



SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI

GIÁO TRÌNH

Tiếng Anh chuyên ngành thương mại

ENGLISH FOR COMMERCE

DÙNG TRONG CÁC TRƯỜNG TRUNG HỌC CHUYÊN NGHIỆP



NHÀ XUẤT BẢN HÀ NỘI

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NGUYỄN THỊ VÂN

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THƯƠNG MẠI
(ENGLISH FOR COMMERCE)

(Dùng trong các trường THCN)

NHÀ XUẤT BẢN HÀ NỘI - 2007

Lời giới thiệu

Nước ta đang bước vào thời kỳ công nghiệp hóa, hiện đại hóa nhằm đưa Việt Nam trở thành nước công nghiệp văn minh, hiện đại.

Trong sự nghiệp cách mạng to lớn đó, công tác đào tạo nhân lực luôn giữ vai trò quan trọng. Báo cáo Chính trị của Ban Chấp hành Trung ương Đảng Cộng sản Việt Nam tại Đại hội Đảng toàn quốc lần thứ IX đã chỉ rõ: “Phát triển giáo dục và đào tạo là một trong những động lực quan trọng thúc đẩy sự nghiệp công nghiệp hóa, hiện đại hóa, là điều kiện để phát triển nguồn lực con người - yếu tố cơ bản để phát triển xã hội, tăng trưởng kinh tế nhanh và bền vững”.

Quán triệt chủ trương, Nghị quyết của Đảng và Nhà nước và nhận thức đúng đắn về tầm quan trọng của chương trình, giáo trình đối với việc nâng cao chất lượng đào tạo, theo đề nghị của Sở Giáo dục và Đào tạo Hà Nội, ngày 23/9/2003, Ủy ban nhân dân thành phố Hà Nội đã ra Quyết định số 5620/QĐ-UB cho phép Sở Giáo dục và Đào tạo thực hiện đề án biên soạn chương trình, giáo trình trong các trường Trung học chuyên nghiệp (THCN) Hà Nội. Quyết định này thể hiện sự quan tâm sâu sắc của Thành ủy, UBND thành phố trong việc nâng cao chất lượng đào tạo và phát triển nguồn nhân lực Thủ đô.

Trên cơ sở chương trình khung của Bộ Giáo dục và Đào tạo ban hành và những kinh nghiệm rút ra từ thực tế đào tạo, Sở Giáo dục và Đào tạo đã chỉ đạo các trường THCN tổ chức biên soạn chương trình, giáo trình một cách khoa học, hệ

thống và cập nhật những kiến thức thực tiễn phù hợp với đối tượng học sinh THCN Hà Nội.

Bộ giáo trình này là tài liệu giảng dạy và học tập trong các trường THCN ở Hà Nội, đồng thời là tài liệu tham khảo hữu ích cho các trường có đào tạo các ngành kỹ thuật - nghiệp vụ và đồng đảo bạn đọc quan tâm đến vấn đề hướng nghiệp, dạy nghề.

Việc tổ chức biên soạn bộ chương trình, giáo trình này là một trong nhiều hoạt động thiết thực của ngành giáo dục và đào tạo Thủ đô để kỷ niệm “50 năm giải phóng Thủ đô”, “50 năm thành lập ngành” và hướng tới kỷ niệm “1000 năm Thăng Long - Hà Nội”.

Sở Giáo dục và Đào tạo Hà Nội chân thành cảm ơn Thành ủy, UBND, các sở, ban, ngành của Thành phố, Vụ Giáo dục chuyên nghiệp Bộ Giáo dục và Đào tạo, các nhà khoa học, các chuyên gia đầu ngành, các giảng viên, các nhà quản lý, các nhà doanh nghiệp đã tạo điều kiện giúp đỡ, đóng góp ý kiến, tham gia Hội đồng phản biện, Hội đồng thẩm định và Hội đồng nghiệm thu các chương trình, giáo trình.

Đây là lần đầu tiên Sở Giáo dục và Đào tạo Hà Nội tổ chức biên soạn chương trình, giáo trình. Dù đã hết sức cố gắng nhưng chắc chắn không tránh khỏi thiếu sót, bất cập. Chúng tôi mong nhận được những ý kiến đóng góp của bạn đọc để từng bước hoàn thiện bộ giáo trình trong các lần tái bản sau.

GIÁM ĐỐC SỞ GIÁO DỤC VÀ ĐÀO TẠO

Introduction

English for commerce is a course book designed for students at the upper-intermediate level of English, who are preparing for or are in need of effective use of English in their present or future coming business. This course book is particularly useful for students of economics, foreign trading, etc. and for those who will sooner step in the world of business and commerce after finishing their course.

English for commerce introduces key business concepts and topics and develops practical skills within real business scenarios including presentations, negotiation, marketing and sales,... Based on an interactive approach, students participate in problem-solving tasks, case studies and business situations.

English for commerce includes four main parts: Students' book, Workbook, Glossary and Tapescript.

In students' book there are 10 main units, each based on a business and commerce theme. The units give students the opportunity to improve their speaking, listening, reading and writing skills. There is a Language study section in each unit to help students revise grammar knowledge.

Functional sections help learners improve the functional language in different business situations.

In addition to the main units, review unit helps the students revise and gives them further practical skills such as speaking, listening, reading and writing.

Workbook contains follow-up exercises: grammar, functions, reading practice and vocabulary exercises. Students can study with workbook by themselves.

To support this course students are supposed to study some other books as a reference such as English For Business Study, You Are In Business, Effective Meeting, New International Business...

Hopefully the students will find English for commerce useful and that it will help them in their business career.

Unit 1

GETTING TO KNOW BUSINESS PARTNERS

Objective

- Identifying the features of a successful meeting
- The key communication skills for participating in a meeting with business partner
- Being polite and active in communication

Contents

Language functions and skills

- Doing business in English
- Speaking to clients
- Writing politely

Language study

Questioning and clarifying

Pronunciation

- Intonation and meaning

Vocabulary

- Types of meeting

Practice

- Prepare for a meeting

DOWN TO BUSINESS

In business, people have to deal in person with all kinds of people. You may have to use English when talking to different people within your company who don't speak your language; this may be colleague or co-workers, superiors or subordinates - who may work with you in your own department, in another part of the building or in another branch. And you may also have to deal in English

with people from outside the organization: clients, suppliers, visitors and members of the public. Moreover, these people may be friends, acquaintances or strangers - people of your own age, or people who are younger or older than you. The relationship you have with a person determines the kind of language you use.

This relationship may even affect what you say when you meet people: for example, it's not appropriate to say *Hi, how are you?* when meeting the Managing Director of a large company or to say *Good morning, it's a great pleasure to meet you* when being introduced to a person you'll be working closely with in the same team.

Remember that people form an impression of you from the way you speak and behave - not just from the way you do your work. People in different countries have different ideas of what sounds friendly, polite or sincere - and of what sounds rude or unfriendly! Good manners in your culture may be considered bad manners in another.

Remember also that your body language, gestures and expression may tell people more about you than the words you use.

1. Which of the following types of meeting do you attend?

Information giving	Problem-solving	Brainstorming
Decision-making	Others (please specify)	

2. What makes a successful meeting? Make a list of key factors. Then compare your ideas with the checklist below

Checklist - what makes a good meeting?

Preparation

Have the participants been informed of: date, place, time, agenda, objectives, specific preparation, documentation, and specific roles?

Purpose

Do the participants?

- Share the same expectations?
- Have clear objectives?
- Understand the scope/ limits of the meeting?

Procedure

- Has the procedure (formal chairing, informal brainstorming, etc.) been agreed?
- Has the agenda been agreed and understood?
- Are the time limits clear (duration, finish time, date and time of next meeting)?

Roles

- Are the roles clearly understood?
- Chairperson- how much control is appropriate?
- Minute-taker - detailed minutes or just a summary?
- Participants - general and/ or specific contributions?

Communication

- Do all the participants get a chance to contribute?
- Is there a clear direction to the meeting?
- Do the participants understand each other?
- Is there a positive atmosphere?
- Is there a clear outcome to the meeting?

Look at the checklist again. Think of a recent meeting that you have attended, and evaluate it according to the criteria in the checklist. Be prepared to report back briefly to other members of the group.

READING

Frost's

1. Read the information about Frost's. How many steps are there between customers showing initial interest and a sale?

In the early 1990s Malcolm Frost identified the growing trend of people working from home. He set up Frost's Offices specializing in building space-saving offices in people's homes.

Frost's has no showrooms and instead relies on advertisements in national newspapers and magazines to generate business. Potential customers who reply to an advertisement are telephoned by a specialized telesales agency which

then tries to set up meetings with a sales representative. A salesperson then visits the client's home to help design the office and to close the sale. Most of these visits are carried out in the evenings and at weekends.

Last year, Frost went into semi- retirement and appointed Sally Rose as the company's new managing director. He is still the firm's owner and key decisions require his approval.

2. Three years before he retired, Malcolm Frost introduced a number of important changes. Read the information concerning these changes below.

- 1. What do you think were his reasons for making these changes?*
- 2. What effects do you think these changes have had since they were introduced?*

Frost introduced a new reward system which he copied from his biggest competitor. This was to stop his best salespeople from being headhunted by competitors. The sales force moved from a guaranteed basic salary plus commission from commission only. Commission rates have been increased greatly and successful salespeople can earn much more than ever before.

Sales staff used to work in teams of five seated around a large table. Each group had an administrator who allocated the responses to the magazines and newspaper advertisements. Individual salespeople made their own appointment with potential clients. It was common for a monthly prize to be given to the table with the best sales figures for the previous month and there was a lot of friendly rivalry between the tables. Now the replies are dealt with by a telesales agency which generates considerably more appointments than salespeople ever did.

In an attempt to cut overheads and make the firm more efficient, most of the sales administrator and back-up staff have been dismissed. Salespeople now handle their own paperwork and invoicing, and work out their own routes for visiting customers. Instead of working round tables, salespeople are now expected to "hot-desk". This means they find a spare phone and cubicle wherever they can when they arrive at work. Frost believed that the table system encouraged his sales force to spend too much time at the office and not enough time out selling.

LISTENING

1. You will hear Martina Hansch, a sales representative for a German exporter talking about doing business in English. Martina mentions five strategies she has used to deal with difficulties in understanding. What are they?

2. This useful expression helps you to check information. Look at these examples and listen.

- I'm not authorized to go any higher than this price, I recommend that you accept our offer.
- So, in other words, this is your last offer.
- So, in other words, this is the maximum you'll pay.
- So, in other words, you can't increase the price at all.

You will hear three parts of a conversation. Choose the most accurate summary of each one from these sentences.

- a. So in other words, the colour could be OK if we give you a lower price.
So in other words, the price could be OK if we can do it in blue.
- b. So in other words, you need everything delivered in four weeks, not in two.
So in other words, you need 50% delivered in two weeks and 50% in four
- c. So in other words, you want 60 days to pay, not 30.
So in other words, 30 days to pay is OK if we give you a 2% discount.

LANGUAGE STUDY

1. Before listening, read through these types of questions.

Open questions

What sort of problem do you have?

I'm interested to know how you see the problem.

Probing questions

Could you be a bit more specific about the distribution channels you use?

What exactly do you mean by...?

Leading questions

Shouldn't we be talking about a separate advertising budget?

I suppose we're not going to change the budget?

Reflective questions

So, if I understand you correctly, you are saying...

So you've got problem with the...?

Closed questions

Do you really need a new approach?

Have we got any choice?

2. You are going to hear some short extracts from meetings in which a question is asked. Note down what type of question you hear in each extract.

Extract	Type of question
1	-----
2	-----
3	-----
4	-----
5	-----
6	-----
7	-----
8	-----
9	-----
10	-----

Questioning and clarifying

Open questions

What sort of...?

Could you tell me...?

Probing questions

What exactly do you mean by...?

I'm not sure I really understand...

I'd be interested to know...
(These are called open question
because we don't know what
the answer will be)

Closed questions

Do you plan to...?
Is there...?
Did you...?
Are you going to...?
(These questions are seeking
a Yes/ No answer.)

Leading questions

Shouldn't we...?
There isn't..., is there?
We're..., aren't we?
(These questions force an answer in a certain direction.)

Could you go into more detail about...?
(These questions are seeking further
information.)

Reflective questions

So you are worried about...?
If I understand you,
(These questions support the
answerer. That you have been
listening and appreciate the point
which is being made.)

3. Make an appropriate question to get these answers about a company's IT policy.

- a. -----? (open)
There are 20 PCs.
- b. -----? (closed)
No, they are not connected.
- c. -----? (leading)
Yes, I'm sure it would help if they were connected.
- d. -----? (probing)
Of course, the main applications are word processing and spreadsheet calculations.
- e. -----? (reflective)
Yes, you are right. The main users are the secretaries and accountants.

f. -----? (leading)

Yes, I'm sure we could all use the computers.

g. -----? (open)

We don't use them because nobody's ever shown us how to.

4. Now ask questions about the following:

a. attitudes towards new technology (open)

b. plans to introduce new systems (closed)

c. possible problems with the introduction of new technology (leading)

d. concern about training (reflective)

e. precise timetable for introduction (probing)

PRONUNCIATION

Intonation and meaning

1. By changing the intonation in a phrase or sentence, we can convey a different mood. Listen to sentence 1 and 2 and then choose the most suitable ending a or b. In which sentence does the speaker sound doubtful?

1. The building is quite well-situated ... ---

2. The building is well-situated ... ---

a ----- it's in the middle of the business area.

b --- although it's still rather too far from the centre.

2. How does the change in intonation affect the meaning?

3. Listen to the beginnings of sentences 1-5 and choose the most appropriate ending a or b.

1. It's fairly close to the station, ... ---
 a ... it's just a two-minute walk.
 b ... although it's still too far to walk.
2. The reception area is really nice, ... ---
 a ... but it's spoiled by a really awful carpet.
 b ... there are lots of lovely plants.
3. The meeting is important, ... ---
 a ... so please be there on time.
 b ... but I'm afraid I have to finish this report.
4. The lift is quite slow, ... ---
 a ... but it doesn't matter because we're on the first floor.
 b ... we could waste a lot of time going up and down.
5. It's up to you, ... ---
 a ... but I hope you'll take our views into consideration.
 b ... so let us know when you've made your decision.

4. Now listen and check your answers.

SPEAKING

1. You are speaking to a client. What do you say in these situations?

Complete the sentences. Put one word in each space.

- a. You want him to repeat something.
 Could y----- s----- th----- a-----?
- b. You want him to repeat an explanation.
 C----- y----- go over th----- a-----?
- c. He is speaking too quickly.
 C----- y----- sp----- a little more sl-----?
- d. He gives the name of a colleague, and you don't know how to write it.
 C----- y----- sp----- th-----?

e. You didn't hear something.

I'm a ----- I didn't c----- th-----.

2. As you get to know someone you do business with (e.g. a client or supplier), it's useful to find out what your common interests are. Then you can have a social conversation as well as "talking shop" (talking about business).

1. Work in pairs. Make a list of some general or more personal topics that you can talk about as you get to know someone better. These topics may vary according to the age, sex and importance and nationality of your companion and your own interests.

2. Discuss your list with another pair.

3. Form a pair with someone from a different group. Role play a meeting between a client and supplier. Imagine that you only meet twice a year, but you've established a good relationship.

Here are some useful expressions you can use at the beginning and end of your meeting.

Beginning

A. Good morning, nice to see you again! How are you?

Hello again! How are you getting on?

B. Fine thanks, how are you?

Very well thanks, how about you?

Ending

A. Good bye! It was very nice to have met you!

Have a good journey/ lunch/ evening!

Give my regards to-----

See you next week/ month.

Good bye and thanks for everything.

B. Thanks and the same to you.

You are welcome. / I'm so glad we were able to meet.

WRITING

Writing politely

1. Put sentences with similar meanings into pairs. Which sentence in each pair is more polite (P).

- ☐ 1. It's on thursday. as I said on the phone.
- ☐ 2. We are please to inform you that Ben Wood, president of Woods, will attend.
- ☐ 3. Could I invite you to dinner to discuss business?
- ☐ 4. Give me a call if you can make it.
- ☐ 5. We would be grateful if you could let us know if you will attend.
- ☐ 6. How about going out for a meal to talk it over?
- ☐ 7. As I mentioned in our telephone conversation, the event will be held in two days' time.
- ☐ 8. Ben Wood is coming.

2. Listen to John talking about politeness in email messages. Are these statements true (T) or false (F)?

- ☐ 1. Email has made business communication less formal.
- ☐ 2. You should use formal language with important customers.
- ☐ 3. You don't need to use a greeting.
- ☐ 4. Always use a 'signature' for business email.

Do you agree? Tell a partner how you use email.

3. Work with your partner. Write two emails.

- 1. Invite a business associate you have known for many years to lunch to discuss the new business magazine your publishing company launching.
- 2. Send an email message to the director of marketing at Richmond

Finance. Ask if you can arrange to meet her to talk about advertising space in your new magazine.

Compare your writing with another pair.

VOCABULARY

Types of meeting

1. Meeting come in all shapes and sizes, of course. Here are some types:

- **Chat** (informal discussion) with colleagues at the coffee machine.
- **Brainstorming** among colleagues: where as many ideas as possible are produced quickly, to be evaluated later.
- **Project meeting / team meeting** of employees involved in a particular activity.
- **Department/ departmental meeting.**
- **Meeting with suppliers**, for example to discuss a contract.
- **Board meeting**: an official, formal meeting of a company's directors.
- **Annual general meeting/AGM** (BrE); **annual meeting** (AmE): where shareholders discuss the company's annual report.
- **EGM**: extraordinary general meeting: a shareholders' meeting to discuss an important issue such as a proposed merger.

2. At which type of meeting would you be most likely to hear each of these things?

1. I'm pleased to announce another good year for shareholders of this company.
2. I know this sounds crazy, but how about giving away 100,000 free samples?
3. Things in the sales department are getting out of control. We should all start making a real effort.
4. So, you think you can provide 10,000 a month at a unit cost of \$5.60?
5. Have you heard? Suzanne is being fired: apparently her sales figures aren't good enough.

6. That's a deal then. Looking forward to working with you. I'm sure you won't be disappointed.
7. Amazingly, we're ahead of schedule on this project.
8. I recommend to shareholders that you accept Megabook's offer for our company.
9. As you know, Megabook wants to buy this company. As chief financial officer, what do you think of their offer, Saleem?

PRACTICE

1. Prepare for the following meeting. In each case, identify:

- a. the purpose of the meeting
- b. the role of the participants
- c. the best procedure to follow

2. Write a memo to each of the participants inviting them to the meeting and indicating the subject and agenda.

Meeting A

Although the overall performance of your company has been positive, one division has recently reported a marked drop in sales. This division used to be run successfully by Max Peters. Unfortunately he left to join another company. You promoted the Production Manager, Andrew Meyer, to take over the division. According to the Sales Manager, Alison Holden, Andrew is a good engineer but not suited to running a division. In addition, Max Peters seems to have taken one or two valued customers with him when he left the company. You plan to call a meeting with both Andrew and Alison.

Meeting B

Your company has decided to move from its city-centre offices to a more remote rural location. The company wants as little disruption as possible and is offering an attractive package including meeting relocation costs and the introduction of a staff bonus scheme. However, there will inevitably be some redundancies as not all staff will be able or willing to relocate. In preparation

for this move, you decide to call a meeting with staff representatives. As Personnel Manager, you want to ensure that staff are properly informed of all the options.

Group work

Now choose one of the meeting situations, and role-play the meeting. Each member of the group should have a clear role.

Make sure the roles of chairperson and, if possible observer are represented. The observer should not participate, but should use the checklist on page 8 to evaluate the meeting in terms of preparation, purpose, procedure, roles, and communication.



Unit 2

ON THE PHONE

Objectives

- Understanding basic skills and techniques for using the telephone in business
- Communicating and dealing with problem on the phone
- Being polite

Contents

Language functions and skills

- Business calls
- Making a booking
- Understanding and leaving message
- Leaving message

Language study

- Requests, offers and permissions

Pronunciation

- Stress of auxiliaries

Vocabulary

- Telephones

Practice

- Telephoning

DOWN TO BUSINESS

1. Answer these questions.

- a. How much of your working time do you spend on the phone?
 - ten per cent or less
 - ten to twenty five percent

- more than twenty five percent

b. How do you organize phone calls?

- I like to organize calls in batches

- I make calls through the day as a break from routine work.

- I do them as and when necessary

2. Listen to Marc Lorres, an administrator at the EU in Brussels.

How does he organize phone calls?

READING

Business calls

If you don't have much experience of making phone calls in English, making a business call can be a worrying experience. If you have to call someone you already know, you may actually enjoy making the call but remember that long-distance calls are expensive.

Or you may have to make a first-time business call to a prospective client: not easy in English! Making a phone call to a stranger can be quite stressful, especially if they speak English better than you.

Most business people, unless they feel very confident, prepare for an important phone call in a foreign language by making notes in advance. And during the call they make notes while they're talking to help them to remember what was said.

Although it's quick and convenient to phone someone to give them information or to ask questions, the disadvantage is that there is nothing in writing to help you to remember what was said. It's essential to make notes and often when an agreement is reached on the phone, one of the speakers will send a fax to confirm the main points that were made.

As it's so easy to be misunderstood when talking on the phone it's a good idea to repeat any important information (especially numbers and names) back to the other person to make sure you've got it right. Always make sure you know the name of the person you're talking to. If necessary, ask them to spell it out

to you, so that you can make sure you've got it right-and try to use their name during the call. And make sure they know your name too.

It's important to sound interested, helpful and alert when answering the phone. You may have to make or receive calls to, or from regular customers and prospective customers, so a good telephone manner not only makes an impression in business, but it also help to make money.

Work in groups

Read this extract from a training manual and then discuss the questions below:

1. Which do you think are the five most important tips?
2. Wich of the tips do you disagree with? Why?
3. Wich of the advice do you already always follow when making or receiving a phone call in English?
4. Which of point do you feel least confident about if you are using English on the phone?
5. What aspects of telephoning in English can be improved by more practice?

LISTENING

Making a booking; repeating and clarifying information

Josephine Pinzan is the recently appointed Press Officer in a multinational. As such, she has a lot of entertaining to do, particularly with journalists, and the standard practice when this is on company premises is to book a private room. Here, she calls Ingrid Bellini, the restaurant manager, to make a booking.

1. As you listen to the cassette, listen particularly for answers to the following questions. Make a note of your answers.

1. What mistake did Josephine Pinzan make when she first tried to get through to the restaurant?
2. Had Ingrid Bellini heard of her before?

3. Why didn't she understand Josephine Pinzan at first?
4. What is the maximum number of people expected for lunch?
5. What kind of lunch will it be? A buffet or something more formal?
6. At the end of the conversation what details still need to be confirmed?

2. Listen to the conversation again and write down phrases that correspond to the list of purposes below. Some have been done as examples.

Phrase	Purpose
1. -----	The person is explaining that it is not the restaurant.
2. <i>I'll see if I can put you through.</i>	She is offering to connect her to the restaurant.
3. -----	Josephine is apologising for her mistake.
4. -----	Mrs Bellini is asking her to repeat her surname.
5. <i>I'm afraid this is a bad line.</i>	Mrs Bellini is explaining why she is having difficulty understanding her.
6. -----	She is asking her to repeat the day.
7. <i>I'll let you know definitely later on.</i>	She is promising to give more precise information later.
8. -----	She is asking her to repeat the number of people expected.
9. <i>I'll have to confirm it.</i>	She is showing that the details are not yet certain.
10. -----	She is asking for more details about what is available for a lunch.
11. -----	She is asking her to repeat the choice of desserts.

- | | |
|--|--|
| 12. <i>Could I think about it and call you back?</i> | She is asking for some time before confirming the details. |
| 13. ----- | She is agreeing to Josephine's suggestion. |
| 14. ----- | She is checking that Thursday is OK. |
| 15. <i>I'll check my bookings...</i> | She is showing that she needs to confirm the details. |
| 16. ----- | Josephine is promising to confirm the booking as soon as possible. |

Activity 1 You are making a phone call to a person you have never spoken to before, Mr Bonner. His extension number is 5410. Listen to the cassette and respond. Make sure you get the right person.

Activity 2 Listen to the conversation between a salesman and a managing director James Bassett and make a note of the essential details, as if you were the managing director, e.g. name, phone number, etc.

Activity 3 Using the information in activity 2, call the advertising manager Brian Williams and pass the details on. Be ready to repeat any information necessary, as it is a bad line. You should follow these steps:

- 1- Introduce yourself. Your name is James.
- 2- Ask if he knows The Advertiser.
- 3- Tell him Simon Stort just rang.
- 4- Tell him the circulation figure.
- 5- Ask him to ring Simon Stort and give him the phone number.

Activity 4 Listen to five telephone calls. How do you respond in each case?

LANGUAGE STUDY

Here is some of the language used in the dialogue

	Example	Comment
<i>Sorry</i>	Sorry to trouble you. Sorry but I didn't catch your surname.	These are more examples of making apologies.
<i>Get +ing</i>	I've got some people coming	This is the structure to follow: get + someone + Verb-ing.
<i>Did---didn't you?</i>	You did say thursday was all right, didn't you?	This is another example of the tag question used here to check information.

Requesting

I'd like you to..., please.	Sure.
Could you ask... to... for me?	Certainly.
Could you.... please?	I won't be able to..., because...
Do you think you could ...?	I'm sorry but...
Would you mind... - ing...?	I'm afraid that's not possible, because...

Offering to help

Can I give you a hand?	Yes, please. Thanks a lot.
Would you like a hand with...?	No, thanks, I think I can manage.
Shall I...?	That's very kind of you, but...
Would you like me to...?	I think I'd prefer to do that myself
If you need any help, just let me know.	because...

Asking permission

May I...?	Sure, go ahead.
Do you mind if I...?	By all means.
Could I...?	No, I'm afraid you can't, because...
Is it all right if I...?	I'm sorry but...
Do you think I could...?	

Complete the sentences below with expressions from the box. Which phrases can be used in more than one sentence?

Do you think you could...

Could you ask...

I was wondering...

Would you mind...

So if you'd like to...

Can you ring....

I'd like you to...

1. ----- if you could spare me two minutes.
2. ----- help me sort out these invoices.
3. ----- Richard to organize coffee and biscuits for the conference room?
4. ----- them and tell them the order is on its way?
5. ----- organizing the collection for Mrs Bevan?
6. ----- deal with this straight away.
7. ----- ask Anna to make this a priority?

Listen and check your answers

1. Which questions involve telling someone else what to do?
2. Which of these questions would you use if you were afraid the answer might be 'no'?
3. Which phrases are followed by the *infinitive* (to+verb), the *base form* (verb without to), and the *gerund* (verb + -ing)?
4. Which request could you agree to by answering 'Of course not'?

The following orders are not very polite

1. Express each one as a polite request using the prompts in brackets.
 - a. Post these letters! (think)
 - b. File these documents! (mind)
 - c. Tidy up the office! (I'd like)
 - d. Answer this fax! (could)
 - e. Sign this letter! (if/like)
 - f. Take me to the airport! (wondering)

2. Now express each order as polite offer.
3. Try to answer each request and offer appropriately.

Write down five or six tasks you'd like someone to do. Working in pairs, take it in turn to make and reply to requests.

Re-arrange the words to form offers and promises. Then listen and check your answers.

1. the - I'll - it - of - put - at - list - top - my.
2. you - would - me - it - to - like - handle?
3. with - immediately - shall - deal - I - it?
4. take - me - for - care - let - of - you - that.
5. about - that - how - if - I - with - deal?
6. I - why - sort - don't - out - it?
7. better - I'd - with - that - straight away - deal.

PRONUNCIATION

Stress of auxiliaries

1. Look at these replies. Which requests in 'Language study' do they answer?

1. I *am* rather busy. Could we meet later?
2. I *could*, but he doesn't like taking orders from me.
3. Actually I *would* mind. I hate asking people for money.
4. I *will*, just as soon as I've finished this.

2. Listen. How are the words in italics pronounced?

3. Stressing words which are usually unstressed emphasizes them. Why do you think the words in italics are stressed?

4. In, pairs, read the following mini-dialogues. Underline the words which change their pronunciation according to their stress.

1. A: Do you think we'll reach a decision today?
B: Yes, I do. We have all the information we need now.

2. A: I'll have your report by the end of the day, won't I?
 B: Yes, you will. I'm finishing it off now.
3. A: I don't think he was there. I didn't see him.
 B: He was. He arrived late and sat at the back.
4. A: Can you show me how the fax machine works please? I haven't used this type before.
 B: Yes, of course I can. You press this button...

SPEAKING

Understanding and leaving message

1. Listen to the recorded information concerning an international mining congress. While you are listening note the main details.

Organizer:

Sponsor:

Title of Congress:

Place:

Date:

Address for further information:

Having decided to attend the Congress, phone your colleague in Buenos Aires.

2. Look at the note, the business card and the diary. You will hear a telephone conversation. Do not write.

<p>Marketing meeting, Tuesday morning 8.30 to noon.</p> <p>Call John Smith at Melkit to change appointment.</p>	<p>JOHN SMITH <i>Marketing executive</i> MELKIT PLC 100 Churchill Avenue London W1 Tel: 0171-228 1110 Extension 283 Fax: 0172-228 3260</p>
---	--

Monday 21	Tuesday 22	Wednesday 23	Thursday 24	Friday 25
	10.00: John Smith, Melkit			

3. This time you will hear only operator and John Smith. You are the caller. Follow the conversation, use your own name and company.

Operator: Good morning, Melkit plc. Can I help you?

Caller:

Operator: I'm sorry, I'm getting no answer from that extension number. Would you like to hold?

Caller:

John Smith: John Smith speaking

Caller:

John Smith: Oh, hello. Nice to hear from you. How are you?

Caller:

John Smith: And how can I help you?

Caller:

John Smith: Oh, I see, so you want the meeting on another day?

Caller:

John Smith: Let me look in my diary. Yes, that's fine - no problem.

Caller:

John Smith: Ok. Bye, I'll look forward to seeing you later.

WRITING

Leaving message

1. Turn to 'Listening part' prepare the following message for her answer phone.

Your name:

Place of departure: Madrid

Date of departure: 5 October

Flight number: AA317

Time of departure: 20.05h

Time, Date of arrival : 08. 05h

In Buenos Aires: 6 October

2. Prepare a message about yourself either at home or in the office.

You should include the following language:

This is...

... out at the moment.

I'll be back...

Please leave...

I'll call you...

VOCABULARY

Public telephone/ pay phone: phone in public place operated with money, a credit card or a phone card.

Mobile phone, mobile (BrE)/ cell phone, cellular phone, cellular (AmE): a phone you can take with you and use anywhere.

WAP phone: a mobile phone with access to the Internet (WAS=wireless application protocol).

Extension: one of a number of phones on the same line, in a home or office.

Cordless phone, cordless: an extension not connected by a wire, so you can use it around the house or in the garden.

Pager: allows you to receive written messages.

Webcam: a camera attached to a computer and phone line, so two people talking on the phone can see each other.

Videophone: a special phone with a screen so you can see the other person.

Webcam and videophones enable videoconferencing: holding a meeting with people in different locations.

Doing things over the phone

1. - Phone numbers where you can get information or advice, buy things, make reservations, etc. May be called:

helpline hotline information line reservation line

- People who answer and deal with calls like these work in all centres (AmE: call centers).

- A number that is free of charge is:

BrE

An 0800 number a freephone number

AmE

1- 800 number a toll-free number

2. Which equipment would each of these people use?

1. A lawyer who needs to stay in contact in court, but can't have a ringing phone.
2. A building contractor who works in different places.
3. Someone who wants to stay in touch whilst they are in the garden.
4. A company manager who wants to discuss something with managers in different offices at the same time.
5. A computer enthusiast who wants to see the person she is talking to.
6. Someone who is out but doesn't have a mobile.

3. Match what people say below with words from doing things over the phone

1. Just call this number to book your seats.
2. For technical assistance with your new computer, call...
3. If you know the answer call us right here in the studio! Right now!
4. Call us any time to find out about opening times and admission prices.
5. To buy this amazing product, simply call 0800...

PRACTICE

Telephoning

1. Philip Hawkins recently met Juliet Winters at a franchise fair. He is now trying to call her to discuss a franchise opportunity. Put the telephone conversation below in the correct order, as in the example.

1. When would be a good time to speak to you? -----
2. Well, yes. It's regarding, some literature she gave me about your franchise scheme. I have a few queries. -----
3. After lunch, shall we say between two and three? -----
4. Certainly, so if you'd just like to give me your details, I'll make sure that she returns your call as soon as she's available. -----
5. I see. And could I ask what it's in connection with, Mr Hawkins? -----
6. Yes, certainly. My name's Philip Hawkins, I spoke with Ms Winters at the franchise fair last week. -----
7. Good morning, could I speak to Juliet Winters, please? -----
8. Would you like to try again later, or would you rather she phoned you? -----
9. New Affiliates Gemma Michael speaking. -----
10. Oh dear, what a pity. -----
11. May I ask who's calling, please? -----
12. I see. If you'd like to hold the line I'll see if she's available. Hello, Mr Hawkins, I'm terribly sorry, but I'm afraid she's with another client at the moment. -----
13. Perhaps it would be better if she rang me when she's free. -----

2. Listen and check.

3. Listen to the second conversation.

1. What's the reason for Jerry's call?
2. How is the tone of the second conversation different from the first?

4. Study the tape script on page 190 Complete the table with words and expressions from the two conversations.

5. Work in pairs.

Student A turn to file 1 on page 190. Student B, turn to file 2 on page 190. Take it in turns to telephone each other.

	Conversation one	Conversation two
1. Answering the phone		
2. Asking to speak to someone		
3. Asking who is telephoning		
4. Asking the reason for the call		
5. Asking the caller to wait		
6. Saying someone is busy		
7. Asking for the caller's details		
8. Promising to get the person to call back		

Unit 3

MARKETING

Objectives

- Understanding marketing generations
- To know the ways to advertising products and promotional copy
- Develop careful, honest character

Contents

Language functions and skills

- Marketing generation
- Marketing knowledge
- An eye on advertising
- Write an advertisement for a well-known product.

Language study

- The present

Pronunciation

- Linking in connected speech

Vocabulary

- Marketing, the four Ps and market orientation

Practice

- Ad maker working in an advertising agency

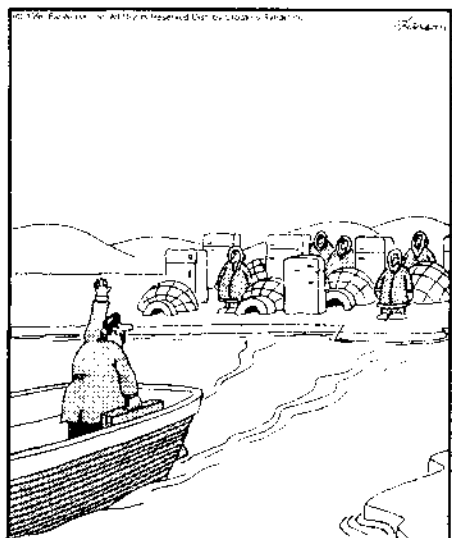
DOWN TO BUSINESS

1. Look at the picture

- What is it trying to say?
- How possible is it to sell anything to anyone?

2. Read about OGO

- Is Hammond's task easier or more difficult than the refrigerator salesman's?
- Do you share his optimism? Two Dutch entrepreneurs are trying to sell oxygen in a can. The product, called OGO, cost about \$ 9.88 and gives five minutes' worth of oxygen. Richard Hammond of Spirit, the advertising agency appointed to handle OGO's launch in the UK, is confident of success. He says that bottled water was once considered unmarketable because water is freely available from the tap. He points out: "The mineral water market didn't exist fifteen years ago and now it is worth \$ 25bn worldwide.



READING

Marketing generations

1. Sociologists have identified three generations of US consumers. Read the definitions and decide:

- How well these categories fit your own country and society?
- Why this analysis could worry marketing managers of established brands?

Marketing generations in the USA

Baby Boomers: 72 million babies were born in the baby boom in the USA between 1946 and 1964. Marked by their strong ideals and love of family, they are fearful of the future and socially liberal.

Generation X: 17 million were born between about 1965 and 1978. Generation Xers live in the present and like to experiment. They are selfish and cynical.

Generation Y: 60 million were born between 1979 and 1994. Materialistic, selfish and disrespectful, they are very aware of the world and technologically literate. They are trying to grow up too fast.

2. Read paragraph 1 - 3 of the article.

- 1- What do Laura Schaefer and Lori Silverman tell us about changes in fashions between generations?
- 2- How has this affected companies like Nike and Pepsi?
- 3- How are Generation Yers different from Generation Xers who preceded them? In what way are they more important?
- 4- How is Generation Y different from the Baby Boomers generation?

3. Now read the second part of the article.

3.1. Mark statements a - f true (T) or false (F) giving reasons for your answers. Generation Yers:

- a. like celebrity endorsements. ---
- b. enjoy humour and irony in advertisements. ---
- c. distrust slogans and image-building campaigns. ---
- d. aren't brand conscious. ---
- e. belong to different ethnic group. ---
- f. rely on TV to find out about fashion. ---

3.2. How are some brand leaders trying to find out what Generation Yers want?

Generation Y:

All across America, a new generation of consumers is making its presence felt. In one shopping mall, Clerk Laura Schaefer has been handling returned goods. They say "My mom and dad got me these". Parents in Nikes sit quietly while their teenage daughters try on massive platform shoes. Asked what brands are cool, these teens give a list of names their parents have never heard of. Which brands are over? Now the name are familiar: Levi's, Converse, Nike. "They just went out of style", Shrugs Lori Silverman, 13. Labels that have shaped popular tastes since the Baby Boomers were young simply aren't producing the same excitement with today's kids. Pepsi Co.Inc. has struggled to build loyalty among teens, Nike Inc's sales are tumbling as the brand sinks in teen popularity polls, while Levi Strauss & Co. is fighting falling market share. Meanwhile, newcomers in entertainment, sports equipment and fashion have become hot names.

