

SVEUČILIŠNI ODJEL ZA STRUČNE STUDIJE

ENGLISKI JEZIK II

Ivana Vodogaz, viši predavač

Split, 2021.

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COURSE TITLE		ENGLISH II					
Course code	STT012	Year of study	1				
Lecturer(s)	Edita Šalov, senior lecturer Jasmina Rogulj, PhD, college professor Ivana Vodogaz, senior lecturer	ECTS (Number of credits allocated)	4				
Associates		Total lesson hours per semester	Lecture	Seminar	Practical	Laboratory	
			15		30		
Course status	Compulsory	Percentage share of e-learning	20				
COURSE DESCRIPTION							
Course Objectives	<ul style="list-style-type: none"> to introduce students to the world of international business by training them to manage both different business and informal situations. to adopt the relevant lexical and grammatical structures. to improve linguistic and communication skills at B1 level of the Common European Framework of Reference for Languages. 						
Course enrolment requirements and entry competencies required for the course	None						
Learning outcomes On successful completion of this course, student should be able to:	<ol style="list-style-type: none"> 1. Explain the basic concepts in the field of Business English related to topics such as brands, travel, organization, change, advertising and money 2. Identify key ideas and information in an unknown text. 3. Apply business vocabulary in a variety of discussions. 4. Apply relevant grammar structures in the professional context. 5. Prepare and deliver a presentation on a professionally relevant topic. 						
Course content	Brands, Travel, Change, Organization, Advertising, Money.						
Types of teaching:	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> seminars and workshop <input checked="" type="checkbox"/> practical <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field research			<input checked="" type="checkbox"/> self-study <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (others)			
Student obligations	Attending classes (full-time students 70%, part-time students 50%), portfolio, exams.						
Monitoring student work	Class attendance	1,5 ECTS	Research		Practical work		

(enter the share in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Presentation		(others)	
	Essay		Portfolio	1 ECTS	(others)	
	Self-study	1 ECTS	Workshop		(others)	
	Tests	0,5 ECTS	Office hours and final exam		(others)	
Assessment and evaluation of student work during classes and at the final exam	CONTINUOUS ASSESSMENT					
	Continuous testing indicators			Performance A_i (%)	Grade ratio k_i (%)	
	Class attendance			70-100	10	
	Portfolio			0-100	30	
	First mid-term test			50-100	30	
	Second mid-term test			50-100	30	
	FINAL ASSESSMENT					
	Indicators checks			Performance A_i (%)	Grade ratio k_i (%)	
	Final exam			50 - 100	60	
	Previous activities			0 - 100	40	
	Indicators checks			Performance A_i (%)	Grade ratio k_i (%)	
	Final exam			50 - 100	60	
	Previous activities			0 - 100	40	
	<p>The grade (in percentages) is formed on the basis of all indicators that describe the level of student activities according to the relation:</p> $Grade (\%) = \sum_{i=1}^N k_i A_i$ <p>k_i - weighting factor for each activity, A_i - success in percentage achieved for a particular activity, N - total number of activities.</p>					

	PERFORMANCE AND GRADE		
	Percentage	Criteria	Grade
	50% - 62,4%	basic criteria met	sufficient (2)
	62,5% - 74,9%	average performance with some errors	good (3)
	75% - 87,4%	above average performance with minor errors	very good (4)
	87,5% - 100%	outstanding performance	outstanding (5)
Required reading	1 Cotton, D., Falvey, D., Kent, S., (2012) <i>Market Leader Intermediate, third edition</i> (Student's Book, Units 1-6, Workbook), Longman, Pearson Education Limited		
Optional reading	<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 		
Quality monitoring to ensure the acquisition of established learning outcomes	<ul style="list-style-type: none"> • Records of class attendance and success in performing student obligations • Updating detailed course curricula • Supervision of teaching activities • Continuous quality control of all parameters of the teaching process in accordance with the Action Plans • Semester-based student survey in accordance with the "Ordinance on the procedure of student evaluation of teaching work at the University of Split" (UNIST, Centre for Quality Improvement). 		
Other information	Detailed course curricula found on the MOODLE learning platform are accessed by all students and teachers of the University Department. For the purpose of providing information to the general public, shortened versions of course curricula (in Croatian and English) are directly accessible on the website of the University Department.		

UNIT 1

BRANDS



What is a brand?

A lot of people, even those in branding industry struggle with answering the question: what is a brand?

A **brand** is a **name, term, design** or other feature that distinguishes one seller's product from those of others. A brand is the way a company, organization, or individual is perceived by those who experience it. More than simply a name, term, design, or symbol, a brand is the recognizable feeling a product or business evokes. Brands, then, live in the mind. They live in the minds of everyone who experiences them: employees, investors, the media, and, perhaps most importantly, customers. A brand is seen as one of a company's most valuable assets. It represents the face of the company, the recognizable **logo, slogan**, or mark that the public associates with the company.

Branding, by definition, is a marketing practice in which a company creates a name, symbol or design that is easily identifiable as belonging to the company. This helps to identify a product and distinguish it from other products and services. Branding is important because not only is it what makes a memorable impression on consumers but it allows your customers and clients to know what to expect from your company. It is a way of distinguishing yourself from the competitors and clarifying what it is you offer that makes you the better choice.

The term “brand” first emerged more than half a century ago as a way for cattle ranchers to identify their animals. In the late 1880s, packaged goods like Coca-Cola started taking off. Brands were used to differentiate them from the competition.

Brands are used in business, marketing, and advertising. If done right, a brand results in an increase in sales for not just the specific product being sold, but also for other products sold by the same company. A good brand inspires trust in the consumer, and, after having a good experience with one product, the consumer is more likely to try another product related to the same brand. This phenomenon is often referred to as **brand loyalty**.

Why is branding important?

Branding is absolutely critical to a business because of the overall impact it makes on your company. Branding can change how people perceive your brand, it can drive new business and increase **brand awareness**. The most important reason branding is important to a business is because it is how a company gets recognition and becomes known to the consumers.

The list of the most valuable brands of 2020

01  +38% 322,999 \$m	02  +60% 200,667 \$m	03  +53% 166,001 \$m	04  -1% 165,444 \$m	05  +2% 62,289 \$m
06  -10% 56,894 \$m	07  -8% 51,595 \$m	08  -3% 49,268 \$m	09  -6% 42,816 \$m	10  -8% 40,773 \$m
11  -4% 39,756 \$m	12  -8% 36,971 \$m	13  -12% 35,178 \$m	14  -14% 34,885 \$m	15  +6% 34,388 \$m
16  -4% 34,119 \$m	17  -2% 31,720 \$m	18  +12% 28,011 \$m	19  New 26,060 \$m	20  -11% 21,694 \$m
21  -4% 21,203 \$m	22  +6% 20,220 \$m	23  -10% 19,458 \$m	24  +6% 19,161 \$m	25  +3% 18,870 \$m

VOCABULARY

Word partnerships

BRAND	loyalty
	image
	stretching
	awareness
	name
PRODUCT	launch
	lifecycle
	range
	placement
	endorsement
MARKET	leader
	research
	share
	challenger
	segment

Brand name

A brand name are words that identify not only a product but also its manufacturer or producer, such as Apple, Coca Cola, IBM, Mercedes, Shell, Sony, Toyota.

Brand image

The impression in the consumers' mind of a brand's total personality (real and imaginary qualities and shortcomings). Brand image is developed over time through advertising campaigns with a consistent theme, and is authenticated through the consumers' direct experience.

Brand awarenesss

Extent to which a brand is recognized by potential customers, and is correctly associated with a particular product. Expressed usually as a percentage of target market, brand awareness is the primary goal of advertising in the early months or years of a product's introduction.

Brand stretching

When a company starts to use an existing brand name on another different type of product, hoping that people will buy it because they recognize the name.

Brand loyalty

When consumers become committed to your brand and make repeat purchases over time. Brand loyalty is a result of consumer behavior and is affected by a person's preferences. Loyal customers will consistently purchase products from their preferred brands, regardless of convenience or price. Companies will often use different marketing strategies to cultivate loyal customers, be it through loyalty programs (i.e. rewards programs) or trials and incentives (ex. samples and free gifts).

Product endorsement

If you are a well-known public figure or celebrity, endorsing a brand, product or service can be an effective way of commercially exploiting your fame and raising your public profile. For brands, endorsement is an extremely effective marketing tool which, if implemented correctly, can generate significant sales revenues and brand awareness.

Product placement

An advertising technique used by companies to subtly promote their products through a non-traditional advertising technique. Some brands, notably Pepsi and Nike, have embraced the opportunity and made **examples** of great **product placement**.

Product lifecycle

As consumers, we buy millions of products every year. And just like us, these products have a life cycle. Older, long-established products eventually become less popular, while in contrast, the demand for new, more modern goods usually increases quite rapidly after they are launched.

