

ENGLISH MODULE

SELLING TECHNOLOGY

Communication in the Intercultural Workplace

Script
FS16

English Module SELLING TECHNOLOGY

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Student Information Module SELLING TECHNOLOGY

Module description

Selling Technology is designed to further develop the language skills you need for professional communication in an English language context. You will enhance the speaking and writing skills necessary for you to successfully communicate in an English-speaking business environment.

Work load

Because the final exam is based on classroom work, regular attendance is important. According to the ECTS system, you are required to do 64 hours of self-study (in addition to regular class attendance).

4 credit points = 120 work hours = 56 classroom hours + 64 self-study hours

In-Class Writing

Two mandatory writing tasks will be conducted in class. You must complete both of them in order to receive your testat. The writing tasks will be corrected by your teacher.

Presentations

In pairs, you are required to give a presentation that lasts about 15 minutes. The task for this semester is to present a company. Additionally, you must participate in a feedback group that will evaluate your colleagues' presentations. The presentation guidelines will be provided by your teacher later in the semester.

Self-study Reading

You will be required to read and discuss the book 'The Undercover Economist' by Tim Harford, which deals with current issues in economics in various parts of the world. The self-study assignment is tested in the final exam.

Exam content

The written examination will be based on the material in the script. You will be expected to write a text from a range of text types taught in class. A significant part of the exam will be based on your self-study reading of "The Undercover Economist".

Marks

The **presentation / feedback task** = **33.3 %** of the mark.

The **written examination** after the end of the semester = **66.6 %** of the mark.

Course Objectives “Selling Technology”

By the end of this course, you will be able to perform the following tasks in English:

- Write a **CV** and a **letter of application**
- Perform well in a **job interview**
- Write better **emails**
- Conduct business **meetings**
- **Negotiate** and **deal with conflict** in a professional way
- Function optimally as a professional engineer and business person in an **international context**
- Give high-level **presentations**
- **Communicate** with clarity, power and purpose
- Have a greater understanding of **money flow in local and global economies**

English Module SELLING TECHNOLOGY

Weekly Course Plan FS 2016

Week	Topic	Language Work
1 Feb22/23	Course Introduction Company Profiles	Relevant Vocabulary Relative Pronouns
2 Feb 29 March1 st	Company Profiles Company Structures	Relative Clauses
3 March7/8	Business Presentations	Intercultural Issues
4 March14/15	E-Mail Writing	Register: Formal vs Informal Relevant Vocabulary
5 March21/22	CVs and Cover letters	Relevant Vocabulary Intercultural Issues
6 April 4/5	Job Interviews	Question Formation
7 April11/12	Meetings & Negotiations Writing Task 1: Job Application	Language of Meetings & Discussions
8 April18/19	Meetings & Negotiations	Intercultural Issues
9 April25/26	Dealing with Complaints	Relevant Language Intercultural Issues Diplomatic Language
10 May2/3	Telephone Language Writing Task 2: Letter of Complaint	Reported Speech / Intercultural Aspects (Codes /Politeness) Relevant Vocabulary
11-13 May9-24	Presentations	
14 May30/31	Revision / Practice Exam	

Testat:

Team Presentation: Company Profile
2 Writing tasks

Self-study:

“The Undercover Economist” by Tim Harford

1 COMPANIES AND INDUSTRIES

1.1 Company Profile 1: The History of YouTube – Listening Comprehension



Started as "TuneIn"

1. What are the figures that the commentator uses to describe the dimensions of YouTube?
4 days of video uploaded in 1 hr
2. Who were the people responsible for the founding of YouTube?
3 ex-Paypal employees
3. How was YouTube started?
in a room of a pizza shop in California (2005)
4. What does the phrase “serendipity strikes” mean? And what does it mean in the context of the origin of YouTube?
lucky to be at the right place at the right place
lucky coincidence
5. What was the first video uploaded and what was the first hit video?
one of the founders went to the zoo **a Nike ad**
6. What companies first realized the commercial potential of YouTube?
Nike
7. What happened in October 2006?
They were acquired by Google **\$1.65 billion**
8. What was the partner programme that came into the picture in 2007?
channels with shared revenue **paid them to make great content**
9. When did YouTube start being important for politics?
2008
10. How did YouTube decide to “make money” in August 2007?
ads
11. What role did YouTube play in global politics in 2011?
live streams, influencing world history **influence by social media** **arab spring**
12. Do you agree with Eric Schmidt’s comment: “YouTube is bigger than Television”?
yes, it influents so many people **billions of unique visitors / month**
13. What is the connection between YouTube and the music industry?
music videos, ads **platform to become famous**
14. What is the role YouTube plays in TV documentation?
VHS trend, people uploading tons of old videos

1.2 Company Profile 2: Google Inc – Vocabulary

Complete the gaps with words from the boxes above each paragraph.

services and products – privately held company – headquarters – corporation – initial public offering – profit

Google Inc. is an American multinational public¹ invested in Internet search, cloud computing, and advertising technologies. Google hosts and develops a number of Internet-based² and generates³ primarily from advertising. The company was founded by Larry Page and Sergey Brin while the two were attending Stanford University as Ph.D. candidates. It was first incorporated as a⁴ on September 4, 1998, and its⁵ followed on August 19, 2004. The company's stated mission from the outset was "to organize the world's information and make it universally accessible and useful". In 2006, the company moved to their current⁶ in Mountain View, California.

dominant market position – products, acquisitions and partnerships – privacy, copyright, and censorship – rapid growth

Google runs over one million servers in data centers around the world and processes over one billion search requests and about twenty-four petabytes of user-generated data every day. Google's⁷ since its incorporation has triggered a chain of⁸ beyond the company's core web search engine. [] The⁹ of Google's services has led to criticism of the company over issues including¹⁰

Company structure

managerial guideline – corporate transparency – cross-functional management – employees – goals and achievements – executives

The "70-20-10 rule" represents a¹¹ but it also authorizes the¹² to take risks. Google's¹³ encourage employees and managers to work directly with each other, instead of through more formal channels. The executives work closely with employees and other departments in a form of¹⁴ Employees are also encouraged to have open discussions about¹⁵ Google's open communication contributes to the¹⁶

outcome – progress – evaluate – stake –objectives

Instead of setting goals for them, Google's management helps their employees meet the¹⁷ that the employees set for themselves. All employees set out and¹⁸ goals on a quarterly basis. Although Google's management makes suggestions, employees use metrics that they choose themselves to measure their¹⁹ toward their goals.

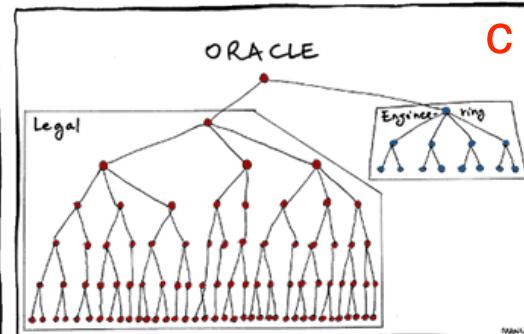
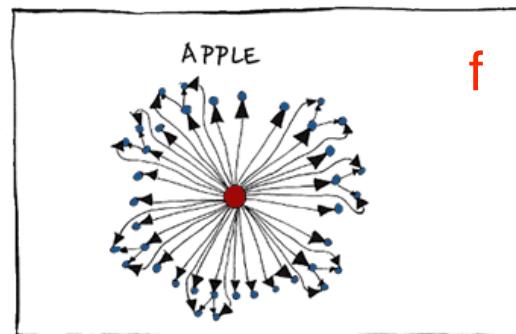
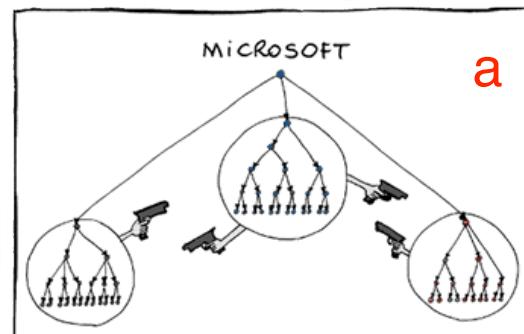
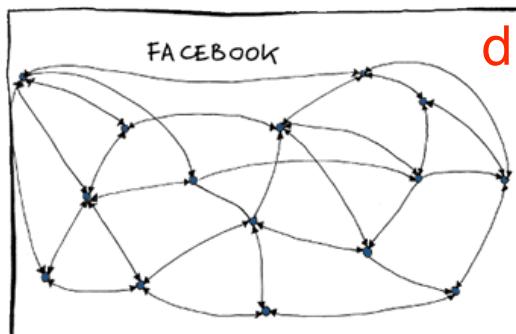
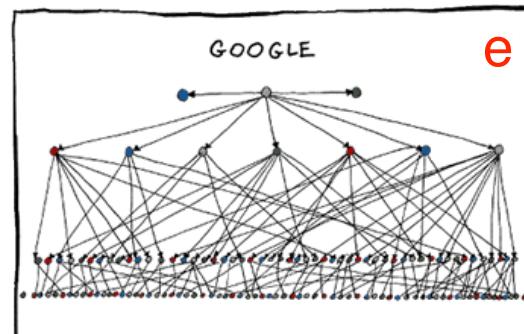
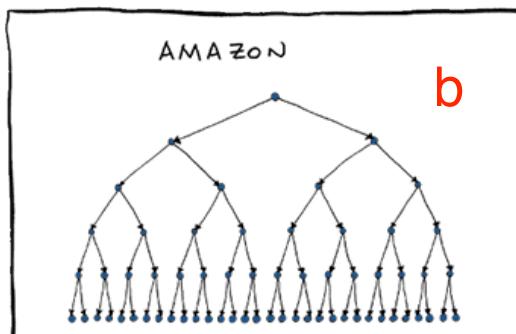
Google's management realizes that every employee has a²⁰ in the company and employees in turn feel a responsibility for the²¹ of the company's projects.

