause.

1. Catherine and Sue are two girls (like dancing) _____
2. My mobile phone is something (be very important to me) _____
3. Antony is a friend of mine (live in Boston) _____
4. West Side Story is a musical (be very famous) _____
5. An airport is a place (planes land) _____

EX26 Combine the sentences using relative clauses without relative pronouns (contact clauses).

1. We bought a car last week. The car is blue.
The car _____
2. The girl is a singer. We met her at the party.
The girl _____

3. The bananas are on the table. George bought them.
The bananas _____
4. We watched a film last night. It was really scary.
The film _____
5. I have to learn new words. They are very difficult.
The new words _____

Presenting

How can you make a good presentation even more effective? Whether you are an experienced presenter, or just starting out, there should be ideas here to help you to improve.

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous. But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters. Be enthusiastic and honest, and the audience will respond.

2. Focus on your Audience's Needs

Your presentation needs to be built around what your audience is going to get out of the presentation. As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them. While you're giving the presentation, you also need to remain focused on your audience's response, and react to that. You need to make it easy for your audience to understand and respond.

3. Keep it Simple: Concentrate on your Core Message

When planning your presentation, you should always keep in mind the question: What is the key message (or three key points) for my audience to take away? You should be able to communicate that key message very briefly. Some experts recommend a 30-second 'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words. Whichever rule you choose, the important thing is to keep your core message focused and brief. And if what you are planning to say doesn't contribute to that core message, don't say it.

4. Smile and Make Eye Contact with your Audience

This sounds very easy, but a surprisingly large number of presenters fail to do it. If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people. To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

5. Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it. They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So, don't waste that on explaining who you are. Start by entertaining them. Try a story (see tip 7 below), or an attention-grabbing (but useful) image on a slide.

6. Remember the 10-20-30 Rule for Slideshows

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

- Contain no more than 10 slides.
- Last no more than 20 minutes; and
- Use a font size of no less than 30 point.

This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach avoids the dreaded 'Death by PowerPoint'. As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply. If you need to provide more information, create a bespoke handout and give it out after your presentation.

7. Tell Stories

Human beings are programmed to respond to stories. Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story. Think about what story you are trying to tell your audience and create your presentation to tell it.

8. Use your Voice Effectively

The spoken word is actually a pretty inefficient means of communication, because it uses only one of your audience's five senses. That's why presenters tend to use visual aids, too. But you can help to make the spoken word better by using your voice effectively. Varying the speed at which you talk, and emphasising changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

9. Use your Body Too

It has been estimated that more than three quarters of communication is non-verbal. That means that as well as your tone of voice, your body language is crucial to getting your message across. Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held behind your back or in your pockets, and pacing the stage.

Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.

10. Relax, Breathe and Enjoy

If you find presenting difficult, it can be hard to be calm and relaxed about doing it. One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too. If you can bring yourself to relax, you will almost certainly present better. If you can actually start to enjoy yourself, your audience will respond to that, and engage better. Your presentations will improve exponentially, and so will your confidence. It's well worth a try.

EX27 Prepare a short presentation of three to five minutes. Choose one of these topics.

1. A country you have visited (audience is a group of people who will be working there)
2. Your company's main new product (audience are the representatives of potential buyers)
3. New product launch (audience is The Board of Directors of your company)

Part VI

UNIT 12

COMPETITION



10 Tips to Beat Competition

Competition is healthy for businesses – it will force you to innovate, staying ahead of the curve. Yet that rivalry can also be intimidating. You don't want to back down, but you aren't sure how to combat competition. Every company deals with this problem, and what success comes down to here is developing a plan that helps you better serve your customers, accurate branding, and supporting your team.

Learn How to Handle Competition in Business

You know you will encounter competition in business. So how do you develop a strategy to compete with competitors? Read on for 10 real-world ideas of strategies you can use to learn how to beat your competition in business.

1. Know Your Customers

Did you know 80% of companies don't have enough customer data to build effective marketing campaigns? Most marketers know their customers' purchasing patterns, which is certainly helpful to track. But there is so much more information you can be using to continue refining your marketing plans. By knowing your customers, you can build a relationship between them and your company, extending the customer lifecycle beyond only a couple of purchases.

According to YesMail Interactive's president, using data right in front of you is something many marketers overlook. Specifically, data regarding customers' social activity lends marketers critical insight into timing of purchases and related searches. Using these online tools, like Facebook analytics, your company will be able to better understand what ultimately triggers your customer to make a purchase.

2. Understand the Competition

To understand your competition, it is most important to begin by examining the marketplace. First, take a hard look at the things your competitor does. Does that company have intimate conversations with customers that lead to conversions? Do they have a unique angle to tell their story from? Second, look to see what your competitor doesn't do, and then try to fill in that part of the market.