Today's kids aren't Baby Boomers. They are part of Generation Y which rivals the baby boom in size and will soon rival it in buying power. Marketers haven't been given an opportunity like this since the Baby Boom. Yet for a lot of established brands, Generation Y presents huge risks. Boomer brands flooded in their attempts to reach Generation X, but with only 17 million that was tolerable. This is the first generation big enough to hurt a Boomer brand simply by ignoring it - and big enough to launch rival brands.

Companies unable to connect with Generation Y will lose out on a vast new market. Along with cynicism, Generation Y is marked by a distinctly practical world view. Raised in dual income and single-parent families, they've already been given substantial financial responsibility. Surveys show they are deeply involved in family purchases, be they groceries or a new car. Most expect to have careers and are already thinking about home ownership.

Nike has found out the hard way what Generation Y is different. Although still popular among teens, the brand has lost its tight hold on the market in recent years. Nike's slick national ad campaigns, emphasizing image and celebrity, helped build the brand among Boomers, but they have backfired with Generation Y. 'It doesn't matter to me that Michael Jordan has endorsed Nikes', says Ben Dukes, 13. Instead Generation Yers respond to humour, irony, and the truth. Sprite has scored with ads that make fun of celebrity endorsers and carry the tagline 'Image is nothing. Obey your thirst'.

This doesn't mean that Generation Yers aren't brand-conscious. But marketing experts say they form a less homogeneous market than their parents. One factor is their racial and ethnic diversity. Another is the breaking up of media, with network TV being replaced by cable channels. Most important is the rise of the internet, which has sped up the fashion life cycle by letting kids everywhere find out about even the most obscure trends as they emerge. It's the Generation Y medium of choice, just as network TV was for Boomers. Marketers who don't learn the interests and obsessions of Generation Y will meet a wall of cynicism and distrust. To break through this, marketers are making their campaigns more subtle and more local. A growing number, including Universal Studio, Coca-Cola and McDonald's are using 'street teams'. Made up of young people, the teams hang out in clubs, parks and malls talking to teens about everything from fashion to finance. Will the labels that

grew up with Baby Boomers re-invent themselves for Generation Y, or will the new brands of the millennium bear names that most of us have not yet heard of?

4. Look at the article again. Find words and expressions which:

1. express the idea of being very big.
2. deal with success.
3. deal with failure and hardship.

Television drives homogeneity, the internet drives diversity.

Mary Slayton, global director for consumer insights for Nike.

5. Read the situation and, in groups, discuss question a-c.

You have just joined the marketing department of a famous sport wear firm which is finding it harder than before to attract younger consumers. It is producing a new range targeted at teenagers. Traditionally, the firm has used big advertising companies and celebrity endorsements to run its campaigns.

- a. What do you think of the firm's promotions policy?
- b. How will you encourage your boss to read the article you have just read?
- c. How will you find out what young people really want?

6. Work in groups.

You have been put in charge of the promotion of the new sport wear. You have a budget of 12 points to spend. Think carefully of the age and interests of the group you wish to target, and decide how to spend your budget most effectively.

- sponsorship of musical and sporting events (5 points).
- advertising on the internet (3 points).
- advertising on network (7 points).
- product placement in teen TV shows and movies (3 points).
- free gifts of clothes to pop singers and teen idols (1 point).
- street poster campaign (5 points).
- publicity stunts; for example, a parachuting team dressed in your brand's clothes (2 points).
- advertisements in selected teen magazines (4 points).
- celebrity endorsement for a poster or TV campaign (3 points).

LISTENING

Test your marketing knowledge

What do you know about marketing? Answer three questions

a. What is marketing?

- Planning and preparing publicity.
- Sales-with a university education.
- The process by which a company satisfies the needs of its customers at a profit which satisfies its own needs.

b. What are the four 'Ps', of the marketing mix?

- Packaging, penetration, position and publicity.
- Place, price, product and promotion.
- Politics, power, prestige and profits.

c. What is PR?

- Product Recognition.
- Positive Reputation.
- Public Relations.

1. You will hear Randi Bussin, a marketing consultant, talking about selling American computers in France. She divides her explanation into four sections: place (or distribution), price, product and promotion.

In what order does she speak about the four sections? Number them.

- a. place
- b. price
- c. product
- d. promotion

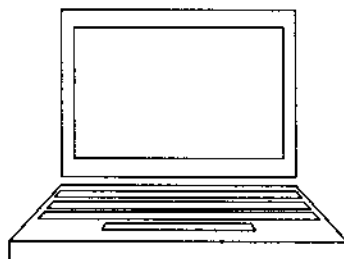
2. Listen to cassette again.

Below are notes summarising the key points in the explanation. Complete them with the correct information.

The french market - laptops

- Product. Modifications:

- a. ---
- b. ---
- c. ---
- d. ---



- Place (Distribution). Two possibilities:
 - a. Find ---
 - b. Open ---
- Price. Two considerations:
 - a. Compare ---
 - b. Add ---
- Promotion, e.g.
 - a. ---
 - b. ---

NOTE: Attention to ----- issues!

LANGUAGE STUDY

The present

1. Match the definitions of use (1-4) with the examples of use (a-d).

1. an activity starting in the past and continuing up to present...
2. a routine action...
3. an activity in progress in the present...
4. an action at some time in the past with an effect in the present...
 - a. I lieise between the client and all the other aspect of the agency.
 - b. She has a work with some major clients.
 - c. She is currently working at the New York office.
 - d. we've been looking for a replacement.

2. Identify the tenses in a-b

3. Discuss the difference in meaning between the pairs of sentences below.

- 1- a. What do you do ?
b. What are you doing?
- 2- a. What do you think?
b. What are you thinking?
- 3- a. You're unreasonable.
b. You're being unreasonable.
- 4- a. We have lost market share.
b. We're been losing market share

4. Complete the sentences by choosing the correct form in italics.

1. Your advertising plan *sound/ is sounding* interesting.
2. High wages generally *causel are causing* inflation.
3. They've *been interviewing/ interviewed* new copywriters all morning.
4. Fiona usually *is working/ works* in New York for a few months.
5. I *don't know/ am not knowing* what these survey results *mean/are meaning*.
6. I can't come to Friday's meeting, I'm *going/ go* to Madrid.
7. How often have you *visited/ been visiting* the Brazilian market?
8. How long has she *written/ been writing* the report?

Giving opinions

1. Three people are discussing an advertisement showing children doing dangerous activities. Listen to their conversation and decide who you agree with most.

2. Listen again and fill in the gaps.

Martin: So (1)..... this kids' commercial, then?

Carol: I (2).....It's a lot of fuss about nothing.

Martin: I (3)....., Carol. (4)....., advertising is just a bit of fun.

Carol: Yes, (5)..... we should be more worried about the TV programmes themselves.

Martin: You're very quiet. (6)....., Megan?

Megan: Well, I suppose so, (7)..... (8)....., but don't you think advertisers should be more careful? Kids can be very influenced by advertisements.

Martin: (9).....! Even children don't believe everything they see on TV.

3. Which expression are used to:

1. introduce your opinions?
2. invite other people's opinions?
3. agree and disagree?
4. acknowledge another person's opinion?

4. What other ways of introducing opinions can you add to the list?

PRONUNCIATION

Linking

1. In connected speech words run together, which can make it difficult to tell where one word ends and the next begins. Read the following sentence taking care to link the words as marked.

That's an interesting point.

2. Mark the words you think should be linked in the following sentences. Then say them aloud.

- a. What on earth are you saying?
- b. Come off it, Anna!
- c. On the other hand, they could be right.
- d. Wouldn't you accept that position?
- e. What an awful thing to suggest!
- f. There are two other points I'd like to make.

3. Listen and check.

SPEAKING

An eye on advertising

1. In Britain advertising is regulated by an independent organization called the Advertising Standards Authority (ASA). Look at their basic principles.

- All advertisements should be legal, decent, honest and truthful.
 - All advertisements should be prepared with a sense of responsibility to consumers and to society.
 - All advertisements should respect the principles of fair competition generally accepted in business.
1. The ASA issues guidelines and encourages self-regulation. It does not have the power to make laws. Why do you think it is set up in this way?
 2. What controls exist in your country? Can you think of any advertisements which break the ASA's guidelines?

2. Adbusters is a pressure group based in Canada. It campaigns against big-brand advertising and the over-consumption of developed countries.

2.1- Look at this "un-commercial" which is trying to encourage people to turn their TVs off for a week. What other meaning of "turn off" is used in the commercial?

- a. How do you think Adbusters calculated the number of commercials the child will watch?
- b. In your opinion, how many commercials will her brain really absorb?
- c. How easy do you think it is to influence children with advertising?
- d. Do you think TV advertising can be a force for good?

2.2. How far do you agree with Adbusters' message?

2.3. How different is its role from the ASA's?

3. Look at this second un-commercial from Adbusters. What do you think it is trying to say about consumers in a modern consumer society?

4. Divide into two groups. Group A, think of arguments in support of what the advertisement says. Group B, think of arguments against it.

When you are ready, find a partner from the other group and give each other your opinions.

5. Study these quotes on the theme of advertising. Work in group and discuss which ones you most, or least, agree with.

“I regard a great ad as the most beautiful thing in the world”.

Leo Burnett, an agency founder.

“Advertising is only evil when it advertises evil things”.

David Ogilvy.

“World of mouth is the best (advertising) medium of all”.

William Bernbach.

WRITING

In small groups, write a script for a 20- second commercial to be played on a popular English-language radio station, advertising either a well-known product exported by your country, or some form of travel to your country. Remember that you have to persuade and inform, and are not supposed to say anything misleading or untruthful-although of course in this case you are free to invent the name of the company, the details of its service, and so on. You may use music and sound effects if you have access to them. If not, merely indicate what you would use in addition to a voice or voices.

VOCABULARY

Marketing is the process of planning, designing, pricing, promoting and distributing ideas, goods and services, in order to satisfy customer needs, so as to make a profit.

The four Ps:

Product: Deciding what to sell.

Price: Deciding what prices to charge.

Place: Deciding how it will be distributed and where people will buy it.

Promotion: Deciding how the product will be supported with advertising, special activity, etc.

A fifth P which is sometimes added is **Packaging**: All the materials used to protect and present a product before it is sold.

The four Ps are a useful summary of the **marketing mix**, the activities that you have to combine successfully in order to sell.

To market a product is to make a plan based on this combination and put it into action.

A marketer or marketeer is someone who works in marketing area (**marketer** can also be used to describe an organization that sells particular goods or services.)

Market orientation: the fact that everything marketers do is designed to meet the needs of the market. They may describe themselves as **market driven, market-led or market-oriented**.

1. Read the article and answer the questions.

Most people and many managers do not understand the role of marketing in modern business.

Marketing is two things. First, it is a strategy and set of techniques to sell an organization's products or services. This involves choosing target customers and designing a persuasive marketing mix to get them to buy. The mix may include a range of brands, tempting prices, convenient sales outlets and battery of advertising and promotions. This concept of marketing as selling and persuasion is by far the most popular idea among both managers and the public.

The second, and by far more important concept of marketing, focuses on improving the reality of what is on offer. It is based on understanding customers' needs and developing new solutions which are better than those currently available. Doing this is not a marketing department problem, but one which involves the whole organization.

For example, for Rover to beat Mercedes for the customer's choice involves engineering new models, developing lean manufacturing processes, and restructuring its dealer network.

Creating company-wide focus on the customer requires the continual acquisition of new skills and technology. Marketing is rarely effective as a

business function. As the chief executive of Hewlett Packard put it: "Marketing is too important to leave to the marketing department". Such companies understand that everybody's task is marketing. This concept of marketing offering real customer value is what business is all about.

1. Which of the four Ps are mentioned here?
2. Does the author think the four Ps are a complete definition of marketing?
3. Does the author think that marketing is only for marketers?

PRACTICE

Ad makers

1. Janet White, an account director from a top British advertising agency, is being interviewed about her job.

- What do advertising agencies do?
- What qualities do you think you need to work in an advertising agency?



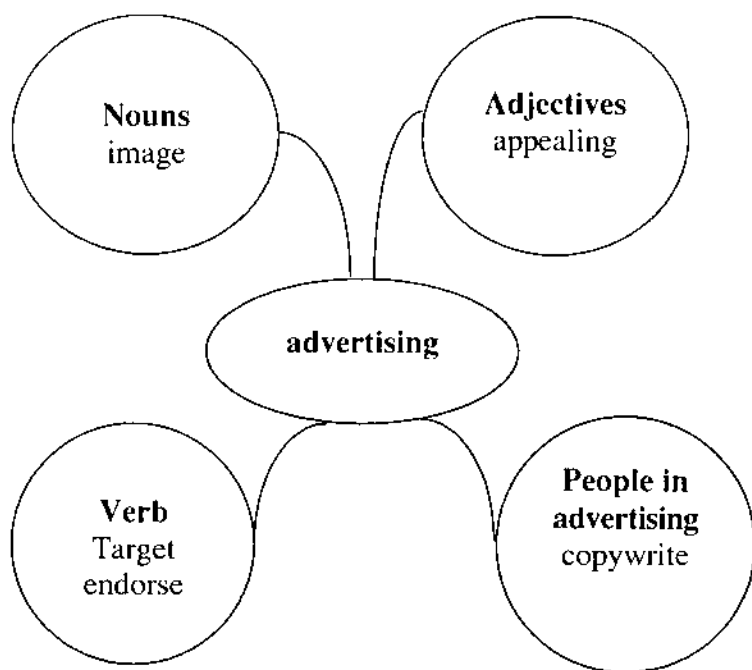
2. Listen to part A.

1. What different roles exist in a large agency?
2. Which people are actively involved in the creative side of the advertising business?
3. What is Janet's role, and why is it particularly important?

3. In part B Janet describes the advertising process.

- 3.1. Look at these stages in the process and put them in the order (1-6) in which you think they would happen. Then listen to part B and check.
 - a. The agency come up with an advertising concept,....
 - b. The agency identifies which media are best....
 - c. The agency has a meeting with the client to present its findings....
 - d. The agency writes the advertisement,.....
 - e. The client and agency refine the concept,...

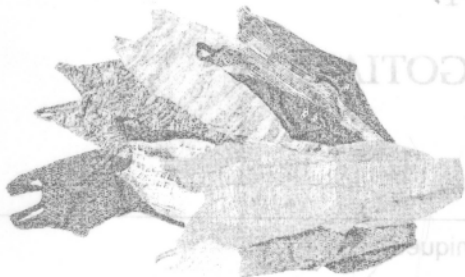
- f. The client tells the agency about the customer it wishes to target,...
- 3.2. What different terms does she use to refer to the customers the advertisement will be aimed at ?
- 3.3. How scientific does Janet say the process is?
- 3.4. Janet discusses two way of finding out if an advertising campaign has been successful. Listen to part C and summarize it, using these notes to help you.



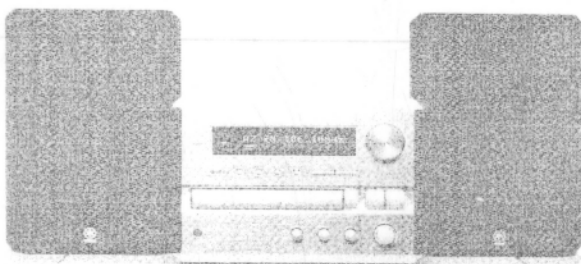
Tracking studies let agencies know (1)..... One way you can find out if a campaign has been successful is by using before (2)..... This tells the agency if the target audience's attitudes (3).....

- 3.5. Listen to part D. How does Janet's anecdote show that advertising is a stressful business?
- 3.6. Study the tapescript and add words to do with advertising to the spider gram.

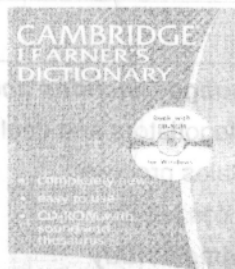
1. A new line of swimwear, to be sold by a chain of department stores
2. Fresh Fries



3. A new range of expensive hi-fi equipment



4. A new English dictionary for foreign learners



Unit 4

SALES AND NEGOTIATION

Objectives

- Showing the selling and negotiating techniques
- International styles of negotiating
- the way to deal with some problems

Contents

Language functions and skills

- Negotiators and deal makers
- Sales process
- Sales letters

Language study

- Conditional forms

Pronunciation

- Sentence stress

Vocabulary

- Sales
- Types of negotiation

Follow up

- Negotiation between seller and buyer

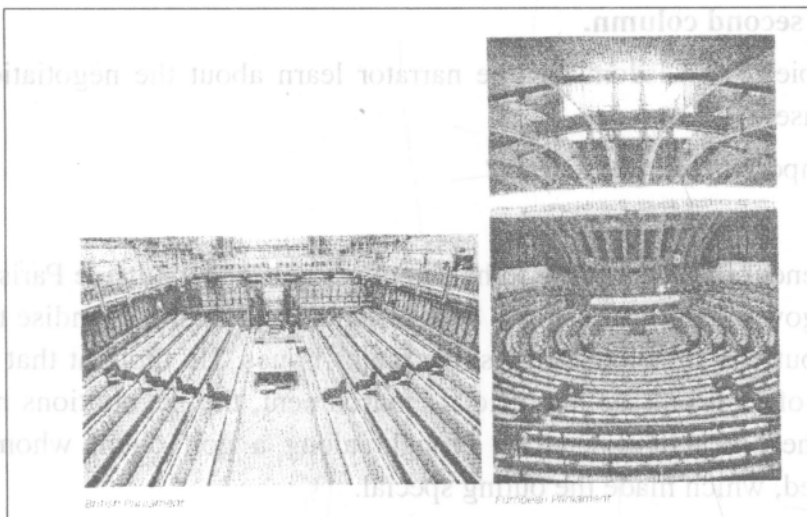
DOWN TO BUSINESS

1. Look at these two layouts of parliamentary chambers. Which is more likely to encourage confrontation or agreement?

2. Which venue is the best place for doing business?

- a golf course
- a dinner party

- around a negotiating table



READING

The negotiators

1. How possible do think it is for both sides in a negotiation to feel happy with the outcome? How can a good range of negotiating techniques help?
2. You are going to read two stories about different negotiations. Work in two groups. The first group should read text A below and complete column A of the table. The other group should read text B in file 240 on page 190 and complete column B.

	A	B
People involved		
Object of negotiation		
Obstacle		
Formal/ informal		
Level of experience of negotiators		
Techniques used		
Direct/ indirect style of negotiation		
How an agreement was reached		
Winner/ loser of the negotiation		

3. Find a partner from the other group and exchange information to complete the second column.

1. What piece of wisdom did the narrator learn about the negotiation in each case?
2. How important was the setting?

Text A

Swiss entrepreneur once asked me to help set up a golf game outside Paris with a top French government official. My Swiss friend had sold merchandise to the government, but was deadlocked on some major issues. He thought that if he could get the official outside his official environment, the negotiations might improve. So he enlisted my help. I brought along a golf client whom the official admired, which made the outing special.

It was an interesting round of golf, largely because both the French official and my Swiss friend played abysmally. As the day wore on, their poor play seemed to bond them. 'Transaction golf' has a special protocol. If you bring up business at all, you have to be very subtle. It's understood, not spoken. But by the tenth hole, the two men were having such a bad day that they were ready to talk about anything but golf. My Swiss friend handled this beautifully, assembling his argument with a sound bite or two on every remaining hole. By the time we reached the clubhouse, the two men had ironed out all their differences and scribbled their agreement on a cocktail napkin.

I'll never know if it was the beauty of the day that made them so agreeable or their poor play that brought them together. But I do know that getting people out of the usual business setting and placing them in a congenial environment for four or five hours will improve almost any negotiation.

If you press the issue, you'll find that most people don't want to spend their time haggling with the other side. It's not that they don't like negotiating. They like the friendly competition, the manoeuvring, the development of a strategy and its execution. But more than anything, they like reaching an agreement.

I'm sure that's what's going on when people brag about the deals they've negotiated over casual drinks or a meal or a round of golf. When they come back to the office brandishing the cocktail napkin on which the deal terms are scribbled, I often think they're more pleased about how they negotiated an

agreement than what the terms actually are. The cocktail napkin is a testament to their negotiating skill. Actually, it's a testament to negotiating in a quasi-social setting. It's proof of the wisdom of getting away from the 'negotiating table'.

LISTENING

Deal makers

Eric Perrot is an area sales manager of a Belgian company which sells chips and potato - based products. Eric negotiates supply contracts with many of the biggest food retailers in Europe.

1. Listen to part A of the interview in which Eric talks about the key to a successful negotiation and summarize what he says about:

- being prepare
- price
- winning or losing a negotiation
- Short- and long- term aims.

2. Listen to part B and answer the questions.

1. According to Eric, what qualities should a good negotiator have?
2. How important is the ability to be persuasive?
3. What two types of customer does he discuss?
4. Which type is more difficult to deal with, and why?
5. What techniques does he use with each type?
6. How controlled does he stay?

3. In part C, Eric gives an example of two deals he made.

1. What concession did the buyer in the first deal want? What was Eric's reaction?
2. Why does Eric believe that you should never give something for nothing?
3. What went wrong in the second deal and what did he do?

4. Negotiators are sometimes described as Red or Blue stylist.

1. Read the information. Which description fits Eric best?
2. What do you think happens when Red and Blue stylists meet?

Negotiating styles

Red stylists:

- see each negotiation as a separate contest.
- believe you win by dominating your opponent.
- enjoy manipulative tricks and bluffs.
- want something for nothing.

Blue stylists:

- regard negotiations in the longer- term.
- success through co- operation.
- address each party's interests.
- will only trade something for something.

5. The following comments were made during negotiations. Which colour stylist is more likely to have made them? Label sentences 1-5 *R* (Red stylist) or *B* (Blue stylist).

1. 'This is a once-only offer; take it or leave it.'...
2. 'We're happy to discuss a discount if we can work something out.'...
3. 'I want you to agree to this now, as a sign of your good faith.'...
4. 'I can fully understand that you don't want to leave yourself vulnerable to price.'...
5. 'How do you think we can best work together in the future?'...

6. Complete the gaps in each sentence to make a word which will fit the context, as in the example.

1. He will do anything to avoid a confrontation.
2. I found his reasons extremely pers.....
3. The union has made an important conc..... on over time pay.
4. Management says that the issue is not nego.....

5. I'm sure we can reach a comp..... if both sides are prepared to and take.
6. We are ready to listen to your revised prop.....

7. Decide which of the words in italics best complete the sentences.

1. After hours of discussion we finally managed to *overcome/ come over* our differences.
2. They *undertook/ overtook* to supply us components for three year.
3. We were satisfied with the *income/ outcome* of the talks.
4. Louise Warren has *taken over/ overtaken* as head of the negotiating team.
5. She *came ove / overcome* as being extremely nervous.
6. She talked me *into/ out of* signing the contract even though she knew I really wanted to go ahead.
7. I managed to beat them *up/ down* from \$60 a ton to \$55.
8. You can't expect to *get out of / through to* the contract as easily as that.

8. Collocations are words which frequently occur together to form useful expressions.

8.1. Match verbs from box A to nouns from box B to form collocations. Some words can be used more than once.

A

make
settle
gain
reach
do
build
lose
take
close

B

a concession
a deal
business
the initiative
the transition
a rapport
your temper
a compromise
an insight
a difference
face
an agreement

8.2. How many of these collocations can you find in the tapescript ?

Any business arrangement that is not profitable to the other fellow will in the end prove unprofitable for you.

BC Forbes, publisher.

LANGUAGE STUDY

Conditional forms

1. Match the examples of conditional sentences (a-e) with definitions of their use (1-5)

1. an unreal condition and result entirely in the past...
 2. an unreal past event with an unreal present result...
 3. an action in the present with a predictable result in the future...
 4. a tentative proposal which does not assume acceptance...
 5. a general truth of fact...
-
- a. if you press the issue, you will find that most people don't want to haggle.
 - b. if you bring up business at all, you have to be very subtle.
 - c. if you paid cash, I could work out a discount.
 - d. if I'd been her, I'd have paid the money.
 - e. if I'd had the same determination, I'd be as rich and famous today.

2. Decide which sentence is an example of the following conditional forms:

1. zero...
2. first...
3. second...
4. third...
5. mixed...

3. What does *d* replace in sentences d and e in 1?

4. The following sentences contain contracted form. What is the full form of each?

1. I'd *have* gone to the conference if I'd known you'd be there.
2. I'm sure you *wouldn't* have offered him the job if you'd known how unreliable he'd be.

5. Look at these sentences.

- Do it now, *otherwise* I'll have to let the other guy have it.
- *Unless* you have this gift, you will never win the big points.

In context, which word mean if you don't, and which word means or else?

Which word introduces a consequence, and which word introduces a condition?

6. *Provided that...* and *on condition that...* are used when the speaker wishes to impose a strong condition. In which sentence (a-e) in 1 can we substitute *if* with these alternatives?

7. Complete these sentences by changing the verbs in brackets into an appropriate conditional form.

1. How much.....(pay), Martin, if you..... (be) in my shoes?
2. If we..... (sign) now, she..... (give) 25% discount. Let's do it before she changes her mind.
3. What..... (say) if I..... (pay) you some buyer's commission as an incentive?
4. Unless they..... (agree) to an extra thirty day credit, I (not go ahead) with the order.
5. I..... (take delivery) provided you (replace) the damaged goods.
6. We have lost a good customer. They..... (renew) the contract if we..... (not be) so greedy.
7. If you..... (not agree) to their ridiculous conditions, we..... (not be) in this awful situation now.
8. It's generally accepted that if you..... (want to succeed) in life, you..... (have to work) hard.

PRONUNCIATION

Sentence stress

1. In spoken English the key words in a sentence are stressed more than the others, as in the example.

I can fully appreciate your frustration, Mr Miller.

2. Stressing different words in a sentence can change its meaning.

1. Read the sentences below aloud, stressing the words in italics.

a. I'll send the order by *courier* on Thursday.

b. I'll send the order by courier on *Thursday*.

c. I'll send the order by courier on *Thursday*.

2. In which sentence does the speaker mean:

- before the end of the week.

- not by post

- I'll do it personally

3. Listen to the same sentence spoken four times. Each sentence answers a different question. Match questions 1-4 to the answers you hear.

1. When do you have to settle the invoice? ---

2. Was it a firm offer? ---

3. Did he offer you 30%? ---

4. Who offer you a discount? ---

SPEAKING

The sales process

1. Work in pairs. Fill the gaps in these sentences with these words:

before buying individual product wants weaknesses

If you want to be a successful negotiator and salesperson you should...

a. Know your..... and its main features.

b. Know the strengths and..... of competing product.

- c. Find out who makes the..... decisions in your client's firm.
- d. Plan each sales interview..... it takes place.
- e. Match what you're selling to each client's..... and needs.
- f. Listen to what your..... tells you.
- g. Remember that each client is an, not a number.

2. Role - play 1. Finding a good printer

Printer

You are the owner of a well-established printing company which has a reputation for top- quality printing at competitive prices. You are visiting a potential new customer to discuss a new printing contract. You have the following information about the customer:

Name: Warren Kendal

Business: Architects

Print requirements: standard office stationery, plus architectural stationery

Customer

You represent a firm of architects. You have arranged to see the owner of a small local printing company. You want a quotation for taking over the annual printing needs of your firm. These are:

Letterheads: 1,500

Complement slips: 3,000

Envelopes: 5,000

Architectural A2 x 5,000, plus assorted

Drawing paper: special orders.

Role- play 2. Purchasing a company car

Customer

You are interested in replacing your current car. You are not very interested in the specifications of the car. You are very interested in the price and financing of the car. You don't want to be paying more than \$ 250 a month for 36 months.

Sales Representative

You have a meeting with a potential customer. He/ she is interested in replacing a current car. You are interested in selling the following vehicle:

Specifications

Model	Fanta 2000
Engine size:	1998 cc
Fuel:	Diesel
Doors:	5
Accessories:	electric window Remote central locking Tinted glass; 24w hi-fi Airbags
Basic price:	\$ 11872.34
VAT:	\$ 2077.66
Total retail:	\$ 13950.00
Road tax:	\$ 135.00
Finance:	0% over 3 years = \$ 242.75 per month (with 40% cash deposit)

Selling your product

1. Work alone or in pairs.

Think of a new product you've recently bought- preferably something that's not too large to take to class with you.

1. List the features and benefits of the product.

e.g. *It's a...* *It's the latest...* *It can replace...*

It's used for... *Its features and benefits are...*

2. Make notes on how it works.
3. Take your product to class and demonstrate it to your group.

2. Work in pairs.

1. Student A should look at file 4 and student B at 6. You will be taking part in a meeting between a salesperson and a customer.
2. Now student A should look at file 6 and student B at 4.

WRITING

Sales letters and voluntary offers

1. Sales letters

1.1. The Essence of persuasion

The sales letter is the most selective of all forms of advertising. Unlike press and poster advertising. It aims at selling particular kinds of goods or services to selected types of customers - office equipment to business houses; towel machines to hotels and factories, drugs to doctors and pharmacists.

The purpose of the letter is to persuade the reader that he needs what you are trying to sell and to get him to buy it. You take something attractive and make it seem necessary, or you take something necessary and make it seem attractive.

1.2. The elements of the sales letter

A good sales letter consists of four essential elements. It must:

- a. arouse interest
- b. create desire
- c. carry conviction
- d. induce action

Example 1. Sales Appeal to Efficiency

Dear Sirs,

Reports from all over the world confirm what we had known before we put the now famous 'Reliance' tyre on the market - that is the fulfillment of every car owner's dream.

You are of course well aware of the weakness of the ordinary air-filled tyre-punctures, split outer covers under sudden stress and tendency to skid on wet road surfaces, to mention some only of the motorist's complaints. Our

'Reliance' tyre enable you to offer your customers a tyre that is beyond criticism in these vital quantities of road-holding and reliability.

We could tell you a great deal more about these tyres, but prefer you to read the enclosed copies of our reports from racing drivers, test drivers and motor dealers and manufacturers.

You are already aware of our terms of dealing, to encourage you to lay in a stock of the new tyre - the 'Reliance' we are prepared to allow you a special discount of 3% on any order received by the end of this month.

Yours faithfully,

2. Voluntary Offers

Voluntary offers are those not asked for. They are sometimes sent to a firm or a small number of firms in a form of a sales letter. It serves the same purpose and follows the same general principles. These offers take a variety of forms including offers of free samples, special discounts on orders received within a stated period of time and perhaps more frequently, to send brochures, catalogues, price list, patterns and so on. If you do not provide any of these mentioned you should at least round off your letter by offering to send further information or advice on request.

Example 2. Offer of Quality product

Dear Sirs,

We are taking liberty of sending you with this letter a copy of our current price- list for plastic handbags. The high quality of our products is well known and universally acknowledged and we are confident that a trial order would convince you that at the prices quoted the goods we are offering are excellent value for money.

From all list price we allow a trade discount of 3.5% and further special discount of 0.5%, making 4% at all, on orders received on or before 31st may under pressure of rising costs we shall not find it possible to extend these favourable terms beyond that date, so why not take advantage of them now and send us an immediate order.

We are offering the goods of the very highest quality on unusually generous terms and would welcome the opportunity to serve you.

Yours faithfully,

Letter - writing

Now write an offer for your latest products or services. Your offer must include name of the goods, quality and specification, price, packing and marking, delivery time and terms of payment... Apart from these you must give the benefit that customers can get for example the trade discount or a good after-sales service.

You have to notice that an offer not only tells your customer whether you can provide the goods or services he has asked about, but also indicates what sort of firm you are, whether you are aware, conscientious, and efficient. So try to make good impressions on your customers right at the beginning.

VOCABULARY

1. Sales

Sales describes what a business sells and the money it receives for it.

Make a sale: sell something

Be on sale: be available to buy

Unit sales: the number of things sold

Sales: a company or department

A sale: a period when a shop is charging less than usual for goods

The sales: a period when a lot of shops are having a sale

2. Types of negotiation

If people **negotiate** (with each other), they talk in order to reach an agreement which is to their **mutual advantage** (good for them both). For example:

Customer- supplier negotiations **merger or takeover negotiations**

Wage negotiations **trade negotiations**

Negotiations also take place to settle disputes (decide arguments) such as:

Contract disputes **labour disputes** **trade disputes**

Another word for 'negotiate' is **bargain**. This is also used to talk specially about discussing and agreeing the price of something. Another name for 'negotiator' is bargainer.

Another word for 'negotiation' is **bargaining**, used especially in phrases like:

Collective bargaining

Pay bargaining

Wage bargaining (discussions between groups of employees and their employers about pay and conditions)

Match each use of the word 'sale' with the correct meaning from 1

1. I didn't pay the full price for these shoes. I bought them in a sale.
2. I mean the Christine who works in Sales, not the one in Accounts.
3. Nothing is more satisfying to salespeople than making a sale.
4. People queued all night for the beginning of the January sales.
5. The model will go on sale in the UK from next March.
6. Volkswagen's sales rose to 1,058,000 cars from 996,000 a year earlier.

Match the sentence beginning (1-8) with the correct endings (a-h).

1. After 48 hours of intensive negotiations in which he slept for	a. the plane was allowed to land at Larnaca airport.
2. One of the problems of protracted negotiations is that achieving agreement can come	b. hour negotiations between the US, the European Union and Japan.
3. After tense negotiations between the hijackers and air traffic control in Cyprus,	c. only one hour. Mr Prescott said, 'It has been both tough and incredibly complicated'.
4. The agreement on limiting television violence represents the climax of several months of intense	d. of delicate negotiations to put the process back on track.
5. The painting has been withdrawn from sale and acquired by the national Gallery	e. negotiations between television executives and the National parent teacher association.
6. The violence broke out, and it took six months	f. to be more important than anything else, including the final decision.
7. The deal was struck only after eleventh	g. and likes bargaining about everything.
8. He's a tough negotiator	h. after last-minute negotiations with the auctioneers, Sotheby's.

PRACTICE

Role play

In this simulation half the class will be playing the role of sellers and the other half the role of buyers. Both sides work for firms negotiating with a foreign firm to finalize a deal on the sale or purchase of a product.

Decide which members of the class are going to play the role of sellers, and which are going to be the buyers. Follow the instructions on the left or right below, according to your role.

1. The sellers send a copy of the product and its price and other specifications to the buyers.

<p>Sellers Work with the others in your team. Use the product specification you agreed on. Decide how far you are prepared to move in your specifications and margins, and try and agree as a team on the margins you will be negotiating within. Decide on a delegation leader or leaders. These will initiate the discussions and speak first in the negotiation sections. The others will come in and provide support if necessary.</p>	<p>Buyers Read the product specification. Work with the others in your team. Decide how far you can move in your specifications and margins you will be negotiating within. How far will you go in your demands for price, quantity and delivery dates? How much discount will you ask for, etc.?</p> <p>Decide on a delegation leader or leaders. These will initiate the discussions and speak first in the negotiation sections. The others will come in and provide support if necessary.</p>
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2. Now it's time for the negotiation to begin. The sellers and buyers meet. The aim is to come to a written agreement which you can each take back to your head office.

The controller will tell you how long you have to reach an agreement.

3. When the negotiation is over, all the sellers and the buyers should meet in separate areas and report back to each other on their results.

Sellers Tell the other group how satisfactory the first round has been. Announce how much you have solve and at what prices, etc. If no satisfactory result has been achieved, discuss what to do next.

Buyers Tell the other group how satisfactory the first round has been. Announce how much you have bought and at what prices, etc. If no satisfactory result has been achieved, discuss what to do next.

4. Work in two groups or as a class. Finally, discuss these questions:

- How did you feel at each stage of the simulation?
- What did you learn from doing this simulation?
- If you could do the whole simulation again, what would you do differently?

5. When you are ready, hold your meeting.

Incorporate as many of the negotiating expressions as you can.

You can either negotiate each issue separately or where appropriate treat them as a package with one or more other issues. Each side can call two breaks from negotiation to talk with its partner.

Unit 5

DELIVERY AND AFTER SALES SERVICES

Objectives

- Classifying types of delivery and after sales services
- Know how to deal with delivery and after sales service matters
- Keeping cool temper when dealing problem with customer

Contents

Language functions and skills

- kinds of after-sales services
- delivery problem
- dealing with difficult customers

Language study

- Complaining and apologising

Pronunciation

- Contracted forms

Vocabulary

- After- sales services

Practice

- Solving delivery and after-sales services problems

DOWN TO BUSINESS

Read the background information below

1. Suppliers

A regular supplier, particularly if they are your sole supplier, will probably be someone whose good will you depend on. There may be several reasons for this:

- You may be getting a good discount from them.

- You may be getting favourable terms of payment.
- You may be getting extended credit from them.
- They will be ready to help you out with an urgent order at short notice.
- They may be working closely with you to tailor their products to your specifications.
- They may be able to offer you technical advice and support whenever you need it.
- You know that you can rely on them to deliver goods of the quality you require.
- You know that they will deliver your orders on time.

A new supplier may not be able to work with you so well and may even let you down on delivery dates - even if their prices are low and they're keen to make a good impression and get further orders from you.