Adapted from: <http://www.managementparadise.com/forums/human-resources-management-h-r/214496-organisational-structure-google.html>

1.3 Company Structures – Organisational Charts

The structure of a company can also be explained with an organisational chart. We have all seen such charts. Find below a few humorous variations on the theme.

- A. Match the company names with the descriptions at the bottom of the page.
B. In pairs, discuss the advantages and disadvantages of each organisation.



- Interdepartmental conflicts
- Classic top-down hierarchy
- Dysfunctional separation / unbalanced priorities
- Decentralised organisational structure
- Cross-functional organisational structure
- Autocratic centralised organisation

1.4 Company Structures – Vocabulary Practice

A. Complete the following text with words from the box.

executive	–	board (2x)	–	work	–	strategy	–	departments
– share	–	chart	–	management	–	chair	–	director

Most companies are made up of three groups of people: the **share**¹ holders (who provide the capital), the **management**² and the **work**³ force. The management structure of a typical company is shown in an organisation **chart**⁴

At the top of the company hierarchy is the **board**⁵ of Directors, headed by the **chair**⁶ person or President. The **board**⁷ is responsible for policy decision and **strategy**⁸. It will usually appoint a Managing **director**⁹ or Chief **executive**¹⁰ Officer (CEO), who has overall responsibility for the running of the business. Senior managers or company officers head the various **departments**¹¹ or functions within the company, which may include the following:

- Marketing
- Information Technology (IT)
- Finance
- Personnel or Human Resources (HR)
- Public Relations (PR)
- Research and Development (R&D)
- Production

Adapted from: http://www.upf.edu/estiu/_pdf/2011/1469_u1.pdf

B. Read the description of a French pharmaceutical company. Match the underlined parts with elements from the box.

subsidiary	–	headquarters	–	sales offices	–	warehouses	–	main plant	–	R&D
6		1		5		4		3		2

Phytopharm are based¹ in La Défense, the business district of Paris, and new products are developed nearby in their labs² in St.Denis. The company's principal manufacturing facility³ is just outside Lille and products go from there to a central distribution⁴ point at Nancy. Three sales agencies⁵ cover the various regions of France with international offices in Berlin, Miland and Barcelona. The London office is run by Phytopharm UK.⁶

C. Positions

Match the people to their function.

- | | |
|--|-----------------------------|
| 1. Responsible for business operation of entire company | R&D Manager |
| 2. Head of department responsible for advertising and retail | - Receptionist |
| 3. Responsible for contact with individual customers | - Personnel Manager |
| 4. Head of department responsible for manufacturing | - Finance Director |
| 5. Head of department responsible for staff matters | - Sales & Marketing Manager |
| 6. Head of department responsible for Research & Development | - Managing Director |
| 7. Responsible for running a company's fiscal affairs | - Production Manager |
| 8. Person in the lobby receiving phone calls and visitors | - Sales Representative |

D. Find synonyms in the box for each of the underlined words

4	8	3	5
go public	–	sell off	–
– expand	– take over	– make redundant	–

2 1 6 7

1. We acquired Everforce Ltd in 2005.
2. Our target is to grow the business by 15% each year.
3. We created a subsidiary to sell after-sales services.
4. The company will be listed on the Stock Exchange next year.
5. They went bankrupt last year.
6. We laid 300 employees off in June.
7. After a lot of discussion we decided to close the plant.
8. We divested our shares in the logistics company.

E. Company Departments

Which department does which job? Match each job from the column on the left to a company department from the column on the right.

- | | |
|---|-----------------------|
| 1. puts the product into boxes? | A. Training |
| 2. pays wages and salaries? | B. Production |
| 3. plans how to promote products? | C. Marketing |
| 4. has systems to prevent mistakes? | D. Purchasing |
| 5. looks after the equipment? | E. Personnel |
| 6. deals with complaints? | F. Packaging |
| 7. manufactures the products? | G. Sales |
| 8. sends invoices to customers? | H. Accounts |
| 9. buys equipment? | I. Payroll |
| 10. arranges credit facilities? | J. Distribution |
| 11. helps staff develop new skills? | K. Customer Service |
| 12. sends products to the customer? | L. Financial Services |
| 13. buys media space? | M. Quality |
| 14. recruits new staff? | N. Advertising |
| 15. sends representatives to visit customers? | O. Maintenance |

Adapted from: <http://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit1jobsearch/page3.shtml>

1.5 Company Profile 3: Alpiq – Listening Comprehension

Watch the company trailer on YouTube:http://www.youtube.com/watch?v=4MWT5_yWhao and answer the following questions.

1. Pay attention to the choice of visual images throughout the clip. How do they support the message and what associations are they intended to evoke in the viewers?

landscapes, mountains, modern cities, positive things, children
being at the peak of something, eternity, innocence

2. In which business sector do Alpiq operate?

energy trade and services

3. What does “join forces” mean? Can you think of another business expression for this?
corporate merger

4. What combination of services does the company offer?

energy solutions/services (power generation, transmission, etc.) air conditions, etc.

5. What does “entrepreneurial” mean? Can you think of related words?

taking a risk in business, «unternehmerisch»

6. What advantages would a potential partner have when choosing Alpiq?

competitive edges, the technical know-how, deploy their energies to best effect

7. What does the company's name signify?

swiss alps / peak of the alps

8. Match the elements on the left to elements on the right to form collocations that can be heard in the trailer.



9. What are “customised solutions”?

solutions tailored to suit the needs of a specific client

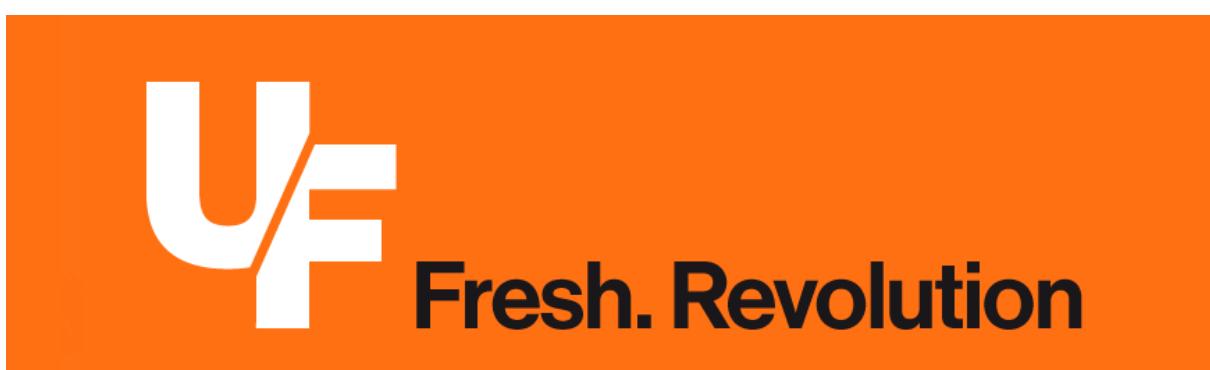
10. What is a “competitive edge”?

something their competition does not have, an advantage

11. How is “sustainability” interpreted here?

long-lasting partnership

1.6 Company Profile 4: UrbanFarmers AG



A. Watch the following company trailer and try to answer the questions below.

<http://www.youtube.com/watch?v=OvHVLHZiXHk>

1. What is the message of the images you can see?

2. How do you like the company logo? Do you find it suitable?

3. What rhetorical device is used to open the trailer?

4. What are the core business and the mission of the company? What service do they offer?

5. What are the advantages of this system?

6. What do we find out about the technologies are used?

7. What are the buzzwords that are used?

8. Do you find the concept of the company convincing? Why? Why not?

B. Watch the following presentation given by Urban Famers AG cofounder Roman Gaus at TEDxZurich and answer the questions below.