Market research

Market research is any organized effort to gather information about target markets or customers. It is a very important component of business strategy.

ADJECTIVES

To describe the image and qualities of a brand we can use the following adjectives:

- | | | |
|-------------------|-----------------|---------------|
| - value for money | - timeless | - fashionable |
| - upmarket | - durable | - inexpensive |
| - cool | - sophisticated | - reliable |
| - well-made | - fun | - stylish |

Exercise 1

Describe the marketing mix for a brand of your choice. Think about the following:

- Product – what are the product features?
- Price – in comparison with similar products
- Promotion – where and how is it advertised?
- Place – where can you buy the product?
- Do you think you are a typical customer for the brand?

Exercise 2

Complete the sentences about brands and products with word partnerships.

1. In marketing, the length of time that people continue to buy a particular product is called the p_____ l_____.
2. By expanding their p_____ r _____, many companies hope to attract new customers.
3. Ferrari's b_____ i_____ is that of an upmarket, well-engineered, well-designed and sophisticated car.
4. In many countries, the 'bic' b_____ n_____ has become a synonym for ballpoint pens.
5. When Bic, the manufacturer of ballpoint pens, moved into windsurf boards, disposable lighters and razors, it was a typical example of b_____ s_____.

GRAMMAR: Present Simple and Present Continuous

Do you want to express that something happens in general or that something is happening right now?

Present Simple	Present Continuous
Routine activities or habits Colin plays football every Tuesday.	Right now (ongoing situations) Look! Colin is playing football now.
Factual information Colin lives in the UK.	Temporary situations This week Colin is attending a conference in Madrid.
Signal words	
always every often normally usually sometimes seldom never	at the moment at this moment today now right now

State Verbs

Some English verbs, which we call non-continuous or state verbs, aren't used in continuous tenses. These verbs often describe states that last for some time. Here is a list of some common ones:

The following verbs are usually only used in Simple Present (not in the progressive form).

- **state:** be, cost, fit, mean, suit

Example: We are on holiday.

- **possession:** belong, have

Example: Sam has a cat.

- **senses:** feel, hear, see, smell, taste, touch

Example: He feels the cold.

- **feelings:** hate, hope, like, love, prefer, regret, want, wish

Example: Jane loves pizza.

- **brain work:** believe, know, think, understand

Example: I believe you.

Exercise 3

Put the verb in brackets in the correct form (present simple or present continuous).

Next week, my friends and I _____ (go) camping in the woods. I _____ (organize) the food, because I _____ (like) cooking. Dave _____ (have) a big car with a trailer, so he _____ (plan) the transportation. Sam _____ (bring) the tent — he _____ (go) camping every year, so he _____ (have) a great tent and lots of other equipment. My wife _____ (think) we're crazy. She (like) _____ holidays in comfortable hotels, so she _____ (take) a trip to Paris instead.

Exercise 4

Choose the correct alternative(s) in the sentences 1-5 below.

1. Today *she's spending/spends* time with her grandmother.
2. They usually *are going/go* to the gym on Sundays.
3. *We're having/have* a barbecue later on. Do you want to come?
4. No, she can't answer the phone, she *has/is having* a shower.
5. I always *have/am having* a coffee before I'm *leaving/leave* for work in the morning.

Exercise 5

Complete the sentences below using one of the verbs below in the correct form. You may use each verb once only.

enjoy prefer play produce work seem know interview wait talk finish
--

1. I always _____ tennis on Fridays.
2. He _____ his report. He will bring it into the office when it is complete.
3. "My parents phoned me this morning. They _____ themselves in the Seychelles. Champagne every night! In fact, they don't want to leave."
4. We _____ to entertain our guests in a local restaurant rather than the canteen. Although it is expensive, we can talk freely there.
5. I _____ the answer to your problem. Get a new computer.
6. "Where is John?" "In his office _____ for an important
7. I can't make the meeting tomorrow. I _____ the applicants for the sales manager's job
8. My brother _____ for Shink Inc. which makes bathroom fittings.
9. Who _____ to Bill? Is it the new secretary?
10. The new contract _____ fine to me. However, could you just check it through once more?

Writing business e-mails

Begin your e-mails with a greeting. The greeting should be concise and formal You may or may not choose to address a person specifically by name, depending on the context of the message. A message to another business or to an unspecified person does not require a name.

Some examples of greetings are:

- Good afternoon,
- Greetings,
- Dear Dr. Smith,
- Mrs. Campbell,

End the email with a closing. An appropriate closing is polite and it signals that the email has come to an end. While the closing of an email may not always bear a more common letter closing such as “Best Wishes” or “Sincerely,” it is considerate to provide a closing to your email.

Some closings could be:

- I look forward to your response,
- I hope to hear from you soon,
- Thank you for your time,
- You may end your Pets Alive! email to the snake distributor by saying, “Thank you for your attention to this matter.”

Sign your name. It is appropriate to write your name at the end of an email. Many email programs allow you to provide an automatic signature that can be customized to your liking. Be sure that the formality of your response corresponds to the details of the email. You may want to provide your full name and title in a work email to another business or to someone you have not met, while your first name alone may be appropriate in an email to a coworker you see every day.

Some signature options are:

- Dr. Jane Smith (most formal)
- Dr. Smith (slightly less formal)
- Jane Smith (somewhat informal)
- Jane (informal)

Example of a business e-mail:

Subject: Delivery delay

Dear Mr Pascal,

We regret to inform you that we will not be able to respect the deadline previously agreed for the delivery of your order. Our supplier has warned us today that they are experiencing supply problems, which will result in a delay in our production chain.

We count on your understanding and thank you for your patience.

Please accept our apologies.

Best regards,

Exercise 6

Complete the e-mail below using the correct word or expressions from the box.

Best regards Could you possibly... Re...

I am writing to confirm... I look forward to seeing ...

I would also be grateful ... Please send my regards to ...

Dear Mr. Jones,

_____ our phone conversation this morning, _____ that I will be arriving in Beijing on July 23 at 10.30. _____ arrange for someone to pick me up from the airport? If it is not too much trouble, _____ if you could book me into a hotel for three nights _____ Frank Bates and tell him that _____ him again.

Paul Raymond

Exercise 7

Write a reply to Paul Raymond's e-mail using the structure below.

- Thank to Roca for the message.
- Confirm arrangements for airport.
- Ask if Jo Roca can bring samples for the products your company is interested in.
- Conclude e-mail appropriately.

UNIT 2

TRAVEL



The travel industry is one of the largest service industries in the world, an increasingly important one in the modern age. It is centred on the movement of people from one location to another, as well as the services they require along the way and is closely linked to the hospitality industry and the hotel industry, among others. This industry includes services that are directly related to the travel itself, such as transportation, catering for travellers' needs and wants after they have arrived at their destination.

The difference between travel industry and tourism industry

While the travel industry and the tourism industry are interlinked, it is important to understand that there are some notable differences between the two. Essentially, the tourism industry relates to the industry centred on tourism, which is the specific act of travelling to a different location, either for business or pleasure. By contrast, the travel industry is simply related to a person's travel from one place to another, and the various services they use in that process. In some ways, this means that the travel industry is slightly broader than the tourism industry because it covers a wider number of travel purposes and includes trips to non-tourist destinations.

Being a traveller is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay in holiday resorts, not travellers. Travellers go for the experience and their journeys are usually much longer and more challenging. For example, travellers tend to avoid tourist traps and like to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention.

Package holiday or **package tour** consists of transport and accommodation advertised and sold together by a vendor known as a tour operator. Other services may be provided like a rental car, activities or outings during the holiday. Transport can be via charter airlines to a foreign country. Package holidays are organised by a tour operator and sold to a consumer by a travel agent. Some travel agents are employees of tour operators, others are independent.

Why people travel?

Travel and tourism are not just about going on holiday. There are other forms of tourism which create revenue for the travel industry. **Business travel**, for example, is an increasingly important sector since it is often of high value and earns significant income for tour operators, hoteliers, caterers and transport operators. **Visiting friends and relatives** is also an important contributor to tourism revenue. Although the visitor enjoys free accommodation he or she is likely to spend money on other goods and services, such as food, entertainment and transport and, in doing this, contribute to the local economy.

Air travel

It is a form of travel using an airplane. The comfort experienced when travelling by air depends on several factors starting with the airport, the choice of the airline and the travel class. Travel class on an airplane is usually split into a two, three or four class model. US Domestic flights usually have two classes: Economy Class and a Domestic First Class. International flights may have up to four classes: **Economy Class, Premium Economy, Business Class and First Class**. The price difference between an Economy Class ticket and a First-Class ticket are often extreme. However, air travel has been shaken up by low cost airlines. A low-cost carrier or low-cost airline (also known as a no-frills, discount or budget carrier or airline) is an airline that offers generally low fares in exchange for eliminating many traditional passenger services.