2. Delivery

Goods may be shipped by air, sea, rail or road. Carriage and insurance may be:

- The supplier's responsibility for example, with a 'CIF' (Cost, Insurance and Freight) contract, the price paid by the buyer includes shipment and insurance of the goods to an agreed point of delivery in the buyer's country.
- The buyer's responsibility - for example, with an 'ex-works' or 'ex-warehouse' contract, the buyer will arrange for the goods to be collected from the supplier's premises.
- Or the responsibility may be shared - for example, with an 'FOB' (Free on Board) contract, the supplier is responsible for the goods up to the time they have been loaded on a ship, after which the buyer takes responsibility.

Goods are always insured in transit, through an insurance company or insurance brokers. Claims for the damage or loss may be made if the goods have been damaged, lost or interfered with in transit. When a consignment is received and that they are undamaged. However, damage and errors are often noticed later when the container or package is unpacked and rechecked.

Problems may be due to mistakes made by the suppliers: these can be corrected by offering the dissatisfied customers a replacement, a refund or a credit note (to be used when paying for the next order).

3. After-sales

A buyer's contract with a supplier often includes installation of equipment by qualified personnel, regular servicing for a limited period after delivery and having a service person on call at 24 hours' notice to fix breakdowns, etc.

Once the goods or the services have been paid for, the customers may be in a weak position because they can't refuse to pay for the goods now. Usually after-sales service is provided willingly and without argument, because it is an important aspect of marketing strategy. A company that refuses to provide good service is going to get a bad reputation, which will affect all its sales in the future. But some customers are 'professional complainers' and suppliers often have special ways of dealing with such people. Valid complaints receive more sympathetic attention!

READING

Read this article and then answer the questions that follow

1. Servicing manufactured goods

Take it back, son

Los Angeles

On June 8th the Supreme Court ordered Eastman Kodak to stand trial in a competition case about the repair of expensive photocopiers. It has thrown a spotlight on the increasingly hostile relationship in America between manufacturing companies and the firms that service and repair the goods which the manufacturers produce.

If firms chose to use an independent service company, it is alleged, Kodak refused to supply either the servicing firm or the customer with spare parts. In effect, Kodak was trying to get customers to agree not to employ any firms that competed with it for service contracts on the Kodak machines.

Many economists would side with Kodak, rather than the court. They argue that consumers take servicing costs into account when buying equipment, so restrictive service agreements are not necessarily anti-competitive as long as there is competition in the equipment market itself.

The market for servicing high-technology electronic products alone is worth roughly \$100 billion a year. Thousands of independent contractors compete for the business, but the lion's share goes to equipment manufacturers.

Roughly a quarter of the revenues of America's computer makers comes from servicing and maintaining the machine they sell. Profit margins on service contracts can be as high as 50%. That comes in handy when profit margins on the sale of computers are disappearing because of recurring price wars.

Other industries may also be affected. Detroit's car makers also backed Kodak. In 1990 the retail market for car parts was worth \$150 billion, about the same as that for new cars. Servicing cars came to another \$100 billion on top that. Detroit used to be happy to leave the repair business to mom- and- pop garages. No longer, many independent distributors of spare parts complain that the big car makers are muscling in on their business.

Big manufacturers in Japan and Germany service nearly all their own products. But America's high job mobility and entrepreneurial traditions have encouraged many engineers in high- tech industries to set up service firms of their own, often to the fury of their former employers.

Not all manufacturers are keen on the repair and service business. Makers of cheaper electronic goods, such as washing machines, televisions and video-recorders, find it cheaper and easier to replace faulty machines with new ones, or encourage customers to buy a new model, than to bother with spare parts. But many states in America require that manufacturers honour warranties on anything they sell. To satisfy the law they have appointed dealers and service agents. And yet because the manufacturers of electronic goods now view many of their products as disposable, they are in direct conflict with the dealers who have to provide service under those warranties.

2. Decide whether these statements are true (v) or false (x), according to the article.

1. It is alleged that Kodak refused to supply repair firms which competed with them.
2. It is generally agreed that Kodak acted unfairly.
3. Most servicing of electronic equipment is done by independent contractors.

4. US computer manufacturers earn about half their income from selling spare parts.
5. Servicing computers is more profitable than selling computers.
6. US car manufacturers earn about half their income from selling spare parts.
7. The number of independent servicing companies is greater in Japan and Germany than in the USA.
8. If cheaper electronic products go wrong, they are more likely to be replaced than repaired.

LISTENING

Listen to the tape and answer the questions below

- a. What's his name?
- b. What is his aim of the talk?
- c. How much are customers spending on security?
- d. What can Medway offer?
- e. What is his offer?

Are these statements true or false?

- a. Medway can offer the same level service for about twenty percent.
- b. One company can provide whole range of services customers need.
- c. Security is more and more important nowadays?
- d. Medway was elected number one security firm last year.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Customer complaints

1. The following sentences are part of a customer complaint on the telephone.

1.1. Put them in the correct order. What question do you think is being answered in each case?

- a. Yes please, it's about a waterproof jacket I bought last year. ---
- b. Thank you for your help. ---
- c. Could you put me through to Customer Services please?---

- d. I washed it according to the instructions on the label and now it's leaking. ---
- e. I bought it in your branch but I don't live in the area. Can I return it to my local branch? ---
- f. I realize it's no longer under guarantee but I don't think a quality item should wear out so quickly. ---

1.2. Listen and check your answers.

2. Customers' calls are often directed to call centres where they are dealt with by strangers.

- 1. How different is this from a face- to- face discussion?
- 2. What extra problems in communication can this create?

3. Match 1-6 to form complete sentences.

- | | |
|------------------------------|---|
| 1. I can fully appreciate... | a. accessing your details on my screen. |
| 2. Do you happen... | b. credit your account straight away. |
| 3. I'm just... | c. Your frustration, Mr Miller. |
| 4. If you'd like... | d. for my inconvenience you've suffered, Mr Hall. |
| 5. I'll... | e. to bear with me a moment. |
| 6. I do apologize... | f. to have your reference number? |

4. Listen and check your answers.

5. Now match the sentences to their functions a-f.

- a. promising action...
- b. explaining what you are doing...
- c. asking for information.
- d. saying sorry...
- e. giving a polite order...
- f. sympathizing...

6. Now say the same sentences less formally, as in the example.

Do you happen to have your reference number? (formal)

Have you got your reference number? (less formal)

7. Listen and check your answers.

LANGUAGE STUDY

Complaining and apologising

Read this information and highlight the phrases and expressions you find useful.

If you want to complain to a person you don't know well, be careful! A direct complaint or criticism can sound very rude and aggressive.

It may be best to mention to the problem more indirectly by saying:

I'm sorry to have to say this but...

I'm sorry to bother you but...

I think you may have forgotten...

It may have slipped your mind, but...

There may have been a misunderstanding about...

In some situations, but only if you are talking to someone you know really well, it may be necessary to say more directly:

What are you going to do about...?

I'm not at all satisfied with...

But only in extreme case, if you've already tried more polite methods, would you have to threaten someone:

Look, if you don't send your engineer to repair the machine, we will be forced/ obliged to cancel our next order.

E.g. Unless you pay the account within seven days, we will place the matter in the hands of our solicitors/ attorneys...

If someone complains to you, or if you think they're likely to complain, it may be wise to apologize even if it wasn't really your fault. Then you can promise to put things right:

Sorry, my fault.

I'm very sorry. I didn't realize.

There has been a slip - up / problem in our dept.

We are very sorry about the delay / mistake...

We wish to apologize for...

Please accept our apologize for...

You can accept someone's apology by saying:

That's all right!

It's perfectly all right.

It really doesn't matter.

1. What do the words and expressions in the box mean?

a misunderstanding	a slip-up
to mislay something	to make a gaffe
an oversight	to offend someone
to put your foot in it	a mix-up
to make a fool of yourself	to upset someone

2. Read sentences 1-8 and say which are:

- apologies.
- criticisms.
- deductions.

1. She must have been really embarrassed.
2. I am so sorry for the misunderstanding.
3. He can't have been very pleased.
4. Oh dear, you really should not have said that.
5. I do hope you'll forgive me for the other evening.
6. I would like to apologize for what happened.
7. We ought to have briefed them better.
8. Why weren't you there?

3. Look at responses 1-8 and decide which ones are used to:

- accept an apology.
- politely refuse responsibility.

1. Fine, but it would have been better if it hadn't happened.
2. It really doesn't matter.
3. Don't worry, it's just one of those things.
4. I'm sorry, but I didn't realize that I was supposed to (do that)
5. It couldn't be helped, these things happen.
6. I'm sure you didn't mean to (upset her).
7. I wouldn't worry about it if I were you.
8. I appreciate you're annoyed, but (this is not my responsibility).

PRONUNCIATION

Contracted forms

1. Contractions are feature of connected speech or informal writing. Read these sentences and make contractions.

1. She must have been really embarrassed.
2. I am so sorry for the misunderstanding.
3. He can't have been very pleased.
4. Oh, dear, you really should not have said that.
5. I do hope you will forgive me for the other evening.
6. I would like to apologize for what happened.
7. We ought to have briefed them better.
8. Why weren't you there?

2. Listen and check. Identify the words which are contracted and underline them as example.

Example: She must have been really embarrassed.

3. Listen again. What do you notice about the pronunciation of the words *been* and *for*?

4. In pairs, create mini-dialogues around situations 1-6.

1. You have just discovered that you have overcharged a client.
2. You have had a complaint about the rude treatment a guest received from a trainee receptionist at your hotel.
3. A colleague has badly damaged the photocopier by trying to photocopy onto a sheet of plastic which has melted inside the machine.
4. A colleague tells you that they have just been speaking to someone who was sent the wrong order not just once, but three times!
5. A colleague tells you that they have left their car in the managing director's parking space. You know that the MD will be angry!
6. You asked a junior colleague to complete some important documents for you. Unfortunately he or she has made a mess of it and is very upset. You realize that it was really your fault because you didn't explain carefully what to do.

SPEAKING

Keeping your cool

1. Study these rules of how to deal with difficult customers.

1. How realistic do you think they are?
2. How possible is it to follow them at all times?

2. Listen to the telephone conversation.

1. Which rules does the call handler break?
2. How would a professional call handler have dealt with the call?
3. Work in pairs and role-play the call using the expressions you have learnt.

3. With a partner, act out one or more of these situations. Take turns to be the customer and the call handler.

Follow the flowchart. Here are some examples to help you.

- The customer received the wrong goods.

- The customer was overcharged for something.
- The customer made an appointment with somebody who arrived late.

Dealing with customers and their complaints

1. Allow angry customers to express their feelings without interrupting them
2. Try not to take their complaints and criticisms personally.
3. Never argue with a customer.
4. Look or sound concerned. Show that you are listening.
5. Sympathize without accepting liability.
6. Never show your irritation or lose your temper.

4. Use the expressions from the 'Language in use' section to create mini-dialogues for the following situations. Take it in turn to be the caller and the call handler.

1. The caller has been waiting all day for a service engineer to come to repair her cooker.
2. The customer is calling about a book which was ordered last month and which still hasn't been received.
3. The caller has telephoned a company with an enquiry, but has not yet managed to speak to the right person.

'Never underestimate the power of the irate customer.'

Anon

Customer	Call handler
	Answer the phone and identify yourself
Explain who you are and what the problem is.	Listen attentively/ sympathize.
Say why you are dissatisfied.	Ask the customer for information.
Supply the information.	Say what you are doing
Respond.	Ask the customer to wait.
Respond.	Promise action.
Respond courteously and end the conversation.	Apologize for the situation.
	Say goodbye.

WRITING

Handling customer complaints

1. Lori Greece, the customer services manager of Scandipine, has received a letter of complaint from Mrs Davina Manners, a customer with a physical disability. Read reply A. What do you think was the cause of Mrs Manners' complaint?

A

Head office

Transford Business Park

Manchester M17 4F

Telephone 0161-459-2371

Dear Mrs Mannes,

Thank you for your letter in which you outline your dissatisfaction with your treatment at our store three weeks ago. I appreciate your displeasure with the treatment you feel you received. I have discussed this matter with the individuals concerned who claim that no discourtesy was intended. Nevertheless, I have recommended that they undergo a period of retraining. You will understand that in common with other large stores, Saturday is our busiest day of the week which makes it difficult to with special request. In addition, we had to cope with a staff on that particular day. We are very sorry if you were upset by your reception but I think that you will agree these were exceptional circumstances. We regularly receive customers with disabilities and within reason, do what we can to help. To my knowledge this is the first time something of this nature has ever occurred. However, to do this absolutely certain of avoiding any future misunderstanding, we strongly urge you to call customer services two or three days prepare any future visit to arrange an 'accompanied tour'. I would advise you to make any arrangements as early as possible to avoid any possibility similar difficulty arising. Please find enclosed a voucher for \$20 which can be exchanged against goods at any of our stores.

Yours sincerely

Pp Lori Greence

Customer Services Manager

2. Read reply B and compare it with reply A. Which reply would you have preferred to receive if you were Mrs Manners?

3. Discuss these questions with a partner.

1. Which letter contains an unconditional apology?
2. Which letter is warmer? Which is more official?
3. In which letter does the writer appear more defensive?
4. Some people say that a complaint is 'an opportunity in disguise'. What do they mean by this? Which of the two letters turns the original complaint into an opportunity?

B

Head office
Transford Business Park
Manchester M17 4AF
Telephone 0161-459-2371

Dear Mrs Mannes

I was extremely concerned to receive your letter and have looked into the matter very closely. I fully share your displeasure and dissatisfaction with the treatment you received. I hope you will accept my sincerest apologies on behalf of Scandipine. I have discussed this matter with the individuals concerned. While this is no excuse, the young woman who greeted you discourteously was a trainee who would normally not have been working alone. Saturday is our busiest day of the week and we were understaffed on that day. I would like to assure you that we take customer care very seriously and ensure that our staff are fully trained.

We regularly receive customers with disabilities and do our very best to assist them. However, to be absolutely certain of avoiding any future difficulty at the store, I have enclosed my personal card. Do not hesitate to ring me the next time you are planning a visit to our store, so that I can ensure that there will be someone available to accompany you. The earlier you are able to do this, the more certain I will be of having someone on hand. I hope you will accept as a token of our goodwill the enclosed voucher for \$300 which can be exchanged against goods at any of our store. Once again, I hope you will accept my most sincere apologies for this unfortunate incident.

I look forward to meeting you in person the next time you visit us.

With very best wishes

Yours sincerely

Lori Greenec

Customer Services Manager

5. Chose one of the situations below and write a letter to the manager, expressing your anger. When you have finished 'post' in to another member of the class, who will write a suitable reply.

1. You are a regular customer at Minty's CD store. However, when a friend gave you a CD as a gift, you discovered that you already had it. Even though the CD had been purchased at the store, you didn't have the receipt. When you tried to exchange it for something else, the shop assistant treated you with suspicion, and refused to make an exchange or give you credit.
2. To celebrate your birthday you went to an over-25s club where you were asked to prove your age before they let you in. Unfortunately, you didn't have any ID with you. You feel you were treated rudely by the people at the door and unnecessarily humiliated in front of your friends.

VOCABULARY

After-sales

Add the missing words in the gaps.

1. This is not a serious problem, it's only a..... fault.
2. We are rejecting the goods because we consider the quality to be.....
3. If you have suffered any loss, we will of course..... you for this.
4. We intend to..... for the additional expenses we have incurred.
5. You don't need a qualified electrician to..... a computer printer.
6. A number of problems have..... since we bought the machine.
7. The delay is due to a..... of qualified staff.
8. As explained in our catalogue, this program carries a 90-day.....
9. As explained in our catalogue, this program carries a 3-month.....
10. The engineer is on call 24 hours a day if there is an.....
11. There is a lack of..... for such an old machine.
12. We must have a computer system that works well, of the cost.
13. Their service department is responsible for..... the machine.
14. The service contract..... all repairs to the equipment.

15. Any..... that is faulty will be returned to the supplier.

16. Please..... these faulty items.

PRACTICE

1. Work in pairs or small groups. Discuss each of these problems and decide how you can solve them. In each case imagine that it's Monday morning...

You work in the buying department of Rodent International.

1. Read this message which the machine shop supervisor has left on your desk:

The HD 440 tooling and cutting machine that we bought from Fox Industries Inc last year has been causing a lot of trouble. We had a service visit last month and before that it was working fine. Now it's making a lot more noise, there's a lot of vibration, it is going slower and worst of all the accuracy is no longer satisfactory.

Please contact Fox and get their man to call as.ap

You complained to Fox Industries a week ago about their service on another machine. Here is the letter you sent their Export Sales manager:

May 20, 200...

Dear Mr Reynard,

As you know, we have bought several machines from your company and been quite satisfied with their performance. We have even recommended Fox machines to other companies. Recently, however, the standard of your after-sales service has got much worse.

Our two HD 55Cs were installed in 2001 and your regular twice-yearly service together with our own maintenance programme has kept them in perfect working order. When there was a breakdown, your service agents used to send an engineer at 48 hours' notice. Now the situation has changed and the engineer promises to come 'come in about 10 days' and is unable to tell us exactly when he will be arriving. Last week he arrived at 4 p.m. on Friday and our own maintenance engineer was able to leave work until your man had finished.

Let me say that we are not satisfied with this state of affairs. We have already spoken to your service agents about this, but there has been no change so far.

We look forward to hearing from you and hope that you can promise an immediate improvement in your after-sales service.

Yours truly,

1. Decide what action you should take in this situation.
2. Draft a suitable letter of fax - or make notes for a phone call.
3. Compare your draft or notes with another pair or group.
4. When you have done this, look at File..... Follow the instructions there.

You work in the sales department of Rodent International. Read these faxes from two of your customers.

Decide what you are going to do in each case. Draft suitable letters or faxes- or make notes for phone calls.

You assured us that the equipment would be modified for conditions in this country. We have found that the hardware doesn't work on our voltag, which is 110 volts, 60 cuclees.

Please supply us with suitable transformer by air-freight or replace the equipment with a modified version. Alternatively, we can obtain the transformers locally at your expense.

Please reply immediately with your decision.

The equipment seems to be working smoothly after the installation problems. Unfortunately, my works manager informed that the handbook sent with the machine has got wrongly bound. Apparently, pages 25 - 50 are missing and 1 - 24 are included twice!

Please send us a replacement at once by airmail or courier.

2. Work in groups. Discuss these questions:

1. How do you, as a customer, deal with bad service or after-sales service?
2. Suppose someone complained about your service of after-sales service: how would you deal with this?
3. Does anyone in the group have any 'horror stories' of cases of particularly bad after-sales service?

Unit 6

TERMS OF PAYMENT

Objectives

- Applying terms of payment to business transaction
- Getting to know international terms of payment
- Develop careful and active character

Contents

Language functions and skills

- Foreign payments and methods of payment in Foreign trade
- Dealing with cash-flow problem
- Fair exchange

Language study

- Forms of the passive

Pronunciation

- /V and /d/ in connected speech

Vocabulary

- Shipping and billing
- Trade credit and Accounts

Practice

- Writing a letter to ask for payment

DOWN TO BUSINESS

When talking about payment, it is related to terms of payment, means of payment, methods of payment and banking system is also included.

Match up these terms with the definitions below.

cash card cash dispenser (GB) or ATM (automated teller machine) (US)
credit card home banking loan mortgage overdraft
standing order or direct debit
current account (GB) or checking account (US)
or time or notice account (US)

1. an arrangement by which a customer can withdraw more from a bank account than has been deposited in it, up to an agreed limit; interest on the debt is calculated daily.
2. a card which guarantees payment for goods and services purchased by the cardholder, who pays back the bank or finance company at a later date.
3. a computerized machine that allows bank customers to withdraw money, check their balance, and so on.
4. a fixed sum of money on which interest is paid, lent for a fixed period, and usually for a specific purpose.
5. an instruction to a bank to pay fixed sums of money to certain people or organizations at stated times.
6. a loan, usually to buy property, which serves as a security for the loan.
7. a plastic card issued to bank customers for use in cash dispensers.
8. doing banking transactions by telephone or from one's own personal computer.
9. one that generally pays little or no interest, but allows the holder to withdraw his or her cash without any restrictions.
10. one that pays interest, but usually cannot be used for paying cheques (GB) or checks (US), and on which notice is often required to withdraw money.

Discussion

1. Which of the banking facilities listed in 1 do you use?
2. What other services do commercial banks offer in your country?
3. What changes have there been in personal banking recently?
4. What further changes do you foresee in the future?

READING

Accounts and foreign payments

Very often in business situations you may find yourself having to talk about money with suppliers and customers. You may be physically handling money or dealing with figures and money on paper. If you work in the accounts department of a firm you may have to fill in invoices for customers' orders. Or you may have to send a customer a reminder because they have not paid an invoice. You may even have to decide whether customers can have further credit and can delay paying their outstanding bills: this is called 'credit assessment'. If you are working in international trade you may need to be familiar with the different types of payments that exist.

In most middle-sized and large firm there is an accounts department which deals with the money paid out to suppliers for goods delivered and the money received from customers for goods supplied.

The table below gives you a very general idea of the different activities which involve money in an accounts department. Two of the most important processes are paying suppliers and billing or controlling credit of customers. It is normal to send a proforma invoice in advance when supplying goods to a customer. In a situation in which the customer is known and reliable, firms may send an invoice after the delivery.

Accounts dealing with money coming in and going out of from a firm

Purchasing

invoices	RECEIVE	from supplier	
	Payments-cheques, etc.	SEND OUT	to supplier
	(you pay the invoice)		

<i>Sales</i>	invoices	SEND OUT	to supplier
	Payments-cheques, etc.	RECEIVE	from customer
	(you invoice the customer)		

Methods of Payment in Foreign Trade

1. CWO - cash with order: Note that cash simply means money in this context. This method is uncommon since you extend credit to your supplier; in addition you run the risk that the goods will not be dispatched in accordance with the

contract terms. But this is usual with mail order, where you pay by Eurocheque or cheque or by using a credit card. In business, CWO contracts often include provision for partial advance payments in the form of deposits (normally between 10 percent and 20 percent of the contract price). Or they include progress payments at various stages of manufacture (particularly of capital goods). Then the reminder of the payment is usually made by one of the methods described below.

2. Open account: This is a simple agreement in which you agree to pay for the goods after you have received them, usually on a monthly basis. There are various ways in which you can send money to your suppliers under open account. Your suppliers may suggest the method to be used, for example:

Cheque: This is usually the slowest method of payment. Your suppliers may have charges from their own banks and also from banks in your country since a cheque has to be cleared through the International banking system before they receive credit. Different banks have different methods and this could take as long as a month. For these reasons your suppliers may not accept payment by cheque.

Banker's draft: You can arrange for your bank to issue a draft, which is a kind of cheque, drawn on overseas bank in their sterling or foreign currency. You send this direct to your suppliers who pay it into their bank account. Then they will usually receive immediate credit.

Telegraphic Transfer: This is the fastest method of sending money abroad but costs a little more than most other methods of transferring money. Your bank instructs an overseas bank by cable or telex, to pay a stated amount of money to your suppliers. Your own or foreign currency may be sent in this way. If you wish, the overseas bank can be instructed to inform your suppliers as soon as the money arrives.

International Payment Order: You can arrange for your bank to instruct an overseas bank to make payment to your supplier, by airmail. International Payment Orders are slower than Telegraphic transfers, but they are slightly cheaper because there are no cable costs.

International money Orders: These can be purchased from your bank. You post the money order to your suppliers and they receive immediate credit from their bank in the same way as with a draft. This is a very cheap and simple way to make payment of relatively small amounts.

3. Documentary Bill of Exchange: This is a popular way of arranging payment and offers benefits for both you and your suppliers. The main advantage is that you are not required to make payment until your suppliers have dispatched the goods. Your suppliers are protected by law and also know that money owing against bills of exchange can easily be obtained. It is in effect a demand for payment from your suppliers. They will draw it up on a specially printed form or on their own headed notepaper and forward it to their bank, together with the documents relating to the transaction. These may include a transport documents proving that the goods have been dispatched.

The overseas bank will send the bill and documents to a bank in your country for 'collection'. Your bank will notify you of the arrival of the documents and will pass them on to you provided that:

- If the bill is drawn 'at sight', you pay the amount of the bill in full when it is presented to you.
- If the bill is drawn payable after a certain number of days you 'accept' the bill. It means that you sign across the bill your agreement to pay the amount in full on the due date.

4. Bankers' commercial credits: From the exporter's point of view the documentary bill suffers from the defect that the foreign buyer may fail to honor the bill. To avoid this risk a system of *banker's commercial credits or documentary credits* has been developed. It makes use of the commercial letter of credit, which serves the same purpose as the traveler's letter of credit and puts the credit of the bank in place of the importer. The system is now widely used in the world and the principal method of payment of Vietnam foreign trade organization in dealing with foreign firms. The system works as following:

1. The importer asks his own bank to open a credit in favor of the exporter, usually on a specially printed application form.
2. The importer's bank then sends a letter of credit to the exporter or, more usually, arranges for one of its branches or correspondents in the exporter's country to do so.
3. From this point the exporter deals with the correspondent bank and when the goods are shipped, prepares the shipping documents and

presents them (more often than not with a bill of exchange drawn on the correspondent bank) to the correspondent bank, 'which pays' for them within the limits of the authorized credit and sends them to the importer's bank.

4. The importer's bank in turn passes the documents to the importer either against payment or against his acceptance of a bill of exchange, if one accompanies the documents.

In effect, the importer's bank is temporarily providing the funds from which the exporter is paid, though it will usually require the importer to maintain a sufficient balance in his account to cover the credit.

The following table is a summary of a commercial credit transactions covering a consignment from British Exporter to Vietnamese Importer.

Credit used in Hanoi	Credit used in London
<p>IMPORTER</p> <p>Asks</p> <p>VIETCOMBANK HANOI</p> <p>to authorize</p> <p>BANK IN LONDON</p> <p>To pay</p> <p>EXPORTER</p>	<p>EXPORTER</p> <p>'sells' documents to</p> <p>BANK IN LONDON</p> <p>Which sends them to</p> <p>VIETCOMBANK HANOI</p> <p>Which obtains</p> <p>Payment from</p> <p>IMPORTER</p>

The credit can be either revocable or irrevocable. Under a revocable letter of credit the importer is free to modify or even to cancel it without so much as giving notice to the exporter, but an irrevocable letter of credit can be neither amended nor withdrawn without permission of the exporter to whom it is granted; the exporter can, therefore, rely on being paid. Following is the Specimen of an irrevocable letter of Credit of Barclays Bank International Limited.

Now answer these questions

1. What is an international Banker's Draft? Why is it said to be safer than a cheque? How can an importer pay by draft?

2. What's Banker's Transfer?
What is mail Transfer?
What is Telex or Telegraphic Transfer?
3. Why are looses impossible when payment is conducted by Banker's Transfer?
4. What is Bill of exchange?
5. Is there any difference between banker's draft and a Bill of Exchange?
6. What is a sight draft?
7. What does a 30 d/s draft mean?
8. What's D/P? D/A?
9. Why is Letter of Credit widely used?
10. What must you do to open a Letter of Credit?

LISTENING

Fair exchanges

1. At what point in the following transactions should payment be made?

1. Paying for goods in a supermarket
2. Buying a car or a house
3. Paying course fees
4. Paying for a service such as building work
5. Exporting goods from one country to another

2. Sheena Savage deals with export documentation and finance for a British company.

Listen to part A and answer the questions.

1. What basic problem exists between exporters and oversea buyers?
2. What is the best solution?
3. Why is it attractive to both parties?

3. In part B, Sheena describes the process of obtaining and applying a letter of credit to transaction. Listen and complete the notes summarizing the passage.

The letter of credit is set up by (1)..... who pays all the fees. It is called a documentary letter of credit because it has to be accompanied by documents such as (2)..... and (3)..... The letter of credit will specify conditions such as (4)..... Transportation and finding a carrier are organized by the (5)..... There is a lot of correspondence between banks, but in the end the exporter is paid when (6)..... The buyer gets the goods by going to the port with (7).....

Export documentation

Bill of lading A document that show details of goods being transported. It is a receipt from the carrier to the sender. It entitles the receiver to collect the goods on arrival.

Letter of credit A letter from one bank to another bank, by which a third party, usually a customer, is able to obtain money.

Documentary letter of credit A letter of credit to which the exporter adds a number of other documents, such as a bill of lading and an insurance certificate, to obtain payment.

4. In part C, Sheena discuss pricing goods for export.

1. Before you listen, suggest what advantages and disadvantages there are of pricing goods for export in:
 - your own currency.
 - the currency of you foreign markets.
2. Now listen to part C. What points does Sheena make about the dangers of pricing goods in a foreign currency?
3. How does she suggest that importers protect themselves against fluctuations in exchange rates?

LANGUAGE STUDY

Forms of the passive

1. Read sentences a-c below and decide which definition of use 1-3 best describes each sentence.

1. The agent (the person performing the action) is unknown.
2. We are more interested in what happens to someone than who does it.
3. The agent (the person performing the action) is assumed.
 - a. There's no guarantee the goods will be sent. ---
 - b. My mobile phone has been stolen. ---
 - c. Michael has been sacked for stealing from the bank. ---

2. Now study these further examples of different uses of the passive from the listening passage. Decide why the passive form is used in each case.

1. Both sides *are made* to think carefully.
2. Essentially, it adds a bank's promise to the buyer's promise that the seller *will be paid*.
3. What kind of documents have to *be supplied*?

3. Turn to tapescript of the unit, find other examples of the passive used with:

1. a future form.
2. a perfect form.
3. modals.

4. We use the causative when we have not carried out an action personally, but we wish to claim credit and responsibility for the result of that action. What differences in structure do you notice in sentences 1-3?

1. The buyer *sets up* a letter of credit.
2. The buyer *has* a letter of credit *set up*.
3. A letter of credit is *set up*.

5. Look at the sentences in 4 again.

1. In which sentence is the process more important than the person who carries it out?
2. In which sentence does the buyer personally carry out the transaction?
3. Which sentence tells us that the buyer delegates the task?

6. What everyday services do you pay for? Is there anything you do for yourself which you think other people may pay for?

7. Look at sentences 1-7. In each case, continue the second sentence with a passive or causative form, so that it is similar in meaning to the first sentence.

1. We have processed your request for a letter of credit.

Your request-----

2. We are doing everything to speed up your order.

Everything is-----

3. Someone had moved the documents from my desk.

The documents-----

4. Someone stole the goods while they were in transit.

The goods-----

5. I use a freight forwarder to deal with my exports.

I have -----

6. They lifted the cargo from the hold with a crane.

The cargo-----

7. Someone should find away of making it more efficient.

A way-----

8. It is often a question of style as to whether we use the active or passive form. Decide if you would be more likely to use the active or passive when talking about the following activities.

1. telling someone how to use a cash machine

2. explaining how a cash machine works

3. giving directions to someone who is lost

4. teaching someone how to use a machine

5. describing a production process

6. giving the history of a famous company and its founder

9. Work in pairs. Choose one or more of the activities in 8 and discuss them with your partner.

PRONUNCIATION

/t/ and /d/ in connected speech

1. Underline the sounds which 'disappear' at the ends of words, as in the example.

1. I had to wear a jacket and tie in my last job.
2. You're supposed to use the pay phones.
3. I didn't need to do that in my last job.
4. You're not allowed to smoke on the premises.

2. Can you think of an explanation for when these sounds disappear

3. Read the following sentences then mark the sounds which disappear when they are spoken fluently.

1. You mustn't ever bring anyone in without permission.
2. It's smart casual, I suppose.
3. I even bought a suit for the interview.
4. You're expected to challenge anyone who isn't wearing one.

4. Listen and check.

SPEAKING

1. Work in pairs. Read this article containing advice on dealing with cash - flow problems. Decide what sort of people the article is written for. Which piece of advice do you find most helpful?

Late payers can kill a business	<p>Managing cash flow in the everyday sense is about making sure you have money coming in to finance the costs of the goods and services you are producing.</p> <p>If you're a small business, the chances are that for every \$100 you owe, others owe you \$155. What's more, you're probably waiting up to 12 weeks to get paid. It's not right. Some business people have very definite ideas about what should be done to make things fairer.</p> <p>Improving credit control can make a world of difference to your business prospects. Profit is good, but it's cash that pays the wages.</p>
--	--

So here are ten tips to help you get what's due to you.

1. ASSESS the credit risk of every customer and assign a credit limit to them before any goods are supplied. Trade and bank references should always be taken up before accepting a customer on credit terms.

2. STATE the credit terms clearly on each invoice (a pay-by date and details of interest charges).

3. ASK for a percentage of the invoice value in advance as protection against bad debt and to help cash flow.

4. TRY credit insurance if credit checks do not come up to standard. It's not always available, but it can provide up to 100 per cent cover on approved debts, guaranteeing payment by a specified date.

5. THINK about using debt collection agencies for smaller debts. Agency fees, usually based on a percentage, are only payable if the debt is successfully recovered.

6. INVESTIGATE the potential of factoring. Factors purchase a firm's unpaid invoices, paying up to 70 percent or more of the face value, but they often only take on the best customers.

7. MAKE SURE you know the name and department of the person to whom each invoice is being sent.

8. CHECK how long existing customers take to pay- and negotiate new credit terms if they're not meeting bills on time

9. OFFER your customers discounts for paying up promptly when invoiced.

10. FOLLOW UP with a fax to make sure your invoice isn't overlooked, disregarded or left at the bottom of the pile.

2. Read the article once more and match up these statements with the points in the article.

According to the article...

- a. How can you deal with smaller debts?
- b. What is a good way of protecting yourself against bad debts?
- c. What should you do if present customers delay in paying?
- d. What should you do in order to be sure your invoice has not been forgotten?
- e. What should you do before sending goods to a customer?
- f. When should you use credit insurance?

- g. What can you do if customers pay up swiftly?
- h. How do factors work?
- i. What should you write clearly on the invoice?
- j. Whose name do you need to know?

3. Discuss these questions:

- Which of the above methods are you familiar with in your own country and company (or a company you have worked for)?
- How useful is such advice in your country?

WRITING

Can't pay, won't pay?

1. What is the difference between a debtor and a creditor? Which would you rather be?

2. Companies often have problems with late or non-payment of bills. Put these excuses in order from the most to the least creative.

1. I can't talk to you now... We're having the office party.
2. The cheque's in the post.
3. You need to speak to Mr Rogers. I'm afraid he isn't in today.
4. I'm sorry, can you be patient a bit longer? I'm waiting for a client to settle his account with us.

3. Can you think of any other reasons for not paying a bill on time?

4. Read extracts A-C and find out:

1. Who is writing to whom.
2. Any terms and conditions connected with the supply.

5. Why do you think the invoice is still unpaid? How could the supplier have protected itself?

6. Which one is from:

1. a first letter of reminder?
2. a second letter of reminder and revised invoice?
3. a final demand for payment?

A

I am writing to you regarding our invoice JAC/638. According to our records the invoice, which fell due last Friday, still outstanding. We feel sure that this is a simple oversight on your part.

As you will remember, we offered you 10% discount on condition that you paid our invoice within thirty days. Therefore, unless we receive payment within five working days we shall be obliged to issue a new invoice for the full amount of the goods supplied. We look forward to receiving your remittance.

If, in the meantime, you have ready settled the original invoice please disregard this letter.

B

I am writing to you once again concerning the above invoice which remains outstanding. We have received no reply to our previous requests for payment dated 12 July and 19 July.

Our purchasing the equipment you benefited from a 10% discount on our list price on condition that you undertook to settle within thirty days of receipt of our invoice. However, as of today, your account is ninety days in arrears.

As a gesture of goodwill I am prepared to give you a final opportunity to settle your account.

However, unless we receive full payment within the next seven days, we will initiate proceedings to recover the debt, which will involve you in considerable legal costs.

C

I am writing once again regarding payment of our invoice which is now six weeks overdue. Both our original letter and letter of reminder have gone unanswered. However, if you are experiencing difficulty in paying your account, please contact me so that we may discuss alternative ways of settling it.

Under the terms of our contract you promised to clear the original invoice within thirty days. We supplied you with goods in good faith and are disappointed that you have not respected your side of the agreement. Accordingly, we have issued a new invoice for the full amount. We trust that you will give this matter your immediate attention and hope to hear from you within five working days.

7. Read the extracts again.

1. Find the words and expressions which mean:
 - a. became payable.....
 - b. a mistake by forgetting to do something.....
 - c. take no notice.....
 - d. agreed/ promised.....
 - e. begin legal action to get our money back.....
 - f. proof of my good intention.....
 - g. kept your part of the deal.....
 - h. sincerely believe.....
 - i. the subject under discussion.....
2. Which deal with the idea of:
 - a. being late?
 - b. paying
 - c. contract conditions?

8. The letters are all formal. However the tone changes from sympathetic to threatening. Find examples in the text to support this.

9. You are going to write a series of letters to a client who has not paid an outstanding invoice or account. Work in groups of three or four.

9.1. Make notes and decide:

- what business you are in
- what goods or services you supplied
- when they were supplied and under what circumstances
- what the terms and conditions of the sale were; e.g. length of credit, special discounts
- the time that has passed since you supplied the goods
- how long you have been dealing with the client
- what relationship your companies have previously had
- if you think the non-payment is deliberate or simply a mistake

- what action you are prepared to take to have your account settled

9.2. Alternatively, turn to file 7 on page 192. In your groups write the first letter accompanying your original invoice. Then decide who will write the first reminder, the second reminder, and the final demand.