<http://www.youtube.com/watch?v=r-fHY43qLWs>

1. What is surprising about Roman Gaus' career choice?
2. Why does Roman Gaus think that urban farming is a good choice for the future?
3. What does he criticize about traditional farming?
4. Where does he see potential for his farming methods in Swiss cities?
5. What is aquaponics?
6. What about sustainability?
7. What is their vision?
8. What are his 3 final statements to close his presentation?
9. What do you think of Roman Gaus presentation style? What did you like? What could have been improved?

C. Study the information from the company website and answer the questions below:

1. What services does the company provide?
2. What is the target group?
3. What expressions and words do they use to sound persuasive?

We sell farms, not tomatoes

At UrbanFarmers, we develop farm systems for the city. We don't sell tomatoes, but with our systems, you can. Our enterprise solutions are built for supermarkets and small grocery stores, restaurants, hotels, individual operators, neighborhood communities (e.g. CSA farms) and more.

We deliver the farm to your rooftop (UF System) and offer after-sales support, training, technical services and maintenance (UF Services). Additionally you can order all consumables, additives, as well as spares and parts online with us (UF Store). Like that, farming will be real easy for you!

Innovation and quality are key to us

We are focused on building the best urban agriculture systems the world has ever seen. They are cost effective, sustainable and reliable.

Our rooftop farm system grows fresh vegetables and fish, and adds a new experience for your customers. The proprietary hardware and software solution which we have developed keeps your farm working and connected to your community 24/7, so anyone can see, smell, and taste the truly fresh food, anytime.

For more information: <http://urbanfarmers.com/>

1.7 Industry 4.0

A. Watch the following audiovisual and answer the questions below.

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

1. What will characterize Industry 4.0 and what is the objective?
2. Why is this development called Industry 4.0?
3. Describe the stages of previous industrial development?
4. When is Industry 4.0 expected to become a reality?
5. In the example shown to illustrate Industry 4.0, each bottle contains an RFID chip. What is the task of this RFID chip?
6. There are already factories with networked machines and products already exist. How will this technology be taken a step forward in the future?
7. What would the benefit of these changes be for the customers and for industry?

B. Read the following text and, in each paragraph fill the gaps with words from the respective box.

smart — automation — decentralized — virtual — manufacturing — processes — value

Industry 4.0, Industrie 4.0 or the fourth industrial revolution, is a collective term embracing a number of contemporary ..¹, data exchange and ..², technologies. It had been defined as 'a collective term for technologies and concepts of value chain organization' which draws together Cyber-Physical Systems, the Internet of Things and the Internet of Services. Industry 4.0 facilitates the vision and execution of a " ..³,Factory". Within the modular structured Smart Factories of Industry 4.0, cyber-physical systems monitor physical ..⁴, create a ..⁵, copy of the physical world and make ..⁶, decisions. Over the Internet of Things, cyber-physical systems communicate and cooperate with each other and with humans in real time, and via the Internet of Services, both internal and cross-organizational services are offered and utilized by participants of the ..⁷, chain.

Name

mass — electric — digital — computerization — mechanization

, The term "Industrie 4.0" originates from a project in the high-tech strategy of the German government, which promotes the ..⁸, of manufacturing. The first industrial revolution mobilised the ..⁹, of production using water and steam power. The second industrial revolution then introduced ..¹⁰, production with the help of ..¹¹ power, followed by the ..¹² revolution and the use of electronics and IT to further automate production. The term was first used in 2011 at the Hannover Fair.

Design Principles

workpiece — modularity — assembly — services — things — decisions — virtualization
--

There are six design principles in Industry 4.0. These principles support companies in identifying and implementing Industry 4.0 scenarios.

- Interoperability: the ability of cyber-physical systems (i.e. ..¹³, carriers, ..¹⁴, stations and products), humans and Smart Factories to connect and communicate with each other via the Internet of ..¹⁵ and the Internet of ..¹⁶,
- ..¹⁷,: a virtual copy of the Smart Factory which is created by linking sensor data (from monitoring physical processes) with virtual plant models and simulation models
- Decentralization: the ability of cyber-physical systems within Smart Factories to make ..¹⁸, on their own
- Real-Time Capability: the capability to collect and analyse data and provide the derived insights immediately
- Service Orientation: offering of services (of cyber-physical systems, humans or Smart Factories) via the Internet of Services
- ..¹⁹,: flexible adaptation of Smart Factories to changing requirements by replacing or expanding individual modules.

Significance

production — industrial — customization — automation — workers
--

Characteristic for ..²⁰ production in an Industry 4.0 environment are the strong .., of products under the conditions of highly flexibilized (mass-) ..²¹,. The required ..²² technology is improved by the introduction of methods of self-optimization, self-configuration, self-diagnosis, cognition and intelligent support of ..²³, in their increasingly complex work.

Challenges

redundancy — stakeholders — skill sets — outages — reliability —issues

Challenges which have been identified include:

- IT security ..²⁴, which are greatly aggravated by the inherent need to open up those previously closed production shops
- ..²⁵, and stability needed for critical machine-to-machine communication (M2M), including very short and stable latency times
- Need to maintain the integrity of production processes
- Need to avoid any IT snags, those would cause expensive production ..²⁶
- Need to protect industrial knowhow (contained also in the control files for the industrial automation gear)
- Lack of adequate ..²⁷ to expedite the march towards fourth industrial revolution
- Threat of ..²⁸ of the corporate IT department ..²⁹
- General reluctance to change by

Source: Wikipedia: https://en.wikipedia.org/wiki/Industry_4.0

Questions:

1. What is the “Internet of Things”?
2. What is the “Internet of Services”?
3. What is the task of cyber-physical systems?
4. Explain the expression value chain!
5. What is the difference between traditional factories and Smart Factories?
6. Which two of the Industry 4.0 design principles are in your opinion the most innovative ones?
7. Which two of the Industry 4.0 challenges are in your opinion the most difficult ones?

1.8 Industries and Companies – Vocabulary Work

The following section is intended to give students the chance to expand their vocabulary that might be needed in the presentations when companies and industries have to be explained in precise terms.

Industry groups

A national economy can be described in terms of its main sectors and industries. On the mind map below you can see a simplified version of the “Global Industry Classification Standard”, developed by Morgan Stanley and Standard and Poor’s and used in publications like Business Week.

Another way to classify an economy is:

- Primary industries, which include agriculture, forestry and mining.
- Secondary industries, which include construction and manufacturing. Manufacturing itself is often divided into capital goods (e.g. equipment and machinery used to produce other goods), durable goods (e.g. cars, washing machines) and non-durable goods (e.g. food, clothing).
- Service industries, which include banking, entertainment, tourism.

An economy can also be divided into:

- The private sector, which includes large corporations, SMEs (=small and medium-sized enterprises) and individuals working on a self-employed basis.
- The public sector, where there are schools and hospitals as well as SOEs (state-owned enterprises) such as railways and the post office.

Types of business

Within each industry there can be variety of types of business organisation, each with their own legal structure..