In the 1980s, Canon and Xerox were competing in the market for copiers. Xerox thought Canon's prices were ridiculously low, based on their assumptions of the cost to create a copier. Through examining the market, they found there were cheaper ways to make a copier. Through Xerox's market research, they found that Canon eked into the market with a new innovation, leading to a better market for consumers.

3. Highlight Your Difference

You can use your differences to learn how to handle competition in business. After completing market research, understand what makes you different from the competition. Do you have more ethical sourcing for products? Or maybe your prices are cheaper. Perhaps you have an angle to your company's story that could push you above the competition.

In the case of IKEA's 2011 catalogue, IKEA knew they had the resources to do something extra special with their publication. In 2011, IKEA's print catalogue had more competition, but the company decided simply moving to a digital platform was not sufficient. So, they used their marketing resources to create an augmented reality version. IKEA's design overhaul doubled the amount of time customers spent browsing the catalogue, just by knowing what they could do differently than others.

4. Clarify Your Message

To attract customers, your company needs to have a clear message. Customers want to know what you can do for them that no one else can, and that is how you will win their business. It is not enough to throw a message into the void and hope it sticks with someone. Instead, clearly craft a narrative to bring customers to you.

The car rental service Enterprise clarifies its messaging every time it communicates with customers. With each communication, Enterprise takes into consideration the specific audience it is trying to reach, and then considers what tone or message will be the most effective to extend the customer lifecycle. By consciously considering your audience with each message, you too will be able to communicate more clearly with consumers.

5. Ensure Your Branding Reinforces Your Messaging

Branding and messaging are two peas in a pod. Your branding should support all messaging, leaving no question your company is linked to the message. Accurate branding contributes to a clearer message, which is important to communicating with customers.

LIVESTRONG, known for the iconic yellow bracelets bringing awareness to cancer, was forced to rebrand years after the bracelets emerged on the scene. Worried that the brand was too closely tied to one person, LIVESTRONG refocused on cancer awareness and distanced the business from its spokesperson. Upon an assessment of their new branding, LIVESTRONG asked if it supported their message, and ultimately it was a successful rebrand.

6. Target New Markets

When you have one market locked down, feel free to expand to new markets. This is important in learning how to handle competition in business. Perhaps your most consistent demographic is women ages 35-50. Test the waters with other age groups: would your product make sense for teenagers or elderly women? New markets can lead to faster and better growth but be sure your company is ready for a new market first.

Fun and Function is a company selling items for special needs children. The company typically sold primarily to individuals, though a chunk of sales came from institutions like schools or clinics. They decided to diversify and try to snag more sales from institutions since they had selling individually comfortably under control. Though the founders were hesitant, they felt ready to take on a new market and began changing their marketing to reflect market changes.

7. Look After Your Existing Customers

New markets are exciting to enter, and when your company is ready, new markets can lead to a big payoff. However, don't forget the customers who are already loyal to your company. When you diversify your market options, maintain some current aspects of your marketing to keep performing well with your existing customers.

One option you have to continue supporting existing customers is product development. Introduce new or better products to existing markets. Continue development on your existing products, like your bestsellers, in order to renew your commitment to current customers to the best of your abilities. Through product development, you can expect to outperform competitors and keep your customers happy.

8. Explore Partnership Opportunities

For businesses, partnership opportunities are very popular right now. Most businesses are reaching out to others in the hopes of reaching a new market or demographic. These symbiotic relationships help both partners by providing some sort of opportunity that was not otherwise attainable. When considering partnerships, think of what your company needs to succeed more and then act on that opportunity.

Starbucks has partnered with Earthwatch since 2001. One of the goals of this partnership was to introduce Starbucks employees to the scientific research behind coffee beans – benefitting Earthwatch’s goals. Additionally, Starbucks was able to increase employee engagement through this partnership. This partnership helped Starbucks develop its ethical approach to coffee, while assisting Earthwatch in spreading sustainable and scientific practices.

9. Keep Innovating

In today’s world, it is crucial to iterate, iterate, and iterate. That should be your marketing team’s mantra in today’s constantly shifting world of online media. As pointed out earlier, your new and old markets benefit from innovation as well. By constantly innovating, your team will stay focused on the goal while keeping your customers interested in your company.

Older companies are great to look to for leadership in innovation. How have they managed to keep up with the times? What company policies allow them to continue to innovate and change while functioning well for their customer base? These questions will help you see the logic of innovation, even when it seems it is out of reach.

10. Look After Your Team

Your products are only as good as your team. In learning how to handle competition in business, this may not seem like the most obvious tactic. However, you can keep your team productive by keeping them happy as well. It may not be necessary to get everyone a beanbag chair, or to have some kegs on tap, like many companies think. Listen to your team when they tell you what they need to be happy, not what trends think they need.