Most air travel starts and ends at a commercial airport. The typical procedure is *check-in, border control, airport security baggage and passenger check* before entering the gate, *boarding, flying and pick-up of luggage*.

VOCABULARY

Problems that irritate passengers when travelling by air:

- not enough leg room
- lost luggage
- delayed or cancelled flights
- jet- lag
- overbooking of seats
- long queues at check-in

Long-haul flight describes things that involve transporting passengers or goods over long distances. Opposite of that is a **short-haul flight**.

Jet-lag is a physiological condition which results from alterations to the body's rhythm resulting from rapid long-distance travel on high-speed aircraft. For example, someone traveling from New York to California feels as if the time were three hours later. The symptoms are: disturbed sleep, daytime fatigue, difficulty concentrating and functioning.

British and American English

British people and American people can always understand each other, but there are a few notable differences between British English and American English. Despite how much the USA and UK have in common, there are enough differences between their two versions of the English language.

British English	American English
autumn	fall
underground	subway
angry	mad
taxi	cab
mad	crazy
dustbin	garbage can
single ticket	one way
shop	store

ill	sick
ground floor	first floor
timetable	schedule
lorry	truck
biscuit	cookie

Exercise 1

Choose the best word or phrase to complete these sentences.

- 1 In London, people talk about the _____ rather than the subway.
a) motorway b) lift c) underground
- 2 At the end of a meal, a British person usually asks for the _____.
a) check b) cost c) bill
- 3 Americans usually say _____ for a 'single' ticket.
a) round-trip b) one-way c) return

Exercise 2

Complete these travel tips with the words in the box.

accommodation be customs documents find out
inoculations insurance read respect take

1. _____ about the local news and customs.
2. _____ aware of people acting suspiciously.
3. Obtain a comprehensive _____.
4. Check what _____ and healthcare you need.
5. Make copies of _____, e.g. tickets, passport, insurance policy and leave one copy at home.
6. _____ enough money.
7. _____ about local tricks used on tourists.
8. Never carry packages through _____ for others.

9. _____ local dress code; think about what you wear.
10. Stay in locally owned _____ and try to eat in locally owned restaurants.

Exercise 3

Describe one of your holidays. Use adjectives from the box below.

frightening	relaxing	for the family
exhausting	cultural	once-in-a-lifetime
entertaining	romantic	adventurous

GRAMMAR: Talking about the future

We can use different language forms to talk about the future: Present Simple, Present Continuous, Going to Future, Future Will.

Be Going To	Will
<p>1. When the speaker is making a prediction based on <i>evidence</i>.</p> <p>There's a cloud in the sky. It'S GOING TO rain.</p>	<p>1. When the speaker is making a prediction.</p> <p>Tomorrow WILL BE hot and sunny.</p>
<p>2. When the speaker already has an <i>intention</i> or plan.</p> <p>We'RE GOING TO paint our bedroom tomorrow.</p> <p>Szymon has won the lottery. He says he'S GOING TO go to buy a house in Skwieżyna.</p>	<p>People WILL GO to Mars in the next decade.</p> <p>2. When the speaker decides to do something <i>at the time of speaking</i>. He had no previous plan. Spontaneous.</p> <p>Hold on. I'LL GET a pencil.</p> <p>We WILL SEE what we can do to help you.</p> <p>Maybe we'LL STAY IN and WATCH television.</p>

Present Simple	Present Continuous
<p>1. In sentences that concern events that are on a definite schedule or timetable. These sentences usually contain <u>future words</u>. Only a few verbs are used in this way, eg: to be, open, close, begin, start, end, finish, arrive, come, leave, return.</p> <p>The train LEAVES Gorzów at 9pm <u>tonight</u>.</p> <p>Joanna STARTS work <u>next week</u>.</p> <p><u>Tomorrow</u> IS Thursday.</p>	<p>1. In sentences that concern a definite plan or arrangement. These sentences usually contain <u>future words</u>, or the future is understood from the context.</p> <p>Mietek IS TAKING his CAE exam <u>next year</u>.</p> <p>They can't play tennis with you <u>tomorrow</u>. They'RE WORKING.</p> <p>We'RE GOING to the cinema <u>on Friday</u>.</p>

Exercise 4

Complete the sentences with the correct future form (will, going to, Present Continuous or Present Simple).

I'm hungry! Oh, I _____ (make) you a sandwich.

He _____ (study) law at Sheffield University next year.

The flight _____ (leave) at 8 p.m.

Look at those clouds! It _____ (rain) any minute.

Jack _____ (meet) Kim tomorrow afternoon.

I think he _____ (be) very successful.

Class _____ (begin) at 9 and _____ (finish) at 10.

This exercise looks difficult. I _____ (help) you.

He _____ (not leave) tomorrow.

_____ he _____ (go) to the football match?

I offered him this job. I think he _____ (take) it.

Exercise 5

Match the sentences on the left with their functions on the right. Study the forms in bold.

- | | |
|--|---|
| 1. As you know, we're going to increase our offer. | A. instant decision |
| 2. We're leaving at five o'clock. | B. pre-planned decision |
| 3. Most probably, airport hotels will become popular. | C. prediction based on present evidence |
| 4. Hold on. I'll call our Travel Service and ask them | D. general prediction about the future. |
| 5. Flights are going to be delayed again. | E. future arrangements |

Exercise 6

Making arrangements

Put the sentences into a logical order to make a conversation.

- a) This is Lee Simpson.
- b) No problem. How about Tuesday at ten o'clock?
- c) Great. So, I'll see you on Tuesday. Goodbye.
- d) I'd like to speak to Lee Simpson, please.
- e) Hello, Lee. This is Dana Kirk. We've got an appointment next Monday but I'm afraid something's come up. Could we fix another time?
- f) That's OK for me.

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |

UNIT 3

CHANGE



In business as in life, few things stay the same. Companies must be willing to move with the times and adjust their operations in response to increased competition, technological advances, stakeholder expectations and other pressures. Change is important for any organization because, without change, businesses would lose their competitive edge and fail to meet the ever-changing needs of customers. True business change is more than just a sudden shift, however. It's the result of a structured and planned process to make the company more efficient and profitable.

What is change in a business context?

In simple terms, business change is the act of moving the company from where it is now to where it wants to be. The change can be relatively small, such as improving the company's billing procedures, to utterly transformative, such as reformulating entire product and services in response to the competition.

When people talk about business change, what they mean is change management, which is the process used to ensure the changes are smoothly implemented, with as little resistance as possible to yield lasting benefits. A major part of the process is making sure the change is adopted by the people who are affected by it. Without proper change management, there's a risk that employees will reject or even sabotage the change project, resulting in wasted time and money. Managing the people side of the change can help to reduce fear and anxiety and ensure the new goals you are setting are embraced. The employees should be encouraged to question why things are done a certain way and look for new ways to get work done faster, better and with higher levels of quality and service.

Although change may be an inevitable part of doing business, it is not always embraced with open arms by employees, managers or business owners. Workers may be hesitant to leave the familiarity of their comfort zone or fear that they won't be able to adapt to the change. While the short-term effects of change can sometimes be painful, it can have a positive impact on a business' success in the long run. Change can help a business stay current with industry trends, which can make it more attractive to potential customers as well as help maintain current customers. For example, if a competitor develops and markets a successful new product, a business can ensure that it doesn't fall behind by developing and marketing a similar product of its own. The ability to embrace change can help employees in a business by creating new opportunities.

It may be necessary to **restructure** the company. It is the act of **reorganizing** the legal, ownership, operational, or other structures of a company for the purpose of making it more profitable, or better organized for its present needs. Other reasons for restructuring include a change of ownership or ownership structure. **Downsizing** is not something business owners like to think about but it can be a necessary part of running a business, especially if you want to cut costs, change direction or survive an **economic downturn**. In this scenario there will be **redundancies** or laying off of workers. More and more companies have realized that their most precious asset are the people and their knowledge.

VOCABULARY

Describing change

Certain verbs combine with a prefix to form a verb that describes change.

assess	centralise	date	develop	grade	launch
locate	organise	regulate	size	structure	train
down-	de-	up-	re-		
size	centralise, deregulate	date, grade	assess, develop, launch, locate, organise, structure, train		

Exercise 1

Match a prefix and verb combinations and then complete the following sentences with the correct form of verbs.

Prefixes: de down re up

Verbs: regulate, assess, grade, train locate, centralise, date, develop, launch, organise, size, structure

1. If we want to increase sales, we have to _____ the product under a different name.
2. In order to make the industry more competitive, the government will _____ all domestic flights.
3. Unfortunately the company is doing badly and will have to _____ its workforce.
4. Our company is planning to _____ its operations to the city limits where the rent is cheaper.
5. We have recently _____ our computer programme and it will be necessary to _____ the staff to use it.
6. We need to _____ the situation before taking any decisions.
7. The city council is planning to _____ this area and build a new shopping center on the site of the old car park.
8. Can you please _____ me on the progress of our project?