A business can be:

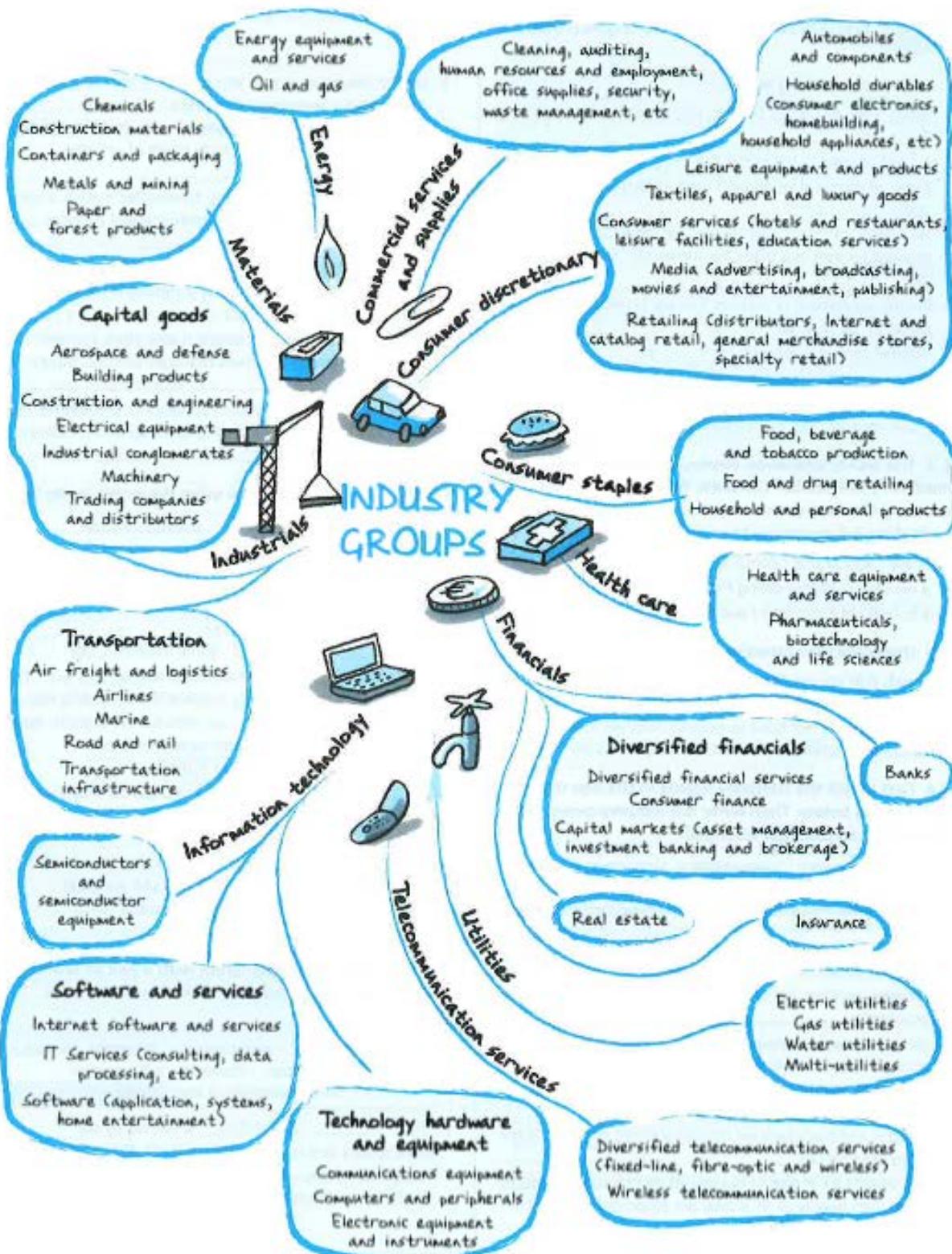
- A sole trader (US: sole proprietorship.) Here the business is owned by one person, who is ‘self-employed’. That individual has unlimited liability – they are personally responsible for any debts. A self-employed professional will refer to themselves as a ‘freelancer’.
- A partnership. Here two or more people run the business together. Lawyers, architects and auditing firms are typical partnerships.
- A limited liability company. Here there is a legal distinction between the company and the owners, so the company is responsible for any debts, not the owners. The owners therefore have ‘limited liability’. This type of company is often quite small, and includes many family-run businesses. The company is referred to as a ‘private’ company because shares cannot be sold to members of the public. In official documents, the company name is followed by Ltd (UK) meaning ‘limited’, or Llc (US) meaning ‘limited liability company’.
- A public limited company (US: a corporation). Here the company is owned by shareholders, who might be:

- large financial institutions (e.g. pension funds or investment banks)
- other companies
- members of the public (and for this reason the company is called a 'public' company)
The shareholders receive a share of the profits every year (paid as dividends), and will also get a capital gain or loss when they sell their shares (because the price can go up or down on the stock market). These are large companies, and are run by managers under the supervision of the Board. In official documents, the company name is followed by PLC (UK) or Inc or Corp (US).
- A franchise. This type of company includes McDonald's and the Body Shop. Here the business owner allows other people (franchisees) to set up in business using the company's brand name, products and reputation. The franchisee has varying degrees of control over how products are marketed and sold.

Business expansion

There are various ways that a company can grow:

1. Internal growth: stay private. The company increases its sales, number of employees, etc, but stays as a private company, perhaps run by the original founders of the business (often family members).
2. Internal growth: IPO. The company moves from being a small, family-owned firm to being a large corporation with a stock-market listing. The process of issuing shares for the first time is called an IPO (initial public offering).
3. Internal growth: 'trade sale' to a much larger company in the same sector. In this case the original small company is absorbed and its name often disappears. Many start-ups in the IT and biotechnology areas sell themselves in this way. (Microsoft, Intel and Google all grew by buying start-ups.)
4. Merger: Two established companies join to form one (e.g. Mercedes and Chrysler).
5. Acquisition (= takeover). One established company buys another. The first step in an acquisition is often to take a controlling stake in the other company – buying a large number of shares but without complete ownership. The acquired company often keeps its original trading name, becoming a subsidiary of the larger 'parent company'–



Practice

A. Complete the missing words

1. Goods that are carried by ship, train or aircraft are called **f**
2. Pieces of electrical equipment used in people's homes are **a**
3. The words 'clothing' and 'drinks' are conversational. In a business context you often see the words '**a**' and '**b**'
4. Rooms, equipment or services that are provided for a particular purpose are '**f**'
5. Another name for property is '**r**'
6. Public services used by everyone are '**u**'
7. Another word for selling is '**r**'

B. The words **appliances**, **device**, **equipment** and **machinery** are similar. Complete the collocations by choosing the best one:

1. kitchen / office / standard
2. heavy / agricultural / construction
3. a handheld / labour-saving / safety
4. a household / domestic / electrical

C. Underline the correct words.

1. Goods that are needed and used all the time are in the consumer discretionary / consumer staples sector.
2. Goods that are not basic to people's lives are in the consumer discretionary / consumer staples sector.

D. Complete the definitions using the words in the box

household appliances — business solutions — consumer durables — fabrication — finished goods
food and beverages — non-durable goods — raw materials

1. Manufacturing is the transformation of into Some industries, like semiconductors and steel, use the term instead of 'manufacturing'.
2. are manufactured goods that are not destroyed by use, such as automobiles, or furniture.
3. generally last for only a short time. Common examples are apparel, office stationery and gasoline.
4. Sometimes a manufacturing company positions itself as a service company. Microsoft, IBM and SAP are good examples. They offer not just products, but

E. Complete each example with a pair of words from the box. The words may not be in the correct order.acquisition / merger — debt / liability — enterprise / venture — firm / partnership
freelancer / self-employed — senior management team / Board

1. The is elected by the shareholders and is responsible to them. It can hire and fire the CEO, but the (including the CEO) run the company on a day-to-day basis.
2. A is a new business activity, and it collocates with the word ‘capital’ to mean money available to expand a successful start-up. An is either a company, or any large important project. Used without the article it collocates with ‘free’ and ‘private’ to give a synonym for ‘capitalism’.
3. A is simply money that somebody owes. A refers to an amount of money that a company owes, but it can also mean the legal responsibility for paying something.
4. Many people work for themselves, with legal status of sole trader. If they are a plumber or a shop-keeper, they are likely to refer to themselves as a If they are a professional who works for several companies (e.g. a journalist or independent consultant), they are likely to refer to themselves as a
5. The word can just be a synonym for ‘company’. But it is more often used for a small company providing a professional service, such as a of accountants, lawyers or architects.
6. A is when two companies join to form one. The suggestion is that the process is welcomed by both sides. An is when one company buys another. the process could be unwelcome by the smaller company, who might feel that they are being taken over.

F. The text below explains the process of becoming a public company. Fill in each gap with a word from the box.

appoint — constraints — guarantee — held — issue — reinvested — run — underwriting

When a privately-owned company reaches a certain size, it may decide to ‘go public’ and shares on the stock market. This process is called Initial Public Offering (IPO), or a floatation, or a ‘listing’ on the exchange. The process is complicated, and months of planning are involved. The business is probably being² by just a few key people who were the founding members. Before the IPO, they have to assemble an independent board, and one of the first tasks of the board is to³ auditors who will check the accounts for accuracy. The firm also needs specialist advice about the best time to sell, the initial offer price of the shares, and who to sell them to. This is all handled by an investment bank, also appointed by the board. the investment bank takes some risks as they⁴ that all the shares will be purchased – referred to in legal terms as⁵ the issue. The floatation will bring a huge amount of new capital into the business. Most of this is⁶ and used for the expansion, but some will go to the people with privately-⁷ shares who started the original company. Nearly always these people then continue as part of the management team, although they may find it difficult to adjust to the red tape, shareholder pressure, and other⁸ of a listed company.