Case studies from Snack Nation can teach you how to retain your best employees. Most employees only really ask for trust, professional development, collaboration, and the opportunity to take ownership of their work. Allow your employees these opportunities, and you may find that you have happier employees and lower turnover. Helping your employees find happiness in their work will lead to dedication from employees – and this is where you can beat your competition.

Following these 10 strategies to handle competition in your business will help you develop a better idea of what your customer needs. With these ideas in hand, you can be sure that your customers will keep coming back again and again. Remember, an unsuccessful idea is only failure if you stop trying.

Business Competition Examples

Coca-Cola and Pepsi

Coke vs. Pepsi is a great example of direct competition where both of these companies offer almost the same product but try to build their market share using marketing and positioning strategies.

DHL and FedEx

DHL and FedEx are direct competitors which offer courier delivery service all over the world. They differ in specialized services and add-ons like providing overnight delivery, long-distance delivery, etc. They also try to build their market share using price wars.

OnePlus and Apple

OnePlus isn't a direct competitor of Apple when it comes to the pricing of the products. While Apple targets more urban, educated, high earning individuals with its iPhone, OnePlus targets more tech fanatics and Android lovers who prefer to buy mid-price-ranged phones. However, with extensive brand-building efforts, their target audiences have started to merge, making these two direct competitors.

EX28 Think about one more Business competition example. Describe it from your point of view in one short paragraph.

Competition idioms

EX29 Match the idioms with their meaning.

a level playing field _____

move the goalposts _____

in the driving seat _____

keep your eye on the ball _____

to be neck and neck _____

ahead of the game _____

flogging a dead horse _____

a one-horse race _____

a major player _____

on the ropes _____

- a) situation that is fair to everyone
- b) to change the rules while someone is trying to do something in order to make it more difficult for them
- c) to give your attention to what you are doing at the time
- d) gaining or maintaining an advantage in a situation, often by completing a task before its given deadline.
- e) by extension, close to defeat or ruin

- f) waste energy on something that has no chance of succeeding
- g) extremely near one another
- h) an important and successful company, especially when compared with other, smaller companies in the same type of business or industry
- i) a competition in which one participant is superior to the others and thus more likely to win
- j) in control - in charge of things or situation

EX 30 Complete the sentences with the most suitable idioms from the previous exercise.

1. As well as being the market leader in the UK, the company is also _____ in France.
2. My term paper isn't due until next week, but I want to be _____ and finish it tonight.
3. The company has been _____ following the disastrous release of their latest product.
4. I'm _____ now, and I get to decide who gets raises.
5. The two technology companies are _____ in developing a new operating system for our computers.
6. After interviewing all of the job candidates, it's clearly _____. Nobody can beat Kim's experience and qualifications.
7. He keeps trying to get his manuscripts published, but I think he is _____.
8. We'd almost signed the contract when the other guys _____ and said they wanted more money.
9. I graduated in just three years because I was able to _____ and prioritize my studies above all else.
10. These set of rules would provide a _____ to all the competitors and all would have a fair chance of succeeding.

Passives

Functions of the passive voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Examples

- The passive voice **is used** frequently. (= we are interested in the passive voice, not in who uses it.)
- The house **was built** in 1654. (= we are interested in the house, not in who built it.)
- The road **is being repaired**. (= we are interested in the road, not in the people who are doing the repairs.)

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

Examples

- I noticed that a window **had been left** open.
- Every year thousands of people **are killed** on our roads.
- All the cookies **have been eaten**.
- My car **has been stolen**!

The passive voice is often used in formal texts. Switching to the active voice will make your writing clearer and easier to read.

Passive	Active
A great deal of meaning is conveyed by a few well-chosen words.	A few well-chosen words convey a great deal of meaning.
Our planet is wrapped in a mass of gases.	A mass of gases wraps around our planet.
Waste materials are disposed of in a variety of ways.	The city disposes of waste materials in a variety of ways.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the active voice instead.

Passive	Active
"A Hard Day's Night" was written by the Beatles.	The Beatles wrote "A Hard Day's Night".
The movie ET was directed by Spielberg.	Spielberg directed the movie ET.
This house was built by my father.	My father built this house.

Forming the passive voice

The passive voice in English is composed of two elements:
the appropriate form of the verb 'to be' + past participle

Affirmative	Negative	Interrogative	Negative Interrogative
The house was built in 1899.	The house wasn't built in 1899.	Was the house built in 1899?	Wasn't the house built in 1899?
These houses were built in 1899.	These houses weren't built in 1899.	Were these houses built in 1899?	Weren't these houses built in 1899?

To clean, passive voice

Subject + to be (conjugated) + past participle + rest of sentence

Subject + to be (conjugated) + past participle + rest of sentence

Simple present

The house is cleaned every day.

Present continuous

The house is being cleaned at the moment.

Simple past

The house was cleaned yesterday.

