

Prague University of Economics and Business

NEW ENGLISH FOR BUSINESS AND ECONOMICS

STUDENT'S BOOK

Team of authors

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OECONOMICA

Nakladatelství VŠE

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Preface

New English for Business and Economics is a ‘tailored’ course for the students of the Prague University of Economics and Business and other students who are preparing to pursue their careers in business, economics and related areas. The material is based on the results of needs analysis research carried out by the authors among the university graduates and their major employers in 2015 (published in ERIES Journal, 2017 Vol 10. No 1). It contains twelve units, eight of which cover business related topics and four aim to introduce and practise skills necessary for effective communication with colleagues and business partners. The course, which sets out to involve learners actively in the process of developing their language skills, combines traditional methods of language teaching with a more communicative approach encouraging students to express their own ideas concerning the coursebook topics. All units offer a full range of exercises focusing on the four main skills (reading, listening, writing and speaking) necessary for successful language acquisition.

Level: upper-intermediate (B2 according to CEFR)

The course also offers these additional features:

- glossary of the key economic terms with their Czech equivalents at the end of units
- on-line practice book comprising interactive version of the course book exercises (in the course book marked with ) and additional exercises for further practice

Units 1–6:

https://insis.vse.cz/eknihovna/slozky_objekty.pl?slozka=92;zobrazit=1849;typ=opora;lang=cz

Units 7–12:

https://insis.vse.cz/eknihovna/slozky_objekty.pl?slozka=92;zobrazit=2031;typ=opora;lang=cz

- on-line Grammar Guide with theory and interactive exercises for the students of the Prague University of Economics and Business
- tense revision
- saying and writing numbers in English
- a separate Teacher’s Book with a CD, audio scripts and additional material

Acknowledgments

We would like to record our thanks to all of those who have helped us to prepare this material, especially with regard to our colleagues from the English department. We have really appreciated their comments, suggestions and last but not least their moral support and encouragement. We are also indebted to those colleagues who participated in the recordings of the interviews and lectures.

Presentations

1

■ INFO BOX

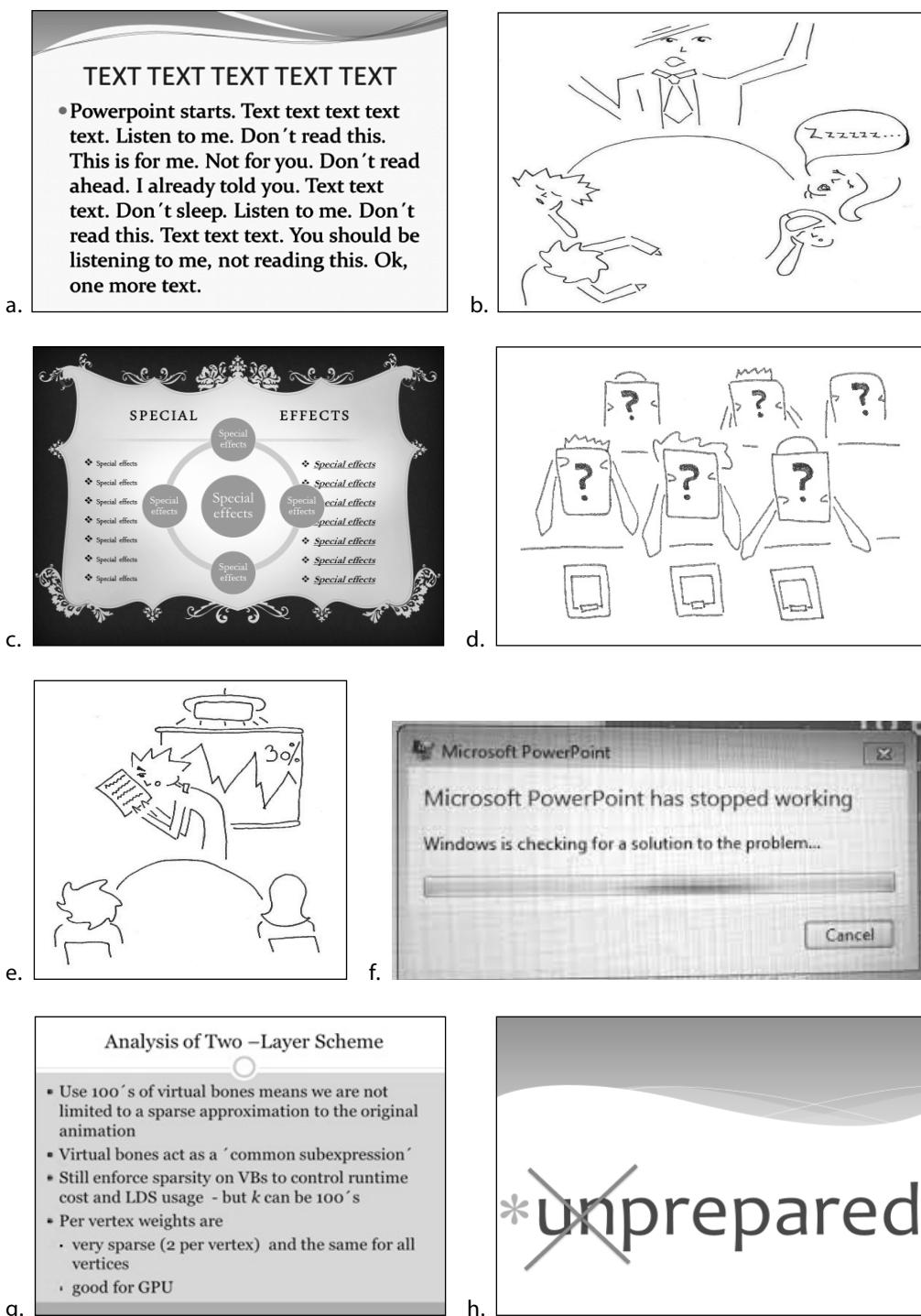
A **presentation** is a prepared talk about a particular subject. A presentation may be a less formal **three-minute report** to colleagues in a meeting or a more formal **45-minute speech** to a large group of people you have never met before. A presentation may be given to train people, to **stimulate interest** in a subject, to **provoke discussion**, to **gain support**, or simply to **give information**. For any presentation there are some skills that will help you to perform effectively.



- Greeting / welcome
- Introducing yourself
- Introducing the topic
- Explaining the purpose of the presentation
- Saying why the topic is relevant
- Going over the structure
- Signposting
- Developing the topic
- Focusing attention
- Referring to visuals
- Asking for contributions
- Signalling the end
- Summarising
- Inviting questions

■ LEAD-IN

- 1) Why do people give presentations?
- 2) Have you ever given or participated in a presentation?
 - What were you presenting and to whom?
 - Were you successful?
 - Did anything go wrong?
- 3) The following pictures show the most common mistakes people make when giving presentations. Can you describe what the mistakes are?



- 4) What do you think a presentation should look like?
- 5) What is the basic structure of a presentation? How many parts does it have?

PRESENTATION STYLES

1) How would the presentation style differ in the following situations? Discuss in pairs/small groups:

1. A sales representative presenting a product to a potential customer.
2. An academic presenting his/her research project at a conference.
3. An engineer from R&D presenting an idea for a new hi-tech product to senior management.
4. A salesperson presenting the latest figures for their region at a sales team meeting.
5. An HR director presenting a new strategy at a meeting for HR managers from 20 different subsidiaries.
6. A university student presenting his/her paper to a class of other students attending the same course.

Factors to take into account:

Audience	Purpose	Type of situation
known vs. unknown specialist vs. non-specialist small vs. large group	to inform to persuade to motivate	more formal vs. less formal

2) When preparing a presentation, you have to take into account whether it requires a MORE FORMAL or LESS FORMAL STYLE. Decide whether the following phrases are more formal or less formal (sort them out into two columns):

1. I'll start with ... Then I'll talk a little bit about ... I'll finish with ...	7. Having discussed ... I'd like to move on to ...
2. Well, we've looked at ... Now, let's talk about ...	8. Hello everyone. I'm ...
3. The focus of today's presentation is ...	9. Let's start/begin by looking at ...
4. The first point I'd like to focus on is ...	10. To summarise ...
5. To recap ...	11. I'm here today to talk to you about ...
6. Good morning/afternoon/evening. My name is ...	12. Firstly, I'll ... Following that I'll ... Finally, I'll ...

More formal style	Less formal style

-
- 3) In what ways do the more formal and less formal styles differ?
- 4)  Now let us have a look at some words which are frequently used when presenting. Read the words in the box and match them with their synonyms below. Some of them can be matched with more than one synonym:

purpose	begin	turn to	theme	summarise	finish	come to
outline	represent	sum up	next	lastly	look at	topic

1. overview _____
2. finally _____
3. aim _____
4. conclude _____
5. move to _____, _____
6. show _____
7. recap _____, _____
8. focus on _____
9. then _____
10. subject _____, _____
11. start _____

- 5)  Use some of the words from exercise 4 and complete the sentences below. Some sentences can be completed with more words:

1. The _____ of this presentation is to give you a(n) _____ of our company and its products.
2. Firstly, I'd like to _____ you a timeline of our company so you can see how we've developed over the years.
3. Then I'll _____ our market and how it is changing.
4. After that I'll _____ our next point – our brand new product.
5. Finally, I will _____ how we can adapt our products to fit our customers' needs.
6. Just to _____ the main points again: I began by telling you a little about
7. OK, I'd like to _____ by saying that it was a great pleasure presenting to you today.
8. The _____ of my presentation is the system of English language courses at VŠE.
9. This graph _____ our sales last year.

-
- 6)  Match the less formal verbs in the box with the more formal verbs below. Then find the appropriate ending for each sentence:

break into	carry out	show	set up	buy
look into	pay	move	speed up	use

We are planning to...

	More formal verb	Less formal verb	Ending	
1.	establish			a. our interest in the project.
2.	conduct			b. the problem in more detail.
3.	investigate			c. new markets in Asia.
4.	accelerate			d. the development of our new product.
5.	penetrate			e. new supplies soon.
6.	utilise			f. our production to Bangladesh.
7.	remunerate			g. a new subsidiary in Madrid.
8.	demonstrate			h. more market research.
9.	purchase			i. our staff according to their performance.
10.	relocate			j. the latest technology.

USING TECHNOLOGY

- 7) What equipment might people use when giving a presentation? What are some of the advantages and disadvantages of using these things?

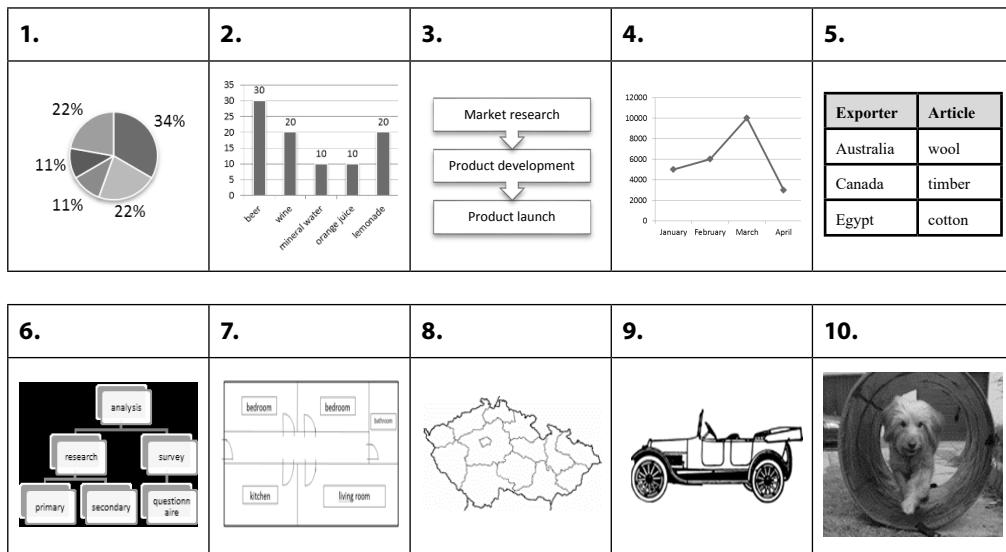
- 8) Do you think the following advice is useful? Why/not?

1. It is a good idea to use both a PowerPoint presentation and a flipchart.
2. Always use a light background for your slides.
3. You must never put complete sentences on your slides.
4. Use a lot of pictures to liven up the presentation.
5. Put the structure of your presentation on the second slide.

9) What are some common mistakes people make when using PowerPoint presentations?

10) Match the following words with the pictures:

a.	picture/image	c.	flow chart	e.	plan	g.	pie chart	i.	diagram
b.	table	d.	bar chart	f.	photograph	h.	line graph	j.	map



USING YOUR VOICE

Pronunciation and the way you use stress (i.e. emphasis), rhythm and intonation during your presentation are very important. They can help you hold the attention of the audience and communicate your message. In fact, studies show that mistakes in pronunciation cause more communication breakdowns than mistakes in grammar or vocabulary.

WORD STRESS

It is important to place the word stress correctly because otherwise the word might become incomprehensible or its meaning can be changed.

11) Where is the main stress in the following words?

presentation, present (= to give a presentation), present (= not absent), presenter, objective, report, purpose, summarise, recap, represent, recommend, recommendation

Note: Long words sometimes have more than one stress. The primary stress (main stress) is symbolised by a small vertical line at the top and the secondary stress is symbolised by a small vertical line at the bottom. /prəˌnænsiˈeɪʃn/

SENTENCE STRESS

English is a stressed-timed language, which means that not all syllables are pronounced with the same force. In speech, some words and some syllables are more prominent than others. Grammatical words such as articles and auxiliary verbs are often reduced and stress is placed on the content words (i.e. nouns, verbs, adjectives and adverbs).

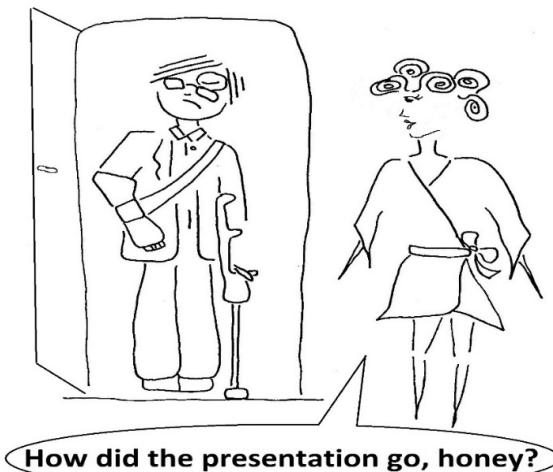
12) Stressing certain words can also change the meaning of a sentence, i.e. put emphasis on different information. Decide how the meaning of the following sentences changes when the speaker changes the stress:

1. The **French** will never agree to that.
2. The French will **never** agree to that.
3. The French will never **agree** to that.
4. The French will never agree to **that**.

13) Now read the following sentences. Stress the right words to convey the following meaning:

1. We need to come up with a new strategy. (a plan is important)
2. We need to come up with a new strategy. (not someone else)
3. We need to come up with a new strategy. (it is necessary)
4. We need to come up with a new strategy. (the old one doesn't work)

■ PRESENTATION STRUCTURE



-
- 1) Select one of the following topics that you will use throughout the unit to practise the individual parts of a presentation:**

1.	your hometown	2.	a place you visited and would recommend
3.	your very first/part-time/summer job	4.	a company you would like to work for
5.	your studies	6.	a product/service you know well
7.	a thing you really like/is important for you	8.	a person you admire
9.	your favourite sport	10.	a charity you support
11.	your hobbies	12.	a place you would like to live in

INTRODUCTION

- 2) The introduction should include the following steps. How would you order them? Think of some useful phrases for each step:**

1. saying why the topic is relevant to your audience
2. explaining the purpose of the presentation
3. welcoming the audience
4. going over the structure of the presentation
5. introducing the topic
6. introducing yourself

- 3)  Divide these phrases into the correct categories in the table below:**

1.	Today's topic is of particular interest to those of you/those of us who ...	2.	It's a pleasure to welcome you today.
3.	What I'd like to present to you today is ...	4.	My talk is especially relevant to those of us who ...
5.	Let me introduce myself. I'm... from ...	6.	The subject/topic of my presentation is ...
7.	I've divided my talk into ... parts/sections.	8.	The aim of my presentation is to ...
9.	First of all, let me thank you all for coming here today.	10.	Then I'll talk a little about ...
11.	I'd like to update you on/inform you about ...	12.	I'm the key account manager here and I am responsible for ...
13.	For those of you who don't know me, my name is ...	14.	I'm happy/delighted so many of you could make it today.

15.	What I want to show you is ...	16.	In my presentation I would like to report on ...
17.	First, I'd like to ...	18.	My topic is/will be very important for you because ...

Welcoming the audience	Introducing yourself	Introducing the topic	Explaining the purpose of the presentation	Saying why the topic is relevant	Going over the structure

- 4)  Complete the phrases used in the introduction with the words and phrases from the box. There are two words or phrases that do not go in any of the gaps:

particular interest	like to talk	update	aim	presentation
let	show you	welcome	especially relevant	finally
first	divided	for those of you	sum up	present

1. The _____ of my presentation is to make you familiar with the ERASMUS programme for students of the Prague University of Economics and Business.
2. It's a pleasure to _____ you here today.
3. I've _____ my talk into four parts.
4. _____ me introduce myself. I'm Katka Nová and I am studying at the Faculty of International Relations.
5. Today's topic is of _____ to those of you who would like to study abroad.
6. _____ of all, let me thank you all for coming here today.
7. The topic of my _____ is studying abroad.
8. My talk is _____ to those of us who want to join the ERASMUS programme.
9. _____ who don't know me, my name is Katka Nová.
10. First, I'd _____ about the advantages of studying abroad.
11. What I want to _____ is how you can benefit from studying abroad.
12. What I'd like to _____ to you today is the ERASMUS programme.
13. _____, I'll give you some useful tips for studying in Germany.

- 5)  Divide the statements from the previous exercise into these categories:

Welcoming the audience	Introducing yourself	Introducing the topic	Explaining the purpose	Saying why the topic is relevant	Going over the structure

-
- 6)  Match the sentence halves and then put them into an order in which they should appear in the opening of a presentation:

1.	The theme of	a.	on the importance of recycling.
2.	Let me start by	b.	into four parts.
3.	I hope this presentation	c.	introducing myself. My name is Elizabeth Darcy.
4.	Good morning everybody. Thank you for	d.	will enable you to see the benefits of recycling.
5.	I have divided my presentation	e.	my talk is recycling.
6.	I will be reporting	f.	coming to my talk today.

- 7) Work in groups and practise an opening of a presentation using the topic you chose earlier. Make sure you say at least 6 of the phrases that have been discussed.

MAIN BODY

Although every student has to supply the content of the main body themselves, there are some **phrases** that can help to hold the audience's attention.

- 8)  Divide the following phrases into the correct categories:

1.	I will now answer any questions you may have.	2.	As you can see on this next slide, ...
3.	To put it simply, ...	4.	I would like to draw your attention to this point ...
5.	I think it's fair to say ...	6.	It should be emphasised ...
7.	This leads us to our next point, which is ...	8.	Are there any questions so far?
9.	I'd like to highlight two things on this slide/ chart/ diagram.	10.	Most people would argue that ...
11.	Having looked at ... let's now think about ...	12.	What is interesting on this slide is ...
13.	My own view on this is ...	14.	Let me explain with a specific example.
15.	Earlier I mentioned ...	16.	If you have any questions, ...

Signposting	Developing a topic	Focusing	Referring to visuals	Asking for contributions
phrases that say where you are going in terms of the main topics of your talk	these are mini-signposts within a topic; they say what you are going to talk about next	signalling to the audience to pay extra attention	describing tables, graphs, diagrams, etc.	asking questions helps to create interest and makes the presentation more interactive

9)  Some letters are missing in some words in these phrases. Can you complete them?

1. The data here sh__s that our country is the best at recycling in Europe.
2. Let's examine this in m_r_d___l.
3. It must be r___m___d that recycling doesn't include only plastic and paper.
4. Let's t_k_a l__k at the next point, which is the list of items we can recycle.
5. M___g on now to our next point, which is the technology of recycling plastic bottles.
6. Some people cl__m that recycling helps the environment but others argue that it is a business just like any other.
7. I would like to s___ss that recycling has more advantages than disadvantages.
8. The first point I'd like to t__n your a___t__n to is the importance of recycling.
9. Does anyone have any c_____s?
10. If you look at this bar c___t, you can see how many people recycle in our country.

10)  Now add the phrases from exercise 9 to the table in exercise 8.

11)  Put the words in these phrases into the correct order:

1. slide / is / What / on / is ... / interesting / this
2. which / our/ leads / to / This / is ... / next / us/ point,
3. far / questions / Are/ any/ so / there / ?
4. It / emphasised ... / be / should
5. that ... / people / Most / argue / would
6. next / you / see / slide, ... /As / on / can / this
7. me / Let / with / concrete / explain / a / example.
8. will / have. /answer / any / I / questions / you / now / may
9. this / attention / would / to / draw / like / your / to / point ... / I
10. like / to / highlight / I'd / this / things / diagram / two / on

CONCLUSION

12) How would you end your presentation?

13) Complete the missing words. Put one word into each gap:

	Signalling the end		Summarising		Inviting questions
1.	Right, that brings me nearly ___ the end of my presentation.	5.	Just ___ summarise the main points again, ...	9.	Would anyone like to ask ___ questions?
2.	Right, I think ___ covers everything.	6.	To sum ___ (then), we talked about ...	10.	If anyone has any questions I'll be happy to answer ___.
3.	Okay, that ends ___ talk.	7.	I'd like to run ___ my main points again, ...	11.	I am ready ___ take any questions now.
4.	That's all I wanted to say ___ now.	8.	Before I finish, let me go ___ the key issues again.	12.	If you have any questions, I'll do my ___ to answer them.

14) Signalling the end: match the sentence halves:

1.	I'm now approaching	a.	I'd like to ...
2.	Well, this brings me	b.	highlight one key issue.
3.	That covers just about	c.	everything I wanted to say about ...
4.	OK, I think that's everything	d.	to the end of my talk today.
5.	As a final point,	e.	the end of my presentation.
6.	Finally, I'd like to	f.	I wanted to say about ...

15) Summarising: put the words into the right order to create sentences:

1. I'd / conclusion / again ... / stress / In / like / to
2. I'd / through / points / main / like / to / again ... / run / my
3. talk ... / summarise / points / my / of / Just / main / the / to
4. again. / Before / let / over / go / key / issues / the / me / finish / I
5. up / sum / So / have / I / talked / areas. / about / to / main / three
6. range ... / product / looked / up / at / To / first / then / sum / the / we

 **16) Inviting questions: complete the sentences below with the following expressions:**

like to ask	for a few questions	pleased to answer
take any questions	answer any questions	my best to answer

1. And now, if you have any questions, I'll be _____ them.
2. Now, if anyone has any questions, I'll do _____ them.
3. Would anyone _____ any questions?
4. I'm ready to _____ now.
5. We just have time _____.
6. And now I'll be happy to _____ you may have.

17) How would you react to the following problems during the question time?

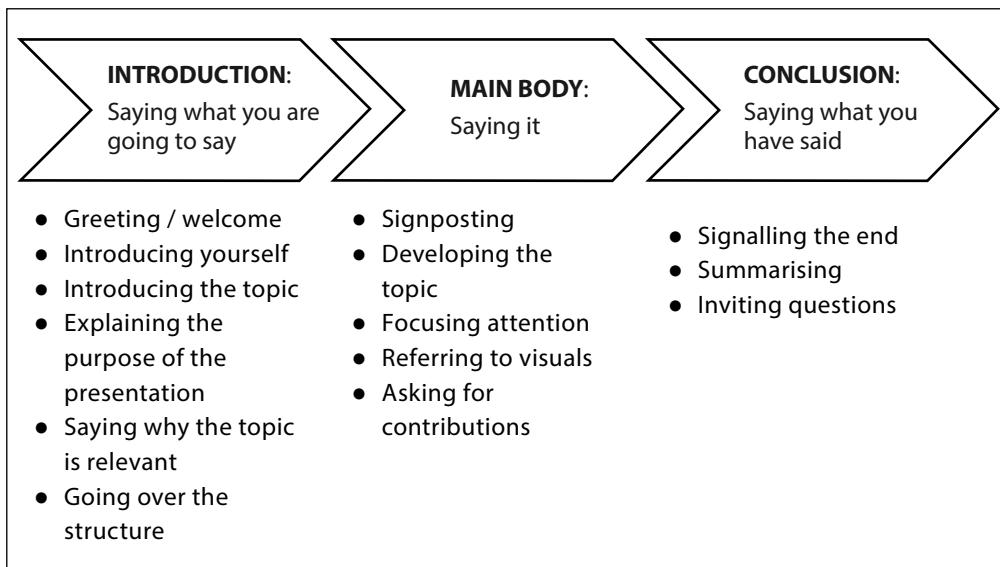
1. You didn't hear the question (the person speaks too quietly or there is noise in the room).
2. You didn't quite understand the question (you are not quite sure what the questioner means).
3. You don't know the answer to that question.
4. It's a difficult question and you need to think about it.
5. The questioner puts a strong argument against your point of view.
6. The question isn't relevant to the topic and time is running out.

 **18) Match these possible reactions to the situations above:**

- a. That's an interesting question. Let me think ...
- b. Sorry. Are you asking about ...?
- c. Sorry. I don't think we have time to go into that. Perhaps we can discuss it later.
- d. I'm not sure about that but I can find out for you.
- e. That's a good point. However, ...
- f. Sorry, I didn't catch that. Can you repeat the question please?
- g. Hmm, that's a good question. I don't have the information to answer that question right now, but I'd be happy to find out and get back to you later.
- h. That's a very good point. I'm glad you asked me that. Now let me think ...
- i. I don't think we have enough time to go into that right now, but I'll be happy to speak to you one-on-one after the presentation if you would like.
- j. I'm sorry, I didn't quite catch that. Could you say that again?
- k. Sorry, can you explain that again?
- l. That's an interesting point, but I do think I have shown that ...

19) Work in groups and practise the conclusion of the presentation you started earlier in this unit. Use at least 5 phrases that have been discussed.

20) Now practise the whole presentation using the following diagram:

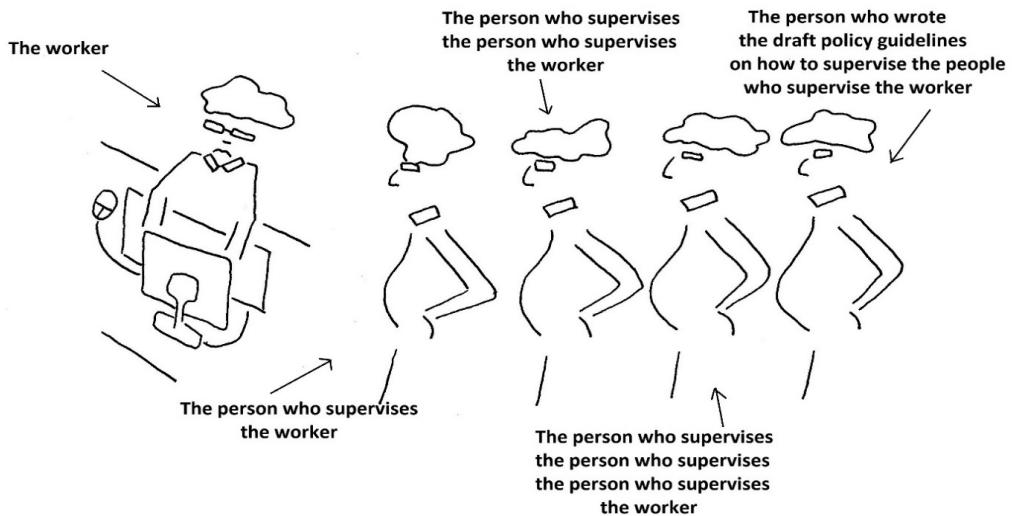


Management and Motivation

2

■ LEAD-IN

- 1) Do you think that anyone can learn to be a good manager?
- 2) Do you think it is important to attend a business course in order to learn how to manage a company?
- 3) What sort of qualities do good managers have?
- 4) Have you had a job (perhaps a summer job or a part-time job)?
 - How did you like your manager? What was his/her management style?
 - Did you have to manage anybody? What were your responsibilities?
- 5) How can managers motivate their subordinates to work hard?

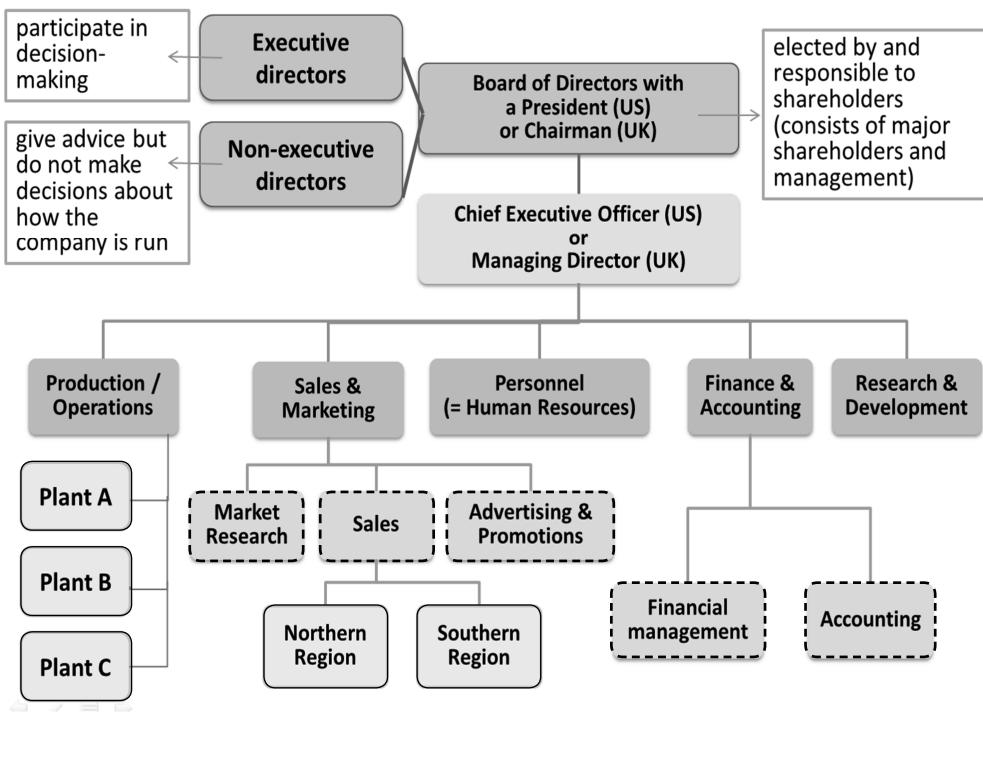


INFO BOX

MANAGEMENT IN ORGANISATIONS



SOME EXAMPLES OF ORGANISATIONAL STRUCTURE



TOP-LEVEL MANAGERS (TOP LINE MANAGERS)

Include executives (= senior managers), such as:

Titles common in the USA:

- CEO = Chief Executive Officer
- CFO = Chief Financial Officer
- COO = Chief Operating Officer/
Chief Operations Officer
- CMO = Chief Marketing Officer
- President
- Vice President (VP) of Finance
- Vice President (VP) of Operations
- Vice President (VP) of Marketing

Titles common in the UK:

- Managing Director
- Financial Director
- Marketing Director
- Operations Director
- Human Resources Director
- IT Director

They set the overall direction of the whole company and make sure that major organisational **objectives** are **achieved**. They are not involved in the day-to-day activities of the company but are ultimately responsible for the performance of the organisation as a whole.

MIDDLE-LEVEL MANAGERS

Can include **heads** of major **units**, such as:

Regional Manager, Area Manager, Division Manager, Branch Manager, Department Manager, Plant Manager.

They serve as **intermediaries** between top managers and lower-level managers. They are responsible for **executing** the **goals** established by the top management by **setting objectives** for their departments or other business units. They need to **coordinate** various **groups** and **liaise with** other managers in order to do their job effectively. Depending on the size of the company, they may **supervise** just a small or a very large group of **employees**.

LOWER-LEVEL MANAGERS (FIRST LINE MANAGERS)

Include **supervisors**, such as:

Shift Supervisor, Section Leader, Crew Leader, Foreman, Office Manager, Store Manager.

They supervise the performance of those employees who are directly responsible for producing company's goods or services. They work most closely with the **workforce** to ensure that individual employees are **meeting** their performance **goals**. They are usually responsible for **assigning tasks** to employees, **guiding** and **supervising employees** during their day-to-day activities, **ensuring the quality** and quantity of production.

-
- 1)  **Look at the following list of tasks and decide which management level they are typical of:**

1. They work closely with the workforce.
2. They have to liaise with other managers at the same level and at higher and lower levels.
3. They are responsible for executing the overall goals of the company.
4. They check whether major organisational objectives have been met.
5. They make decisions about the overall direction of the company.
6. They set objectives for their departments.
7. They are not involved in the day-to-day running of the company.
8. They assign tasks to individual employees and supervise their day-to-day work.
9. They ensure that employees are meeting their performance goals.

Top-level management	Middle-level management	Lower-level management

- 2)  **You are going to listen to ten people talking about their jobs. Decide who is speaking in each case:**

Accountant	Foreman	Personal Assistant	Area Manager/ Regional Manager	Production Manager
CEO	HR Manager	Marketing Manager	Financial Manager	Chairman of the Board

a.		f.	
b.		g.	
c.		h.	
d.		i.	
e.		j.	

-
- 3) Read the following article in which the Sales and Marketing Manager talks to a new junior manager, John Brown, about his role in the company. Complete the sentences using the words from the box. The words in bold should help you:

responsible	working	founded	takes
responsible	report	liaises	looks
working	report	coordinates	charge

John, you are going to be 1._____ **with** Daniel, our Art Director, and Anna, who's our PR Officer, but you're going to 2._____ directly **to** me. We don't have an HR department yet, so Rachel, our Office Manager, 3._____ **care of** personnel. She also 4._____ **after** finance, and she has two accountants 5._____ **under** her. As you probably know, this company was 6._____ **by** Monica Green, our CEO, and Thomas Newton, who's now COO. As well as Rachel and myself, there are three other departmental heads who all 7._____ **to** Thomas. Vivienne is **in** 8._____ **of** IT and Technical Support. There is a web developer and two support engineers directly 9._____ **to** her. Our biggest department here is R&D. There are six research scientists in the lab, plus Raj who 10._____ our development programmes. He 11._____ **with** me in Marketing and with our Programme Manager, Timothy Woodhams. Timothy is 12._____ **for** building our product package.

- 4) Work in small groups. Each of you is going to describe a job position from the info box or the exercises above without telling the others which position it is. The other students should guess the name of the position. Try to use the expressions from the exercises above (e.g. to be responsible for, to liaise with, etc.) to describe the person's responsibilities.

LEADERSHIP VS. MANAGEMENT



What is the difference between leadership and management? Tom Peters, an American writer on business management practices, once said: 'Management is about arranging and telling. Leadership is about nurturing and enhancing.' In a well-functioning organisation, leadership and management will work in tandem.

- 5)  **Look at the following statements and try to decide which of them are connected with leadership/leaders and which are connected with management/managers:**

a. often focus on goals, structures, personnel, and availability of resources	b. are people like Winston Churchill, Steve Jobs, or Richard Branson	c. appeal to people's hearts	d. is about keeping the organisation functioning
e. is about charisma, vision and inspiration	f. often are not very famous people	g. are people-oriented	h. come up with creative solutions which involve high levels of imagination
i. are task-oriented	j. try to avoid risks	k. are often comfortable taking risks	l. appeal to people's heads

Leadership/Leaders	Management/Managers

- 6) **In pairs or small groups, discuss the following questions:**

- Can you think of any examples of famous leaders or managers? What do you know about these people?
- Would you prefer to be a leader or a manager? Why?

MANAGEMENT AND LEADERSHIP QUALITIES

- 7)  In the grid below, find 10 words connected with management/leadership qualities or management/leadership styles. They can be hidden horizontally, vertically or diagonally:

E	B	L	H	E	M	F	W	U	E	D	A	W	V
L	H	Y	K	A	Z	O	T	X	C	H	Z	N	C
C	N	C	N	F	R	N	R	H	Z	E	E	I	C
H	D	L	O	W	U	D	H	N	N	G	T	M	H
A	T	A	W	C	R	K	W	Z	S	E	A	G	R
R	E	C	L	X	Y	H	P	O	G	O	N	D	G
I	S	O	E	L	T	R	L	R	R	I	E	U	W
S	O	M	D	L	Q	R	E	S	R	K	Q	B	F
M	C	P	G	Z	I	N	A	A	Z	A	I	B	A
A	I	E	E	L	E	O	C	Q	T	P	Z	N	H
T	A	T	A	M	O	T	I	V	A	T	I	N	G
I	B	E	B	C	O	N	F	I	D	E	N	T	Z
C	L	N	L	Y	F	R	I	E	N	D	L	Y	W
B	E	T	E	V	C	F	M	P	M	T	F	B	H

- 8) In pairs, try to explain in your own words what the expressions you found mean:

Example: A **friendly** person is nice to other people, is ready to talk to them and help them if they need it.



9) Now match the following qualities with their definitions:

1.	creative	a.	able to convince people to do things
2.	flexible	b.	behaving in a confident, determined way that makes people respect and obey you
3.	authoritative	c.	adapting easily to new situations
4.	driven	d.	able to talk easily to other people
5.	persuasive	e.	trying extremely hard to achieve what you want
6.	communicative	f.	using imagination to come up with new ideas
7.	competent	g.	thinking about what other people need or want and trying to help them
8.	confident	h.	having a lot of energy and/or determination
9.	energetic	i.	knowing your job perfectly, as well as the work of your subordinates
10.	sociable	j.	having a natural ability to attract and interest people and make them admire you
11.	charismatic	k.	friendly and enjoying the company of other people
12.	caring	l.	certain that you have the ability to deal with a situation successfully



10) Change the form of the words in capital letters to fit the sentences. First decide what type of word is needed (e.g. noun, verb, adjective, adverb):

1. Steve Jobs had great _____. CHARISMATIC
2. Our first priority is to maintain the customer's _____ in our product. CONFIDENT
3. The CEO was fired for being _____ to manage the company. COMPETENT
4. Peter Drucker is a leading _____ on management. AUTHORITATIVE
5. The decision was _____ to our staff last September. COMMUNICATIVE
6. The roads are slippery, so drive with _____. CARING
7. He enjoys the _____ of other people. SOCIABLE
8. It had taken a great deal of _____ to get them to accept our deal. PERSUASIVE
9. Our employees expect _____ in the workplace. FLEXIBLE
10. He was a great manager, hardworking and driven, but almost completely _____. FRIENDLY
11. Brian has got tremendous _____. DRIVEN
12. I don't have the _____ to deal with this problem right now. ENERGETIC
13. As an IT specialist, she had to constantly update her knowledge in order to maintain her professional _____. COMPETENT
14. Companies need to encourage _____ and innovation. CREATIVE
15. The company is trying to _____ more people to buy its shares. PERSUASIVE

- 11)  Complete the following table, which contains some more words connected with management qualities/management styles. The first line has been done for you as an example:

Verb	Noun	Adjective (positive)	Adjective (negative)	Adverb
decide	decision	decisive	indecisive	decisively
		inspiring/ inspirational		
access				
xxx				responsibly
xxx		efficient		
xxx	logic			
xxx		fair		
xxx	tact			

- 12)  Complete the sentences with suitable words from the table above:

1. The judge has a record of _____ and non-discrimination.
2. She is a very _____ secretary, always fulfilling her tasks well and on time.
3. I hope this success will _____ you to greater efforts.
4. Despite her high position, she is very _____ and easy to talk to.
5. No final _____ has been taken, but it seems likely that the two companies could merge in the near future.
6. It would be _____ not to turn up for work without at least calling.
7. David's promotion means more money but also more _____.
8. It was very _____ of him to ask about his colleague's divorce.
9. Our _____ use of resources costs us a considerable amount of money.
10. I'm sorry to be so _____, but can I let you know tomorrow?
11. He tried to think _____ and come up with the best solution.
12. It is _____ to assume you can do the work of three people.
13. This law is aimed at preventing _____ competition.
14. The new production process could bring increased _____ and therefore cost-savings.
15. He tried to think of a(n) _____ way of telling the manager the truth.

- 13) Which of the qualities from exercises 7–12 do you think are the most important for:

- a leader
- a CEO
- a CFO
- an HR manager
- a production manager
- an IT specialist
- a shift supervisor
- a company spokesperson

Why?

Are there any other qualities that you consider important?

-
- 14)  There are many tasks which managers need to accomplish. Look at the following list and match each task with its definition:

1.	planning	a.	trying to predict what will happen in the future and preparing the company for it
2.	organising	b.	evaluating the results, measuring performance, checking whether targets have been met
3.	leading	c.	being an inspiration for the staff, showing them the direction in which the company should go
4.	motivating	d.	recruiting the right people for the job
5.	staffing	e.	transferring part of the power and responsibility for certain tasks to subordinates
6.	coaching and developing people	f.	deciding who should do what, how resources should be allocated, etc.
7.	forecasting	g.	showing people how things should be approached, giving them opportunities for professional development
8.	controlling	h.	exchanging information and trying to reach an agreement with staff as well as with other companies, suppliers and customers
9.	communicating and negotiating	i.	deciding which activities need to be accomplished, when and how in order to achieve the organisation's goals
10.	delegating	j.	trying to get the best out of the employees

- 15) In pairs/small groups, discuss the following questions:

- Which three tasks do you think are the most important ones? Why?
- What would be the consequences if the tasks were not done properly?