G. Complete the reasons for a merger or acquisition by matching the beginnings of sentences 1-8 with the best ending a)-h).

1. To expand the business quickly, particularly ____
 2. To expand more cheaply than by internal growth, although if ____
 3. To meet the needs of customers who are demanding additional products and services ____
 4. To gain economies of scale, ie have lower costs and ____
 5. To gain control of ____
 6. To gain market power: the larger, merged company will make the whole market less competitive ____
 7. To gain entry into a foreign market, or avoid ____
 8. To become and be ____
- a) a key supplier of raw materials or components.
b) and therefore prices and margins will increase.
c) seen as a global company.
d) if there is cash available on the balance sheet.
e) increased efficiency through larger size.
f) legal restrictions imposed on foreign-owned companies in that market.
g) that the company can't supply.
h) the market thinks a company is a takeover target, its share price will go up and it will become more expensive to buy.

Adapted from: Paul Emerson: Business English Handbook, Advanced. Macmillan, 2007

1.9 Operations management

The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency. Bill Gates

What is ‘operations’?

Operations has to be defined as the ‘use of resources that are devoted to the production and delivery of products and services’. In fact, it is the ‘core business’ of the company, with other functions like marketing, finance and human resources simply acting in support. It includes product development, managing the supply chain, production planning and control, billing and shipping, and all those day-to-day activities covered by the term ‘administration’.

The operations function has five basic performance objectives. They mean different things for the organisation and the customer:

	For the organisation	For the customer
Quality	error-free process	products that are on-spec
Cost	high level of productivity	competitive price
Dependability	operational stability	reliable delivery
Flexibility	ability to respond to change	volume and delivery adjustments; wide and frequently updated product range
Speed	fast throughput	short ‘lead-time’

‘on-spec’ = having the required specifications

‘lead-time’ = time from placing the order to receiving delivery

Developing new products

Initial ideas for a new product may come from marketing or operations. These ideas are turned into a ‘concept brief’ – that is a clear statement describing the form, function, purpose and benefits of the product. Immediate operational issues arise:

- Feasibility: Can we actually do (or make) this? do we have the skills / capacity / resources?
- Vulnerability: Being pessimistic, what could go wrong? what is the downside risk?
- What materials, parts and components will be needed?
- Is it possible to reduce production costs by reducing design complexity? In particular, are there opportunities for:
 - a) standardisation (restricted variety)?
 - b) commonality (=using the same components)?
 - c) modularisation (= using sub-components put together in different combinations)?
- How can we reduce the time-to-market (= the time taken from concept brief to the launch) or the roll-out (=phased introduction) of the new product?

Managing the supply chain

A manufacturer might have a component maker as a first-tier supplier, but also the component maker's supplier (e.g. a raw materials company) as a second-tier supplier. Together, they form the 'up-stream' or 'supply side' end of the network. Equally, they might have distributor as a first-tier customer, but also the distributor's customer (e.g. a retailer) as a second-tier customer. Together they form the 'downstream' or 'demand side' end of the network.

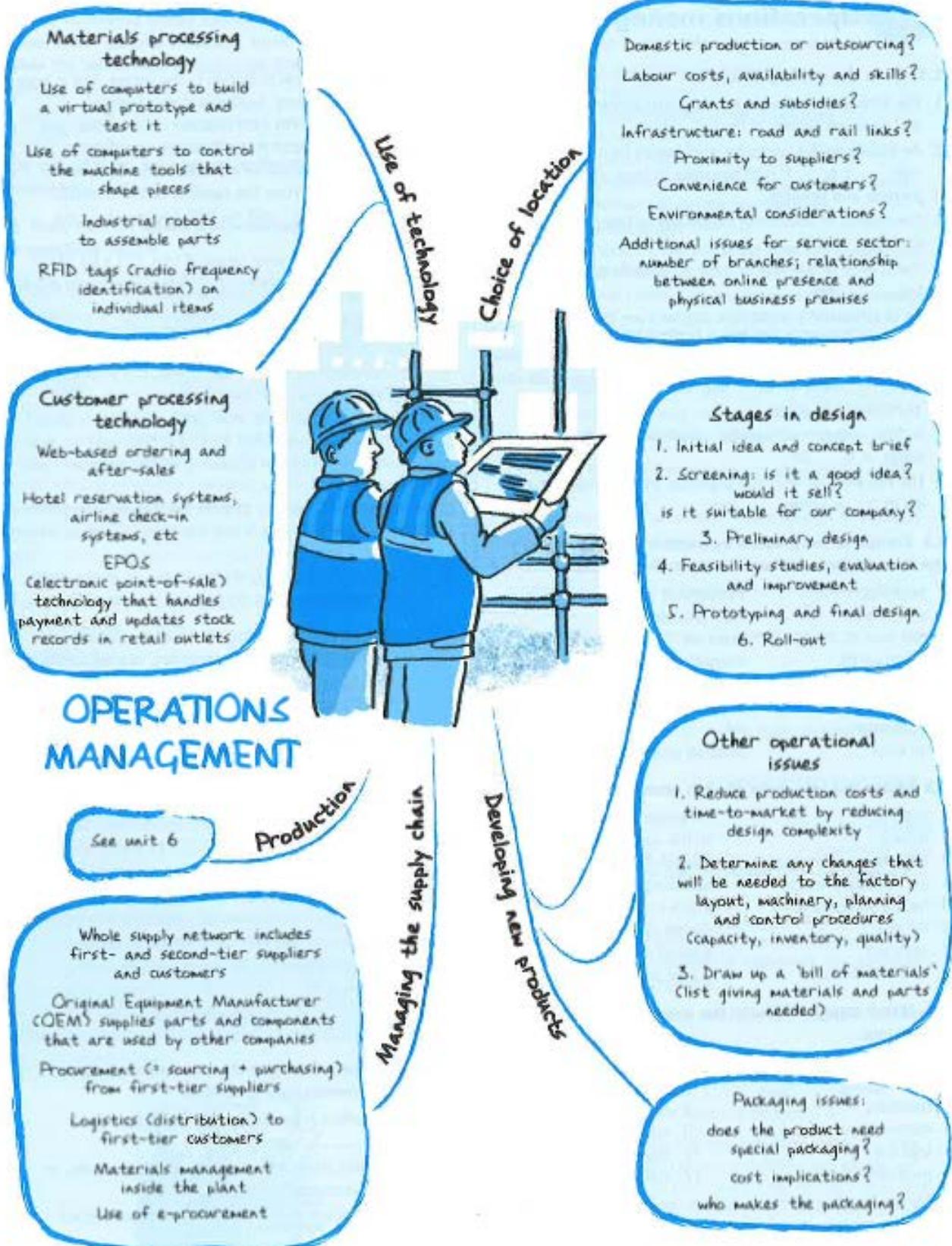
Supply chain management includes:

- Procurement (=sourcing + purchasing) from first-tier suppliers (AmE vendors)
- Materials management inside the plant. This includes inventory (=stock) management and production planning and control.
- Logistics (= distribution) to the first-tier issues.

There are several important strategic issues:

- Should the company directly own any parts of the supply chain?
If it does, then this is vertical integration.
- Should the company opt for single or multi-sourcing?
Having just one supplier will mean good communication with a dependable partner, and also economies of scale (= cost savings from buying in large quantities). But disadvantages include risks associated with a failure of supply, and giving the supplier the chance to put upward pressure on prices.
- How much of the process can migrate to the web, e.g. finding the best price, delivery time and specifications through e-procurement?

These days many organisations, e.g. film companies have a 'virtual operation'. The organisation buys in the range of functions it needs for a particular project, but at the end of the project this network disappears. This gives flexibility and speed, but the company is left with very few core competencies (=key areas of technical expertise) where it retains a competitive advantage.



Practice:

A Complete the missing words.

1. The time spent between the customer placing an order and receiving delivery is the 'l time'.
2. An initial idea for a new product has to be turned into a 'c brief' that describes its form, function, purpose and benefits.
3. The chance of something happening or being successful is 'f
4. The chance of damage or harm to something is 'v
5. An organisation's immediate suppliers are its 'first- suppliers. Together with these suppliers' own suppliers, they form the 'u end of the supply network.
6. 'P = 's (finding suppliers) + 'p (buying)
7. A close synonym of 'supplier', more common in American usage, is 'v
8. The key areas of technical expertise that company has are its 'c c

B Complete the phrases by matching an item from the first column with an item from the second.