Past continuous

The house was being cleaned last week.

Present perfect

The house has been cleaned since you left.

Past perfect

The house had been cleaned before they arrived.

Future

The house will be cleaned next week.

Infinitive

The house must be cleaned before we arrive.

The infinitive passive voice is used after modal verbs and other most verbs normally followed by an infinitive.

Examples

- You **have to be tested** on your English grammar.
- John **might be promoted** next year.
- She **wants to be invited** to the party.
- I **expect to be surprised** on my birthday.
- You **may be disappointed**.

Using "to be born"

"To be born" is a passive form and is most commonly used in the past tense. However, in some cases, the present or future tense is appropriate.

Examples

- I **was born** in 1976.
- Where **were you born**?
- Around 100 babies **are born** in this hospital every week.
- We don't know on exactly which day the baby **will be born**.

EX31 Change these active sentences to passive. Choose if you need the agent or not.

1) The Government is planning a new road near my house.

2) My grandfather built this house in 1943.

3) Picasso was painting Guernica at that time.

4) The cleaner has cleaned the office.

5) He had written three books before 1867.

6) John will tell you later.

7) By this time tomorrow we will have signed the deal.

8) Somebody should do the work.

9) The traffic might have delayed Jimmy.

10) People speak Portuguese in Brazil.

11) Everybody loves Mr Brown.

12) They are building a new stadium near the station.

13) The wolf ate the princess.

14) At six o'clock someone was telling a story.

15) Somebody has drunk all the milk!

16) I had cleaned all the windows before the storm.

17) A workman will repair the computer tomorrow.

18) By next year the students will have studied the passive.

19) James might cook dinner.

20) Somebody must have taken my wallet.

Negotiating language

How does language help in negotiation?

Negotiating in a more familiar language makes it easier for negotiators to express themselves and understand their counterparts. ... In other words, if a negotiator has to use a non-native language in e-negotiations, his or her language ability becomes a critical factor in the negotiation behaviour and performance.

You might find yourself in a negotiation situation if you have to ask for a pay rise or promotion, or to get the best possible deal from your suppliers. The ideal outcome is when you give the other party what they want, and they can also give you what you want. But sometimes, one person has to compromise and will probably try to negotiate something in return. The important thing is that both parties feel happy with the final result: a “win-win” situation.

Although some negotiations are more “important” than others, there are some useful phrases you can use at different stages of the negotiation to make your position clear and to make sure that the other party agrees with you.

Preparation for the negotiation

Be prepared! Think about your goals (as well as those of the opposing party) to make sure you are clear about what you want. What can you trade with the other party? Do you have any

alternatives that are acceptable to you? If you can also work out possible solutions, then it is easier to find an acceptable outcome. Finally, you should be clear about your “bottom line”: the point at which you can offer no more. In rare cases you may even have to be prepared to walk away from the negotiation if you reach a stalemate: a position from which it is impossible to negotiate any more.

Starting and outlining your position

I'd like to begin by saying...

I'd like to outline our aims and objectives.

There are two main areas that we'd like to concentrate on / discuss.

Agreeing

We agree.

This is a fair suggestion.

You have a good point.

I can't see any problem with that.

Provided / As long as you..... we will....

Disagreeing

I'm afraid that's not acceptable to us.

I'm afraid we can't agree with you there.

Can I just pick you up on a point you made earlier.

I understand where you're coming from / your position, but...

We're prepared to compromise, but...

If you look at it from our point of view,...

As we see it...

That's not exactly as we see it.

Is that your best offer?

Clarifying

Does anything I have suggested / proposed seem unclear to you?

I'd like to clarify our position.

What do you mean exactly when you say....

Could you clarify your last point for me?

Summarising

Can we summarise what we've agreed so far?

Let's look at the points we agree on.

So the next step is...

Language points

During a negotiation, you're likely to hear "if" sentences, as the negotiation moves from the stage of exploring issues to the stage of making a deal.

If you **increased** the order size, we **could** / **would** reduce the price. (2nd conditional – exploring the issue)

So, **we'll** reduce the price by 5% if you **increase** the order by 5%. (1st conditional – making a deal)

You might also hear "unless" (=if not), "as long as" and "provided (that)" instead of if:

As long as you increase your order, we can give you a greater discount.

Unless you increase your order, we won't be able to give you a bigger discount.

Provided you increase your order, we can give you a bigger discount.

EX32 Role-play the negotiations between a store owner and the manufacturer of Shine, a hair lack for women. Be diplomatic.

Store owner:

- You want to order 60 bottles of Shine at the quoted price
- You want 5% discount
- You want 50 days' credit
- You want delivery in two weeks

Manufacturer:

- You get a bonus if the order is over 80 bottles
- You don't give discount if the order is less than 80 bottles
- You allow 10 days' credit
- You can deliver in three weeks

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