VOCABULARY

Shipping and billing

When you ask to buy something, you order it, or **place an order for it**. When the goods are ready, they are **dispatched** or **shipped** to you.

An invoice is a document asking for payment and showing the amount to pay. The activity of producing and sending invoices is **invoicing** or **billing**.

Trade credit

Baclav is talking about his furniture business:

'Of course, we don't expect our business customers to pay immediately. They are given **trade credit**, a period of time before they have to pay, usually 30 or 60 days. If a customer orders a large quantity or pays within a particular time, we give them a **discount**, a reduction in the amount they have to pay.

But with some customers, especially ones we haven't dealt with before, we ask them **pay upfront**, before they receive the goods.

Like all businesses, we have **credit policy**, with **payment terms**: rules on when and how customers should pay. This part of controlling **cash flow**, the timing of payments coming into and going out of a business.'

Accounts

Jennifer and Kathleen are businesswomen. Jennifer has her own company in Britain and Kathleen owns one in the US.

Jennifer and Kathleen: The people and organizations we sell to are our customers or **accounts**. The most important ones are **key accounts**.

There are some companies that owe me money, but I get the feeling I'm never going to get paid: They are **bad debts** and I've **written them off**.

Jennifer: I'm waiting to be paid by some of my customers. These are my **debtors**. They owe me money.

The suppliers and other organizations that I owe money to are my **creditors**. I must remember to pay tax to the **Inland Revenue** on time!

Kathleen: The customers that I'm waiting to be paid by are **my accounts receivable** or **receivables**.

The suppliers and other organizations that I owe money to are my **accounts payables** or **payables**. I must remember to pay tax to the **Inland Revenue Service** on time!

1. Put these events in the correct order.

1. Messco dispatched the goods to Superinc.
2. Superinc ordered goods from messco.
3. Superinc eventually settled the invoice.
4. Superinc did not pay the invoice on time.
5. Two weeks later, Superinc had still not received an invoice, making them think Messco's invoicing was not very efficient.
6. Someone in accounts at Messco chased the invoice by phoning the accounts department at Superinc.
7. When the goods arrived, Superinc noticed there was no invoice and asked Messco to issue one.
8. Messco's accounts department raised an invoice and sent it to Superinc.

2. Complete these sentences using expressions from Vocabulary

1. ----- is a constant problem. I get materials from suppliers on a 30-day payment basis, but I'm supplying large companies who pay me on a 60-day payment term.
2. With some types of new wine, you can pay a special price----- and wait for it to be delivered in about ten months' time.
3. Small businesses complain that larger companies abuse----- by paying invoices too slowly.
4. We offer a two per cent -----for payment within ten days.
5. We have a very strict-----; our ----- are that everyone pays within 30 days.

PRACTICE

Writing letters

1. One of your customers in Hong Kong has placed an order with your corporation for the equivalent of \$10,000. Write to tell him that the order will be ready in four weeks' time and ask him to open an irrevocable Letter of Credit for this amount against shipping documents.
2. Draft the reply from the customer in Hong Kong stating an irrevocable L/C has been issued in your favour through the Bank of China (B.O.C) who will accept a 30 d/s draft upon presentation of shipping documents. Specify the documents the customer would require.

Sample letter

A letter from the Exporter to the Importer

International Crafts Ltd.
Thameside, Walworth, London SE3 2EL
Chairman: B. Valour
Telephone: 081 834 298 6998
Telex: 32451 Fax: 081-834 4423

Lee Boat Builders Ltd.
Dock 23
Mainway
HONG KONG

9 April 200

Dear sir,

Thank you for replying to our enquiry of 19 April and letting us know that the C2000 computers, cat. No. D19 are available.

The term you quoted are quite satisfactory, and you will find our order, 88815, enclosed. We have instructed our bank, New Zealand Bank, Takapuna Street, Wellington, to open an irrevocable letter of credit for \$ 400,000 in

your favor. This should cover C.I.F. Shipment and bank charges and the credit is valid until 10 June 200...

You will receive confirmation from our bank's agents Eastland bank Ltd., 204 Aldgate, London Ec1, and you may draw on them at 60 days for the amount of the invoice. When submitting your draft, would you please enclose the following documents?

Bill of lading (5 copies)

Invoice C.I.F. Wellington (3 copies)

A.R. Insurance Policy for 4 24,200

Please fax or telex us as soon as you have arranged shipment.

Yours faithfully,

Unit 7

DISTRIBUTION CHANNELS

Objectives

- Introducing distribution channels and franchises
- Understanding the importance of distribution in business
- Being active and creative

Contents

Language functions and skills

- Methods of distribution
- Discuss unnecessary staff in retail outlets
- Arrange for distribution of a product

Language study

Adjective and adverb patterns

Pronunciation

Questions and tags

Vocabulary

Distribution, wholesalers and retailers

Practice

Vocabulary exercises

DOWN TO BUSINESS

1. Do you know:

1. What's distribution channel?
2. How important is distribution?

2. Read this text about how products reach customers

Company which make products, such as television sets, in large numbers usually do not sell them direct to the customer. They sell to middlemen who

keep them safe in a large storeroom. Shops go to the middlemen and buy as many of the products as they think they need. One shop might buy ten of each different kind of TV. They would show one of each in the store and keep the extra ones in their packaging. People look at the selection of TVs and choose which one to buy.

2.1. Reorder these sentences 1-6 to describe the same process in business English.

- a. In turn, the goods are supplied in the quantity required to retail outlets.
- b. Most manufacturers which mass-produce goods, for example, electrical appliances, don't wish to sell them directly to the public.
- c. Individual consumers view ranges of competing brands.
- d. The consumer selects a single item which he or she purchases.
- e. Instead, they distribute them via wholesalers who buy large quantities, which are stocked in their warehouses.
- f. The goods are displayed and stock is kept at the retail outlet.

2.2. Listen and check your answers.

READING

Methods and routes of distribution

After a product has been manufactured, the next step is to find out which methods and routes should be used to bring it to market. This involves channels of distribution.

The channel of distribution or trade channel refers to the route the product takes on the way from the manufacturer or producer to the ultimate consumer. The simplest form of distribution is direct sale. For example, a grower sells produce directly to a customer at the roadside stand. However, most often the channel of distribution involves middle men. Middlemen are people who take possession of merchandise and take title to it or arrange for transfer of ownership. The reason middlemen are needed is that a particular customer or consumer desires many products, which come from many manufacturers, and it is impossible for the consumer to purchase every product from the producer. For example, in offices, pencils, paper, desks, chairs, lamps, cabinets, and many other products are used. Each of these products may be manufactured in a different part of the country.

The office purchasing agent needs to be able to purchase different quantities of these items at one place that is convenient for him.

The job of the middleman is to collect the different products from the various manufacturers, and then to divide them into amounts which the customers require. The middleman gives the products place utility by delivering or transporting them to where they are needed. Two types of middlemen are merchant middlemen, who actually take title to the merchandise, and agent middlemen, who arrange for the transfer of title between manufacturer and wholesaler. An example of a merchant middleman might be a person who owns a warehouse, buys large quantities of goods from manufacturers, and then distributes them to companies who purchase smaller quantities. An example of an agent middleman would be a broker who earns a commission by putting buyer and seller in contact with one another.

The channel of distribution selected for consumer products sold on the retail market depends upon the type of product. Some items are considered convenience goods. They are generally products which have a low price and can be found at several convenient locations. Examples are chewing gum, cigarettes, and soft drinks. One generally goes to the closest place to buy these kinds of products. In this case, convenience is more important than price. The customer is willing to pay for place utility. Convenience goods are found at supermarkets, convenience store, and even in vending machines. These goods must be widely distributed. They may, therefore, go through several middlemen before they arrive at the place where the customer purchases them.

Other consumer products are classified as shopping goods. These are products which generally cost more than convenience goods and require more consideration of price and quality than do convenience goods. A customer shopping for a television set or other major home appliance would probably consider several different products and shop at several different locations to compare quality and price before making a decision about a purchase.

Shopping goods can be found at various retail outlets. A full service retail store is one where sales staff waiting for customers and can explain to them the various aspects and features of the products. The product is generally on display. The cost of space and the sales and commission are added to the cost of the product.

Discount houses are another type of retail outlet. Products are offered for sale

at a lower price because there is a small sales staff or the retailer has been able to reduce overhead in another manner. For example, the store could be in a warehouse or some place where rents are lower. Discount houses usually carry only merchandise that moves in high volume. They may not have the large selection of brands and lines available at a full service store. Sometimes they can receive discounts from wholesalers by purchasing in quantity or by purchasing discontinued models, and sometimes they can deal directly with manufacturers, eliminating the middleman.

Two of the larger types of retail distributors are franchise stores and chain stores. A franchise store is a store that is independently owned, but operates under a franchise or license from a parent company. The franchisee pays a fee for the license and a certain percentage of the total sales to the parent company. In return for this, the parent company supplies the products and promotes sales through advertising. Franchise stores are particularly popular in the fast food industry. McDonald's and Kentucky Fried Chicken have franchises worldwide. Franchise stores and chain stores are similar in the ways they are run and the fact that the same merchandise is generally carried throughout the chain or franchise. The main difference between a chain store and a franchise is that the chain store is owned by the parent company. Some supermarkets such as Safeway, are operated as chain stores. Department stores such as Sears are also chain stores. The advantage that franchise stores and chain stores enjoy in distribution is that they are often vertically integrated. This means the parent company controls the warehouses, the trucking lines, and sometimes the manufacture of the product. Vertical integration should allow a parent company to control costs and maximize profits. However, sometimes vertically integrated organizations become so large that they actually cost more to operate. A large expensive bureaucracy is needed to run a large organization.

Answer the following questions in complete sentences. Use the specific details given in the text.

1. What is channel of distribution?
2. What is the most general explanation of a middleman?
3. Why is the middleman necessary?
4. What are three specific activities of the middleman?
5. What is a merchant middleman?

6. What is an agent middleman?
7. What does the customer consider when purchasing convenience goods?
8. How are convenience goods distributed?
9. What convenience goods?
10. What two things do customers consider when they purchase shopping goods?
11. What service does a full service retail store provide the customer?
12. How is a franchise store similar to a chain store?
13. What is a franchise?
14. How is a franchise store different a chain store?
15. What does it mean if a company is vertically integrated?
16. What advantage do chain stores and franchise stores enjoy?
17. What is meant by a parent company?
18. What services does the parent company supply?
19. What is an advantage of vertical integration?
20. What can be a problem in a vertically integrated enterprise?

LISTENING

1. You are going to listen to an interview with Anthea Fowler who works for an organization called the Franchise Group. Before you listen, read the business tip below and discuss the questions.

- What kind of people do you think make successful franchise-holders?
- How many franchises can you think of in your country which operate in the fast food sector; the business service sector; and the car tires/exhausts industry?

Franchising

A franchise is a contractual agreement in which one party (the franchiser) sells the right to market goods or services under its name to another party (the franchisee). McDonald's and Haagen-dazs are examples of retail franchises.

The franchisee is usually given exclusive selling rights in a particular area.

2. In part A, Anthea Fowler gives advice on becoming a franchisee. Listen and answer the questions.

- 1- According to Anthea, what are the advantages of taking on a franchise rather than starting an entirely new business?
- 2- Complete the following statistics.
 - a. percentage of British businesses which are franchises -----
 - b. number of people employed in franchises -----
 - c. amount of business generated -----

3. Listen again and decide if statements 1-5 are true (T) or false (F).

Anthea believes that:

1. Franchises are the perfect way to learn about new business.
2. Real entrepreneurs can make poor franchisees.
3. Franchises require less work than other businesses.
4. Franchises are good for older people.
5. Previous experience is essential.

4. In part B Anthea discusses how franchisers make their money, and the advantages for franchisees?

1. According to Anthea, how much money should people prepared to pay for a franchise?
2. What mistake of the interviewer's does Anthea correct?
3. Anthea describes how franchisers commonly help franchisees. Study the list, and tick the areas she mentions. Does she mention anything else?
 - national advertising
 - help with recruitment of staff ---
 - brochures and promotional material ---
 - competitive buying power ---
 - management systems ---
 - a logo you can use ---
 - reputation ---
 - assistance with finance ---

4. What big advantage does a franchise holder have over a nearby, independent competitor?

5. In part C Anthea gives practical advice for choosing a franchise. Listen and answer the questions.

1. How should people go about finding a franchise which will suit them?
2. When looking for a franchise, what questions should you ask franchisers?
3. What should you do if the franchiser:
 - a. Recommends which franchisees you should talk to?
 - b. Tries to make you sign straight away?

6. Turn to the tape script on page..... Find expressions with and which match the definitions 1-7.

1. employing people and dismissing them -----
2. rapidly becoming successful-----
3. having proven ability-----
4. most importantly-----
5. in general-----
6. operating-----
7. strict-----

LANGUAGE STUDY

Adjective and adverb patterns

1. What is the difference in grammar and meaning between the words in italics in pairs 1-3?

1. She works *hard*.
She *hardly* works.
2. He hasn't been *late*.
He hasn't been *lately*.
3. I *nearly* passed the exam.
The exam is getting *near*.

2. Find the adjectives and adverbs below in tape script on page.....
Now use them to create further sentences.

actual	actually	real	really
eventual	eventually	short	shortly

3. What differences in structure and meaning do you notice in the pairs of sentences below?

1. The price change hasn't made *much* difference in demand.

The price change has made *hardly any* difference in demand.

2. This model is *far less* reliable *than* the old one.

This model isn't *quite as* reliable *as* the old one.

3. *It's the easiest* way of going into business for an inexperienced person.

There's no easier way of going into business for an inexperienced person.

4. *The longer* we stay in business *the less* profit we seem to make.

Every extra year we stay in business, we seem to make *less* profit.

4. Continue the second sentence in 1-6 so that it is similar in meaning to the first one.

1. Setting up a franchise has fewer risks.

It's much less -----

2. It is the best way of going into business for someone with limited experience.

There isn't -----

3. They feel too old to set up a concept from zero.

They don't feel -----

4. Entirely new businesses have a much worse chance of survival than franchises.

A franchise has a -----

5. Fees increase with the size of the franchise.

The bigger -----

6. You need to make a good and wise selection.

Select -----

PRONUNCIATION

Question and tags

1. Listen to question 1-5 and mark each question or according to whether the voice goes up or down at the end.

1. What does your factory produce?
2. Does your factory produce components?
3. Doesn't your factory produce components?
4. It produces components, doesn't it?
5. It produces components, doesn't it?

2. Which questions expect the answer to be 'yes'?

3. In the following situations ask each other questions using an appropriate question type. Remember to use the correct intonation.

1. You have to catch a train to a nearby town but you do not know the train timetable.
2. You are going to lunch but do not have enough money. Borrow some from a colleague.
3. You are meeting a friend later to go to the cinema. You think the film starts at 19.30 but you are not sure.
4. You are working on a project which is behind schedule. Ask your partner to work late to help you catch up.
5. You have been invited to a party. You are sure it is tomorrow but want to confirm.

SPEAKING

1. Match the words below with the definitions.

- | | |
|-----------------------|---|
| 1. bring to market | a. company that grants a franchise |
| 2. ultimate consumer | b. fee paid for making a sale |
| 3. take possession of | c. available for sale at many locations |
| 4. take title to | d. deliver to the customer |
| 5. commission | e. owning the retail outlet, the distributor and may be even the producer |

- | | |
|---------------------------|---|
| 6. widely-distributed | f. able to be seen |
| 7. place utility | g. costs other than costs of the product, such as rent, electricity, management |
| 8. personal selling | h. legal permission to operate certain businesses |
| 9. on display | i. explaining the features of a product to a potential customer |
| 10. overhead | j. increased the value due to location |
| 11. high volume | k. to become the legal owner |
| 12. franchise or license | l. person who buys something for his own use |
| 13. parent company | m. large company which owns smaller companies |
| 14. franchisor | n. large amounts of merchandise being bought and sold quickly |
| 15. vertically integrated | o. a large chain of authority and management. |
| 16. bureaucracy | p. to hold and have physical control over. |

2. Resolved: To eliminate all unnecessary sales staff in retail stores. A retail outlet that can cut its costs has an unquestionable advantage over its competition. Therefore, a large sales staff is unnecessary expense, and should be reduced to a minimum. (Discuss the arguments for and against this. Be sure you consider all types of retail outlets)

WRITING

1. Suppose it is your job to arrange for distribution of a product which your company has made. Write a paragraph describing the nature of the product as it relates to the consumer and what should be taken into consideration in distributing it. Here is a list of products which you might want to consider:

1. razor blades
2. refrigerator.
3. shoes
4. an article of clothing
5. candy

2. Rewrite the following sentences. Replace the words and expressions in italics with expressions from the text in Reading which have the same meaning.

1. The marketer must consider which *channel of distribution* to use for these particular *goods*.
2. Sometimes a product may go through several *distributors* before it reaches the *person who buys and uses it himself*.
3. The *person who buys supplies for the office* likes to find a store *close to where he works*.
4. A merchant middleman may deliver goods from his *storage building* to *many stores where customers shop*.
5. An *agent middleman* receives a fee for bringing buyer and seller together.
6. Agent middlemen arrange for *changes of ownership*.
7. At the retail store the product *can be seen*.
8. The sales staff explains the *characteristics* of the product and *shows how it works*.
9. Discount houses usually have lower *costs of operation*.
10. Customers usually shop around before purchasing large expensive *household electrical devices* like refrigerators and television sets.
11. Chain stores sometimes *control many aspects of production and distribution*.
12. Large business organizations are sometimes characterized by the *inability to adapt*.
13. A large company is able to make the most profits.
14. Before you can operate a McDonald's, you must get *permission* from the main company.
15. Discount houses carry only merchandise *which they can sell quickly*.

VOCABULARY

A wholesaler or shop selling a particular product, such as cars, is a dealer. A reseller sells computers. Wholesalers and retailers are distributors. Wholesalers are sometimes disapprovingly called middlemen.

Shops

A shop or store is where people buy things. Companies may call it a retail outlet or sales outlet. Here are some types of shop:

Chain store: part of a group of shops, all with the same name.

Convenience store: small shop in a residential area and open long hours.

Deep discounter: a supermarket with very low prices.

Department store: very large shop with a wide variety of goods, usually in a town centre.

Drugstore: shop in a town centre in the US which sells medicines; you can also have coffee and meals there.

Hypermarket: very large shop with a wide variety of goods, usually outside a town.

Supermarket: very large shop, selling mainly food.

In Britain, a shopping centre or shopping precinct is a purpose-built area or building in a town centre with a number of shops. Outside towns, there are shopping malls, where it is easy to park.

Franchises are owned by the people that run them (franchisees), but they only sell the goods of one company. That company (the franchisor) provides goods, organizes advertising, and offers help and support. In turn it takes a percentage of the profits of its franchisee. Many restaurants are also run like this.

PRACTICE

1. Match the words in the box to the definitions in 1-8 below.

boutique	shopping mall
corner shop/ convenience store	chain store
specialist retailer	department store
hypermarket	supermarket

1. A huge supermarket, with easy parking, usually outside, or on the edge of town which sells everything from food and drink to clothes, electrical goods, and furniture. -----

2. A large shop in a town or servicing an area of a city which sells food, drink, and things for cleaning your house. -----
3. A small independent shop which sell clothes often with designer labels. -----
4. A small shop selling essential groceries, newspapers, often run by a family, serving a few streets, and open from the morning to late at night. -----
5. A large shop on many floors divided into separate section, for example, electrical goods, furniture, and fashions. -----
6. A covered gallery or building containing many different shops. -----
7. A series of similar shops in different towns which are owned by the same company. -----
8. A shop specializing in particular goods, for example, computers, books, or CDs. -----

2. Select the answer that best completes the meaning of the sentence.

1. A grower selling fruit at a roadside stand is an example of
 - a. a middleman
 - b. a convenience goods
 - c. producer selling directly to consumer.
 - d. manufacturer selling directly to middleman
2. A middleman who takes title to the merchandise is an example
 - a. a merchant middleman
 - b. an agent middleman
 - c. a distributor
 - d. a customer
3. The purchasing agent at an office probably
 - a. deals directly with pencil manufacturers
 - b. acts as a middleman
 - c. orders through a local office supply store
 - d. distributes office supplies from his warehouse
4. A stock broker or real estate broker would be an example of
 - a. a person who receives title to certain investments
 - b. a person who deals with both buyer and seller
 - c. a person who buys large quantities of real estate and stocks
 - d. a salesman

5. The best channel of distribution depends on
- a. the type of product
 - b. the price of the product
 - c. where the product will be sold.
 - d. all of these
6. The cost of distribution for convenience goods probably
- a. higher than for shopping goods
 - b. not important for the consumer
 - c. not a factor in the sales price
 - d. part of the commission
7. A full service retail store has higher costs than a discount store because
- a. distribution costs are higher
 - b. shopping goods generally cost more than convenience goods
 - c. the cost of space and the salaries of the sales staff must be taken into account
 - d. the merchandise moves slowly
8. Discount houses can offer merchandise at lower prices because
- a. they have lower overhead
 - b. they deal in volume
 - c. they have fewer salesmen
 - d. all of the above
9. Franchise and chain stores benefit from
- a. the sale of licenses to their stores
 - b. locating away from the main business areas
 - c. vertical integration
 - d. the ability to advertise on a large scale
10. The difference between chain stores and franchise stores is
- a. chain stores are individually owned
 - b. franchise stores are individually owned
 - c. they do not handle similar products
 - d. franchise stores enjoy an advantage in distribution

Unit 8

TOTAL QUALITY MANAGEMENT

Objectives

- Talking about the importance of quality management, customers' satisfaction with quality of goods
- Being creative and tactful in management

Content

Language functions and skills

- Quality as a business imperative
- Giving opinion on quality of goods
- Making a complaint about inferior quality

Language study

Guiding visitors and describing a process

Pronunciation

"Ought"

Vocabulary

Quality management

Practice

Recall product

DOWN TO BUSINESS

Tom Dryden, of Dryden Vacuum Cleaner, believes in *quality*: 'The specifications or aspects of a product are exact instructions about its design, including its dimensions (size), how it is to be made, the materials to be used, etc. The objective of quality control is conformity to specifications, the idea that the product should be made exactly as it was intended, with zero defects: no faults at all. Things should be done right first time so we don't have to correct

mistakes later in a process of reworking. We do spot checks every few minutes during production to ensure everything is going well.

We have a system of total quality management (TQM), including quality circles: groups of employees who meet regularly to suggest improvements.'

Discussion

1. When consumers talk about *quality*, what different aspects or criteria do they have in mind? How would you define *quality* in relation to the following?

- a fast-food snack
- a small car (US automobile)
- a restaurant meal
- a raincoat
- a tennis club
- hi-fi equipment

2. A well-known book on production is called *Quality is free*, in which Philip B.Crosby argues that what costs money is a *lack* of quality not doing things right the first time. List some of the expenses a company can avoid by *preventing* poor quality *before* it happens.

READING

Quality as a business imperative

In the prevailing economic situation, large and small enterprises in developing and developed countries are discovering that the old ways of doing business do not work any more and that new approaches are called for. Companies are adopting new systems of management for both internal and external purposes. The use of TQM principles and quality management systems in cooperating with other companies, entering into agreements, and developing, manufacturing and supplying the required products and services meeting customer expectations is becoming more and more a business imperative.

Quality management has thus become a fundamental management function. Deliberate actions are taken to ensure that customer requirements are identified and met through the implementation of quality planning, quality control, quality insurance and continuous quality improvement, in such a way as to obtain maximum advantage. Quality assurance is considered to mean all the actions taken to ensure that the customer's requirements are understood and met.

Economic studies point out that meeting quality, delivery and cost requirements is the only effective long - term method for success in the export trade. Further more, recent studies show that quality is a dynamic, ever-changing concept that has become the business imperative of the day for enterprises of all sizes in both their domestic and export markets- and especially so for developing countries.

Export promotion is vitally linked to economic development, and unless a country exports quality goods and services meeting customer requirements, there can be no steady economic growth. No enterprise can afford to compromise on quality if it is to establish a good image for its products and for its country. A single consignment of inferior quality can tarnish the good name of the exporter and the country as a whole.

Deming says 'Customers don't complain, they switch. And in most cases, they don't even let you know that they are unhappy.' That is true generally, and applies to both internal and external markets. However, many importers do complain bitterly, and stigmatize the name of the company and the name of the country of origin in the same breath, and then switch. Some exporters have to live with this switch for a lifetime.

Further more, developing countries should realize that, while rapidly growing markets exist abroad for their export products and services, unless energetic steps are taken to enter them, those markets can go by default to the exporters who are already supplying them. SMEs may require the strong and vigorous backing of their governments to penetrate new markets.

Quality became the management imperative of the 1990s and will continue to be the key to success in the next millennium. We often see the words 'quality first', 'quality right the first time', 'quality right every time', and demand for quality and service invade every sphere of activity, from the motor vehicles we drive, to the domestic appliances we use, the food we eat, the restaurants we dine in, the doctors we visit, and the products we import and export, reminding us that quality is the goal of every business, and that its focus is the 'customer'. In addition, satisfying the requirements of the customer is a dynamic activity: both customers and their needs change, and the supplier has to recognize this.

According to Trade Support service of ITC

Answer these questions using information in the text above.

1. Why are new systems of management necessary for all enterprises?
2. What actions are implemented to obtain maximum advantage?
3. Why do all countries consider exporting quality goods and services?
4. How do you understand about the TQM ?
5. Why is quality the goal of every business?

LISTENING

You will hear part of an interview with Alan Severn, the Quality manager of Arcam, a British manufacturer of specialized, high quality hi-fi equipment: CD players, amplifiers, tuners and cassette disks.

Listen to the interview and then answer these questions.

1. How many people work for the quality manager?
2. What are the two important aspects of the designing of Arcam products that Alan Severn mentions?
3. According to what Alan Severn says, does quality begin with (a) the designers or (b) the suppliers of components?
4. What does Alan Severn mean by Total Quality management at Arcam?
5. What is his definition of success in term of quality?

LANGUAGE STUDY

Guiding visitors and describing a process

1. Read the information about silk. Is there anything that you find surprising?

Did you know...?

Silk comes from the cocoons of silkworms.

Each cocoon contains up to a kilometre of fine thread.

The exportation of silkworm eggs from China used to be punishable by death.

Around 7,000 cocoons are needed to produce one kilo of raw silk.

Colored silk is so bright because it can absorb up to seven times its weight in dye.

Silk was once worth its weight in gold.

2. A group of visitors is visiting a factory which weaves textiles from silk. Complete the guide's introduction by joining the beginning of sentences 1-5 with endings a-e.

1. On behalf of Xu Silks, -----

2. My name is Mei and -----

3. As you can see, -----

4. Now before we begin our tour, -----

5. If you'd like to gather round the display, -----

a ----- we're standing in the Information Centre.

b ----- I'd like to tell you a little about the history of silk and its production.

c ----- I'd like to welcome you to our factory.

d ----- I'm going to be your guide today.

e ----- I'll tell you about the silkworms which produce it.

3. Listen to the introduction and check your answers.

4. Which expressions does Mei use to:

1. welcome the visitors?

2. introduce herself?

3. refer to where the group situated?

4. state the objectives of the visit?

5. ask people to come closer?

5. Mei describes how finished silk is produced. Listen and rearrange sentences a-h to put the process in the correct order.

a. Next, each cocoon is carefully examined. Only those which are perfect are chosen. ---

b. After a month, the worms are large enough to weave a cocoon of fine thread. ---

- c. Then each cocoon is carefully unwound and spun into thread. ---
- d. Finally, the thread is ready to be dyed or woven into material. ---
- e. First of all, silk moths lay hundreds of thousands of eggs which hatch into worms. ---
- f. After that, the cocoons are brought to a smoking chamber where the worms are painlessly destroyed. ---
- g. Afterwards, they are thoroughly washed to remove the glue which holds them together. ---
- h. Once they have woven their cocoons, the silkworm go to sleep. ---

6. Listen again and check your answers. What verb forms are used to describe the process?

7. Which expressions are used to highlight the different stages of the process?

PRONUNCIATION: OUGHT

1. The spelling - *ought* has many different pronunciations. For example, *cough* rhymes with *off*, and *plough* rhymes with *now*.

- 1- Look at the words in the box, how are they pronounced?

enough	thoroughly	brought
--------	------------	---------

- 2- Listen to Mei again to check your pronunciation.

- 3- Think of words with rhyme with these different pronunciations

2. Brainstorm other words containing the spelling - *ought*. Form them into groups according to their different pronunciation

SPEAKING

- 1. Work in pairs.**

Look at these opinions. Tick (v) the statements you agree with and cross (x) the statements that you disagree.

‘Customers will pay top prices for a high quality product’.

‘Customers generally prefer a low cost product’.

‘Nobody’s perfect - we all make mistake sometime’.

‘In every firm there are some people who aren’t interested in improving the quality of the products’.

‘You can’t rely on workers to produce high quality goods unless someone supervises their work all the time’.

‘A company can’t influence its suppliers’ manufacturing methods’.

‘It’s easy for big companies to force small suppliers to obey their rules’.

2. You will hear an interview with a management consultant. Each sentence in this summary contains ONE mistake. Underline each of the mistakes and correct them.

1. Quality affects every function of the company and some of its employees.
2. With ‘Zero Defects’ the company aims to produce goods that are mostly perfect.
3. In the past, customers expected some faults- they could be corrected by apologizing to the supplier, who would replace the faulty goods.
4. Putting mistakes right is labour - intensive and inexpensive and it’s more cost-effective to produce a perfect product with no defects.
5. If your competitors can produce perfect products, your customers will prefer yours.
6. A service has to be so good that there is no dissatisfaction and there are few complaints from your clients.
7. A manufacturer can change supplier to get materials of the highest quality, even if this means paying less.
8. The extra cost is justified if the quality of your own production deteriorates.
9. To introduce Quality you must tell the idea to everyone in the company: most of the staff have to believe in quality.
10. It’s easier to sell new ideas to established staff.

3. Work in groups. Discuss these questions

1. How does the concept of Total Quality relate to the products or services of your company (or a company you know)?
2. How can Total Quality be applied to non-commercial services, such as education, public health and public transport?

WRITING

Making complaints

In spite of preceding arrangements and the settlement of the terms and conditions of a transaction in writing, errors and other unpleasant circumstances may sometimes occur in the course of a transaction; and these often lead to tedious disputes.

When you have a genuine complaint, you may feel angry but you must not show this in your letter, because the supplier may not be to blame. When making a complaint.

1. Plan your letter as follows:

1. Begin by regretting the need to complain.
2. Mention the number, the date of the order, the date of delivery and the goods complain about.
3. State your reasons for being dissatisfied and ask for an explanation.
4. Refer to the inconvenience caused.
5. Suggest how the matter should be put right.

2. Write a letter to complain about Inferior Quality. You can use the following expressions.

We are very sorry to inform you that.....

Your last order is not up to your usual standard.

Rely on the high quality of the.....

Sample letter

Inferior Quality

Dear sirs,

It is with great regret that we have to inform you that your last delivery is not up to your usual standard.

The material seems to be too loosely woven and inclined to pull out of shape. By separate mail we have sent you a cutting from an earlier consignment so that you can compare the two and see the difference in texture.

We have always been able to rely on the high quality of the material you sent us and we are all the more disappointed in this case as we supplied the cloth to new customers.

As we shall have to take it back therefore ask you to let us as know as soon as possible, what you can do to help us in getting over this difficulty.

Yours faithfully,

VOCABULARY

Continuous improvement

Ray, at Lightning Technologies: 'We are always making small improvements or enhancements; this is continuous improvement. We refer to it by its Japanese name: Kaizen'.

Silvia Chavez, Aerolineas Latinas: 'We use continuous improvement in our service industry. We look carefully at the overall customer experience. In retailing, they use mystery shoppers, who pretend to be shoppers to check service in shops. We use "mystery travelers" to report on the standard of service before, during and after the flight'.

Benchmarking

Jim, production manager at an electricity power station in the UK: 'We use a system called benchmarking to compare our performance to other power stations. We've recently been to the US to see how the best power stations operate - best practice - and try to copy it. We've managed to halve the number of workers, and increase productivity'.

Business process reengineering

Susanna, head of personal banking at an international bank: 'Business process reengineering, or BPR, applies in service industries as well as in manufacturing. We didn't want to change existing things in small ways. We completely redesigned all our processes in management, administration and customer service. We eliminated three levels of management and installed a completely new computer system. The gains in productivity have been very good'.

Benchmark (N)	Dấu làm chuẩn, điểm chuẩn
Confirmity (N)	Sự tuân theo
Enhancement (N)	Sự phát triển
To eliminate (V)	Loại bỏ
To halve (V)	Giảm một nửa
To install (V)	Lắp đặt
To retrain (V)	Giữ lại

Which expression from above describes each of these situations? One of the expressions is used twice.

1. A police service reduces the number of form to fill in when a crime is reported, first from fifteen to twelve, then to ten, then to seven, then to three.
2. A travel company closes all its high street shops, lays off middle managers and half of its sales assistants and retraines the others to sell on the phone. It also starts an Internet service.
3. A telephone company looks at other telephone companies to see which one issues bills with fewest mistakes to customers. It then copies this company's methods to reduce the mistakes in its own bills.
4. Most parcel delivery companies deliver 70% of parcels by 10 am the next day, but one company has an advanced computer system that enables it to achieve an 80 percent delivery rate.
5. An Internet banking service starts by allowing customers to see how much money they have in their accounts, and the latest transactions in the order they took place. Six months later customers can view the transactions in different orders. Three months later, they can make payments using the Internet service, which they couldn't do before.

PRACTICE

Role play

Quality: Should we recall this product?

A British food and drink manufacturer has just discovered that some bottles of its coffee- flavoured energy drink *Lift* have small pieces of glass in them. Six

hours ago, a customer returned an unopened bottle with pieces of glass in it to a supermarket in the north of England. The supermarket examined the other bottles on the shelf and found that two others also had pieces of glass in them. At about the same time, the same thing happened in a shop in Belgium. In both cases the customer left the shop without giving his name.

Bottles from the same production run have already been distributed and are on sale in six other countries in Western Europe, and 50,000 bottles are currently being shipped to the USA.

The company manufactures 50 different food and drink products. It makes six different soft drinks, all of which are bottled in the same plant near London. *List* is the most recent product. It has been extremely successful with young customers, and it currently being exported to 15 different countries. Plans are being made to set up joint ventures with companies in Europe and the US, and to bottle the drink in several major markets.



The managing director has called an emergency meeting at the company's London headquarters, to which he/she has invited the company's marketing director, financial director, human resources director, and the head of the legal department as well as the managing director of the company that supplies the bottles, and the production manager of the bottling plant. The company's board of directors is meeting this evening. At this meeting, the managing director will have to recommend a plan of action.

Before that, he/she has to listen to his/ her colleagues' opinions about whether the entire production run should be recalled, announcements made to the media, and so on. It is also necessary to establish the cause of the problem, and to take action to prevent it happening again.

In a group, you have to prepare a role: What will you say in the meeting?

Unit 9

GOING GLOBAL

Objectives

- Talking about doing business in a different culture
- Practicing debating techniques
- Being polite and developing knowledge in business culture

Content

Language functions and skills

- Doing business in different culture
- Multinationals in China
- Debating techniques
- A press release

Language study

Routines and habits: frequency expressions, *used to*, *would*

Pronunciation

Contrasting /ʒ/, /ʃ/, /dʒ/, /tʃ/

Vocabulary

Business across culture

Practice

Speaking with conviction: persuading

DOWN TO BUSINESS

1. In the age of the multi-national corporation, more and more people are expected to work abroad.

- Which three countries would you most/ least like to work in?
- What three things in your country would you miss most?
- What would be the maximum time you would be prepared to live outside your country?

2. Doing business in a different culture or language can lead to misunderstandings.

1. Try and work out the answers to the cultural quiz.
2. Compare answers with a partner. Then turn to File 20 on page 133 to find out what really happened.
3. What lesson can companies wanting to export to different countries learn from this?

A Why do you think one particular airline had problems predicting numbers of passengers on flights from Japan to Hawaii?

B Why do you think Coca-cola found it difficult to introduce two-litre bottles in Spain?

C What do you think went wrong when Kentucky Fried Chicken's slogan 'finger licking good' was translated into Chinese and then back into English?

D Why shouldn't you give handkerchiefs or cutlery as gifts in many Latin American countries?

4. How can companies find out more about consumer preferences? What research methods could they use?

READING

A world of beauty

1. Look at the business tip, then scan the text.

1. Which western multinational companies does it mention?
2. What is the significance of these numbers?

600	\$995 bn	E2.7 bn	50 miles
365m	235	80m	200

A strategy in which companies aim to sell their products and services all around the world. Driven by the convergence of consumer tastes from Tblisi to Timbuktu, globalization presents companies with opportunities of achieving economies of scale.

L'Oréal, the French cosmetics giant, is hoping to take advantage of one of the world's most fertile emerging markets. On the 20th floor of its China HQ in Shanghai is a bathroom where L'Oréal researchers have watched more than 600 women taking a shower. The study's purpose is to discover how Chinese consumers, unfamiliar until recently with western grooming, use the make-up and hair-and skin-care products the organization is introducing to a nation that has traditionally had little use for luxury.