GRAMMAR: Past Simple and Present Perfect

Present Perfect Simple	Past Simple
<p>Unfinished actions that started in the past and continue to the present:</p> <p>I've known Julie for ten years (and I still know her).</p>	<p>Finished actions:</p> <p>I knew Julie for ten years (but then she moved away and we lost touch).</p>
<p>A finished action in someone's life (when the person is still alive: life experience):</p> <p>My brother has been to Mexico three times.</p>	<p>A finished action in someone's life (when the person is dead):</p> <p>My great-grandmother went to Mexico three times.</p>
<p>A finished action with a result in the present:</p> <p>I've lost my keys! (The result is that I can't get into my house now).</p>	<p>A finished action with no result in the present:</p> <p>I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).</p>
<p>With an unfinished time word (this week, this month, today):</p> <p>I've seen John this week.</p>	<p>With a finished time word (last week, last month, yesterday):</p> <p>I saw John last week.</p>

Remember:

1. We use the Past Simple for past events or actions which have no connection to the present.
2. We use the Present Perfect for actions which started in the past and are still happening now
OR for finished actions which have a connection to the present.
3. We CAN'T use the Present Perfect with a finished time word:
 - **NOT: I've been to the museum yesterday.**

Signal words

Simple Past	Present Perfect Simple
yesterday	just
... ago	already
in 1990	up to now
the other day	until now / till now
last ...	ever
	(not) yet
	so far
	lately / recently

Exercise 2

Complete the sentences with either Past Simple or Present Perfect form of the verbs.

1. I _____ (lose) my keys, so I can't open that door.
2. Ellen _____ (always write) with her left hand.
3. Shakespeare _____ (write) a lot of plays.
4. My brother _____ (write) several plays. He has just finished his latest.
5. I _____ (not see) him for three years. I wonder where he is.
6. He _____ (not smoke) for two weeks. He is trying to give it up.
7. Chopin _____ (compose) some of his music in Majorca.
8. 'When _____ (he/arrive)?' 'He arrived at 2 o'clock.'
9. I read his books when I was at school. I _____ (enjoy) them very much.
10. I can't go out because I _____ (not finish) my work yet.
11. She _____ (do) a language course in Paris last summer.
12. This is my house.' 'How long have you lived here?' 'I _____ (live) here since 1997.'
13. He lived in London for two years and then he _____ (go) to Edinburgh.
14. When I left school, I cut my hair and _____ (wear) it short ever since.

Exercise 3

Complete the sentences with a verb from the box in Present Perfect or Past Simple.

be	finish	stop	watch	not smoke	enjoy	win	live
----	--------	------	-------	-----------	-------	-----	------

1. She smoking two months ago.
2. She for two months.
3. you ever to Florence?
4. you that TV show last night?
5. They still live in that town. They there for ages.
6. A friend of mine the lottery three years ago.
7. When you your homework?
8. They themselves at the party last summer.

Exercise 4

Complete the sentences with for or since.

1. I have not been abroad _____ last year.
2. I haven't spoken a foreign language _____ years.
3. I haven't had a day off _____ I started work.
4. I have been writing this report _____ last week.
5. I have lived in this town _____ 2 years.

Exercise 5

Complete the sentences with Past Simple or Present Perfect.

1. I met my friend Jenny at university and we _____ (remain) friends ever since.
2. That poor old man _____ (work) hard all his life (from 1953 to 1999). He feels miserable because he has no money left.
3. Uncle Sam _____ (come) to live with us last month.
4. I _____ (study) philosophy for a few years and I think it is a real advantage in life. I'm still learning it.
5. Last summer I spent a nice afternoon with a friend; we _____ (go) to the cinema, _____ (do) some shopping and _____ (talk) a lot.

Exercise 6

Complete the expressions. Write one word in each blank.

1. Starting: 'OK. Let's get _____ to business.'
2. Setting objectives: 'The _____ of this meeting is to map out a new marketing strategy.'
3. Asking for reactions: 'How do you _____ about this suggestion?'
4. Dealing with interruptions: 'Could you let him finish, _____?'
5. Keeping to the point: 'Perhaps we could get _____ to the point.'
6. Speeding up: 'I think we should move _____ now.'
7. Slowing down: 'Hold _____, I think we should look at this in a bit more detail.'
8. Summarising: 'Right, let's go _____ what we've agreed.'

UNIT 4

ORGANISATION



A company is a legal entity formed by a group of individuals to engage in and operate a business (commercial) or industrial (enterprise). A company may be organized in various ways for tax and financial liability purposes depending on the corporate law. Organisations are generally organized to earn a profit from business activities, though some may be structured as non-profit charities. Each country has its own hierarchy of company and corporate structures, though with many similarities.

The line of business the organisation is in will generally determine which business structure it chooses such as a partnership, proprietorship, or corporation. These structures show the ownership structure of the company. They can also be distinguished between **private** and **public companies**. Both have different ownership structures, regulations, and financial reporting requirements.

An organisation has many of the same legal rights and responsibilities as a person does, like the ability to enter into contracts, the right to sue (or be sued), borrow money, pay taxes, own assets, and hire employees.

Business enterprises customarily take one of three forms:

1. Sole proprietorship or individual entrepreneurship

It's a business concern owned and operated by one person. The sole proprietor is a person who carries on business exclusively by and for himself. He alone contributes the capital and skills and is solely responsible for the results of the enterprise. In this form of business, a

single person holds the entire operation as his personal property, usually managing it on a day-to-day basis. Most businesses are of this type.

2. Partnership firm

If a business enterprise expands beyond the capacity of a single person, a group of persons have to join hands together and supply the necessary capital and skills. Partnership firm thus grew out of the limitations of one-man business. The need to arrange more capital, provide better skills led to the growth to partnership form of organisation.

These come in two types: general and limited. In general partnerships, both owners invest their money, property, labour, etc. to the business and are both 100% liable for business debts. In other words, even if you invest very little into a general partnership, you are still potentially responsible for all its debt. General partnerships do not require a formal agreement, partnerships can be verbal or even implied between the two business owners.

Limited partnerships require a formal agreement between the partners. They must also file a certificate of partnership with the state. Limited partnerships allow partners to limit their own liability for business debts according to their portion of ownership or investment.

The partnership may have from 2 to 50 or more members, as in the case of large law and accounting firms, brokerage houses, and advertising agencies. This form of business is owned by the partners themselves; they may receive varying shares of the profits depending on their investment or contribution. Whenever a member leaves or a new member is added, the firm must be reconstituted as a new partnership.

3. The limited-liability company (LLC)

Similar to a limited partnership, an LLC provides owners with limited liability while providing some of the income advantages of a partnership. denotes incorporated groups of persons, that is, a number of persons considered as a legal entity (or fictive “person”) with property, powers, and liabilities separate from those of its members. This type of company is also legally separate from the individuals who work for it, whether they are shareholders or employees or both; it can enter into legal relations with them, make contracts with them, and sue and be sued by them. Most large industrial and commercial organizations are limited-liability companies.

Types of organisations depending on their size

A **sole trader**, also known as a sole proprietorship is a simple business arrangement, in which one individual runs and owns the entire business.

Small and medium-sized enterprises (SMEs); sometimes also small and medium enterprises or small and medium-sized businesses (SMBs) are businesses whose personnel numbers fall below certain limits. The abbreviation "SME" is used in the European Union and by international organizations such as the World Bank, the United Nations and the World Trade Organization (WTO). Small enterprises outnumber large companies by a wide margin and also employ many more people. SMEs are also said to be responsible for driving innovation and competition in many economic sectors.

A **multinational corporation (MNC)** or multinational enterprise is an organization that owns or controls production of goods or services in one or more countries other than their home country. It can also be referred as an international corporation.

Corporate structure

Corporate structure refers to the organization of different departments or business units within a company. Depending on a company's goals and the industry in which it operates, corporate structure can differ significantly between companies. Each of the departments usually performs a specialized function while constantly collaborating with each other to achieve corporate goals and values.

An example of a company structure:



Main departments of a company:

Production/Operations (operate assembly lines)

Sales and Marketing (run advertising campaigns)

Human Resources (hiring, benefits, training, etc..)