- | | |
|-----------------|-----------------------|
| 1. technical | throughput |
| 2. a high level | -free process |
| 3. fast | expertise |
| 4. a frequently | integration |
| 5. downside | of scale |
| 6. vertical | of productivity |
| 7. economies | risk |
| 8. an error | updated product range |

C Match the two parts of each phrase

- | | |
|-------------------------|----------------------|
| 1. draw | on prices |
| 2. reduce | to the web |
| 3. migrate an operation | a feasibility study |
| 4. put upward pressure | advantage |
| 5. have a competitive | into a concept brief |
| 6. roll out | design complexity |
| 7. carry out | a bill of materials |
| 8. turn an initial idea | a new product |

D Match the topics 1 – 12 with the conversation extracts a)-l) below.

- | | |
|-----------------------|---------------------|
| 1. EPOS technology | 7. prototyping |
| 2. commonality | 8. RFID tags |
| 3. feasibility | 9. roll-out |
| 4. economies of scale | 10. screening |
| 5. logistics | 11. standardisation |
| 6. modularisation | 12. vulnerability |

- a) 'Which shipping company will we sue? And when can we get the containers to the port?'
- b) 'We should be ready to launch in the spring: first in France and then in Germany, Switzerland and Austria.'
- c) 'We use chip-and PIN cash registers in our stores, and inventory information is automatically updated'.
- d) 'Yes, in theory it could be a successful product, but in practice we don't have the capacity or the resources.'
- e) 'How much money could we lose if things don't go according to plan?'
- f) 'We manufacture a wide range of cars, but a lot of the engine parts are the same – it makes maintenance much easier.'
- g) 'We've got to build a working model and test it properly before we can go into production.'
- h) 'The brainstorming session was useful, but a lot of these ideas just won't work in practice.'
- i) 'If we place a large order, we'll get a much better price.'
- j) 'They make sub-assemblies in PCs in high volume, and put them together according to the customer's own spec.'
- k) 'There's a smart memory chip embedded into every item. We know exactly where it is in the store, as well as where and when it was made.'
- l) 'It's a successful formula. Wherever you go in the world, we'll sell the same burgers prepared in the same way.'

E Complete the text using these verbs: *builds, compile, drilling, hooked up, specifies, tested, welding*.

Computers are now used throughout manufacturing to design and develop individual parts. The designer . . .¹ various criteria such as size, shape, materials, etc. and the software . . .² a virtual prototype. This is then . . .³ using given parameters. Before moving to production the software can also . . .⁴(=make) a list of materials and quantities needed. Once the design specifications are complete, the computer . . .⁵ (=connected) directly to the machine tools that make the part from an initial piece of metal, plastic and wood. Machine tool actions include the cutting, shaping, turning, . . .⁶ and . . .⁷ (=joining together).

F Match the words to their definitions below: *criteria, parameters, specifications*

1. limits that affect how something can be done:
2. detailed plans about how something is to be made, or exact measurements:
3. standards that are used for making a decision about something:

G Project management is a distinct area within operations management. complete the sentences below with the words in the box.

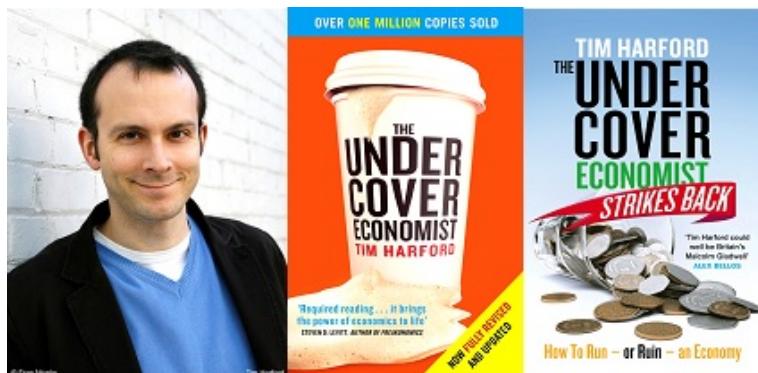
constraints — Gantt chart — milestones — scope — setbacks — small print — stakeholders — track

1. Difficulties that stop the progress of a project are called .
2. All the people with an interest in the success of project are collectively called the .
3. A visual illustration of the different phases and activities in a project (composed of many horizontal bars) is called the .
4. Before you sign a contract, it's very important to read the .
5. The events that mark the key stages in a project are called .
6. The factors that limit your actions (such as time and cost) are called .
7. The . of a project is the range of things that it deals with.
8. If a project is 'on- .', it is going according to plan; if you 'keep of something', you pay attention to it so that you know how what is happening.

Adapted from: Paul Emerson: Business English Handbook, Advanced. Macmillan, 2007

2 RELATIVE CLAUSES – GRAMMAR REVISION

2.1 Relative Clauses - Meet the Undercover Economist



A. Fill the gaps in the text below.

TIM HARFORD - THE UNDERCOVER ECONOMIST

Tim Harford is a senior columnist for the *Financial Times*. His column, *The Undercover Economist*, reveals the economic ideas behind everyday experiences. He is also the only economist in the world ¹ runs a problem page, “Dear Economist”, in ² readers’ personal problems are answered tongue-in-cheek with the latest economic theory. Tim’s first book *The Undercover Economist*, ³ has sold one million copies worldwide, has been translated into almost 30 languages. His second book, *The Logic of Life*, was published early in 2008 in English, and has also been widely translated, and his third book, *Dear Undercover Economist*, is a collection of his “Dear Economist” columns. And his readers are looking forward to May, ⁴ his latest book *Adapt* will be published. He has worked for the BBC, ⁵ he has presented television and radio series. He is a frequent contributor to other radio and TV programs, ⁶ include *the Colbert Report*, *Marketplace*, *Morning Edition*, *Today*, and *Newsnight*. Tim, ⁷ articles have been published by the leading magazines and newspapers on both sides of the Atlantic, including *Wired*, *New York Magazine*, the *Guardian*, the *London Times*, the *Washington Post* and the *New York Times*, has won many prizes with his team including the Royal Statistical Society’s 2010 award for statistical excellence in broadcast journalism and the 2010 Mensa Intelligence award. Tim has previously worked for Shell and the World Bank, and was a member of The *Financial Times*, ⁸ he worked on the editorial board from 2006-2009. He teaches at Nuffield College in Oxford, ⁹ he also lives with his wife and children.

Adapted from: <http://timharford.com/>

2.2 Relative Pronouns

Relative clauses are important linguistic elements. They allow the writer to include additional information.

which: things
that: things and people
who: person
whom: person (object) formal
whose: possession
where: place
when: time
why: reason

A. Fill the gaps using relative pronouns from box above.

1. This is the time of year ... things get really hectic.
2. That's the employee ... laptop was stolen.
3. This is the room ... our meetings take place.
4. The house ... you saw belongs to the president.
5. This is the computer ... got stolen.
6. The man ... installed our computers did a great job.
7. Every person ... the company employs is expected to sign a contract.
8. That's the reason ... he left our company

B. Make one sentence out of two by using relative structures.

- a) The railway station was the first one in the country.
The railway station is by the canal.
- b) The IT specialist did a great job.
He installed our system.
- c) Our new assembly line cost us \$750 000.
It took us 6 months to install it.
- d) For the last six months I have been working with Sergey Blochin.
He originally comes from the Ukraine.
- e) Blowholes are air or gas vents.
They carry off fumes from tunnels or underground passages.
- f) Carl rang the insurance company.
His laptop was stolen.
- g) In summer electricity consumption is high.
Temperatures get above 40°.
- h) The room has an air-conditioning system.
Meetings take place there.

2.3 Defining and Non-defining Relative Clauses

A. What is the difference between the relative clause in sentences a and b?

- a) A miner is a person who works in a mine.
- b) I spoke to John Martin, who is in charge of the coal mine.

- a) Logistics is the business which controls the movement of physical material in a factory.
- b) Our logistics department, which controls the movement of physical material in the factory, is headed by Barry Perks.

Defining relative clauses give **information that we need** in order to understand which person or thing is referred to. There is **no comma** before the relative **pronoun**.

Non-defining relative clauses give **extra information**, which is **not really necessary**. There is a **comma** before the relative pronoun.