LISTENING

- 1)  You are going to hear an interview with Susanna Clarke about crisis management. Before you listen, check your understanding of some words from the recording by matching up the words and definitions:

1.	lace sth with sth (v)	a.	a substance that is capable of causing illness or death
2.	stand by sb (v)	b.	a drug or a medicine for relieving pain and lowering fever
3.	poison (n)	c.	to interfere (with something) in order to cause damage or make unauthorised changes
4.	painkiller (n)	d.	to support or remain loyal to (someone), typically in a time of need
5.	launch (v)	e.	to add an ingredient to something (usually negative) (e.g. a drink with sleeping pills)
6.	tamper with sth (v)	f.	to introduce (a new product or publication) to the public for the first time
7.	recall sth (v)	g.	to order the return of products made by a company

- 2)  Now listen and choose the best option:

1. **Susanna Clarke**
 - a. works in the management of Johnson & Johnson.
 - b. works as a consultant.
 - c. was directly involved with Tylenol marketing.
 - d. used to work in the management of Johnson and Johnson.
2. **The story is about**
 - a. giving money to the seven victims to compensate for the damage.
 - b. dealing with seven dissatisfied customers.
 - c. seven people being poisoned after using a drug.
 - d. seven people dying after taking an overdose.
3. **The bottles with the medicine were laced with cyanide**
 - a. in the production plant.
 - b. during transportation to retail outlets.
 - c. after they were displayed in shops.
 - d. after they were bought by customers.
4. **Johnson & Johnson**
 - a. called all regular customers to warn them.
 - b. asked everyone who bought Tylenol to return it.
 - c. asked all customers to be extra careful when using Tylenol.
 - d. ordered customers to throw away any Tylenol they had bought recently.

-
- 5. Due to the crisis, the company lost sales to the value of**
 - a. nearly 100 billion dollars.
 - b. approximately 310 million dollars.
 - c. nearly 100 million dollars.
 - d. more than 100 million dollars.
 - 6. Johnson & Johnson**
 - a. found out who the culprit was before the FBI did.
 - b. helped the police with the investigations.
 - c. were widely criticised for the incident.
 - d. did not expect that the investigation would take so long.
 - 7. Johnson & Johnson**
 - a. developed a new safer packaging of the product.
 - b. succeeded in getting all the money back.
 - c. managed to reintroduce Tylenol but lost many customers.
 - d. said that the crisis really paid off.

■ READING

1) Read the article about millennials and do the tasks below:

2025 millennials

By 2025 millennials (the generation born between 1980 and 2000) will make up 75% of the world's working population. While it is important not to generalize too much, millennials as a whole do possess characteristics and motivation that differ significantly from earlier generations in regards to the workplace. To get the best from their millennial employees, managers must understand this and adapt their management style accordingly. Millennial's arrival in the workforce presents not only a challenge, but also an opportunity. Millennials are here to stay: let's make the most of it. Here are nine guidelines to help adapt your organization's management policies to the particular traits of the millennial generation:

1. Provide opportunities for learning and development.

Managers must help them identify opportunities to develop new skills. For example, managers can maintain millennials' attention by frequently assigning new and different projects or temporary positions within the same company. Most importantly, millennials want to be able to "level up": this is, after all, the videogame generation.

2. Offer a balance between personal and professional life.

Expert multitaskers, today's constantly connected young workers expect flexibility and autonomy in their work. They do not want to be tied to an eight-hour office schedule: they do not share previous generations' elevated view of in-person collaboration, or of marathon work sessions within the confines of an office. They just care about results.

3. Money isn't everything.

It is not that millennials do not understand the value of money; it's just not their primary motivation. What they value most is the attractiveness of the work itself, mobility (both geographical and between assignments), the opportunity to meet people and network, and a relaxed atmosphere. Millennials greatly appreciate opportunities to demonstrate their potential and capabilities to their bosses – for example, invitations to join a management committee or to attend an informal event with top executives.

4. Make way for more movement.

If millennials cannot identify a clear purpose to their work, do not see development opportunities within the company, have a hard time balancing work and personal life, or don't have a good relationship with their superiors, they will look for an exit. To retain them, it is therefore advisable to plan more frequent career conversations (once a year is no longer enough) and have personal exit interviews with the unit head.

5. Be mentors, not bosses.

Millennials infamously lack respect for traditional structures of authority. Managers should take care to avoid setting themselves up as role models or flexing their authority. They should earn the respect of millennials through their professional prestige and the consistency of their actions, not through some innate sense of respect for the established hierarchy or obedience of authority.

6. Create a strong company culture.

Millennial employees are attracted to companies with a strong culture and values that are in line with their own ideals and lifestyle. If the company culture is not consistent, they will quickly notice and seriously reconsider whether they will stay with the organization.

7. Recognize their need for recognition.

One of this generation's most distinctive features is the need for others' approval. They are one step short of being "addicted" to recognition, which they not only expect from their superiors, but also (and especially) from their peers. Their work is an important part of the daily life that they so brazenly share on social media. It's another tool to convey the image they want to project of themselves.

8. Take the good with the bad.

Their inclination to publicly promote themselves, and their natural ability to build images and stories from their own personal and professional life experiences, has made them a powerful vehicle for marketing and communication. For better and for worse, of course. Include them in employer branding activities or internal focus groups, take them to job fairs, or make them spokespersons for the company on social media, for example.

9. Don't disconnect the digital natives.

Junior millennials are very adept at technology. Facebook, Twitter and Instagram are a daily part of their life – and work, as well. Companies should not hinder the use of technology and social media. In fact, they should take advantage of it to help build competencies across the entire organization. For example, inverse mentoring programs could help older employees learn from millennials' technological skills.

(adapted from Forbes, September 8, 2016, by Guido Stein, IESE Business School)



2) Match the adjective-noun collocations from the article:

1) distinctive	2) professional	3) temporary	a) multitaskers	b) experience	c) view
4) videogame	5) expert	6) primary	d) culture	e) feature	f) structures
7) traditional	8) strong	9) frequent	g) positions	h) career conversations	
10) elevated			i) generation	j) motivation	



3) Match the verb-noun collocations from the article:

1) earn	a) characteristics
2) value	b) to public promotion
3) demonstrate	c) the respect
4) possess	d) managerial strategies
5) identify	e) their potential
6) balance	f) employees
7) incline	g) a purpose of the work / opportunity
8) assign	h) mobility
9) retain	i) new projects
10) adapt	j) personal and professional life



4) Use some of the collocations above to complete the following sentences:

1. The recommended way to _____ is to respond to their feedback and engage them in the incentive process.
2. Leaders need to _____ by demonstrating that they value employees and prioritise their growth.
3. Alert managers will _____ in response to changing market conditions and forms as well as to the strength of worker resistance.
4. In a new job position you should use every opportunity to _____, multitasking qualities and capabilities.
5. Being able to _____ life can help you become more productive and less vulnerable to burnout.

-
- 5)  **Divide the following recommendations into those which managers should and should not follow when supervising millennials:**

- a) assign them to different projects
- b) give them enough opportunities to meet new people
- c) motivate them by extra bonuses
- d) make them respect the hierarchical structure of the organisation
- e) set up clear working timetables
- f) give them approval
- g) invite them to an informal birthday party for the CEO
- h) organise appraisal meetings once a year
- i) provide good interpersonal relationships
- j) prohibit the usage of social media at work

SHOULD	SHOULD NOT

- 6) **In pairs or small groups discuss those 9 pieces of advice suggested in the article and decide whether you agree they could work or not. Then create your own piece of advice.**

■ GRAMMAR – COUNTABLE AND UNCOUNTABLE NOUNS

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 23

- 1)  **Decide whether the following nouns are countable or uncountable.**

research	teamwork	advice	knowledge	project
employee	indecisiveness	recruitment	network	creativity
person	team	leader	survey	information

Countable nouns	Uncountable nouns

- 2)  Now complete the following rules about using countable and uncountable nouns in English. In each sentence, fill in the words:

Countable	Uncountable	Countable and uncountable
-----------	-------------	---------------------------

- _____ nouns have a singular and a plural form.
- _____ nouns have only one form (they do not have a singular and a plural form).
- _____ nouns can be used with numbers.
- _____ nouns cannot be used with numbers.
- _____ nouns can be used with the indefinite article (*a/an*).
- _____ nouns can be used with the definite article (*the*).
- _____ nouns can be used without any article, but _____ nouns only in plural.
- _____ nouns can be used with *many, few, a few*.
- _____ nouns can be used with *much, little, a little*.

- 3)  Some words can be both countable and uncountable, depending on the context. In the following sentences, choose the best option: **a / an / -**:

- She is an experienced manager and knows very well how to run **a / -** business.
- Her company does **a / -** business with many foreign firms.
- My brother works for **an / -** international company specialising in sports shoes.
- James is usually **a / -** good company but last night he was sad and didn't talk much.
- There is **a / -** fierce competition between the three leading Internet providers.
- We organised **a / -** competition to find a designer for our new headquarters.
- Have you ever heard **a / -** live performance of Dvořák's symphony *From the New World*?
- He was fired for **a / -** poor performance.
- My career gradually improved as **a / -** time went by.
- Did you have **a / -** good time at the office party?

Countable nouns:

- have a singular and a plural form: *team/teams*
- can be used with numbers: *one team, three teams*
- can be used with **a/an**: *Our success lies in working together as a team.*
- can be used without any article but only in plural: *Teams are in fashion.*
- can be used with **few/a few/many**: *There are few teams in this company./There are not many teams in this company.*

Uncountable nouns:

- have only one form: *creativity*
- cannot be used with numbers and counted directly but can be counted using expressions such as **a piece of, a bit of, an item of, a bottle of, a kilo of**, etc.: *Try to use a bit of creativity.*
- can be used without any article or with **some**: *Our company encourages creativity./We'd like our employees to show some creativity.*
- can be used with **little/a little/much**: *Try to use a little creativity./He hasn't shown much creativity.*

Countable and uncountable nouns:

- can be used with **the**
- can be used with possessives: e.g. **my, your, his, her, its, our, their, John's**
- can be used with **some/any/no**
- can be used with **a lot of/lots of/plenty of**

More examples of uncountable nouns:

- Materials and substances: *water, air, oil, sugar, coffee, steel, electricity*
- Abstract ideas: *life, freedom, time, health, progress*
- Activities: *work, travel, sleep, exercise, research, football, camping*
- Human qualities and feelings: *honesty, patience, courage, sadness, hope, anger*
- Other: *accommodation, advice, baggage, cash, cutlery, employment, equipment, furniture, homework, information, knowledge, litter, luggage, macaroni, machinery, money, news, nonsense, pay, permission, research, rubbish, spaghetti, traffic, weather*

Some nouns can be both countable and uncountable:

- general vs. specific meaning
experience U = knowledge or skill (in general) gained by doing a job or activity, being in different situations, etc.: *I have some experience in fashion design.*
In today's job market experience is the key to career success.
experience C = something specific that happens to you or something you do:
My internship at Google was an unforgettable experience. He has been through a lot of bad experiences.
business U = buying and selling goods or services: *We do business with a number of French companies. David decided to go into business as a tax advisor.*
business C = company: *The company began as a small family business. The tax changes will affect mostly the owners of small businesses.*
noise U = general quality: *Noise is a kind of pollution.*
noise C = a specific occurrence: *I could hear a strange noise.*
- substance/material vs. a single item/object:
chicken U = meat: *Would you like some chicken?*
chicken C = whole bird: *He ate a whole chicken by himself!*
glass U = material: *The whole house was made of glass.*

Continued on page 38

glass C = object: *I broke a glass this morning.*

coffee U = dark brown drink, or the powder that mixes with water to create it:

Have you got any coffee?

coffee C = a cup of coffee: *I'd like two coffees, please.*

Singular or plural verb:

- Singular countable nouns -> singular verb: *The intern is very hardworking.*
- Plural countable nouns -> plural verb: *The interns are very hardworking.*
- Uncountable nouns -> singular verb: *Teamwork is very important in our company.*
- Some uncountable nouns end in -s (e.g. news, measles, billiards, economics, etc.) but are used with a singular verb: *The good news is that our company has made a healthy profit.*
- Some singular nouns (collective nouns) can be used with either a singular or a plural verb, depending on whether we think of the group as one unit or as individual members (e.g. staff, management, company, committee, government, audience, family, team, etc.): *The management has decided to implement a new incentive scheme. The management have not agreed on what to do yet.*

PRACTICE

- 4)  **Read the following article and fill in the gaps with the following words (you will need to use some words more than once):**

a	an	my	much	many	-
---	----	----	------	------	---

I'm 1._____ sales executive for a company which makes 2._____ furniture. 3._____ important part of 4._____ work is 5._____ travel. I spend 6._____ hours on the plane or driving every month, which can make it quite hard to get 7._____ exercise. I do care about 8._____ health though, and try to go jogging whenever I have 9._____ time. When I am hungry, I usually buy 10._____ fruit to eat rather than 11._____ candy bar. I love 12._____ job even though I don't spend 13._____ time with my family.

- 5)  **Find and correct the mistakes in these sentences (some sentences are correct):**

1. Do you see this material? It is an unbreakable glass.
2. This is a beautiful wine glass. Where did you get it?
3. Claire runs business which designs company websites.
4. It's not good for business when interest rates are too high.
5. You should meet Mark – he's had very interesting life.
6. A life is complicated sometimes.
7. We have little customers in Poland.
8. I still have much more emails to write.
9. He gave me an advice which was really useful.
10. We bought new equipments for the office.
11. Our legal expenses is too high.
12. I'm afraid the news isn't good. Our factory will have to be closed.
13. Before you write the report, try to get as many informations as possible.
14. The money are in a safe.
15. Have you finished all your homework?

Motivation



We think it motivates our employees.

1) Look at the list of factors which might motivate people in their job.

Which of them motivate you? Choose the top five factors (which motivate you most) and the bottom five factors (which motivate you least) and number them based on their importance.

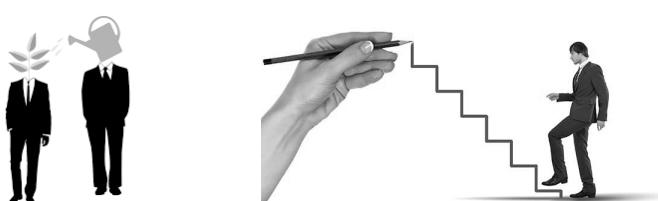
2) Compare your choices in pairs/small groups. Explain your top five and bottom five choices to the other students in your group.

	Adequate remuneration (salary, wage, commissions, bonuses, etc.).
	Job security.
	Good working conditions (enough space, light, equipment, sufficient breaks, etc.).
	Good working relations with your superior and your colleagues.
	Respect and recognition for the work you have done.
	Chance for promotion.
	Having interesting and challenging work.
	Having responsibility, being involved in decision-making.

	Believing in what the organisation does.
	Feeling that your job is important and makes a difference.
	Opportunity for self-development.
	Having a clearly defined job description.
	Having a lot of freedom.
	Long holidays/vacations.
	Bonuses for good performance.
	Sanctions for poor performance.
	Contact with other people.
	Not having to work too hard.
	Being assessed regularly.
	Having employee benefits (= perks) such as subsidised lunches, vouchers for a gym, a company mobile phone, etc.

3) Which of these factors do you think would motivate the following employees:

- a senior manager
- a department manager
- a production-line worker
- a creative designer
- a secretary
- a cleaner



LISTENING

- 1)  You are going to hear an interview with a professor of Business Studies about the subject of motivation. Before you listen, check your understanding of some words from the recording by matching up the words and definitions:

1.	commitment	a.	to fill something (or someone) with emotion or quality
2.	to sleepwalk	b.	the act of praising or rewarding someone for something they have done
3.	to infuse	c.	the hard work and loyalty that someone gives to an organisation, activity, etc.
4.	bonus	d.	to say that you agree with something but do nothing to support it
5.	perk	e.	working very hard at what you do because you care a lot about it
6.	resilient	f.	having a good and friendly relationship with your colleagues
7.	pay lip service	g.	able to become strong, happy or successful again after a difficult situation or event
8.	dedicated	h.	to walk or do something while being asleep, i.e. not concentrating fully on what you are doing
9.	collegial	i.	the enjoyment of spending time with other people
10.	profound	j.	to cause or influence something
11.	companionship	k.	an advantage or extra thing which you are given for doing your job (e.g. travelling, a company car, a spacious office)
12.	recognition	l.	having a strong influence or effect
13.	to drive	m.	an amount of money given to an employee in addition to their salary as a reward for working well

- 2)  Listen to the first part of the recording and decide whether the following statements are true or false:

1. Employee engagement means forming close personal relationships at your workplace which help you achieve better results.
2. Engaged employees work hard because they want to earn a lot of money.
3. In the United States, most employees are engaged.
4. Employees who are not engaged do not spend much time at work.
5. Actively disengaged employees can cause harm to the company.

-
- 3)  Listen to the second part of the recording and complete the sentences with the words from the recording:

1. Leaders are searching for _____ to the problem of employee engagement.
2. The three most important things employees need are _____, _____ and _____.
3. Employees need to have a sense of _____ in order to be focused, creative and resilient.
4. Even employees who are _____ in their jobs like knowing that their work contributes to good causes.
5. A U.K. study showed that employee _____ depends on social factors such as companionship and recognition, rather than high salaries.
6. Employees might not be able to take advantage of wellness programmes because of their intense work _____.
7. Managers should _____ their staff to get enough sleep.
8. Leaders should try to maintain a _____ touch in the workplace.

■ LANGUAGE FOCUS

- 4)  Put ONE word into each gap to complete the text:

Many leaders 1._____ looking for solutions 2._____ the problem of low employee engagement. Some turn 3._____ bonuses and material perks 4._____ as games rooms or free food 5._____ the hopes of making employees happier. However, research suggests 6._____ these efforts, while appreciated, 7._____ not address more effective drivers of long-term well-being and motivation. Instead, leaders should 8._____ mindful about giving 9._____ employees three things: inspiration, kindness 10._____ self-care.

- 5)  Complete the text with suitable words from the box. Five words are redundant:

selfishly	sleepwalk	profoundly	companionship	commitment
dedicated	bonuses	selflessly	inspire	perks

Leaders, too, can be great sources of inspiration to employees. Studies reveal that when they act 1._____, proving they care more about the group than themselves, workers are more trusting, cooperative, 2._____, loyal and collegial. Bosses who show they are fair and kind also 3._____ greater commitment, and productivity. Kind leaders do small things to show they care about their staff as people, not just employees. People are 4._____ social creatures, which is probably the reason why 5._____ and recognition have been found to be more important than even high salaries in promoting employee loyalty, according to a U.K. study.

SPEAKING – ROLE PLAY

Problem:

You are a manager in a production plant where **staff morale** seems to be low at the moment. You have carried out a survey among the employees, which supports this.

Survey results:

My attitude to work	
I enjoy coming to work.	23%
I don't mind coming to work.	27%
I don't like coming to work.	26%
I hate coming to work.	24%

Reasons I am not satisfied in my job.	
Pay is too low.	10%
Job is too routine.	35%
Job is too difficult.	10%
Hours are too long.	15%
Nobody is interested in my opinion.	15%
No reward for good performance.	15%

You are meeting with other managers to discuss the problem and come up with an action plan which would help to improve staff morale. Read your role and then discuss the situation together.

Agenda for the meeting:

1. Survey results (discuss the survey results and the reasons for low staff morale)
2. Improving staff morale (discuss the different ways in which staff morale could be improved)
3. Action plan (agree on an action plan including 3–4 steps that will be taken in order to improve staff morale)

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Manager 2: Go to page 224

Manager 3: Go to page 228

Manager 4: Go to page 229

SPEAKING – TOPICS FOR PRESENTATIONS

Theories of motivation and management styles:

1. Abraham Maslow: Hierarchy of needs
2. Douglas McGregor: Theory X and Y
3. Frederick Herzberg: Hygiene factors and motivators
4. Frederick Winslow Taylor: Scientific management
5. Elton Mayo: The Hawthorne effect and Human relations movement
6. Management by objectives
7. Management by walking about

GLOSSARY

Term	Definition	Translation
Accounting department (n)	a department responsible for recording the company's financial transactions	účtárna
Area manager (n)	a person responsible for the company's operations in a certain area	oblastní manažer
Board of Directors (n)	governing body of an incorporated firm. Its members (directors) are elected normally by the stockholders of the firm (generally at an annual general meeting or AGM) to govern the firm and look after the stockholders' interests	správní rada, představenstvo
Bonus (n)	money added to someone's wages, especially as a reward for good work	prémie, odměna
Branch manager (n)	a person responsible for a local office of a large company (e.g. a bank)	manažer pobočky
CEO (n) Managing Director Director General	the person with the most authority in a large company (esp. AmE); someone who is in charge of a large company or organisation (BrE)	výkonný ředitel, generální ředitel
CFO (n) VP of Finance Financial Director (Financial Manager)	the person responsible for the financial management of a company	finanční ředitel

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Term	Definition	Translation
Chain of command (n)	a system in an organisation by which decisions are made and passed from people at the top of the organisation to people lower down	řetězec velení, systém subordinace
Chairman (n)	someone who is in charge of a meeting or directs the work of a committee or an organisation	předseda, předsedající
CMO (n) VP of Marketing Marketing Director (Marketing Manager)	the person responsible for marketing, i.e. finding out what the customers want (market research) and providing it to them (the right product, for the right price, at the right place, using the right promotion)	marketingový ředitel
Commission (n)	an extra amount of money that is paid to a person or organisation according to the value of the goods they have sold or the services they have provided (typical e.g. for real estate agents)	provize
COO (n) VP of Operations Operations Director (Operations Manager)	the person responsible for how the company is run on a day-to-day basis	provozní ředitel
Crew leader (n)	a person responsible for a group of people who work together (e.g. on a plane, ship, etc.)	vedoucí skupiny/týmu/štábu
Department manager (n)	a person responsible for one part of a company that deals with a particular area of work (e.g. marketing, human resources, etc.)	manažer oddělení
Division manager (n)	a person responsible for one division, i.e. one (usually large) separate part of a company	manažer divize
(Executive) director (n)	someone who controls or manages a company	(výkonný) ředitel
Finance department (n)	a department responsible for managing a company's money	finanční oddělení
Foreman (n)	someone in charge of a group of workers, e.g. in a factory	mistr, vedoucí dílny

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Continued from page 45

Term	Definition	Translation
Human Resources (HR) department (n) Personnel department	a department responsible for recruitment of new staff, training and development of existing employees, performance appraisals, rewarding (managing the pay and benefits systems) and dismissal of employees	personální oddělení, oddělení lidských zdrojů
Job description (n)	an official list of the work and responsibilities that you have in your job	popis práce (soupis pracovních povinností)
Job rotation (n)	the practice of regularly changing the person who does a particular job; this means that one person switches between doing different tasks for the same employer	rotace pracovníků
Job security (n)	not being in danger of losing your job	jistota zaměstnání (jistota pracovního místa)
Management (n)	1. the act of organising and coordinating the activities of a business in order to achieve defined objectives 2. a group of people who run and control a business or organisation	1. řízení 2. management, vedení firmy
Marketing department (n)	a department responsible for finding out what customers want, using that information to design products and services and selling them effectively	marketingové oddělení
Morale (n)	the level of confidence and positive feelings that people have, especially people who work together, who belong to the same team, etc.	morálka, nálada (týmu)
Non-executive director (n)	one of the directors of a company who gives advice, but who does not make decisions about how the company is run	ředitel s poradní funkcí, bez výkonné pravomoci
Office manager (n)	a person who is responsible for the organisation of the work in an office	vedoucí kanceláře
Pay (n)	the money that you earn by working	plat
Performance appraisal Performance review (n)	a meeting between an employee and a manager to discuss the quality of the employee's work, and areas for future progress	hodnocení výkonu (práce zaměstnance)

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Continued from page 46

Term	Definition	Translation
Perks (perquisites) (n) Employee benefits Fringe benefits	things that you get legally from your work in addition to your pay, such as goods, meals, or the use of a car	zaměstnanecké výhody
Personal assistant (n)	someone who works for one person (often a senior manager) and helps them do their job	osobní asistent(ka)
Personnel (n) Staff Employees	the people who work for a company or an organisation	personál, zaměstnanci
Plant manager (n)	the head of a factory or other place where goods are manufactured or resources such as energy are produced	manažer závodu
President (n)	the person who has the highest position in a company or organisation (esp. AmE)	prezident, předseda
Production department Operations (n)	a department responsible for turning inputs (e.g. raw materials, components) into outputs (e.g. finished products) smoothly and efficiently	výrobní oddělení
Profit sharing (n)	a system in which employees receive a share of the net profits of the business	podíl na zisku
Promotion (n)	a move to a more important job or position in a company or organisation	povýšení
Regional manager (n)	a manager responsible for coordinating the company's operations in a certain region (the size of the region can vary from a single county to multiple countries)	regionální manažer
Remuneration (n)	an amount of money that is paid to somebody for the work they have done	odměna, odměňování
Research & development (R&D) department (n)	a department responsible for discovering solutions to existing problems or creating new or improved products	výzkum a vývoj
Salary (n)	money that you receive as payment from the organisation you work for, usually paid to you every month (typical of white collar workers)	(stálý) plat

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Term	Definition	Translation
Sales department (n)	a department that sells a company's products	oddělení prodeje, obchodní oddělení
Sanction (n)	a form of punishment that can be used if someone disobeys a rule or law or does not do their job well	sankce, postih
Secretary (n)	someone who works in an office typing letters, keeping records, answering telephone calls, arranging meetings	sekretář(ka)
Section leader (n)	a person responsible for one part of an organisation	vedoucí sekce/oddělení
Shift supervisor (n)	a person responsible for a group of workers who work at a particular time	vedoucí směny
Social club (n)	a club where its members can go to spend time, talk, drink, etc. with other members	společenský klub
Store manager (n)	a person responsible for a store, i.e. a place where people buy things or a place where things are kept	vedoucí prodejny/skladu
Subordinate (n)	someone who has a lower position and less authority than you	podřízený
Superior (n)	someone who has a higher rank or position than you	nadřízený
Supervisor (n)	a person who is in charge of a group of people or an area of work and who makes sure that the work is done correctly and according to the rules	vedoucí, dohled
Team building (n) Teambuilding	the process of getting employees to work together well and communicate effectively	budování/utváření týmu
Wage (n)	money you earn that is paid according to the number of hours, days, or weeks that you work (typical for blue collar workers)	mzda
Workforce (n) Labour force	all the people who work in a particular industry or company	pracující, zaměstnanci (všichni zaměstnanci dané firmy/odvětví)

Developing an Argument

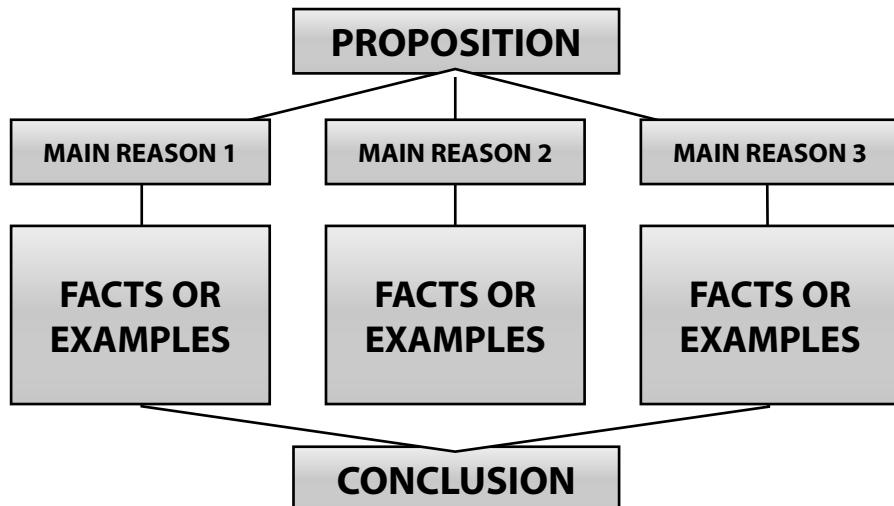
3

INFO BOX

What is an argument?

Making an argument means expressing a point of view on a subject and supporting it with evidence. In other words, an argument is a part of a debate, or a debate is made up of a set of arguments and counterarguments. Arguments are the proof needed to have the debate, or to discuss the opposing points of view. Arguments are claims backed by reasons that are supported by evidence. Arguments must be constructed logically in order to sound persuasive and they must follow the given structure:

Developing an argument MAP



Five ways to construct a compelling argument:

- 1. Keep it simple.**
Keep your argument concise.
- 2. Make your assumptions clear.**
Decide what is a fact and what is an assumption.
- 3. Base your argument on solid foundations.**
Your argument must be solid to be a success.
- 4. Use evidence your readers / listeners will believe.**
Use evidence to sway them to your side.
- 5. Avoid generalisation, be specific.**
Keep your point factual, not general.

Support your reasons by using:

- Common Sense: things that you believe everybody knows and are generally accepted.
- Expert Opinion: the opinions of experts – this comes from research.
- Statistics: numbers – this also comes from research.

LEAD IN

- 1) In your future career, you will probably face many situations in which you will need to persuade an individual, a team of peers, supervisors or subordinates that your idea or your solution is the right one. Look at the following tips for formulating / constructing an argument. Decide which of them are appropriate and which are inappropriate.**
 - a) Your points must be relevant to the topic.
 - b) Have a clear standpoint – always make sure your audience knows what your opinion is.
 - c) Make sure you understand the other side's position.
 - d) Do not make your argument clear until you make a conclusion.
 - e) To strengthen your view, provide supporting arguments and evidence.
 - f) Present lots of complicated statistics and give many different examples of why your opinion is valid.
 - g) Include your personal views and do not remain objective.
 - h) Present the reasons supporting your argument in a logical sequence so that it is easy to follow.
 - i) Avoid generalisations and be specific.
 - j) Agree with other people's opinions.
 - k) Attack a speaker rather than an idea.
 - l) When referring to other people's opinions, you can contrast them with your own.
 - m) Interrupt other debaters as this can suggest that your argument is very strong.

-
- n) Use insults to make your partner's argument weaker.
 - o) Never reformulate your argument, do not give your audience a chance to hear it one more time.
 - p) Summarise your main point at the end of your argument.
 - q) Don't use notes and visual aids.
- 2) To make your argumentation convincing, you need to use valid reasons which means that your reasons should:**

- logically support the idea
- be specific and state the idea clearly
- be convincing to a majority of people
- be backed up by statistics, research, etc.

Look at the following arguments with three reasons given. One reason is a valid reason according to the above-mentioned criteria while the other two are not valid ones.

Choose the one that is valid and explain why the others are not:

1. Smoking must be banned in all public places because ...
 - a) it is bad.
 - b) second-hand smoke is harmful to non-smokers.
 - c) it gives people bad breath and makes teeth yellow.
2. It is better to be married than to be single because ...
 - a) the cost of living is cheaper.
 - b) married people are healthier.
 - c) married people have certain rights when it comes to health and property issues.
3. People should be encouraged not to have children because ...
 - a) looking after children is time- and energy-consuming.
 - b) if the number of people continues to rise, there won't be enough resources left to feed them.
 - c) the children might turn out bad when they grow up.

Now, create your own statement with 3 reasons where only one will be a valid one. Test your partners to see whether you came up with good examples.

3) What is wrong with these claims? Find the best counterarguments.

1. Bed is the most dangerous place in the home: over 90% of people die in bed.
2. Crimes are related to the number of police in an area: the more police there are, the more crimes there are.
3. Smoking increases your chance of dying.

4) In order to build a persuasive argument, you need to present strong reasons and evidence which directly address the initial question. Decide which reason is strong and which is weak and justify your opinion:

1. Should university-level education be free to all students?
 - a) No, too much education can lead to over-qualification, and therefore unemployment.
 - b) No, research has shown that students that are not required to pay tuition learn less during their degree.
2. Should employees allow all staff the option of flexi-time working hours?
 - a) Yes, giving staff greater flexibility will improve their work-life balance, and therefore their productivity.
 - b) Yes, organisations that value their staff are on average more productive and show lower staff turnover.
3. Should all members of the European Union join the Eurozone and adopt the euro?
 - a) Yes, the function of the European Union is to form a single currency union.
 - b) Yes, greater economic unity between countries improves foreign relations between those member countries, which in turn makes each country stronger.
4. Should governments be engaging in space exploration research?
 - a) No, the money spent on these programmes could be used to increase funding for education and healthcare, which would lead to increasing the quality of life for a country's people.
 - b) No, countries have collectively spent trillions of dollars on space exploration research already.
5. Should governments be engaging in space exploration research?
 - a) Yes, space exploration has led to numerous discoveries.
 - b) Yes, the findings of these space exploration research and development programmes have been successfully applied to industry, boosting the economy of the host country.
6. Should banks and financial institutions be obligated to engage in socially-responsible investing?
 - a) No, focusing on social responsibility detracts from the aim of making money, which is the most important endeavour for banks, and leads to a decrease in revenue and profit.
 - b) No, over-regulation in the financial sector leads to decreased opportunities and therefore lower profits.

(Adapted from AssessmentDay Ltd., Critical Thinking Free Test – Analysing Arguments, online)

Linking words and other connecting devices help us carry over from one sentence to another, from one paragraph to another, in a way that allows the reader to better understand our ideas. They help us establish our ideas explicitly. Linkers make it easy for us to compare, contrast, illustrate, define, and summarise our thoughts and develop coherent paragraphs.

ADDITION	EMPHASIS	ORDER	COMPARISON
as well as furthermore in addition to not only – but (also) also moreover	especially certainly in particular above all	first/firstly second/secondly finally previously before/after next	like equally similarly in the same way as if as ... as
CONTRAST	ILLUSTRATION	CAUSE and EFFECT	SUMMARY
however otherwise in spite of on the other hand whereas unless	such as for example as an example illustrated by for instance in the case of	therefore thus due to as a result because	briefly to conclude to summarise altogether in short in conclusion

5) Practise using linking words in the following sentences:

1. It is widely thought that there has been substantial damage to specific US industries _____ competition with China.
2. They _____ prepared the most persuasive arguments _____ used the best statistic data.
3. When we consider the East Asia region _____, the deficit has remained basically the same.
4. It is true that increased migration can cause social problems. _____, migrants are prepared to do work that natives will not do.
5. A lot of workers lost their jobs _____ downsizing _____ others were promoted to higher positions.
6. Let me _____ explain both aspects of this problem.
7. The project had to be abandoned _____ a lack of government funding.
8. The situation in rural areas _____ is worrying.
9. _____, my colleague will summarise all suggestions made.
10. The shop offers cheap products; _____, the purchase is safe and quick.

-
- 6)  Match the informal expressions in the middle column with their formal equivalents:

Formal	Informal	Formal
however	and	as
furthermore	but	consequently
since	so	nevertheless
therefore	because	moreover

- 7)  Choose a phrase from the box to complete each sentence below. Several answers are possible each time, but one solution uses all the words in an appropriate way.

On the one hand...but on the other
At first...but in the end
At the time...but in retrospect
On paper...but in reality
On the surface...but deep down
Under normal circumstances...but in the current situation
In the short term...but in the long term

1. _____ the quality is good, _____ the price is quite high.
2. _____ she was quiet and shy, _____ she knew what she wanted and was determined to get it.
3. _____ Hong Kong Disneyland looks like it should be a great success, _____ it will be a challenge to adapt the Disney formula to such a different culture.
4. _____ I found my MBA course very difficult, _____ I got used to the workload and started to really enjoy it.
5. _____ we need to establish our presence in the market and increase the visibility of the brand, _____ profitability will of course be the number one objective.
6. _____ I would agree with you, _____ I just don't think we can afford to take any risks. Let's put your suggestion on hold and discuss it again in six months.
7. _____ it was difficult to leave my job at 28 and invest time and money in an MBA, _____ it was the best career move I ever made.

LISTENING

With your partner, discuss the following questions:

- Would you like to wear a school uniform? Why / Why not?
- Do you find school uniforms smart?
- Can school uniforms bring respect and a sense of belonging?
- Should Czech secondary schools introduce the wearing of school uniforms?

1) Work in groups and create reasons supporting the following argument:

"School uniforms are good for students."

Support each reason with examples and/or evidence.

1 st reason:	
Example / evidence:	
2 nd reason:	
Example / evidence:	
3 rd reason:	
Example / evidence:	

2)  Watch a sample persuasive speech (<https://www.youtube.com/watch?v=LmdrLG7TBM0>) and complete the following table with the supporting reasons mentioned.

1 st reason:	
Example / evidence:	
2 nd reason:	
3 rd reason:	
Example / evidence:	

Compare your arguments with those used in the listening. Which are more persuasive and stronger?

-
- 3) Now, imagine that you should argue against school uniforms. What reasons can you think of? Use examples or evidence to justify them:

1 st reason:	
Example / evidence:	
2 nd reason:	
Example / evidence:	
3 rd reason:	
Example / evidence:	

- 4)  Watch another sample persuasive speech (<https://www.youtube.com/watch?v=N9zR7-zVkgY&t=9s>) and complete the following table with the reasons mentioned.

1 st reason:	
Example / evidence:	
2 nd reason:	
Example / evidence:	

Compare your arguments with those used in the listening. Which are more persuasive and stronger?

- 5)  Read a sample student speech on this topic and complete the text with appropriate linking words:

a) furthermore	d) not only	g) besides	j) for instance	m) moreover
b) secondly	e) what is more	h) but	k) in conclusion	n) finally
c) therefore	f) first of all	i) also	l) for example	o) as a result

Ladies and gentlemen,

Today I stand in front of you to express my views for the motion of the given topic for debate. I am convinced that the uniform is an essential part of school education. School uniforms can help distinguish students from other people, make them feel equal, and

1. _____ make them proud of their school.

2. _____, school uniforms help students be distinct from other people. It can be identified who are students or not at school and even outside school if they are wearing uniforms. 3. _____, students who are wearing uniforms can be helped by many people. 4. _____, they are offered discounts and other benefits when shopkeepers see them wearing uniforms. 5. _____, school uniforms are useful for students because they help distinguish them from other persons.

6. _____, school uniforms make students feel equal. When they are required to wear uniforms, one cannot recognise who is rich or who is poor. 7. _____ of this, they are given equal opportunities. 8. _____, uniforms help poor students feel more comfortable in building relationships with other students. They can more easily develop friendships and they can focus on their studies.

9. _____, school uniforms also make students feel proud of their school.

10. _____, if there is a sports tournament, and they are asked to connect or compete with students from other schools, wearing school uniforms helps them feel more confident and they make a greater effort to demonstrate their school is good.

11. _____, students wearing uniforms often feel proud when people outside school recognise them.

12. _____, uniforms do 13. _____ make students distinct from other people,

14. _____ also make them feel equal to other students. 15. _____, they can be proud of their current school. Therefore, my opinion is that school uniforms are one of the most crucial parts of a school.

6) Choose one of the topics below and create your arguments For/Against. Use the recommended structure:

- Groupwork is a beneficial activity in the classroom.
- The Czech educational system kills creativity in children.
- The hierarchical structure of organisations works best.
- Money is the best motivator.
- People in open-plan offices perform better.
- Cultural stereotypes should be questioned.
- Changing job positions frequently improves your skills.
- Online questionnaires bring the most precise amount of data in field research.
- The more a brand spends on advertising, the higher profits it has.

Cross-cultural Communication

INFO BOX

Cross-cultural communication seeks to understand how people from different countries and cultures act, communicate and perceive the world around them. Cross-cultural communication has become strategically important to companies due to the growth of **global business**, technology and the Internet. Understanding cross-cultural communication is important for any company that has a **diverse workforce** or plans on conducting global business. Different cultures and cultural backgrounds bring with them obstacles, challenges and difficulties. Cross-cultural differences manifest in general areas such as in **customs, behaviour, etiquette, norms, values, and non-verbal communication**. Understanding and appreciating intercultural differences promotes clearer communication, breaks down barriers, builds trust, strengthens relationships, and yields tangible results in terms of business success.



LEAD-IN

- To what extent is the culture of your country similar to those of neighbouring countries? Do they have very different attitudes towards work, hierarchy, team work, gender roles, etc.?

-
- 2) Multinational companies can either attempt to use similar management methods in all their foreign subsidiaries or adapt their methods to the local culture in each country or continent. Which procedure do you think is more efficient and why? Discuss the advantages and disadvantages of both.

■ READING

- 1) **Read the article about Hofstede's Cultural Dimensions and do the tasks below. Some words in the article are in bold because they will be practised later:**

HOFSTEDE'S CULTURAL DIMENSIONS – UNDERSTANDING WORKPLACE VALUES AROUND THE WORLD

In today's globalised world we inevitably find ourselves working with people from different cultural backgrounds. This is exciting, but it can also be frustrating and filled with uncertainty, as one misunderstanding could have a negative effect on months of work. Therefore, it is essential to understand cultural differences. Such understanding will help ordinary employees to communicate and negotiate with, and entertain their foreign colleagues much better. Also, managers will find it easier to motivate their subordinates, structure projects as well as set objectives and decide how to achieve them.