Financial (prepare budgets, accounts)

IT (install and maintain systems)

Customer Services (deal with complaints)

Legal (draw up contracts)

Research and Development (carry out research)

GRAMMAR: Noun combinations

Two or more nouns can be combined in several ways:

1. 's possessive - we use 's to express relationship between two nouns: Cadbury's chocolate

2. one noun used as an adjective: Internet company

3. phrases with *of* - two nouns are joined by *of* when the ideas are more abstract: business of work

4. compound nouns forming one word: workplace

Exercise 1

Match each noun to two other nouns to make word partnerships:

- | | | | |
|----------------|----------|---------------|--------------|
| 1. information | a) force | b) technology | c) desk |
| 2. sales | a) team | b) trade | c) revenue |
| 3. product | a) range | b) profit | c) placement |
| 4. consumer | a) goods | b) plan | c) awareness |
| 5. insurance | a) life | b) health | c) policy |

Compound nouns are sometimes formed with a number to make expressions of measurement.

In that case the first noun is in singular.

Example: a plan which lasts for 10 years – a ten-year plan

Exercise 2

Change these phrases to make compound nouns:

1. a hotel with five stars _____
2. a budget worth three million dollars _____
3. a presentation that lasts 20 minutes _____
4. a contract worth 200.000 dollars _____
5. a company that is 100 years old _____

Exercise 3

Match a word from box A with a word from box B to complete the sentences below.

A	B
computer	commercials
government	fair
information	force
labour	policy
research	project
trade	technology
TV	virus

Exercise 4

Match the words on the left to the words on the right to make noun collocations.

competitive	economy
commodity	costs
labour	prices
maintenance	rates
tourist	receipts
occupancy	fares
global	force

Write the correct noun combinations in these sentences.

- a. _____ = the amount of money a country receives from tourism.
- b. _____ = the amount of money that is required to keep a building in good repair.

- c. _____ = what you have to pay for food and other basic materials on the world market.
- d. _____ = the amount of money the hotel must pay its staff.
- e. _____ = the percentage of hotel rooms that are throughout the year.
- f. _____ = cheap flights
- g. _____ = all the goods and services produced and traded in the world

Exercise 5

Change the following phrases in the same way as in the example.

Example: a hotel with five stars: a five-star hotel

- 16 a sales conference which lasts three days: _____
- 17 a takeover bid worth five million dollars: _____
- 18 a company which is 75 years old: _____
- 19 an office block that has 40 storeys: _____
- 20 a train journey that lasts five hours: _____

Exercise 6

Complete the phrases 1-6 with a verb from the box.

carry out	draw up	issue	maintain	train	transport
-----------	---------	-------	----------	-------	-----------

- 1. _____ contracts
- 2. _____ goods and equipment
- 3. install and _____ systems
- 4. _____ press releases
- 5. _____ research
- 6. _____ staff

Socialising

Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others. People aren't born with good communication skills; like any other skill, they are learned through trial and error and repeated practice.

Networking (in general) involves building a network of people who you are connected to in some way (e.g. old school friends, ex-colleagues, people you meet at conferences). The principle is that you can get to know new contacts because they already know some of your existing contacts. An important part of networking is maintaining relationships with people in your network, e.g. by sending them messages from time to time. Social networking is the same as traditional networking, but it involves using internet sites and tools to make the process much easier and more effective.

General socialising tips

Treat people well

- act like a host – introduce them to one another
- include them in activities or conversations
- notice when they are feeling bad or being oppressed

Track particular people down and talk to them

- attend a presentation if they are giving one and think of some low key questions and conversation topics
- remind them you wrote them a letter or emailed them after a few minutes
- ask questions about their work that you genuinely want answered
- work out who you know in common professionally
- articulate shared values – keep the conversation focused on professional topics that will provide the opportunity for this to happen.

UNIT 5

ADVERTISING



Advertising is a form of marketing communication which uses the techniques and practices to bring products, services, opinions, or causes to public notice for the purpose of persuading the public to respond in a certain way towards what is advertised. Most advertising involves promoting a good that is for sale, but similar methods are used to encourage people to drive safely, to support various charities, or to vote for political candidates, among many other examples. In many countries advertising is the most important source of income for the media (e.g. newspapers, magazines, or television stations) through which it is conducted.

Advertising has become a large and important service industry.

Advertising is a means of communication with the users of a product or service.

Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them, as defined by the Advertising Association of the UK.

Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc.), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements).

Advertisers often seek to generate increased consumption of their products or services through "branding", which involves associating a product name or image with certain qualities in the minds of consumers. Non-commercial advertisers who spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies.

The **advertising industry** creates and manages the connection between companies, products, and consumers, translating their clients' messages into effective campaigns. For an advertisement to be effective, its production and placement must be based on knowledge of the public and a skilled use of the media. **Advertising agencies** serve to orchestrate complex campaigns whose strategies of media use are based on research into consumer behaviour and an analysis of the market area. A strategy will combine creativity in the production of the advertising messages with clever scheduling and placement, so that the messages are seen by, and will have an effect on, the people the advertiser most wants to address.

Advertising can stimulate buying, increase sales, and help to boost the economy. The economy, though, can also affect the advertising business. When the economy slows down, consumers tighten their wallets, and manufacturers, in turn, reduce production and spend less on promotions. Ad spending decreases and so, too, does ad revenue.

When the economy is healthy, the advertising industry thrives. Companies are more willing to budget for ad and marketing campaigns because consumers have more expendable income, and ad revenue likewise increases. The advertising industry has been enjoying strong revenues in recent years.

Advertisers are faced with challenging new realities when considering the various media they might use to get their messages across. Traditional media are losing control over their audiences. That means that advertisers can no longer feel secure that their ads on TV, on the radio or in print are going to receive mindshare. Gone are the days when television and radio programmers enjoyed captive audiences over a handful of networks, people who happily sat through ad after ad, or planned their schedules around favorite shows.

In the 21st century, with an intensely competitive consumer market, advertisers increasingly used digital technology to call greater attention to products.

Major methods of advertising

Brochures or flyers - Brochures can contain a great deal of information if designed well, and are becoming a common method of advertising.

Direct mail - Mail sent directly from you to your customers can be highly customized to suit their nature and needs. You may want to build a mailing list of your current and desired customers.

E-mail messages - These can be wonderful means to getting the word out about your business.

Magazines - Magazine ads can get quite expensive.

Newspapers - Almost everyone reads the local, major newspaper(s). You can get your business in the newspaper by placing ads, writing a letter to the editor or working with a reporter to get a story written about your business. Advertising can get quite expensive.

Posters and bulletin boards - Posters can be very powerful when placed where your customers will actually notice them. But think of how often you've actually noticed posters and bulletin boards yourself. Your best bet is to place the posters on bulletin boards and other places which your customers frequent, and always refresh your posters with new and colorful posters that will appear new to passersby.

Radio - A major advantage of radio ads is they are usually cheaper than television ads, and many people still listen to the radio, for example, when in their cars. Ads are usually sold on a package basis that considers the number of ads, the length of ads and when they are put on the air. A major consideration with radio ads is to get them announced.

Television - Many people don't even consider television ads because of the impression that the ads are very expensive. They are more expensive than most of major forms of advertising. However, with the increasing number of television networks and stations, businesses might find good deals for placing commercials or other forms of advertisements.

The Internet advertising

Viral marketing, viral advertising, or marketing buzz are buzzwords referring to marketing techniques that use pre-existing social networking services and other technologies to try to produce increases in brand awareness or to achieve other marketing objectives (such as product sales) through self-replicating viral processes, analogous to the

spread of viruses or computer viruses. It can be delivered by word of mouth or enhanced by the network effects of the Internet and mobile networks

A **pop up** is a graphical user interface display area, usually a small window, that suddenly appears ("pops up") in the foreground of the visual interface.

A **banner ad** is a form of online advertising delivered by an ad server. This form of advertising involves embedding an advertisement into a web page. It is intended to attract traffic to a website by linking to the website of the advertiser.

VOCABULARY

Advertising media: cinema, exhibitions, internet, outdoor advertising, point-of-sale, press, radio, television.

Methods of advertising: advertorials, banner ads, billboards/hoardings, commercials, free samples, leaflets/flyers, pop-ups, posters, product placement, sponsorship, viral advertising.

Verbs to do with advertising: communicate (a message), endorse (a product), place (an advertisement), run (a campaign), sponsor (an event), target (a consumer).

A **publicity stunt** is a planned event designed to attract the public's attention to the event's organizers or their cause. Publicity stunts can be professionally organized, or set up by amateurs. Such events are frequently utilized by advertisers, celebrities, athletes, and politicians.

Exercise 1

Complete the sentences with a word from the box.

leaflets	advertisements	campaign	corporate
sponsors	mouth	relations	endorse

1. We don't do much advertising. We rely on word of _____.
2. Mc Donalds and Coca Cola are huge _____ of football.
3. We need a global _____ starting three months before the launch.
4. I have a small company and print small black and white _____.

5. Companies need to manage their _____ identity carefully.
6. My favourite _____ are made for Adidas.
7. Celebrities are paid millions to _____ a product.
- 8/. Sponsoring a local team is good for public _____.

Exercise 2

Choose the correct word and complete the gaps.