B. Decide whether the following sentences are defining or non-defining and insert commas where necessary.

- a) The machine that you fixed is broken again.
- b) That machine which is now 5 years old originally cost 10 000\$.
- c) Mr. Miller who I have known for a long time is a brilliant manager.
- d) The IT specialist who installed our system did a great job.
- e) The programmer who Mr. Miller recommended did a much better job than the other one who had worked for us before.
- f) The computer that was stolen has been found.

C. Compare the two sentences.

- a) The factory which you saw belongs to Mr. Miller.
- b) The factory you saw belongs to Mr. Miller.

Relative pronouns can be left out when the relative pronoun is the object of the defining relative clause.

D. In which of the sentences a-f in exercise B can you leave out the article?

2.4 Relative Clauses – Practice

A. Complete sentences 1 - 8 with elements a - h using relative pronouns.

1. A load bearing wall is a wall **which e)**
 2. An architect is someone **who g)**
 3. An unheated building, a cellar or a basement are examples of places **which d)**
 4. Manufacturing takes place in factories **where b)**
 5. Marconi was the scientist **who f)**
 6. You are invited to attend the meeting on Tuesday **where h)**
 7. The company has opened a new workshop **where a)**
 8. The operations manager is dealing with the problem **whose c)**
-
- a) engineering parts will be produced
 - b) finished products are made
 - c) office is on the first floor
 - d) are often damp
 - e) supports a vertical load as well as its own weight
 - f) first received signals across the Atlantic
 - g) draws up building plans for buildings and other structures
 - h) details of the project will be discussed

B. Insert relative pronouns and put commas where necessary.

There has been a lot of controversy surrounding the Three Gorges Dam, **which**¹ is being built in China. The dam, **which**² will be 181 metres high, is expected to produce 18.2 million kilowatts of power. However, this is the reason **why**³ many people are unhappy. 15 million people, **who**⁴ used to live in the valley, have had to move. These people, **whose**⁵ homes have been covered in water, complain that they have been given land **where** very little grows. They also say that the living conditions **which**⁶ they have to live in now are unsatisfactory. But those **who**⁷ are in favour of the project say that the dam will provide extra electricity, **which**⁸ will stimulate the economy in eastern and central China where development has been held back. However, critics say that there will be an oversupply of power, **which**⁹ they will not be able to sell. There are people **who**¹⁰ are deeply worried about the effects of the dam on the environment. They say there is a danger to animals and fish **which**¹¹ live in the area. But there are other people **who**¹² claim that hydroelectric power is much cleaner than burning coal. There will be fewer emissions **which**¹³ contribute to the greenhouse effect. New ship locks, **which**¹⁴ are expected to increase shipping and reduce transportation costs, will be built. Navigation on the river, **which**¹⁵ is currently dangerous, will become much safer. But critics say there will be sedimentation **which**¹⁶ could increase flood levels.

C. Use the information in brackets to complete the following sentences.

1. (The assembly line produces car parts.)
They have automated the assembly line **which produces car parts** ..
2. (Drinking water is stored in a tank.)
The water tank, **where drinking water is stored**, is underground.
which stores drinking water
3. (Circuits can store a large amount of information.)
Computers contain many circuits **which can store a large amount of information**
4. (W.C. Röntgen discovered X-rays by accident.)
X-rays have been used since 1895 **when they have been discovered by W.C. Röntgen**
by accident
5. (The manager's signature appears on the document.)
The manager **whose signature appears on the document** is responsible for purchasing.
6. (Several people work in this area.)
Everyone **who works in this area** is responsible for regular maintenance of the machinery.

Adapted from: Brieger/Pohl: Technical English, Summertown Publishing, 2002

2.5 Prepositions in Relative Clauses

Rewrite each pair of sentences as one new sentence, using the preposition underlined followed by a relative pronoun.

- a) There are a number of trees and plants. Rubber is taken from them.
There are a number of trees and plants from which rubber is taken from
- b) The instrument is called a barometer. We measure air pressure with it.
The instrument with which we measure air pressure is called a barometer
- c) The spacecraft was called Apollo 11. In this spacecraft astronauts visited the moon for the first time.
The spacecraft in which astronauts visited the moon was called Apollo 11
- d) Prof. Gibbons is an eminent scientist. Fellow scientists all over the world feel admiration for him.
Prof. Gibbons is an eminent scientist for whom fellow scientists feel admiration for.
- e) Prof. Gibbons published several books on nanotechnology. A BBC documentary was based on his research.
Prof. Gibbons published several books on which a BBC documentary was based on.

2.6 Find 14 mistakes (relative structures/commas) in the text and correct them.

Tourism

which

Tourism today is an industry has grown so much in recent years that in many countries it provides the greatest single contribution to the country's revenue. But is it always a good thing? Mass tourism, which is a relatively recent phenomenon, brings with it a whole raft of problems. First, it means that a country's economy may rely on an industry who is wholly seasonal, with the consequence that the jugs numbers of people work in tourism during the season have no income during the rest of the year. Some find wherever work they can, but others may look for support from a government is already receiving lower revenues.

which

Second, it is true that in many countries tourists are destroying the very sights where they flock to see. They take home pieces of an ancient monument or of a coral reef which will gradually result in erosion of the attractions and therefore of the industry. While this kind of destruction may be wholly unintentional, a certain type of tourist which want s only a 'good time' can be very destructive in a different way: they behave badly, pick fights and often damage the hotel rooms where they are staying in. Obviously, it is then this behaviour by that the local community judges all members of that nationality, creating enmity rather than fostering empathy, whose should be one of the main advantages of tourism.

Finally, there are many places tourism is threatening a well-established way of life: people that whose livelihoods traditionally come from older industries, such as agriculture or fishing, are finding new jobs and wealth in the overdeveloped tourist regions, but at what cost? It is sometimes difficult to understand the reasons which for countries become involved in tourism.

Source: Foley/Hall: MyGrammarLab. Advanced. Pearson, 2012

2.7 Relative Clauses – Participle Clauses

A. In defining relative clauses with a continuous verb form, or a passive, we can simplify the sentences by leaving out the relative pronoun and the auxiliary.

Look at the sentences below and underline the relative pronouns, the continuous verb forms and the passives in sentences (a) and the participle in sentences (b).

- a) The products that were attracting most interest were the smaller, lighter models.
- b) The products attracting most interest were the smaller, lighter models.

- a) Passengers who are seated in rows J-P can now board the aircraft.
- b) Passengers seated in rows J-P can now board the aircraft.

- a) Food which is sold in supermarkets needs a relatively long shelf-life.
- b) Food sold in supermarkets need a relatively long shelf-life.

- a) The people who are making the real decisions are all at Head Office.
- b) The people making the real decisions are all at Head Office.

B. Rewrite the following sentences reducing the relative clauses as much as possible.

- a) There was only one computer which was still running.

- b) This is a power plant which is operated with wind energy.

- c) Students who are involved in the research project will be informed about the proceedings on Monday.

- d) The microphone which had been developed by the R&D department is part of the new product range.

- e) The airplane which is taking off at the moment is an Airbus which was manufactured in France.

- f) The company which is undergoing some major restructuring at the moment might recover from its latest financial and operational crisis.

2.8 Relative Clauses – Listening Comprehension

A. In the following *BBC Learning English* program, the topic of science in popular films is discussed. You will also hear the scientist and writer Professor Sidney Perkowitz outlining his views on whether a good film should have good science.
Listen and answer the questions.

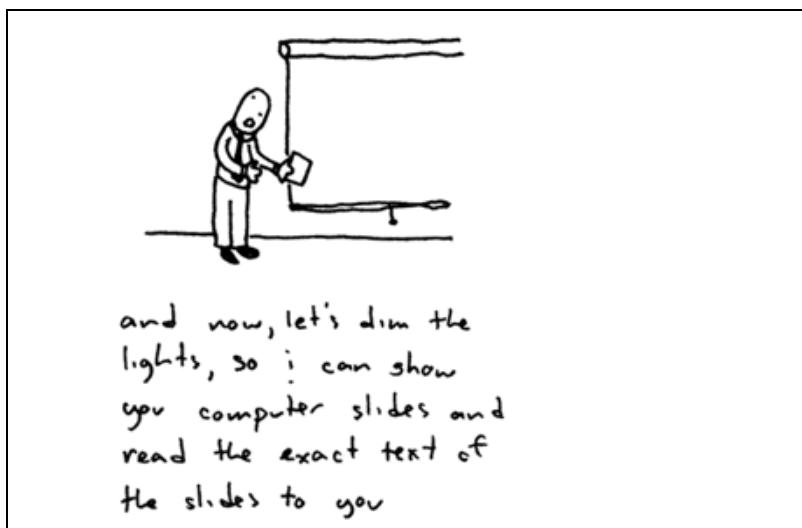
1. What would you hear if you were in space and there was a big explosion?
2. What happens if you throw a lit cigarette into a pool of gasoline?
3. Who is Sidney Perkowitz?
4. What is the question the BBC asked Sidney Perkowitz in the interview?
5. What is Mr Perkowitz's answer to the question?
6. Can a film with "less than accurate" science be a good film? What example is given?
7. Can you think of other examples of inaccurate movie science?