The Dutch professor Geert Hofstede conducted a study about cultural differences and how they influence the workplace. His research, performed in the 1970s, was based on a large database of employees' values collected by IBM, and it covers 74 countries and regions.

The outcome of his extensive research is a model of four cultural dimensions and these are:

1. **Power Distance Index (PDI): Large versus small power distance**
2. **Individualism Index (IDV): Individualism versus collectivism**
3. **Uncertainty Avoidance Index (UAI): Uncertainty avoidance versus uncertainty acceptance**
4. **Masculinity Index (MAS): Masculinity versus Femininity**

Each country is scored on a scale of 0 to 100 for each dimension.

Now, let us have a closer look at each dimension.

1. **Power Distance Index (PDI): Large versus small power distance**

This dimension refers to the degree of inequality that exists and also is accepted, between people with and without power.

In countries which score high in PDI, such as Malaysia, Mexico and China, people accept an unequal, hierarchical distribution of power, they understand 'their place' in the system. This means that people have a high regard for authority and they prefer hierarchical bureaucracies and strong leaders. In such cultures, subordinates are not given important work and expect clear guidance from above. Also, the relationship between the boss and subordinate is rarely close.

In countries which score low in PDI, like Austria, Israel and Denmark, power is shared and is widely **dispersed**, and society members do not accept situations where power is distributed unequally. People tend to favour personal responsibility and autonomy. Superiors

treat subordinates with respect and do not **pull rank**. Also, blame for potential problems is either shared or very often accepted by the superior due to it being their responsibility to manage.

2. Individualism Index (IDV): Individualism versus collectivism

This dimension refers to the strength of the ties that people have to others within their community.

Individualistic countries (those that score high on the scale), for example, the United States, Australia and the UK, exhibit weak interpersonal connection among those who are not part of a core 'family.' Here, people take less responsibility for the actions and outcomes of others. On the contrary, personal goals and achievements are not only **strived for** there, but it is also acceptable to **pursue** them **at the expense** of others. Also, free will is very highly valued.

On the other hand, in places such as Venezuela, South Korea and Thailand, which score low on the scale and are therefore collectivist societies, personal needs are less important than the group's or family's needs. People are supposed to be loyal to the group to which they belong, and, in exchange, the group will defend their interests. The group itself is usually larger, and people take responsibility for one another's wellbeing. **Conformity** is expected and perceived positively and rules provide stability, order and obedience.

3. Uncertainty Avoidance Index (UAI): Uncertainty avoidance versus uncertainty acceptance

Uncertainty avoidance deals with a society's tolerance for uncertainty and ambiguity.

In countries which score high on the UAI scale, such as Greece, Portugal and Belgium, people try to avoid ambiguous situations whenever possible, because they see uncertainty as a threat. They are governed by rules and order, and it is quite difficult to introduce new ideas and concepts there. There is a strong tendency to make life as predictable and controllable as possible.

In contrast, in Singapore, Jamaica and Denmark, countries with low UAI scores, people enjoy **novel** events, value differences, are more relaxed and open to new things. They have very few rules and are **encouraged** to discover their own truth. They are happy to change jobs and **embrace** innovations and diversity.

4. Masculinity Index (MAS): Masculinity versus femininity

This dimension shows whether a society prefers achievement and heroism (generally seen as masculine attributes) or whether it more values cooperation, modesty and caring for the weak (generally seen as feminine attributes).

Masculine societies like Japan, Hungary and Italy value traditional male qualities such as competitiveness and the acquisition of wealth. The emotional gender roles are distinct. It means that men should be **assertive**, tough and are expected to provide for the family, whereas women should be focused on the quality of life. Also, in these societies, professionals often 'live to work', meaning longer work hours and shorter holidays.

On the contrary, feminine societies such as Sweden, Norway and the Netherlands have high regard for relationship building and quality of life. The gender roles in these societies overlap, so you see women and men working together equally across many professions. Men are allowed to be sensitive, and women can work hard for professional success. In these societies professionals 'work to live', meaning longer holidays and flexible working hours.

(adapted from: http://www.mindtools.com/pages/article/newLDR_66.htm, <https://hi.hofstede-insights.com/national-culture>)

■ LANGUAGE FOCUS

Managing people is difficult enough when everybody shares a common culture (i.e. everyone knows what is ‘right’ and what is ‘wrong’, what is ‘accepted behaviour’ and what is considered ‘inappropriate’ and ‘unacceptable’). When people in teams have different cultural backgrounds, or the manager’s background differs from the team’s, that is when serious misunderstandings arise.

Recruiting, setting targets, training, appraising and rewarding are some of the steps in the process of managing people that managers have to take.

The following exercises show the need to take cultural differences into account and to customise a manager’s approach to managing people according to the culture they are operating in.

- 1) Read the extract and complete the gaps with words from the table below:

differentiation	opinions	background	accounting	done
attitude	insist on	arguments	diversity	establish
account	match	fit	attention	without
while	avoid	made	demonstrate	area

Cultural 1. _____ needs to be taken into 2. _____ already in recruiting. What defines ‘a good candidate’? In *Individualistic societies*, good candidates are people who are outspoken and express strong 3. _____. In *Collectivist societies*, good candidates are people who are relatively modest and who 4. _____ they are ‘well-connected’. In *Masculine societies*, people who express self-confidence and have a ‘can-do’ 5. _____, whereas in *Feminine societies* good candidates are people who are modest, who 6. _____ ‘standing out’ and who ask intelligent questions 7. _____ appearing too critical. You can quickly see that if the recruiter comes from a different 8. _____ than the candidate is coming from, big mistakes can be 9. _____ by foregoing excellent candidates who do not 10. _____ the culturally biased expectations of the recruiter.

Link what you know about *Individualistic*, *Collectivist*, *Masculine* and *Feminine societies* to the information from the extract to justify the employee requirements in different cultures. Sum the information up for your partners.

-
- 2) Read the extract and complete the gaps with the correct prepositions. One gap does not need a preposition:

Let's consider training. 1. ____ societies 2. ____ *high Power Distance*, learning happens very much centred 3. ____ the instructor. Pupils tend 4. ____ participate less 5. ____ debate, avoid challenging 6. ____ the instructor, and expect the instructor to tell them how to do things. 7. ____ the other hand, 8. ____ societies 9. ____ *low Power Distance*, learning experiences should be more interactive and learner-centric, 10. ____ stimulating debates and case studies. The expectations around training, career development and talent management differ immensely 11. ____ cultures. 12. ____ example, 13. ____ *Collectivist (Latin-American) cultures* people expect 14. ____ exchange 15. ____ their loyalty a boss to behave like the father (or mother) 16. ____ the family: taking care 17. ____ them. So, what happens when an *American (Individualistic society)* company tries to implement its global talent management programme 18. ____ Guatemala, exactly the same way as it is done in Chicago? It won't happen smoothly, and it might actually backfire and cause a lot 19. ____ people leave the company, having the exact opposite effect 20. ____ what was originally intended.

Link what you know about *high Power Distance cultures, low Power Distance cultures, Individualistic and Collectivist societies* to the information from the extract to justify the training expectations in different cultures. Sum the information up for your partners.

- 3) Read the extract and complete each gap with one word.

When considering appraisal, we 1. _____ realise that most of the existing management literature is 2. _____ written in the US and in the UK, a product of the cultures of *these two countries*. As a result of their *low Power Distance* and in combination with *high individualism* 3. _____ promote the idea of providing frank, direct feedback, as 'the right way' of improving performance 4. _____ on the planet. 5. _____ notion fails to acknowledge that in *Collectivist cultures with high Power Distance* (which are present in many 6. _____ countries in the world) such procedures are seen as disgraceful and disrespectful. 7. _____ example of the difficulty in appraisal is that in Anglo-Saxon cultures appraisal is done 8. _____ checking if employees reached 9. _____ fixed targets. The focus is therefore on output. In the Netherlands and in Scandinavia (*Feminine cultures*), on the other 10. _____, not output, 11. _____ outcome tends to be measured. It is much more common that the manager takes 12. _____ account what has been achieved and not necessarily what has been set 13. _____ a target beforehand.

Link what you know about *low Power Distance cultures, high Power Distance cultures, Individualistic, Collectivist and Feminine societies* to the information from the extract to justify the ways of giving feedback in different cultures. Summarise the information for your partners.

-
- 4) Read the extract and change the form of the words in capital letters to fit the sentences. First, decide what type of word is needed (e.g. noun, verb, adjective, adverb).

Power distance index

The Czech Republic has a 1. _____ (RELATIVE) high score on this dimension – 57 points. This means it is a 2. _____ (HIERARCHY) society. This means that people accept a certain order in which everybody has a place and which needs no further 3. _____ (JUSTIFY). Hierarchy in an organisation is seen as reflecting inherent 4. _____ (EQUAL), centralisation is popular, subordinates expect to be told what to do and the ideal boss is a benevolent autocrat.

Individualism index

The Czech Republic, with a score of 58 is an 5. _____ (INDIVIDUAL) society. This means there is a high 6. _____ (PREFER) for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. In Individualist societies offence causes 7. _____ (GUILTY) and a 8. _____ (LOSE) of self-esteem, the employer/employee 9. _____ (RELATE) is a contract based on mutual advantage, hiring and 10. _____ (PROMOTE) decisions are supposed to be based on merit only, management is the management of individuals.

- 5) Read the extract and change the form of the words in capital letters to fit the sentences. First decide what type of word is needed (noun or adjective).

Masculinity index

The Czech Republic scores 57 on this dimension and is thus a Masculine society. In these countries people “live in order to work”, managers are expected to be 1. _____ (DECIDE) and 2. _____ (ASSERTION), the emphasis is on 3. _____ (EQUAL), competition and performance and conflicts are resolved by fighting them out.

Uncertainty avoidance index

The Czech Republic scores 74 on this dimension and thus has a high preference for avoiding 4. _____ (CERTAIN). Countries exhibiting high Uncertainty Avoidance maintain rigid codes of belief and behaviour and are 5. _____ (TOLERANCE-negative) of 6. _____ (ORTHODOXY-negative) behaviour and ideas. In these cultures, there is an 7. _____ (EMOTION) need for rules (even if the rules never seem to work), time is money, people have an inner urge to be busy and work hard, 8. _____ (PRECISE) and 9. _____ (PUNCTUAL) are the norm, innovation may be resisted, 10. _____ (SECURE) is an important element in individual motivation.

Exercises 1–5 are based on the Hofstede’s model (adapted from hofstede-insights.com)

GRAMMAR – MODAL VERBS FOR ADVICE, POSSIBILITY AND NECESSITY

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 4

Look at the sentences in *italics* from the article about cultural dimensions and answer the questions below:

- A. *In countries with a low PDI, you can expect that people will want to get to know you in an informal manner.*
 - B. *In countries with a high PDI, you should show respect and obedience to those higher up the ladder.*
 - C. *You ought to remember that in societies with a high PDI you might need to go to the top for answers.*
 - D. *In countries with a low PDI, you have to involve others in decision making.*
 - E. *In societies with a high PDI, you must give clear and explicit directions to those working with you.*
1. Which modal verb means that something is generally possible?
 2. Which modal verb means that something is possible, although not very likely?
 3. Which two modal verbs mean 'it is a good idea'? Is there any difference between them?
 4. Which two modal verbs express an obligation? Is there any difference between them?
 5. What is the negative form of each modal verb? Is there any difference between the negative forms of **must** and **have to**? What are their positive and negative past forms?
 6. What are the positive and negative past forms of **might** and **should**?
 7. What other modal verb expresses obligation? What are its negative and past forms?
 8. What other modal verbs express possibility and speculation? What are their past forms?

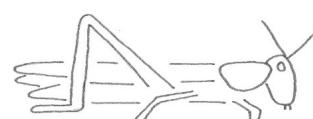
PRACTICE



FRANCE
Delicacy



CHINA
Delicacy



MEXICO
Delicacy

-
- 1)  **The sentences below give some useful advice on business etiquette in different cultures. Rewrite them using suitable modal verbs:**

Example: My advice is to arrive on time to meetings in Canada, as Canadians are extremely punctual. – You **should arrive** on time to meetings in Canada.

1. In Japan, where business cards are held in very high regard, it is necessary to pass them out using both hands.
2. When doing business in Japan, it is a good idea to have your business card printed both in your language and Japanese.
3. Chewing gum in Singapore is illegal, so you are not allowed to do it.
4. There is a general possibility of offending your business partner in Japan by not bringing a present when you first meet.
5. There is a slight chance that you will be asked to join your Finnish business partner in a sauna if your negotiation is going well.
6. It is not a good idea to use your left hand for eating, shaking hands and passing documents in Middle Eastern countries.
7. When doing business in Brazil, it is possible that you will experience a lot of physical contact while talking to your Brazilian counterparts.
8. It isn't necessary to give tips in restaurants in Japan and Korea.
9. If you want your business to succeed internationally, it is necessary to become familiar with cultural differences.

- 2)  **Complete the sentences below with a suitable form of **should**, **may**, **could**, **couldn't**, **can't** and **must** + the verb in brackets.**

Example: My Canadian business partner looked rather upset. I _____ (arrive) so late for the meeting. *My Canadian business partner looked rather upset. I **shouldn't have arrived** so late for the meeting.*

1. We didn't receive your deposit for the flat we are going to rent you. You _____ (send) it to the wrong bank account.
2. Our boss _____ (leave) on the business trip yet. I have just bumped into her in the corridor.
3. The conditions of my new work contract aren't as good as I'd hoped. If I had been more assertive I _____ (negotiate) better ones.
4. My Brazilian colleague, who was always very chatty and friendly, has become quite distant. I _____ (offend) him somehow.
5. Having Spanish lessons only once a week, I feel I'm not making much progress. I _____ (join) a more intensive course.
6. 'I can't find the flash drive with my presentation.' 'You _____ (leave) it at home. Do you remember putting it in your briefcase before you left this morning?'
7. You _____ (attend) the conference on cross-cultural communication last month. It was probably the most interesting and useful conference I've been to this year.
8. Our German business partners seemed put out after the meeting. I probably _____ (tell) so many jokes during my presentations.

■ SPEAKING – PRACTISING PRESENT AND PAST MODAL VERBS

Work in pairs. For each of the situations below use past and present forms of modal verbs to speculate what went wrong, how the situation should have been dealt with correctly and, the possible consequence of the mistake.

1. You work for a European car company and it has just launched a new advertising campaign in Taiwan (a rather collectivist and masculine country). The advert shows a young female manager, leaving work early in the afternoon, driving a new car from work to a shopping mall and then home, where her husband is welcoming her with dinner ready on the table. However, your sales in Taiwan are not picking up. What went wrong?
2. Your company has just opened its subsidiary in the Netherlands (a rather feminine society with a low PDI). All your managers are male and they have set up various rules for running the office, including quite a lot of overtime. Your managers also refuse to socialise with their subordinates. The Dutch employees they have hired are not very satisfied. What went wrong?
3. Your company is about to give a business presentation introducing your brand new device in Belgium (a country with a high UAI). The presentation is very brief and your presenters would like the Belgians to start using the device to see how great it is. The Belgians are very reluctant. What went wrong?
4. You are from the Philippines (a country with a high PDI) and have been working for some time in New Zealand (a country with a low PDI). Although you love your job, you are finding it more and more difficult to perform well as your supervisor is not keen on giving you precise instructions and wants you to take more initiative. He also keeps inviting you for a drink after work. You are not very happy. What went wrong?

■ SPEAKING

1. Hofstede's work has been widely applied to international management and is still the main part of many corporate intercultural training programmes. However, the model is also increasingly criticised. Why do you think that is?
2. Go to <https://www.hofstede-insights.com/product/compare-countries/> where you can find the scores of the four dimensions for your country. Do you agree with them?
3. Go to <https://www.hofstede-insights.com/product/compare-countries/>, compare your chosen country with your own and summarise how you might need to change your attitudes and behaviour when working there.

■ LISTENING

1) Answer the two questions below in small groups:

- Can you explain the word stereotype?
- Which characteristics do you typically associate with the work culture of the following nationalities: the Mexicans, the French, the Germans, Eastern Europeans?

-
- 2)  You are going to hear a journalist talking about a survey of popular cultural stereotypes concerning work. Before you listen, check your understanding of some words from the recording by matching up the words and definitions:

1.	contradict (v)	a.	very difficult and unpleasant
2.	hammock (n)	b.	to become involved in and absorbed by something
3.	chore (n)	c.	someone who has the same job as another person but in a different country or an organisation
4.	harsh (adj)	d.	having knowledge of something
5.	anticipate (v)	e.	an unpleasant or boring task that must be done regularly
6.	counterpart (n)	f.	a type of bed made from a net or some material, with ropes at each end that are used to hang it between two trees, posts, etc.
7.	get caught up (in something)	g.	to say that something that somebody else has said is wrong
8.	awareness (n)	h.	to expect something and prepare for it

- 3)  Now listen to the recording and answer the following questions:

1. Who conducted the survey?
2. What exactly were the people who participated in it asked?
3. Why were the results interesting?
4. What did it reveal about the following: the Mexicans, the French, the Germans and people from Eastern Europe?
5. Do stereotypes change when people relocate?
6. Why, according to the speaker, should we dispute stereotypes?
7. Are stereotypes helpful in any way?
8. What does the speaker suggest you should do to establish a working relationship with your foreign colleagues, subordinates or superiors? What benefits should it bring?

■ LANGUAGE FOCUS

- 4)  These five nouns all appeared in the listening. In each box, cross out the verb which CANNOT be used with the noun.

make challenge <input type="checkbox"/> ASSUMPTIONS	think	anticipate make <input type="checkbox"/> BEHAVIOUR	influence
accept <input type="checkbox"/> INFORMATION	question	control <input type="checkbox"/> CIRCUMSTANCES	change
provide obtain <input type="checkbox"/> INFORMATION	pass on	improve support <input type="checkbox"/> STEREOTYPES	given
tell <input type="checkbox"/> STEREOTYPES	check contradict break down <input type="checkbox"/> CONFORM TO	change <input type="checkbox"/> SUPPORT	face do
conform to			

Now, choose five of the verb-noun partnerships and use them in sentences. Then choose another five partnerships and explain them to your partner.

■ SPEAKING

1. Do you know stereotypes about your own country? To what extent do you agree or disagree with them?
2. How far do you agree that it is possible to sum up national characteristics in a few words? Is there usually some (or a lot of) truth in such stereotypes? Or, on the other hand, do you find such stereotyping dangerous?
3. Have you ever been in a situation where stereotypes helped you?
4. Have you ever been in a situation which supported or contradicted stereotypes you had about a particular culture?
5. Do you usually control your behaviour when you are abroad so as not to support stereotypes foreigners might have about people in your country?
6. Look at page 225 and read about a mini-workshop in cross-cultural management.

SPEAKING – ROLE PLAY

You are working on an international project with partners from two other countries. The project is not running smoothly and the relationships within the project group are becoming worse so that it is more and more difficult to work together. A meeting has been called for the project leaders from each country to discuss the most problematic points (*deadlines; meetings; reports from the meetings; hierarchy*) and try to sort them out.

Student A: look at page 221

Student B: look at page 224

Student C: look at page 230

SPEAKING – TOPICS FOR PRESENTATIONS

1. Choose a country where you would like to work and live. Present how you might need to change your attitude and behaviour in order to work successfully there.
2. Present the advantages and disadvantages of managing/working in a multicultural team.
3. Cross-cultural trainings – their pros and cons.
4. Stereotypes – a friend or an enemy?

GLOSSARY

Term	Definition	Translation
Assumption (n)	a belief or feeling that something is true or that something will happen, although there is no proof	předpoklad, domněnka
Collectivist (adj)	emphasising the collective rather than individual action or identity	kolektivistický, podřizující se kolektivu
Cross-cultural differences (n)	differences that arise when people from different cultures work and live together	rozdíly/odlišnosti mezi kulturami
Cross-cultural skills (n)	competences that refer to the knowledge and motivation that enable individuals to adapt effectively in cross-cultural environments	dovednosti, které nám pomohou správně se chovat a řešit situace, které mohou vzniknout střetem mezi různými kulturami
Cross-cultural training (n)	training that will teach employees to adapt effectively in cross-cultural environments	trénink dovedností, které nám pomohou správně se chovat a řešit situace, které mohou vzniknout střetem mezi rozlišnými kulturami

Continued on page 71

Continued from page 70

Term	Definition	Translation
Cultural awareness (n)	understanding of the differences between oneself and people from other countries or other backgrounds	kulturní povědomí
Cultural dimensions (n)	a set of preferences that distinguish one country from another	kulturní dimenze (úrovně)
Diverse workplace (n)	a workplace that is composed of employees with varying characteristics including religious and political beliefs, gender, ethnicity, education, socioeconomic background, sexual orientation and geographic location	rozmanité pracoviště (kde spolupracují lidé pocházející z odlišných kulturních zázemí)
Etiquette (n)	the formal rules of correct or polite behaviour in society or among members of a particular profession	etiketa, pravidla chování
Feminine (adj)	having the qualities or appearance considered to be typical of women; connected with women	mající ženské rysy chování a osobnosti
Individualistic (adj)	following the belief that individual people in society should have the right to make their own decisions, etc., rather than be controlled by the government or any other institution	individualistický, samostatný, jednotlivý, osobitý
Masculine (adj)	having the qualities or appearance considered to be typical of men; connected with or like men	mající mužské rysy chování a osobnosti
Negotiate (v)	to try to reach an agreement by formal discussion	vyjednávat
Non-verbal communication (n)	communication which includes gestures, facial expressions, and body positions (known collectively as 'body language'), as well as unspoken understandings	nonverbální komunikace
Stereotype (n)	a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality	stereotyp; jednotvárný, ustálený, navyklý vzorec chování a myšlení

Email Writing

5

INFO BOX

There are three main styles of email writing. **Formal emails** are similar to letters. **Semi-formal/neutral emails** are used with people you do not know very well. Sometimes it is difficult to know if the email needs to be formal or semi-formal. It is a good idea to copy the email style of the person who writes to you. **Informal emails** are all personal correspondence and often used between colleagues in companies. The differences start with the opening of the email, run through the whole text and end with the closing. The following table tells you how to begin and finish the email, although the styles often overlap. You can use a comma after the opening.

	Formal	Semi-formal	Informal
Greeting	Dear Sir or Madam	Dear Elisabeth	Hi Betty
	Dear Mr/Ms Smith	Dear Thomas	Hello Tom
Opening (examples)	I am writing to enquire about ...	Thank you for your email ...	Hope you're well.
Closing (examples)	Please let me know if you need more information.	I look forward to hearing from you soon.	I hope to talk soon.
		I hope to hear from you soon.	
Closing salutation	Yours faithfully,	Best regards,	Love,
	Yours sincerely,	Best wishes,	Take care,
	Kind regards,	Thank you,	Thanks,
	Sincerely,	Yours truly,	Yours,

LEAD-IN

- 1) Are there any differences between a formal and informal email in your own language? With a partner discuss what differences you would find between formal correspondence, e.g. an email to the dean of your faculty, and an informal message, e.g. an email to a schoolmate. What are the differences in English?

2) Study the following rules for writing emails. In pairs, decide which ones should be obeyed and which not:

		YES	NO
1.	Be concise and to the point. Avoid long emails.		
2.	Try to reply to emails (especially business ones) within 2 hours.		
3.	Write in CAPITALS – it's easier to read.		
4.	Leave the message thread in your email to save the recipient time and frustration looking for earlier messages.		
5.	Proofread your email before you send it.		
6.	Don't use underlining – it looks like a hyperlink to a website.		
7.	Don't use abbreviations and emoticons – the recipient might not know what they mean.		
8.	Don't request read receipts – this will annoy your recipient.		
9.	Don't bother completing the subject line – nobody reads it anyway.		
10.	Divide the text into paragraphs and use a reader-friendly layout.		

■ PHRASES AND VOCABULARY

1) Look at the following sentences and answer the questions:

1. Which phrase is an informal request for information?

- a) I would really appreciate it if you could send me a copy by email attachment.
- b) Could you please send me a copy by email attachment?
- c) Send it to me by attachment, can you?

2. Which phrase is an informal apology?

- a) I would just like to apologise for forgetting your birthday.
- b) Happy birthday for Friday. Sorry, I totally forgot.
- c) I'm really sorry I forgot your birthday.

3. Which phrase is for giving instructions in a formal way?

- a) The first step would be to make a plan.
- b) Now make a plan.
- c) First you need to make a plan.

4. Which phrase expresses formal enthusiasm?

- a) I would just like to say how pleased I am for you.
- b) That's fantastic! Congratulations!
- c) You're so lucky.

5. Which phrase expresses thanks in an informal way?

- a) I would like to express my sincerest gratitude.
- b) Thanks, but you shouldn't/needn't have bothered.
- c) Thank you. I'm much obliged.

6. Which phrase is for expressing a preference in a formal way?

- a) I don't want to do that.
- b) I would rather not do that.
- c) I'm not doing that.

2)  Match the more formal verbs with their informal/neutral counterparts:

	More formal		Informal/neutral
1.	inform	a.	move
2.	obtain	b.	get
3.	require	c.	get in touch/give a call
4.	inquire/enquire	d.	need
5.	preserve	e.	protect
6.	release	f.	tell
7.	reside	g.	keep
	More formal		Informal/neutral
8.	retain	h.	ask
9.	contact	i.	live
10.	apologise	j.	be sorry
11.	relocate	k.	free
12.	regret	l.	say sorry

3)  Now use the verbs from the previous exercise in the following sentences. Consider the style of the whole sentence (sometimes you may need to change the verb form):

1. Have the factory employees been _____ about all the changes the acquisition would bring?
2. I am pleased to _____ you that you have won first prize in this month's competition.
3. You should really _____ to her for what you said.
4. Should you _____ any assistance, please do not hesitate to contact us.
5. If you _____ help, just give me a call.

-
6. Under the constitution, the provinces _____ all the powers not delegated to the federal government.
 7. We're _____ to our new house this weekend, so we'll be very busy.
 8. The company is thinking about _____ its operations abroad to lower costs.
 9. Just because he doesn't _____ for or want your help doesn't mean he doesn't need it.
 10. We _____ to inform you that your application has been rejected due to the insufficient information provided.

4)  **Reduce the informality of the following sentences by replacing the italicised part in each sentence with a more formal one:**

1. The reaction of the Managing Director was *sort of* negative.
2. The economic outlook for the business is *pretty* bad.
3. The future of funding is still *up in the air*.
4. The results were *a lot* better than I expected.
5. We apologise for any *trouble* caused.
6. The reconstruction had to be postponed *because of* bad weather conditions.

5)  **Match the more formal adjectives and adverbs with their informal/neutral counterparts and put them in the table:**

Adjectives:

wrong	whole	inexpensive	complete
enough	incorrect	clear	in charge
responsible	transparent	cheap	sufficient

More formal adjectives	Informal/neutral adjectives

Adverbs:

so	principally	next	at first
at once	finally	therefore	immediately
initially	mainly	in the end	subsequently

More formal adverbs	Informal/neutral adverbs

6)  Use the words/phrases from the previous exercise in the following sentences with respect to their style:

1. We have been provided with _____ information; therefore we cannot give you a precise quote.
2. Have you made _____ copies?
3. All _____ she lost her temper.
4. I would recommend that you should contact the person _____ for designing the entire project.
5. And _____, I would like to thank you on behalf of our firm for your contribution to this exhibition.
6. Last year we participated in a campaign to make official documents more _____.
7. I was surprised that the people in my class were _____ foreigners.
8. Thank you for answering our questions _____.
9. Imagine, they left the au pair _____ of the children for a week.
10. We rejected your offer _____ due to the cost.
11. We are afraid these reasons are not _____ to justify your decision.

INFO BOX

Phrasal verbs are often considered rather informal and it is recommended that they should be avoided in formal and academic writing. However, the majority are in fact neutral and there are some that are positively formal and would be appropriate in formal or academic writing.

Here are some of them:

Scientists have carried out experiments/tests/research on ... = conducted

The new motorway brought about huge change ... = caused

The discovery came about by chance ... = happened

Extremely cold weather accounted for the rise in fuel consumption ... = explained

John Fields put forward the theory that ... = proposed, suggested

As Green points out ... = emphasises

So to conclude, don't rule out phrasal verbs in formal writing, as there are many which can contribute to an authoritative style and can be helpful in avoiding repetition but be careful which ones you use.

- 7)  In the following sentences replace the italicised phrasal verbs with their non-phrasal verbs counterparts:

1. Expenditure on global advertising has *gone up* dramatically in the past decade.
2. The implementation of a more efficient computer system often *cuts down on* unnecessary waste within businesses.
3. Outsourcing will not completely *get rid of* the problem of costly overheads within companies.
4. This issue was *brought up* during the meeting.
5. Accountants have long been *looking into* ways of reducing corporate taxation.
6. Consultants are often hired to *come up with* recommendations that are feasible in both the long and short term to address company problems.
7. The company's profit figures have been *going up and down* for two years.
8. The process should be *done again* until the desired results are achieved.
9. Proposals to increase working hours have *been met with* considerable resistance from employees.
10. Researchers looked at the ways stress *builds up* around a fault.
11. Incentive schemes are often *set up* in companies to improve employee morale.
12. The meeting had to be *put off* due to illness.
13. It has been agreed that another meeting would have to be *set up* to solve the problem.

■ PHRASES FOR DIFFERENT SITUATIONS IN BUSINESS WRITING

- 8) Fill in the gaps with the phrases suggested. Bear in mind the differences between formal and informal style:

REASON FOR WRITING / REPLYING

thanks	this is to	with regard to	thank you
--------	------------	----------------	-----------

1. I am writing _____ the complaint you made on 29 February.
2. _____ for your email of 29 February concerning the conference in Brussels.
3. _____ invite you to join us for a picnic on 20 May.
4. _____ for your email, it was wonderful/great to hear from you.

MAKING A REQUEST / ASKING FOR INFORMATION

get back	let me know	appreciate	clean up
----------	-------------	------------	----------

5. Could you please _____ if you can attend the fair/if you are available for a meeting on 12 December?
6. I would _____ it if you could send me a brochure/if you could reply within two days.
7. Would you mind coming early to help me _____ the place?
8. Can you _____ to me asap? (as soon as possible)

OFFERING HELP / GIVING INFORMATION

are willing to	can't make	regret to inform	how about	should you need	need a hand
----------------	------------	------------------	-----------	-----------------	-------------

9. We _____ you that the show has been cancelled due to bad weather conditions.
10. We _____ arrange another meeting with the CEO.
11. _____ any further information/assistance, do not hesitate to contact us.
12. I'm sorry, but I _____ it tomorrow.
13. _____ if I come and help you out?
14. Do you _____ with moving the furniture?

COMPLAINING

regret to say	express my dissatisfaction	was unhappy	have to
---------------	----------------------------	-------------	---------

15. I am writing to _____ with your services.
16. I _____ that I was not completely satisfied with the room you provided for us.
17. I _____ say that you're late with the payments.
18. I _____ with the explanation you gave us.

APOLOGISING

to compensate	won't happen	I'm sorry	accept our apologies	for any inconvenience	for the trouble
---------------	--------------	-----------	----------------------	-----------------------	-----------------

19. We would like to apologise _____ caused.
20. Please _____ for the delay.
21. Please let us know what we can do _____ you for the damage caused.
22. I'm sorry _____ I caused.
23. I promise it _____ again.
24. _____ for being late.

ATTACHING FILES

find attached	sorry	attached	I am afraid	sending	for your consideration
---------------	-------	----------	-------------	---------	------------------------

25. I am attaching my CV _____.
26. Please _____ the file you requested.
27. _____ I cannot open the file you have sent me.
28. I'm _____ you the holiday photos.
29. _____, but I can't open it. Can you send it again in another format?
30. _____ are the materials you wanted.

WRITING EMAILS

1) Read the four emails below and answer the questions:

a. Which email is from:

- a customer service department?
- a senior colleague?
- a junior colleague?
- a customer?

1.

Dear Mr Brown,

I am writing with regard to a phone problem. You may remember me, we met at a business conference in Bristol, and I believe you were telling me about having a similar problem with the same model. Unfortunately, I have dropped my mobile and the screen is cracked. I was wondering if you could give me any advice on getting it repaired. I would very much appreciate any help you might be able to give me.

Yours sincerely,

Thomas Swift

2.

Dear Sir or Madam,

I am writing to enquire about having a computer repaired. The model is HP ProBook 6550 which I bought 26 months ago and therefore is unfortunately no longer under guarantee. The screen is working but it has no sound.

I would be very grateful if you could give me the address of an authorised repair centre in Liverpool. Thank you for your help.

Yours faithfully,

J. Wilson

3.

Hi Tom,

Thanks for your mail. Sorry to hear about your phone. Mine was a write-off – had to get a new one! Try Thompsons's in the new shopping mall, they're usually good. Hope this helps.

Cheers,

Peter

P.S. Of course I remember you. Give me a ring next time you're in town and we'll go out for a drink!

4.

Dear Miss Wilson,

Re your email of 2nd January: your computer is in fact covered by a three-year manufacturer's guarantee. Simply send it back in its original packaging and we will repair or exchange it asap. Don't hesitate to get back to me if you need any more information.

Regards,

Paul Blake

P.S. Are you by any chance the Jenny Wilson I met at Liverpool Business School in the school year 02/03?

b. Which two emails are formal and which two are neutral/informal?

- Formal
 Neutral/Informal

c. Find expressions in the four emails to complete the table. Work in pairs.

	Formal	Neutral/Informal
Greeting		
Opening		
Requesting		
Closing		
Closing salutation		

2) Read the next four emails:

- a. Which two writers have changed style? Why?
 b. Find and correct the two inconsistencies of style in each email.

<p>5.</p> <p>Dear Mr Blake,</p> <p>Thanks for your email of 3rd January. I am afraid you have mistaken me for my cousin, who attended Liverpool Business School in 2002. I am very pleased to learn that the computer is still under guarantee. Unfortunately, I no longer have the original packaging, so I think it would be preferable if I deliver it directly to your repair centre after work. Could you possibly let me know the opening hours?</p> <p>Cheers,</p> <p>Jenny Wilson</p>	<p>7.</p> <p>Dear Miss Wilson,</p> <p>I am writing with reference to the repair of your HP ProBook. Our Liverpool repair centre is open from 9am to 6pm from Monday to Saturday. I've attached a leaflet with the details and a map. Hope this helps.</p> <p>Yours sincerely,</p> <p>Paul Blake</p> <p>P.S. Please accept my apologies for confusing you with your cousin.</p>
<p>6.</p> <p>Hi Peter,</p> <p>Thanks for your email. I wasn't sure if you'd remember me – there were so many people at the conference last year. I will actually be in town next Friday so perhaps we could have that drink? I would be very grateful if you could let me know if you are free around 5.30? Looking forward to seeing you.</p> <p>Tom</p> <p>P.S. I would like to express my gratitude for your help with the phone. I'm having it fixed in the shop you recommended.</p>	<p>8.</p> <p>Tom,</p> <p>Re next Friday. It will be great to see you. Actually, my wife will be away on business that week, so I need to be at home to look after the kids. I was wondering if you would mind coming over to our place? The weather's great so we could have a barbecue in the garden. I've attached a map – get back to me if it's not clear.</p> <p>Yours sincerely,</p> <p>Peter</p>



3) **Look at the following formal email and complete it with correct prepositions:**

To: jsmith@smithsolutions.com
 From: tmcaden@jonesofficesolutions.com

Subject: Meeting about new internet service provider 1/9/2017

Dear Mr Smith,

I have been researching our choices 1._____ internet providers 2._____ the past week, and I wanted to update you 3._____ my progress. We have two options: CableTV.com and Southwest.com. Both offer business plans, and I will go 4._____ the pricing of each plan 5._____ the meeting 6._____ Tuesday. Both 7._____ the options I listed have

comparable speed and data usage offerings as well. I called your personal provider, GoGo Satellite, but they did not have any business offerings. They primarily focus **8.**_____ residential internet service. I will talk **9.**_____ Joe and Susan in IT **10.**_____ these options and get their opinions. I will also send **11.**_____ meeting requests **12.**_____ everyone, including Mr. Morris **13.**_____ operations. If you have any questions prior **14.**_____ meeting, please let me know.

Yours sincerely,

Tina Turner

Administrative Assistant
Smith Solutions
<http://www.smithsolutions.com>

- 4)**  **Put ONE word into each gap to complete the following email. Sometimes there are more options:**

Dear Mr Bond,

Thank you **1.**_____ your email **2.**_____ November 20th 2016. I apologise for not **3.**_____ sooner but I was away **4.**_____ a business trip last week.

We appreciate your offer very much. We **5.**_____ do agree that doing business together would be extremely beneficial for both sides. However, there are a few points we are not sure about. I **6.**_____ getting together for lunch sometime next week to discuss our opinions. Monday or Wednesday would **7.**_____ me best.

Please find **8.**_____ our proposal regarding our further cooperation. I have been **9.**_____ to negotiate on **10.**_____ of our company. If you have any doubts, do not **11.**_____ to contact me.

I look forward to **12.**_____ from you soon.

Yours **13.**_____,

James Cooper
Marketing Manager

- 5) Read the following email from one friend to another:**

Hi Jane,

Sorry I wasn't able to get to your housewarming party last Saturday. I was really looking forward to it and I was ready to leave the house when my aunt from Scotland arrived for a surprise visit!! She was only in town for the one evening before she went to my brother's house so I had to stay with her. I'm really sorry.

I tried to call you but your line was busy both times I rang. Then I was out with my aunt in town and didn't have the chance to ring again.

I hope you understand. I know you wanted to get me to meet that girl, Julie, who works with you. Oh well, next time maybe! My evening was really boring ... if that makes you feel any better.

See you soon,

Cheers,

Mark

Now read a similar but more formal email. Fill each gap with one of the formal expressions you see below. In each gap write the letter that corresponds to the correct phrase.

- a. I hope this will be possible at the next available opportunity
- b. Later, I was otherwise engaged
- c. I look forward to hearing from you soon.
- d. I hope you can understand my difficulties
- e. introduce me to Ms Phoenix
- f. was busy
- g. I hope the dinner went well for all concerned.
- h. a relative arrived unexpectedly
- i. Dear Ms Jones
- j. Sincerely
- k. I regret not being able

1._____

2._____ to get to your business dinner last Saturday. I was really looking forward to it and I was ready to leave the house when 3._____. She was only in town for the one evening before she went to my brother's house so I had to stay with her. 4._____.

I tried to reach you by phone twice, but unfortunately both times your line 5._____ when I called. 6._____ and did not have the chance to phone again.

7._____ I know you wanted to 8._____ from HR. 9._____.

10._____

11._____

Mark Stone

LISTENING

- 1)  Listen to a phone conversation and complete the notes.

Exhibition dates: 1. _____

Price range: 2. _____

Position of the stand: 3. _____

Price: 4. _____

Discount: 5. _____

Deposit: how much 6. _____ *when:* 7. _____

Whole payment: by 8. _____

Contact person: 9. _____

Phone number: 10. _____

- 2) Write a formal email to the head of the Marketing Department to inform him about the details of the exhibition and another email (informal) to your colleague Lucy, who works for the Marketing Department as well and is in charge of organising the exhibition.
- 3) A friend of yours has written to you complaining about the hotel and services they received during their holiday in Egypt. As her formal English is not very good, she is asking you for help. Can you help her write a formal email of complaint to the travel agency they went with?

Hi Jane,

I've just come back from the holiday in Egypt I was looking forward to so much. You would never believe how horrible it was. The hotel in the brochure looked wonderful but when we arrived we found out that it was a photo of a hotel across the road. The hotel was supposed to be 50m from the coast. It was definitely more than that and there was that big busy road we had to cross to get to the beach. It was like playing Russian roulette every day. Our hotel was very old and shabby. It was quite clean but the tiles in the bathroom were broken and the air conditioning was out of order. It's just not what you expect in a three-star hotel. But the worst was to come, breakfast was served in a night club – very dark and dirty (there was a disco there till about 6 in the morning) with flashing lights and loud music. It actually seemed the disco was still going on when we were having breakfast. We stopped going there after two days and ate out of the hotel.

We tried complaining to the delegate but in vain. She said no other hotel was available and we should have read the contract, it was all in it. Well, I checked the contract when we got back and obviously there was nothing there.

But I must say, except for the hotel we really enjoyed our holiday. We spent most of the days outside anyway and just slept in the hotel (if you can call it that).

I hope you enjoy your holiday next week. Give me a ring when you get back.