In today's material world, we are _____ (inundated/exposed) with various forms of advertising. In my view, this can be dangerous as it _____ (provides/encourages) us to spend without thinking and young people, in particular, need some protection from it.

The first point to make is that advertising does make us spend money we do not need to.

There are nowadays so many different ways companies _____ (promote/display) their products and services, ranging from television commercials to simple flyers that we cannot escape it. If, for example, you watch a football match on television, you will see the _____ (images/logos) of the tournament sponsors. Likewise, if you watch the latest blockbuster movie, very probably you will see a _____ (product/consumer) placed in the film by some advertising agency. The volume of this advertising means that we, as _____ (consumers/advertisers), tend to be profoundly influenced by it and buy without thinking.

It is not easy to decide how to _____ (regulate/promote) advertising. Clearly, governments ought to restrict advertisements for harmful products such as alcohol and tobacco. They do not have the power, however, to control other forms of advertising. This means we need to use our commonsense when we go to the shops, and ask ourselves whether we really need to make that purchase. Parents should, however, ensure that young people are protected from too much _____ (exposure/influence) to advertising. This can mean simply explaining that it is not in fact necessary to buy the newest Xbox, or simply turning the television off.

My conclusion is that while we cannot escape advertising or its effects in the modern world, children should be encouraged not to pay too much attention to it.

Exercise 3

Choose the correct word.

1. In your country what kind of adverts for what kind of products are aimed *at/on* children or teenagers?
2. How much attention do you *make/pay* to TV adverts?
3. What kind of adverts really *catch/pull* your attention?
4. Does your company *set/get* annual targets?
5. What happens if you fail to *get/meet* such targets?
6. How much time do you have to *arrange/meet* a deadline?
7. What media does your company use to *promote/position* its products and services?

GRAMMAR: Articles

English has two articles: **the** and **a/an**.

The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the *definite* article and a/an the *indefinite* article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read *the* book," I mean a *specific* book. If I say, "Let's read *a* book," I mean *any* book rather than a specific book.

The is used to refer to a *specific* or *particular* member of a group. For example, "I just saw *the* most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use *the*.

"*A/an*" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see *a* movie." Here, we're not talking about a *specific* movie. We're talking

about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

Indefinite Articles: a and an

"A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My daughter really wants *a* dog for Christmas." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.

Remember, using a or an depends on the sound that begins the next word. So...

- **a** + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- **an** + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*

If the noun is modified by an adjective, the choice between **a** and **an** depends on the initial sound of the adjective that immediately follows the article:

- **a** broken egg
- **an** unusual problem
- **a** European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

In English, the indefinite articles are used to indicate membership in a group:

- I am **a** teacher. (I am a member of a large group known as teachers.)
- Brian is **an** Irishman. (Brian is a member of the people known as Irish.)
- Seiko is **a** practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. **The** signals that the noun is definite, that it refers to a particular member of a group. For example:

"**The** dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.

"I was happy to see **the** policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

"I saw **the** elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

Geographical use of the

There are some specific rules for using **the** with geographical nouns.

Do not use **the** before:

- names of most countries/territories: *Italy, Mexico, Bolivia*;
however, *the Netherlands, the Dominican Republic, the Philippines, the United States*
- names of cities, towns, or states: *Seoul, Manitoba, Miami*
- names of streets: *Washington Blvd., Main St.*
- names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*
- names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*
- names of continents (Asia, Europe)
- names of islands (Easter Island, Maui, Key West) except with island chains like **the** Aleutians, **the** Hebrides, or **the** Canary Islands

Do use **the** before:

- names of rivers, oceans and seas: **the Nile, the Pacific**
- points on the globe: **the Equator, the North Pole**
- geographical areas: **the Middle East, the West**
- deserts, forests, gulfs, and peninsulas: **the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula**

Omission of Articles

Some common types of nouns that don't take an article are:

- Names of languages and nationalities: *Chinese, English, Spanish, Russian* (unless you are referring to the population of the nation: "**The** Spanish are known for their warm hospitality.")
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

Exercise 4

Fill in the article **a, an or the** where necessary. In some sentences no article is needed.

1. For the job you need _____ experience with _____ computers.
2. I always find _____ conversation difficult in _____ foreign language.
3. I couldn't hear her because of _____ noise of the train.
4. I saw _____ beautiful dress here yesterday.
5. I was trying to listen to _____ conversation the table next to me.
6. I'm afraid I didn't enjoy _____ concert last evening.
7. It was _____ very embarrassing accident.
8. She heard _____ strange noise behind the curtain.
9. _____ dress she showed me was a little too big for me.
10. What do you usually have for _____ breakfast?
11. Ian's father works as _____ engineer.
12. Do you still live in _____ London?
13. The tomatoes are 99 pence _____ kilo.
14. Tom is in _____ hospital. He is going to have _____ operation.
15. What time do you usually get home from _____ work?

Exercise 5

Complete the text with a, an, the or nothing.

This morning, I woke up around ten, I made ____ cup of coffee, took it into ____ bedroom and put it on the table next to ____ bed, on ____ side my wife sleeps on. I go through this ritual twice ____ week, we go to ____ work at different times and I always get up first to get ____ kids ready for ____ school. I drop them off outside ____ school which is an old Victorian building on the corner of ____ Hill Road, and then go straight to ____ work. My office is in ____ city centre and I always have ____ problem finding ____ parking space. My wife says I'm always complaining about ____ traffic and the pollution, which is true- you see, I grew up in ____ country, close to ____ nature and I have never got used to living in such ____ big city. I think the only thing I would miss about living in ____ big city like this is going to ____ concerts of all kinds. I love rock and classical music, too, and especially going to ____ cinema, which I am particularly keen on. I also like ____ good food and occasionally we go out and have ____ dinner in a nice restaurant, but most of the time we eat at ____ home, where the food is delicious- except when I make it!

Exercise 6

Decide whether to use the definite article the or not.

Hi John,

I arrived in _____ USA last Monday. We left _____ Rome, flew over _____ Alps and made a quick stop in _____ London. There we went shopping at _____ Harrods, visited _____ Tower and enjoyed a sunny afternoon in _____ Hyde Park. On the following day we left for _____ New York. _____ time on board wasn't boring as there were two films to watch on _____ monitor. _____ people on _____ plane were all _____ Italian. Before we landed at _____ JFK airport, we saw _____ Statue of Liberty, _____ Ellis Island, and _____ Empire State Building. _____ hotel I stayed in was on _____ corner of _____ 42nd Street and _____ 5th Avenue. I don't like _____ hotels very much, but I didn't have _____ time to rent an apartment.

Yours,

Peter

Exercise 7

Put the definite article *the* where it is necessary.

1. _____ British Museum
2. _____ Europe
3. _____ Philippines
4. _____ Lake Ontario
5. _____ Himalayas
6. _____ Beachs of Goa
7. _____ Thames

Presentations

Making a good oral presentation is an art that involves attention to the needs of your audience, careful planning, and attention to delivery.

Planning your presentation

In an effective presentation, the content and structure are adjusted to the medium of speech.

As a general rule, expect to cover much less content than you would in a written report.

Make difficult points easier to understand by preparing the listener for them, using plenty of examples and going back over them later. Leave time for questions within the presentation.

Give your presentation a simple and logical structure. Include an introduction in which you outline the points you intend to cover and a conclusion in which you go over the main points of your talk.

Delivering your presentation

People vary in their ability to speak confidently in public, but everyone gets nervous and everyone can learn how to improve their presentation skills by applying a few simple techniques.

The two most common forms of visual aid are overhead transparencies (OHTs) and computer slide shows (e.g. PowerPoint). Objects that can be displayed or passed round the audience can also be very effective and often help to relax the audience. Some speakers give

printed handouts to the audience to follow as they speak. Others prefer to give their handouts at the end of the talk, because they can distract the audience from the presentation.

Tips for effective presentations

When it comes to what you have to say, break it down into three simple sections: your presentation needs an introduction, body, and conclusion.

- A compelling introduction. Your introduction needs to briefly sum up what you're going to talk about and why it's useful or relevant to your audience.
- Offer a body of evidence. The body of your presentation is where you hit 'em with the facts, quotes, and evidence to back up your main points.
- Sum up with key takeaways. The conclusion is where you loop back to your original statement and give the audience some key takeaways on how they can put into practice what they've learned.
- No more than 10 slides in total. Who wants to sit through pages and pages of slides? No one, that's who. By keeping your slide deck to 10 slides, even if your presentation is 30 minutes long, you'll give the audience a chance to digest the on-screen messages in line with your talk.
- Limit the amount of copy on each slide Less really is more, especially when it comes to making a good presentation. Too much text and the audience will just be reading the screen instead of looking at you and feeling the emotional impact of your message. No more than six words per slide.
- Use design details cleverly A good design can make or break a presentation.
- Polish several times. Just like some well-worn shoes, a good presentation often needs a few rounds of dusting before it's all shiny and sparkly.
- Edit ruthlessly. At first you might have a huge amount of information and will wonder how you're ever going get it down to six words per slide. That's OK. Keep editing ruthlessly until you've reduced your message to the bare essentials.
- Get someone else to look at it. A fresh pair of eyes can work miracles when it comes to refining your presentation. Get a trusted mentor or colleague to review your work.