'Pharmacies here have changed a lot over the past ten years', says Paolo Gasparini, Managing Director of L'Oréal China. 'It used to be dried animals and plants, but it's moving every fast.' In the people's Republic, the use of deodorant and perfume is very unusual and pale skin is the beauty ideal women strive for. 'The people and culture are so different here that we have to be very prudent', says Gasparini. But the company-with brands that include L'Oréal Paris, Giorgio Armani fragrances, Maybelline New York, and Lancôme make-up-is determined to be at the forefront of China's latest cultural revolution. Unlike other aspirational western brands such as Coco-cola and McDonald's, which offer a single culture icon, L'Oréal can offer Asian consumers French chic, New York attitude, and Italian elegance. Already about 80% of L'Oréal's £7.5 bn turnover is generated outside France and 40% outside Europe. L'Oréal, like many other businesses expanding into China, believes the market has outstanding potential.

The government's more open economic outlook, combined with a growing urban population which currently stands at 365m, and a GDP put at \$995 bn, have combined to produce a consumer base with disposable income and a taste for modern, western goods. Other western multinational corporations have been expanding throughout China too. Beijing has the distinction of being the site of the largest Kentucky Fried Chicken restaurant in the world. McDonald's, the rival fast food chain, operated more than 235 outlets in 41 Chinese cities, and earlier this year hospitality group Hyatt opened the third tallest hotel in the world in Shanghai.

Last years, the Chinese cosmetics market was worth £2.7 bn and Gasparini

estimates that in the People's Republic there are 80 m purchasers of L'Oréal products. At the same time, the company, together with other European businesses including Glaxo Wellcome and Siemens, has taken advantage of the new economic development zone 50 miles outside Shanghai , to build a production facility. The factory is the culmination of a push into China that began in 1993, when L'Oréal put together a small team in Hong Kong to test the Chinese market. The company had been evaluating the market for years, but until the early 1990s it considered average incomes too low, and distribution channels too poor, to merit a launch.

In the following two years the company tested about 200 products and has recently launched a joint venture with the medical college in Suzhou. The research revealed some surprising results. For example, Asian hair is more porous than the European variety, so dye products need a different formulation. An extensive programme of research and developed encouraged L'Oréal to launch both its international brands and more technical products throughout China. Maybelline is positioned as a mass-market name available in supermarkets and department stores. L'Oréal Paris is on offer in department stores only, while Lancôme is sold in just the most exclusive outlets.

Despite its success, L'Oréal, like other western investor, is facing commercial and cultural hurdles in China. 'This country is not familiar with marketing, so it is a huge job to train and keep clever young people, says Gasparini. 'My priority is to take care of our staff; the battle will be won by the company with the best people'.

2. Complete a-f in the chart below, showing how L'Oréal positions some of its products.

<i>Product</i>	<i>Image</i>	<i>Typical retail outlet</i>
L'Oréal Paris	a	b
Giorgio	c	-
NY attitude	d	e
Lancôme		f

3. Read the text again and answer the questions.

1. What does L'Oréal 'bathroom' research hope to achieve?

2. Why do you think Paolo Gasparini talks about Chinese pharmacies?
3. Why is China such an attractive market for foreign business?
4. What has China done to encourage foreign businesses to set up near Shanghai?
5. Why didn't L'Oréal enter the Chinese market earlier?
6. How did L'Oréal plan its entry into the Chinese market?
7. How useful has L'Oréal's joint venture with the Suzhou medical college been?
8. According to Paolo Gasparini, what is the difficulty and importance of recruiting good local staff?

4. Match a word from box A with one from box B to form collocations as done in the text.

outstanding	economic	production
distribution	development	consumer
joint	multinational	disposable
exclusive		

corporation	outlet	facility	outlook
base	income	venture	potential
channel	zone		

5. Complete sentences 1-9 with an appropriate collocation from 4

1. The government has created a...../..... to attract foreign investors to the region.
2. We really need to attract more customers; our...../..... is simply too narrow.
3. They should only sell this perfume through...../..... like top department stores.
4. We need to build another.../... to cope with the increased demand.
5. The..../.... is poor; there is high inflation and fears of a recession.

6. After paying for food and rent, low-income earners have very little .../.... for luxuries.
7. We should consider a..../..... with a local partner as a way of entering the market.
8. The..../..... is far too complicated, we should consider appointing a wholesaler.
9. This market shows..../.....; it's an opportunity we can't miss.

6. Read the quotation below from Theodore Levitt.

1. What do you think he means by *idiosyncratic differences* and *universal drives*?
2. How far does what you have read prove or disagree with what he says?
3. What universal drives do companies L'Oréal, McDonad's and Coca-Cola satisfy?

LISTENING

Perfect placement

1. Read the text about Fung shui.

1. How well-known is it in your country?
2. What is your immediate reaction to it?

Fung shui, which comes from the Chinese words for 'wind' and 'water', has been described as the 'art of perfect placement'. It is over 4000 years old but its principles are still important today. Fung shui is a system of principles which may be taken into account when designing or positioning buildings. Fung shui experts, called geomancers, are often consulted before new buildings are built. They check the flow of energy in relation to spatial arrangement and orientation.

2. Anne Baldwin is talking to Nancy Chou, a Fung shui expert. Listen to part A and answer questions 1-4.

1. How does Nancy say Fung shui may be useful?
2. What example does she give?

3. What is special about Hong Kong?
4. How did some people react to the new airport?

3. Listen to part B and mark the statements below true (T) or false (F). Explain your answer.

1. Property developers should remember the beliefs of their client.
 2. Some new buildings in Taipei have stayed empty because they are too expensive.
 3. A restaurant failed to attract customers because of poor advertising.
 4. Although Fung shui is popular in the West, nobody has used it seriously in businesses.
- 4. In part C, Nancy talks about how to arrange your office following the principles of Fung shui. Listen to what she says, then look at the picture below. In what ways does it obey/ break the rules of Fung shui?**
- 5. Fung shui became popular in Britain in the 1990s.**

1. Can you think of any other aspects of Eastern culture which are well established in the West?
2. Why do you think Westerners have adopted them?



LANGUAGE STUDY

Routines and habits

1. To express routine in present, we use the present simple along with a frequency expression. Put these words and phrase in order of frequency.

Hardly ever	from time to time	rarely
as a rule	seldom	most of the time
generally	now and again	once in a while

2. *Always* has a number of uses. Complete sentences 1-3 with endings a-c. Which verb form accompanies *always* in each sentences?

1. He *always* cycles to work...
2. We could *always* take a taxi, ...
3. She's *always* parking in my space, ...
 - a... if you'd rather not walk.
 - b... which is extremely annoying.
 - c... for the exercise.

3. Which sentence:

1. describes a frequently- repeated action?
2. describes an everyday habit or routine?
3. introduces a possible alternative?

4. *Will* and *would* are used to describe characteristic behaviour. Which sentence (1-3) describes:

- a. An everyday habit or routine?
 - b. Expected behaviour based on past experience?
 - c. Habitual action during a specified period in the past?
1. She'll talk on the phone for hours at a time.
 2. When I was a student I would work very late in the evenings.
 3. He will ask difficult questions, so make sure you're well prepared.

5. To describe past habit and routines, we can also use form of used to.

1. Match the example of used to in sentences a-c to their meanings in the box below.

become accustomed
a discontinued past habit or state
be accustomed to something

- a. People used to build on the south side of a hill.
- b. Foreign developers will have to get used to following local customs.
- c. I'm used to working in chaos.

2. What form of the verb follows each example of used to?

3. In which sentence(s) is used to an adjective?

6. Rewrite the sentences using a form of used to.

1. In the old days, everyone wore jackets and ties to work.
2. When Markus first lived in England, he found driving on the left difficult
3. I don't have much experience of dealing with computers.
4. I found it hard to adapt to the new computer system.
5. Isn't that the house where you once lived?
6. Describe how business and the way of life in your country has changed in the last fifty years.

PRONUNCIATION

Contrasting /ʒ/ , /ʃ/ , /dʒ/ , /tʃ/

1. Listen to these four words from the listening passage and identify the easily confused sounds.

	/ʒ/	/ʃ/	/dʒ/	/tʃ/
invasion	ationship	judge	approach	

2. Unfortunately it is not always clear how a word should be pronounced from the way it is written. In pairs place each word from the box in the correct column of the table above according to the sound.

Virtual	Sure	Asian	Protectionism
Encourage	Question	Urge	Globalization
Fortunately	Message	Information	
Measure	Future	Television	

3. Listen and check your answer.

SPEAKING

One-minute debates

1. You have to give a one-minute reply to John in which you present the advantages of the internet. Using the notes to help you, brainstorm further arguments that you can use to put your case.

- stay in contact more easily
- do business more quickly
- faster than the post, more convenient than faxes, instant response
- on-line discussions cut down the need for face-to-face meetings
- paper-free offices
- good for customers and encourages competition
- cannot be 'un-invented', so need to be used more wisely

2. Now give your one-minute reply. Work in pairs. Your partner should listen and note which of the rhetorical devices you use from the business tip below.

Rhetoric

Persuasively presenting your views

Speakers often use:

- list of three

E.g. *'Government of the people, for the people.'* (President Lincoln)

- rhetorical questions to produce an effect rather than to get an answer

E.g. *'Man is born free and everywhere is in chains.'* (Jean-Jacques Rousseau)

- alliteration, where two or more words in succession begin with the same letter

E.g. *The terrible twins.*

- Metaphors to make their language more memorable

E.g. *The office was a beehive of activity.*

- Similes to make their language more memorable.

E.g. *His horse was as black as coal.*

3. Read through the propositions below and decide whether you are broadly in favour or against them

1. In the long term, globalization will benefit everyone.
For ☐ against ☐
2. We worry too much about the environment and not enough about business.
For ☐ against ☐
3. It is the responsibility of government to control the activities of business.
For ☐ against ☐
4. Workers should be able to move freely between countries with no restriction.
For ☐ against ☐

4. Look at the business tip on debating techniques. For each proposition, find at least once other student who agrees with you and brainstorm ideas which will support your argument.

Debating techniques

Preparation

- Be clear about which side of the argument you are on.
- Brainstorm the major points in support of your argument.
- Support your argument with strong statistics, examples and sources.
- Consider the arguments your opponent will put forward.
- Be ready to think quickly under pressure.

During the debate

- Listen carefully to opponent.
 - Have strong answer ready for each of the opponent's argument.
 - Address the chairperson and audience.
 - Choose the right moment in the debate to present each of your points.
 - Use persuasive and rhetorical language.
- Do not allow yourself to become emotional.

5. Divide into groups for and against the first proposition. Then organize a debate. Use as many of the rhetorical devices as you can.

6. Now do the same for the other propositions.

WRITING

Positive spin

1. Adverbs can be used with verbs or adjectives to make language sound more convincing. Match the beginnings of sentences 1-5 with their endings a-e.

1. Both sides are *entirely* ...
2. They *wholeheartedly* ...
3. They apologized ...
4. The new guidelines which have been drawn up are *completely* ...
5. When I learnt that she had broken her side of the agreement, I *immediately* ...
 - a ... satisfied with the out come of the negotiations.
 - b ... unsatisfactory and need to be rewritten.
 - c ... withdrew my offer.
 - d ... welcomed the new proposals.
 - e ... *profusely* for the misunderstanding.

2. In written or more formal English, adverbs are often used to introduce sentences. Replace the phrases in italics in 1-5 with one of the adverbs from the box.

admittedly	clearly	regrettably
accordingly	hopefully	

1. If all goes well, you should receive the package early next week.
2. It was a shame that I didn't receive your message before leaving the office.
3. It's obvious that we should have checked their references before supplying them with the goods.
4. We accept that we were partly responsible for the misunderstanding.
5. As a direct result we decided to introduce new quality-control procedures.

3. Flavia's Natural Foods, FNF, produces a range of bottled sauces made from organically-grown vegetables. Its founder, Flavia Abrahams, is well-known for her environmental campaigns.

1. Recently Flavia contacted Carrie Phelps, a PR consultant. Read the press release which Carrie has written. What bad publicity has FNF received?

2. How does Carrie try to show that FNF is an ethical organization?

3. Now complete the text with adverbs from 1 and 2.

As faithful customers, you will already be aware that we take great pride in our products, which we consider to be (1)..... organic. We only use Mother Earth's resources as she intended them to be used.

(2)....., we learnt recently that a small quantity of the tomatoes used in some of the pasta sauces in our Partnership Range have been contaminated. This contamination was caused by chemical sprays blowing over from a neighboring farm.

(3)....., there is no excuse for the occurrence of such an incident, and strict measures are now being introduced to control the distance of our crops from non-organic once. (4)....., in this way we will be able to ensure that this type of accident never happens again.

Even though 98% of our tomatoes were (5)..... unaffected, we (6)..... took action and have now withdrawn all the sauces from supermarket shelves. Products which may have contained even the slightest trace of chemicals have also been destroyed.

We, at FNF, would like to take this opportunity to thank Foodwatch for its vigilance and for bringing this story to everyone's attention, and we (7) support this organization in its quest to improve what we have on our plates.

4. In the press release, Carrie has to explain some negative information to the public. How does she make the following negative facts more positive?

1. 2% of FNF's tomatoes have been sprayed with chemicals.

2. Foodwatch has severely criticized FNF for selling 'organic' products sprayed with chemicals.

3. Contaminated products in the Partnership Range have been sold to the general public.

5. Carrie has now been asked to write a press release for Quayside Furniture, a company which received negative publicity in a recent TV documentary on working practices.

1. Work in pairs. Student A, turn to file on page Student B; turn to file on page.
2. In pairs, compare your information. Find an argument in favour of Quayside for each of the criticisms made by the TV documentary.
3. Which facts might you include in a press release on behalf of the company? Are there any you would choose not to mention?

VOCABULARY

Business across culture

Cultures and culture

Alexandra Adler is an expert in doing business across cultures. She is talking to a group of British businesspeople.

'**Culture** is the 'way we do things here'. 'Here' may be a country, an area, a social class or an organization such as a company or school. You often talk about:

Company or corporate culture: the way a particular company works, and the things it believes are important.

Canteen culture: the way that people in an organization such as the police think and talk, not approved by the leaders of the organization.

Long-hour culture: where people are expected to work for a long time each day.

Matcho culture: ideas typically associated with men: physical strength, aggressiveness, etc.

But you must be careful of **Stereotypes**, fixed ideas that may not be true'.

Which word combination with 'culture' describes each of the following?

1. The men really dominate in this company, they don't make it easy for women at all. All they talk about is football.
2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.

3. Of course, the quality of the work you do after you've been at it for ten hours is not good.
4. There was a time when managers could only wear white shirts in this company - things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.
6. They say that if you go home at 5.30, you can't be doing your job properly, but I'm going anyway.

PRACTICE

Speaking with conviction

1. The internet is probably the most important development in communication since the television.

- How often do people in your class use e-mail and internet?
- How have e-mail and the internet changed the way we work and do business?
- Have these changes always been for the better?

2. John Green is taking part in a debate about the internet in business: 'Is the internet a blessing or a curse?' He has just one minute to put his views across. Listen and decide which side of the debate John is on.

1. According to John, what effect has the Internet had?
2. What are his views on the Internet as a way of conducting business with the outside world?
3. How does John feel about the amount of information that is available on the internet?

3. Listen again and complete the sentences from the recording.

1. So for our every day working lives?
2. It means; the loss of; and of information.
3. I that most natural business relationships are , not.....
4. to measure and judge any future partner.

5. there are millions of impressive websites which provide useful information, behind them?
6. The web is susceptible to and
7. Providing personal details is risky if
8. And finally, if we ask ourselves the question, '.....?', the answer is 'nothing'.
9. It's only a source of information, , but much less reliable.

4. Read the business tip about the art of rhetoric. Find examples in sentences 1-9 above.

5. Turn to tape scripts on page 124 and see if you can find other examples of these techniques.

Unit 10

PRESENTATIONS

Objectives

- Knowing the ways to set up a presentation
- Make a speech and presentation well
- Being self confident

Content

Language functions and skills

- Speeches for different occasion
- Business presentations
- Making a presentation
- Writing a report

Language study

Making presentations

Pronunciation

Linking between words

Vocabulary

Types of presentations

Practice

Poster presentation

DOWN TO BUSINESS

- How do you feel when speaking in public?
- Have you attended any good/ bad presentations? Why were they good/ bad?
- Have you ever made a presentation in English?

You will hear a presentation by Mr Gitting, the finance director of XYZ (UK) plc.

Mr Gitting isn't a very good public speaker.

'Yes, well you all know what I'm talking about and, er, I hope you won't find it too boring. Yes, I was just saying to Mr Brown the other day we have too much talk and too little work, it's all meetings. Well, the main thing we have to consider in all this is the cost of the, er, project, which will be considerable. I have some figures here... just a moment. Can you see them? Oh. Sorry. Well, perhaps you can look at them later. Well, as you can see, or rather, can't see, the costs would be ... well, a lot. In fact it could be, ah, even more if we can't organize a 109653. So that's that. I hope it's all clear now'.

Read these advices, which could have helped Mr Gitting.

Making presentations

- Before starting; make sure all necessary documents are in place.
- Use visuals which are easy to understand and make sure the audience can see them.
- Use natural spoken English: avoid unnecessary technical terms.
- Organize facts in a logical sequence.
- Make the main points clear: emphasize and repeat them.
- Use anecdotes and examples to help your audience understand and remember your message.

READING

Speeches for different occasions

1. These are extracts from speeches for different occasions. Match them with the events.

- a. colleague's retirement
- b. launching a product
- c. opening a new office
- d. colleague's promotion



1. I'm sure the new Taipei branch is going to be successful. We will now be able to offer our customers in the region a better service. I'd like to thank everyone for their hard work in getting things ready on time.

2. We are very sorry that you are leaving our department, but we're happy that you've been appointed General Manager. I'm sure that you will be a great success in your new position, and we wish you the best of luck.

3. We hope that the new model will be very popular. We really appreciate the long hours you've worked in the past six months. I'd especially like to thank the production department for meeting a very tight deadline.

4. I know I speak for everyone when I say that we'll miss you. We all appreciate the twenty-five years of hard work you have given the company. I'm sure that you will now have time to play more golf.

2. Work with a partner. Add extra details (opening, ending, etc.) to one of the four extracts above and practise giving the speech to the rest of the class.

LISTENING

1. You will hear extracts from two business presentations. Are the following sentences true or false?

Presentation 1. (John Blake, marketing executive, DGC UK).

- a. John Blake's presentation is about production schedules.
- b. DGC's recent performance has been good.
- c. Sales have increased in Scandinavia.
- d. DGC is opening new markets in Eastern Europe.
- e. There is a lot of potential for growth in the UK market.

Presentation 2. (Maria Bellini, training director, ELX New York).

- a. Maria Bellini's presentation is about language training. ☐
- b. 45% of ELX employees speak a second language. ☐
- c. The Madrid branch is using a new system. ☐
- d. ELX's training budget is \$1.25m. ☐
- e. Maria Bellini thinks ELX should spend more on training. ☐

2. Now listen the presentation 1

John Blake uses all the expression below. Tick (V) them when you hear them.

Presentation 1. John Blake says:

Presentation 2. Maria Bellini says:

- | | |
|---------------------------------------|-------|
| a. Let me introduce myself... | ..... |
| b. The aim of my talk is... | ..... |
| c. First of all,... | ..... |
| d. I'd like to draw your attention to | ..... |
| e. My second point is | ..... |
| f. As you know... | ..... |
| g. Thirdly,... | ..... |
| h. In conclusion... | ..... |
| i. Thank you for your attention... | ..... |
| j. Now, if you have any question... | ..... |

3. Listen to presentation 2 and write expressions which are equivalent to the ones in presentation 1 in the second column.

LANGUAGE STUDY

Making presentations

1. Max Wilkes is a management consultant. Read his introduction to a presentations and find out how he.

1. States him aims
2. Tell his audience about the different stages of the presentations
3. Thanks the audience for their co-operation.

'Good morning everybody. As you know, I'm here today to present our findings and share our suggestions with you. First of all I'll outline the firm's current position and talk you though the evidence. Next, I will propose some immediate steps it should take. Finally, we shall put forward some recommendations for the longer term and discuss the alternatives. How ever, before I begin, on behalf of the entire team, I'd like to thank you all for you openness and co-operation. We all appreciate'.

2. Match introductory phrases 1-10 to endings a-j.

1. Let's take a look at... -----
2. If you'd like to open ... -----
3. AS you can see ... -----
4. I'd like to draw you attention ...-----
5. Right, I'm going to begin by ... -----
6. So what can we ... -----
7. I'd to hand you over ... -----
8. Sylvie will be talking you ... ----
9. This bring me to the other key issue, ... -----
10. Finally, I shall attempt to outline ... -----
 - a. this pie chart reveals two other worrying features.
 - b. running through our main findings.
 - c. the evidence, shall we?
 - d. through our short- term recommendations.
 - e. a longer- term strategy for growth.
 - f. namely, the company's image.
 - g. learn from all of this?
 - h. to the following market intelligence.
 - i. the report at page 4.
 - j. to my colleague, Sylvie Grey.

3. Listen and check your answers.

4. With introductory expressions does Max use to:

1. Direct his audience?
2. Inform the audience of his plans?
3. Signal a move to a new stage of the presentations.

PRONUNCIATION

Linking between words

1. In spoken English, a word beginning or ending in a vowel sound is generally linked with the word which follows or precedes it. Listen to Max's introduction and note how he links his words. Where does he:

1. Link the final consonant sound of a first word with the opening vowel sound of a following word?
2. Use a linking /j/ (as in yes) between two vowels?
3. Use a linking /w/ sound between two vowels?
4. Use a linking /r/ by pronouncing the normally 'silent r' before a vowel sound?

2. Now read the introduction aloud using all the appropriate links.

3. Look at the sentences you made in language in use. Mark where you think the linked sounds will be.

4. Listen again and check.

SPEAKING

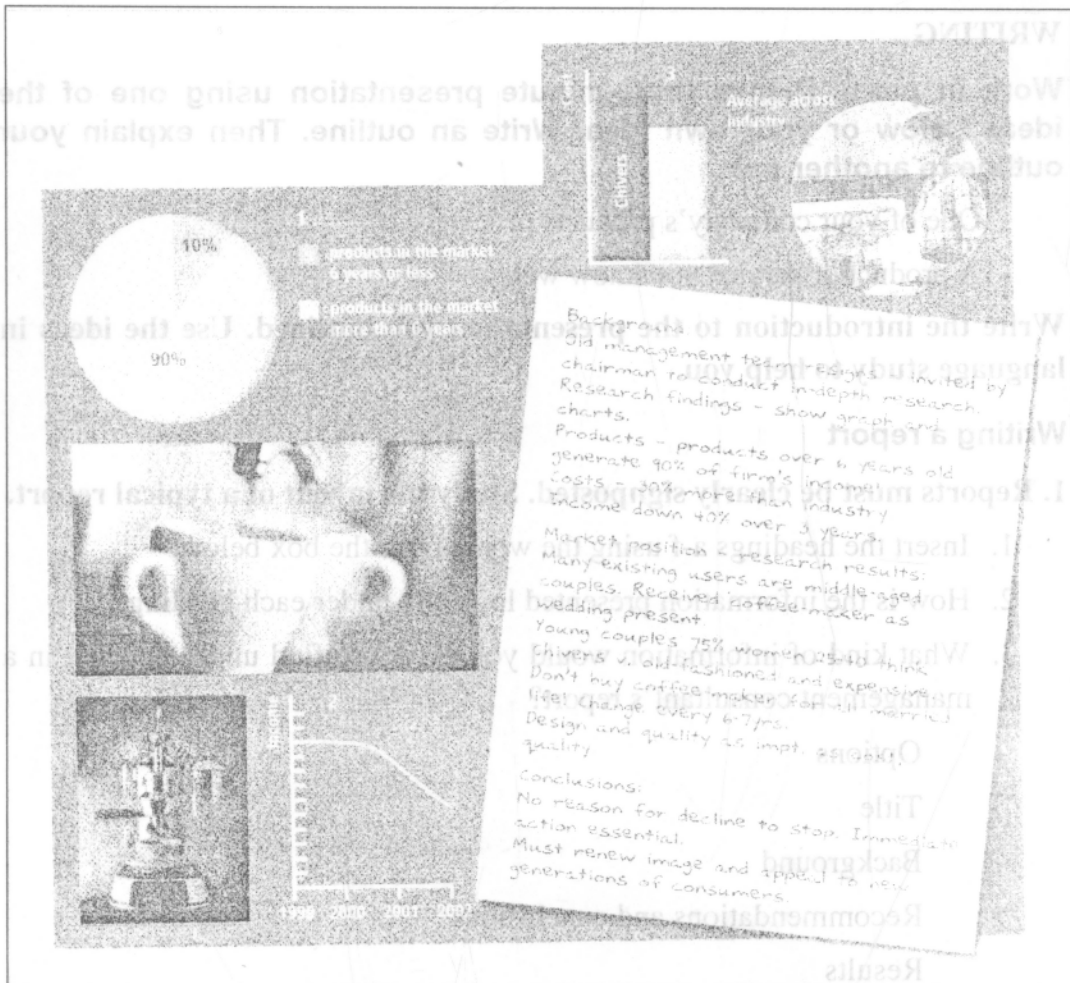
The way ahead

1. Electrical appliances such as coffee-maker are popular consumer goods.

1. How has their range and design changed over the last fifteen to twenty years?
2. What has happened to their price and quality?

2. Chivers has produced high-quality coffee-makers since its foundation in 1963. However, in recent years sales have fallen dramatically. You are management consultants who have carried out a study for Chivers.

1. You are going to make a presentation using the notes and graphs below. Work in groups of three or four. Study the notes and label the graphs and diagram.



2. Based on the notes, brainstorm possible options for Chivers and the recommendations you would make.
 3. Turn to file 8 on page 193. Compare the options and recommendations there to the ones you suggested. Are there any major differences?
- 3. Use the notes and any of your own ideas to prepare a presentation to Chivers' senior management.**
- Decide who will give the different sections of the presentation, including the introduction.
 - Use the expressions from the 'Language in use' section.

WRITING

Work in pairs. Plan a thirty-minute presentation using one of the ideas below or your own idea. Write an outline. Then explain your outline to another pair.

- One of your company's products or services.
- A product or service you know well.

Write the introduction to the presentation you outlined. Use the ideas in language study to help you.

Writing a report

1. Reports must be clearly signposted. Study the layout of a typical report.

1. Insert the headings a-f using the words from the box below.
2. How is the information presented logically under each heading?
3. What kind of information would you expect to find under heading in a management consultant's report?

Options

Title

Background

Recommendations and conclusions

Results

Research

2. Decide under which headings of the report extracts 1-10 could belong.

1. Chives' coffee -makers are perceived as old-fashioned and expensive by 75% women between 25-40.
2. Clearly, immediate action must be taken to guarantee short-term survival.
3. Chivers has long been a household name for its high-quality coffee-makers.
4. Design and style are as important as quality and durability in determining choice.

5. Chivers should immediately hire a world-class designer to produce a new range of products.
6. To find a buyer for the Chivers name and trade mark, or a company to manufacture under license.
7. Following the resignation of the old management team, we were invited to evaluate the company's position.
8. The company should consider locating production abroad.
9. Once an innovative and pioneering company, Chivers has relied too heavily on its established range of products.
10. We conducted research among consumers of a wide age range. Some had purchased Chivers' products. Others had purchased a coffee-maker within the past year.

3. Match the spoken comments in a-c below with their written equivalents in 1-10 from 2.

- a. 'When the old management team resigned, they asked us to take a look at the company.'
- b. 'Three quarters of women in the 25-40 age bracket think that Chivers' coffee-makers are old fashioned and expensive.'
- c. 'It's obvious that we have to act straight away if the company is going to survive.'

4. Read the business tip. How are the notes illustrated in the examples you studied in 2?

The language of reports

Formal reports do the following:

- often use the passive voice instead of the active.

E.g. The report was sent. (rather than: We sent the report.)

- introduce options using the infinitive.

E.g. Short-term objectives

- to increase our customer base

- to maintain profitability

may begin sentences with an adverbial phrase.

E.g. as a result, the decision to introduce variable pricing was taken.

(rather than: *So we decided to introduce variable pricing.*)

- favour nouns over verbs.

E.g. We made a discovery of great interest.

(rather than: *we discovered something very interesting.*)

- tend to use more formal vocabulary.

E.g. undertake (rather than agree); retail outlet (rather than shop)

5. What do you think was actually said in 4,9 and 10 of 2?

6. Base on the notes and presentation you gave in the 'Speaking' section, complete the rest of the report.

VOCABULARY

Types of presentation

Press conference: two chief executives tell journalists why their companies have merged.

Briefing: a senior officer gives information to other officers about a police operation they are about to undertake.

Demonstration: the head of research and development tells non-technical colleagues about a new machine.

Product launch: a car company announces a new model.

Lecture: a university professor communicates information about 19th century British stamps.

Seminar: a financial adviser gives advice about investments to eight people.

Workshop: a yoga expert tells people how to improve their breathing techniques and get them to practice.

Match the presentation types to the things (1-8) that people say in them.

1. As you can see, this prototype is far in advance of anything we've done before.
2. Here are some typical patterns for demand and supply in the widget industry.
3. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
4. Now is the right time to get out of company shares and invest in property.
5. The combined resources of our two organizations will allow us to achieve great things.
6. The first postage stamp in the world was the penny Black in 1840.
7. The parachutists will come in at 08:30 and land in two waves, here and here.
8. The X300 has the most advanced features of any car in its class.

PRACTICE

A poster presentation

1. Poster presentations are a common way of presenting information at conferences. Study the posters below.

1. What are export credit guarantees for?
2. What is the difference in layout and structure between the two posters?
3. Work in groups and decide what a presenter would actually say when presenting the information. Use the expressions in the 'Language study' section.

EXPORT CREDIT GUARANTEES

WHAT ARE EGGS?

***A way of providing finance for capital projects where there is a financial risk for exporters.**

WHAT KIND OF RISK DO THEY COVER AGAINST?

*** Financial risk: often resulting from political risk.**

WHO ISSUES EGGS?

*** The government of the exporting country.**

WHAT ARE THE ADVANTAGES TO BOTH SIDES?

*** Stimulate exports by reducing risks for exporters (government pays if borrower defaults)**

*** Extended the issuing country's influence by helping set up capital project in poor countries**

*** Allow underdeveloped counties to build capital projects essential for development.**

WHAT ARE THE RISKS?

*** Exporters expose own country to unacceptable risk.**

*** Importers buy unsuitable/ inappropriate technology.**

*** Unfair competition with other exporting countries.**

WHAT KIND OF CAPITAL PROJECTS DO THEY FINANCE?

***Infrastructure projects: dams, road, ports, airport...**

ARE EGGS SIMPLY A FORM OF AID?

- No! They are loans. A helping hand. Not a handout.

HOW DO EGGS WORK?

EXPORTER AND RECIPIENT
COUNTRY DISCUSS
INFRASTRUCTURE NEEDS.



EXPORTER ACCESSES PROJECT/
FORMS CONSORTIUM WITH
OTHER EXPORTERS AND
INTERESTED PARTIES



CONSORTIUM APPROACHES
GOVERNMENT



GOVERNMENT ACCESSES RISKS
AND POTENTIAL BENEFITS



IF IT AGREES, IT SETS
CONDITIONS FOR GUARANTEE
AND PREMIUMS



MAY APPROACH OTHER
AGENCIES

E.g. World bank



FINANCE APPROVED

2. 6.7% of the word population use the Internet today, but do we really understand how it works?

1. Read the text below and find out.
2. Work in groups and decide how you will transform the article into an eye-catching poster presentation.
 - How will you lay the poster out?
 - What diagrams could you use to bring the presentation of the internet clear to your audience?
 - How will you make it easier for a non-technical person to visualize the process?
 - How many stages will you include in your explanation of the process? What will these be?

HOW THE INTERNET WORKS

The thing that characterizes the internet is how data is transferred from one computer to another. Did you ever wonder what magical things go on behind the scenes that result in a web page being displayed on your screen second after you request it? How does the data get from one side of the world to the other? here's what happens to a piece of data (e.g. a web page) when it is transferred over the internet: it is broken up into a whole lot of same-sized pieces called 'packets'. A header is added to each packet that explains where it came from, where it should end up and how it fits in with the rest of the packets.

Each packet is sent from computer to computer until it finds its way to its destination. Each computer along the way decides where next to send the packet. This could depend on things like how busy the other computers are when the packet was received. The packets may not all take the same route.

At the destination, the packets are examined. If there are any packets missing or damaged, a message is sent asking for those packets to be resent. This continues until all the packets have been received intact. The packets are reassembled into their original form. Each computer connected up to the internet has software called TCP/IP (transmission Control Protocol/Internet Protocol) which is responsible for receiving, sending and checking packets. TCP/IP is the 'glue' of the internet.

REVIEW OF UNITS 1 - 10

Objectives

- To revise and consolidate and language skills
- Practise the functional skills well
- Being used to practising English in communication and at work

Contents

- Grammar exercise
- Practise business situations
- Write letters and contracts

PART ONE

Grammar exercises

1. There is one mistake in every sentence. Underline the mistake and correct it.

1. Our supplier's prices increased at 7% last month.
2. If you want to make a copy, it's a photocopier in the next room.
3. Have you met Edward Hanson? He's responsible for me for the bookkeeping.
4. We learn by doing mistake.
5. Would you like to go to that new Italian restaurant.
6. Of all the products on the market, you'll find theirs is the expensive.
7. I'm phoning as I can't do Saturday.
8. The increase to total sales value is between 3% and 4% per year.
9. Could you repeat that back please?
10. Could you confirm the reservation by writing please?

2. In this exercise you'll see the replies to some questions. Decide what questions prompted each reply.

1. How..... would you feel if you lost your job?
Lost my job? I suppose I'd feel very upset.
2. How.....
Promoted? Oh, I'd certainly be very pleased.
3. What.....
Work in America? I'd try to improve my English as quickly as possible.
4. Where.....
A lot of money? I'd go on a world cruise, I think.
5. What.....
my own company? I'd pay everyone fairly and treat them as equals.

3. Fill in the gaps using the verbs below:

accept	break down	call	carry out	check	see
contact	do	be	foresee	have	know
make	realize	refuse	finish	send	

1. If I have enough time, I'll finish the report tonight.
2. If the machine....., we..... Your service engineer at once.
3. If your guarantee..... still valid, any repairs..... free of charge.
4. If they..... a lower bid last month, we..... it immediately.
5. What..... you..... If you..... a colleague stealing substantial quantities of stationery from your office?
6. If you..... How angry my boss gets, you..... how nervous I feel.
7. If they..... to pay up, we..... them a threatening letter.
8. If I..... the extent of the damage, I..... all our insurance policies!

4. Rewrite each sentence, starting with the words given, so that it means the same as the preceding sentence.

1. The corporation's sales and service organization covers the country.
→ The country
2. We enclose payment together with our order.
→ Payment
3. The customer should receive the delivery by Friday.
→ The delivery
4. They may have notified him before the invoice arrived.
→ He
5. FCS are only marketing their new dent equipment in Europe.
→ FCS's new dental equipment
6. They have enlarged the premises since my last visit.
→ The premises
7. According to a recent report the group is making similar investments in other parts of the world.
→ Similar investments
8. The temporary clerk finally found the notes under the filing cabinet.
→ The notes
9. We will produce the components at our Sao Polo factory.
→ The components
10. We would reduce costs if we used less paper.
→ Costs

PART TWO

1. Read this letter about buying a computer.

- Choose the best word to fill in each gap.
- Circle **one** letter (A-D)

Dear Mike,

I have pleasure in confirming our ability to meet your requirements for the Silicon Graphics workstation. In view of your special needs, I suggest that you place your example For the agreed equipment as soon as possible. The (1)..... time for hardware for example is 6 weeks from receipt of order to (2)..... Thus, an order placed with us tomorrow will ensure delivery to your site by the week commencing Monday, 15th May.

All orders must be accompanied by a (3)..... of 20% of the total amount shown on the attached (4) The (5)..... amount should be paid no later than one week following delivery. Please note that (6)..... charges will be written at the time of delivery.

As I confirmed you on the telephone, this particular hardware runs the (7)..... version of EUCLID-IS, 2.2b. However, it is not expected that this software will be (38) In this country until next month.

We have every confidence in the suitability of our hardware for such software. Moreover, you can be assured of our (9)..... to solve any minor difficulties through our experienced customer service team.

As I informed you, the equipment carries a one-year (10) During the period, we undertake to send one of our staff to carry out repairs on site within a period of 12 months. For your future notice, however, we also operate an insurance scheme, covering the equipment against breakdowns for a small additional cost.

Yours sincerely

John Thomson

Example

- | | | | |
|-------------------|----------------|-----------------|--|
| A. requirement | B. instruction | C. demand | <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">D.</div> order |
| 1. A. delivery | B. arrival | C. transport | D. postage |
| 2. A. institution | B. initiation | C. introduction | D. installation |
| 3. A. portion | B. percentage | C. deposit | D. discount |

- | | | | |
|----------------------|-----------------|-------------------|-----------------|
| 4. A. cheque | B. invoice | C. charge | D. demand |
| 5. A. payable | B. credited | C. owing | D. outstanding |
| 6. A. transportation | B. transference | C. transformation | D. transmission |
| 7. A. latter | B. latest | C. last | D. late |
| 8. A. serviceable | B. available | C. workable | D. presentable |
| 9. A. skill | B. facility | C. ability | D. talent |
| 10. A. undertaking | B. guarantee | C. insurance | D. obligation |

2. Read these description of some different social and business customs. Match each description with one of these nationalities.

the Japanese.....	the Italians.....
the German	the Spanish
the British	the French

- A. They are happy to borrow manners and style from anywhere as long as it is useful and, above all, elegant. They love new things; Their homes and offices are full of gadgets. Interactive video telephones, high speed trains, and modern architecture cause excitement not shock.
- B. They leave work as punctually as they arrive and rarely take work home. They work hard, but statistically they put in fewer hours than fellow Europeans.
- C. Lunches and dinners are an important part of business life. They are used to create personal relationships, and to make sure that the chemistry is right and that people can trust each other. Until coffee is served, they do not discuss business.
- D. It is impolite to be exactly on time. For social occasions, this means arriving between ten and twenty minutes after the arranged time. Sometimes invitations specify, '7.30 for 8.00', which means you should not arrive later than 7.50.
- E. They regularly work on Saturday, don't often take more than a week's vacation, and count sick days as holiday.