Love,

Christine

Recruitment and Employment

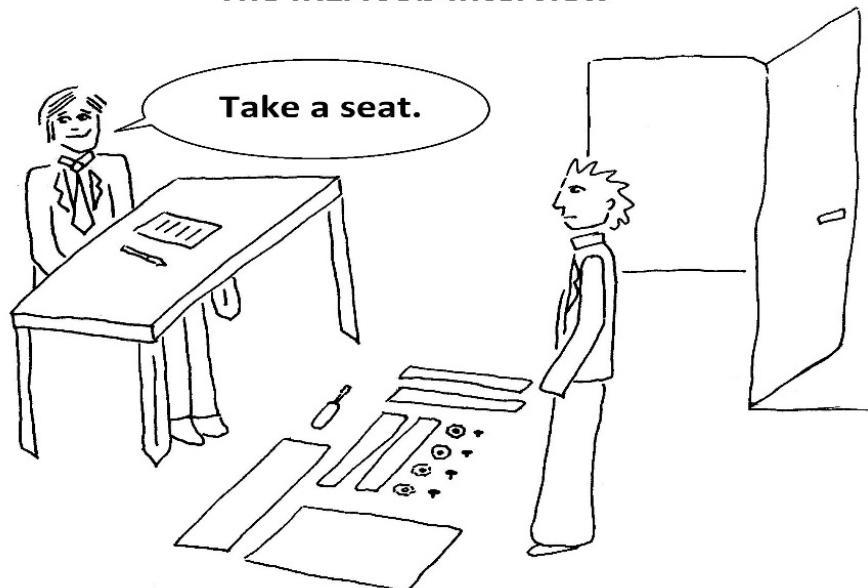
6

■ INFO BOX

Recruitment refers to the overall process of attracting, selecting and appointing suitable candidates for a job position within an organisation, either **permanent** or **temporary**, **part-time** or **full-time**, unpaid positions, such as voluntary roles or **training programmes**. It can be undertaken by a company's own **Personnel Department – HR (Human Resources)**, or outsourced to a **recruitment agency** or **headhunters**. Firstly the job is advertised in the media, candidates are asked to provide a **curriculum vitae/CV (BrE)** or **resume (AmE)** and **covering letter** to give information about their qualifications, experience and skills. Then the responses are sorted, a **shortlist** of the best qualified candidates is drawn up and the candidates are interviewed. Unsuccessful applicants receive **rejection letters**, and those who succeed are hired and put on the **payroll**.

■ LEAD-IN

The IKEA Job Interview



1) Express your opinion on the following statements:

- I'd take a job even if I didn't like it in order to get the experience I need.
- I'd take a pay cut in order to do something I really enjoy.
- I'd relocate to a foreign country if the package was tempting enough.
- I'd give up a steady job to take a chance on a new more interesting one.
- I'd accept a top job even though it was only on a temporary basis.
- I'd keep changing jobs until I got exactly what I wanted.

■ READING

1) Read an article about the recruitment process and put the paragraphs in the correct order. The first and last paragraphs are in the right places, the others have been jumbled up. Some words in the article are in bold because they will be practised later:

LIFTING THE CURTAIN ON THE HIRING PROCESS

- 1 Do you ever wonder what exactly goes on behind the scenes when you apply for a job? While the recruitment process varies according to industry, company and even department, the end result is the same: One person out of many receives an offer.
- 2 Generally, human resources personnel, (and occasionally hiring managers), will firstly interview candidates over the phone to save time and cut costs associated with on-site visits. These calls last from anywhere between 10 minutes to an hour or more. Normally, the purpose of the phone interview is to make sure candidates understand the job and that it **lines up with** their salary expectations. If it doesn't, there's no point in going any further.
- 3 Phone interviews may be used to get deeper information about a candidate's background to help determine if the person is suitable. Candidates also may be evaluated on their communication skills. For example, a customer-service company may look to see if applicants can **establish rapport** over the phone.
- 4 The next step is often to request human resources staff, hiring managers – or both – to narrow down the number of applicants to those whose skills and work histories closely match the job description. If they are unsure, they might contact applicants by email or phone to learn more. In the end, they will typically have a list of candidates, usually no more than 20, to interview. However, as new applications come in, it is possible that the list will grow, especially if several of those initially selected fail to pass the next round, which is usually a phone interview.
- 5 Up to six applicants are typically granted first-round interviews per vacancy, which involve meeting with two company consultants for about 40 minutes each. Of these, about half go on to second-round interviews with up to four company partners. During the meetings, candidates are asked about their work history, career goals and other relevant topics, plus they are expected to participate in role-playing exercises.
- 6 Many employers start filling vacancies below the executive level by using a team of recruiters or human resources personnel to **weed out** applications that fail to meet a job's basic qualifications. They should only be removing candidates who are a **clear miss**.
- 7 How this is done, the time it takes, and the number of applicants selected to go on to the next step varies, but there are some patterns. Some screeners (people employed

to check if someone is suitable for a job) **eyeball** every **submission** that comes in, while others search for certain keywords among applications. Usually they are 3–5 words chosen from the job description. Likewise, there are screeners who consider cover letters in their evaluations and those who ignore them.

- 8 At most firms, once interviews are completed, hiring managers will get together with colleagues who have met the finalists to get their opinions on who should get an offer. But in the end, it's still **the hiring manager's call**. They try to make sure that they pick someone who is enthusiastic about the role.

(adapted from *The Wall Street Journal*, January 26, 2010, by Sarah Needleman)

■ READING COMPREHENSION

- 2) In pairs discuss the meaning of the seven phrases (in bold) from the article:

1. to be a clear miss
2. to eyeball something
3. to line up with something
4. to weed out something
5. submission
6. to establish rapport
7. the hiring manager's call

- 3) Answer the following questions:

1. Who is usually rejected during the first round of screening applications?
2. What is the main objective of phone interviews?
3. Into which steps is the face-to-face interviewing process divided in the article? Describe each stage in more detail.

- 4) Choose the correct option:

1. **Recruiters use keywords**
 - a) to find out during the phone interview whether the applicants have the right qualities.
 - b) to eliminate applicants not really looking for the position advertised.
 - c) when looking for qualities which fit the job description.
2. **A shortlist**
 - a) comprises all of those who applied for the job position.
 - b) contains all those selected for the job interview.
 - c) is narrowed down by those who apply for the job position after the first round.
3. **A telephone interview**
 - a) is commonly used to find out some more details about the candidate.
 - b) serves as a replacement for the interview.
 - c) leads to an agreement on salary expectations.
4. **The interview**
 - a) is usually organised in three rounds.
 - b) is exclusively run by company partners.
 - c) is targeted at finding the best candidate.

5) Put the stages of a typical recruitment process in the right order (the first and the last steps are correct):

1. try to discover why the person leaving your company has resigned
2. follow up the references of candidates who seem suitable
3. make the final selection and put the best candidate on the payroll
4. hire an employment agency/a headhunting firm
5. examine possible modification and the possibility of joining two posts
6. try to find an internal candidate
7. invite the shortlisted candidates for an interview
8. receive applications, curricula vitae/resumes and covering letters
9. make a preliminary selection and a shortlist
10. examine the job description
11. advertise the vacancy
12. write to all other candidates to inform them that they have been unsuccessful

■ LANGUAGE FOCUS

6)  Match the verbs and nouns to form the partnerships from the article:

1.	fill	a.	applicants
2.	publish	b.	on the payroll
3.	conduct	c.	in role-playing
4.	put somebody	d.	rappor
5.	search for	e.	a vacancy
6.	narrow down	f.	evidence
7.	match	g.	keywords
8.	look for	h.	an interview
9.	participate	i.	a position
10.	establish	j.	an ad

Now make sentences using five of these partnerships.

7) Translate the following word partnerships into Czech:

1.	job position	
2.	job description	
3.	job interview	
4.	recruitment agency	
5.	recruitment process	
6.	rejection letters	
7.	acceptance letters	

8)  Complete the text with suitable words from the box:

interview	job description	job vacancies	application
references	shortlisted	curriculum vitae	applicant
application form	employment agencies	apply	candidate

Many people looking for work read the 1._____ advertised in newspapers by companies and 2._____. If you find a suitable job position you can 3._____ for the job. You become a(n) 4._____ or a(n) 5._____. You write a(n) 6._____, or fill in the company's 7._____, and send it, along with your 8._____ and a covering letter. You should also give the names of at least two people who are prepared to write 9._____ for you. If your qualifications and abilities match the 10._____, you might be 11._____, i.e. selected to attend a(n) 12._____.

9) In each box, cross out the verb which CANNOT be used with the noun:

handle	approach	select	retire
<u>A SITUATION</u>		<u>AN APPLICANT</u>	
deal with	experience	evaluate	reject
<u>AN INTERVIEW</u>		<u>AN EMPLOYEE</u>	
hold	make	recruit	appoint
take	fix	accept	leave
<u>A DEADLINE</u>		<u>A JOB</u>	
set	miss	regulate	apply for

10)  Complete the sentences with the correct prepositions:

- I am thinking of applying _____ the position of team leader.
- She cannot be accountable _____ commitments she hasn't made.
- The latest recruit graduated _____ university only last year.
- Sergio has been assigned _____ this branch since Paula left.
- He is accountable _____ the head of the department.
- Jill worked _____ a big international company, where she was responsible for dealing _____ complaints from customers.
- The deputy manager was authorised to negotiate _____ behalf _____ the company.



11) Complete the table below with the correct forms of the words:

Verb	Noun (concept and agent)	Adjective	Negative adjective	Adverb
require				xxx
	qualification			xxx
advertise				xxx
	selection			
	notification		xxx	xxx
apply				
recruit			xxx	xxx
	specification			
accept				
	description		xxx	



12) Use some of the expressions above in the following sentences:

1. We are looking for a(n) _____ accountant.
2. The contract clearly _____ who can operate the machinery.
3. HR manager is responsible for _____ at all levels.
4. There are attempts to attract new _____ to the nursing profession.
5. We will do our best to meet your _____.
6. We are currently _____ for a new sales manager.
7. How long does it take to _____ for this position?
8. You will have to be _____ about which information to include in the report.
9. You should receive _____ of our decision next week.
10. Please confirm your _____ of this offer in writing.

SPEAKING

Group work:

You have just met some people who would like to work in your country. What advice can you give them about current job prospects and how to go about finding a job? The following headings may help you:

- availability of jobs geographically
- employment sources (newspapers, agencies, etc.)
- part-time/full-time work
- blue collar/white collar jobs
- seasonal work

LISTENING

- 1)  **Listen to an interview with Professor Black from Lancaster University and answer the following questions:**

1. What are the basic rules suggested by Professor Black?
2. What is the main aim of a traditional interview?
3. What abilities are tested in the case interview?
4. What is the philosophy of the behavioural interview based on?
5. What is meant by a 'success story'?

- 2)  **During the second listening complete the following sentences with the right expressions:**

1. It could be useful for overcoming the _____ you can come across in job interviews.
2. If there are any failures in your past, be _____ about them.
3. If it seems this means just a job to you, you will not be _____.
4. All questions in the traditional interview lead to a(n) _____ about your ability to do the job.
5. The question "How would colleagues describe you?" gives you a chance to _____ yourself from other candidates.
6. In case interviews the scenario is _____ according to a real management or business problem.
7. In the case interview you demonstrate a(n) _____ process that is both analytical and creative.
8. When answering questions in behavioural interview, you provide _____ on the specific situations.
9. You should prepare a(n) _____ story emphasising the qualities that the company is looking for.
10. When describing the specific situation, you should be objective and avoid _____ anyone.

- 3) **Look at more examples of some typical interview questions. Work in pairs and put them under the corresponding type of interview in the table below:**

1. How do your colleagues describe you?
2. Have you been in a situation when you did not have enough work to do?
3. Tell about a time that you disagreed with a rule or approach.
4. Where do you see yourself in five years' time?
5. Your nephew runs a lemonade stand. Yesterday was Monday and it was open from 2pm – 5pm, and he sold only 2 cups. What should he do differently tomorrow?

-
6. What type of work environment do you prefer?
 7. Talk about a time when you had to work closely with someone whose personality was very different from yours.
 8. How would you deal with a subordinate who is underperforming?
 9. Tell me about a time when you had too many things to do and you were required to prioritise your time.
 10. How would you approach an opportunity to buy a business? Assuming money was not an issue, what criteria would you use to evaluate whether to purchase it?

Traditional interview	Case interview	Behavioural interview

4) In pairs divide the following qualities tested commonly in job interviews under the corresponding type of interview:

1. ability to analyse
2. reasons for applying
3. future expectations
4. ability to handle relationships
5. work experience
6. reasons for leaving a previous job
7. ability to ask adequate additional questions
8. competence to suggest the right solution
9. ability to handle tricky situations
10. capability to work under pressure

Traditional interview	Case interview	Behavioural interview

5) Work in pairs. As an interviewer, choose one question from column A and ask your partner. On page 222 you can find recommendations about how a successful applicant for a job position should and should not respond. When finished, provide your partner with feedback. Then change roles and your colleague can choose a question from column B. Suggested answers are on page 230:

A	B
<ul style="list-style-type: none"> ● What is your greatest accomplishment? ● Where do you see yourself in five years? ● Do you have any questions for me? (at the end of the interview) 	<ul style="list-style-type: none"> ● Tell me about yourself. ● Why do you want to work for us? ● Describe a difficult work situation you experienced and what you did to overcome it.

 **6) Write one word in each gap to complete the questions you might be asked at a job interview:**

1. What challenges _____ you looking _____ in a position?
2. What _____ you like _____ your previous job?
3. Why _____ you decide to change your job?
4. How long _____ you _____ in your present job?
5. What _____ you passionate _____?
6. What _____ your ambitions _____ the future?
7. What _____ your job consist _____?
8. How _____ you describe the speed _____ which you work?
9. When _____ you first attracted _____ accounting?
10. Where _____ you like to be _____ ten years' time?

 **7) When assessing qualities of applicants, recruiters use the following adjectives. Create antonyms (words with opposite meaning) with the help of negative prefixes:**

responsible		reliable	
decisive		communicative	
sensitive		loyal	
rational		skilled/skillful	
creative		supportive	

8) Role play:

You are about to take part in a series of mini interviews. In groups of three one student is an interviewer and the other two are applicants. The interviewer should prepare a list of qualities crucial for a specific position (suggested positions: IMAX screen cleaner, chocolate tester, librarian, bartender) and questions to ask the applicants or choose some of those suggested below. When the position is agreed in the group, the applicants think about what to say in the interview, what their qualifications, skills and characteristics are. Finally, the interviewer should decide which applicant is more suitable. After each interview, the roles rotate.

1. Where do you see yourself in five years' time?
2. How do you cope with people who feel angry about your success?
3. How do you motivate people to do their best?
4. What are your weaknesses?
5. Can you give an example of a situation you found stressful, and how you coped with the stress?
6. Give an example of a goal you reached and tell how you achieved it.
7. Give an example of a goal you did not meet and how you handled it.

9) Now it's your turn. As the interview comes to a close, one of the final questions you may be asked is "Do you have any questions?" Your interviewer will expect you to have some questions – failing to ask any at this moment could make you seem unprepared or unengaged. Decide which of the following questions should or should not be asked by the interviewee and explain why:

1. What does this company do?
2. How much travel is expected?
3. Is relocation a possibility?
4. If I get the job when can I take time off for a vacation?
5. What are the prospects for growth and promotion?
6. What is the company's management style?
7. Did I get the job?
8. Can I change my schedule if I get the job?

Employment

■ INFO BOX

Employment is a relationship between two parties, usually based on a **contract**, one being the **employer** and the other being the **employee**.

Unemployment occurs when a person who is **actively searching** for employment is unable to find work. The most frequently cited measure of unemployment is the **unemployment rate**. There are three primary categories of unemployment that are typically discussed. **Structural unemployment** is associated with the mismatch between jobs and workers due to the lack of applicable skills. **Frictional unemployment** can be seen as a transactional cost of trying to find a new job. Unemployment that is attributed to economic contractions is called **cyclical unemployment**. **Seasonal unemployment** occurs when people are unemployed at particular times of the year when demand for labour is lower than usual.

■ LEAD-IN

1) What types of unemployment are connected with the following situations:

1. Highly skilled glassblowers have been permanently laid off by the invention of bottle-making machines.
2. A college student resigned from his fast-food restaurant job to get ready to find a job in his field after graduation.
3. 2,000 people were made redundant when the uranium mine in Jáchymov was closed.
4. During the 2008 crisis, home builders stopped constructing new homes and as many as 2 million construction workers lost their jobs.
5. I left my job two weeks ago after an argument with my boss. I am sure I can find something better and hopefully even better paid.
6. James works as a ride operator for one of the fun park's water rides, a roller coaster that takes guests through water slides to cool down during the warm summer weather. However, it closes down at the end of September.

2)  Study the words referring to getting and losing a job by matching them with their explanations:

1.	If you hire someone,	a.	you tell your employer that you are going to leave the company after a certain period of time.
2.	If you fire somebody,	b.	you claim, at the court of law, that they dismissed you for no legal reason.
3.	If you make somebody redundant ,	c.	you employ them.
4.	If you recruit people,	d.	is money paid to workers when they are made redundant. It serves as a kind of compensation.
5.	If you headhunt someone for a job,	e.	you dismiss them from their job, usually because of something wrong they did.
6.	If you hand in (or give in/give) your notice ,	f.	he or she fires them.
7.	If a company gives someone notice ,	g.	you find new, qualified people to work in a company.
8.	If an employer sacks (or gives the sack to) someone,	h.	you dismiss them from their job for economic reasons.
9.	Redundancy pay	i.	they tell an employee that they are going to lose their job after a certain period of time.
10.	If you take legal action against your employer for unfair dismissal ,	j.	you try to find people with the right skills and experience for a particular senior job, and try to persuade them to leave their present job.

3)  Use the expressions in bold from the previous exercise to complete the following sentences:

1. He was given the _____ because he kept arriving late.
2. Dismiss me and I'll take you to court for _____ as I've done nothing to deserve this.
3. The redundant workers were given 26 weeks' _____ in compensation for losing their jobs.
4. We have to give her two months' _____ that we are letting her go.
5. We _____ him on a six month contract.
6. They are closing down the factory and making 500 people _____ .
7. She handed in her _____ this morning and is leaving at the end of the month.
8. The company only gave me three days' notice that I was being made _____ .
9. He gave two weeks' _____ but they told him he could leave straight away.
10. It's difficult to _____ people because our pay is so low.

4) Divide the following verbs in two columns according to the agent:

hire	make redundant	step down	lay off	downsize
dismiss	resign	quit	sack	fire

Employer	Employee

5)  Complete the gaps with the appropriate form of the word EMPLOY:

1. The _____ rate in the Czech Republic stagnated last year.
2. I have been unsuccessfully looking for _____ for the last five weeks.
3. My father has been _____ for nearly a year and the financial situation of our family is getting worse.
4. How many new _____ has your firm _____ recently?
5. If you are a good _____, your workers will be loyal and devoted.
6. You have all the skills to be an easily _____ person.
7. You will have to _____ all your skills to succeed.
8. In case you find it difficult to get on with other people, the best thing you can do is to become self-_____.
9. If you lack foreign languages and computer skills you are totally _____ nowadays.
10. Every _____ of the company is entitled to a 10% discount.
11. In an area of high _____ people are desperate to find jobs.
12. Emphasising this in your CV might improve your _____.

■ READING

1) Read the article about youth unemployment and do the exercise below:

SIX THINGS THEY DON'T TELL YOU ABOUT CREATING JOBS FOR YOUNG PEOPLE

1 Youth unemployment is inevitable

Contrary to the concern over high youth unemployment figures, we have come to accept that relatively high unemployment is natural, if not inevitable.

In the 1950s and 60s 2% unemployment was often seen as being high. Now we see extraordinary figures of unemployment in the developing world and elsewhere. The difference is that in the 50s and 60s most governments put an emphasis on creating full employment, and often came close to achieving this. In the last few decades it has become a much lower

priority in government policy. Instead, controlling inflation has become the goal. We have seen this with the governments in South Africa and Brazil for example, running economic policies to contain inflation, serving to create a low growth, low employment regime. In many developing countries this state of affairs has come to be accepted as normal.

2 The neoliberal approach to economic policy won't solve the problem

With its profit-seeking logic, deregulation, and prioritisation on controlling inflation, there is an inevitable tendency to create unemployment in capitalist societies. The young are more likely to suffer because it is easier to stop hiring than to fire existing staff. We have been believing that inflationary control is all that matters and so first we need to change our attitude. If you have the right economic policies, you can face the inevitable trend towards high youth unemployment.

To create more meaningful jobs, policies need to lower interest rates, extend government investment in public infrastructure and support training for young people.

3 Job creation doesn't always need to be left to the experts

Often job creation and labour policy is seen as the duty of the experts. I would question who these experts are. If they are those who have been running policy and advising policymakers then their record on youth unemployment so far has been quite pathetic. Of course we need technical expertise to implement and design policy, but when it comes to understanding the big picture correctly, namely the emphasis on creating more meaningful jobs and protecting workers rights, such issues need to be decided by the general public.

4 The employment figures don't tell the whole story

The employment figures in many developing countries are misleading. At the moment many so-called employed young people are actually engaged in very unimportant jobs in the grey economy sectors. You can see this for yourself when you approach a crossroad in a developing country and your car is surrounded by young people and children who try to sell you things. This isn't employment, it's a glorified form of begging. Job creation needs to be about creating meaningful work.

5 More education doesn't result in more employment

There is a naive view that giving more education to young people will help them to find employment. This is a myth. Often the types of education available aren't useful for young people's employability in specific labour markets.

Less economically developed countries need to invest not only in formal education but also in skills training either through a specific institute or on the job. Companies won't necessarily do this on their own initiative so governments need to provide the incentive. They need to think harder about developing specific training policies rather than just combining it with vaguely defined education policies. If they don't do this then they are going to continue to have economies where qualified engineers drive taxis.

6 Entrepreneurship should not be left to the individual

Entrepreneurship is important but people often make the huge mistake of assuming it is an individual endeavour. The recipe is often to let people do whatever they want by deregulating the economy, lend them some finance and they will take care of themselves.

Governments need to support this by providing good infrastructure, education, investing in science and research, and creating mechanisms for people to collectively create organisations.

(adapted from The Guardian, 28 May, 2014, by Ha-Joon Chang, a Cambridge economist)

■ READING COMPREHENSION

2) Choose the right option:

1. During the 50s and 60s
 - a) the unemployment rates became a much lower priority for governments.
 - b) governments successfully managed a full employment policy.
 - c) the low employment regime was accepted as a norm.
2. The emphasis on making profit
 - a) led to deregulation in the capitalist economy.
 - b) caused a massive dismissal of existing staff.
 - c) contributed to the growth in unemployment.
3. The unemployment figures
 - a) exclude the grey economy.
 - b) take into account young people employed in the grey economy sector.
 - c) show straightforwardly how alarmingly high the number of the unemployed is.
4. The author believes that giving more education to young people
 - a) could improve their chances to succeed in finding a job.
 - b) does not solve the problem of unemployment among young people.
 - c) should improve the level of formal education.

3) Decide whether the following statements are true or false:

1. The level of inflation has become a higher priority in government policies recently.
2. Job creation is closely associated with the necessity to reduce interest rates, increase government spending and set up a training system for the young unemployed.
3. The labour policy should be run by experts in order to create meaningful jobs and protect workers' rights.
4. The grey economy sector helps create well paid job opportunities for young people.

■ SPEAKING

Group work – choose one of the news extracts below and prepare a comment on it:

1. Youth unemployment should really be seen as a national and international security issue. There are all kinds of issues that occur when the infrastructure to create employment breaks down. We can see that around the world, including in the U.S.A., unemployment brings with it delinquency, gangs, drugs and violence. It needs to be seen as a security issue, but as it is about multi-generational poverty, it is also a human rights issue.
2. We need to find a way to bridge the skills and labour market mismatch. And finally, education systems need to go further than just providing basic skills and also provide transferable skills.
3. If a young person needs help to get ready for the world of work, it is better to provide that help than hand out benefits.
4. The overall unemployment rate can be misleading when it comes to youth unemployment. The headline number does not account for those who have given up looking for a job altogether because the opportunities are so few. Those who have

given up are often referred to as 'missing workers'. There are about 1 million young missing workers – under 25 years old – and if they were included, the unemployment rate for young people in the US would be closer to 16.2%.

5. You can imagine someone graduating into a weak economy and not being able to change jobs. So someone who graduated in 2007 has seen seven years of a weak labour market, and they are not able to obtain promotion in their careers. Since the recession, people who wanted to quit their job for better ones could not do so because those jobs were not available.

■ GRAMMAR – CLAUSES OF CONTRAST

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 13

Clauses of contrast begin with either the coordinating conjunction **but** or a subordinating conjunctions **though, although, even though, however, while, whereas, in spite of, despite**. They present a situation which is unexpected or surprising in view of the information in the main clause.

Although/(even) though

<i>Although Even though</i>	he had enough money,	he refused to buy a new car.
OR		
He refused to buy a new car	<i>although (even) though</i>	he had enough money.

Although/(even) though subject verb

In spite of/despite

<i>Despite In spite of</i>	<i>all his money, having enough money,</i>	he refused to buy a new car.
OR		
He refused to buy a new car	<i>despite in spite of</i>	<i>all his money. having enough money.</i>

Despite/in spite of	+ noun,
	+ verb + ing.

Example:

I couldn't sleep

- a) despite being tired.
- b) in spite of being tired.
- c) although I was tired.
- d) even though I was tired.
- e) despite the fact that I was tired. (formal)
- f) in spite of the fact that I was tired.

Although

We use *although* (*even though* or *though*) to contrast two opposite meanings (positive and negative) and it always gives unexpected results.

Example:

Although I studied all night, I failed the test. (unexpected result)

Even though the weather was cold, I went swimming. (unexpected result)

Whereas or While

We use *whereas* or *while* to contrast two opposite facts. It doesn't matter if it has a negative or positive meaning.

Example:

In Britain the hottest month of the year is July, whereas/while in Australia it is usually the coldest one.

PRACTICE

1) Choose the correct option:

1. Henry went out
 - a) despite he was not feeling well.
 - b) even though he was not feeling well.
2. My sister got the job
 - a) although she did not expect to.
 - b) in spite of she did not expect to.
3. I intend to go for a walk this morning
 - a) although raining.
 - b) despite the rain.
4. The train left on time
 - a) despite there had been a technical problem.
 - b) although there had been a technical problem.
5. She does not play the piano professionally
 - a) in spite of her talent.
 - b) although her talent.

-
- 2)  Join these sentences using the words in brackets. You may need to add one or even a few words to the word given in brackets so that it reads correctly, but do not change the order of the sentences:

1. He's very competent. He never got a promotion. (*despite*)
2. They had a large budget. They ran out of money. (*although*)
3. Computing capability has increased. The physical size of the equipment has diminished. (*whereas*)
4. We carried out market research. Our product failed. (*in spite of*)
5. The company was extremely successful. It had cash flow problems. (*although*)
6. We decided to rent the premises. The premises were extremely expensive. (*despite*)
7. Our agent didn't understand the market. He was a local man. (*although*)
8. We spent over £1m on advertising. Brand awareness didn't improve. (*in spite of*)
9. More people own computers. The number of computer manufacturers has gone down. (*while*)
10. Users experience difficulties with compatibility. A lot of money has been spent on this problem. (*even though*)

- 3)  Complete the following short text on the computer software market by using suitable conjunctions (*whereas*, *while*, *even though*, *although*, *in spite of*, *despite*):

1. _____ there are millions of different software programs available, only a few managed to become internationally successful. The best become standards which others follow, but the originals do not always benefit from this. 2. _____ the industry is very competitive, it is dominated by a few big producers. Many of these are closely connected with the leading computer manufacturers, 3. _____ there are also many independent ones. Also, producing new software is not necessarily expensive, 4. _____ innovations in computer hardware certainly involve massive costs.

SPEAKING – TOPICS FOR PRESENTATIONS

1. Give ten pieces of advice an applicant for a job position should follow to be prepared well for a job interview.
2. Give a report on the development and changes in unemployment rates in the Czech Republic during last five years. Comment on their causes.
3. Report on the possibilities of finding a job abroad. Are there any organisations arranging such opportunities?

GLOSSARY

Term	Definition	Translation
Cyclical unemployment (n)	unemployment resulting from fluctuations in economic activity	cyklická nezaměstnanost
Covering letter (n) Cover letter	a letter containing extra information that you send with a CV/resume	průvodní/motivační dopis
Frictional unemployment (n)	unemployment caused by new entrants to the job market and people who have left their jobs to look for and find other jobs	dočasná nezaměstnanost
Headhunter (n)	a third-party recruiter who works on behalf of an employer and seeks out candidates for executive and professional positions on their behalf	lovec mozků
Labour force (n) Workforce	all people of working age, both employed and unemployed	pracovní síla
Outsource (v)	to contract out a business process to another party	zadávat subdodavatelské zakázky
Payroll (n)	a list of all financial records of salaries for an employee, wages, bonuses and deductions	výplatní listina
Promotion (n)	a move to a more senior position in a company or organisation, decided upon by the employee's superiors	povýšení
Recruitment (n)	the overall process of attracting, selecting and appointing suitable candidates for jobs within an organisation	nábor, přijímání pracovních sil
Recruitment agency (n) Employment agency	a business that finds employers or employees for those seeking them	personální agentura
Redundancy pay (n)	money paid to workers when they are made redundant	odstupné
Shortlist (n)	a list of candidates for a job, prize, award, political position, etc., that has been reduced from a longer list of candidates	užší seznam
Structural unemployment (n)	unemployment resulting from changes in the economy itself	strukturální nezaměstnanost
Unemployment rate (n)	the percentage of people in the labour force who cannot find employment but are looking for it	míra nezaměstnanosti
Vacancy (n)	a job position that is available to be filled	volné místo

INFO BOX

Debating is a method of discussing and analysing issues. A formal debate is an **organised, structured and timed** exchange of arguments between two teams or individuals. Each debate has a **topic** (often controversial), also called a **statement** or **motion**. Two debating teams take opposing sides of the topic, either **affirmative** (for) also called **proposition** or **negative** (against) also called **opposition** and aim to **persuade** others to accept or believe their arguments on a topic.

There are many kinds of debate. Typical real-world debates may be found in a court of law, a parliament, during a presidential campaign, etc. The purpose is often to decide a future plan. But debate is also used in classrooms as an educational exercise where the primary purpose is educational training. There are also debating competitions and tournaments.

There are multiple **formats** a debate can follow. This is a basic debate structure:

- A topic is chosen for each debate.
- Teams are provided with time to prepare.
- Each team is allocated a period of time they are allowed to speak for.
- The teams take turns speaking for and against the topic, present their arguments and rebut (attack) the arguments raised by the other team and defend their own.
- The debate is then judged and the winner is announced.

LEAD-IN

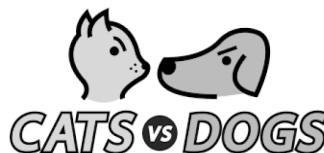
1) Discuss these questions in pairs:

1. How is an argument different from a discussion?
2. What did you last discuss (at school)? What did you last argue about?
3. Have you ever had to put forward an argument about something?
4. Have you ever taken part in a debate?
5. In a classroom debate you will sometimes be asked to take a position with which you do not personally agree. Did you have to defend an opinion that wasn't your own? If so, was it easy? Did it make you re-evaluate your own views?

-
- 2) **What are the benefits of debating for students? What skills do they learn from debating?**
- 3) **Look at the following nine steps that will be taken once the topic of the debate has been decided and place them in a logical order:**
1. **Build arguments** = develop sets of arguments that support the affirmative and the negative position
 2. **Do research** = in some cases, you can simply use your own knowledge, in most debates you may need to find examples, facts, statistics, expert opinions to back up your arguments
 3. **Judge the debate** = the audience judges decide the winner and give feedback to the debaters
 4. **Present the speeches** = the two sides take turns delivering their speeches and rebutting the other side's arguments
 5. **Make a list of references** = write down a list of books, articles and web pages dealing with the topic
 6. **Analyse and interpret the topic** = interpret the meaning and find potential issues involved in it
 7. **Organise speeches** = plan a logical and easy-to-follow organization of speeches
 8. **Organise the team** = classroom debate is a team competition so teams should organise their speakers and decide on the structure of their presentation, assign the roles and turns between the members and decide the focus of each speaker
 9. **Prepare for rebuttal** = try to anticipate the other side's arguments and prepare for them

SPEAKING

A SAMPLE DEBATE: CATS MAKE BETTER PETS THAN DOGS



1) **Warm-up. In groups discuss the following:**

- Do you have or have you ever had any pets? What are / were they? What are / were they like? If you have never had a pet, why not?
- Why do you think people keep pets?
- Which animals do you think make the best pets? Why?
- What are the pros and cons of keeping a pet?
- What is the most unusual pet you have seen?
- Are you a cat or dog person?

2) Brainstorming arguments

Think about the topic “Cats make better pets than dogs.” Work in groups. Divide your group into two teams. Each team must defend a different position (FOR or AGAINST). Try to brainstorm as many reasons to support your position as possible in five minutes.

Arguments FOR	Arguments AGAINST
•	•
•	•
•	•
•	•
•	•
•	•

When you have finished, look at the arguments you have written and select the three strongest arguments using the following criteria:

Qualities of a strong reason:

- it logically supports the opinion
- it is important and directly related to the question
- it is specific and states the idea clearly
- it is convincing to a majority of people

3) Giving support for your arguments

The arguments should be supported with evidence. There are various kinds of evidence:

- Example: from your own experience or from what you have heard or read
- Common sense: things that you believe everybody knows
- Expert opinion: the opinions of experts – this comes from research
- Statistics: numbers – this also comes from research

Practise developing your arguments by adding support to them. Use the three strongest arguments you came up with in the previous exercise and support them with evidence.

Use the following format:

I think/believe that ... make better pets than ... because/since ... (REASON) ... There are many examples of this, for instance ... (SUPPORT/EVIDENCE)

4) Predicting and rebutting the other team's arguments

In the team try to predict some arguments that the opponents could use and prepare short rebuttals for them.

They say that ... but we disagree because

5) Watching a model debate

- a) Watch a short model debate (https://www.youtube.com/watch?v=8_HnZaPSaJE) and write down the arguments used by both sides. How do they compare with the arguments that you selected in the previous activities? Are they the same or different? If different, are they better than yours?
- b) The following chart gives an overview of how the debate is organised. How are the speakers taking turns? What happens at each stage of the debate? Complete the following chart:

The proposition opens the debate and presents the strongest argument.

?

?

?

?

?

?

?

?

The audience ask questions.

?

?

?

The opposition makes a final speech.

- c) Watch the sample debate again and listen to how the speakers support their arguments and how they rebut the arguments used by the opponents. Make notes in the grey fields in the following table:

Cats make better pets than dogs		
	Proposition	Opposition
1st argument FOR	Argument: Support:	
Rebuttal		Counterargument:
1st argument AGAINST		Argument: Support:
Rebuttal	Counterargument:	
2nd argument FOR	Argument: Support:	
Rebuttal		Counterargument:
2nd argument AGAINST		Argument: Support
Rebuttal	Counterargument:	
The audience ask a question	Which pet is cheaper to take care of?	
Proposition answers the question		
Opposition answers the question		
Final speech		
Final speech		

6) Debating language

It is important to build your arguments well and rebut the other side's arguments but sometimes the tiebreaker can be the speaker's style. Using powerful language can improve your debating style making it easier to win the debate.

Look at some useful phrases and expressions for debating and divide them into the given categories.

-
1. A classic example of this is ...
 2. As a final word, let me summarise my point of view ...
 3. As today's proposition / opposition we strongly believe that ...
 4. I agree with you that X But on the other hand, Y ...
 5. I can understand that. Nevertheless, ...
 6. I see your point, but ...
 7. I'm afraid I can't quite agree with your point.
 8. In fact, you can find many examples for this. Just think of ...
 9. In summary, I'd like to point out that ...
 10. Ladies and Gentlemen, welcome to this debate.
 11. Let me give you an example ...
 12. Most importantly, I want to mention that ...
 13. Our position is the following ...
 14. So, in this simple example we can see that ...
 15. That's all very interesting, but the problem is that ...
 16. The first point I would like to raise is ...
 17. The most important / primary argument is ...
 18. The motion for debate today is ...
 19. The next argument I'd like to state is ...
 20. The proposition / opposition has told us ..., but in fact ...
 21. The work of XX shows / indicates / reveals that ...
 22. There are many examples of this. For instance, ...
 23. To recap the main points ...
 24. To sum up, here are the main points ...
 25. Two / three important arguments support my point of view ...

1. Opening the debate

2. Introducing arguments

3. Supporting arguments
Giving examples

4. Rebutting arguments

5. Summarising
and ending the speech

7) Judging the debate

The students who do not participate in the debate are the judges. They judge the quality of arguments and techniques the debaters use. What criteria do you think they should use? In small groups, discuss the possible assessment criteria.

8) Building an argument practice

Study the following example:

Motion: All major cities should install bike lanes.

Argument: Bike lanes are safer for cyclists.

Reason: Both being on pavements and unprotected roads can be dangerous for cyclists. If pedestrians or drivers fail to see cyclists, it can be incredibly dangerous. Cyclists are threatened in both places making cycling an inaccessible option for people.

Example: In New York City, the introduction of smart bike lanes led to a 56% reduction in injuries to all street users. This included large reductions for cyclists, pedestrians, and fewer collisions overall.

Conclusion: Because bike lanes provide a safer environment for all traffic it is critical that we form protected bike lanes on all major streets.

Now choose one/some of the following topics, choose your position (for or against) and build an argument in a similar way.

- Zoos should be banned.
- Gambling should be outlawed.
- Attendance in English classes should be mandatory.
- Online education is better than traditional education.
- A college degree is essential for getting a good job.
- Everyone should be vegetarian.
- Plastic bags and packaging should be banned.

After building your argument ask yourself:

- Does my argument have an introduction that would tell the judges what I was going to say?
- Does my argument have examples or evidence that I can link to the explanation?
- Did I explain why my evidence is important or directly related to my argument?
- Does my argument have a concluding sentence that explains why my argument matters?

9) Counterarguments and rebuttal practice:

Study the following example:

Motion: Cell phones should be allowed in school.

Argument: Children need to call their parents or the police in case there is an emergency.

Rebuttal: **They said** that cell phones could be used to call parents in emergencies, **but I disagree because** the children would not have time to call parents. They would need to listen to teachers in emergencies. Teachers would need to give instructions and have the children listen. Cell phones would be distracting in an emergency and during the day. Children would be using phones and could cause many problems during the day. **Therefore**, cell phones would distract learning and possibly cause more confusion in an emergency.

Notice the structure of a rebuttal:

1. Restate the argument (*They said ...*)
2. Provide counter-argument (*I/We disagree because ...*)
3. Offer reason to complete your argument
4. Draw a conclusion and explain why your argument is better (*Therefore ...*)

Sometimes we can't disagree completely, but we can offer a different perspective on the issue. Study the following example:

Motion: Cigarettes should be banned.

Argument: Smoking causes cancer.

Rebuttal: **They say** that cigarettes should be banned because they cause cancer. **While that may be true**, there are many reasons why people get cancer. Not only from cigarettes. Many people smoke their whole life and never get cancer. **On the other hand**, cigarette companies hire lots of workers. If we ban cigarettes, production will stop and those people will be out of work. If people lose their jobs, their families will suffer. **Therefore**, cigarettes should not be banned.

Listen to other students' arguments they created in exercise 8 on page 115 and try to rebut them.

DEBATE PRACTICE

1) Discuss these questions in pairs or small groups.

1. What is the difference between working remotely and telecommuting?
2. What does WFH stand for? Does it mean the same as telecommuting and working remotely?
3. How do you think technology will change the way we work/study in the future?
4. Do you have a telecommuting policy in your company/country? If not, would you like it to be introduced in your workplace? Why? Why not?
5. What are the benefits for the company of offering a telecommuting system to staff?
6. What are the benefits of telecommuting for employees?
7. What are the drawbacks of telecommuting?

2) Could you be a telecommuter?

Discuss with your partner which jobs would be suitable for teleworking/telecommuting. Bear in mind the characteristics given below. You may also check your job against these characteristics.

Jobs suitable for telecommuting involve a lot of:

- thinking and writing, such as data analysis, checking cases and writing regulations, decisions, or reports
- telephone-intensive tasks, such as organizing a conference, obtaining information, and contacting customers
- computer-oriented tasks, such as programming, data entry and word processing

Jobs not suitable for telecommuting require:

- the employee's physical presence at the workplace at all times
- extensive face-to-face contact with supervisors, other employees, clients or the public
- access to material that cannot be moved from the main office
- security issues that prevent the work from being done elsewhere

3) Look at the opinion presented at a discussion on introducing a telecommuting system. What language is used to structure the speaker's argument?

Telecommuting is useful.

"I strongly believe that introducing a telecommuting policy would be beneficial. Firstly, it would increase productivity. What is more, it would be economically sound both for the company and for the employees. Finally, not only would it reduce staff turnover, but it would also provide a better balance of work and personal pursuits. I am aware that you might be hesitant about introducing this system; however, I am convinced that work from home policy would lead to more productive workforce, would save money and result in higher staff retention. All things considered; it would be a valuable step for us to take."

4)  **Language use**

A. Select one example from the text in exercise 3 for each of the following categories.

expressing your opinion	
sequencing	
providing supporting arguments	
acknowledging other views	
contrasting	
reformulating	
summarising	

B.  In pairs or small groups, decide which category (see the exercise above) the following phrases belong to:

Firstly, ...	It seems clear that...	Finally, ...
All things considered, ...	Alternatively, ...	What I want to say is...
Then, ...	That is, ...	In conclusion, ...
However, ...	What is more, ...	I believe that...
Personally, ...	I feel that...	In other words, ...
Although...	As well as..., the...	It is clear that you...
Your standpoint is clear.	I am aware that you feel...	Not only will...but...will...
The way I see it...	I see what you mean...	On the contrary...
With the above evidence... it is...	Let me put it another way, ...	Next...
Equally important...		