UNIT 6

MONEY



Money is any object that is generally accepted as payment for goods and services and repayment of debts in a given country or socio-economic context. Money is an economic unit that functions as a generally recognized medium of exchange for transactional purposes in an economy. Money originates in the form of a commodity, having a physical property to be adopted by market participants as a medium of exchange.

Investing is a way to potentially increase the amount of money you have. The goal is to buy financial products, also called investments, and hopefully sell them at a higher price than what you initially paid. Investments are things like **stocks, bonds, mutual funds and annuities**.

The differences between **saving** and **investing** are:

- You typically save money in a traditional bank account or by simply storing it someplace safe. When you invest, you're purchasing products and keeping your money in a specified investment account.
- When saving, your opportunity for growth is lower, and might not exist at all. Investing helps you beat inflation through the interest rate you can earn.
- Saving is usually reserved for short-term and intermediate-term goals, whereas investing is better suited for long-term goals like retirement.

People are always looking to place money where it will be most profitable and earn the greatest **return on investment**. You can put your money in a bank and get **interest**. Many people invest in dividend-paying **stocks or shares** to take advantage of the steady

payments and the opportunity to reinvest the dividends to purchase additional shares of stock. Since many dividend-paying stocks represent companies that are considered financially stable and mature, the stock prices of these companies may steadily increase over time while shareholders enjoy periodic **dividend** payments.

A company that pays consistent, rising dividends is likely a financially healthy firm that generates consistent cash flow (this cash, after all, is where the dividends come from). These companies are often stable, and their stock prices tend to be less volatile than the market in general. As such, they may be lower risk than companies that do not pay dividends and that have more volatile price movements.

A **bond** is a debt investment in which an investor loans money to an entity (typically corporate or governmental) which borrows the funds for a defined period of time at a variable or fixed interest rate. Bonds are used by companies, municipalities, states and sovereign governments to raise money and finance a variety of projects and activities. Owners of bonds are debt holders, or creditors, of the issuer.

Equity is important because it represents the real value of one's stake in an investment.

Investors who hold stock in a company are usually interested in their own personal equity in the company, represented by their shares. This is called **equity stake**.

Stock market (stock exchange) is a place or organization by which **stock traders** (people and companies) can trade stocks. Companies may want to get their stock listed on a stock exchange. Other stocks may be traded "over the counter", that is, through a dealer. A large company will usually have its stock listed on many exchanges across the world. Exchanges may also cover other types of security such as fixed interest **securities** or interest **derivatives**.

In economics, a **recession** is a business cycle contraction. It is a general slowdown in economic activity. Macroeconomic indicators such as GDP (gross domestic product), investment spending, capacity utilization, household income, business profits, and inflation fall, while bankruptcies and the unemployment rate rise.

VOCABULARY

Exercise 1

Match the words in the word pairs (1-6) to their meaning (a-f).

- | | |
|-----------------|---|
| 1. Recession | a. money risked when a business owns part of another company |
| 2. Debt | b. a place where company shares are bought and sold |
| 3. Stock market | c. money owed by one person or organisation to somebody |
| 4. Equity stake | d. a period of time when business activity decreases |
| 5. Shares | e. a description of what is likely to happen in the future |
| 6. Forecast | f. equal parts into which the capital or ownership is divided |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Exercise 2

Complete the sentences with the words in the box.

decline	down	fell	increase	recover
---------	------	------	----------	---------

1. From the previous year to last year, Hovis's profits _____.
2. Hovis believes that they will _____ the advertising costs as profits increase.
3. Hovis sales were _____ 11 per cent two years ago.
4. The relaunch led to a small _____ in market share.
5. The Gorilla ad stopped the _____ in Cadbury's sales.

GRAMMAR: Describing trends

In business and everyday English, you sometimes have to describe changes in trends (movement or tendency), graphs, and diagrams. Trend graphs describe changes over time (e.g. a year, a decade).

In the business context, you may have to describe trends in reports, meetings, and presentations. In everyday life, you could describe changes in any subject because things change all the time!

Describing changes and trends generally consists of three parts:

- Use a verb (or an adjective and a noun) to describe movement
- Describe the speed or size of the movement
- Explain the reason or consequence of the change

You can also view it this way: **Verb + Speed or Size + Result/Reason/Consequence**

Example

In 2011, Samsung's profits **increased considerably thanks to** its successful Galaxy S series.

Here are some verbs you can use to describe change and movement.

Verbs to describe an upward trend

The following verbs can be used to describe a trend or pattern that goes up.

- climb (past: climbed)
- go up (past: went up)
- grow (past: grew)
- increase (past: increased)
- jump (past: jumped)
- rise (past: rose)
- rocket (past: rocketed)

Sentence examples using words that show an upward trend:

- The number of enrolments **increased** significantly between 2005 and 2010.
- Production **rose** from 800 units in May to 1000 units the following month.

Verbs to describe a downward trend

The following verbs can be used to describe a trend or pattern that goes down.

- decline (past: declined)
- decrease (past: decreased)

- drop (past: dropped)
- fall (past: fell)
- go down (past: went down)
- plummet (past: plummeted) = to fall or drop suddenly in amount or value
- plunge (past: plunged) = to fall or drop suddenly in amount or value

Plunge and *plummet*, when describing trends, have the same meaning.

Sentence examples using words that show a downward trend:

- Prices of Model X **dropped** significantly once Model Y became available on the market.
- Company profits **decreased** in 2013 by 15%.

Words and phrases used to describe a stable trend

To describe a more or less stable pattern, you can use the following expressions:

- maintain (past: maintained)
- remain (past: remained)
- stay (past: stayed)
- constant
- stable
- steady
- unchanged

Adverbs used when describing trends

Adverbs describe HOW something happens. They usually come after a verb.

- sharply, rapidly, quickly, steeply
- considerably, significantly, substantially
- steadily, gradually, moderately

Most verbs also have noun forms. They are generally the same.

for example: to climb → a climb; to fall → a fall

However, there are some exceptions:

to stabilize → a stabilization to level off → a levelling off; to fluctuate → a fluctuation to recover → a recovery

Adjectives and adverbs

Sometimes, we need to give more information about a trend, usually about the degree or speed of change.

The year started with a **steady** decline in sales, which stabilized in September

Sales **increased slowly** during January and then **declined steadily** until the end of the financial year.

Look at the following uses of adjectives.

- before nouns

There was a **dramatic** fall in profit slast year.

- after stative verbs such as be, become, seem, appear, look, etc.

The similarities between Ahold and Enron are **striking**.

Look at the following use of adverbs.

- after verbs

Sales fell **sharply** on the news.

- before an adjective or adverb

... his anger and pride became quickly **apparent** ...

When describing trends in a report you need to pay careful attention to the use of prepositions:

Sales in the UK increased rapidly **between** 2007 **and** 2010.

There was a sharp decline in sales in Japan **from** 2007 **to** 2010.

Exercise 3

Complete these tables.

VERB (action)	NOUN (thing)
to rise to fall to increase to decrease to improve to recover	

ADJECTIVE (describes a noun)	ADVERB (describes a verb)
slight sharp dramatic steady	

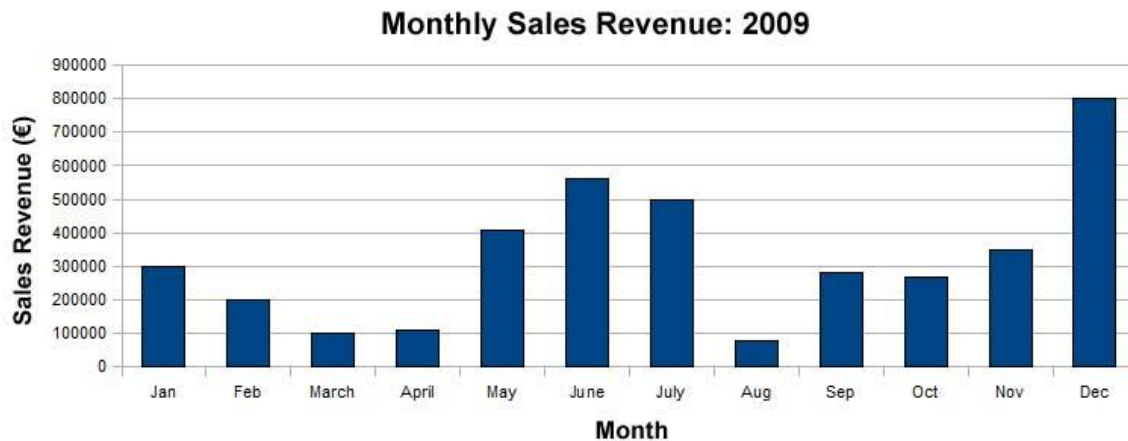
Exercise 4

Which adjective describes:

1. A sudden, very large change _____
2. A sudden, large change _____
3. A very small change _____
4. A regular change (not sudden) _____

Describing charts

The following is the Annual Sales Revenue Presentation for a computer company given by the sales director. Focus on how the sales director describes the increases and decreases of the data/information in the chart below.