- F. The backbone of the economy is the thousands of small and medium sized private firms in the North. Their owners prefer independence, and it is more profitable to keep things in the family, pay workers in cash, and employ people who are officially self-employed, in order to make bigger profits and avoid strikes.

2. Complete the text with 'increase' or 'decrease' words. Try to use a different word each time.

On line trading growing in South Korea

In South Korea, the most popular way to buy and sell stocks is with the click of a mouse. The country has the world's fastest growing number of Internet users and this has helped online trading from 1.9 percent in 1998 to a record 52 percent of current turnover.

Technology has been embraced by Koreans who now regularly pay taxes, buy clothes, order take-out food, and get medical advice online. Internet brokering, which was introduced in Asia's third largest economy in 1997, has Rapidly in a short time. The proportion of trading done online has progressively to 19 percent in 1999, 47 percent in 2000, and 52 percent in 2001.

However, online trading has a negative side too. Automation has led to redundancies at securities houses. Samsung Securities report that the number of employees has 3 percent to 2,6000 over the last year and a half.



3. Fill in the gaps in these sentences with a compound word built from the word given on the right. Here is an example:

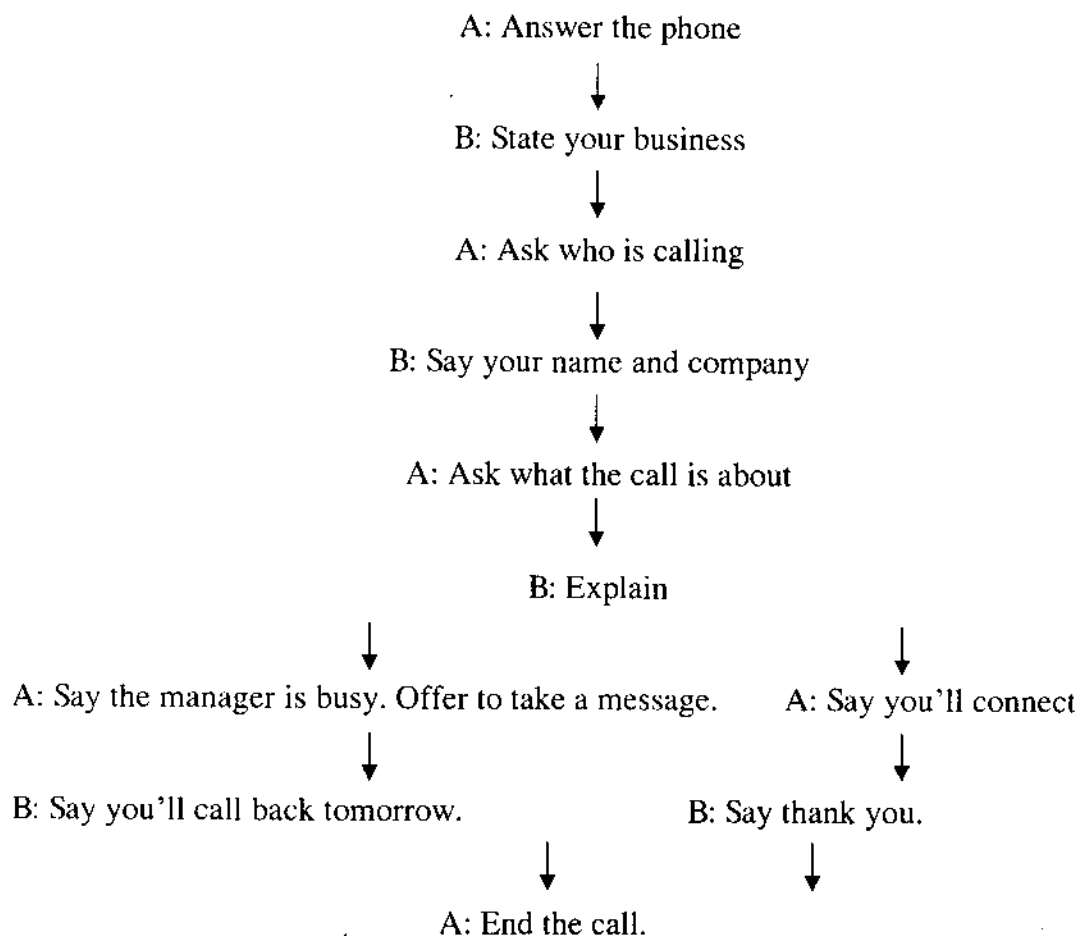
- BP is a large *multinational* corporation. nation
1. Before operating the machine, you must..... the screws. tight
 2. You'll be impressed by the..... of this equipment. flexible
 3. The..... of their offices has cost a lot of money modern
 4. The applicant is too..... for us to consider experience
employing him.
 5. To say that exporting is profitable is an..... simple
 6. We've had complaints because the machine is..... rely
 7. We're still waiting for the..... of the loan we gave them. pay
 8. Turn the handle..... To open the door. clock
 9. She is a very good manager and..... administrate
 10. Thank you for your....., it was very helpful. recommend
 11. The fall in the value of the dollar will mean a poor..... look
for the tourist.
 12. Our company can supply you with reply cards which are print
usually..... to suit standard situations.
 13. There is something wrong with this bill. I think they charge
have me.
 14. We've received so many complaints about the product design
that we'll have to..... the next model.
 15. Our major supplier is a large..... nation
company, which always delivers on time.

PART THREE

1. Communication

In pairs, practice conversations using the flow diagram. Student A is the receptionist for MK Systems. Student B is Pat Clark, personal investment

manager for Financial Services Limited. Student B wants to talk to the manager of MK Systems about an investment plan but doesn't know his, her name. Take turns being the receptionist and the caller.



2. Writing

The situation

You work for Midway International, a trading company in your own country. One of your suppliers is Original Products plc in Scotland, who manufacture a range of high-tech products. One of your customers is Ultimate Pty in Australia.

Your company has received the letter below. Your boss, Mr Meyer, has told you to take appropriate action and he has left you some notes (see the Guiding points on the next page).

Original Products plc

20 Kirkton Campus Livingston EH54 6QA Scotland

Midway International

P.O. Box 777

K - 4550 Euroville

Yourland

April 2, 200

Dear Mr Meyer,

Your order: MI/876

We regret to inform you that there will be a delay in delivery of your order number MI/876 for 200 of our OP 232.

This is due to a number of problems we have been having with the CPUs. We found that we were having to reject an unacceptable proportion of these and it has been necessary for us to look further a field for an alternative supply. However, we have today secured the firm promise of a supply of US-manufactured 68020s, which we expect to receive by airfreight within the month.

As a result of using the 68020 instead of the original 68000, the processing speed of the unit is now slightly reduced from 12.0 MHz to 9.7 MHz. This should present no compatibility problems for users.

May I take this opportunity of asking you for some feedback on our OP 424 series products? We are keen to have information on your own and your customers' reactions to the price, packaging and design of these units. Also, if you have any comments on the performance and reliability of these units, perhaps you could let me know as we have been getting some unconfirmed reports of failures.

Thank you very much for your help and patience.

Let me assure you that we will make our best efforts to expedite your order.

Your sincerely,

Write two letters or faxes:

- to Original Products plc.
- to Ultimate Pty.

You are on first- name term with Bruce Dundee of Ultimate, but not with Mrs McArthur of Original Products.

Guiding points

1. Guiding points for letter or fax to Mrs McArthur:

1. Hurry up or we will cancel order - We must receive the units by 1 May
2. Make sure we have priority over other customers.
3. Speed of the unit is considerably slower than specification - our customers may not find this acceptable and price should be \$45 lower.
4. Re feedback on OP 424 series: we'll ask our own customers for comments.
5. We have one OP 424 in our head office, seems to overheat, but hasn't broken down - yet!
6. In case of break down, should users return defective units to your factory?

2. Guiding points for letter of fax to Mr Bruce Dundee, Ultimate Pty, 4130 Pacific Drive, Brisbane, Australia:

1. Apologize for delay in supplying order UP/901 for OP 232s.
2. Explain reason for delay.
3. We plan to ship to you on 2 may by airfreight - or earlier if possible.
4. Mention our worries about speed reduction - will this affect you?
5. Manufacturer may reduce price - we'll pass this saving on to you
6. Ask for feedback on Op 424 series.
7. Ask if any Op 424s have broken down.
8. Send greeting to Sheila (Bruce's wife).

TAPESCRIPT AND ANSWERS

UNIT 1

Listening

1. Strategies:

- Watching people's faces.
- Checking to make sure things are clear.
- Asking people to repeat.
- Asking people to spell things.
- Sending the fax the next day to be sure that there are no mistakes.

2. Three parts of a conversation.

a. The two things I'd like to talk about are the colour and the price. Of course, we originally wanted blue, as you know. We could accept this new colour, but we would expect the price to be adjusted. I think that would be fair considering that is not what we at first asked for.

b. We did say we needed the whole order in two weeks, but I can help you on that. If we had the first half, say, in two weeks with the rest following within a month at the outside that would be acceptable.

c. In view of the fact that we'll be waiting longer to receive the goods I think that it would be only fair if you were to extend the payment period. We originally talked about thirty days, I can't see why we shouldn't double that if you are going to double the delivery time.

Answer:

- a. So in other words, the colour could be OK if we give you a lower price.
- b. So in other words, you need 50% delivery in two weeks and 50% in four.
- c. So in other words, you want 60 days to pay, not 30.

Language study

2. Extract one

A: Compatibility is a critical issue in my opinion.

B: What exactly do you mean by compatibility - I mean, are we talking about complete compatibility?

A: Ideally yes, but realistically we must have compatible word - processing systems.

Extract two

A: There is a lot of work to be done on planning the system upgrade.

B: Yes. I'd be interested to know your initial ideas on this.

A: Well, I think we should go for a step-by-step approach. It would be a mistake to try to introduce all the new measures at once.

Extract three

A: I believe we've got a problem here with general attitude.

B: So you are worried about the staff's motivation?

A: Dead right. The first few months are going to be critical.

Extract four

A: The office staff are nowhere near ready for this switch.

B: How much longer do they need then?

A: I reckon they need at least another month, maybe longer.

Extract five

A: The budget is about 25% higher than originally expected.

B: Well, in that case shouldn't we be pushing for more?

A: Maybe we should, but it's going to be difficult.

Extract six

A: The next budget review is due to take place next week.

B: Is that American Finance guy going to turn up?

A: Yes, I think so. He's on the list.

Extract seven

A: I'm not sure we've chosen the right training company.

B: You're concerned about their expertise?

A: Yes, I'm, amongst many other things. You see, how can we be sure they'll be able to ... ?

Extract eight

A: We are working on a software upgrade campaign for the first two weeks.

B: Oh, yes? Could you give me some prices figures on that?

A: I'm not sure we've got the extract figures, but I'll give Tony a ring and try to ...

Extract nine

A: The result from our survey were pretty disappointing.

B: You're not saying we should cancel the project, are you?

A: No, no. Of course not. I just wanted you all to be aware of our experience...

Extract ten

A: Do you intend to meet with the Managing Director?

B: Oh, yes. Certainly. On a regular basis.

Pronunciation

1.

1. The building is quite well situated...

2. The building is quite well situated...

2.

1. It's fairly close to the station, it's just a two minute walk.

2. The reception area is really nice, but it is spoilt by a really awful carpet.

3. The meeting is important, so please be there on time.

4. The lift is quite slow, we could waste a lot of time going up and down.

5. It's up to you, but I hope you'll take our views into consideration.

Writing

Written business communication has been revolutionized in recent years. Most business letters have been replaced by email because it's faster, cheaper and simpler. The use of email for business communication has made business writing less formal. That doesn't mean that you should suddenly start using casual language to write to your important customers. Email is so convenient that we sometimes forget to be polite. Always remember to see a greeting too open an email and add a 'signature' at the end that offers alternative ways for people to contact you. Remember, less formal is not the same as impolite.

UNIT 2

Listening

Employee: 6824

Josephine Pinzan: Is that the restaurant?

Employee: No it isn't. You've got the wrong extension. The restaurant is 6428. Just a minute. I'll see if I can put you through.

Josephine Pinzan: Thank you, sorry to trouble you.

Ingrid Bellini: Mrs Bellini.

Josephine Pinzan: Hello, This is Josephine Pinzan, I'm the new Press officer.

Ingrid Bellini: Sorry, I didn't catch your surname.

Josephine Pinzan: Pinzan, P.I.N.Z.A.N.

Ingrid Bellini: Oh, yes, now I recognize it. How can I help you Mrs Pinzan?

Josephine Pinzan: I'd like to book a room for lunch next Thursday. I've got some people from Associated Press coming.

Ingrid Bellini: I'm afraid this is a bad line. What day did you say?

Josephine Pinzan: Thursday. For lunch. We'll be six or seven. I'll let you know definitely later on.

Ingrid Bellini: I'm sorry but could you repeat how many? I'm afraid it really is a bad line.

Josephine Pinzan: Six or seven. I'll have to confirm it.

Ingrid Bellini: And what kind of menu would you like?

Josephine Pinzan: Nothing particularly special - what do you suggest?

Ingrid Bellini: Our regular menu, then - we normally offer a starter followed by a main course and salad, cheese and a dessert.

Josephine Pinzan: Could you run through the choices?

Ingrid Bellini: Yes, you could have fish or meat as a main course, then soup, ice cream or pie for dessert.

Josephine Pinzan: Sorry, soup, ice cream or ...?

Ingrid Bellini: Pie. We'll have a choice of two or three to offer you.

Josephine Pinzan: Could I think about it and call you back?

Ingrid Bellini: Yes, please do.

Josephine Pinzan: You did say Thursday was all right, didn't you?

Ingrid Bellini: I'll check my bookings but I'm pretty sure it is.

Josephine Pinzan: I'll let you have the details as soon as possible.

Ingrid Bellini: Thank you, goodbye.

Josephine Pinzan: Goodbye.

Answer

1.

1. She confused the numbers in the extension number.
2. Yes, she had.
3. The line was very faint at that point.
4. Seven.
5. Something more formal.
6. The number of people and the delay.

2. The phrases correspond to the list of purposes.

1. You've got the wrong extension.
3. Sorry to trouble you.

4. I didn't catch your sure name.
6. What day did you say?
8. Could you repeat how many?
10. Could you run through the choices?
11. Sorry, soup, ice cream or?
13. Yes, please do.
14. You did say Thursday was alright, didn't you?
16. I'll you have the details as soon as possible.

Practice

Second conversation

Assistant: Hello, Design.

Jerry: Hi, can I speak to Maria, please?

Assistant: Who is calling?

Jerry: Oh, sorry, it's Jerry from Truscott's Travel here.

Assistant: Hi Jerry, so what can we do for you?

Jerry: Well, Maria give me some sketches for the new brochure and there are a few details I need to check out with her.

Assistant: Oh right. Ah, hang on a moment and I'll see if she's going to be tied up all morning.

Jerry: Oh no!

Assistant: Do you want to try again later on. Or shall I get her to call you back?

Jerry: Maybe it's better if she gives me a ring when she's got a few minutes to spare.

Assistant: So when it suit you?

Jerry: Ah, any time after lunch would be fine.

Assistant: You'd better give me your number again, just in case. I'll get her to ring you back the moment she's free.

UNIT 3

Listening

1.

a. place

c. product

b. price

d. promotion

2.

Product

a. Keyboard

b. Packaging

c. User manuals

d. Software

Price

a. Compare prices of Local competitors.

b. Add cost of product modification.

Place

a. Find a local distributor.

b. Open a subsidiary.

Promotion

a. Advertising.

b. PR.

NOTE: attention to cultural issues!

Conversation

Randi bussin: I think there are several issues that need to be taken into consideration when you're going to take an American product and launch it in the European marketplace, in this case a laptop computer in France.

Interviewer: Could you give us some examples?

Randi bussin: Basically the issues are the four Ps of marketing. So why don't you look at each one of those and see what needs to be done to launch a product in France.

Interviewer: Fine.

Randi bussin: OK. Well, the first issues is the product: physical changes and

modification that needs to be made for it to be sold in the French marketplace. For instant you cannot take an American computer and expect a French person to type on an American keyboard; they want to type on French keyboard. So you have to change the keyboard. The same thing would apply with the product packaging and the user manual. A French consumer wants to see French written on the outside of the box and to have a manual in French. And if the machine comes with any software then clearly this has to be a French version.

Interviewer: And this costs money of course.

Randi bussin: Of course. And this brings us to the second factor, pricing. When you go into the French market you need to consider how you are going to price your product and there are two main issues that need to be looked at. One is what your competitors are pricing their product at because you can't price your product three or four times the price of your competitors. The second issues is that all of these product modifications, as you said, cost money. And you need to factor in the extra costs. So typically, an American product selling in the French market might be priced at about 125% of US price. Or more.

Interviewer: I see.

Randi bussin: Now the third issue is place-how you are going to distribute your product. Briefly, there are two ways to go about doing this. One is to find a distributor in France who is selling similar products and sign him up to sell your product. Alternatively you could open up a subsidiary...

Interviewer: Run by a local person.

Randi bussin: Typically in the beginning the subsidiary is run by an American because they know the American side of the business well. Once it matures they bring in a local person to manage it.

Interviewer: Right.

UNIT 4

Listening

Part A

- Interviewer:** What do you think the key to a successful negotiation is?
- Eric Perrot:** Well, first of all, to understand the buyer's expectations and to be as well prepared as possible.
- Interviewer:** Mm. Prepared in what sense?
- Eric Perrot:** Well, obviously you have to know exactly what is and isn't negotiable. You have to know how far you can go to reach a compromise, or overcome an objection.
- Interviewer:** Oh, I see.
- Eric Perrot:** never forget that a customer will always try to beat you down on price. So you need to know what your final figure is and must never ever make a deal which is against the interests of the firm, for the sake of getting an order.
- Interviewer:** I see. So what's your immediate aim when you are negotiating with a client?
- Eric Perrot:** In the short term, the ideal outcome is to walk away with an order - not at any price, but one that both sides will be satisfied with.
- Interviewer:** But doesn't there have to be a winner and a loser?
- Eric Perrot:** That's the worst kind of deal if you want to develop a long-term relationship. Your customers will never forgive you if they feel they've been treated badly. It's not like talking someone you'll never see again into buying a car.
- Interviewer:** I see. So what's your long-term aim then?
- Eric Perrot:** Simply to make the transition from supplier to partner. When you've dealt with the same person for a while you can trust each other and work together then. You can do business more quickly too. For instance, the other day, i negotiated a one-million-euro contract in less than four minutes.

Interviewer: But what happens if the person changes, you know, someone else takes over?

Eric Perro: You have to start all over again. Most big companies will insist on changing or rotating the buyer. They don't want the relationship between the supplier and buyer to get too cozy.

Part B

Interviewer: So what skills do you think a good negotiator or salesperson needs?

Eric Perro: Well first and foremost, you need to be a good listener. You also need to be a bit of a psychologist to gain and insight into the type of person you are dealing with. And you need to recognize the 'buy signs' when you see them so you can take the initiative and close a deal.

Interviewer: You haven't mentioned being persuasive. Why's that?

Eric Perrot: Well, it's a facts and figures of the overall proposal which have to be persuasive, not you. If what's on the table will meet their needs, then they will go for it.

Interviewer: Right. And you've talked about types of customers. Now tell me Eric, what kind do you find the most difficult to deal with?

Eric Perro: The quiet ones, the ones who don't speak. They can be very hard work, particularly when you are meeting them for the first time. If there is no dialogue it's hard to build a rapport and reach an agreement.

Interviewer: Mm, so how do you get round that?

Eric Perrot: Well, I leave doors open.

Interviewer: Doors open?

Eric Perrot: Yes, I don't tell them the whole story. I leave out information, or put some obvious holes in my presentation, which will get them to ask a question I can answer and build on.

- Interviewer:** I see. And what about aggressive customers?
- Eric Perrot:** They are easy. Usually, when people come over as aggressive, it's because they feel insecure. They are terrified of losing face. So I give them recognition and reassurance, and make them think that they are the boss. Things go better after that.
- Interviewer:** And you never get angry or upset yourself?
- Eric Perrot:** Absolutely not. Losing your temper or bursting into tears are signs of weakness. Confrontation gets you nowhere. It's always much better to settle one's differences in a calm and civilized way.

Part C

- Interviewer:** And what other things are negotiable in a contract, other than just the price, I mean?
- Eric Perrot:** Most importantly, the quantity of the order and the length of the contract. It could be a single delivery. Or it could be for three, or even six months.
- Interviewer:** And do clients ever ask for an incentive, you know, a sweetener?
- Eric Perrot:** Oh yes, all the time. For instance, last month, a big supermarket chain asked for help with an advertising campaign. So I said something like, 'We'll contribute £20,000 provided you order an extra two tons a month.'
- Interviewer:** I see, so a bit of give and take. So you'll never give something for nothing?
- Eric Perrot:** Absolutely not. You really leave yourself open to abuse if you make concessions without getting something in return. There are always strings attached.
- Interviewer:** I understand. But tell me, I've often wondered what happens if market conditions change, you know, how flexible is a contract?
- Eric Perrot:** Well, let me tell you about last year. There was a terrible

harvest we could never have predicted, and the price of potatoes rocketed. Unfortunately, I'd already undertaken to supply a major customer for three months.

Interviewer: And could you go back to the buyer and renegotiate the terms, or get out of the contract?

Eric Perrot: No, no, of course not. We just had to live with it. But basically it meant that we lost nearly a Euro on every kilo we sent that customer. But at no time did we try to get out of the deal, and I'm certain that they respected us for it.

UNIT 5

Listening

1. listen to the tape and answer the question

Good afternoon. Let me introduce myself: I'm Tim Hardy of Medway Security. The aim of my talk is to give you some information about the services we can offer you.

First of all, I know that you are currently spending about one thousand, five hundred pounds a month on security. I'd like to draw your attention to this diagram, which shows how we can offer the same level of service for about twenty percent less.

My second point is that at the moment you are working with three different companies. Medway can offer you the whole range of services you need, all from just one company.

Thirdly, I'd like to talk about quality. These days, as you know, security is more and more important. I'm sure you'll be glad to hear that last year Medway elected number one security firm in this region.

So, in conclusion, my offer is a lower price, simpler administration and partner you can trust for your security needs. Thank you for your attention.

Answer

- His name is Tim Hardy.
- His aim of the talk is to give some information about the services his company can offer.

- c. £1.500
- d. Medway can offer the whole range of services.
- e. His offer is lower price, simpler administration.

2. customer complaints

- Receptionist:** Hello, Outdoor Sports.
- Customer:** Could you put me through to Customer Services, please?
- Customer Services:** Customer Services, can I help you?
- Customer:** Yes please, It's about a waterproof jacket I bought last year.
- Customer Services:** And what seems to be the problem?
- Customer:** I washed it according to the instructions on the label and now it's leaking.
- Customer Services:** Hmm. How long have you had it?
- Customer:** I realize it's no longer under guarantee but I don't think a quality item should wear out so quickly.
- Customer Services:** Well, you'll need to bring it into the branch so that we can have a look at it, and give you a credit note or a refund.
- Customer:** I bought it in your branch but I don't live in the area. Can I return it to my local branch?
- Customer Services:** Yes, that's no problem at all, just so long as you've kept the receipt.
- Customer:** Thank you for your help.
- Customer Services:** Thank you. Goodbye.

3. 1. I can fully appreciate your frustration, Mr Miller.
2. Do you happen to have your reference number?
3. I'm just accessing your details on my screen.
4. If you'd like to bear with me a moment.
5. I'll credit your account straight away.
6. I do apologize for any inconvenience you've suffered, Mr Hall.

4. 1. I can really understand why you're unhappy, Mr Miller.
2. Have you got your reference number?
3. Can you hold on while I find your file?
4. Hold, the line, please.
5. Don't worry. I'll cancel the bill
6. I'm very sorry for what's happened, Mr Hall.

UNIT 6

Listening

Part A

Peter Fagin: What is the biggest problem of doing business internationally?

Sheena Savage: One of trust, I'd say. Exporters would like to have cash in advance, when an order is placed. Buyers, of course, would rather pay once they've got the goods.

Peter Fagin: Right.

Sheena Savage: However, if the buyer pays in advance, there is no guarantee that the goods will be sent. Similarly, if the exporter sends the goods, they have no guarantee that they will be paid, or that the order won't be cancelled once the goods are half way across the world.

Peter Fagin: So basically, you've got to find a way in which neither side is made to run an unfair risk.

Sheena Savage: Exactly. This is why such a lot of transactions are carried out with documentary Letters of Credit.

Peter Fagin: Right, so how does this help the exporter?

Sheena Savage: Essentially it adds the bank's promise to the buyer's promise, that the sellers will be paid.

Peter Fagin: So what's in it for the buyer?

Sheena Savage: Well, for the buyer, the terms of the Letter of Credit guarantee that they will get the goods. Ah, also, they are protected because payment will only happen after the bank has received all the documents relating to the shipment.

Part B

Peter Fagin: I see, so what kind of documents have to be supplied?

Sheena Savage: Once that prove the goods have been sent, like a bill of lading and invoices signed by the shipping company.

Peter Fagin: So who does what?

Sheena Savage: Well, after the two sides have agreed a deal, the buyer has a letter of credit set up. It's the buyer's bank which does this, by the way, not the seller's, and it's generally the buyer who pays the fees.

Peter Fagin: Right.

Sheena Savage: Anyway, so the bank produces the letter of credit which contains all the buyer's terms and conditions.

Peter Fagin: Terms and conditions...?

Sheena Savage: Yes, such as when the goods have to be received; er, how they should be packed and so on.

Peter Fagin: Right.

Sheena Savage: The letter of credit is sent to the exporter's bank, where it's details need to be checked. And if the exporter is willing to accept them, then they will appoint a freight forwarder, you know, a specialist firm, to deal with practicalities of exporting the goods-finding a carrier, obtaining a bill of lading, and so on.

Peter Fagin: It sounds a long and complicated process

Sheena Savage: True, but it generally believed to be the best way of doing things. Both sides are made to think carefully before committing themselves. Anyway, to cut a long story short, there is a lot of correspondence between the two sides' bank, but, once all the documents are in order, they are sent to the

bank which issued the letter of credit and payment is authorized.

Peter Fagin: So how does the buyer get the goods?

Sheena Savage: Well, they go off to the port with all the documents, where they are exchanged for the goods. They won't let the buyer take the goods without all the documents and proof of payment from the bank.

Part C

Peter Fagin: And how should exporters price their products, er, in their own currency, or in the currency of the country they're exporting to?

Sheena Savage: Well, my advice is, when never possible, quote your prices in your own currency. After all, this is what most of your own costs are based on. You can leave yourself extremely vulnerable by quoting in the importer's currency, especially if it's subject to inflation, or is volatile.

Peter Fagin: Yes, but this can't always suit the buyer, can it? I mean, what happens if they've agreed to pay US dollars, and their currency all of a sudden devalues?

Sheena Savage: Quite simply, if large sums of money are involved, they should buy their currency forward. That is, they agree to purchase currency at a given rate, at a date in the future.

Peter Fagin: So, you agree to buy at a known rate later on.

Sheena Savage: That's right. Of course it means that you could lose out if the exchange rate moves in your favour, but you won't have a nasty surprise if say, your currency devalues in the meantime. Doing business is complicated enough, without having to worry about movements in the currency markets.

UNIT 7

Listening

Interview: So what are the advantages then, of a franchise over setting up your own business, say?

Anthea Fowler: Well, first and foremost a franchise is the best way of going into business for yourself, without being business by yourself. Lost of entirely new businesses, struggle and eventually go under in the first few years, but a franchise - with a tried and tested concept - has more chance of survival. It's much less risky.

Interview: So just how popular are they, then?

Anthea Fowler: Well, in actual fact, about thirty percent of British businesses are franchises. They are worth around ten billion pounds and they employ half a million people.

Interview: Goodness. So what kind of business know - how do you need?

Anthea Fowler: Not a lot, but you have to be totally committed, at least until the business is up and running. You also need to develop a certain mental toughness. For instance, hiring and firing is always hard. But all said and done, there isn't a better way of going into business for someone with limited experience.

Interview: So, in short, you don't have to be a real entrepreneur then?

Anthea Fowler: No, quite the opposite in fact, someone who wanted to do their own thing might not be suited to a franchise where you have to follow hard and fast rules, you know, a kind of recipe.

Interview: So, who are they best for then?

Anthea Fowler: Well, I work for a lot with middle-aged people who have been made redundant. Now, they may not feel young enough to set up a business from scratch, but they have a lot of experience to build on. Now, one of the big pluses of a franchise is that shortly after you've made your decision, you can get started again really quickly. The other day, for instance, I help fix up a couple with a franchise opportunity; the ink on the agreement was hardly dry before they were making plans.

Interview: I see and should people, you know, work in an area they already know well?

Anthea Fowler: Well, many franchisers say it hardly makes a difference having previous experience because they provide you with such a through training. But personally, I think you should

always go for an area you know, because you are much more likely to know the kind of problem which can arise.

Interview: So if you've worked in a restaurant, then you might consider a fast food franchise.

Anthea Fowler: That's right.

Part B

Interview: So how do franchisers make their money?

Anthea Fowler: Firstly, from the joining fee. This varies enormously, from a few hundred, to hundreds of thousands of pounds. But basically the bigger the business, the higher the fee.

Interview: Mm, wow. And there's a percentage of your profits too, isn't there?

Anthea Fowler: Actually, it's based on your turnover, not on your profit.

Interview: And what do you get in return for all of this?

Anthea Fowler: Goodness! The list is long. Training and know-how, management systems, a name, a logo. Erm, national advertising. Help and expert advice with any eventually problem. And of course, franchises have big buying power and can pass on important reductions in the goods you consume because they buy in bulk. But most of all you're buying into their reputation

Interview: Their reputation?

Anthea Fowler: Yes, let say you need buy new tires for your car. Now, there could well be a good independent tire shop over the road whose prices aren't as expensive as franchise, but most of us will automatically go to a big name.

Interview: Which happens to be a franchise. OK.

Anthea Fowler: You see a franchise, is essentially like a brand, and brands make customers promises and provide guarantees.

Part C

Interview: To be honest, I wouldn't know what kind of opportunity to go for. There is nothing I think I'm immediately cut out for.

Anthea Fowler: You are not alone; choosing a franchise can be such a difficult choice for a lot of people. Personally, though, I'd go for a sector which is up and coming, where there is not too much competition. Some areas are so saturated that's difficult to get established. Then I'd visit exhibitions, buy magazines, and talk to people, so you can select well and wisely.

Interview: And what should you ask when you find one that interests you?

Anthea Fowler: Well, find out how long they've been operating, what back-up they provide, where they advertise, and so on. Before you commit yourself, talk to people who have already operated the franchise. The franchisers will probably give you contact details for a couple of people you can talk to, but I'd ask for a list so I could make my own choice.

Interview: Right. And what if the franchiser asks you to sign up and pay the joining fee immediately?

Anthea Fowler: Quite frankly, if it's too easy to join I'd be suspicious. In some cases, no sooner do you sign up, than you realize there were complications and conditions that weren't explained beforehand. By and large, you see, a good franchise will have more applicants than territories. If it's worth having, it'll be you who has to convince the franchisers that you can make a success of it, and not the other way round.

UNIT 9

Listening

Part A

Anne Baldwin: Now Fung Shui has been described as 'the art of perfect placement'. What exactly does this mean?

Nancy Chou: Well, quite simply, it's a way of achieving harmony between the natural world and our surroundings, and how we do things, like site buildings and arrange our homes and places of work.

Anne Baldwin: Mm, mm, it's quite mystical, isn't it? You know, balancing forces, and so on.

Nancy Chou: Yes, that's right, but it does have a practical side; a lot of it is based on laws of nature.

Anne Baldwin: Like what?

Nancy Chou: Mm, for example, Fung Shui tells us that we should always build on the south side of a hill, but this is good practice which has developed over the centuries. People used to build on the south side of a hill; basically, this is common sense. Not only will you be protected from the north wind, but also, you'll get more light and sunshine too.

Anne Baldwin: Right, I see. And so, just how important is it in the East, then?

Nancy Chou: Very, I'd say. Some people really do believe in it. Take Hong Kong, for example. The Cantonese name for Hong Kong is Kowloon, which means 'nine dragons'. Some say it has the best fung shui in the whole of China because of these dragons which live in the mountain peaks around it.

Anne Baldwin: And do people always respect these beliefs about Hong Kong's Fung Shui?

Nancy Chou: Fung Shui is big business in Hong Kong, but it's principles may not be always followed. The building of the new airport for example, was controversial because it was built on land which had been reclaimed, you know, drained.

Anne Baldwin: Why should that have been a problem?

Nancy Chou: Well, according to Fung Shui practitioner Raymon Lai, this caused the dragons to be trapped; it's certainly true that there was a series of setbacks in the airport's early days.

Part B

Anne Baldwin: So how far will property developers take Fung Shui into account when planning and designing new buildings?

Nancy Chou: Well, the consequences of ignoring its principles can be quite serious. For instance, several big new buildings in Taipei have stayed empty because the rules of Fung Shui were not followed. Prospective occupants simply were not interested.

Anne Baldwin: Goodness! So clearly any foreign developers will have to get used to following local customs.

Nancy Chou: Absolutely.

Anne Baldwin: Forgive me for asking, but what evidence is there that it actually does work?

Nancy Chou: Ah yes, people are always asking me this. Well, there was a Chinese restaurant which kept on losing money, even though its food was great and it was heavily advertised and everything. Anyway, in the end, the restaurant owner consulted a gormancer who told him that the position of the main door made money flow out of the restaurant, rather than in. Once he changed the door, then you couldn't get a table in it any more, it was so popular.

Anne Baldwin: That's extraordinary. I know that Fung Shui is the latest fashion in the West, and that a lot of people have tried to apply it to their homes, but has it had any effect on business at all, do you know?

Nancy Chou: Well, yes, in the US and the UK, hotels are adopting the principles of Fung Shui, and some even offer Fung Shui workshops and Fung Shui consultation services for weddings and meetings.

Anne Baldwin: Goodness!

Part C

Anne Baldwin: And what about in the workplace? What advice would you give people, you know, setting up an office.

Nancy Chou: Well, desks and work surfaces should be kept tidy and free of clutter or things like photographs and toys. Quite simply, there shouldn't be any unnecessary mess.

Anne Baldwin: I suppose so, but I'm used to working in chaos. It doesn't bother me all that much.

Nancy Chou: Yeah, but just think how much better you'd feel if you were in a tidy, well-organized environment.

Anne Baldwin: I suppose so. But where should I put the desk in the first place?

Nancy Chou: Mm, Ideally against a wall, but with a good view of the door and window.

Anne Baldwin: Mm, that makes sense. And what can we do to help ourselves work better?

Nancy Chou: Creative people should use rounded tables instead of ones with corners. And a glass paperweight can help with intuition. But don't put it too close your computer.

Anne Baldwin: Really. Now, um, a lot of people complain about stress. What can they do to help themselves feel less stressed?

Nancy Chou: A good thing is to have water, ideally a fountain in the room.

Anne Baldwin: But that might not always be practical.

Nancy Chou: True, but you could always have an aquarium, or just a goldfish in a bowl. And don't forget the plants of course. Nowadays, offices are full of electrical charge, so plants can counteract this. It's a good idea, too, to have flowers; red flowers on the left side of the desk are best.

Anne Baldwin: Why's that then? I mean, red flowers?

Nancy Chou: Because they are the most auspicious, you know, lucky. But overall, the best colours for a home office are green and red.

Language study

So what does the internet really mean for our everyday working lives? It means hours wasted by junk e-mail, the loss of human contact, and drowning in a sea of information.

And as a medium for conducting business with the outside world, we could even say that it's disadvantageous. Many so-called international businesses are tiny operations with hardly any resources. I strongly believe that most natural business relationships are face-to-face, not virtual. This is surely the only way to measure and judge any future partner.

It's true that there are millions of impressive web-sites which provide useful information, but who knows what is lurking behind them? The Web is

susceptible to piracy and plagiarism. It's difficult to control the flow of information. Security can be a problem. And providing personal details is risky if they fall into the wrong hands.

And finally, if we ask ourselves the question 'What does the internet actually produce?', the answer is, 'nothing'. It's only a source of information, like a giant filing cabinet, but much less reliable.

UNIT 10

Listening

Presentation 1

John Blake: Good afternoon. For those of you who don't know me, let me introduce myself. My name is John Blake and I am the marketing executive for DGC. The aim of my talk is to give you some information about the sales situation for the company at the moment. I have three main points to make...

First of all, may I say that our UK results over the last two years have been excellent. This is mainly thanks to the contribution that everybody in this department has made...

My second point is to do with our sales in Europe. I'd like to draw your attention to this chart. As you know, growth has been most rapid in Scandinavia and the North. We now have to look at the Mediterranean markets and see if we can adapt our approach to...