-
- 5) What have you learnt so far about telecommuting? Based on your knowledge and opinion, organise a debate on the topic “Telecommuting is beneficial for business.”**

Work in groups of 4, divide your group into 2 teams, each team must defend a different side.

Read the list of arguments you are going to present to defend your view on the matter. You may also add others.

All members of the team have to take part in the debate.

By presenting your arguments, your team should convince the audience that your position is the winning one.

- 6) Prepare your arguments using the table below.**

- a) provide a supporting sentence for the arguments given
- b) add some more arguments

<u>BENEFITS:</u>	<u>DRAWBACKS:</u>
reduction of absenteeism overheads reductions schedule flexibility increased time available for work improved employee productivity improved employee retention reduction of greenhouse gas emissions ...	distractions isolation limited interaction security issues influence on career progress lack of self-discipline cost element ...

- 7) Take part in a debate. Use the structure shown below to present your arguments and rebut the arguments used by your opponents. It is a competition, try to persuade the audience about your position:

TOPIC: Telecommuting is beneficial for business			
	Proposition	Opposition	Timing
			
1.	Both teams prepare their arguments, plan their speeches and the debating strategy		7 minutes
2.	Opens the debate and presents the first arguments FOR		3 minutes
3.		Presents the first arguments AGAINST	3 minutes
4.	Both teams prepare their first rebuttal speeches		5 minutes
5.	Makes the 1 st rebuttal speech		2 minutes
6.		Makes the 1 st rebuttal speech	2 minutes
7.	Both teams prepare the second rebuttal speeches		3 minutes
8.	Makes the 2 nd rebuttal speech		2 minutes
9.		Makes the 2 nd rebuttal speech	2 minutes
10.	Both teams prepare their final/closing/summarising speeches		3 minutes
11.	Makes the final speech		2 minutes
12.		Makes the final speech	2 minutes
13.	The audience vote on the winner of the debate and give feedback		2–5 minutes
	TOTAL DEBATE TIME		36 minutes + feedback

Marketing and Branding

8

INFO BOX

In the past, businesses often produced what they were good at and then set out to find buyers for their products. Successful modern businesses, however, first identify the wants and needs of the consumer, both now and in the future, and provide the right goods or services to satisfy those needs in such a way that will be profitable for the firm. That, in short, is what marketing is all about. It is known as the **marketing concept**.

A plan to identify consumers' needs and bring together the resources needed to satisfy those needs is known as a **marketing strategy**. The plan involves:

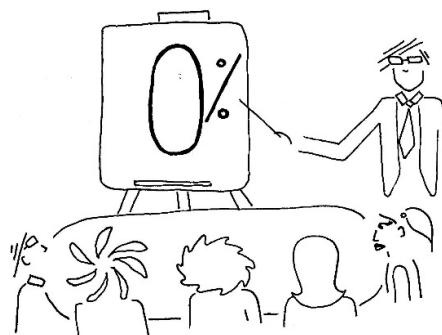
- identification of different **market segments** (i.e. groups of people for whom the product satisfies a similar need). A small market segment with some kind of special characteristic is often called a **niche market**;
- selection of **target markets** (i.e. groups of people at whom a specific product will be aimed). A group may be defined by a characteristic such as age, gender, income level, lifestyle, etc.;
- building up a **product portfolio** (i.e. the range of products marketed by a firm). A firm should be constantly developing new products to match changes in consumers' tastes and to have new products ready to replace those which decline in popularity;
- deciding on the **product positioning** of each product (i.e. choosing the product's image relative to its competitors). For example in the car market, cars like BMW are positioned in the 'expensive luxury' category while the Skoda Fabia would be positioned among 'reliable family cars'. Product positioning is the central feature of the marketing strategy for a product. Once the product's position has been selected, all of the elements of the marketing mix (see below) are chosen to support that position;
- development of the **marketing mix** for each product (i.e. the combination of elements that the firm uses to pursue its marketing goals). The best-known method of defining the marketing mix is known as the 4Ps. The 4Ps are: **product, price, place, promotion**.

Advertising is one of the main methods of promotion, involving informing consumers about products, and attempting to persuade them to buy. Advertising is known as **above the line** promotion, the other promotional methods are called **below the line**.

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

Advertisements are often referred to as **ads** or **adverts**. Advertisements in audio and video form (radio, TV, cinema) are called **commercials**.

■ LEAD-IN



**Our research shows that this is the percentage of our customers
who will buy from us without any effort on our part.**

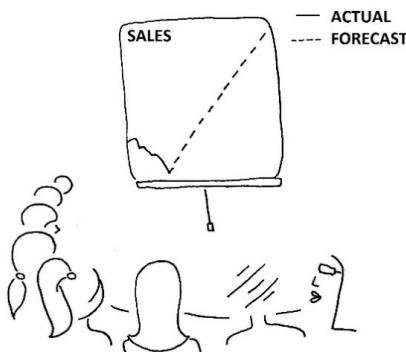
Discuss the following questions with your partner:

1. Why do firms need to market their products?
2. What changes in the business environment have led to marketing becoming more important in the modern world?
3. What do marketing executives do in their jobs?
4. Would you like to work in marketing? Why/not?
5. What is the difference between marketing and selling?
6. What is the difference between marketing and advertising?

■ READING

1) You are going to read an article about viral marketing. Before reading, discuss the following questions with your partner:

- Are you familiar with the term 'viral marketing'? What does it mean and how does it work?
- Can you give any examples of viral marketing campaigns?



**Okay, but what if our video
doesn't "go viral"?**

-
- 2) Now read the article and do the exercises below. Some words in the article are in bold because they will be practised later:

VIRAL MARKETING

1 Viral marketing involves choosing a small group of well-connected individuals to launch a product or service via the Internet or their mobile phones. The idea is that their approval will spread rapidly via their online network of connections, create a **buzz** around the product that is being marketed and result in millions of sales. The most desirable individuals for viral marketing are those with what is known as high social networking potential (SNP). People's SNP is a combination of the size of their online social network and their power to influence that network.

2 Viral marketing is meant to work like the spread of an epidemic. If every infected person infects, in turn, more than one other, the epidemic spreads rapidly. If every **prospect** reaches more than one other, sales rise rapidly. At the height of the dotcom boom there were few business plans that did not include viral marketing as a central part of their strategy.

3 Viral marketing moved into a new phase with the growth of online social networks such as YouTube and Facebook. On networks such as these information is **sucked out** by the participants instead of being pushed out via email. It gives the virus greater potential to multiply. But as the Internet grows more **diffuse** and more commonplace, most people's SNP seems bound to decline.

4 Few marketing viruses are known to have succeeded on anything like the scale of Hotmail, commonly considered to be the father of viral marketing. Hotmail's success was based partly on the fact that it was free – viral marketing seems to work well when there is a free element to what is being marketed. Whenever someone sent a Hotmail email message, for example, there was a note at the bottom saying, 'Get your private, free email at www.hotmail.com'.

5 Viral marketing also works well with products and services that **peer groups** want to be associated with. That was the case, for example, with 'The Blair Witch Project', a film that became a box-office success in America largely through viral marketing among university students. And it worked well for the launch of a British pop group called the Arctic Monkeys, whose first record went to the top of the British charts in 2005 largely thanks to being marketed by fans on the Internet.

6 The term viral marketing is said to have first been coined by Jeffrey Rayport, a Harvard Business School academic, in a 1996 article for the magazine *Fast Company*. The idea really took off with the growth of the Internet and e-commerce. **Word-of-mouth** has long been recognised as a powerful marketing tool; e-word-of-mouth seemed to have the potential to be so much more so.

7 But word-of-mouth marketing works a lot better among young **chatterboxes** than it does among middle-aged **recluses**. Likewise, if web surfers don't pass on information, **weary** perhaps from too many messages that threaten all sorts of awfulness if they are not passed to at least ten people in less than ten minutes, or just web-weary in general, then the effect of viral marketing soon **fizzles out**. The virus can quickly lose its power to infect.

(adapted from *The Economist*, December 1, 2008, an article based on "The Economist Guide to Management Ideas and Gurus", by Tim Hindle)

■ READING COMPREHENSION

3) Complete the following sentences with information from the article and/or your background knowledge:

1. Viral marketing refers to a marketing technique that uses _____ to achieve _____.
2. The main goal of marketers interested in creating successful viral marketing messages is to appeal to _____.
3. SNP represents both the size of an individual's social network and _____.
4. During the rapid rise of the internet-based companies most businesses _____.
5. The effectiveness of viral marketing was significantly enhanced by _____.
6. It is generally recognised that a viral marketing pioneer was _____ thanks to its practice of _____.
7. One of the most successful early viral marketing campaigns was for the film _____.
8. The origin of the specific term *viral marketing* is attributed to _____.
9. Viral marketing may lose its power if _____.

■ LANGUAGE FOCUS

4) Match the words printed in bold in the article with the definitions:

1. a group of people, usually of similar age, background, and social status
2. a potential or likely customer, client, etc.
3. interested or excited talk about a new product, an event, or a person
4. an oral or written recommendation by a satisfied customer to the prospective customers of a good or service
5. to achieve success or popularity
6. to come to an end, die away (informally)
7. to invent a new word or phrase
8. to pull something from somewhere with great power
9. very tired or bored with something
10. spread over a wide area
11. a person who talks a lot
12. a person who does not like seeing or talking to other people

■ EXTENSION



1) Match each paragraph with one of the 4Ps:

1. This is more commonly known as the distribution channel. It means using intermediaries such as wholesalers, retailers and agents, or selling directly to consumers. The arrival of the Internet had a huge impact on how and where companies make their products available to customers.
2. This refers to what goods or services consist of and includes: features, packaging and brand name.
3. This refers to how much the goods or services cost the customer. It is decided by the cost of production, demand for the product, competitive environment and sometimes the government (VAT, excise duty, etc.).
4. This involves a range of activities through which the firm tries to influence the target market to purchase its products. It includes advertising, public relations (PR), sales and sales promotions.

2) Match the words from column A with suitable words from column B to form word partnerships. Then, choose one and explain it to your classmate. Can he/she guess which word partnership it is?

1. brand	a. channel
2. distribution	b. market
3. market	c. mix
4. marketing	d. name
5. product	e. positioning
6. public	f. promotion
7. sales	g. relations
8. target	h. segment

3) Explain the difference between the following expressions:

market segment	x	target market	x	niche market
marketing concept	x	marketing strategy	x	marketing mix
product portfolio	x	product positioning		

INFO BOX

Market Research

It would be extremely difficult to succeed in the market without conducting at least some basic market research. Various methods of market research are used to find out information about target markets and their needs, competitors, market trends, customer satisfaction with products, etc. It helps businesses to make the right decisions about bringing products to the market.

There are two main methods of market research:

- **desk research** which obtains **secondary data** that already exists in a variety of sources, both **internal** (company reports, sales figures, inventory records, customer database, customer feedback) and **external** (media reports and articles, the Internet, commercial databases, government departments, economic reports, trade associations);
- **field research** which obtains **primary data**, or data that did not previously exist, from people and organisations.

Primary data is more valuable than **secondary data** because it is more up to date and specific, but it is much more expensive.

LISTENING

- 1)  Listen to a discussion about contact methods in market research. As you listen, answer the questions below and complete the chart using the following codes to signify the strengths and weaknesses of each method:

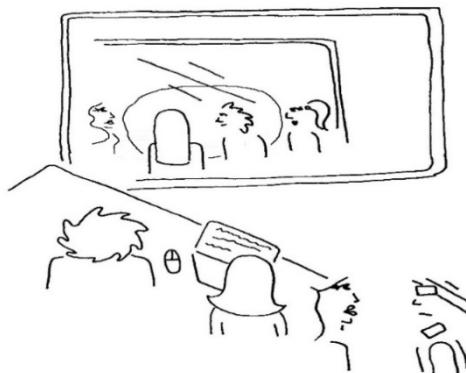
++	=	excellent
+	=	good
-	=	poor

1. What product is being discussed?
2. Who is the target market for the product?
3. What is a sample?
4. What is meant by interviewer bias?
5. What is a survey's response rate?

	Mail	Telephone	Online	Focus Group
Flexibility				
Amount of data				
Control of bias				
Control of sample				
Speed				
Response rate				
Cost				

2) Now answer the following questions. Sometimes you must use your background knowledge:

1. Why is the response rate very low for mail questionnaires? Can you think of some simple techniques that might improve the response rate?
2. What is the difference between a street interview and a focus group?
3. What data does the last speaker recommend using at the end of the discussion – primary or secondary?
4. What type of data are focus groups used to collect – quantitative or qualitative?
5. Which method would you recommend using?



**We're having a focus group
to test which questions to ask
in our next focus group.**

SPEAKING

1) With a partner discuss the following topics. Make sure you understand the terms in bold:

1. Do you feel that you personally are affected by adverts?
2. Have you ever NOT bought a product because you were irritated by the advert?
3. Can you remember an **advertising campaign** that caught your attention?
4. What is the most shocking advertisement you have seen? Describe it.
5. What is the funniest advertisement you have seen? Describe it.
6. Do you think that advertising can be regarded as an art form?
7. What do you think is the most effective way of advertising – on TV, the cinema, radio, internet, newspapers, outdoor or something else?
8. How often do you click on advertisements on web pages or Google search? Do **pop-up ads** on the Internet bother you?
9. What do you think of the idea of '**product placement**' advertisements – the inclusion of particular branded products in films and soap operas?
10. Are there any things that shouldn't be advertised? Are there any regulations applied to adverts to protect consumers? Do you agree with them?

2) While advertising has become prevalent in modern society and can be seen as necessary for economic growth, it is also increasingly being criticised.

In groups, look at the following arguments for and against advertising. How convincing do you find each argument? Evaluate each argument with points from 0 to 5 according to how convincing you find it (0 = not convincing at all, 5 = very strong). Then add up the points for each section.

Arguments for	Points
Commercials are often amusing and entertaining, sometimes even more enjoyable than the programmes themselves.	
Thanks to advertising, companies sell more products. This means they can produce them on a larger scale and thus lower the price.	
Advertising helps the national economy. Many thousands of jobs depend on it.	
Advertising promotes competition which benefits the consumer.	
The media relies on advertising. Without advertisements there would be no private TV and few magazines.	
Advertising is a valuable source of information about products.	
Total points	

Arguments against	Points
Advertising is bad for competition. It is hard for new products to compete with established brands.	
Advertising promotes excessive consumerism – people become overly interested in buying and owning things.	
Because of advertising, people buy a lot of things that they do not really need.	
Most advertising is lying; it does not provide a true picture of the product.	
Advertising can have harmful effects on children and young people.	
Advertising is expensive. This is inevitably added on to the price of the products so we are paying for the adverts ourselves.	
Total points	

1. What scores did your group arrive at? Which arguments did you find stronger – for or against? How does it compare with the other groups?
 2. Can you think of any other arguments for or against advertising?



- 3) An important part of a company's marketing strategy is corporate social responsibility (CSR), which helps to build a positive brand image. CSR is the idea that a company should be interested in and willing to help society and the environment as well as be concerned about the products and profits it makes. Studies have shown that consumers are more likely to buy from companies that have good reputation.

Look at two examples of good CSR. In pairs, each student will read one and tell their partner about the company's strategy.

Example 1: LAGOM – just the right amount

At IKEA, we always look for ways to make more from less. But to help our customers create a better life at home, in a world where resources are scarce, we have to up our game. We need to rethink everything from the materials we use, to how we power our stores, and how we can make our products live longer in a cycle of repair, reuse, and recycling. Throughout our value chain, we aim to use renewable and recycled resources as efficiently as possible, to make sure that we create value rather than waste. And when you bring the products home, we want to help you make them live longer, or give them a new life when you no longer need them. To make the world a more sustainable place we have to begin somewhere. By planning for our products' next life at the design stage, we get a head start. To make more from less, we also use materials that are renewable and recycled and from more sustainable sources. The better we do this, the better for our customers and our planet. Therefore, we have adopted LAGOM - a simple Swedish philosophy on everyday life that means 'just the right amount'. An idea that we can strike a healthy balance with the world around us without having to make extreme changes, and without denying ourselves anything. With LAGOM in mind, we think you can live a more sustainable, healthy and cost-conscious life at home without any dramatic upheaval. In fact, it's often the smallest changes that can have the biggest influence. Turning the tap off while brushing your teeth, switching to LED light bulbs - you'd be surprised how much these small tweaks to the everyday can impact both the world and your wallet. As part of our Live LAGOM project, we supported IKEA customers and co-workers with products, workshops, advice and an active community to help save energy and water, reduce waste and promote a healthy lifestyle. Through their experience, we wanted to learn how to make sustainability affordable and easy to achieve. We hope you will be inspired to Live LAGOM & find your own marvellous middle!

Example 2: You decide, we help

Take part in our programme where Tesco, a member of the Association of corporate social responsibility, allocates 2,700,000 Czech crowns among 90 winning organisations in the Czech Republic. The project is called 'You decide, we help' and is aimed at various topics – education, health and healthy lifestyle, the community, the environment etc. Last year 648 organisations took part in the programme, they presented their activities publically in our shops, gained invaluable experience and 90 of them received a financial contribution to help their activities. The one with the highest number of votes was 'See through your eyes' – assistance to blind children. Its mission is to help integrate children with visual disabilities into everyday life. A number of assistants, who now accompany children and help them do things they would otherwise be deprived of, were trained. By doing so, these children expand their social network and experience outside the family and school and increase their chances of successful integration.

-
- 4) **Make groups of three. In each group, each student will read one more example of good CSR and do the exercise given. Then, he/she will inform the other people in the group about the company and its CSR strategy.**

Student A – page 221

Student B – page 223

Student C – page 227

- 5) **Discuss the positives and negatives of CSR with your partner and decide whether policies regarding CSR should be enforced in all companies.**

■ GRAMMAR – INDIRECT QUESTIONS

If we want to make questions in English, we can ask a **direct question** (changing the word order or using the auxiliary verb *do*) or **indirect question** (starting with some introductory phrases, the same word order as positive statements, no auxiliary *do*).

We use indirect questions to make our questions softer or more polite.

Direct question		What time does the bank open? Do they accept American Express? Who is our main competitor?
Indirect question	Could you tell me	what time the bank opens?
	Do you know	if/whether they accept American Express?
	Have you any idea	who our main competitor is?
	Would you mind telling me	what time the bank opens. if/whether they accept American Express. who our main competitor is.
	I would like to know	

Sentence structure of indirect questions:

- The subject comes before the verb (the word order of a statement)
- We don't use auxiliary verbs *do/does/did*
- If the direct question is a 'yes or no' question (it has no words such as *what, who, when, where, why, or how*), then the indirect question will have *if* or *whether*.
- In indirect questions asking about the subject (*Who/What/Which?*), the word order is the same as in a normal question.

-
- 1)  Here are some questions that help marketers make the right marketing decisions. Can you turn them into indirect questions?

Example:

Does our product meet customers' expectations?

Marketers need to know if their product meets customers' expectations.

Marketers need to know:

1. Who is currently buying our product or service?
2. Does the product meet our customers' needs?
3. Why are other people not buying it?
4. What improvements could be made to our product to meet people's needs even better?
5. Who is our real competition?
6. What image do people have of our product versus our competitors'?
7. What is the best price to charge?
8. How can we best communicate our product's benefits to our target market?
9. Where do potential buyers look for our product?
10. What is our budget for marketing and advertising?

- 2) **Work in pairs. Students A go to page 222 and students B turn to page 227. Read the text about Philip Kotler, the world's leading marketing professor and then work with your partner and ask each other questions to complete the information missing in your text. Practise indirect questions.**

Branding

■ INFO BOX

Products and brands

A product is a good or service that the consumer buys to satisfy certain needs. It has a combination of **tangible and intangible attributes**, for example a pen is primarily a writing instrument, a car is a transport vehicle, but the product includes also all of the extras which help to sell it, like brand name, image, style, packaging, quality, service, guarantee and so on.

Every company needs to choose something to make a product appeal to the target market and stand out from the competition. This is called **product differentiation**.

- Product differentiation can be achieved in many ways. It may be as simple as packaging the goods in a creative way, or as elaborate as incorporating new functional features. Sometimes differentiation does not involve changing the product at all, but creating a new advertising campaign or other sales promotions instead. It can also use other competitive factors to differentiate such as a better location, design, or selling price than rival products. Product differentiation can be thought of as 'what you have that your competitors do not'. Without a distinguishing feature it is very hard to get customers to prefer one product to another.

Most producers differentiate their products by **branding** them, i.e. giving the product a unique name and creating image for the product in the consumers' minds.

- A **brand** is a distinguishing name, symbol, mark, logo, word, sentence or a combination of these items that companies use to distinguish their product from others in the market.
- Legal protection given to a brand name is called a **trademark**.
- Some brands are so strong that they have become **global brands**. This means that the brand is known and sold in many countries of the world. Examples of global brands include: Microsoft, Coca Cola, Disney, Mercedes and Hewlett Packard.
- Some retailers use their **own brands** (or **private labels** or **store brands**), where they use their name for the product rather than the manufacturers', like Tesco's 'Value' range of foodstuffs. These tend to be cheaper than the normal brands.

The strength of a brand can be exploited by a business to develop new products. This is known as **brand extension** – using an existing brand name on a new product in a different category. Examples include Dove Soap and Dove Shampoo (both contain moisturiser); Mars Bar and Mars Ice Cream.

Brand stretching is where the brand is used to introduce unrelated products, e.g. Virgin Airlines and Virgin Cola; Yamaha motorbikes, Yamaha pianos and Yamaha sports equipment.

The product's primary identifying feature is its **brand name**. Brand names are usually registered and therefore protected against imitation by competitors.

An important and noticeable element of a **brand identity** is a great **promotional slogan** (or **tagline**). With just a few words, a tagline must be catchy, understandable, summarise the product or service offering, build trust, or encourage buying.

Another important part of a brand is its **logo**. A logo is a symbol or picture that represents the business. It is important because it is easy to recognise, establishes brand loyalty and can create a favourable image.

Brand recognition is the extent to which the public is able to identify a brand by its attributes. Brand recognition is most successful when people can state a brand without being explicitly exposed to the brand name, but rather through visual symbols like logos, slogan and colour.

LEAD-IN



1) **With your partner discuss the following questions:**

- Look at yourself. How many brands are you wearing or do you have in your bag? Why did you buy them?
- Are you loyal to any of the brands (i.e. do you always buy the same brand)? Why/not?
- Are all the brands genuine? Do you ever buy counterfeit brands (i.e. fake imitations of the real brands)? Why/not? Is buying counterfeit brands morally wrong?

2) **The following statements express the difference between products and brands. Try to explain them in your own words:**

1. A product is a thing on a shelf. A brand is an idea in the mind.
2. Companies make products and consumers make brands.
3. Products can be copied but brands are unique.
4. Products can become obsolete but brands can be timeless.
5. Products are instantly meaningful but brands become meaningful over time.

-
- 3)  **Read the following tips for creating strong brand names and put the words in capitals in the right form:**

1. A brand name should be distinctive and _____. MEMORY
2. It should be _____, i. e. evoke a positive experience. SUGGEST
3. It should be easy to spell and _____. PRONUNCIATION
4. It should be simple, _____ and _____. MEANING, EMOTION
5. It should have no legal or regulatory _____. RESTRICT
6. It should be _____ checked for _____ images CARE, DESIRE
in different languages and cultures.

■ SPEAKING

1) Answer the questions:

1. What do **you** think a good brand name should be like? Would you add any other features of a good brand name?
2. How important is the name? How are brand names chosen?
3. Do you know any examples of brand names that had negative connotations when used in foreign countries?

2) Do you know which brands the following taglines are associated with?

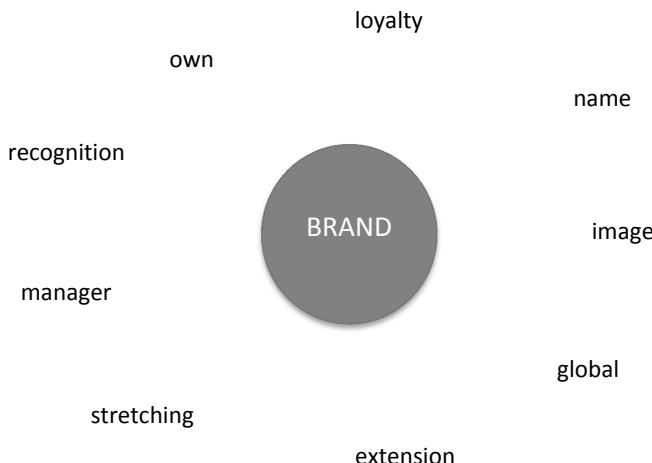
Tagline	Brand
Life's Good.	Phillips
The Real Thing.	Apple
Connecting people.	Coca Cola
Because you're worth it.	Johnson & Johnson
Let's make things better.	L'oreal
Simply clever.	McDonald's
I'm lovin' it.	Nike
Just do it.	Nokia
No more tears.	LG
Think different.	Skoda

3) Answer the questions:

1. What do you think makes a good tagline?
2. How important is the tagline?
3. Can you give more examples of successful taglines?

-
- 4) Look at the word partners with the word 'brand'. Create the partnerships and explain the meaning:

_____ brand OR brand _____



- 5) Discuss the following questions in small groups:

1. What are some brands from the Czech Republic with high brand recognition? What type of products are they?
2. What are some brands with a well-known logo? What do you think are the most recognised logos worldwide? Discuss with your group and try to agree on what you think are the 10 most recognised logos worldwide.
3. What are some premium brands you know? What qualities do they have? What sets them apart from the competition?
4. Do you buy retailers' own brands? What type of products do you buy them for? Why? Tell your group about it.
5. Can you think of any companies that have extended (stretched) their brand? Which companies? Were they successful?

■ LISTENING

- 1)  You are going to hear profiles of three famous global brands. Listen and complete the tables below:

1.

Name of brand	
Established (when and where)	
Founder (name)	
Sector	
Products sold	
Other information	

2.

Name of brand	
Established (when and where)	
Founders	
Today's location	
Sector	
Image	
Annual revenue	
Number of staff	
Other information	

3.

Name of brand	
Headquarters	
Sector	
Products	
Number of customers a day	
Number of restaurants in the USA and worldwide	
Annual revenue	
Other information	

GRAMMAR – PASSIVE VOICE

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 6

Passive voice is used when the focus is on the action. It is not important or not known who or what is performing the action.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence;
- the finite form of the verb is changed (*to be* + past participle). The tense and modality remain unchanged;
- the subject of the active sentence becomes the object of the passive sentence (or is dropped).

EXAMPLES OF PASSIVE VERB FORMS IN VARIOUS TENSES:

Active: People all over the world speak English.

Passive: English **is spoken** all over the world.

Active: Our supplier is shipping the goods next week.

Passive: The goods **are being shipped** next week.

Active: They have chosen a new logo.

Passive: A new logo **has been chosen**.

Active: Thousands of people will see this advert every day.

Passive: This advert **will be seen** by thousands of people every day.

Active: We cannot ship your order until we receive payment.

Passive: Your order **cannot be shipped** until payment is received.

Active: They called off the meeting.

Passive: The **meeting was called off**.

Verbs with two objects:

Many verbs (such as *give, send, show, lend, pay, promise, offer*, etc.) can be followed by two objects, an indirect object (usually referring to a person) and a direct object (usually a thing).

In active sentences we can use these verbs in two ways:

- Verb + indirect object + direct object
They sent us a lot of information.
- Verb + direct object + preposition + indirect object
They sent a lot of information to us.

Both of these structures can be made passive:

- Indirect object becomes subject of passive verb
We were sent a lot of information.
- Direct object becomes subject of passive verb
A lot of information was sent to us.

The choice between the two passive structures may depend on what has been said before, or on what needs to be put last in the sentence (the new information), but structure A. (*We were sent a lot of information*) is the more common of the two.

PRACTICE

- 1)  Turn the sentences below into the passive. Practise the passive voice using mixed tenses and modal verbs:

1. Almost everybody uses a computer these days.
2. Somebody must tell him about the problem immediately!
3. Many people have lost their jobs during this economic crisis.
4. Do you think they will discover a cure for cancer one day?
5. They didn't advertise the job offer on the Internet.
6. Nobody has seen her since last month.
7. All the hotel staff is treating us really well.
8. Has somebody found Jack's phone yet?

- 2)  Change the following sentences from active voice to passive or vice versa:

1. Companies should never underestimate the importance of brand image.
2. Packaging of the product must be designed to appeal to most buyers.
3. Several market segments may be targeted.
4. Many examples of brand stretching can be found.
5. Many factors must be considered when choosing a brand name.
6. One of our best young designers created this logo.
7. We're spending more than a million dollars on advertising this year.
8. Apple has recently unveiled its Apple Watch.
9. Consumers perceive Skoda as a solid, trustworthy brand.
10. The McDonald's brand serves more than 70 million customers a day.

Alternative ways to form the passive voice

1. To have/get something done

This construction is passive in meaning but not in form. It is used to describe situations where we want someone else to do something for us or where we are going to hire someone else to do something for us. The use of **get** in place of **have** is more informal.

Examples:

We **have/get** our accounts **audited** by KPMG.

We **had/got** our offices **redecorated** last year.

You **must have/get** your computer **checked** for viruses.

We **are going to have/get** the contract **checked** by our lawyers.

We can also use **have something done** when something bad happens, especially when someone is affected by an action which they did not cause.

Examples:

They **had** their car **stolen** last week.

Hundreds of people **had** their homes **destroyed** by the hurricane.

2. Using 'to need' in passive constructions

You can also use the verb *to need* followed by the gerund in an active construction with a passive meaning.

Examples:

The ceiling **needs painting**. = The ceiling **needs to be painted**.

The house **needs cleaning**. = The house **needs to be cleaned**.

3. Passive constructions + infinitive

The verbs *believe, expect, know, report, say, think, suppose, understand* are often used in the passive followed by an infinitive (*to do, to be doing*).

To refer to the past we use past infinitive (*to have done*).

Examples:

The Czech economy **is expected to expand** by 4% over the next two years.

Consumer prices **are predicted to rise** next year.

Ericsson **is known to be looking** at the possibility of outsourcing its low price phones in Taiwan.

Many banks **are believed to have suffered** losses in recent months.

3)  Complete the second sentence so that it has a similar meaning to the first sentence:

1. They have just serviced all our machines.
We have just _____.
2. Someone delivered this package this morning.
This package _____ this morning.
3. The premises look awful. We should modernise them.
The premises need _____.
4. The technician installed some new software on my PC yesterday.
Yesterday I _____ on my PC.
5. The organisers are postponing the meeting.
The meeting _____.
6. People think this is a good investment.
This is thought _____.
7. People think that the Board demanded the CEO's resignation.
The CEO's resignation is thought _____.
8. The managers expect that profits will grow by 10% in the next quarter.
Profits are expected _____.
9. A firm in Taiwan assembles the components for us.
We have _____.
10. They printed some business cards with the new logo for us.
We _____.

SPEAKING

1. Compare traditional advertising and viral marketing. What are the advantages and disadvantages of each type?
2. What does the Czech Advertising Standards Council (Rada pro reklamu) do? What are the rules of advertising contained in the Code of Advertising Practice? How does RPR handle complaints about advertisements? Tell us about some of the cases.
3. Think of a product or service university students might be interested in. Once you have some ideas about the product concept, decide how you would do some market research to see whether potential customers would be interested. What market research methods would you choose?
4. Evaluate the effectiveness of television as an advertising medium.
5. Packaging is an important part of a product. What are its functions? Choose any packaged product and show how it performs these functions.

GLOSSARY

Term	Definition	Translation
Above the line advertising (n)	advertising in the mass media	nadlinková/ mediální reklama
Advertising (n)	a form of marketing communication used to call public attention to a product, especially by paid announcements in newspapers and magazines, over radio or television, on billboards, etc.	reklama
Advertising budget (n)	money planned for spending on advertising	rozpočet na reklamu
Advertising campaign (n)	an organised course of action to promote a product	reklamní kampaň
Below the line advertising (n)	advertising by means such as direct mail, email, promotional events, etc.	podlinková reklama
Brand (n)	a distinguishing symbol, mark, logo, name, word, sentence or a combination of these items that companies use to distinguish their product from others in the market	obchodní značka
Brand extension (n)	a common method of launching a new product by using an existing brand name on a new product in a different category	rozšiřování značky
Brand image (n)	the impression in the consumers' mind of a brand's total personality	image značky
Brand loyalty (n)	where a person buys products from the same manufacturer repeatedly rather than from other suppliers	věrnost značce
Brand recognition (n)	the extent to which the general public (or an organisation's target market) is able to identify a brand by its attributes	znalost značky, povědomí o značce
Brand stretching (n)	the act of using an established brand name in order to introduce unrelated products	přenášení značky (na nové kategorie produků)
Branding (n)	the process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme	branding, budování značky
Commercial (n)	a television or radio advertisement	reklama (v televizi či rádiu)

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Term	Definition	Translation
Commercial break (n)	an interruption of a programme, or an intermission between programmes, during which advertisements are broadcast	reklamní přestávka
Counterfeit brands (n)	products made to look exactly like famous brands, in order to deceive people	padělané značky
Demand (n)	desire for a certain good or service supported by the capacity to purchase it	poptávka
Desk research (n) Secondary research	searching for information in existing sources	sekundární výzkum
Field research (n) Primary research	collecting primary (original, otherwise unavailable) data	primární výzkum
Focus group (n)	a representative group of people questioned together about their opinions on something	skupinová diskuse
Intangible (adj)	not existing as a physical thing but still valuable to a company	nehmotný
Logo (n)	a printed design or symbol that a company or an organisation uses as its special sign	logo
Market research (n)	the gathering and studying of data related to consumer preferences, purchasing power, etc., especially prior to introducing a product on the market	výzkum trhu
Online survey (n)	an investigation of the opinions of people conducted on the internet	internetový průzkum
Own brand (n) Private brand Private label	a brand owned not by a manufacturer or producer but by a retailer or supplier who gets its goods made by a contract manufacturer under its own label	privátní značka, maloobchodní značka
Pop-up ad (n)	a form of online advertisement that shows up in a new browser window	automaticky otvíraná reklamní okna
Premium brand (n)	a brand that is respected as holding greater brand value than other brands, they target high-income customers and are designed to convey an impression of exclusiveness	prémiová značka

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Term	Definition	Translation
Product differentiation (n)	a marketing process of distinguishing a product or service from others to make it more attractive to a particular target market; it involves differentiating it from competitors' products as well as a firm's own products	produktová diferenciácia, odlišování výrobků
Product placement (n)	the appearance of or reference to a product in film, television, or other media	umisťování komerčních výrobků
Public Relations (n) PR	the practice of managing the spread of information between an individual or an organisation and the public	public relations, vztahy s veřejností
Questionnaire (n)	a list of questions submitted for replies that can be analysed for usable information	dotazník
Response rate (n)	the number of people who answered a survey divided by the number of people in the sample	návratnost (dotazníku), míra odpovědí
Sales promotion (n)	the techniques for stimulating sales achieved through contests, demonstrations, discounts, point-of-sale displays, special offers and similar activities	podpora prodeje
Sample (n)	a group of people who are used for getting information about a larger group or about the whole population	vzorek
Tagline (n) Slogan	a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people's attention or to suggest an idea quickly	reklamní slogan
Tangible (adj)	that you can touch and feel (asset, attribute)	hmotný
Trademark (n) (abbreviation TM)	a name, symbol or design that a company uses for its products and that cannot be used by anyone else	ochranná známka
Viral marketing (n)	marketing techniques that use social networking services and other technologies to try to achieve marketing objectives	virální marketing
Word-of-mouth (n), WOM	the passing of information from person to person by oral communication	word of mouth, „slovo z úst“, ústní doporučení

Banking and Financial Products

9



Have you ever played Banking? No?
It's easy. First, you give me your toy car, and then I charge you everytime you want to play with it. I'll also charge you if you want to give the toy car to someone else, and a small monthly fee for holding onto your toy car.

■ INFO BOX

What is a bank?

A **bank** is an institution that stimulates **economic activity** in the market by **dealing in money**. It accepts **deposits**, makes **loans** and provides **financial services**. The primary role of banks is connecting those with funds, such as **investors** and **depositors**, to those seeking funds, such as individuals or businesses needing loans.

■ LEAD-IN

- 1) Look at the list of standard banking products and services and translate them into Czech. Do you know any other banking products and services?

a current account (BrE) / checking account (AmE)		a loan	
a savings or deposit account (BrE) / time or notice account (AmE)		a mortgage	
cashpoints (BrE) / ATMs (AmE)		an overdraft	
a chequebook (BrE) / checkbook (AmE)		a standing order	
a credit card		direct debit	
a debit card		deposit	

2) Work in groups of three and answer these questions:

1. Do you use bank services? How did you choose the bank where you have your bank account? What kind of account do you have? Which type of payment card do you have?
2. Which types of banking products does your bank offer? Which ones do you use and why? What are the advantages and disadvantages of the products you know and use?
3. What did you have to do to open your bank account?
4. How happy are you with your bank? What would you like to change, if anything?

MONEY

1)  What forms of money are there? Take the test below to find out:

1. Before money was invented, people used a system called _____, which simply was exchanging one good for another.
A) swapping B) bartering C) bargaining
2. Before the creation of modern paper money, _____ such as gold, silver or salt were used as means of payment.
A) commodity money B) common money C) commodity value
3. Today's paper currency is called _____, which is money that can be legally used to pay for things in a particular country, authorised by its government, but it is not backed by a physical commodity.
A) alfa money B) fiat money C) volvo money
4. Money placed in banks and other savings institutions forms _____.
A) capital B) deposits C) finance
5. Money available in the banking system for individuals and businesses to borrow is _____.
A) credit B) currency C) debt
6. Borrowed money that has to be paid back constitutes a _____.
A) debt B) fund C) subsidy
7. Money paid by the government to unemployed or sick people is called _____.
A) fees B) loans C) social security or welfare
8. Any properties or objects of value that a company or a person owns, which can be used or sold to pay their debts are called _____.
A) budgets B) assets C) liabilities
9. Money in a company that is owed to someone and has to be paid in the future, such as tax, debt, interest, and mortgage payments is called _____.
A) budget B) assets C) liabilities

10. Money given by the government or an organisation to support a project, business or industry, very often used to reduce the costs of services or of producing goods so that their prices can be kept low is called a _____.
A) budget B) deposit C) subsidy

11. The money needed to start a company is called _____.
A) assets B) capital C) debt

12. Estimated expenditure and income is often written down in a _____.
A) budget B) reserve C) statement

2) The words in the box are also connected with money. Can you explain to your partner what they mean?

tip	pension	currency	cost	bribe
commission	fee	rent	fine	fare

- 3)  All the verbs in the table collocate with the word MONEY. Look at them and complete the tasks below:

Verb	Noun	Verb	Noun
allocate		launder	
borrow		lend	
contribute		make	
deposit		owe	
donate		repay	
earn		refund	
embezzle		spend	
exchange		withdraw	

1. Complete the chart with noun forms of the verbs.
 2. Look at the verbs and find two pairs of synonyms.
 3. Look at the verbs and find three pairs of opposites.
 4. Which verbs have positive connotations?
 5. Which verbs have negative connotations?

4)  **Complete the sentences using the correct forms of some verbs or nouns from the table in the previous exercise:**

1. In our hotel, you can _____ your currency for dollars 24/7.
2. If you cancel your order two months before its due date, you receive a full _____ of the price.
3. A great number of celebrities make _____ to charities on a regular basis, even though they might not talk about it.
4. The company offers a retirement savings plan to which it _____ 12 percent of an employee's salary.
5. _____ and _____ can be made at any branch of our bank for a fee.
6. I got a(n) _____ from my bank to buy a car, its _____ period is five years.
7. In December 2012, HSBC bank was penalised \$1.9 billion for money _____.
8. Our project has been _____ just enough resources so we can finish it this year.
9. The bank manager was found guilty of _____ of almost £100,000.
10. Never ask people how much they _____ unless they are your closest friends.

5)  **Here are some more collocations and idioms connected with money. Look at the chart and complete it with the words from the box. Do you know what the phrases mean? Can you translate them into Czech?**

loan	go	loss	debt
------	----	------	------

under bankrupt _____ to the wall bust	run up a pay off a _____ be in
make a run at a _____ suffer a	obtain a default on a _____ take out a

Now use four of the phrases, one from each set, in four sentences of your own.