Sales Director:

“So now we’re going to look at the annual sales figures for last year. As you can see from the chart, in January sales revenue was €300,000. In February it **fell by** €100,000 to €200,000. By March there was another **decline of** €100,000, which is normal for that time of year. But things started to improve and by April it **edged up by** €10,000. And in May there was a **jump of** €300,000 to €410,000. A good month.

By June, it **went up to** €560,000. As we know summer is a slow time for us. So, in July there was a **drop of** €60,000. But in August it **plummeted by** €420,000 to €80,000. By September there was an improvement, with a **climb of** €200,000. It then **dipped by** €10,000 in October, but then there was a **rise to** €350,000 in November. But in December, I’m pleased to say that sales revenue **rocketed to** €800,000, an increase of €450,000. Overall, I think we’ve had a good year.”

Exercise 5

Use one of the verbs, nouns or prepositions from the below box so that the sentence matches with the data in the below chart for monthly visitor numbers to an Art Gallery.

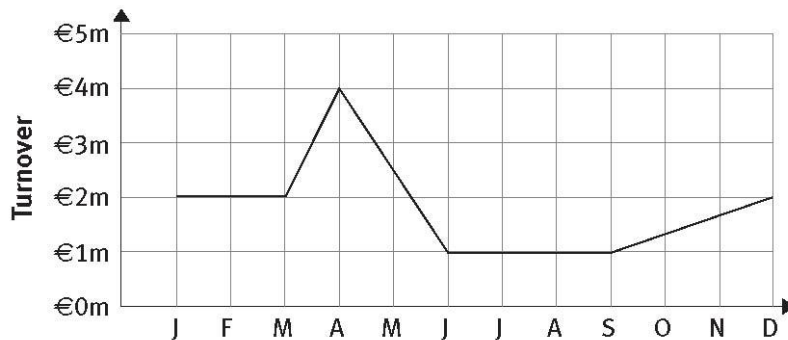


**CLIMB FALL BY DROP WENT UP
PLUMMET TO EDGE UP DIP OF**

1. In February, the number of visitors declined _____ 1,960.
2. In March, there was a rise in visitor numbers _____ 1,519.
3. In April, the number of visitors rocketed _____ 16.000.
4. In May, there was a _____ 2,711.
5. In June, the number of visitors _____ by 7,274.
6. In July, the number of visitors _____ by 135.
7. In August, there was a _____ of 145.
8. By September, the number of visitors _____ by 1,994.
9. In October, the number of visitors _____ by 1,511.
10. In November, there was a _____ in the number of visitors of 1,692.

Exercise 6

Write a brief description of a chart below. (Use words *rise, fall, plummet, level off, sharp, slight, steady etc.*).



Exercise 7

Complete these sentences about the sales figures. Use a preposition (*to, from, by, at, etc.*).

1. Sales stayed _____ 6000 in February.
2. They increased _____ 7000 in March _____ 8000 in April.
3. They decreased _____ 3000 in May.
4. They fell _____ in June.
5. They rose _____ 5000 _____ 6000 in August.
6. They increased _____ 7000 between August and October.
7. They remained steady _____ 7000 in December.

Exercise 8

Choose the word from the box that can be combined with the verbs in the following expressions.

bankruptcy	shares	investment	recession	forecast	dividends	debts
------------	--------	------------	-----------	----------	-----------	-------

1. A business can face / be close to / go into
2. Many countries want to attract / encourage / stimulate foreign
3. A company can clear / pay off / repay its
4. A country can go into / plunge into / come out of / emerge from
5. A _____ can be optimistic / gloomy / accurate

6. A company can acquire / own / issue

7. A company can declare / increase / cut its

FINAL TEST (Units 1 – 6)

Name: _____

Class: _____

1. Complete the sentences below using one of the verbs below in the correct form. You may use each verb once only.

work seem know interview wait talk finish enjoy prefer play produce

1. We never _____ football, we _____ tennis.
2. I _____ my article. I will show it my editor when it is done.
3. My friends _____ themselves in Miami at the moment. Champagne every night! In fact, they don't want to leave."
4. We _____ to entertain our guests in a local restaurant rather than the canteen. Although it is expensive, we can talk freely there.
5. I _____ the reason why he left us.

2. Choose the best word or phrase to complete these sentences.

1. When a famous actor says he uses a product, that's called an _____.
a) endorsement b) lifecycle c) share
2. When you reduce the number of employees in an office, you call it _____.
a) downsizing b) recruitment c) resizing
3. At the end of a meal, a British person usually asks for the _____.
a) check b) cost c) bill
4. A market _____ is customers of a similar age, income or social group.
a) share b) segment c) leader

3. Complete the table with the appropriate words.

British English	American English
hand luggage	
	freeway
	line
lift	
	schedule

4. Complete the sentences with the correct future form (Present, Continuous, Present Simple, going to or will)

1. The plane _____ (take off) from Heathrow at 8:00 a.m.
2. We _____ (stay) at the hotel for the next week's conference.
3. Many companies _____ (increase) their prices next month.
4. Thank you for everything you've done for me. I _____ (never/forget) it.
5. We have an arrangement. We _____ (meet) our partners next week.

5. Complete the sentences with a verb from the box.

retrain reassess relocate downsize deregulate

1. We need to _____ the situation before taking any decision.
2. People are often reluctant to _____ until they are convinced that their skills are not sufficient to enable them to find work.
3. They are planning to _____ their offices from the city centre to the suburbs.

4. If your company _____ and you are over 50, your working life may be over.

5. The government will soon _____ all internal flights, so the industry will probably become more competitive.

6. Complete the text below with the correct form of the verbs in brackets. Use either Past Simple or Present Perfect.

I _____ (do) lots of terrible jobs in my life, but the worst job I _____ (ever have) was selling hotdogs. I _____ (always be) vegetarian and I _____ (never eat) a hotdog in my life. I _____ (start) the job two years ago at the beginning of the summer holidays because I _____ (need) the money to pay for my studies. The customers _____ (be) very rude and we often _____ (have) problems with the police. One day, the police _____ (arrest) my boss. I _____ (never be) so happy in my whole life.

7. Match the names of the departments (1-9) with the phrases (a-i) to make a short description of each department.

- | | |
|------------------------|-------------------------------------|
| 1. Sales and marketing | a. transports the products |
| 2. IT | b. pays the salaries |
| 3. Customer service | c. sells the products |
| 4. Human resources | d. makes the products |
| 5. Production | e. thinks of ideas for new products |
| 6. R&D | f. recruits new staff |
| 7. Finance | g. processes orders from customers |
| 8. Distribution | h. looks after the computers |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

8. Match a word from box A with a word from box B to make word partnerships.

A	B
computer	fair
information	virus
government	commercials
trade	force
TV	policy
labour	technology
research	project

9. Complete the sentences with the words in the box.

decline	down	fell	increase	recover
---------	------	------	----------	---------

1. From the previous year to last year, Hovis's profits _____.
2. Hovis believes that they will _____ the advertising costs as profits increase.
3. Hovis sales were _____ 11 per cent two years ago.
4. The relaunch led to a small _____ in market share.
5. The Gorilla ad stopped the _____ in Cadbury's sales

11. Complete the text with *a, an the or no article*.

European stock markets

Shares in the aerospace and defence group, EADS rose by _____ 2 per cent to €29.89 on _____ announcement that Chile's LAN Airlines had confirmed _____ order for 25 jets from the European aircraft manufacturer Airbus, _____ joint company owned by EADS and BAE Systems of _____ UK.

12. Complete the sentences with answers a), b) or c).

- 1 If a celebrity _____ a product, sales will probably increase.
a) endorses b) targets c) places
- 2 Creating clever and memorable _____ such as ‘Mr Muscle loves the jobs you don’t’ is the job of advertising agencies.
a) slogans b) flyers c) samples
- 3 If you hear about a product from a friend or relative, this is
a) word-of-mouth b) viral c) word-for-mouth
- 4 Billboards are often called
a) banners b) hoardings c) posters
- 5 Through blogs and services such as Facebook and Twitter, companies are able to _____ more directly with customers.
a) endorse b) exhibit c) communicate

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