Thirdly, and as always, we need to consider the political situation in the Ukraine and Georgia. These markets are still very risky and we are proceeding slowly. Results are beginning to look for more promising now that...

In conclusion, I'd like to end by summarizing my three main points and raising three questions.

Point one: we are maintaining our hold in the UK market but there seems to be very little room for expansion. Where do we go from here? Point two: there has been steady growth in...

Thank you for your attention. Now, if you have any questions, I'll be pleased to answer them.

Presentation 2

Maria Bellini: Good afternoon. My name is Maria Bellini and I am training director for ELX. I would like to talk about future possibilities for language training. There are various points we have to consider before we...

Firstly, we need to look at who needs language training within our companies. I'd like you to look at the figures on table number one. As you see 55% of our employees already speak a second language. However, if we look at the departments they work in...

Secondly, we need to consider what facilities we are using for language training. You all know that our Barcelona branch has been using a new training system incorporating CD systems. So far, the results are not clear, but it seems...

My third and final point is budgeting. We currently spend \$1.25 million a year on all forms of training. This divides up as follows. About a quarter of a million...

I would like to end by summarising my points so far and by emphasising certain points which must be considered before any commitment is made. I think the amount we currently spend on training doesn't really reflect our needs, which have increased. If we think about the fact that just in the next six months we are going to set a...

Thank you for your listening so attentively. If anyone has any questions. I'll be happy to answer them.

INFORMATION FILES

UNIT 2

1.

1. You are Jo Kellogg. You are calling Mrs Sharpe, a human resources manager, about arranging a student placement. You are speaking to Mrs Sharpe's secretary. Mrs Sharpe can telephone you at any time between 9.30 and 12.00.
2. You are Danny Roper's brother or sister. Take a call from Andy Green, one of Danny's college friends. Tell Andy that Danny isn't there, but promise that he will phone later.

2.

1. You are Mrs Sharpe's secretary from the human Resources department. Tell the caller that Mrs Sharpe is interviewing for the rest of the afternoon. Find out when it would be convenient for Mrs sharpe to return Jo's call.
2. You are Dandy Green. You are ringing your friend Danny Roper about a homework assignment. Danny's brother / sister answers the phone.

UNIT 4

Text B

3.

People who envy top tennis players should think about their early days on the minor tournament circuit, going from competition to competition, sleeping in car or depressing motels. I once knew a future top tennis player who had saved enough prize money to buy a second-hand camper van to make her life more comfortable. I went with her when she went to a local dealer.

When she saw us, two girls barely out of high school, he moved into his routines. He progressed from the oldest and cheapest vehicles to the most

modern deluxe versions. This locked us into the logic of his pricing. Naturally, the one my friend liked best was among the most expensive. Putting on his 'favourite uncle' act he said, 'I know you've fallen in love with this, so I'd really like to help you. There is someone else who is interested, but if you paid cash I could work out a discount'.

The words 'do it now, otherwise I'll have to let the other guy have it' hung in the air like an unspoken threat. Now, if I'd been her, I'd have paid the money before he changed his mind, but she smiled sweetly, thanked him for his time and walked away. When I asked her why she hadn't bought it, she replied, 'I'd want it, but I don't want to discuss the price on the theory'.

The following day she rang him up and offered him \$3,000, a fortune in those days but still less than the asking price. Naturally, the salesman protested, but he finally caved in and she got the van. He wished he hadn't left her leave the garage, but she had known that if she had tried to get a better price on his home ground he would have simply referred her to one of the cheaper vans. And on the phone, he couldn't do this. I wish I had such cool determination. Unless you have this gift, you will never win the big points.

I'm sure it's that which separates a champion from the rest of us. Perhaps if I'd had the same determination, I'd be as rich and famous today.

4.

You are area sales representative for an importer. The customer is chief buyer for a mail order company or chain store. You know this customer well. Give your customer this information:

- Each recorder is packed in protective foam inside a very attractive, illustrated carton (about half the size of this page).
- Batteries not supplied: They might leak.
- You could supply suitable batteries separately @ £58 per 100.
- You have stock for immediate delivery. Further shipments take four weeks.
- The wholesale price is £399 for a carton of 20 (retail price about £49.95).

5.

You are area sales representative for an importer. The customer is chief buyer for a mail order company or chain store. You know this customer well. Give your customer this information:

- The alarm is in white.
- Batteries are not required, as it connects with the mains supply.
- Each alarm is packed in a sturdy brown cardboard box.
- The product is ready to use.
- You will have stock in two weeks.
- The wholesale price of the product is £400 for a carton of 20 (£44.95 retail).

6.

You are the chief buyer for a mail order company or chain store. You know this salesperson well. Find out:

- The wholesale price of the product.
- The recommended retail price of the product.
- How quickly the goods could be shipped.
- What kinds of customers the product would appeal to.
- Why your customers might find the product attractive.
- How each item is packed.
- If the product is supplied complete and ready to use.
- Where the product is manufactured.

UNIT 6

7.

Use the information below to write a letter demanding payment.

You supplied 200.000 blank CDs to Skunkx Records. It was an emergency order, so you supplied them straight away, on the promise that your invoice would be paid within ten working days. You have been working with the studio for the past three years and there has never been a problem. However, the invoice is now seriously overdue. You suspect that the company may be in financial difficulty. However, you supplied the goods in good faith and want your invoice to be paid. Otherwise, you will take your client to court to recover the debt, and will write to other suppliers of blank CDs warning them of Skunkx's bad payment history.

UNIT 10

8.

Options

Could do following:

1. Consolidate - reduce operation - concentrate on up-market coffee markers.
2. Sell name and trade mark.
3. Merge with similar firm.
4. Create strategy to re-establish self as market leader.

Recommendations

Go for option (4) (new management team committed and enthusiastic).

Short term

Cut - focus on Chivers' retro '60s look'.

Retro '60s look.

Recruit / headhunt top designer from Italy / France?

Begin Research & Development costs ASAP !!!

Advertising campaign programme.

Longer term

Launch new product in three years.

Use transparent plastics - very fashionable.

Launch economy range.

Production abroad? (cheaper)

WORKBOOK

Unit 1

GETTING TO KNOW BUSINESS PARTNERS

TASK 1

What differences do you see between *external* meetings (for example with customers or suppliers) and *internal* meetings (with colleagues, bosses, etc.) in the following areas?

Purpose of meetings (objectives, results)

Procedure of meetings (agenda, timing, formality)

Roles in meeting (chair, participants, minute- taker)

1. Would you like to start up your own business?

- If so, in which sector? Why?
- What factors would you need to consider?

2. Read the situation below.

- What do you think of the Jubiolation concept?
- Would it work in your country?
- Would you risk your money in it?

During a holiday in the USA last year, some young business people were impressed by the number of juice bars which seem to have taken over from traditional coffee shops. On their return, they decided to bring this concept to the fashionable Convent Garden area of London and opened Jubiolation, a New York style juice bar cafe. Jubiolation sells fruit-juice cocktail and milk-based drinks and sandwiches made exclusively from organically produced ingredient. Now the founders of Jubiolation would like to expand, and open up further branches in other parts of London, and in Berlin and Copenhagen. They have decided to approach Hardman and Nailer, a venture capital organization, for financial backing.

**3. Jubilation have sent an initial business plan to Hardman and Nailer.
Read the extracts below.**

Our concept

Our products are ethical.

They are good for consumers.

Our concept will help to encourage organic farming and help the environment. We promise customers a healthy and nourishing alternative to fast food such as hamburgers and fries.

USPs and special service

Only totally-organic sandwich bar in London.

Affordable prices.

Text-message orders-great for people in a hurry.

Order your own sandwich on-line from a list of ingredients.

Delivery can be arranged at a small extra cost.

International choice of fillings.

Experience

One of our partners used to work in financial services for a bank.

Another partner is a trained chef who has produced some amazing sandwich recipes.

The chef has also created some unique fruit-juice cocktails and milk-based drinks after months of experimentation.

Our team has youth and enthusiasm on its side.

Our small juice bar and sandwich shop has already become very successful in the fashionable Covent Garden area of London.

Financial commitment and backing required

We have put all our savings into the first sandwich bar.

Friends and family have also invested a total of \$ 120,000:

- To rent and equip five juice and sandwich bars in commercial parts of

London (x3), Berlin (1) and Copenhagen (1).

- To achieve economies of scale and bring down prices to the consumer.
- To guarantee contracts with suppliers of organically grown produce from suppliers.

We require a further \$ 800,000. Half this sum buys a 20% share in the company. The remaining \$400,000 will be paid back within four years.

TASK 2

Do this quiz with a partner.

1. Which is the best definition of a good conversationalist?
 - a. Someone who always has plenty to say.
 - b. Someone who has plenty of amusing stories to tell.
 - c. Someone who will listen carefully to what you have to say.
 - d. None of these (*give your own definition*).
2. If someone just says 'What?' after you've carefully explained something, do you...
 - a. go through the explanation again using different words?
 - b. feel that you have been wasting your time?
 - c. Feel that you have not been believed?
 - d. None of these (*give your own definition*).
3. If someone always looks you straight in the eye, this means that they are
 - a. honest
 - b. rude
 - c. trying to frighten you
 - d. being friendly
4. If someone smiles while you're explaining something, this means they are.....
 - a. not sincere
 - b. happy
 - c. not listening
 - d. crazy
5. If someone frowns whilst you're explaining something, this means they..
 - a. are angry

- b. don't understand
 - c. are concentrating
 - d. have a headache
6. If someone sighs while you're explaining something, this means that they are:
- a. bored
 - b. impatient
 - c. unhappy
 - d. suffering from indigestion
7. If a man wearing jeans and no tie comes into your office, do you think he...
- a. isn't correctly dress?
 - b. can't be important?
 - c. is quite normal?
 - d. is someone who has come to fix the electricity or something?
8. If someone shakes your hand very hard and long, this means
- a. they are very please to see you.
 - b. they are trying to show you that they are sincere.
 - c. they are waiting for you to say something.
 - d. they are reliable and friendly.
9. If a Canadian businessman keeps stepping backwards while he's talking to a mexican businessman, this means ...
- a. he doesn't like Mexicans.
 - b. the Mexican is trying to be too friendly.
 - c. Northen people don't feel comfortable standing as close to another person as Southern people normally do.
 - d. Canadians are less friendly than mexicans.

10. If you are receiving a business card from a Japanese person, it is more polite to take it with...
- a. your left hand
 - b. your right hands
 - c. both hand
 - d. one hand and present your own card with the other

Unit 2

ON THE PHONE

GETTING IT STRAIGHT

1. Work in pairs. You are going to role-play two short meetings where you need to check and clarify information. Look back at the 'Listening' section. Student A, your information is below. Student B, turn to file-----on page.
2. Prepare your questions based on the information you have, and anticipate the questions your partner will have. Go over any points which still remain unclear. Then have your meetings. By the end, you should each have a clear understanding of all the information provided by your partner.

Student A

1. You wish to rent someone office space through a letting agency. Student B is the letting agent. You know the company is reputable, but you nevertheless want to be clear about all the terms and conditions of the contract. Check all the information you are given and ask for clarification.

You want to find out as much as possible about the following:

Lease: Length of contract and the renewal terms.

Notice period: How far in advance you have to say you're leaving/ are you told you have to leave.

Rent: current rate and possible future increases.

Cleaning: who is responsible?

Car park: you are likely to have a lot of visitors and this is a busy part of town.

Maintenance and repairs: who is responsible? For example, what happens if the lift breaks down or the building needs to be repaired?

2. You work for Sutcliffe's Cars. You take a telephone call from student B, who wants to rent a car. Read the information carefully and answer the caller's questions. Be patient, explain and clarify each piece of information.

Type of vehicle

You have the following available for the weekend:

- family saloon: a comfortable car for four people
- air-conditioned
- special weekend rate: \$120 including 150 miles. (extra miles 1 per mile)
- \$200 unlimited mileage

Insurance

Car hire includes:

- fully comprehensive insurance with windscreen cover
- excess of \$ 200; hirer pays the first 200 of any damage
- hirer is responsible for minor damage such as small scratches, broken lights etc. However, an extra payment of 40 will insure against this
- payment is by credit card
- up to two named drivers may drive. All drivers must be over 21 years old and have had a full driving licence for at least two years

Pick-up 15.00-18.00 Friday evening in front of Sutcliffe's cars.

Return 8.30-10.00 Monday morning.

All cars are supplied and should be returned with a full tank.

Unit 3

MARKETING

TASK 1

Fill in the gaps in these sentences, using the words from the list.

creative process	design	distribution
end-users	first	hire purchase
labels	mail order	need
opportunities	outlets patterns	place
posters	price	product
rival	production-orientated	profitably
promotion	range	satisfy
strengths	threats	weaknesses
image		

1. What is marketing? Marketing is the... of satisfying customer needs...
2. What's 'the marketing mix'? It consists of 'the four P's': providing the customer with the right P... At the right P..., presented in the most attractive way (P...) and available in the easiest way (P...).
3. What is 'a product'? A product is not just an assembled set of components: it is something customers buy to..... a..... they feel they have. The..... and the..... Of the product are as important as its specification.
4. What is 'price'? The product must be priced so that it competes effectively with..... products in the same market.
5. What is 'promotion'? The product is presented to customers through advertising (TV commercials,..., etc), packaging (design,... , etc), publicity, P.R. and personal selling.

6. What is 'place'? Your product must be available to customers through the most cost-effective channels of..... A customer product must be offered to..... in suitable detail..., or available on..... or by.....
7. What is meant by 'S.W.T.O'? A firm should be aware of its S..... and W..... and the O..... and T..... it faces in the market place.
8. Why are firms becoming more customer-orientated and less..... ? Because new products must be created to meet the changing..... Of customers' needs a firm can't rely on the success of its exciting..... of products. The customer and his or her needs must come

TASK 2

Fill in the missing words from the box.

Culture	founder	service	quality	customer
---------	---------	---------	---------	----------

The..... of Nakashima Industries, Taro Nakashima, has a simple message for all his new employees – look after customers, always. He believes that all employees, from accountants to cleaners, are part of a corporate focused on customer For Nakashima Industries the..... is the market research department. He says 'If we strive to make our customers happy then our services will automatically be high, correctly priced and timely'.

Match the sentence beginnings (1-5) with the correct endings (a-e). The sentences all contain expressions from C opposite.

1. Firms are now more market-oriented	a. such as Microsoft and Sony, are in several markets at once.
2. Since the 1980s, Britain has had a much more market-led	b. and the audience decides the direction it takes.
3. Many market-led growth businesses,	c. led to falling sales and profits.
4. Lack of investment and market orientation	d. and less dependent on government money.
5. American TV is a market-driven industry,	e. approach to economics.

Unit 4

SALES AND NEGOTIATION

TROUBLESHOOTER

1. Study the idioms and expressions in the box

Match them to their definitions (a-b)

To hit a stumbling block
Give (someone) an inch and (they'll) take a mile
To play people off against each other
To be at loggerheads
To split the difference
To have someone over barrel
I'll scratch your back if you scratch mine
A bone of contention

- a. to agree to meet half way between the asking price and the price which is offered
- b. to encounter a problem which can prevent you from making progress....
- c. expression used when you agree to do someone a favour, provided they do one for you in turn.....
- d. an important topic of disagreement.....
- e. to put two rivals in competition so that you can gain benefits.....
- f. to argue and fail to agree about something.....
- g. expression used when a person tries to get even more than what is offered.....
- h. to put someone in a helpless position.....

2. Listen to situation 1-8 using these expression and check your answers.

Six months ago, Wakely Ltd in England was acquired by an American conglomerate Stonebridge Inc. As a result, various issues have arisen which have caused tension at its main plant. There are three main grievances. Read them and identify the cause of the grievance in each case.

Grievance one

In order to improve its export opportunities, the company has decided to invest heavily in language training for sales and marketing staff. Most of the courses take place during work time. Blue-collar workers resent this, as they feel that they are being unfairly treated. Even though language tuition is available, they have to do it in their lunch breaks or after work. Some junior white-collar workers and secretarial staff have also been offered language tuition in work time.

Grievance two

The management has decided to substantially reduce the subsidy paid to the factory's sports and social club. The company traditionally supports the firm's rugby and soccer teams, pays for the team bus, and subsidizes the bar. Stonebridge's Vice-president Sam Walker, who does not drink alcohol, says the company should not promote or subsidize bad habits. Golfing weekends and management training trips to luxury hotels are offered to executives within the firm.

Grievance three

Workers are upset by the behaviour of an American technical manager who has been responsible for the installation of new equipment and staff training. They find her very aggressive. She has had to work closely with experienced technicians who feel that she does not value their skills and experience. She is at least twenty years younger than many of the men she is expected to supervise. Staff have little confidence in her and would like her to be replaced by someone older and easier to get on with.

3. Work in groups of three. Student A is a union representative. Your information is in file..... Student B is a member of senior management and should turn to file..... Student C is an independent troubleshooter.

Each side should spend ten minutes preparing its case, deciding which issues are the most important and which it is prepared to negotiate. Study the document below. Decide which ones will help you support your position in the discussion which will follow. The troubleshooter should anticipate likely arguments, and think of two ways to solve each of the grievances which will do as little harm as possible to the factory's prospects.

A.

Mitch,

I was really appalled by the behaviour I witnessed at the workers' social club when I last visited. It just seems to be a drinking club to me. I didn't see much evidence of sporting activity.

Now I understand why production is so poor - so many of the staff are suffering from hangovers. I don't mind supporting genuine sporting activities, but subsidizing drunkenness is another thing altogether!

Sam

B.

Wakely Ltd.		
Claim form for Staff UK expenses		
Name:	Graham Shepherd	
Department:	Marketing	
Claim period:	14 - 16 March	
Date:	Details of Expense	Sub-totals \$
	Accommodation	
14/3 - 15/3	Golfing hospitality weekend for suppliers:	
	6 double rooms @ \$140 x 2 nights	840.00
	Bar bill and telephone	418.30
		1258.30
Business entertaining		
14/3 - 16/3	Dinner Friday, lunch & dinner Saturday, lunch	
	Sunday x 12 people (details attached)	1116.25

15/3 - 16/3	Golf tuition and equipment hire	628.62
		1744.87
Travel		
14/3 - 16/3	Petrol: 200 miles @ x \$0.20	40.00
15/3	3 taxis to restaurant and back to hotel	30.00
		70.00
	Total claim \$	3073.17
CLAIM FORM MUST BE ACCOMPANIED BY RECEIPTS		
Payee's signature		Authorizing signature

C.

Dear Mitch,

I am writing to you with regards to the training programme which was set up four months ago, and for which I have been responsible since my arrival at the plant. I am rather concerned by the attitudes of some of the technicians who I have been supervising on the programme, as I am under the impression that they fail to recognize the value of the training which is being offered. Apart from poor disciplin with regards to punctuality and attendance, and sexist comments to myself as a female manager, there seems to be general resistance to learning something new. This is the first time in my career that I have encountered such a lack of motivation from staff. It is important that there employees be made to recognize the tremendous opportunity they are being given to keep us their level of skills in a competitive field. Actions needs to be taken now to prevent the negative behaviour of a handful of male technicians affecting the morale of the other employees. I remain personally convinced as to the value of this training programme, and I hope I may have your full support on this matter.

D.

INVOICE

Grove's Coach Hire

30-seat coach hire to return match against Walstron Wanderers football club.
£260.00 inc. VAT

E.

Article 23.9 The stone bridge organization pledges itself to follow a policy of equality for all employees and suppliers irrespective of sex, religion or race. Any breach of discipline will be dealt with under section 76.8. See disciplinary procedures.

F.

Stonebridge

Here at Stonebridge you'll find that everything possible will be done to enrich the lives of employees. Whether this involves learning a relevant new skill, or preparing you for professional examinations, Stonebridge will be there to back you up. The organization has a long history of sponsoring staff members to undertake full - or part - time training and...

4. When you are ready, hold your meeting.

Incorporate as many of the negotiating expressions as you can.

You can either negotiate each issue separately or where appropriate treat them as a package with one or more other issues. Each side can call two breaks from negotiation to talk with its partners.

Unit 5

DELIVERY AND AFTER SALES SERVICES

TASK 1

Fill in the gaps in these sentences with suitable words from the list.

attorneys (US) / solicitor (GB)	boycotts	cash against documents
Chamber of Commerce	circumstances claim	compensate
documents against payment	expired	lawsuit
load	major	merchandise
monitor	modification	negligence
overseas quotas	rebate	refund regulations
reject	storage	sue
take legal action	truck	void

1. If any..... is faulty the buyer can..... it and demand a.....
2. If the goods are damaged in transit, the suppliers may have to the clients. If so, they can make an insurance..... to recover this cost.
3. As it is their liability and the damage was due to the..... of their packers, we can..... Against them, but a..... will be very expensive.
4. If they don't replace the goods that have defects, we'll place the matter in the hands of our..... and..... them.
5. The consignment will be sent by..... on a RoRO ferry. If there is any damage to the....., we will offer you a..... on your next order.
6. Our own technician can carry out..... adjustments. But call the suppliers' service engineer if a..... Repair or..... is required.

7. The guarantee..... Last year and, unfortunately, our service contract was not renewed and is now.....
8. Due to unforeseen....., we couldn't clear the goods through customs, so we paid a charge while they were held in a bonded warehouse.
9. Exporters have to know about any trade restrictions involved in..... Trade, such as federal or governmental..... and..... or
10. They also have to know the meaning of terms like C.A.D. (.....) and d/p (.....). The local..... can provide useful advice to exporters.

TASK 2

Satisfaction and loyalty?

1. Work in groups. Find out your partners' answers to these questions:

- How do you, as a customer, deal with bad after-sales service?
- Suppose someone complained about your after sales service: how would you deal with this?
- Does anyone in the group have any 'horro stories' of cases of particularly bad after-sales service?

2. Look at this card, which was enclosed with a computer product.

Find out your partners' answers to the questions below:

Thank you!

We value you as a customer and want to thank you for your business. We hope you will be pleased with your purchase and would like your feedback. Please don't hesitate to call or write us.

Please remember to fill out your warranty card and return it promptly to DOVE Computer. The card is used to register your name in our automatic update service.

Thanks again from the Employees at DOVE Computer.

- Why was this card used, do you think?
- How would you have reacted to receiving it?
- What goods or services could such a card be used with?
- Would customer in your country like to receive a card like this?
- What are the advantages of ensuring customers satisfaction and encouraging customer loyalty? (A loyal customer is someone who buys regularly and supports your firm and its products.)
- What other methods can be used to maintain your customers' goodwill and promote your firm's good reputation?

Unit 6

TERMS OF PAYMENTS

TASK 1

Fill in the gaps with words from the list.

endorse funds incur lack overheads
proceeds royalties standing order subsidies write off

1. Many companies receive..... and other revenues from their numerous inventions used by other firms.
2. The family purchased the site with the..... from their sale of securities and other assets.
3. But they..... large tax debts when the head of the family died.
4. Some developing countries are fortunate if the banks..... their long outstanding debts.
5. When demand for their goods falls, it is difficult for small companies to reduce expenditure on..... Such as rent and energy costs.
6. In the last fiscal year many American companies suffered from a..... Of cash and had to borrow heavily.
7. Many became insolvent because they didn't have sufficient liquid..... to pay back the loans they had taken up.
8. Payment is authorized only on presentation of a cheque..... on the back by the payee.
9. Customers with regular bills of fixed amounts may pay by.....
10. Many governments are offering companies favourable..... to open factories in underdeveloped regions.

TASK 2

Fill each gap with the correct form of the verb, adjective or noun + preposition from the list below.

deal with	dispose of	equivalent to	give priority to
have a look at	have confidence in	insure against	involved in
interfere with	invest in		

1. Company turnover has been so good that we shall be able to..... some new production equipment.
2. We are one of a large number of firms which are..... environmentally safe projects.
3. This uncertainty about oil prices could our plant for expansion.
4. The accounts manager asked the auditors to..... the manual figure first.
5. Our marketing department is encouraging customers to..... their old machines and buy replacements.
6. If you are dealing with the french orders be sure to..... the Duchamp order over all others.
7. In many countries the price of a car is..... ten years' wages for a worker.
8. Most enterprises supplied by BEC..... their product.
9. Our company has been..... the same bank for 30 years now.
10. Our overseas customers usually..... damage or loss at sea just to be safe.

Unit 7

DISTRIBUTION CHANNELS

TASK 1

Shopping

1. Match sentences 1-10 with responses a-j. Who do you think is speaking in each case?

1. What size are you? -----
 2. Do you think it goes with this shirt? -----
 3. Could I try it on? -----
 4. Would you like it gift-wrapped? -----
 5. Do you need any help? -----
 6. How would you like to pay, madam? -----
 7. They don't fit; they are much too tight. -----
 8. What do you think of the green one? -----
 9. Do you have any more in stock? -----
 10. Do you have this in any other colour? -----
- a. I'm afraid we only have what's on display.
 - b. The colour really suits you
 - c. I'm sure they will stretch.
 - d. Yes please, I'm looking for a walk man.
 - e. Of course, the changing room's through there.
 - f. Well actually, the patterns really clash.
 - g. No, but we're expecting an order next week.

- h. Yes please, it's for a present.
- i. Forty- two; I think it's size twelve over here.
- j. Is VISA all right?

2. Listen to the recording and check your answers.

3. Which exchanges are to do with buying clothes?

4. Luke Carpenter is from Boston. He has been to Cracow in Poland on business. He has a spare hour and wants to buy some gifts for his family.

His colleague Caroline Zamoyski has taken him to the famous cloth hall in the centre of town. Listen and note down what he buys for:

- 1. his son
- 2. his wife
- 3. his daughter

5. Listen again. What extra information does Carolin give about each of the items on sale?

6. Imagine that you are looking after a guest or colleague from overseas. They have asked you to help them choose some small gifts to take back to their country. Work in groups and consider the following questions.

- Where would you take a visitor?
- What would you tell them about the place? You might want to consider local history, or famous shops.
- What would you recommend as gifts and souvenirs? Think of traditional hand - made goods, local delicacies, models of famous buildings, T-shirts, scarves, ect.

7. Work in pairs and role-play your situation.

TASK 2

Decide what you would say in these situations.

- 1. You are convinced that the best kind of advertising is by word of mouth.

2. You have interviewed a candidate for a job. Tell your colleague that in your opinion, the candidate lacks confidence.
3. You think that building new roads simply leads to worse traffic jams.
4. You had extra memory installed on your computer, but its performance has not improved. You are disappointed.
5. You want to sell last year's version of a software programme to a customer. The old version has fewer features but, in your view, it is easier to use.



Unit 8

TOTAL QUALITY MANAGEMENT

QUALITY CONTROL

1. Before you read the Excel advertisement, discuss in groups these points. Do you agree or disagree.

- Quality is more important than price.
- 100% reliability is impossible.

2. Now read the advertisement. Find the facts which show it is true Excel has a reputation second to none for high quality and reliability.

A TENFOLD INCREASE IN PRODUCT QUALITY EVERY TEN YEARS. IS IT POSSIBLE?

It certainly is. We've made it a worldwide company goal. It's part of a long-term programme which will help us to compete with electronics suppliers from every part of the world.

Many of our products are now 'certified' by our customers. A 'certified' product means that it is of such high quality that the purchaser does not have to inspect shipments when they arrive at the factory.

In France, our ignition systems are certified by two of France's leading car manufacturers. In Germany we asked our customers recently what they thought of our two-way radios. The answer came back loud and clear: 99.74% reported that they were completely satisfied.

In Livingstone in Scotland we produce semiconductors. The high level of quality has improved by a factor of ten in the last four years. And we now have customers who register zero defects at their incoming inspection.

All in all, Excel has a reputation second to none for high quality and reliability in the electronics field.

THE FUTURE HERE TODAY WITH EXCEL

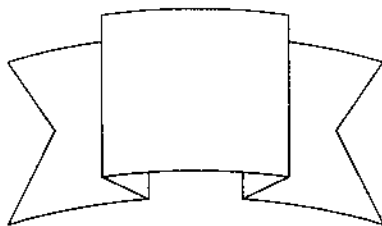
3. The words it and they appear frequently in the text. Underline each example and then decide what they refer to.

Example: In Germany we asked our customers recently what they thought of our two-way radios.

They refers to our customers.

4. Underline the correct word in these sentences.

1. Excel has a reputation/ reliability for high quality products.
2. We want to complete/ compete with electronics suppliers worldwide.
3. Our customers/ customer are 100% satisfied with the product.
4. The customer does not have to inspect shipping/ shipments.
5. We product/ produce high quality goods.
6. Reliability is very important in the field of electronics/ electronic.



Unit 9

GOING GLOBAL

CAUGHT IN THE NET

1. What is e-commerce?

1. What impact do you think the invention of the Internet and e-commerce will have on retail?
2. Find out how many people in the class have ordered something on-line. How satisfied were they with the experience?
3. What are the advantages of buying books and CDs over the Internet?

2. Read about Bibliofile and decide if these statements are true (T) or false (F)

3. Support your choices with evidence from the text.

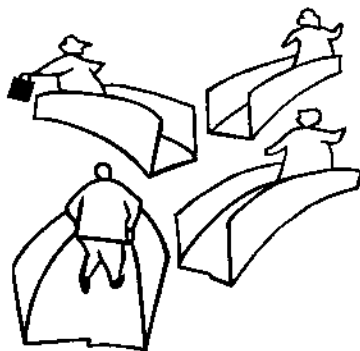
1. Bibliofile has a chain of high street shops. ☐
2. Its magazine has reviews from publishers. ☐
3. The threat from e-commerce has been an unexpected shock. ☐
4. Bibliofile has gradually invested more in the Internet. ☐
5. The website has already attracted new customers to bibliofile. ☐
6. Describe everything, magazine subscriptions have continued to grow. ☐

Bibliofile is a mail order bookseller which faces growing pressure from on-line bookseller. Bibliofile was founded in 1986 by Rona Kenton and is still run by her. Since its foundation, it has produced a well-regarded and beautifully produced magazine/catalogue called the *Bibliofile Quarterly*. This contains reviews of new books written by independent reviewers and is sent to subscribers. Rona Kenton realized that the internet would pose a threat several years ago, but chose not to act. She didn't see how she could finance her own website and wanted to see what her competitors did first. Now, however, she is

afraid that she has done too little too late. Over the past three years \$187,000 has been invested in new IT systems. Kenton's daughter-in-law is in charge of the development programme. This year a further \$87,000 is being spent to develop an interactive website and secure ordering system. Subscriptions to the magazine have fallen each year. It peaked five years ago and has fallen to 47,000 subscribers. This subscription income is very important for the company. It needs to generate enough business to pay for the enormous costs of producing and maintaining the website.

4. As a class discuss these questions.

- How optimistic do you feel about the future of Bibliofile?
- What positive steps has it taken to improve its position?



Unit 10

PRESENTATIONS

TASK 1

1. Now it's your turn to present a product. Here are the stages of informal presentation to an individual or small group.

1. Introduce yourself.
2. State the aims of your presentation.
3. Tell your audience to stop you if they don't understand.
4. Present the product in clear stages. Refer to the written word, pictures and diagrams where necessary.
5. Sum up the presentation in one or two sentences.
6. Ask for questions.
7. Thank your audience.

2. Here is information about another of Excel's products. You have to present this product to a potential customer.

THE EXCEL PHONEMASTER

The intelligent telephone answering machine

Now you need never worry about being away from the office or your home.

The EXCEL PHONEMASTER will take care of everything you can think of - and a few things you haven't thought of.

Just look at all these special features.

- Pre-record up to three messages. Decide which one you want to use just before you go out.

- 30-minutes recording tape.

- Hi-fi speaker for extra quality play-back.
- Print-out of time/ date of each recorded call.
- Ring-in facility - you can call the machine from the airport, restaurant or wherever you are and listen to the messages recorded.
- Two year-warranty.
- The intelligent telephone - if you can't get through to someone and you're going out, simply record a message on your PHONEMASTER and tap in the telephone number. The PHONEMASTER will call up every ten minutes until it gets through. The print out will show when the call was delivered. And of course the receiver of your call can leave a message on the PHONEMASTER as well!

THE FUTURE HERE TODAY WITH EXCEL

TASK 2

Choose the best introduction to complete the following speech.

- a. Just a minute, everybody, your attention, please. Thank you all for coming here.
- b. Could I have your attention, please? As you know, we are here this evening to celebrate the signing of the contract.
- c. Hello everybody. We are holding this party to celebrate the signing of the contract.

Sebastian Mitchell: I would like to introduce Toshi Okada who is going to say a few words. Toshi.

Toshi Okada: Thank you, Mr Mitchell. Good evening, everyone. I hope you are enjoying the meal as much as I am. As you know, this is my first visit to California, and I've enjoyed it very much. I'm returning to Japan tomorrow, but I hope to see you again in the near future. I'm very happy that we signed the contract today, and I'd like to thank you all for your help. Now, does everyone have a glass of champagne? I'd like to propose a toast. To the future!

All: The future !

Fill in the blank in the speech, using the words below.

Appreciate	working	organizing	success
enjoying	signed	looking	propose

“First of all, I’d like to thank Mr. Johnson for (1)..... this excellent party. I hope you are all (2)..... it as much as I am. Thank you for (3)..... after me while I’ve been in Boston. I really (4) all your help. I am very pleased that we (5)..... the contract, and I look forward to (6)..... with you all in the future. I’m sure this project will be a great (7)..... . In conclusion, I would like to (8)..... a toast. To our new joint venture!”.

GLOSSARY

A

Abroad /adv/ in or to foreign country.

Account for /v/ to explain or give a reason for something.

Accounts /n, pl/ the financial records of a business.

Achievement /n/ something which has been done as the result of skill and effort.

Acquire /v/ to buy *an acquisition* /n/.

Adapt /v/ to make something suitable for a new use (*It takes time to adapt to living abroad*).

Adopt /v/ to take and use something (*All his suggestions were adopted*).

Advertisement /n/ publicity designed to sell a product or service *to advertise* /v/; *advertising* Abbreviations: *advert*; *ad*.

Afford /v/ to be able to do something because you have enough time or money. (*We can't afford to buy it; it's too expensive*).

Agenda /n/ a list of items to be discussed at a meeting, and their order of discussion.

Agent /n/ a person or company that represents the interests of another company in a market *agency* /n/

Agriculture /n/ the business of cultivating land and raising animals for food; traditionally, the primary sector of the economy.

Allocate /v/ to decide to use something for particular purpose (*We've allocated 20 seats to the press*).

Ambitious /adj/ motivated by the need for success, wealth, or status.

Annoyed /adj/ a little angry, irritated.

Annual /adj/ happening each year, e.g. the annual stock clearance.

Appeal /v/ to be attractive or interesting.

Application /n/ a printed form sent out by an organization, on which a formal request is made.

Appoint /v/ to choose someone for a job or responsibility.

Approach /n/ a way of doing something or dealing with a problem.

ASAP Abbreviation (abbr) for "*As Soon As Possible*".

Assembly line /n/ a production system in a factory where a product is manufactured by workers who add parts as it passes along a moving line.

Assets /n/ the things a company has or owns, including property, plant, equipment, stocks, money in the bank and money owed by customers - Opposite = *liabilities*.

Assistant /n/ someone who helps or supports a superior in their job *to assist* /v/.

Atmosphere /n/ the mood or feeling of a place.

ATTN Abbreviation: attention or for the attention of.

Attitude /n/ the way a person thinks about something.

Available /adj/ free or ready to be used or spoken to.

Auditorium /n/ the part of a theatre, hall, etc. where the audience sits.

Authorize /v/ to give official permission for something.

Automate /v/ to make something operate by machine, without needing people
automation /n/.

Autonomy /n/ the right to control your own affairs.

Avoid /v/ to keep away from something or somebody, to prevent something happening (*We want to avoid accidents*).

B

Balance of trade /n/ the difference between the value of a country's imports and its exports.

Balance sheet /n/ a statement of the financial position of a company at a particular time, balancing what it has against what it owes.

Ban /v/ to forbid something officially.

Bankrupt /adj/ when a business goes bankrupt it fails because it cannot pay its debts.

Bar chart /n/ a diagram which uses columns of different heights to show quantities.

Bar code /n/ a series of thick and thin lines printed on the packaging of a product which show its price and details when scanned.

Bargain /n/ something which is bought for much less than its usual price.

Barrel /n/ a large round container with a flat top and bottom used for transporting wine, oil, etc.

Barter /v/ to exchange goods without using money, (*Barter my eggs for your cheese*).

Battery /n/ a device which provides electricity for a car, radio, etc.

Bear with someone /v/ to wait for someone without complaining (*Could you bear with me a second while I get a pen*).

Beneficiary /n/ a person who receives money from an insurance policy, will

Bid /n/ an offer to buy something, especially in competition with other buyers.

Big Blue /n/ the nickname of IBM, the computer company.

Blame /v/ to think or say that somebody is responsible for something bad that has happened (*Don't blame me for the delay. It wasn't my fault*).

Blue-collar /adj/ a worker who does manual work, usually in a factory, which requires physical effort, see white-collar.

Bn /abbreviation for billion (*FFr 3.7 bn*).

Board /n/ a group of people who control an organization or company.

Bonus /n/ an extra payment for good performance by an individual or company.

Book /v/ to make a reservation (*I'd like to book a room for two nights*)

Boom /n/ a time of rapid increase in sales, production, and feelings of prosperity.

Borrow /v/ to take something from someone that you intend to give back.

Boutique /n/ a small exclusive shop selling expensive clothes, often with designer labels.