SPEAKING

1) Explain the difference between:

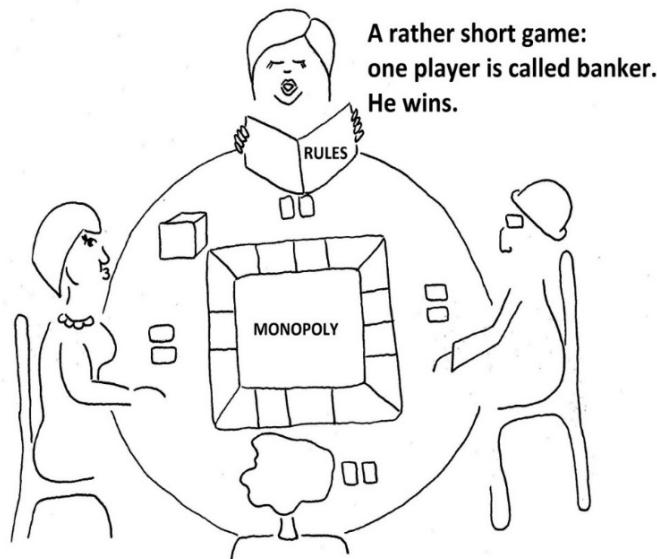
1. debit card x credit card
2. direct debit x standing order x bank transfer
3. assets x liabilities
4. debt x deposit
5. subsidy x subsidiary

2) Can you imagine a world without money?

3) What are the advantages and disadvantages of using a credit card to pay compared to paying in cash?

4) What do you know about digital money?

TYPES OF BANKS



-
- 1)  There are various types of banks. The necessity for the variety is because each bank is specialised in its own field. Each bank has its own principles and policies. Match the types of banks in the box with their definitions:

central banks	non-bank financial intermediaries	microfinance banks
commercial banks/retail banks	insurance companies	investment banks
private banks	internet banks	building societies

1. These banks make very small loans to poor people in developing countries in order to help them to set up their businesses. _____
2. These banks provide banking facilities only via the Internet. There will be no physical contact with these banks. All transactions are permitted only through online banking. _____
3. These banks receive and hold customers' deposits in current and savings accounts, pay money according to customers' instructions, lend money to individuals and small businesses, etc. _____
4. These banks have a lot of functions such as supervising the banking system, holding part of commercial banks' reserves, managing a country's gold and currency reserves, fixing the minimum interest rate, issuing coins and banknotes, controlling the **money supply** in the economy, and acting as lender of last resort. _____
5. These banks receive deposits from customers and lend mortgages to buy houses and flats. _____
6. These are financial services firms that usually offer a variety of financial services including leasing or pension funds, etc. _____
7. These banks provide personalised financial and banking services to wealthy people (HNWIs – high net worth individuals). _____
8. These banks sell products which provide compensation for loss, damages, injury, etc. _____
9. These banks perform a variety of services for large companies such as giving them financial advice, raising capital for them by issuing **stocks or shares and bonds**, organising **mergers and takeovers**, etc. _____

- 2)  The words and phrases below all appeared in the previous exercise (in bold). Look at them in the context and then decide which definition of the two is the correct one and translate them into Czech:

Money supply

- a. the total amount of money that exists in the economy of a country at a particular time
- b. a business that produces a large profit

Stocks and shares

- a. certificates issued by a bank in return for a deposit of money
- b. certificates of ownership in a particular company

Bonds

- a. financial products that have a value based on the value of another product
- b. official documents given by a company (or by the government) to show that you have lent them money that they will pay back to you at a particular interest rate and time

Mergers

- a. acts of joining two or more organisations or businesses into one
- b. business projects that are begun by two or more companies, which remain separate organisations

Takeovers

- a. acts of small companies buying larger companies using money that is borrowed based on the value of these larger companies
- b. acts of taking control of companies by buying most of their shares



Well of course your bank didn't credit your account.
You can't possibly make online banking deposits
by putting cash into the DVD slot.

■ GRAMMAR – CONDITIONALS – PART ONE – TYPES 1 AND 2

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 9

1) Look at the sentences about Internet banks:

1. If you wanted to keep your data offline, it wouldn't be possible in any bank.
2. If you choose an online bank backed by the FDIC, the Federal Deposit Insurance Corporation, you'll be covered for losses up to \$250,000.
3. So, if I were a student, I would definitely open a bank account in an online bank.
4. If the technology can prove itself, people will use it.

A conditional sentence consists of an *if clause* and a *main clause*. It expresses the idea that a certain action can only happen when a certain condition is fulfilled.

Note: we can use *was* or *were* after *I, he, she* and *it*, e.g. *If I were/was you, I would go there*.

2) Choose the correct option:

1. The *if clause/the main clause* states the condition.
2. The *if clause/the main clause* states the result.

3) Look at the four conditional sentences from exercise 1 again and answer these questions:

1. In which sentences does the speaker indicate that this is
 - a) an idea/situation that is a real possibility in the future? _____
 - b) a less realistic or imaginary idea/situation? _____
2. Which conditional is used in each case?
3. What verb forms are used in each conditional? Why are they used?
4. Do the two different conditional clauses refer to present and future or the past?

PRACTICE

4)  Read the sentences below and decide if the events are likely or imaginary. Complete the sentences by putting the verbs into the correct forms:

1. If you _____ (have) any questions, we _____ (deal) with them at the end of the talk about the new financial products.
2. A: My train leaves in twenty minutes!
B: It only takes five minutes as the railway station is opposite our office. If you _____ (leave) now, you _____ (catch) it easily.
3. If I _____ (be) on the Board of this bank, I _____ (argue) against the merger.
4. The bank is not far. If you _____ (follow) this road, you _____ (get) there in five minutes.
5. I have no idea what the manager wants to talk to us about. If I _____ (know), I _____ (tell) you.
6. If the council _____ (ban) all cars from the embankment, it _____ (create) a very pleasant and clean pedestrian zone along the river.
7. A: It is really late. I must be going.
B: If you _____ (wait) a moment, I _____ (give) you a lift.
8. A: Would you like to go to Spanish evening classes with me?
B: I'm sorry, but I can't. I'm really busy. If I _____ (have) more time, I _____ (love) to. Maybe next year.



5) Match each sentence 1–6 with its closest context a) or b):

1.	I've applied for a new job – if I get it, I'll have to move to Paris.	a.	I have a good chance of getting the job.
2.	I've applied for a new job – if I got it, I'd have to move to Paris.	b.	I am not really confident that I will get the job.
3.	If public transport gets cheaper, I won't drive to work every day, I'll use the bus.	a.	The prices of public transport are likely to be lowered.
4.	If public transport got cheaper, I wouldn't drive to work every day, I'd use the bus.	b.	The prices of public transport are not likely to be changed.
5.	It'll be a good thing if Montenegro joins the EU.	a.	This country is not likely to join the EU or we don't know enough to say if it is likely or not.
6.	It'd be a good thing if Morocco joined the EU.	b.	This country is likely to join the EU.

6) Choose the best form to complete the sentences. Then answer the questions in pairs or small groups:

1. When *do/would* you most like to work if you *will have/have/had/would have* the choice and why?
a) in the morning b) in the afternoon c) in the evening d) at night
2. If your school/company (if you have a job) *was/were/would be* an animal, what animal *would it be/was it* and why?
a) tiger b) bear c) owl d) pike e) bee f) fox g) deer h) other (you decide)
3. What *does/will* your teacher say if you *are/will be/were* late for your lessons tomorrow?
a) nothing at all b) nothing to be worried about c) it depends how late I am
4. In relation to your studies, if you *are/were/will be* able to have more of just one of the following, which *will/would* you choose and why?
a) holidays b) homework c) challenges d) language lessons

- 7) Work in pairs. Look at the events in the table below. Decide how likely or unlikely they are to happen to you in the following year. Then tick the appropriate boxes:

	Likely to happen	Unlikely to happen
pass all your exams		
speak five languages		
get a part-time job		
leave a part-time job		
meet your future husband/wife		
drop out of the university		
find a summer job abroad		
join a university club		
set up your own company		
move out from your parents' flat/house		

Now switch books with your partner and based on how they ticked the boxes, ask them a question depending on the likelihood of the event. Use first or second conditional. You have to think of the result clause yourself.

Example: 'If you pass all your exams, will you get a present from your parents?'

■ GRAMMAR – CONDITIONALS – PART TWO – TYPE 3 AND MIXED

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 9

- 1) Look at these three conditional sentences with a partner and answer the questions below:

- a. If I had known about the advantages of online banks, I would have switched banks long ago.
- b. You wouldn't have joined an online bank if the expert hadn't persuaded you.
- c. If you had bought a lot of Apple shares, you would be a millionaire now.

-
1. Which sentence(s) describes
 - a) an imagined past action and an imagined present result? _____
 - b) an imagined past action and an imagined past result? _____
 2. Which conditional is used in each case?
 3. What verb forms are used in each conditional? Why are they used?
 4. Look at sentences a. – c. and say what really happened.

PRACTICE

- 2)  **Complete these sentences with the correct forms of the verbs in brackets.**
Sometimes more than one answer is possible:

1. If we _____ (leave) an hour earlier, we _____ (be) there by now, instead of being stuck in this traffic jam.
2. I understand why you made that decision – if I _____ (be) in your shoes, I think I _____ (do) the same thing.
3. Of course, I've brought my notebook. If I _____ (not bring) it with me, I _____ (not talk) on Skype to you now.
4. If I _____ (study) languages harder when I was at school, I _____ (not need) an interpreter now.
5. That was a missed opportunity. If we _____ (buy) the shares in April, we _____ (make) a lot of money.
6. It was a good idea to take the underground to the airport. We _____ (miss) the flight if we _____ (drive), because there was an accident on the road to the airport.
7. This is all your fault. If you _____ (read) the contract more carefully, we _____ (be) in so much trouble now.
8. Thank you so much for telling me about the problem the other day. If I _____ (not know) about it, I _____ (include) it in my report that I have just handed in.

- 3) **Work in pairs or in small groups. Make a list of important decisions you have made in your life. Then tell your classmates how your life would be or would have been different if you had made different decisions. Use the 3rd or mixed conditionals.**

Financial Products

■ INFO BOX

Financial products refer to **instruments** that help you save, invest, get insurance or get a mortgage. These are **issued by** various banks, financial institutions, stock brokerages, insurance providers, credit card agencies and government sponsored entities. Financial products are categorised in terms of their **type** or underlying asset class (e.g. stocks, bonds, cash or property), **volatility** (i.e. fluctuations of the price of a **security**), **risk** and **return**.

Here are some examples of types of financial products:

Stocks/Shares: certificates representing part ownership of a company. While stocks/shares are initially issued by corporations, they are subsequently bought and sold by individuals in the stock market. They are generally associated with high risks and also high returns. Returns on stocks/shares can be in the form of **dividend** payouts by the company or profits on the sale of stocks/shares in the stock market. (Language note: Although the words **stocks/shares** are used interchangeably to refer to certificates that indicate ownership of a particular company, there is a contextual difference between them. The word 'stock' is a general term used to describe the ownership certificates of any company, and 'share' refers to an ownership certificate of a particular company.)

Bonds: debt investments in which investors loan money to a corporation or a government. These institutions borrow the funds from the investors for a defined period of time at either a variable or fixed interest rate. Due to the pre-scheduled interest payments, bonds are considered a fairly safe investment.

Mutual funds: professionally managed financial instruments that involve the diversification of investment into a number of financial products, such as stocks/shares or bonds. This helps to reduce an investor's risk exposure while increasing the profit potential. Unlike hedge funds, mutual funds are more strictly regulated by governments.

Hedge funds: private investment funds, usually used by wealthy individuals and institutions, which are allowed to use aggressive strategies that are unavailable to mutual funds in order to generate high returns. Unlike mutual funds, hedge funds are exceptionally risky and largely unregulated by governments.



Congratulations Mr Hill. We are prepared to give you a loan,
but first you have to prove you really don't need it.

■ LEAD-IN

- 1) **Imagine you have some money to invest. What are the benefits and drawbacks of the suggested forms of investment:**

hiding it under a mattress	buying art
going gambling to Las Vegas	investing in a property
investing in a mutual fund	buying bonds
depositing it in your bank	buying stocks and shares
buying gold	buying cryptocurrencies

■ LISTENING – THE BASICS OF STOCKS AND BONDS

- 1) **What do you know about stocks (shares) and bonds? Share your knowledge with your partners in small groups.**
- 2) **Before you listen, check your understanding of some words from the recording by matching up the words and definitions:**

1.	issue (v)	a.	a term used to refer to the first of two things mentioned
2.	security (n)	b.	a period when something that rises and falls regularly is at a low level, especially economic activity
3.	shortfall (n)	c.	a financial or investment instrument bought and sold in financial markets, such as a bond or a share (stock)

4.	equity (n)	d.	to state a price for securities
5.	quote (v)	e.	to offer stocks/shares or bonds to general public
6.	yield (n)	f.	an amount that is less than the level that was needed
7.	trough (n)	g.	the annual income earned from an investment, expressed usually as a percentage of the money invested
8.	former (adj)	h.	a term used to refer to the second of two things mentioned
9.	latter (adj)	i.	the value of a company's shares

3)  Listen to an interview about stocks and bonds and answer the following questions:

1. Which institutions issue stocks and bonds? Why do they issue them?
2. What does 'to float a company' mean?
3. When does an investment bank 'underwrite' a stock issue? What does it mean?
4. What is the difference between a primary and a secondary market?
5. What is the difference between the stock market and the stock exchange?
6. The speaker mentions two types of prices connected to shares – what are they? Which one is influenced by supply and demand?
7. What is the difference between a bull market and a bear market?
8. Name the main difference between corporate and government bonds.
9. Corporate bonds can be divided into two categories. What are their names?

4)  Listen to some sentences from the listening again and complete the following statements with the words from the recording:

1. In order to finance themselves on daily basis, companies use internally generated _____, whereas governments work with _____.
2. Companies issue stocks or shares, which are also called _____. Bonds are issued by governments as well as companies and are forms of _____ instruments.
3. Another important role of an investment bank is to _____ the stock issue.
4. Once a company is _____ or listed on the stock exchange, investors can buy shares of such a company.
5. The price written on a share is the _____ value, whereas the price you can buy it at is called the_____ price.
6. When discussing bonds, there are three key terms to remember. First, the _____, which is the money you pay for the bond. Second, the _____ date, which is the date when you get your money back. And third, the _____, which are the interest payments you receive regularly during the time you have lent your money to the government or a company.

-
7. In comparison with bonds issued by companies, government bonds are generally regarded as _____ investments.
8. Other terms used for non-investment corporate bonds are _____ bonds and _____ bonds. Unlike investment-grade bonds, which are rather safe, but not as profitable, the non-investment grade corporate bonds might bring much higher returns. However, it is also possible that the company in question might _____ on its loans.
- 5) **There is a logical connection between three of the four words in each of the following groups. Which is the odd one out and why?**
1. maturity – dividend – coupon – principal
 2. equity – stock – debt – share
 3. go public – IPO – flotation – cash flow
 4. loan – equity – bond – debt borrowing
 5. market maker – shareholder – creditor – stockbroker
 6. face value – market value – nominal value – par value
 7. float – underwrite – share issue – secondary market
- 6) **Work with a partner. You are going to ask one another some questions about investing. Student A – go to page 228, student B – go to page 229.**

GLOSSARY

Term	Definition	Translation
Asset (n)	a thing of value, especially property, that a person or company owns, which can be used or sold to pay debts	majetek
Bond (n)	an official paper given by the government or a company to show that you have lent them money that they will pay back to you at a particular interest rate	dluhopis
Building society (n)	an organisation like a bank that lends money to people who want to buy a house. People also save money with a building society.	stavební spořitelna
Central bank (n)	a national bank that does business with the government and other banks, and issues the country's coins and paper money	centrální banka
Commercial bank Retail bank (n)	a bank that offers services to the general public and to businesses	komerční banka

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Term	Definition	Translation
Conglomerate (n)	a large company formed by joining together different firms	konglomerát
Coupon (n)	the amount of interest that a bond pays	výnos/úrok z dluhopisu, kupón
Credit (n), (v)	1. money that you borrow from a bank; a loan 2. an arrangement that you make, with a shop/store for example, to pay later for something you buy 3. to add an amount of money to somebody's bank account	1. úvěr, půjčka 2. úvěr 3. připsat
Credit card (n)	a plastic card that you can use to buy goods and services and pay for them later	kreditní karta
Current account (BrE) Checking account (AmE) (n)	a type of bank account that you can take money out of at any time, and that provides you with a debit card	běžný účet
Debit card (n)	a plastic card that can be used to take money directly from your bank account when you pay for something	debetní karta
Debt (n)	a sum of money that somebody owes	dluh
Default (v), (n)	to fail to do something that you legally have to do, especially by not paying a debt	nezaplacení; neplnění závazku
Deflation (n)	a reduction in the amount of money in a country's economy so that prices fall or remain the same	deflace
Deposit (n), (v)	1. a sum of money that is paid into a bank account 2. a sum of money that is given as the first part of a larger payment 3. a sum of money that is paid by somebody when they rent something and that is returned to them if they do not lose or damage the thing they are renting 4. to put money into a bank account	1. vklad 2. záloha 3. kauce, vratná záloha, jistina 4. uložit peníze, deponovat
Direct debit (n)	an instruction to your bank to allow somebody else to take an amount of money from your account on a particular date, especially to pay bills	inkaso
Dividend (n)	an amount of the profits that a company pays to people who own shares in the company	dividenda
Embezzle (v)	to steal money that you are responsible for or that belongs to your employer	zpronevěřit, defraudovat

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Continued from page 161

Term	Definition	Translation
Hedge fund (n)	an investment fund involving a group of people who take high risks with their investments in order to try and make a lot of money	hedgeový fond
High-yield (grade) bond (n)	a type of bond that pays a high rate of interest because there is a lot of risk involved, also called junk bond	rizikový dluhopis/ podřadná obligace
Insurance company (n)	a company whose business is providing and selling insurance	pojišťovna
Interest rate (n)	percentage paid by either the borrower on a loan or by the bank on money deposited	úroková míra/ sazba
Intermediary (n)	a person or an organisation that helps other people or organisations to make an agreement by being a means of communication between them	zprostředkovatel
Internet bank (n)	a bank that operates over the internet	internetová banka
Investment bank (n)	a bank that deals with large businesses	investiční banka
Investment-grade bond (n)	a secure bond that generally pays low rate of interest	dobře investičně hodnocený dluhopis
Launder (money) (v)	to move money that has been obtained illegally into foreign bank accounts or legal businesses so that it is difficult for people to know where the money came from	prát (špinavé peníze)
Liability (n)	money that is owed to someone and has to be paid in the future, such as tax, debt, interest, and mortgage payments	závazek
Liquid (adj)	in the form of money, rather than investments or property, or able to be changed into money easily	likvidní
Maturity (n)	the length of time for which a bond is issued	splatnost
Merger (n)	the act of joining two or more organisations or businesses into one	fúze
Microfinance bank (n)	a bank that provides loans to very poor people, usually in developing countries	mikrofinanční instituce
Money supply (n)	the total amount of money that exists in the economy of a country at a particular time	zásoba (nabídka) peněz v ekonomice
Mortgage (n)	a legal agreement by which a bank or similar organisation lends you money to buy a house, etc., and you pay the money back over a particular number of years; the sum of money that you borrow	hypotéka

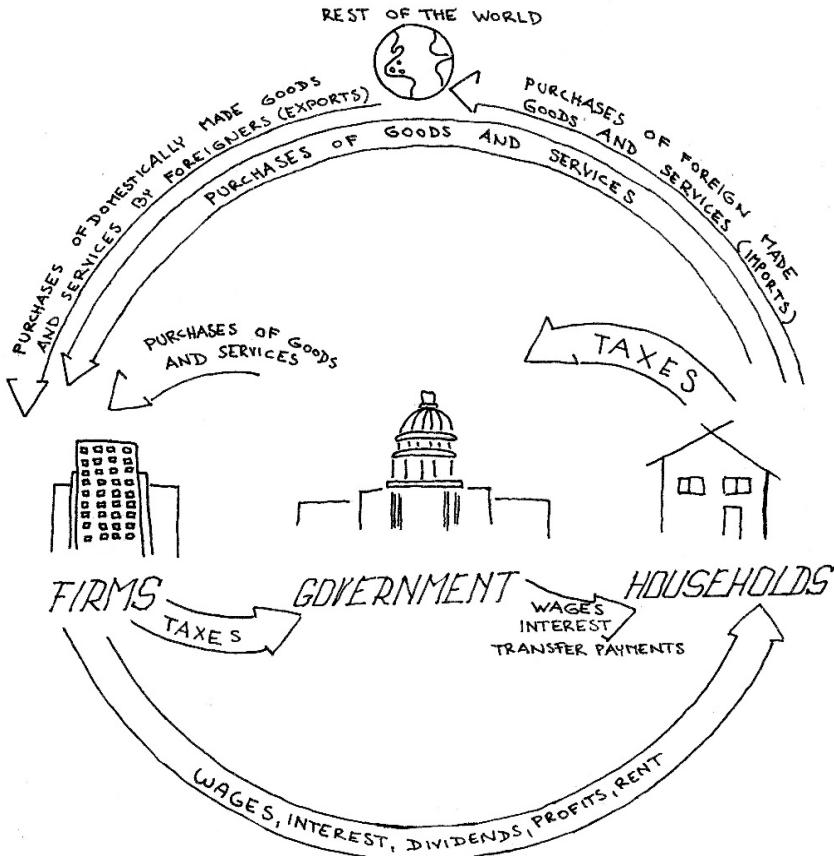
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Term	Definition	Translation
Mutual fund (n)	service where financial experts invest the money of many people in many different companies	podílový fond/ vzájemný fond
Non-bank financial intermediary (n)	a financial services firm (not a bank) that usually offers a variety of financial services including leasing or pension funds	nebankovní zprostředkovatel úvěru
Overdraft (n)	the amount of money that you owe to a bank when you have spent more money than is in your bank account; an arrangement that allows you to do this	přečerpání účtu, kontokorent
Principal (n)	the amount of capital making up a bond or other loan	jistina
Private bank (n)	a bank that is owned by one person or by a small number of shareholders and which provides financial advice and services for very rich people	soukromá banka
Public company (n)	a company that sells shares in itself to the public	akciová společnost
Security	a financial or investment instrument bought and sold in financial markets, such as a bond or a share (stock)	cenný papír
Standing order (n)	an instruction that you give to your bank to pay somebody a fixed amount of money from your account on the same day each week/month, etc.	trvalý platební příkaz
Stock (n)	1. the value of the shares in a company that have been sold (uncountable) 2. a share that somebody has bought in a company or business (countable, usually plural) 3. (<i>British English</i>) money that is lent to a government at a fixed rate of interest	1., 2. akcie 3. dluhopis
Share (n)	any of the units of equal value into which a company is divided and sold to raise money; people who own shares receive part of the company's profits	akcie (podíl)
Stock exchange (n)	a place where shares are bought and sold	burza cenných papírů
Stock market (n)	the business of buying and selling shares in companies	trh cenných papírů
Takeover (n)	an act of taking control of a company by buying most of its shares	převzetí
Return (n)	the amount of profit that you get from your investment	výnos
Withdraw (v)	to take money out of a bank account	vybrat, vyzvednout peníze
Yield (n)	the rate of income an investor receives from their stocks and shares or bonds (commonly called securities)	výtěžek

Government and Taxation

10



INFO BOX

Governments **levy taxes** in order to **raise tax revenue**. When taxes do not cover the government spending, they borrow money by **issuing government bonds**. To slow down or speed up the **economic growth**, the government can use **fiscal policy** which means adjusting **spending** (expenditure) and **tax rates**.

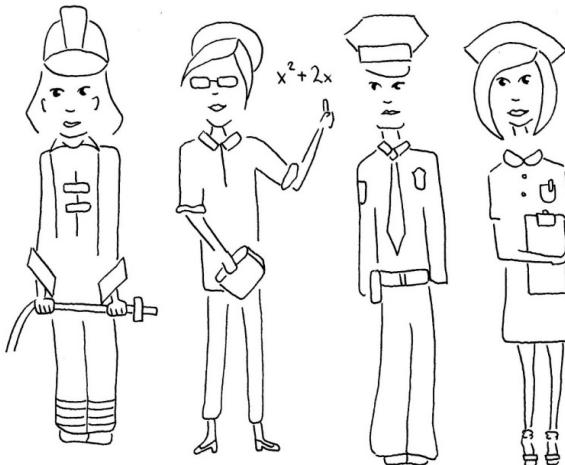
Government has several economic functions:

- helps redistribute income. It provides **transfer payments** in the form of unemployment benefits, retirement pensions, or social security benefits.

- provides **public goods and services**, which are those that benefit the society as a whole. Examples might be roads, public schools, hospitals, defence, firefighting service, flood control, or satellite navigation system.
- compensates for **market failures** and handles **externalities**, which are usually negative side effects like e.g. pollution, litter, or noise.
- provides the **legal framework** and the services for a market economy to operate effectively. It establishes the legal rules concerning the rights of private ownership, the legal status of business enterprises or legal framework of contracts.

■ LEAD-IN

- 1) **What do you think the main duties and responsibilities of governments should be? The pictures will help you.**



- 2) **Could these activities be taken over by any other institution? Why/not?**

- providing the whole society with public goods the private sector has no economic incentive to provide
- investing in infrastructure
- ensuring that the education and training system targets the needs of the economy
- levying taxes and borrowing money by issuing government bonds
- providing those goods and services which have high social priority but very low profit margin
- being involved in national defence, police, law and order, fire department, postal service, etc.
- running social security and medical care
- setting out rules for pollution control

3)  Put the individual tasks of the government under the correct headings:

1. Providing a stable environment for businesses and households
 2. Managing the economy
 3. Investing in infrastructure
 4. Providing public goods and services, handling externalities
 5. Protecting the environment
-
- a. Keeping inflation low and stable for long-term competitiveness and ensuring that savings are not losing their value.
 - b. Encouraging local and foreign investment.
 - c. Running public health and welfare programmes, education, roads, research and development, national and domestic security.
 - d. Setting clear and transparent ground rules and ensuring that markets are competitive, for example, by allowing imports to come in freely.
 - e. Providing legislation to prevent further degradation of the environment, protecting wildlife areas from disruption by the development of factories, shopping and residential areas and imposing taxes to reduce the level of pollution by firms.
 - f. Investing in infrastructure and other areas in which the private sector is likely to underinvest.
 - g. Providing those goods and services that have high social priority but very low profit margin.
 - h. Overseeing the functioning of the economy, but not intervening in its day-to-day functioning.
 - i. Ensuring that the education and training system targets the needs of the economy, with a strong emphasis on providing technical and professional labour force.
 - j. Being part of or initiating environmental projects such as beach clean-ups and tree-planting.

■ READING

1) Read the article about governments' role in managing an economy:

FISCAL AND MONETARY POLICIES AND THEIR RESPONSE TO CHANGES
IN THE ECONOMIC CLIMATE

1 In every country, the government takes steps to help the economy achieve the goals of growth, full employment, and price stability. The government influences economic activity through fiscal policy. It uses its power to tax and to spend.

2 Both taxation and government spending can be used to reduce or increase the total supply of money in the economy that businesses and consumers spend. When the country is in a recession, the appropriate policy is to increase spending, reduce taxes, or both. Such expansionary actions will put more money in the hands of businesses and consumers,

encouraging businesses to expand and consumers to buy more goods and services. When the economy is experiencing inflation, the opposite policy is adopted: the government will decrease spending or increase taxes, or both. Because such contractionary measures reduce spending by businesses and consumers, prices go down and inflation eases.

3 On the other hand, monetary policy is exercised by the central bank, which is empowered to take various actions that decrease or increase the money supply and raise or lower short-term interest rates, making it harder or easier to borrow money. When they believe that inflation is a problem, they will use contractionary policy to decrease the money supply and raise interest rates. When rates are higher, borrowers have to pay more for the money they borrow, and banks are more selective in making loans. Because money is more expensive to borrow, the demand for goods and services will go down, and so will prices.

4 When countering a recession, the central bank uses expansionary policy to increase the money supply and reduce interest rates. With lower interest rates, it is cheaper to borrow money, and banks are more willing to lend it. Attractive interest rates encourage businesses to borrow money to expand production and encourage consumers to buy more goods and services. In theory, both sets of actions will help the economy escape a recession.

(adapted from Exploring Business, online)

■ READING COMPREHENSION

2) Answer the following questions:

1. What are the main goals governments try to achieve?
2. What does the monetary policy regulate?
3. What does the fiscal policy comprise?
4. Explain the difference between contractionary and expansionary policies.

■ LANGUAGE FOCUS

3)  Match the following verb-noun partnerships from the article and translate them into Czech:

1.	take	a.	customers to buy more goods and services	
2.	achieve	b.	a sustainable welfare policy	
3.	make	c.	recession	
4.	counter	d.	steps	
5.	encourage	e.	goals	
6.	implement	f.	loans	

4)  Now match the following adjective-noun partnerships from the article and translate them into Czech:

1.	price	a.	supply	
2.	full	b.	activity	
3.	money	c.	employment	
4.	interest	d.	stability	
5.	economic	e.	rates	

5)  Complete the sentences with suitable partnerships from the previous exercises:

1. The _____ in the region had been analysed by our team and we concluded it would be promising to enter the market.
2. _____ contributes to achieving high levels of economic activity and employment.
3. The more precise and clear your _____ are the easier it will be to _____ them.
4. Asking for feedback is the best way to _____ to return.
5. The Governor of the Bank of England reassured the public that _____ remain unaffected by China's economic slowdown.
6. We _____ to prevent him from doing more harm.
7. The necessity to adopt and _____ a sustainable welfare _____ was discussed in the Parliament.
8. _____ data is recorded and published, usually by the central bank of the country.
9. _____ an extra _____ payment can reduce your monthly payments or shorten the length of your loan term.
10. Some economists suggested tough regulations in order to _____ in the economy.

6)  Complete the sentences with the correct prepositions:

1. Government's ability to influence the economy is based _____ fiscal policy.
2. Low government spending leads _____ a reduction _____ the total supply of money in the economy.
3. In times of inflation the main focus of governments is _____ contractionary policy.
4. The central bank's measures are aimed _____ achieving goals of price stability.
5. Fiscal policy relies _____ government spending and taxation.
6. During the recession demand _____ goods and services decreases.
7. Higher taxation reduces the supply _____ money in the economy.



7) Match the expressions below into pairs with the same meaning:

output	expenses	boost	companies	costs
error	expenditure	firms	production	mistake
reduce	spending	stimulate	lower	



8) Match the expressions below into pairs with the opposite meaning:

production	demand	boom	depression	consumption
contraction	growth	cut	increase	supply

■ EXTENSION

1) Read the following paragraph and complete the text by choosing the right options:

The government 1) **produces/provides** help to businesses and individuals in many ways. For example, trade barriers permit certain products to remain relatively free from foreign competition. 2) **Imports/Exports** are sometimes taxed or limited by volume so that domestic products can better 3) **compete/comprise** with foreign goods. The government also provides aid to farmers by 4) **subsidising/donating** prices they receive for their crops. In quite a different area, the government supports 5) **firms/individuals** who

cannot adequately care for themselves by making 6) **loans/grants** to low-income parents with dependent children, by providing medical care for the aged, and through social 7) **insurance/training** programmes that assist the unemployed and retirees. The government also supplies 8) **release/relief** for the poor and help for the disabled.

- 2)  Complete the text with suitable words from the box. Five words are redundant:

science	alternate	research	renewable	public
allocate	provide	experiences	private	externalities

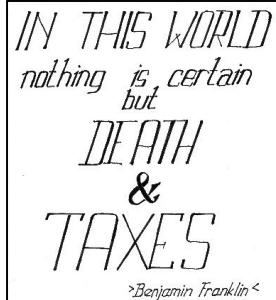
The scientific discipline known as 'public economics' describes why government is needed alongside markets to 1._____ resources. These reasons include: the protection of the poor through a social safety net; the correction of 2._____ such as greenhouse gas emissions; the provision of 'merit goods' such as health care and education, which are essential for all society's members; and the financing of scientific and technological 3._____ that cannot be efficiently captured by 4._____ investors. In all these circumstances, the free-market system tends to underprovide the resource in question — whether income support for the poor, reduction of carbon emissions, low-cost primary health care, or R&D for 5._____ energy.

SPEAKING

Work in groups. Imagine you could choose the area the government should invest in. Prepare a short presentation supporting your choice:

1. Protection of the environment
2. Building roads and highways
3. Research and development
4. Improvement of the quality of the system of education
5. Improvement of medical care
6. Raising the minimum wage
7. Supporting alternative renewable energies
8. Supporting culture and sport activities for young people

Taxation



INFO BOX

Taxes are mainly used to **finance the expenses** incurred by the government to manage an economy. These expenses include: **health care, education, waste collection, defence, infrastructure** and operating **government business entities**. Taxation is also used by the government for several other purposes:

- to reduce pollution by taxing offending firms,
- to discourage unhealthy lifestyles, e.g. a tax on cigarettes,
- to protect local and infant industries by taxing imports,
- to achieve greater equality of wealth and income (revenue from taxation is used to help the very poor),
- to control spending in an economy and thus reduce inflation.

Types of taxes

Direct taxes are paid by individuals and companies directly from income earned or on the value of assets owned.

Indirect taxes are levied on consumption and therefore are paid by individuals when purchasing goods and services.

There are three existing tax systems. A **progressive tax system** levies a higher **tax rate** on high income earners compared to lower income earners. This ensures that higher income earners pay a larger proportion of their income than lower income earners. A **regressive tax system** levies a smaller percentage of tax on higher income earners compared to lower income earners. This results in higher income earners paying a smaller proportion of their income in taxes than lower income earners. Under a **proportional tax system (flat tax)** all taxpayers pay the same proportion of their income in taxes. The same percentage tax is levied on both high and low income earners.

■ LISTENING

- 1)  You are going to listen to a dialogue about various types of taxes. During the first listening write down all types of taxes mentioned and divide them into direct and indirect ones:

Direct taxes	Indirect taxes

- 2)  During the second listening match the terms connected with taxation with their definitions and translate them into Czech:

	Definition	Tax	Czech translation
1.	the special sales tax which companies have to pay when they sell certain types of products		
2.	the tax that has to be paid when importing products		
3.	the main tax taken out of a person's salary/wage		
4.	the tax that both people and companies have to pay on any profit they make from selling property or securities		
5.	the tax you pay when you buy things or use some types of services		
6.	the tax which companies pay on the profit they make		
7.	the tax that is paid as part of a product		
8.	the tax paid directly to the government by a person or organisation		

3) Work with your partner and write down explanations of the following terms from the listening:

1. pay slip
2. net income/salary/wage
3. gross income/salary/wage
4. direct taxes
5. indirect taxes

■ EXTENSION

1)  Choose the best option to complete the following sentences with the word TAX and write the Czech translation of the terms in the box below:

1. Individuals normally fill a tax ____ each year.

- a) declaration
- b) refund
- c) return

2. The money you receive back from the tax office when you have paid too much is called a tax ____.

- a) discount
- b) refund
- c) relief

3. Taxpayers know well that tax ____ is illegal.

- a) evasion
- b) return
- c) policy

4. Money you have spent in order to earn income is normally tax ____.

- a) deductible
- b) subsidised
- c) audited

5. To check whether the financial records of the company are accurate, the government can do a tax ____.

- a) rate
- b) form
- c) audit

6. The tax form is so complicated that the average person needs a tax _____ to help him or her fill it in.
- advisor
 - payer
 - deduction

7. A tax _____ does not require individuals to reside in or businesses to operate out of their countries to benefit from local tax policies.
- protection
 - haven
 - heaven
-
8. Practically every taxpayer engages in tax _____ at some point in order to minimise her or his tax bill legally.
- avoidance
 - evasion
 - progress
-



Use some of the collocations from exercise 1) in the following sentences:

- A new tax was _____ on fuel.
- Even though we had a tax _____, we were accused of tax _____.
- They comment on the tax _____ by government on excess company profits.
- According to the law it was a case of tax _____, which is illegal.
- To prove that it was legal tax _____, the firm asked for a tax _____.
- We are used to having all our tax _____ checked by our tax _____.



SPEAKING

- Give two reasons why governments should be the chief guardians of the environment.
- Discuss two consequences of unregulated business activity in an economy.
- Identify two purposes of taxation and discuss the importance of each.
- Differentiate between direct and indirect taxes and give two examples of each.
- Distinguish between progressive and regressive taxation.
- The regressive tax system is unfair and places a greater burden on the lower income earners. Discuss.
- Outline two ways in which governments provide assistance for businesses.
- Choose one social service and discuss the importance of its provision by a government.

■ GRAMMAR – INFINITIVE OR GERUND

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 5, 19 and 20

Most verbs are followed by a particular form of the verb in position of object – **infinitive**, **bare infinitive** (infinitive without *to*) or **gerund** (*-ing* form). Unfortunately, you have to learn each particular verb phrase by heart. There are no rules available. If in doubt, always consult a dictionary.

Some verbs can be followed by either an *-ing* form or an infinitive. But usually there is a difference in meaning.

VERB + GERUND

admit	advise	anticipate	appreciate	avoid	complete
consider	delay	deny	discuss	dislike	enjoy
finish	involve	keep	mention	mind	miss
postpone	practise	recommend	report	risk	suggest

Example: I anticipated **arriving** late.
I recommend **not being** late.

Other expressions followed by gerund:

It's (not) worth ...
There is no point (in) ...
It's no use ...
Have difficulty/difficulties (in) ...
Have trouble ...
It's no good ...

VERB + INFINITIVE

afford	appear	arrange	claim	decide	demand
deserve	expect	intend	manage	offer	plan
pretend	promise	refuse	seem	tend	wait

Example: They expect **to depart** early in the morning.
I promise **not to arrive** late again.

PRACTICE

1) Put the verbs in brackets in the correct form:

1. We intend _____ you next week. (visit)
2. The book does not pretend _____ a great work of literature. (be)
3. They enjoyed _____ in a village. (live)
4. The guard refused _____ them enter the building. (let)
5. He kept _____, although he felt ill. (work)
6. She avoided _____ to her boss. (talk)
7. He tends _____ a little shy. (be)
8. He deserves _____ punished. (be)
9. I do not mind _____ early. (come)
10. He suggested _____ at the Grand Hotel. (not stay)
11. They recommended _____ earlier. (meet)
12. His health appeared _____ better. (be)
13. She arranged _____ any longer. (not stay)
14. We have finished _____ for the meeting. (prepare)
15. I don't claim _____ an expert. (be)
16. We decided _____ out for dinner. (not go)
17. We discussed _____ on holiday together. (go)
18. She plans _____ a new flat next year. (buy)
19. He risked _____ caught. (be)
20. He denied _____ the money. (steal)

These verbs can be followed by either the gerund or the infinitive with a change in meaning.

Remember + gerund

- I remember spending a lot of time on the beach when I was a child. (I have a memory of spending a lot of time on the beach.)
- He remembers closing the door. (He has a memory of closing the door.)

Remember + to + infinitive

- I remembered to buy milk. (I was walking home and the idea that I needed milk came into my head, so I bought some.)
- She remembered to send a card to her grandmother.

Forget + gerund

- Have we really studied this topic before? I forgot reading about it. (I do not remember reading about it.)
- I will never forget meeting my boss for the first time.

Forget + to + infinitive

- I forgot to call my mother. (I wanted to call my mother, but when it was a good time to call her, I forgot.)
- She keeps forgetting to bring his book back.

Stop + gerund

- I stopped working when I was expecting a baby. (Working is the activity I stopped.)
- My grandmother stopped driving when she was eighty-five. (Driving is the activity she stopped.)

Stop + to + infinitive

- I stopped to eat lunch. (I stopped doing something else because I wanted to eat lunch.)
- She was shopping and she stopped to get a cup of coffee. (She stopped shopping because she wanted to get a cup of coffee.)

Regret + gerund

- I regret going to bed so late. I am really tired today.
- She regrets leaving school when she was sixteen. She wishes that she had studied more and then gone to university.

Regret + to + infinitive

- I regret to tell you that the train has been delayed.
- The company regrets to inform employees that the London office will close next year.

Try + gerund (You do something as an experiment. The thing you do is not difficult, but you want to see if doing it will have the result that you want.)

- I tried taking an aspirin but it didn't help. I still have a headache.
- It was too hot in the room. I tried opening the window but it didn't help, because it was very hot outside too.

Try + to + infinitive (to do something that is not easy)

- I tried to lift the suitcase, but it was too heavy.
- She tried to catch the bus, but she couldn't run fast enough.

Be/Get used to + gerund (If you are used to something, it is not strange, new or difficult for you. If you get used to something, you become accustomed to it; it is no longer unusual or strange.)

- I am used to waking up early in the morning. It does not bother me.
- Sending emails to my grandmother is difficult. She is not used to using a computer.
- I got used to waking up early in the morning.
- It took me a while to get used to speaking the language.

Used + to + infinitive (If you used to do something, you did it regularly in the past but you do not do it any more.)

- I used to go to the cinema every Friday.
- He used to visit us regularly before he moved abroad.

PRACTICE

2) Practise the verbs above in the following sentences:

1. He remembered _____ in embarrassment when his card was rejected due to insufficient funds. (blush)
2. I have never regretted _____ it. (not do)
3. Charlie tried for years _____ his driving test but always failed. (pass)
4. She will soon get used to _____ here. (work)
5. After the first month he stopped _____ his government bonds' value. (track)
6. I tried _____ the window, but I couldn't because it was stuck. (open)
7. I regret _____ so much money last night. (spend)
8. She tried _____ but the children were so funny. (not laugh)
9. She forgot _____ the rent this month. (pay)
10. He stopped _____ for health reasons. (smoke)

3) Complete the sentences with the correct verbs and put them in the right form:

demonstrate	read	have	move	falsify
receive	be	withdraw	help	work

1. He admitted _____ the data.
2. When did he decide _____ so much money?
3. They promised _____ the new equipment.
4. Do you mind _____ me translate this letter?
5. Stephanie dislikes _____ on the computer all day.
6. I really appreciate _____ the opportunity to take part in this project and to work with such an excellent team.

-
7. She pretended _____ a student in order to get a student discount.
 8. Laura and Ed discussed _____ to the city to find work; however, in the end, they decided against relocating.
 9. Our teacher recommends _____ all these books for the exam.
 10. The medical team deserves _____ an award for their volunteer work in Sub-Saharan Africa.

MAKE OR DO

It can be difficult to decide when to use **MAKE** or **DO** in English.

We use **make** when we create or construct something.

- She made a cake.

We use **do** for general activities.

- What did you do at the weekend?

There are many fixed expressions with **make** and **do**. Unfortunately, they do not really follow any useful rules, so you have to learn them.

MAKE

1. He **made** a big **mistake** when he changed his job.
2. Why does it take them so long to **make decisions**?
3. They **made fun** of him whenever he wore his new hat.
4. It's very important to **make** a good **impression** at this meeting.
5. China has **made** huge economic **progress** in recent years.
6. When he was younger, he **made** a **fortune** selling clothes.
7. The new manager **made** some **changes** as soon as he arrived.
8. I want to **make a phone call**.
9. I think the café opens at six, but let's **make certain**.
10. Usually the children aren't allowed to watch TV but I **made** an **exception** today since the weather was so horrible.

DO

1. Could you **do** me a **favour**? Please drive me to town.
2. It doesn't matter if you don't come first as long as you **do** your **best**.
3. She **did** very **badly** on the exam, so she'll have to retake it.
4. It's been a pleasure **doing business** with you.
5. John has decided to **do a course** in computing this autumn.
6. He has to **do** his **duty** and look after his elderly parents.
7. The storm has **done** a lot of **damage** to the house.
8. I have to **do** three **exams** and write a huge essay this term.
9. I think the students **did** a great **job** with this essay.
10. Does everybody hate **doing paperwork**?

PRACTICE

- 4)  Decide whether the following expressions are used with MAKE or DO:

research	damage	a complaint	an excuse
business	harm	an experiment	repairs
an effort	an appointment	certain progress	wrong/well/good

Make	Do

- 5)  Complete the following sentences with MAKE or DO:

1. What do you _____ for a living? – I'm a dentist.
2. You look very tired. Would you like me to _____ you a cup of coffee?
3. What have you _____ with my handbag? I cannot find it anywhere!
4. Why does she _____ such a fuss of him?
5. Don't forget to _____ your hair before you go out.
6. He was _____ so much noise that he woke her up.
7. You're not trying hard enough! _____ an effort!
8. She sat on the sofa, _____ a crossword and drinking tea.
9. Julie likes _____ exercise, especially running.
10. I spilt coffee on my suit and tried to clean it, but I _____ more harm than good.
11. She had a toothache, so she _____ an appointment with the dentist for the following day.
12. Let's _____ some arrangements. I'll find a hotel, and you can look at flights.
13. I've _____ some changes to the document.
14. My mother _____ a comment about my shoes.
15. Why was she late? Did she _____ an excuse?

6)  Complete the following sentences with MAKE or DO in the correct form:

1. The food took so long to arrive that I _____ a complaint to the manager.
2. Janine, can you try to _____ mean appointment with my dentist for this afternoon, please?
3. No, we do not know what went wrong yet, but we are _____ some research.
4. I was not working hard enough and I would really have to _____ an effort.
5. We are _____ much better than last year; we are definitely _____ progress.
6. We spent three days _____ repairs to the warehouse roof after the storm last week.
7. I think there is a bus at eight but you had better call to _____ certain.
8. It was my fault. You do not have to _____ excuses.
9. The court case would _____ serious damage to my business.
10. It has been a pleasure _____ business with you.

■ GLOSSARY

Term	Definition	Translation
Capital gains tax (n)	a tax on the proceeds resulting from the sale of assets, e.g. houses, land, etc.	daň z kapitálových výnosů
Corporate tax (n)	a tax on the profits of companies	daň z příjmu firem
Customs duty (n)	a tax on imports, e.g. goods entering the country	clo
Depression (n)	a long and severe recession in an economy	deprese
Excise duty (n)	a tax placed on specific goods manufactured or sold within a country	spotřební daň
Externality (n)	a consequence of an industrial or commercial activity which affects other parties	externalita
Fiscal policy (n)	government actions concerning taxation and public expenditure	fiskální politika
Income tax (n)	a tax on earned income	daň z příjmu
Infant industry (n)	an industry which is not fully developed, unable to survive competition	mladé/vznikající průmyslové odvětví
Minimum wage (n)	the lowest remuneration that employers may legally pay to workers	minimální mzda

Continued on page 184

Continued from page 183

Term	Definition	Translation
Monetary policy (n)	government or central bank actions concerning the rate of growth of money in circulation	měnová politika
Pollution (n)	the presence in or introduction into the environment of a substance which has harmful or poisonous effects	znečištění
Public good (n)	a good that is available for the society as a whole and not just individual members	veřejný statek
Renewable (adj)	a natural resource or source of energy not depleted when used	obnovitelný
Tax avoidance (n)	the arrangement minimising tax liability within the law	daňová optimalizace
Tax evasion (n)	the illegal non-payment or underpayment of tax	daňový únik
Tax haven (n)	a country or independent area where taxes are levied at a lower rate	daňový ráj
Tax rate (n)	the percentage paid in tax	daňová sazba
Tax refund (n)	a sum of money that is paid back to the taxpayer	daňový přeplatek
Tax relief (n)	a sum to be deducted from gross income in the calculation of taxable income	daňová úleva
Tax return (n)	a form on which a taxpayer makes an annual statement of income	daňové přiznání
Tax revenue (n)	an amount of money collected by the government	daňové příjmy
Taxpayer (n)	a person who pays taxes	daňový poplatník
Transfer payment (n)	payments made by the government to individuals without requiring any goods or services in return	transferová platba
Unemployment benefit (n)	money paid by the government to people who are unemployed	podpora v nezaměstnanosti
Value added tax (n)	a tax levied on goods at each stage of production	daň z přidané hodnoty

Reports and Graphs

11



Good report.

Work on it a little more until it sounds like one of mine.

INFO BOX

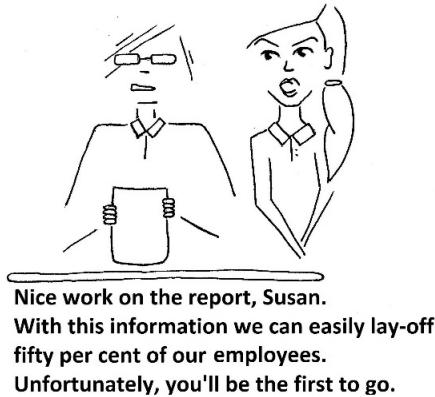
A report is a formal piece of writing written for a clear **purpose** and to a particular **audience**. Specific information and evidence are **presented, analysed** and **applied** to a particular problem or issue. It offers recommendations for future action. The information is presented in a **clearly structured format** making use of **sections** and **headings** so that the information is easy to follow. As the main purpose of a report is to inform the audience, it must be **logically organised**. The standard components of a report are **Title, Introduction, Main body or Findings, Conclusions** and often **Recommendations**. However, other sections such as **Procedure** or **Method** can be added as well. It is necessary to check the accuracy of the report content, as well as the writing style, grammar, spelling and punctuation. It is essential to show that you are being **objective** (i.e. not letting your personal opinion and interests affect the report and not adding any **persuasive elements**). You can do this by using the report as the subject of the sentence (*This report shows...*) or by using passive voice (*Conclusions are drawn...*).

Reports used in government, business, education, science, and other fields, are aimed to display the result of **an experiment, investigation, or inquiry**.

Report writing tips:

- Analyse the task carefully. Who is the report for? Why do they want it? What do they need to know?
- Structure the report into clear sections using numbering and headings, so information is easy to find.

- In general, write in a more formal, objective and impersonal style.
- Aim to be clear, concise and precise.
- Ensure all your sources are clearly referenced in the text.
- Proofread carefully, checking for clarity as well as accuracy.
- The report must comply with the ABC of report writing – be Accurate, Brief (does not mean short but without unnecessary details), and Clear.



LEAD-IN

1) Discuss the following questions:

1. In which situations are people asked to write a report?
2. What is the main purpose of a report?
3. How can the audience of a report vary?
4. Do you have any first-hand experience of writing or presenting a report?

2) Below you can see some terms closely connected with report writing. Match them with their definitions:

1.	font	a.	the way in which text and illustrations are arranged on the page
2.	bullet point	b.	a title at the beginning of a page or section
3.	proofreading	c.	an item in a list with a small symbol in front of it
4.	layout	d.	the most important part of a piece of writing that presents information discovered during research
5.	draft	e.	checking and making corrections to a document (particularly in relation to spelling and inconsistencies in layout)
6.	heading	f.	an early version of a report that may have changes made to it before it is finished
7.	main body / findings	g.	a name of a piece of writing, music or painting
8.	title	h.	letters of a particular style

-
- 3)  Put each of the following descriptions of different parts of a report into the table below under the appropriate headings:

1. This is the largest section and contains most of your information. In it, you will present your findings to the reader. You need to organise the information into smaller subsections. Make sure the information flows logically from one section to the next.
2. You must not introduce any new information here. You should pull together the main points of the report briefly, and emphasise the most significant points. You should link them back to the purpose of the report, which you have previously stated in your introduction.
3. This is where you have a chance to suggest how things could be improved or advanced. Your suggestions must flow logically from your conclusions, so that the reader can see the basis for them. They can be listed and numbered. It is important that they are realistic!
4. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms, and explain how the details of the report are arranged.

Introduction	Main body/Findings	Conclusions	Recommendations

- 4) Look at the following report whose paragraphs have been jumbled up. Can you put them back in the correct order? Then put each logical unit into the table below under the appropriate heading:

1. This report is based on research conducted by an external contractor among our employees.
2. If this was not the case, the intranet could be used for communication between departments and replace most of the long lasting, ineffective meetings. It would also help managers record, appoint, and monitor tasks set to individual employees.
3. It aims to identify the best way to improve efficiency in our company.
4. Finally, it would be advisable to introduce a sophisticated monitoring system that would help us determine how many employees are actually necessary, and as a result might lead to lower staffing levels.
5. In addition, it has been found that the job descriptions are extremely vague and employees do not have a clear idea what their duties and responsibilities are. That is why it is so difficult to monitor their performance.
6. The results show that the weakest points are communication and management. It is clear that the communication problem is closely related to technology and its role in our company. There are not enough computers connected to the internet in the departments and too many people have to share one computer. That obviously results in people's unwillingness to acquire computer skills and therefore their inability to use computers effectively.
7. Having described the problem areas that should be improved, firstly I suggest up-grading our hardware and software and providing every employee with their own computer. Secondly, we should set up a training programme that would familiarise all staff with the new system.

Introduction	Main body/Findings	Conclusions	Recommendations



5) Divide the following phrases under the four headings:

1. We identified the following key areas ...
2. A key challenge facing us is ...
3. On the basis of the figures presented above, ...
4. The report includes / consists of / is divided into / contains ...
5. 45% of those who replied to the questionnaire thought that ...
6. There are three main recommendations to make ...
7. This has the potential to be a successful project provided ...
8. The report is based on interviews with ... / information obtained from ...
9. It was found that ...
10. It is strongly recommended that ...
11. Further research should be carried out to find out ...
12. In the light of the above findings, we reached the following conclusion ...
13. The aim / purpose of this report is to ...
14. This will inevitably have an impact on ...
15. The next stage is ...
16. Information was gathered from ...
17. The Marketing Department should ...
18. The research shows that ...
19. One of the big advantages of this proposal is ...
20. A meeting should be arranged between ...

Introduction	Main body/Findings	Conclusions	Recommendations



6) The following sentences reflect the most common grammatical mistakes that students make when writing a report. Find them and correct them:

1. 32% of staff likes team-building.
2. Social events such as an informal meeting in a pub like 32% of staff.
3. For about a quarter of the staff (26%) would be better lunch vouchers accepted by many restaurants near the company.
4. Employees had a chance to choose between three options: ...
5. The informations were gathered from an electronic questionary.
6. We recommend to employ extra staff for the busy months.
7. It is suggested to employ two lecturers (English and Spanish) in order to organise two language courses.
8. A significant number of employees (42%) thought that the lunch vouchers are the best option.
9. Survey was carried out among the employees of the R&D department.
10. Therefore, we suggest investing more financial resources into stuff training.

- 7)  You should not use an informal style in a report. There is a tendency to use words and phrases that produce a balanced, careful and measured formal style. Practise these skills by choosing the more suitable options in the following sentences:

1. We have made **considerable/fantastic** progress, and quality levels **will/are expected to** return to normal within a few weeks.
2. There is a **really/relatively** high risk of failure with this project unless we invest more **money/financial resources** at this early stage.
3. The performance over recent months has been **bad/quite poor**, and it **may be/will be** necessary to employ new strategies.
4. **It is possible that/Maybe** the survey is not very accurate as we only **got/obtained** a response rate of 25% to our questionnaire.
5. A loss of jobs **is/is likely to be** one of the **consequences/things** that will happen if the process is automated.
6. We conducted **lots of/numerous** tests in our technical department and the results have been **pretty good/encouraging**.

- 8)  Here are some verbs commonly used when writing reports. Match them with their Czech translations and complete the sentences below with suitable verbs in the correct form:

1.	to claim	a.	uvést, oznámit
2.	to identify	b.	zdůraznit, upozornit, poukázat
3.	to challenge	c.	vyjmenovat
4.	to suggest	d.	návrhnout, předložit návrh, doporučit
5.	to list	e.	tvrdit, prohlašovat
6.	to argue	f.	definovat, formulovat
7.	to describe	g.	argumentovat
8.	to state	h.	zpochybnit, vznést námitky
9.	to define	i.	identifikovat, zjistit
10.	to highlight	j.	popsat, charakterizovat

1. Your role in the project will be strictly _____.
2. The report _____ various ways in which the service could be improved.
3. Two key problems have already been _____.
4. The author _____ the common belief that employees are most strongly motivated by money.
5. The report on the accident _____ the need for considerable improvements in safety.
6. Officials clearly _____ they felt unhappy with the limits that continue to be imposed on imports.
7. The minister _____ for/against making cuts in healthcare.
8. The company _____ that it is not responsible for the pollution of the river.
9. The new computer system is _____ on page 70.
10. They _____ five possible approaches to this problem.

-
- 9)  Divide the expressions and phrases commonly used to connect ideas under the three headings in the table below:

1. **As a result of this**, it has not been possible to ...
2. **On the other hand**, it is true that ...
3. **In addition to this**, the survey included ...
4. **However**, this does not necessarily mean that ...
5. This has been mainly **due to** ...
6. **Moreover**, in this particular case ...
7. **While** these results may appear to ...
8. **Consequently**, additional data was obtained which showed that ...

Contrast	Cause and effect	Adding a point

- 10)  Complete the following part of a report with suitable prepositions:

Report on a research project into the TV-watching habits of school students in order to find out the best time for commercials aimed at this age group.

Introduction

The purpose **1.** this research was to find **2.** how many hours of TV students watch in a typical week. It also aimed to discover what kinds of programmes they watch. **3.** addition, it looked **4.** the kind of programmes watched **5.** male and female students to determine if there was any difference **6.** their preferences. We carried **7.** the research **8.** interviewing students in the target group – school students aged 14–18, both male and female. We spoke to students **9.** a number **10.** different schools in five different cities. We interviewed 120 students **11.** total, 60 boys and 60 girls.

Findings

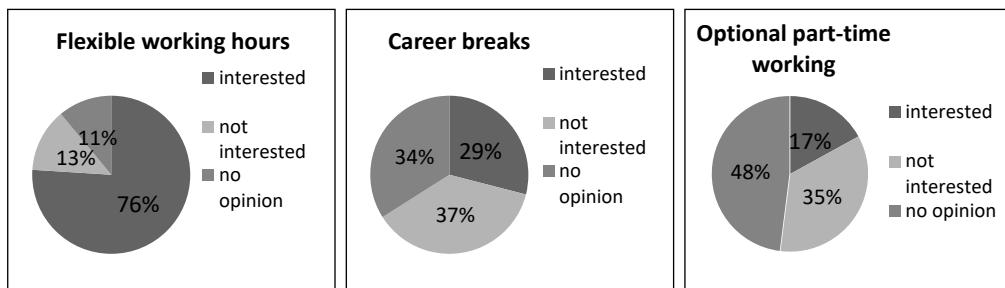
It was found that 60% of interviewees have a TV in their bedroom and most watch it alone. **12.** school days, 40% of boys and 50% of girls watch TV for 2 hours or more, mostly between 6.00 and 9.00 p.m. Only 20% of boys and 15% of girls watch less than 1 hour. However, **13.** weekends, 60% of boys and 70% of girls watch more than 2 hours a day, **14.** the mornings and **15.** the evenings. Boys prefer to watch sport, cartoons and music programmes, whereas girls prefer to watch soaps, dramas and music.

Conclusions and Recommendations

The research clearly shows that the best time for TV advertisements aimed **16.** young people in this age group is between 6.00 and 9.00 p.m. **17.** week days. **18.** addition, advertisers whose target market is mainly girls should aim **19.** place their ads between soaps, dramas and music programmes. If the target market is boys, they should place ads between sport, cartoons and music programmes.



- 11) You work for the human resources department of Pilsen Brewery. Recently you have been considering changes in working practices. Before implementing the changes, you carried out a staff survey to get employees' reaction. The pie charts show the results of the survey:



Additional staff request: Nursery facilities for small children.

Now read the report and choose the correct words for the gaps:

majority	for granted	quantity	costly	peak
turnover	arisen	advantage	risen	valuable
into	found	on	in	ahead
suggested	expressed	downturn	high	experienced

REPORT ON STAFF SURVEY

INTRODUCTION

The aim of this report is to summarise points which have 1._____ from our recent staff survey about changes in working practises.

REASONS FOR CHANGES

Staff 2._____ represents a major cost in our company. It involves 3._____ recruitment processes and staff training. We hope that by introducing these changes we will increase staff retention, motivation and efficiency.

OPINIONS OF STAFF

A large 4._____ of our staff (76%) said they would be interested in flexible working. Several people stated that they 5._____ travelling to work at 6._____ times stressful and time-consuming. A significant number of our employees (29%) thought that career breaks would be attractive.

On the other hand, a smaller percentage (17%) 7._____ interest in optional part-time working. These were generally people with young children. 8._____ addition to this, several employees asked me if we could provide on-site nursery care for pre-school children.

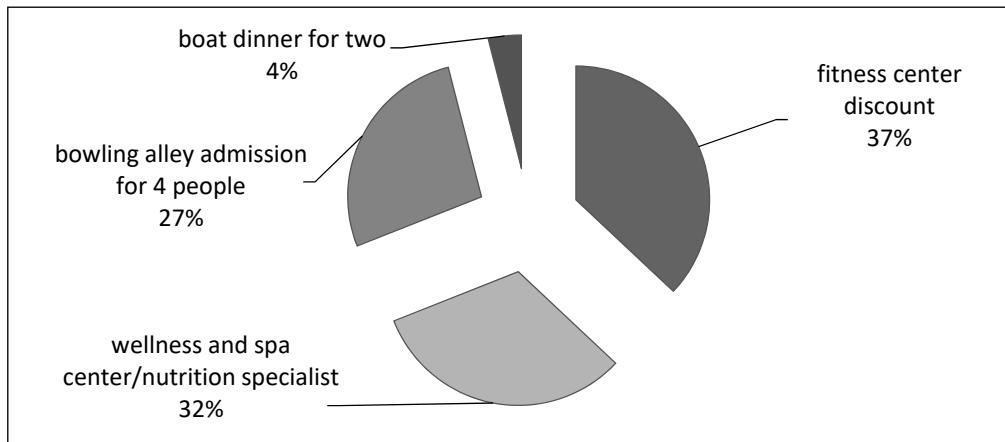
CONCLUSION AND RECOMMENDATIONS

I believe we should go 9._____ with these changes because staff reactions have been generally positive. Moreover, employees can choose whether to take 10._____ of the changes or not.

- 12) You were asked to carry out staff feedback on proposed improvements in working conditions by extension of leisure time activities. Write a short report (180–200 words) on the results and make a recommendation on the best solution.

The employees were given the following options:

- a) fitness center
- b) wellness and spa center/nutrition specialist
- c) bowling alley
- d) boat tour with a dinner for two



Before you hand in your report, go through the following checklist. Tick each item on the checklist below if you have found it in your or your classmates' writing. Leave it blank if this feature is not present. Use the checklist to help you assess your and your classmates' writing. As a result, you will pay attention to the aspects of writing that you are going to be assessed on.

A. Content and Style

- The purpose of the report is clearly stated in Introduction.
- All data are accurately described in Findings.
- The Conclusion provides a brief summary of data.
- The Recommendation is given and is based on the Conclusion/Findings (not a creative solution).
- The text written in a formal style (no contractions, colloquial expressions, slang, etc.).

B. Organization/Cohesion/Length

- The text contains ALL of the following: an EFFECTIVE title, 4 paragraphs, AND headings.
- The text uses several transitional/linking words correctly.
- The text meets the 180 – 200 word limit.

C. Vocabulary

- All words and collocations are used correctly.
- The text uses synonyms (i.e. one word is not repeated – “employees” → staff, personnel, workers; choose → select, etc.).
- Vocabulary is advanced (not simple).
- Spelling is mainly correct.

D. Grammar

- The text, including transitional words, uses commas correctly.
- The text uses articles (a/an/the) correctly (e.g. a survey but research).
- The text shows correct subject – verb agreement (e.g. 32% of staff want).
- Each sentence starts with a subject or it is placed right after a transitional word.
- The text uses tenses consistently (either past or present) in Findings.

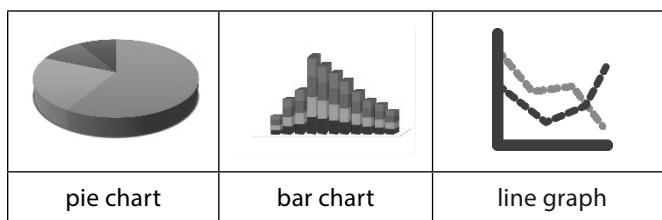
Graphs

INFO BOX

Numerical information is often presented visually because it is much easier to interpret and the general pattern of trends is more easily noticeable. It is essential to know how to describe the changes in the values of data on a chart (i.e. the increases and decreases) that are used in business reports or presentations and you also need to be able to explain and compare them.

A graph has two **axes – horizontal/bottom axis** and **vertical axis** – that **intersect** in the bottom left hand corner called **the origin**. The axes are **labelled** and numbers are **indicated** on them. The result of a line graph could be a **straight line** or a **curve**.

THE MOST COMMONLY USED TYPES OF GRAPHS



PHRASES FOR PRESENTING VISUALS

- As you will see from this graph ...
- I'd like to show you ...
- Let me draw your attention to this part of the graph showing ...
- Let's look more closely at this month's figures ...
- This figure refers to the sales in ...
- This pie chart shows our share of the European market today ...
- As you can see, our main competitor ...
- The bar chart represents sales in ...

-
- 1)  In the box next to the verb draw an arrow indicating the movement they express:



	fall		plummet		increase		soar		jump
	drop		rise/raise		surge		slide		decline
	slump		decrease		grow		rocket		sink

■ INFO BOX

When describing graphs, it is important to use adverbs and intensifiers such as: **slightly, a little, a lot, sharply, suddenly, steeply, gradually, gently, steadily, dramatically, significantly.**

For describing tops and bottoms: **reach a peak, reach the highest level, fall to a low, sink into a trough, reach a bottom or bottom out.** To express almost no change, expressions such as **remain unchanged/steady/constant/unaltered, stabilise or level off** can be used.

- 2)  Match each expression with its closest synonym:

1.	drop by 50%	a.	expand
2.	rise by 100%	b.	recover
3.	get better	c.	lower
4.	get worse	d.	deteriorate
5.	bounce back	e.	double
6.	grow	f.	halve
7.	put up	g.	raise
8.	bring down	h.	improve

-
- 3)  Change the verbs in the box into adjectives and use them in the phrases below:

expand	grow	rise	shrink	soar
--------	------	------	--------	------

1. a(n) _____ budget (decreasing in size)
2. a(n) _____ business (increasing in size)
3. a(n) _____ problem (increasing over a long period)
4. _____ inflation (increasing)
5. _____ costs (reaching a very high level)

- 4)  Match each verb with its closest antonym (a word with the opposite meaning):

1.	rise	a.	plummet
2.	raise	b.	bottom out
3.	take off	c.	fall
4.	expand	d.	shrink
5.	fluctuate	e.	lower
6.	peak	f.	be stable

- 5)  Write the noun forms of these verbs:

1.	cut	
2.	deteriorate	
3.	fall	
4.	grow	
5.	halve	
6.	improve	
7.	increase	
8.	recover	
9.	reduce	
10.	rise	



6) Rewrite the verb-adverb sentences as adjective-noun ones:

Example:

Our costs decreased significantly last year.
There was a significant decrease in our costs last year.

1. Sales fell slightly.

There was a(n) _____ in sales.

2. Profits rose steadily.

We saw a(n) _____ in profits.

3. The economy improved gradually.

There was a(n) _____ in the economy.

4. We need to reduce our costs significantly.

We need to see a(n) _____ in our costs.

5. Our sales increased rapidly by 16.5% in 2014.

There was a(n) _____ 16.5% in 2014.

6. Recently the unemployment rate has jumped suddenly.

There has been a(n) _____ in the unemployment rate recently.

7. Our economy recovered significantly last year.

There was a(n) _____ in our economy last year.

8. The efficiency in our new subsidiary is decreasing dramatically.

There is a(n) _____ in efficiency in our new subsidiary.

9. Productivity of labour has grown slightly during the first half of this year.

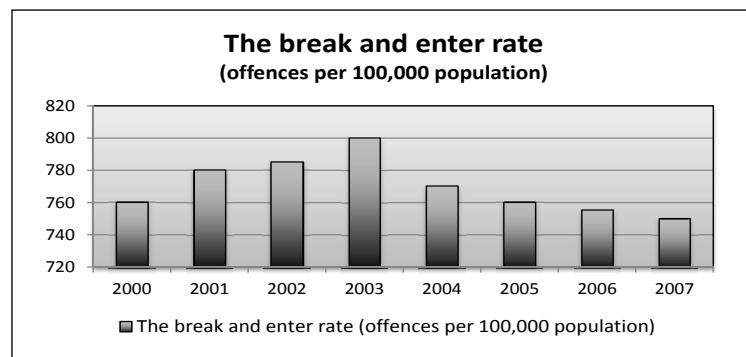
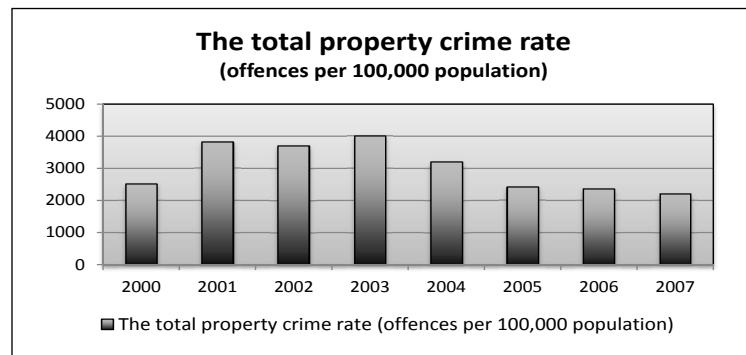
There has been a(n) _____ in productivity of labour during the first half of this year.

10. Prices of oil are expected to increase rapidly next year.

A(n) _____ in prices of oil is expected next year.



7) Complete the following report by choosing the right options:



Source: authors

REPORT ON TOTAL PROPERTY CRIME RATE

Introduction

This report examines the changes in the total property crime rate between 2000 and 2007.

Findings

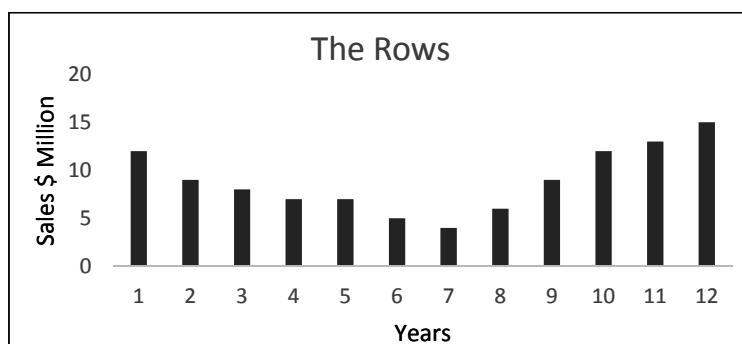
In 2000 the total property crime rate was 2,500 offences per 100,000 population. Then the rate rose 1. **significant/significantly** and reached 3,800 in 2001. After a 2. **moderate/moderately** fall in 2002, the rate started to 3. **increase/decrease** again and reached a 4. **peak/top** in 2003. However, after fluctuating for some months, the total property crime rate dropped 5. **considerable/considerably** throughout 2004 and the beginning of 2005. The rate stayed at about 2,400 offences from mid-2005 6. **to/by** mid-2006 before 7. **decrease/decreasing** again. In 2000 the break and enter rate was about 760 offences per 100,000 population. 8. **From/Since** 2000 to 2003, there was a steady 9. **upward/downward** trend in the rate, which 10. **reached/arrived** its highest point in 2003 and then 11. **fell/showed** a significant downward trend until mid-2005. After being stable for a few months, the rate continued to fall 12. **slightly/ slight**, dropping to around 750 in 2007.

Conclusion

The total property crime rate fluctuated from 2000 to 2003, whereas the break and enter rate showed a general upward trend. Both rates peaked in 2003, then fell significantly until mid-2005, stabilised for some months and 13. **fell/grew** slightly during 2006 and 2007.



8) Based on the graph below, complete the text. Try to avoid repetition:



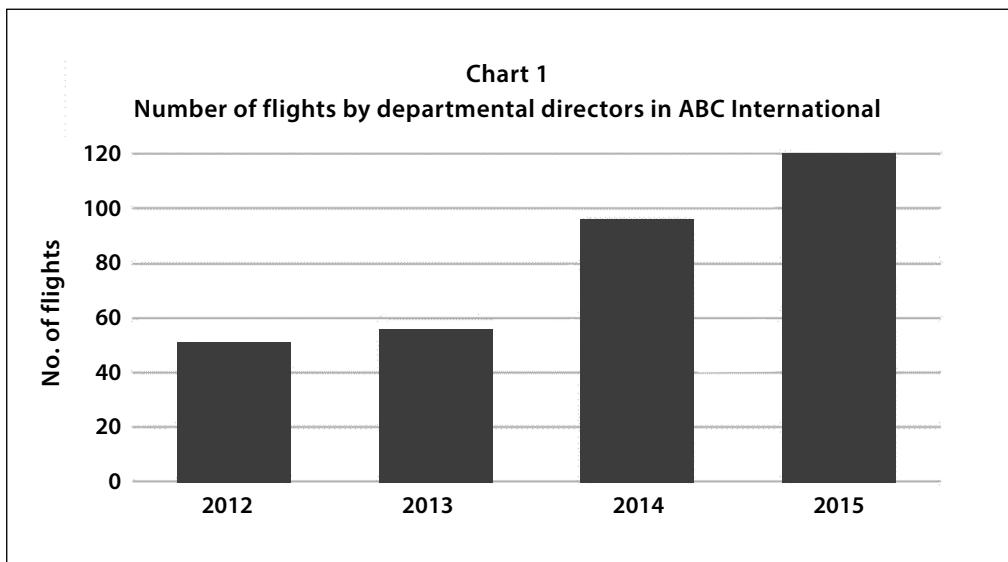
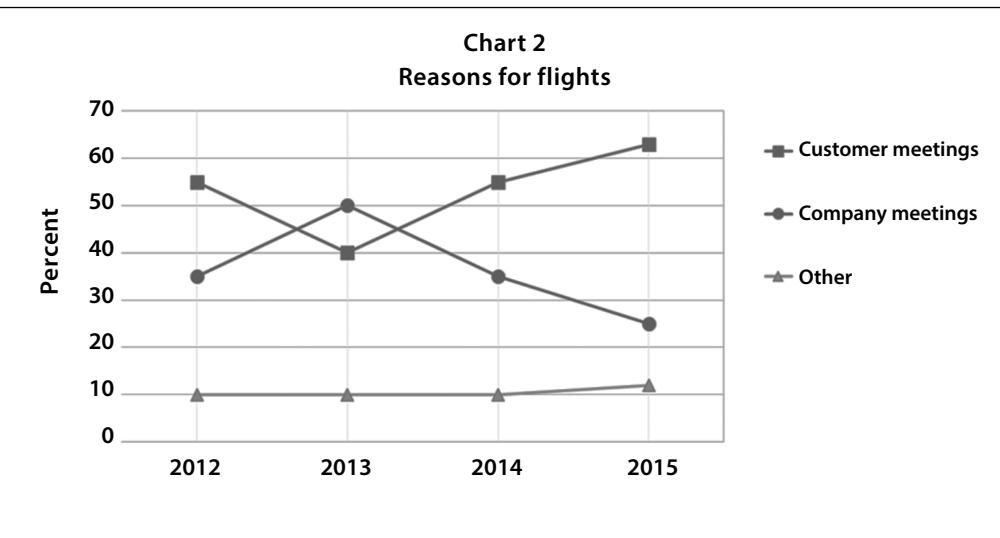
When The Rows were taken over, the company sales were good, at \$12m, but the year after they 1._____ . They actually dropped 2._____ 25%. There was a(n) 3._____ for another two years, then sales 4._____ for one year, and 5._____ again twice. They 6._____ out seven years after the takeover. Since then, we have experienced a 7._____ for five years. In fact, in just four years, sales 8._____ from \$4m 9._____ \$14m, which makes an increase 10._____ 250%.

■ LISTENING

- 1) You will hear three executives from ABC International being interviewed about why they prefer using the company jet instead of a commercial flight. Decide for each person what their main reason is. Choose from the list A – G below:

		James Silver	David Brown	Robert Frost
A	a chance to do more work			
B	discussing business matters during flights			
C	to impress potential customers			
D	savings of time			
E	to deal with customer problems quickly			
F	comfort			
G	flexibility			

- 2) Write a report on the use of the ABC International aircraft by departmental directors. For figures use the charts below:



International Trade and Globalisation

12



If you want produce grown on the farm down the road
you'll have to go to Singapore.

INFO BOX

No country is totally **self-sufficient** in the production of all the goods and services its inhabitants consume. This means that all countries trade internationally. The main reason for **international trade** is that some countries can produce some goods more cheaply than others. Because of this, it is often to the advantage of countries **to specialise** in the production of the goods where they have the greatest efficiency in comparison with other countries. **Specialisation** can increase total output, and both countries can benefit from trading with one another.

Goods that are produced domestically but sold abroad are referred to as **exports**, and goods that are bought from abroad are referred to as **imports**. **Visible trade** involves the trading of goods that can be touched and weighed. Examples include trade in goods such as oil, machinery, food, clothes, etc. **Invisible trade** involves the import and export of services rather than goods. Examples include services such as insurance, banking, tourism and education.

The fact that all countries trade internationally does not mean that there are no **restrictions on trade**. Sometimes countries adopt policies specifically designed to restrict trade. They can do this by taxing imports and therefore raising their price (i.e. **tariffs**), or by allowing only a certain amount of a product or service to be imported (i.e. **quotas**).

At the end of each year most countries prepare a **balance of payments statement**. This is simply a record of earnings from abroad and expenditures made abroad. When a country earns more from abroad than it spends abroad, it has a **balance of payments surplus**. When the opposite is true, it has a **balance of payments deficit**.

While all trade is between individual countries, some have grouped together to make it easier and cheaper to trade. Countries join together and create **trade agreements or alliances**, also known as **trading blocs**.

The most powerful trade alliances tend to be located in developed countries, e.g. the **European Union (EU)** and the **North American Free Trade Agreement (NAFTA)**. Some countries that sell the same product form **selling alliances**, the oil producing countries for example formed **OPEC (Organisation of the Petroleum Exporting Countries)**.

LEAD-IN

- 1) Have a look around yourself. Try to find examples of goods that have been produced abroad and imported to our country. Why do we import these goods? Does it mean that our economy is not able to produce them?
- 2) Why does international trade take place in general? Discuss in pairs and write down as many reasons for international trade as you can.
- 3) In pairs write down at least five examples of goods our economy exports successfully. How have our exports changed since the Velvet Revolution? Who used to be our main trading partners in the past and who are they now?
- 4) In the grid below find ten articles of trade and write them into the table below next to the countries known as their traditional exporters.

T	E	A	O	S	H	G	J	Z	C	X
J	F	L	I	C	A	X	P	M	Z	S
T	T	K	L	I	S	W	W	P	U	A
W	F	R	K	N	V	K	H	P	Z	N
O	U	D	C	O	T	T	O	N	F	A
O	B	L	K	R	O	C	V	X	M	N
L	H	O	M	T	C	D	D	H	S	A
Z	E	G	U	C	T	F	F	T	E	B
T	I	M	B	E	R	E	O	C	A	V
H	Z	M	U	L	B	I	J	I	O	I
A	B	Y	F	E	J	J	M	R	O	X

Exporter	Article of trade	Exporter	Article of trade
Australia		South Africa	
Saudi Arabia		India	
Japan		Costa Rica	
Canada		Portugal	
Egypt		China	

5) Identify whether the following items of trade are examples of:

- a. visible or invisible trade
- b. imports or exports

Example: Italian wine sold in the Czech Republic = visible import.

1. Italian tourists visiting Prague.
2. A British textbook sold in the Czech Republic.
3. Czech musicians on tour in the USA.
4. A Czech firm taking a loan from a German bank.
5. A Czech person taking a British Airways flight from Prague to London.

■ READING

1) Read the article and do the exercises below:

WHAT IS INTERNATIONAL TRADE?

1 If you walk into a supermarket and are able to buy South American bananas, Brazilian coffee and a bottle of Australian wine, you are experiencing the effects of international trade. International trade allows us to expand our markets for both goods and services that otherwise may not have been available to us. As a result of international trade, the market contains greater competition and therefore more competitive prices, which brings a cheaper product home to the consumer.

2 The most obvious reason for international trade is that countries have different climates and different amounts and types of raw materials. However, with modern technology it is possible for many countries to produce most, if not all, of the goods they consume. It follows that there must be other reasons to explain the large quantities of goods and services that are traded across international frontiers.

3 Global trade allows countries to use their resources – whether labour, technology or capital – more efficiently. Because countries are endowed with different assets and natural resources (land, labour, capital and technology), some countries may produce the same good more efficiently

and therefore sell it more cheaply than other countries. If a country cannot efficiently produce an item, it can obtain it by trading with another country that can. This is known as specialisation in international trade.

4 When considering international specialisation, two situations can be identified. These are absolute advantage and comparative advantage. A country is said to have an absolute advantage if it can produce a good more cheaply than other countries. It means that fewer resources are needed to produce the same amount of goods.

5 Absolute advantage does not necessarily mean an economy should produce that good. This requires a country to have a comparative advantage. For example, one country may have an absolute advantage in many goods but it is not advisable to try and produce everything. It is better to focus on goods where it has a comparative (relative) advantage. A comparative advantage means that a country can produce a good at a lower opportunity cost, i.e. it has to forego less of other goods in order to produce it. By concentrating on the production of those goods at which a country is relatively efficient, it can obtain its other requirements through international trade and enjoy a higher standard of living.

6 As with other theories, there are opposing views. International trade has two contrasting views regarding the level of control placed on trade: free trade and protectionism. Free trade means no restrictions on trade. The main idea is that supply and demand factors, operating on a global scale, will ensure that production occurs efficiently. Therefore, nothing needs to be done to protect or promote trade and growth, because market forces will do so automatically.

7 In contrast, protectionism holds that regulation of international trade is important to ensure that markets function properly. Advocates of this theory believe that market inefficiencies may hamper the benefits of international trade and they aim to guide the market accordingly. Protectionism exists in many different forms, but the most common are tariffs, subsidies, and quotas.

(adapted from *Investopedia*, 2015)

■ READING COMPREHENSION

2) Identify the main idea in each paragraph by answering the questions below:

Paragraph 1: How do consumers benefit from international trade?

Paragraph 2: What is the basic reason for international trade?

Paragraph 3: How does specialisation in international trade work?

Paragraph 4: When does a country have an absolute advantage in the production of a good?

Paragraph 5: When does a country have a comparative advantage in the production of a good?

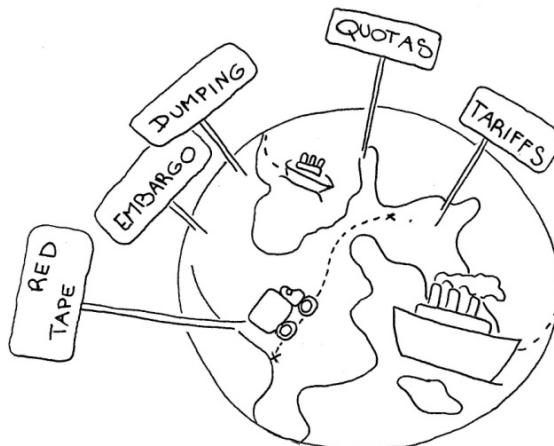
Paragraph 6: What is the idea of free trade based on?