Boycott /v/ protest by refusing to buy or handle certain goods.

Brainstorm /v/ to work together as a group to suggest ideas and solutions to problems.

Branch /n/ a local office or shop belonging to a larger, parent organization, such as a bank.

Brand /n/ a named product or service which is easily recognized by its name, design, and packaging, which creates distinct expectations among consumers.

Breakdown of costs /n/ a description of each separate cost.

Break even /v/ to be at the point where income from sales equals costs.

Breakthrough /n/ an important development or discovery which solves a problem or changes the way we do something.

Bribe /v/ to give money to someone in order to persuade them to do something dishonest **a bribe** /n/.

Bring out /v/ to introduce a new product or service to the market.

Broadsheet /n/ a 'quality' newspaper printed on large sheets of paper.

Brochure /n/ a small book with pictures designed to sell products.

Broker /n/ someone who acts as a middleman by buying and selling insurance or shares on behalf of other people.

Budget /n/ a plan of how money will be spent over a given period.

Bulk /n/ the large size or amount of something (*We can get a bigger discount if we buy in bulk*).

Bungee jumping /n/ a sport where people are attached to a spring before jumping from high places.

Bureaucracy /n/ a system of official rules, forms, and procedures imposed by an organization, often the subject of complaint by those who have to follow it.

C

Call back /v/ to telephone someone again, or to return a telephone call.

Candidate /n/ a person who applies for a job or wants to be elected.

Capital /n/ money needed to finance a business; raise capital/ to obtain capital.

Capitalist /adj/ in a capitalist economy business is owned privately with the aim of making a profit.

Cargo /n/ a load of goods carried on a boat or plane.

Carriage /n/ the cost of transporting goods from one place to another.

Carry out /v/ to perform a task or duty.

Carton /n/ a large box made from cardboard or reinforced paper packaging for liquid, e.g. milk.

Cash /n/ money that is ready to spend, in notes and coins or (for a company) in a bank account.

Cash flow /n/ the movement of money into and out of a business.

Cash flow forecast /n/ a prediction of a company's income and expenditure over a period of time.

Catch on /v/ to become popular or fashionable.

Catch up with /v/ to try to reach someone or something ahead of you.

Cc /carbon copy/ used in memos and letters to say they are also being sent to other people.

Chain store /n/ one of a series of similar stores owned by the same company.

Chair (a meeting) /v/ to be responsible for running a meeting.

Challenging /adj/ difficult and testing in a satisfying way, e.g. a challenging job.

Channel /n/ a way or route along which something travels (*communication channels; distribution channels*).

Checkout /n/ the place in a shop or supermarket where you pay for the things you want to buy.

Circulation /n/ the number of newspapers, magazines, etc. that are sold each time it is produced.

Civil servant /n/ someone who works in a government office.

Claim /v/ to say that something is a fact without proving it; **claim** /n/ a demand for payment under the terms of an insurance policy.

Clerk /n/ an office worker who deals with paper work or accounts.

Click on /v/ to select or activate a computer programme by pressing and releasing a button on the mouse.

Client /n/ a more formal word for a customer, someone receiving professional services.

Close down /v/ to stop trading or go out of business.

Co-ordinate /v/ to organize different things or people so they can work together efficiently.

Code /n/ a group of numbers used to identify something (*I need to phone the Spanish office, what's the code for Madrid?*).

Come up /v/ to happen unexpectedly.

Come up with /v/ to have a new idea or suggestion for something.

Commercial /n/ a TV or radio advertisement; **commercial** /adj/ to do with commerce or trade.

Commission /n/ the money, often a percentage of the selling price, received by the salesperson or broker.

Committed /adj/ dedicated and fully involved, e.g. in your work.

Commodity /n/ raw material or crop such as petroleum or rice, which are sold on the commodities market.

Communicate /v/ to transmit knowledge or information through speech or writing.

Commute /v/ to travel regularly from home to your place of work or study by train, bus, or car, usually some distance away.

Compensation /n/ money paid to balance out the effect of damage or an injury.

Compete /v/ to try to win by beating other people, teams, or organizations.

Competence /n/ the ability to complete a task sufficiently well.

Competitor /n/ another company operating in the same area of the market.

Complimentary /adj/ given free of charge, often as a mark of respect from a business.

Component /n/ a piece or part of something bigger like a machine or engine.

Compromise /v/ to change a negotiating position in order to reach an agreement.

Concession /n/ an agreement to do something you did not intend to do as the result of a discussion or negotiation.

- Conflict** /v/ to disagree with.
- Conscientious** /adj/ careful to do things thoroughly and as well as you can, without being told.
- Consortium** /n/ a temporary association of different businesses or groups of people who work together to achieve a common aim.
- Consultant** /n/ someone who can give expert advice in management, law, public relations, etc.
- Consume** /v/ to use.
- Consumer** /n/ a customer who buys goods and services for personal use.
- Container** /n/ a large metal box of a standard size which is used for transporting goods.
- Convenient** /adj/ fitting in well with people's needs or plans, causing no problems.
- Convenience store** /n/ (American English) a shop that sells everyday items and which often stays open until late; see corner shop.
- Copyright** /n/ the exclusive legal right for an agreed period of time to print, perform, record, publish, or sell an original text or work of art.
- Copywriter** /n/ a person who writes the copy, i.e. the words or text used in advertisements and commercials.
- Corner shop** /n/ (British English) a small shop, often family run, which sells everyday items, usually serving a small area and opens long hours, see convenience store.
- Cost** /n/ the money a firm or individual has to pay for goods or services bought.
- Counterfoil** /n/ a part of a cheque or receipt that you keep as a record.
- Courier** /n/ a private business or person paid to deliver important documents and packages as quickly and safely as possible.
- Cover** /n/ the financial protection provided by an insurance policy.
- Covering letter** /n/ a letter accompanying a document, e.g. a CV or invoice, which explains the reason for sending the document.
- Crash** /n/ accident involving a vehicle in violent impact; **stock market crash** /n/ a sudden, large drop in value of stock exchange caused by a loss of confidence in the market.

Crate /n/ a large wooden box used for transporting goods such as machinery or animals.

Credit /n/ the system of buying goods or services and not paying for them until later.

Creditor /n/ a person or organization which a business owes money to.

Culture /n/ the accepted and expected values and behaviour of a company concerning relationships between subordinates and bosses, working hours, dress, etc.

Currency /n/ the money system of a country.

Cursor /n/ the vertical line which shows your position on a computer screen by flashing on and off.

Customer support /n/ the help provided by marketing or sales departments for customers.

Cut back /v/ to reduce costs or activities, especially when the business is in difficulty.

CV /n/ (British English) curriculum vitae, a document written by job applicants giving their personal, educational, and professional details; (American English)/ résumé.

D

Damages /pl/ money claimed or awarded by a court as compensation for a personal or professional injury.

Deadline /n/ the date by which an application has to be submitted or a task completed.

Deal with /v/ to handle or take charge of a task or problem.

Dealership /n/ a company which has been given the authority to trade in a particular brand of car, computer, etc.

Dear /adj/ expensive.

Debt /n/ money which is own to a person or an organization.

Decline /n/ to become weaker, do less well than before.

Defect /n/ a fault or flaw which spoils a product or stops something from working.

Deficit /n/ the amount by which a sum of money is too small.

Degree /n/ the qualification obtained by successfully completing a university course.

Deliver note /n/ document accompanying goods which the customer signs to prove they have been received.

Demography /n/ the study of statistics of births, deaths, marriages, etc. to show the state of a community **demographic** /adj/.

Deny /v/ to state that something is not true.

Department store /n/ a large store, often on several floors, selling many types of goods in different departments.

Depreciate /v/ to lose value as a result of use or age, **depreciation** /n/.

Deputy /n/ the second most important person in an organization.

Devalue /v/ to reduce the value of a currency in relation to other currencies **devaluation** /n/.

Dial /v/ to push the buttons on a telephone in order to call a number, also **a dial** /n/.

Diary /n/ a book with dates and spaces where we can write the times of appointments or (in a personal diary) our private thoughts.

Diesel /n/ the heavy oil that is used in the engines of buses, trains, and some cars.

Differentiate /v/ to make a product or service distinct from its competitors.

Diminish /v/ to get or to make something smaller or less important.

Direct taxation /n/ the tax you pay directly to the government, for example, income tax, also **indirect taxation**.

Discount /n/ a reduction on the normal price of something, often because the customer is buying in bulk.

Disembark /v/ to get off a plane or boat.

Dismiss /v/ to remove an employee from their job, often for poor work or behaviour, e.g. arriving late for work; see sack, fire.

Dismissal /n/ the act of dismissing someone.

Dispatch /v/ to send goods to the customer **dispatch** /n/.

Display /v/ to show goods attractively in a shop or shop window.

Dispute /n/ a disagreement or argument between people **to dispute** /v/.

Distribute /v/ to send goods into market **distribution** /n/, **distributor** /n/.

Dividend /n/ a part of a company's profit paid to shareholders for each share they own.

Division /n/ a section of a company, often related to geographical area or product group; /abbr/ **Div**.

DM /abbr/ abbreviation for deutschmark, the currency of Germany.

Domestic /adj/ of or inside a country, e.g. the domestic market is inside a country's borders.

Doubt /v/ to feel uncertain about something.

Download /v/ to receive programme or information electronically via computer.

Dramatic /adj/ sudden, very large.

Dump /v/ to sell goods in foreign countries at very low prices with the aim of killing domestic competition.

Dustbin survey /n/ a form of market research base on consumers keeping the wrappers and packaging of products they have bought.

Dynamic /adj/ forceful, energetic, and very active.

E

E-mail /v/ to send messages electronically via computers; **E-mail** /n/ a message sent in this way.

Eccentric /adj/ strange or unusual.

Ecology /n/ the relation between living things and their surroundings.

Economical /adj/ saving money.

Economy /n/ the relationship between the supply of money, production, and trade in a country.

Efficient /adj/ working well and quickly, producing a good result in the minimum time.

Emit /v/ to send out something, for example, smoke, signals, heat **emission** /n/.

Employ /v/ to give work to someone.

Employee /n/ a person who is employed, member of staff.

Employer /n/ a person who gives work to another person.

Empower /v/ to give people, especially employees, the freedom and authority to make their own decisions.

Enable /v/ to make something possible.

Enclose /v/ to include something in a letter or package, indicated in the letter with the words *Please find enclosed*.

Encourage /v/ to give hope, support, or confidence to somebody.

Encs /abbr/ abbreviation for 'enclosures', used in letters to indicate extra documents are being sent in the same envelope.

Endorse /v/ in advertising, to have a famous and respected person use or approve of the product which is being advertised.

Engineering /n/ the use of scientific knowledge to produce machines and other products.

Enhance /v/ to make better, to improve.

Enquiry /n/ a request for help or information **enquire** /v/.

Enrolment /n/ registration on a course, becoming a member of a society.

Entrepreneur /n/ an adventurous businessperson willing to take risks and supply the capital needed for a new business.

Environment /n/ the natural world in which people, animals, and plants live.

Equity /n/ the part of a company's capital that is raised through selling shares.

Establish /v/ to begin a new business, see **set up**.

Estimate /v/ to assess the time and cost involved to do a job, and calculate a price accordingly; the price estimated for a job.

Ethics /n/ the system of rules and morals which govern business behaviour; **unethical** /adj/ morally incorrect.

Exchange /v/ to give something in return for something else; **stock exchange** /n/ the market where stock and shares are bought and sold.

Exchange rate /n/ the amount of one country's currency that can be bought for another, e.g. Japanese yen for US dollars.

Executive /n/ a person who works in management or administration.

Expenditure /n/ the money people or companies spend.

Expenses /n/ money spent for a particular purpose.

Experience /n/ the knowledge or skill gained from doing a job.

Expertise /n/ special knowledge or skill.

Export /v/ to sell and transport goods to another country **export** /n/ the business of selling and transporting goods to another country **exporter** /n/ person who exports.

Extension /n/ a telephone line within a business, linked to a switchboard.

F

FAO /abbr/ For the Attention Of: the heading on a written message, followed by the name of a person the message is meant for.

Factory /n/ the building where goods are manufactured.

Faint /adj/ quiet, not strong.

Fault /n/ a defect or mistake, responsibility for a mistake **faulty** /adj/.

Fax /v/ to send a copy of a document electronically using the telephone lines;
fax /n/ a document sent by this means.

Feasible /adj/ possible to do, workable.

Fee /n/ money charged by professional people or organizations; e.g. lawyers, or schools, for their advice or services.

FFr /abbr/ abbreviation for French francs.

Fill in /v/ to complete a form by adding the necessary information and answers.

Finance /n/ the management of a company or individual's money; **finance** /v/ to provide the money needed by a project.

Financial /adj/ connected with money.

Findings /n/ the results and discoveries of research.

Fire /v/ to dismiss someone from their job (informal), see **sack, dismiss**.

Firm /n/ a business company.

Fizzy /adj/ used to describe a drink containing many small bubbles, gassy.

Flexible /adj/ able to adapt easily to new conditions or circumstances.

Float /v/ to raise money in a company by selling its shares on the stock market for the first time.

Flop /n/ a product which is unsuccessful (informal).

Fluent /adj/ able to speak a foreign language well and easily.

Fluctuate /v/ to change, to go up and down.

Fluorescent /adj/ shining with a particular kind of hard white light.

Focus group /n/ marketing research technique in which a group of people is observed discussing and trying different products and services.

Forecast /n/ a prediction of what will happen based on information, see **cash flow forecast**.

Foreman /n/ an experienced worker in charge of a group of workers in a factory or on a building site.

Found /v/ to start an organization or institution.

Founder /n/ person who founds an organization.

Franchise /n/ official permission to sell a company's goods or services in a specified area **to franchise** /v/.

Freelance /adj/ able to work, usually at home, for different organizations.

Free phone /n/ a telephone line where the receiver pays, not the caller.

Free trade /n/ a situation allowing the import or export of goods without tariffs or other trade barriers.

Freight /n/ the transportation of goods by sea, rail, or road.

Full-time /adj/ for the whole of the working day or week, e.g. a full time job, see **part-time**.

Fund /n/ the money a company has available; **to fund** /v/ to supply the money for a project.

G

Gamble /v/ to take a risk, to bet **gamble** /n/.

Get in touch /v/ to make contact.

Get through /v/ to make contact with someone on the telephone.

Gifted /adj/ talented, possessing special skills.

Gimmick /n/ a trick used to attract attention to a product, or encourage you to buy it.

Goals /pl/ the aims and objectives of a person or organization.

Goods /n/ items which are for sale.

Gradual /adj/ small and not sudden.

Graduate /n/ a person who has obtained a degree by successfully completing a university or college programme.

Grant /n/ money which is given by organizations to people who want to study.

Graph /n/ a drawing showing how two sets of figures relate to each other.

Grateful /adj/ thankful.

Gross /adj/ before anything is taken away, for example; **gross profit** = profit before tax.

Grow /v/ to increase in size or number.

Guarantee /v/ to promise that something is the case or will happen.

Guess /v/ to estimate, to attempt to give the right answer when you are not sure what it is.

H

Hack /v/ to use a computer to access information on another computer **hacker** /n/ a person who hacks.

Haggle /v/ to argue over the price of something between the buyer and seller.

Hand in your notice /v/ to state officially that you intend to leave a job.

Handle /v/ to manage or deal with people and situations.

Hands on /n/ practical experience gained by doing something.

Hang up /v/ to end a telephone conversation by putting down the receiver.

Head-hunter /n/ a person or company that recruits top managers from other companies.

Headquarters /n/ head office; HQ /abbr/.

Helmet /n/ a protective head covering, metal hat.

Hesitate /v/ to pause before doing something.

Hierarchy /n/ a system with clearly defined grades of status and authority from the highest to the lowest.

High-tech /adj/ involving 'high' (advanced) technology.

Hippy /n/ a person who doesn't share the same ideas and values as most people in society - the hippy movement first appeared in the 1960s amongst young people who had long hair and colourful clothes.

Hire /v/ to rent something, to employ someone's services temporarily.

Hold on /v/ to wait for someone to come to the phone, or while something else happens.

Household /n/ the people who live together in a house or flat as a unit.

Human resource /pl/ the department in an organization which handles its workforce needs, such as recruitment and training.

Hypermarket /n/ a huge supermarket, often out of town, which sells everything from food to electrical household goods.

I

Ignore /v/ to pay no attention to something.

Implement /v/ to start using a plan or system, to put a plan into action.

Improve /v/ to make or get better **improvement** /n/.

Income /n/ money received as payment for work.

Incur /v/ to cause or suffer something unpleasant.

Inflation /n/ the general increase in the price of goods and services.

Install /v/ to put in place **installation** /n/.

Interest /n/ money charged (for example, by a bank) for borrowing money.

Inventory /n/ stocks of goods or raw materials.

Invoice /n/ a list of goods sold with a request for payment.

IT /abbr/ (Information Technology): any form of technology incorporating computing, telecommunications, electronics, and broadcasting, used by people to handle information.

J

Jet lag /n/ the tired feeling you can get when you travel to a place where the local time is different.

Joint venture /n/ a co-operative operation between two companies sharing expertise, resources, etc.

K

Key /adj/ main, important.

Know-how /n/ practical knowledge or skill.

L

Labour /n/ the physical work performed by people.

Lack /v/ to have too little or none of something.

Launch /v/ to introduce a new product or service into the market using advertising and other promotion.

Lawyer /n/ a person who has studied laws and gives advice on legal matters.

Lay off /v/ to dismiss workers because there is no longer enough work, see *redundant*.

Leaflet /n/ a piece of printed advertising, often a single folded sheet.

Legal /adj/ within the law, see *illegal*.

Lend /v/ to allow somebody to use something for fixed period of time.

Liability /n/ the financial responsibility to pay out on an insurance policy or settle a debt.

License /v/ to obtain or issue a licence.

Life cycle /n/ the working life of a product, from development and production to replacement by another product.

Lift /n/ a ride in your car, an elevator.

Likely /adj/ probable; opposite = **unlikely**.

Limit /n/ a restriction, a point or line that mustn't be passed **to limit** /v/

Loan /n/ the money one person or a bank lends to another person or business.

Logo /n/ the special design or symbol used on products or their packaging to advertise and identify their brand or manufacturer.

Lorry /n/ a large motor vehicle for carrying goods (US = **truck**).

Loss /n/ the money lost by a business: total sales minus total costs (if this figure is negative).

M

M /abbr/ abbreviation for million.

Mail /n/ post.

Mail shot /n/ a method of direct marketing which involves sending promotional letters to businesses, or the homes of potential customers.

Mall /n/ an enclosed shopping area in which traffic is not allowed.

Manage /v/ to succeed in doing something, especially with difficulty.

Manufacture /v/ to produce goods from raw materials.

Manufacture /n/ the production of goods from raw materials.

Margin /n/ the difference between the cost price and the selling price.

Marital status /n/ the state of being single, married, or divorced, often requested on official forms.

Marketing /n/ the activity of identifying and satisfying customers' needs by making sure that the right products at the right price are available; and that customers are made aware of their benefits through appropriate advertising and promotion.

Mark-up /n/ an increase in price, the percentage of the cost price you add to give the selling price for goods.

Mass produce /v/ to manufacture large numbers of identical products through the use of fast mechanical processes.

Maternity leave /n/ the time a woman is allowed to take off work before and after the birth of a child.

Media buyer /n/ the person in a marketing department or advertising agency responsible for buying advertising space in newspapers, magazines, and other media.

Meeting /n/ an organized event where people come together to discuss or decide something.

Memo /n/ a memorandum: a short written message used between people and departments within the same organization.

Mentor /n/ an experienced and often older person who is given the role of advising and helping a new member of staff in the period after they join an organization.

Message /n/ a spoken or written piece of information that is passed from one person to another indirectly; **leave a message** to write a note for the person we wanted to speak to originally with the information or question we wanted to give them.

Middleman /n/ the person who acts as an intermediary between a buyer and a seller.

Minute /n/ period of 60 seconds.

Minutes /n pl/ the official written record of what was discussed and decided at a meeting, many meetings begin with the reading and approval of the minutes of the previous meeting.

Misspell /v/ to spell wrongly.

Mobile /n/ mobile phone, i.e. a phone we can carry around, not fixed.

Modify /v/ to change or adapt something to make it more suitable or efficient.

Momentum /n/ pace, speed.

Monitor /n/ the screen of a computer which has details of the applications and documents which are available.

Motivate /v/ to make people want to do things by making them interesting
motivation, motivator /n/.

Mouse /n/ the device we use to move the cursor around a computer screen.

Multinational /n/ a very large business or organization with companies and production facilities in many different countries.

N

Nationalize /v/ to take a privately owned business and turn it into a state owned and managed organization, see *privatize*.

Negligible /adj/ extremely small, hardly noticeable.

Negotiate /v/ trying to arrive at an agreement through discussion and compromise.

Network /v/ to connect computers together.

Niche /n/ (market) a small but significant part of the total market.

No /abbr/ abbreviation for *number*.

Notebook /n/ short of notebook computer, i.e. small and light computer which can easily be carried.

O

Objective /n/ the thing we wish to achieve.

Obsolete /adj/ no longer in use, out of date because of new technology.

Off /adj/ cancelled.

On-line /adj/ connected to the internet.

Option /n/ a choice, an alternative.

Organize /v/ to arrange something into an efficient system, e.g. a business, files, people.

Organization /n/ group of people, departments, or companies that work together.

Oust /v/ to remove somebody from a position or job.

Outdo /v/ to do something better than another person.

Outnumber /v/ to be greater in number.

Output /n/ the quantity of goods produced.

Outstanding /adj/ not yet paid, e.g. and outstanding invoice.

Outweigh /v/ to be more important.

Overdraft /n/ a bank facility that allows you to withdraw more money than you have in an account.

Overdue /adj/ late, not paid by the required time.

Overhead projector /n/ an aid for making presentations in which a powerful light is used to project and enlarge writing on plastic sheets onto a screen; OHP /abbr/.

Overtime /n/ extra hours worked in addition to one's normal working time.

Owe /v/ to be in debt.

P

Packaging /n/ the different materials used to wrap and protect goods.

Part-time /adj/ employed to work part of the week or day, see **full time**.

Password /n/ the secret word you need to type in to gain access to information held in a computer.

Patent /n/ an official document which gives the holder the exclusive right to make, use, or sell an invention and prevents others from copying it.

Pay out /v/ to pay the money which is owned, e.g. under the terms of an insurance policy.

PDQ /abbr/ abbreviation for 'Pretty Damn Quick'.

Peak /v/ to reach the highest point or value, e.g. shares peak when they reach their highest value **peak** /n/.

Penalty /n/ a punishment for breaking a law or rule.

Penetrate /v/ to introduce the products and services of a business into a market.

Pension /n/ money that is paid regularly to someone who has retired.

Perceive /v/ to interpret something in a certain way.

Persecute /v/ to cause somebody to suffer.

Personnel /n/ the people employed in an organization.

Petrol /n/ fuel used in motor vehicles.

Pharmaceutical /adj/ connected with the production of medicine and drugs.

Photocopy /v/ to make a photographic copy of a document onto paper.

Pie chart /n/ a diagram in which a circle is used to represent the whole of something, e.g. a company's sales, with individual sections representing percentages of the whole.

Pioneer /n/ someone who is the first, or among the first to develop a new product or way of doing something.

Pity /n/ something that makes you feel sad or disappointed.

Placement /n/ temporary work experience in a company as part of a course.

Plant /n/ a living that grows in the earth and sometimes bears fruits; a factory or production facility.

Platform /n/ the place where you get on and off trains in a station.

Pls /abbr/ abbreviation for 'please'- might be used in e-mail messages, telexes, and notes.

Plummet /v/ to fall from a great height suddenly and dramatically.

Plunge /v/ to move downwards suddenly.

Policy /n/ a plan of action or statement of ideas; the document from an insurance company which details the terms and conditions of the cover provide.

Policy holder /n/ the person who owns the policy.

Poll /n/ the process of asking a large number of people for their opinions.

Pollute /v/ to make air, rivers, etc. dirty **pollution** /n/.

Portable /adj/ something easy and convenient for a person to lift and carry around with them.

Portfolio /n/ a range of shares held by an investor or investment company.

Position /n/ a job, usually in a large company.

Potential /n/ something that may happen, undeveloped qualities.

Pp /abbr/ used before signatures in letters when another person has signed in the writer's absence.

Prejudice /n/ a strong feeling of like or dislike that is not based on experience or reason.

Premium /n/ the money paid to an insurance company by someone.

Prestigious /adj/ respected or admired.

Privatize /v/ to transform a state owned activity into a privately owned company or companies with a view to making it more efficient or competitive, see *nationalize*.

Product /n/ something produced for sale.

Product range /n/ the full choice of products offered by a manufacturer.

Productive /adj/ useful, producing in large quantities.

Profit /n/ the money earned from selling a product or service after costs have been deducted.

Profitable /adj/ making a profit.

Project /n/ a piece of work or research with a clearly defined aim or objective.

Projection /n/ a guess about a future amount based on information available at present.

Promote /v/ to make people aware of a product or service and want to buy it through advertising, public relations, or other means.

Prospective /adj/ that which may reasonably happen, or be expected to happen in the future (*a prospective customer may become a customer in the future*).

Protectionism /n/ the system of protecting the producers of your own country by imposing tariffs and quotas on import from overseas competitors.

Prototype /n/ an earlier version of an invention in the course of its evolution to a final product.

Publicity /n/ attention from the media.

Public relations /pl/ the management of information to make sure that a person's or organization's image is perceived favourably by the public and media.

Purchase /v/ to buy, usually goods or services **purchase** /n/ a product which is bought.

Put someone through /v/ to connect somebody by telephone.

Q

Qualification /n/ a document which gives official proof that someone has successfully passed an examination or completed a course.

Qualified /adj/ having the right education, diplomas and experience for a job.

Query /v/ to question something because you think there has been a mistake.

Questionnaire /n/ a written list of questions meant to be answered as part of survey.

Quota /n/ a fix amount to be produced or imported (*Framers have a quota of milk that they are allowed to produce*).

Quotation /n/ the price a person or company says they will charge to do a particular job or task.

Quote/v/ to give a price estimate.

R

Range /n/ a group of products sold by one company.

Rapid /adj/ very fast.

Rate /n/ how fast something happens.

Realize /v/ to become fully aware of, to change plans into reality.

Receipt /n/ a document showing you have paid for something.

Recession /n/ a decline in economic activity.

Recover /v/ to regain money (*recover a debt*).

Recruitment /n/ the act of searching for, interviewing, and employing new members of an organization.

Recycle /v/ to treat used material so it can be used again.

Redundant /adj/ no longer needed or useful; ***make someone redundant***: dismiss someone because there isn't enough work or their job has disappeared, see ***lay off***.

Reference /n/ a written statement about someone's ability to do a job.

Refund /n/ money which is returned to a customer because a product or service was faulty or unsatisfactory.

Relaunch /v/ to reintroduce a product or service into the market, often with changes to the product and advertising in order to target a new group of consumers.

Relevant /adj/ obviously connected or related to something.

Reliable /adj/ someone or something which is reliable is consistently good and guaranteed to work.

Reminder /n/ a letter reminding someone to pay earlier bill or invoice.

Remittance /n/ a sum of money sent in payment of an invoice.

Rent /v/ to hire, to borrow something in return for money **rent** /n/ the money paid to rent something.

Resign /v/ to give up one's job or position in order to take up a new position, or sometimes as the result of a scandal or no longer having the confidence of other people.

Respond /v/ to react; to reply in formal, written English.

Retail /n/ the business of selling small quantities of goods to the general public.

Retailer /n/ a shopkeeper.

Retail outlet /n/ a shop that stocks and sells a manufacturer's products.

Retire /v/ to leave work because one has reached a certain age or completed a certain number of years in a job.

Revenue /n/ income received by a government, company, etc.

RGDS /abbr/ abbreviation for 'REGARDS'- sometimes used at the end of telexes.

Risk /n/ something that might cause danger.

Rival /adj/ in competition with.

Rivalry /n/ state of competition which exists between competitors.

Royalty /n/ an amount of money paid to a franchise company by a franchisee.

S

Sack /v/ to dismiss someone from a job often because of poor performance or conduct (informal); see *dismiss*, *fire*.

Salary /n/ regular payment for work or services, usually paid monthly into a bank account, normally expressed as a yearly amount.

Sale or return /n/ a system where retailers can return goods to their supplier if they fail to sell them.

Sales /n/ the quantity of goods sold usually for a given period.

Sample /n/ a small quantity of something, or single item, which customers are given to try or test free of charge.

Sandwich degree /n/ a degree programme which involves the student gaining practical experience by spending a long period working in a company before returning to full-time study.

Scale /n/ a series of marks at regular intervals used to measure something, e.g. on a questionnaire, people may have to mark whether they are very satisfied, fairly satisfied, etc.

Scarce /adj/ in short supply.

Scope /n/ the chance or opportunity to do something.

Second /v/ to move somebody from their job to another for a fixed period of time.

Second-hand /adj/ not new, previously owned, e.g. a car, clothes.

Sector /n/ a particular part of a country's business.

Security /n/ if a job provides security, it gives safe and regular employment.

Segment /n/ a part of an overall market where consumers have shared characteristics.

Self-employed /adj/ working for yourself, without an employer.

Sell-by date /n/ the date printed on the packaging of fresh food, etc. which tells the shop and customer the last date on which a product can be sold.

Services /n/ the skills and abilities that someone can sell to other people or organization; /n/ the part of the economy which offers benefits other than goods, e.g. transport and travel, distribution, law, accountancy, leisure, and catering activities.

Set up /v/ to start a new business, see *establish*.

Settle /v/ to find a solution to a problem; to pay a debt or money which is owed.

Sexist /adj/ prejudiced because of a stereotyped view of someone's sex.

Share /n/ the pro proportion of overall total market for a product which a company can claim to have; the small part of a company into which its capital is divided: companies raise capital by selling shares to investor.

Shareholder /n/ the person or institution which owns shares in a company.

Shift /n/ the period of time that one group of workers work before being replaced by another group, e.g. a factory which works twenty-four hours a day usually has three *shifts*.

Short-sighted /adj/ not seeing what will happen in the future.

Short term /adj/ for now and the immediate future, not for the long term.

Shot /n/ a TV advertisement.

Shrink /v/ to get smaller; **shrinkage** /n/ loss of stock in a shop through theft.

Simultaneous /adj/ happening at exactly the same time.

Sketch /n/ a simple quick drawing without many details.

Skill /n/ the ability to do something well.

Slogan /n/ a memorable phrase or sentence associated with a product or a company.

Slump /v/ to fall suddenly and by a large amount.

Soar /v/ to rise very fast.

Socket /n/ a hole in which something fits.

Specifications /n/ details and instructions describing design and materials.

Speculation /n/ fast buying and selling to make a short-term profit rather than a long-term investment.

Sponsor /v/ to pay for sporting or arts events, usually in order to advertise its product or services.

Spreadsheet /n/ a computer programme that can display and manipulate rows and columns containing data.

Staff /n/ all people who work for a company: its personnel, its employees.

Stake /n/ a number of shares in a company.

Stall /v/ to delay.

Statistics /n/ a collection of information which is transformed into numbers.

Status /n/ your social or professional position in relation to other people.

Stereotype /n/ a fixed idea that people may have of a particular type of person or nationality, which may not be true in reality.

Stock /n/ the extra goods which a shop keeps in reserve.

Stockbroker /n/ some one who makes a living by buying and selling shares for himself and other people and offering investment advice.

Stock market /n/ the place where stocks and shares are traded according to strict rules.

Strategy /n/ a long-term objective with a plan of action to achieve it.

Streamline /v/ to make an organization or process work better by making it simpler and more efficient.

Stretch /v/ to expand an existing brand and make it more elastic by adding different products and services to its range.

Strike /n/ the organized stopping of work by employees as a result of a dispute.

Subordinate /n/ a person with a lower rank or position.

Subsidiary /n/ a company that is controlled by another company.

Substantial /adj/ large.

Supermarket /n/ a large shop selling food and household products where people serve themselves from the shelves and displays.

Supervisor /n/ an experienced person in charge of a group of other office workers, who is responsible for watching and checking their work.

Supplier /n/ a person or company which provides other businesses with the raw materials, components, or goods they need.

Supply /v/ to provide customers with goods or services.

Surname /n/ a person's family name, often appears as a category on a printed form.

Survey /n/ a way of finding out the general public's opinions on a topic by asking them carefully chosen questions.

Survive /v/ to continue to live.

Swap /v/ to exchange one thing for another (informal).

Switchboard /n/ the central panel controlling an organization's telephone system where incoming calls are answered by an operator and directed to the right person or extension.

T

Tabloid /n/ a 'popular' newspaper printed on small sheets of paper.

Tackle /v/ to deal with something difficult, for example a problem.

Take on /v/ to employ .

Take over /v/ to gain control of a company by buying it or controlling enough of its shares.

Take over from /v/ to assume the responsibilities of a new job after the person who used to do it leaves.

Target /v/ to set the objective of selling one's product or service to a particular market or segment of the population.

Tariff /n/ an import tax which is added to goods in order to make them more expensive, so less attractive to buyers in the domestic market.

Tax /n/ a sum of money which the government takes from people's income, company profits, etc..

Tenant /n/ a person or company that pays rent for rooms, offices, etc., so that they can use them.

Terms /n/ the conditions contained in a contract or insurance policy; **marketing**

terms /n/ the vocabulary and meanings of words and expressions commonly used in marketing.

Testimonial /n/ a personal statement which is used to recommend something or someone.

Third party /n/ a person who is not one of the two main people involved in an agreement or a dispute, but who is involved in some way; **third party**

insurance /n/ insurance that protects someone who is not directly involved in an agreement between a policy holder and an insurance company, by

guaranteeing them compensation if their property is damaged or they are injured by the policy holder.

Till /n/ a cash register, a machine where money is kept in a shop.

Tip /n/ a piece of advice, money given to a taxi driver, waitress, etc. to thank them *to tip* /v/.

TLX /abbr/ abbreviation for 'telex'.

TNKS /abbr/ abbreviation for 'thanks' - might be used in an e-mail message or telex.

Token /n/ a gesture or present which symbolizes the respect one person has for another; n/ something often used in sales promotion, e.g. a piece of metal, plastic, or cardboard which can be collected and exchanged for goods or a benefit such as a price reduction.

TQM /abbr/ (Total Quality Management): a system of checking that each department of an organization works in the most efficient way.

Trade /n/ the buying and selling of goods, services, or investments.

Trade war /n/ a situation in which countries try to damage each other commercially often by imposing tariffs, quotas, or bans on the other country's products.

Trademark /n/ a legally registered symbol or words which represents a company or product.

Trainee /n/ an employee who is being taught how to do a job through practical experience, tasks, and special training.

Trigger /v/ to cause something to start.

Trolley /n/ a kind of large basket on wheels which customers push around a supermarket and into which they put the things they want to buy.

Trough /n/ a low point on a graph.

Tumble /v/ to fall suddenly in an uncontrolled way.

Turbulence /n/ disturbance; violent and uneven movement.

Turn around /v/ to rescue a failing company and make it successful again.

Turnover /n/ the amount of money in a given period, coming into a business from its sales.

U

Undertake /v/ to agree and commit oneself to do something.

Underwriter /n/ a person who signs and accepts the financial liability presented in a contract of insurance.

Upgrade /v/ to change something so it is a higher standard.

Upmarket /adj/ having an expensive and quality image.

USP /abbr/ Unique Selling Proposition (or Point): the features of a product or service which make it different from its competitors.

V

Vacancy /n/ an available job or position which is waiting to be filled.

VAT /abbr/ abbreviation for 'Value Added Tax'.

Venture /n/ a business enterprise which has an element of risk.

Venue /n/ the place where a conference, sports match, etc. happens.

Viable /adj/ if a product or business is viable it is capable of being successful and profitable.

Vibrate /v/ to move quickly from side to side **vibration**/ n/.

Vice-president /n/ (American English) an executive who is next in importance to the president of a company.

Volunteer /n/ a person who offers or agrees to do something without being forced or paid to do it.

W

Wage /n/ a weekly payment for doing a job, usually paid to manual workers.

Warehouse /n/ a large building where materials or finished goods are stored before being distributed or exported.

Weaken /v/ to become weaker.

Website /n/ an Internet location which carries the electronically-stored web pages for a person or organization.

White-collar /adj/ relating to work performed in an office or professional environment, which does not depend on great physical effort, see **blue-collar**.

Wholesaler /n/ the business which buys large quantities of goods from a manufacturer to sell on to retailers.

Word processing /n/ using a computer programme to produce, store, and manipulate texts and documents.

Workaholic /n/ someone who works too hard, someone addicted to their job.

Workforce /n/ the people providing, or able to provide a company's need for human labour.

Working knowledge /n/ if someone has a working knowledge of a language they know enough to be able to use it effectively in usual situations.

Work-load /n/ an amount of work to be done.

Work out /v/ to calculate, to find the solution to a problem.

Worksheet /n/ a document for recording work that is in progress or completed.

Y

Yours faithfully a formal way of ending a letter to someone whose name you do not know.

Yours sincerely a way of ending a letter to someone whom you addressed by name at the beginning.

Z

Zero/American English/ the number 0, in British English **nought**.

Zodiac /n/ signs of the *zodiac* are named after twelve groups of stars, often used by astrologers to predict the future.

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GIÁO TRÌNH TIẾNG ANH CHUYÊN NGÀNH THƯƠNG MẠI (ENGLISH FOR COMMERCE)

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