Paragraph 7: What are the arguments of the advocates of protectionism?



3) Look at the list of possible restrictions to free trade and match them with their explanations:

1.	a tariff	a.	a grant given to an industry by the government so that the industry can lower its prices
2.	a quota	b.	administrative obstacles which the governments place in the path of importers
3.	a subsidy	c.	a tax on imports
4.	red tape	d.	a partial or complete ban on the import of certain goods
5.	an embargo	e.	a physical limit placed on the amount of a good which can be imported per year (e.g. 200,000 pairs of shoes)



■ LANGUAGE FOCUS

4) List 10 key terms related to international trade from the article:

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

5) In the article, find the words which correspond to the following definitions:

1. to make something increase in size, number or importance (para 1)
2. a border between countries (para 2)
3. to naturally have a particular quality, feature, etc. (para 3)
4. to give up having or doing something pleasant or enjoyable (para 5)
5. the amount of wealth, comfort and other things that people in a particular society have (3 words, para 5)
6. the total amount of a product available for purchase at any specified price (para 6)
7. the total amount of a product estimated to be bought at a particular price (para 6)
8. to prevent somebody from easily doing or achieving something (para 7)
9. correctly, or in a satisfactory way (para 7)
10. money that is paid by a government to reduce the costs of producing goods so that their prices can be kept low (para 7)

■ LISTENING

- 1)  You are going to listen to a part of the radio programme Talking Business. Before you listen, check your understanding of some words from the recording by matching up the words and definitions:

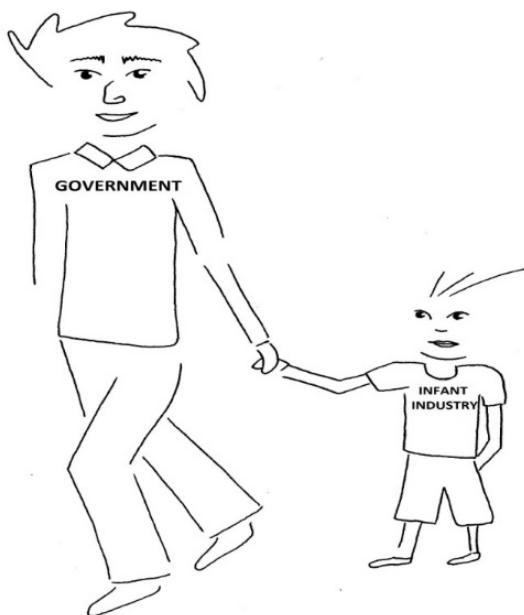
1.	misconception	a.	a plant whose grain is used for making flour
2.	justify	b.	a situation in which something is not easy to find or get
3.	inevitably	c.	to officially force a rule, tax, etc. to be obeyed
4.	resurface	d.	an idea that is wrong because it has been based on a failure to understand a situation
5.	wheat	e.	(will) certainly happen, being unavoidable or unpreventable
6.	scarcity	f.	to give a good reason for
7.	impose	g.	to appear again

- 2)  Now listen to the interview about protectionism and in the table below tick the arguments mentioned in the recording:

	Arguments in favour of protectionism	Tick
1.	to safeguard employment at home	
2.	to prevent over-specialisation	
3.	to protect an infant industry	
4.	to protect home firms from competition by low-wage countries	
5.	to achieve political aims	
6.	to prevent dumping, i.e. a pricing policy when manufacturers export a product to another country at a price below the price charged in its home market	
7.	to ensure domestic production of vital goods	

- 3) Explain the following terms:

- An infant industry
- Economies of scale
- Vital goods
- Labour laws



4) Answer the following questions:

1. Which of the arguments do you find convincing?
2. Are you in favour of free trade or protectionism?
3. Do you think sanctions are an effective foreign policy tool for the purposes of changing the target state's behaviour?

■ GRAMMAR – REPORTED SPEECH

Prague University of Economics and Business' students only: more in Grammar Guide Chapter 3

When we tell someone what another person said we can give the exact words that were said (= **direct speech**) or we can make the person's words part of our own sentence, using a reporting verb *She said (that) ...* (= **indirect speech**).

Direct speech	Reported (Indirect speech)
"I will call you tomorrow", said Paul.	Paul said (that) he would call me the next day.
Direct speech repeats, or quotes, the exact words spoken and there is no change in these words.	In indirect speech, we do not quote somebody directly, instead we use a reporting verb (such as <i>say</i> or <i>ask</i>) and we may need to make certain changes to the grammar to make the sentence make sense.
In writing we place the words spoken between quotation marks (" ")	The conjunction <i>that</i> is often dropped especially in informal speech.

Study the following example:

On Wednesday, you met Olivia from the export department. The words she spoke are below.

The export department person's words:

"Did you get my email I sent yesterday about the meeting this afternoon? I hope so. I'm sorry to ask you to come here at such short notice, but it's quite urgent. The situation is this: we are worried about the impact of the new tariffs on our exports. I'm having a meeting with the Financial Manager tomorrow, but I think I should talk to you first."

The next week you tell a colleague about the conversation. This is what you say to your colleague:

Olivia said she hoped I had got her email that she had sent the day before about the meeting that afternoon. And she apologised for asking me to go there at such short notice – she said it was urgent.

Well, apparently, they were worried about the impact of the new tariffs on their exports. She said she was having a meeting with the Financial Manager the following day, but she thought she should talk to me first.

1) Look at the way the conversation was reported. What changes were made when putting direct speech into reported speech?

Think about changes in

- Tenses
- Pronouns
- Context words (places, times, ...)

2)  Complete the tense changes in the following table. Use the example above and your background knowledge:

Direct speech		Reported (Indirect) speech
Present simple	➡	
Present continuous	➡	
Present perfect simple	➡	
Present perfect continuous	➡	
Past simple	➡	
Past continuous	➡	
Past perfect simple	➡	
Past perfect continuous	➡	
Will	➡	
Can	➡	
Must	➡	
May	➡	
Would	➡	
Could	➡	
Should	➡	
Might	➡	
Ought to	➡	

- 3)  References to people, places, times and other context words also change in reported speech, because the words that were spoken by one person may be reported by another person in another place at a different time.

Direct speech		Reported (Indirect) speech
I	➡	
you	➡	
we	➡	
my	➡	
our	➡	
now	➡	
today	➡	
yesterday	➡	
tomorrow	➡	
this afternoon	➡	
last week	➡	
next week	➡	
a few days ago	➡	
this	➡	

- 4)  Rewrite the statements in reported speech.

1. This computer system was installed last week.
John said (that) _____.
2. Our investment in these new systems will reduce staff costs.
The manager informed the staff that _____.
3. We have been working on this new project since last week.
He told us that _____.
4. You sent us the wrong invoice yesterday.
Harry complained that Bill _____.
5. I'm going to visit our Czech subsidiary, but I'm not sure when.
She said (that) _____.
6. I have already written this paragraph four times.
She complained that _____.
7. I will not stop until this factory is shut down.
He promised that _____.
8. Tomorrow at five o'clock I will be sitting on a train to Glasgow.
He said (that) _____.

Reporting questions

What do the letters CEO mean? → I asked the teacher what the letters CEO meant.
Do you speak Spanish? → They asked me at the interview if I spoke Spanish.

- What do you notice about the word order in reported questions?
- In writing, is there a question mark at the end of a reported question?
- What do we use when we report yes/no questions?

Reporting commands and requests

Take us to the airport. → She told the driver to take them to the airport.
Don't worry about it. → She told me not to worry about it.
Would you mind waiting for a moment? → He asked me to wait.
Please, don't wait for me. → He asked me not to wait.

- What do you notice about reporting commands and requests?
- Which verb is used to report commands and which verb to report requests?
- Which other verbs could be used in this way

5)  **Read the following reported statements and write the actual words the person said.**

1. Anna said that she had already finished.
2. She said he would be back after lunch.
3. Peter said he wanted to make a phone call.
4. He said he was meeting the Finance Manager at 11.
5. He said he wouldn't do it until the following day.
6. She said she was sorry about the delay, and she'd deal with it right then.
7. David said he had to be back in the office by two thirty.
8. Carol asked Ann what she had done the day before.
9. The technician asked me if I would be there the next day.
10. Kate asked me how many interviews I had done that day.
11. The teacher asked the student to put the book back on the shelf when he had finished with it.
12. Jim begged me to lend him 500 dollars.

6) **Over the last two centuries international trade has grown remarkably, completely transforming the global economy. The world is now an interconnected, globalised place. There is a heated debate about the true effects of globalisation and whether it is a good or bad thing.**

Work with a partner, look at what people from around the world said about increased international trade and globalisation and help each other complete the table below. Together decide whether the speakers are in favour or against globalisation:

Example:

Dan, Southampton: Globalisation has increased the exchange of values and ideas.

Student A: What did Dan say about globalisation?

Students B: He said that globalisation had increased the exchange of values and ideas.

Student A

Person	What they said	For/Against
Phil, Nottingham	Through globalisation, corporations acquire a competitive advantage. They are able to buy, sell and manufacture goods around the world.	
Patrick, Leeds		
Kenneth, Edinburgh	Globalisation can lead to the implementation of Western concepts and ideas in countries with different practices and beliefs.	
James, Australia		
Sally, Lancaster	There should be better political systems and guidance to monitor cross-border trading.	
Rory, Shrewsbury		
Sebastian, Spain	Globalisation may contribute to a loss of cultural identity.	
Anahi, Mexico		
Keisuke, Japan	The downside to globalisation can be seen in the increased risk for the transmission of diseases like Ebola, SARS or covid-19.	
Wasim, Pakistan		

Student B

Person	What they said	For/Against
Phil, Nottingham		
Patrick, Leeds	Globalisation allows many goods to be more affordable and available to more parts of the world.	
Kenneth, Edinburgh		
James, Australia	Free trade poses greater risks to small, family-owned companies which have to face stiff competition from companies with huge resources.	
Sally, Lancaster		
Rory, Shrewsbury	Workers in developed countries may lose out to workers in countries with cheaper labour.	
Sebastian, Spain		
Anahi, Mexico	Globalisation can lift people out of poverty.	
Keisuke, Japan		
Wasim, Pakistan	Free trade policies benefit large corporations and rich nations but lead to greater poverty in poorer nations.	

■ SPEAKING

- 1) **Work in pairs. You represent small neighbouring countries in trade negotiations with each other. Student A should go to page 229. Students B should look at page 226.**

2) Discuss the following topics:

1. Explain the concept of comparative advantage, the theory about the benefits that specialisation and trade would bring.
2. How has globalisation affected your life?
3. What are the good things and bad things about globalisation?
4. What do you think about the concept of a global village?
5. Do you think globalisation will reduce or increase the poverty gap?
6. What will globalisation look like fifty years from now?

3) Pros and cons of multinational companies

You are going to debate the pros and cons of international multinational corporations. Use the clues and ideas at the end of the book (For page 226, Against page 228) to help you create an argument for your appointed point of view with your team members.

4) There is a heated debate about the true effects of globalisation and whether it is a good or bad thing. Look at the following statements and divide them into two categories – the positive aspects of globalisation and the negative aspects of globalisation. First, however, in each statement choose the correct option:

Positive aspects of globalisation	Negative aspects of globalisation

1. As more money is poured into developing countries, there is a greater chance for the people in those countries to **economic/economical/economically** succeed and increase their standard of living.
2. Developing countries are able to benefit **of/in/from** current technology without undergoing many of the growing pains associated with development of these technologies.
3. Outsourcing, **while/despite/thus** it provides jobs to a population in one country, takes away those jobs from another country, leaving many without opportunities.
4. Although **difference/different/differentiate** cultures from around the world are able to interact, they begin to mix, and the contours and individuality of each begin to fade.
5. There is a greater **access/excess/assess** to foreign culture in the form of movies, music, food, clothing, and more. In short, the world has more choices.
6. There is a **little/little/few** international regulation, an unfortunate fact that could have crucial consequences for the safety of people and the environment.
7. There may be a greater chance of disease **spread/spreading/to spread** worldwide, as well as invasive species that could prove devastating in non-native ecosystems.
8. Global competition encourages creativity and innovation and **makes/gives/keeps** prices for commodities and services in check.

GLOSSARY

Term	Definition	Translation
Absolute advantage (n)	the ability of a country, individual, company, etc. to produce a good at a lower cost per unit than the cost at which any other entity produces that same good or service	absolutní výhoda
Balance of payments deficit (n)	the difference in the amount of money going out of a country and that which is coming in, when the total incoming is less than the total outgoing	schodek platební bilance
Balance of payments surplus (n)	the difference in the amount of money going out of a country and that which is coming in, when the total incoming is more than the total outgoing	přebytek platební bilance
Cargo (n)	the goods that are being carried in a ship, plane or another large vehicle	náklad
Comparative advantage (n)	the ability to produce something more efficiently (at a lower opportunity cost) than somebody else	komparativní výhoda
Dumping (n)	the act of charging a lower price for the goods in a foreign market than one charges for the same product in a domestic market	dumping
Economic sanctions (n)	penalties imposed by one country on another country for political and social issues	hospodářské sankce
Economic stability (n)	economic system of a nation that displays only minor fluctuations in the economy	hospodářská stabilita
Economies of scale (n)	the reduction in production costs that is a result of making and selling goods in large quantities	úspory z rozsahu
Embargo (n)	an official order to stop trade with another country	embargo
Export (n)	the business of sending goods to another country in order to sell them there, or: a product that is sold to another country	vývoz
Free trade (n)	a policy by which governments of various nations do not restrict imports to or exports from their countries	volný obchod
Globalisation (n)	the process of international integration arising from the interchange of products, ideas and other aspects of culture	globalizace

Continued on page 218

Continued from page 217

Term	Definition	Translation
Import (n)	the business of bringing goods from one country into another so they can be sold there; a product that is brought from one country into another so that it can be sold there	dovoz
International trade (n)	the exchange of goods and services between countries	mezinárodní obchod
Invisible trade (n)	export and import of physically intangible items such as services	vývoz a dovoz služeb
Labour laws (n)	laws regarding the relationship between employers and employees and between employers and trade unions	pracovní právo
Multinational corporation (MNC) (n) Transnational corporation (TNC)	an organisation that owns or controls production of goods and services in one or more countries other than their home country	nadnárodní korporace
Opportunity cost (n)	a benefit, profit, or value of something that must be given up to acquire or achieve something	náklady obětované příležitosti
Perishable goods (n)	goods that are likely to decay quickly	zboží podléhající zkáze, rychle se kazící zboží
Poverty gap (n)	the difference between the total population and those living in poverty (or the difference between rich and poor)	míra chudoby
Protectionism (n)	government actions and policies that restrict international trade	protektionismus, ochranářství
Quota (n)	the number of goods and services that can be imported or exported during a particular time period, according to a government-imposed trade restriction that limits this	kvóta
Red tape (n)	an idiom referring to official rules that seem unnecessary and prevent things from being done quickly and easily	byrokracie, 'úřední šiml'
Self-sufficient (adj)	not requiring any help, support or interaction for survival; a self-sufficient economy does not trade with the outside world	soběstačný

Continued on page 219

Continued from page 218

Term	Definition	Translation
Specialisation (n)	a method of production where a business or area focuses on the production of a limited scope of products or services in order to gain greater degrees of productive efficiency	specializace
Standard of living (n)	the amount of money and comfort people have in a particular society	životní úroveň
Subsidy (n)	money that is paid by a government or organisation to make prices lower, reduce the cost of producing goods, etc.	dotace
Tariff (n)	a tax imposed on imported goods and services, used to restrict trade	tariff, clo, celní poplatek
Trade alliance (n) Trade bloc Trade agreement	treaty between two or more countries where trade barriers are reduced or eliminated among the participating countries	mezinárodní obchodní dohoda, aliance
Visible trade (n)	export and import of goods at various stages of production	vývoz a dovoz zboží

Additional Material

Unit 8 – CSR examples – Student A

Complete the text about the Body Shop, a British cosmetics and skin care company, with one word in each gap:

Making 'green' fashionable: The Body Shop

The Body Shop gained a reputation for 1._____ a responsible business long before it became fashionable. They were one of the first companies to publish a full report on their CSR initiatives 2._____ to the founder Anita Roddick's passionate beliefs in environmental protection, animal rights, community trade and human rights. The company 3._____ gone so far as to start The Body Shop Foundation, 4._____ supports fellow pioneers who would normally struggle to get funding.

Over 20 years ago the company set 5._____ a fair trade programme, well before the term 'Fair Trade' started to become popular on supermarket shelves. Of course, The Body Shop is famous 6._____ its anti-animal testing policies. 7._____ this makes testing their products more difficult, especially in markets such as the USA and Japan, their position has created a loyal customer base. The results? From opening her first store in 1976, 30 years 8._____ Roddick's empire was taken 9._____ by L'Oreal for £652m, where it has continued 10._____ make annual profits of over £40m.

Unit 4 – Student A

COUNTRY 1:

For you deadlines are absolutely vital and they must be kept. If the project isn't finished on time, it will be a failure.

From your point of view, the meetings are chaotic, they are not chaired and nobody takes the minutes. People only seem to be discussing things which do not lead to any outcome. Also, all decisions seem to be made outside of the meetings rather than during them.

Although you always send written memos to the other leaders, you very rarely receive theirs. Some things are written down, some are not. You think that everything should be recorded in agendas, memos, minutes and project reports.

This project should be a team effort, but you have noticed that some members seem to behave as if they are in charge of the whole project.

Unit 8 – Grammar – Student A

Philip Kotler (born _____ **When?** _____ in Chicago, Illinois) is an American marketing author, consultant, and professor. He is the author of _____ **How many?** _____ marketing books. His book *Marketing Management*, first published in 1967, is a classic textbook that has already run to more than a dozen editions. It applied rigorous analysis and mathematical methodology to the practice of marketing, something that had never been done before. In _____ **When?** _____, the *Financial Times* cited *Marketing Management* as one of the 50 greatest business books of all time. Kotler has always seen marketing as _____ **What?** _____ and his book has also moved with times. It was first focused on transactional marketing, but now pays much more attention to _____ **What?** _____, the idea of customer loyalty as the means to build a whole series of sales out of a single transaction. Kotler has also stretched marketing outside the business arena, writing articles, for instance, about how to apply marketing to health-care organisations, to individuals (celebrities) and even to countries.

Unit 6 – Student A

What is your greatest accomplishment?

The fact is you can have several accomplishments you could pick from. Pick the one that will have the most impact that exhibits how you will be a perfect fit for the position you're interviewing for.

Don't fall into the trap of thinking your accomplishment is 'too small'. A small accomplishment that is in line with 'what the company values' can be more powerful than an unrelated one.

Where do you see yourself in five years?

Show that you are an ambitious person but you don't have your 'head in the clouds' and are focused on the job at hand. Stress your interest in a long-term career at the company. Don't act like this particular job is just a 'stepping stone' for you.

Do you have any questions for me?

This question gives you a great opportunity to stand out from the crowd and show your knowledge of and passion for the company. Always have a few questions prepared. Ask about something you've discovered in your company research. Focus your questions on what you can do for them.

Don't react "No, I think that's everything". Don't ask about time off and benefits or how soon you can start applying for another position in the company.

Unit 8 – CSR examples – Student B

Read the text about the Walt Disney Company and for each gap choose the word from the box below that CANNOT be used in the text:

Putting the fun into CSR: Walt Disney

Moving beyond making cartoons, today the Walt Disney Company additionally owns, e.g. the ESPN and ABC networks, holiday resorts and publishing businesses. The result is a lot of social and environmental 1._____ , as well as the ability to 2._____ a huge number of people. Importantly, Disney recognised that you can't entertain a family on the one hand and then 3._____ the world and circumstances in which they live. Acting responsibly gives the company 4._____ and authenticity. Accordingly, they have set themselves strict environmental targets and 5._____ their figures in the Global Reporting Initiative which provides a comprehensive 6._____ of indicators covering the economic, environmental and ethical impacts of a company's performance. 7._____ ambitious financial targets together with environmental performance targets may sound like an oxymoron, but Disney has managed to do this with initiatives such as running Disneyland trains on biodiesel made with cooking oil from the resort's hotels. They also created the 'Green standard' to 8._____ and motivate employees' reduction of their environmental impact when working, having meetings, travelling and eating lunch.

1.	impact	influence	afford
2.	attach	influence	affect
3.	disregard	embrace	ignore
4.	honesty	trustworthiness	credibility
5.	reveal	abandon	disclose
6.	collection	set	bunch
7.	Achieving	Meeting	Making
8.	enhance	involve	engage

Unit 4 – Student B

COUNTRY 2:

Although you consider deadlines important, they are not carved in stone. So if there is a problem on the way, deadlines can be changed.

You see meetings as an opportunity to discuss things so there is no need to have a chairman and write everything down. Everybody knows what to do anyway.

You feel there is too much writing. You don't understand why minutes should be taken if you all go to the meetings, it is a waste of time. You don't see why memos have to be written either.

This project should be a team effort, but you have noticed that some members seem to behave as if they are in charge of the whole project.

Unit 2 – Manager 2:

The problem: staff morale is low because the employees are bored. Their **jobs are repetitive** and they have been doing them for too long.

Possible solutions:

- introduce **job rotation**
- create better **social facilities** (such as a **staff social club**) to compensate for the routine work

Unit 4

A MINI-WORKSHOP IN CROSS-CULTURAL MANAGEMENT: THE JOKE ABOUT TWO COWS

Below, you can find some stereotypical jokes about corporations in different countries based on a joke about two cows. Can you match the countries from the box with the jokes? Explain your choice to your partner.

An Italian corporation	An Australian corporation	A Japanese corporation	A Chinese corporation	A German corporation
A French corporation	A Swiss corporation	A British corporation	An American corporation	An Indian corporation

1. _____: You have two cows. You sell one and force the other to produce the milk of four cows. Later, you hire a consultant to analyse why the cow has dropped dead.
2. _____: You have two cows. You go on strike, organise a riot, and block the roads because you want three cows.
3. _____: You have two cows. You redesign them so they are one-tenth the size of an ordinary cow and produce twenty times the milk. You then create a clever cow cartoon image called 'Cowkimon' and market it worldwide.
4. _____: You have two cows. You re-engineer them so they live for 100 years, eat once a month, and milk themselves.
5. _____: You have two cows, but you don't know where they are. You decide to have lunch.
6. _____: You have 5,000 cows. None of them belong to you. You charge the owners for keeping them on your property.
7. _____: You have two cows. You have 300 people milking them. You claim that you have full employment, and high bovine productivity. You arrest the newsman who reported the real situation.
8. _____: You have two cows. You worship them.
9. _____: You have two cows. Both are mad.
10. _____: You have two cows. Business seems pretty good. You close the office and go for a few beers to celebrate.

Can you make a similar joke about your own country?

Unit 2 – Manager 1

The problem: staff morale is low because the employees work **long hours** for relatively **low pay**.

Possible solutions:

- reduce **working hours**
- **recruit** more workers
- increase **wages**

Unit 12 – For Multinationals

- Offer employment to local workers
- Promote peace internationally
- Create a sense of community crossing international borders
- Allow the entire world to improve standards of living
- Give access to quality products regardless of location
- Promote economic stability
- Raise the standard of living for regions involved in production
- Give local economies new economic opportunities
- Are a fact of life which needs to be accepted

Unit 12 – Student B

Your country has a surplus of some commodities and a shortage of others. Relations between your country and Student A's country are very friendly. Negotiate a deal with Student A to get the commodities you need.

Commodity	You have	You need	After negotiation you have
Coal	1 million tons	2 million tons	
Gas	4 billion cubic metres	4 billion cubic metres	
Wheat	1 million tons	1.5 million tons	
Tea	6,000 tons	5,000 tons	
Iron ore	3 million tons	3.5 million tons	

Unit 8 – Grammar – Student B

Philip Kotler (born May 27, 1931 in _____ **Where?** _____) is an American marketing author, consultant, and professor. He is the author of over 55 marketing books. His book *Marketing Management*, first published in _____ **When?** _____, is a classic textbook that has already run to more than a dozen editions. It applied rigorous analysis and mathematical methodology to the practice of marketing, something that had never been done before. In 1996, _____ **Who?** _____ cited *Marketing Management* as one of the 50 greatest business books of all time. Kotler has always seen marketing as something that evolves over time, and his book has also moved with times. It was first focused on _____ **What?** _____, but now pays much more attention to relationship marketing, the idea of customer loyalty as the means to build a whole series of sales out of a single transaction.

Kotler has also stretched marketing outside the business arena, writing articles, for instance, about _____ **What?** _____.

Unit 8 – CSR examples – Student C

Complete the text about Haagen-Dazs, an American ice-cream producer, with the words that best fill the gaps, 10 words are redundant and will not be used:

Haagen-Dazs and honeybees

welfare	sales	less	research	higher
goals	media	odd	stakeholders	rise
even	promotion	angles	greater	lower
chain	development	raise	supply	posts

This might sound 1._____ at first, but honeybees are an important part of the global food 2._____ as they pollinate one-third of all the food we eat! With their numbers 3._____ than ever, this is bad news for companies such as Haagen-Dazs and their all-natural ice creams. To 4._____ awareness, Haagen-Dazs created a website, started a social 5._____ campaign and donated a portion of their income to 6._____ into bees. As you can see, a campaign like this works fantastically from a number of different 7._____. Not only is it helping society as a whole, in keeping with the company's CSR 8._____, it also helps to show a human side to consumers, which can't hurt 9._____. In fact, surveys show that consumers are more likely to pay a 10._____ price for a product linked to a charity donation.

Unit 2 – Manager 3:

The problem: staff morale is low because the employees **do not feel they are part of the company**. They think that **nobody is interested in their opinion**.

Possible solutions:

- introduce **teambuilding programmes**
- provide more **opportunities for discussion**
- increase involvement of staff in the **decision making process**

Unit 9 – Student A questions:

1. Have you ever considered buying stocks/shares in a company?
2. What sort of business would you invest in?
3. ‘Ethical investing’ refers to the practice of only investing in companies which you consider to be ethical. For instance, you would invest in a company which is involved in producing clean energy but you would not invest in a tobacco company. What do you think about investing in this manner?
4. Would you invest all the money in one company or different companies, in one sector or in different sectors?

Unit 12 – Against Multinationals

- Ruin local economies
- Discourage cultural growth and expansion on a local level
- Many profits are taken out of the host country
- Provide little help with problems which are local in nature
- Create cultural homogenisation
- Are too big, little interest in the individual
- Give political power to outside interests
- Create economic instability by being subject to sudden changes in the global economy
- Replace traditional values with materialistic values
- Make local economies subject to mass layoffs

Unit 9 – Student B questions:

1. Have you ever considered buying bonds?
2. Which types of bonds would you buy?
3. What kind of people do you think invest money?
4. Do you think that the stock market is driven by “fear and greed” or that investors all make rational choice about the best shares to buy?

Unit 2 – Manager 4:

The problem: staff morale is low because the employees **do not feel appreciated**. They think that nobody takes notice when they do their job well.

Possible solutions:

- introduce a **performance appraisal** system (where managers would regularly meet with the staff to discuss how well the workers do their job)
- **reduce sanctions** for work which was not up to standard
- provide **praise** and **recognition** for good performance

Unit 12 – Student A

Your country has a surplus of some commodities and a shortage of others. Relations between your country and Student B’s country are very friendly. Negotiate a deal with Student B to get the commodities you need.

Commodity	You have	You need	After negotiation you have
Coal	4 million tons	1 million tons	
Gas	2 billion cubic metres	5 billion cubic metres	
Wheat	3 million tons	1.5 million tons	
Tea	0	2,000 tons	
Iron ore	8 million tons	7 million tons	

Unit 6 – Student B

Tell me about yourself.

Keep your answers to the point. Be specific and say where you are now professionally, what you've learned from your past work experience and then talk about what makes you excited about this specific opportunity.

Don't offer your life story. Don't speak about experience that is not related to the job you're interviewing for.

Why do you want to work for us?

You need to show that you want to become 'part of the family' and how your 'wants' coincide with their 'needs'.

Do your homework beforehand and find out relevant information about the company. Talk about specific things you like about the company.

Don't criticise. Don't answer 'because I need money' or 'because I'm between jobs'.

Describe a difficult work situation you experienced and what you did to overcome it?

You need to have a 'success story' ready to go for this. The key here is to pick a story that shows you exhibiting the qualities/skills required at the job you are interviewing for. Pick an example tackling the problem that could arise at the company you're interviewing for.

Don't bash anyone (colleagues, boss or customer).

Unit 4 – Student C

COUNTRY 3:

From your point of view, deadlines must be flexible. If there is a slight delay, it is not too serious. Country 1 is making things worse by stressing everyone about time.

You think that the meetings are not necessary. Most of the problems can be sorted out between the three project leaders face to face or on the phone. Then, the rest can be informed in writing.

Although you consider having someone take all the meetings' minutes and make long reports to be a waste of time, you think that it is important to write regular project updates to keep people informed.

You are not happy with the hierarchy of the project. You think that one of the three leaders should be appointed as a project manager. You have been taking some initiative on your own in order to move the project further. You know that some people didn't like it.

Tense Revision

TWELVE THINGS YOU SHOULD KNOW ABOUT ENGLISH VERBS

Are you a grammar genius? Find out how good your knowledge of English verbs is by doing this test with a partner.

- 1) Find and underline the examples of the tenses from the box in the sentences below:**

	Present simple	Present continuous	Past simple	Past perfect	Past continuous	Present perfect
Sentence letter						

- a. Michele Ferrero, the founder and patriarch of the Italian Nutella and Ferrero Rocher empire, died on Saturday, Valentine's Day, at the age of 89.
- b. The Nutella empire has always been a family business.
- c. The company produces tons upon tons of Nutella – every year, an amount that weighs as much as the Empire State Building.
- d. In April 2011, Pietro Ferrero, Michele Ferrero's son, tragically died in South Africa when he was working on a humanitarian mission.
- e. In 1946, Pietro Ferrero, Michele's father invented Nutella spread by adding hazelnuts into cocoa as cocoa had been rationed after WWII.
- f. At the moment, thousands of people in the world are either buying or eating Nutella.

- 2) Look at the picture and answer the questions:**



- a. Which job does the man see as his permanent job?
- b. What does he see as his temporary job?

3) Two of the sentences below contain incorrect verb forms. Cross out and correct the incorrect sentences:

- a. Do you like your new office?
- b. Are you liking your new office?
- c. What do you think?
- d. What are you thinking about?
- e. Her new colleague is very unfriendly.
- f. Her new colleague is being very unfriendly.
- g. I know the answer to that question.
- h. I'm knowing the answer to that question.
- i. I don't have any coffee.
- j. I'm not having any coffee.

4) Underline the best verb form in the sentences below:

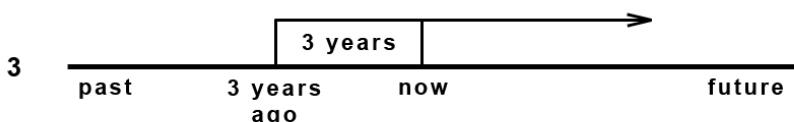
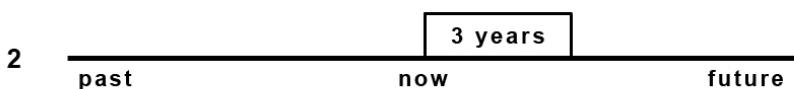
- a. Christine **met/was meeting** her boss when she **jogged/was jogging** in the park.
- b. I **wrote/was writing** an email when suddenly the power **went/was going** out.

5) Answer the following questions in a logical way:

- a. What did you do when you broke your arm?
- b. What were you doing when you broke your arm?

6) Which diagram represents each sentence most accurately?

- a. She's worked for Google for three years.
- b. She worked for Google for three years.



7) You meet a colleague in a canteen and notice she has a new hairstyle. What do you say?

- a. You're changing your hair – it looks really good!
- b. You've changed your hair – it looks really good!
- c. You were changing your hair – it looks really good!

8) Choose the most logical way to complete each sentence:

- a. They'd known each other for a long time
 1. ... before they started doing business together.
 2. ... and they are really good friends.
- b. They've known each other for a long time
 1. ... before they decided to set up a business.
 2. ... and they don't get on very well.

9) Which of the sentences below refer to the past only?

- a. They used to phone each other every day.
- b. They've always phoned each other every day.
- c. They phoned each other every day.

10) All the verbs in bold are past forms, but which of them really refer to the past?

- a. If only I **had** all the time to do the things I'd like to!
- b. As a student he always **had** a part-time job.
- c. I **knew** at once he was going to get the job.
- d. If I **knew** what you wanted, maybe I could help you.

11) Which of the verb forms below are used:

to talk about a timetabled future event	
to talk about an event arranged for a certain time	
to talk about a personal intention	
to talk about something that will be in progress in the future	
to make a spontaneous decision or offer	
to make a prediction	
to talk about an action that will be completed by a certain time in the future	

- a. We **are launching** the new advertising campaign next month.
- b. Our flight to Singapore **leaves** at 10:30.
- c. "Have you finished the report?" – "Yes, I'll **leave** it on your desk."
- d. I probably **won't get back** in time for the meeting.
- e. I'm **going to study** for my Spanish exam at the weekend.
- f. This time next week, I'll **be lying** on the beach.
- g. John **will have retired** by 2020.

12) Choose the right option:

1. Lucy: Shall I ring you at one o'clock?
Tom: No, my lunch hour is earlier tomorrow so _____ my lunch in the canteen then.
Ring me at about one-thirty.
 - a. I'm having
 - b. I'll be having
 - c. I have
2. _____ to the dentist after work so I can't play squash with you today.
 - a. I'm going
 - b. I'll go
 - c. I go
3. I'll let you know as soon as _____ from the accounting department.
 - a. I hear
 - b. I'll hear
 - c. I'm going to hear
4. The builders _____ our new offices by the end of this month.
 - a. have finished
 - b. will have finished
 - c. will have been finishing
5. Jane: Could you contact our clients and let them know about the changes in our payment conditions?
David: OK, _____ it right now.
 - a. I do
 - b. I'll be doing
 - c. I'll do

13)  Put the verbs in brackets in the correct tense. Be sure to read ahead so you understand the whole situation before you start:

Paul works for an international company McKinsey. He always 1._____ (TRAVEL) a lot. He 2._____ (BE) only three years old when he first 3._____ (FLY) to Canada. His mother 4._____ (BE) Czech and his father 5._____ (BE) Canadian. Paul 6._____ (BE BORN) in London, but his parents 7._____ (MEET) in Paris after they 8._____ (LIVE) there for three years. They 9._____ (MEET) one day while Paul's father 10._____ (HAVE) lunch in the university cafeteria and his mother 11._____ (SIT) down beside him. Anyway, Paul 12._____ (TRAVEL) a lot because his parents also 13._____ (TRAVEL) a lot.

As a matter of fact, Paul 14._____ (VISIT) his parents in Prague at the moment. He 15._____ (LIVE) in Los Angeles now, but 16._____ (VISIT) his parents for the past few weeks. He really 17._____ (ENJOY) living in Los Angeles, but he also 18._____ (LOVE) coming to visit his parents at least twice a year.

This year he 19._____ (FLY) over 75,000 miles. He 20._____ (WORK) for McKinsey for more than three years. He believes that he 21._____ (WORK) for them next year as well. His job 22._____ (REQUIRE) a lot of travel. His next journey 23._____ (BE)

to China. He really **24.**_____ (NOT LIKE) going to China because it is so far away. This time he **25.**_____ (FLY) from Prague after a visit of the company's Czech subsidiary.

Paul **26.**_____ (TALK) with his parents earlier this evening when his colleague from Los Angeles **27.**_____ (PHONE) to let him know that McKinsey **28.**_____ (DECIDE) to merge with a company in Germany. The two companies **29.**_____ (NEGOTIATE) for the past month, so it really wasn't much of a surprise. Of course, this means that Paul **30.**_____ (HAVE TO CATCH) the next plane back to Los Angeles.

Numbers

BASIC TERMINOLOGY

NAME	EXAMPLES
Cardinal numbers	1, 2, 5, 10, 100, 1,000 one, two, five, ten, a hundred, a thousand
Ordinal numbers	1 st , 2 nd , 3 rd , 4 th , 5 th , 15 th first, second, third, fourth, fifth, fifteenth
Decimals	3.14, 0.5
Fractions	$\frac{1}{2}$, $\frac{3}{4}$, $1\frac{5}{9}$, $317/509$
Prime numbers	2, 3, 5, 7, 11, 13
Even numbers	2, 4, 6, 8, 10, 12
Odd numbers	1, 3, 5, 7, 9, 11,
Powers	3^2 , 2^3
Roots	$\sqrt{9}$, $\sqrt{25}$
Calculations	$2 + 3 = 5$, $8 - 5 = 3$, $3 \times 4 = 12$, $10 : 2 = 5$

Note the spelling:

Two – twelve – twenty

Three – thirteen – thirty

Four – fourteen – forty

Five – fifteen – fifty

HUNDREDS, THOUSANDS, MILLIONS AND BILLIONS

100	a/one hundred
250	two hundred and fifty (BrE), two hundred fifty (AmE)
1,000	a/one thousand
5,400	five thousand, four hundred
10,650	ten thousand, six hundred and fifty
100,000	a/one hundred thousand
240,000	two hundred and forty thousand
500,000	five hundred thousand (or half a million)
1,000,000	a/one million
1,000,000,000	a/one billion

Note:

- In American English **and** is not used after hundred.
- Hundred, thousand, million, billion, etc. do not take a plural when they are used with precise numbers:
six hundred and eighty-five (no 's' on the hundred).
- Hundred, thousand, million, billion take a plural when they are used with imprecise numbers:
Hundreds of people arrived for the conference.
Thousands of our customers are in the Far East.
- A comma indicates thousands and millions:
31,000 not 31.000
(These days the comma is often omitted completely and just a space is used.)

THE NUMBER 0 – NOUGHT, ZERO, 'OH', NIL, LOVE

- The figure 0 is normally called **nought** in BrE, and **zero** in AmE.
- When numbers are said figure by figure, 0 is often called '**oh**' (like the letter O).
My account number is four one three two six oh nine.
- In measurements (e.g. of temperature) 0 is called **zero**.
Zero degrees Fahrenheit = 17.8 degrees below zero Centigrade.
- Zero scores in team games are usually called **nil** in BrE (in AmE **zero** or **nothing**).
Manchester three, Liverpool nil.
- In tennis, table-tennis and similar games, the word '**love**' is used.
Fifteen-love, your service.

There are also several informal and slang words for 'zero': **zip, zippo, zilch, nada**.

They originate from slang American English but have become globalised.

Examples:

- *The CEO expresses his displeasure to his executive team: "How many new contracts did we secure this month? Zippo. Zilch. Nada!!! Who wants to explain this to me?"*
 - *Employee A: "I've got absolutely zilch to work with here until I have some concrete numbers. What have you heard back from Accounting?"*
- Employee B: "Nada. I'll email them again or try calling Emily".*

DECIMALS

- In British English it is usual to say each individual digit after the **decimal point**. This is not the case in American English.
- Note that in English we use and say **point** for decimals, not comma.

	BrE	AmE
4.56	Four point five six	Four point fifty-six
0.175	Nought point one seven five	Zero point one hundred seventy-five

FRACTIONS

Simple fractions are expressed by using 'ordinal numbers'.

1/8	an/one eighth
3/7	three sevenths
1/2	a/one half
1/3	a/one third
3/4	three quarters
1 5/9	one and five ninths

More complex fractions are often expressed by using the word '**over**'.

317/509	three hundred and seventeen over five hundred and nine
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DATES

There are various ways to write dates, to avoid confusion write the month as a word rather than a number.

Write	Say
1 October 2015	The first of October twenty fifteen
October 1, 2015	October the first, twenty fifteen
1989	Nineteen (hundred and) eighty-nine
1805	Eighteen oh five/eighteen hundred and five
2004	Two thousand and four/Two thousand four
2020	Twenty twenty

NOTE: In AmE the definite article is usually omitted in an instance like the second example. So it would be said 'October first, twenty fifteen', sometimes even contracted further to 'October one, twenty fifteen'.

CALCULATIONS

Addition to add	$2 + 2 = 4$	Two and two are four. Two plus two equals/is four.	informal formal
Subtraction to subtract	$7 - 4 = 3$	Four from seven leaves/is three. Seven take away four leaves/is three.	informal
		Seven minus four equals/is three.	formal
Multiplication to multiply	$3 \times 4 = 12$	Three fours are twelve. Three times four is twelve.	informal
		Three multiplied by four equals/is twelve.	formal
Division to divide	$20 : 5 = 4$	Five into twenty goes four (times).	informal
		Twenty divided by five equals/is four.	formal

DOT, POINT, FULL STOP, PERIOD

Dot	www.fairtrade.com	www dot fairtrade dot com	part of an email or website address
Point	4.5	four point five	a decimal point
Full stop (BrE) Period (AmE)	Put a full stop at the end of the sentence.		a punctuation mark used to show the end of a sentence

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