B. Language exercise: Connect sentences a) with sentences b) using relative pronouns.

- a) The film "The Day after Tomorrow" is about global warming.
b) The film came out in 2004.
- a) Professor Sidney Perkowitz was interviewed by the BBC.
b) He has written the book *Hollywood Science*.
- a) Sidney Perkowitz is a professor of physics at Emory University.
b) He is involved in research and teaches at Emory University.

3 PRESENTATIONS

3.1 The Art of Presenting



Source: passthelegacy.wordpress.com

A. In pairs, brainstorm what makes a good presentation and write down the 5 most important points.

less is more
more slides with fewer text on it

B. 'How to Give an Awesome Presentation'

Watch the following video and answer the questions below.

<https://www.youtube.com/watch?v=i68a6M5FFBc>

1. What was wrong with Jim's presentations and what effect did this have on the audience?
ineffective charts and tables, lots of bullet points
2. How did Jim improve his presentation style?
he focuses on the story, with a clear structure (beginning, middle, end, conclusion)
3. What are the props Jim uses?
handouts, flipchart, whiteboard, sometimes nothing at all
4. How has his power point technique changed?
great
5. What do you think of Jim's idea to use copious notes?
great

3.2 Presentation Module SelTec



Presentation Topic: Company Profile

In this module, students are required to give a presentation about a company. In pairs, prepare your presentation in such a way that each presenter speaks for 7 to 8 minutes. Each presentation should contain the following information:

- History of company
 - Reason for choice of topic
 - Organisation
 - Service / Product description
 - Status: health / market position
 - Projected future
 - Critical angle
- many slides
clear, not too much information

3.3 Presentations – Intercultural Aspects

The challenge for every person working internationally is to develop a flexible style of communication which takes into account the needs of different audiences. This also applies to presentations. Expectations of what a good presentation is varies from culture to culture.

Information

How much information does the audience want to hear?

video? to illustrate a point
think about it

In some cultures, people expect a **detailed presentation**. In others, they prefer something **short and concise**. Some cultures prefer to have more **extensive handouts** instead of lengthy talks.

How should the presentation be **structured**?

In some cultures, an audience expects a **clear structure**, a clear **common thread** and clear planning. Other cultures communicate by developing themes **organically** and enjoy digressions and spontaneity.

Seriousness

tell about the company's culture

What level of **formality** is required?

What **register** should be chosen? Can the audience be addressed directly and how should it be addressed? What is the **dress code**? Will the audience expect and appreciate **jokes**? Jokes are very risky, especially when they have to cross language and culture barriers. **Irony** is can be equally difficult. Speakers must make sure not to offend the listeners.

Interaction

Does the audience simply wish to **listen** to the talk or would people like to be **actively** involved?

In some cultures it is rude to address people directly and expose them in this way. Direct questions are perceived as shocking. Others find it helpful and like to play an active role.

Culture vs Individual

However, it must not be forgotten that presentation styles are also **individual** and differ from person to person. Sometimes **company cultures** within one country can vary considerably. Also, with ongoing globalisation, a kind of **international business culture** is being created. Still, there are some cultures and individuals that find it easier to adapt others are still more rigid. It certainly makes sense to prepare, be sensitive and **avoid potential pitfalls**.

Discussion:

1. How have the 3 aspects “Information”, “Seriousness” and “Interaction“ been handled in the presentations you have recently seen in your professional life?
2. Have you seen any presentations in a context that was culturally different from yours?
Have you noticed any differences?
3. How have you handled the above aspects in presentations that you have given?

Source: Jeremy Comfort: Business across culture. York, 2000

3.4 Presentation Language - Signposting and Structuring

A. Signposts are language elements that structure a presentation and help the audience orientate. Match the beginning of each phrase 1-10 with its correct ending a- j.

1. Ok let's **b)**
2. If you have any questions, **g)**
3. I'll come back **h)**
4. I've divided my talk **d)**
5. Just to digress for **a)**
6. Let's examine this **c)**
7. Let's move **f)**
8. My own view **e)**
9. Ok, that's all I want to **j)**
10. Right, let's begin **i)**

- a. a moment
- b. get started. Can everybody see?
- c. in more detail.
- d. into three main parts.
- e. on this is
- f. on to the second point.
- g. please feel free to interrupt.
- h. to this in a moment.
- i. with the first slide.
- j. say about the first point.

B. Continue as before.

1. As you can see **f)**
2. I began by telling you **a)**
3. I'd like us to **c)**
4. Just to summarize **h)**
5. Let me explain **j)**
6. Now, do we have **b)**
7. Right, that brings me to **g)**
8. Thank you all **d)**
9. This leads me **i)**
10. What is the reason **e)**

- a. a little about Then I explained how After that I talked about
- b. any questions?
- c. focus your attention on two things on this chart
- d. for coming and I hope it's been useful.
- e. for this? The reason is
- f. on this next slide,
- g. the end of my presentation.
- h. the main points again before I finish.
- i. to my third point, which is
- j. with a concrete example.

C. Fill in the gaps with the correct preposition.

1. Take a look **at** this picture. What does it tell you **about** our company?
2. I've divided my talk **into** four main parts.
3. Right, let's begin **with** the first slide.
4. Let's move **on to** the second point.
5. This leads me **to** my third main point.
6. I'll come **back** to this in a moment.
7. My own view **on** this is simple.
8. I think there are three questions to focus **on**.
9. As you can see **on** this next slide,
10. So, **in** conclusion, I hope that my talk has given you a good overview **of** our company
11. Thank you all **for** coming.
12. Here's my email address **in** case you want to get in touch.

D. Complete the sentences with the pairs of words in the box.

anyone / comments	brings / end	digress / moment	examine / detail	explain / again
explain / concrete	highlight / diagram	question / opinion	scope / afterwards	
time / question	useful / background		start / introducing	

1. Let me **start** by **introducing** myself.
2. Just to **digress** for a **moment**
3. It might be **useful** to give a little **background** here.
4. Let's **examine** this in more **detail**.
5. Let me **explain** with a **concrete** example.
6. I'd like to **highlight** two things on this **diagram**
7. Does **anyone** have any **comments**
8. Right, that **brings** me nearly to the **end** of my presentation.
9. Sorry, can you **explain** that **again**?
10. That's an interesting **question**. What's your own **opinion**?
11. I think that's outside the **scope** of this presentation, but I'm happy to discuss it with you **afterwards**
12. Ok, I think there's **time** for one last **question**

E. Complete the following presentation with elements from the box.

~~Basically – comments – first – move – third – secondly – look – reason – reason – stress – so far – useful – point – slide – firstly – background – second~~

" Ok, let's **move** .¹ on to the next **point** .², which is wind energy technology. The market for wind turbines is shifting from onshore to offshore. It might be **useful** .³ to give a little **background** .⁴ here. As you can see on this next **slide** .⁵, onshore wind farms have several drawbacks: **First** .⁶ you need a reliably windy location, **second** .⁷ the farms can cause visual pollution, and **third** .⁸ there are some serious engineering questions. What are these engineering questions? **Basically** .⁹ there are two issues. **Firstly** .¹⁰, the stability of the structure as you make it bigger, and **secondly** .¹¹ the problem of having the blades always facing the wind.

So the trend is towards offshore wind farms, and there are some engineering challenges here. Have a **look** .¹² at this slide – it shows the design for an offshore turbine that sits on the surface of the sea. It's three times more efficient than an onshore turbine of equivalent size. What is the **reason** .¹³ for this? The **reason** .¹⁴ is that it uses a completely different design that isn't dependent on the wind direction. There is a large V-shaped structure with rigid "sails" mounted along its length. As the wind passes over these they act like airfoils and this generates lift and turns the structure as a whole. I would like to **stress** .¹⁵ that this design is not yet in commercial production, but a prototype is currently being tested off the coast of Scotland.

Ok. Are there any questions **so far** .¹⁶? Does anyone have any **comments** .¹⁷?"

Adapted from Macmillan: Business Vocabulary Builder

F. Complete this presentation about flexible working and e-teams with the phrases from the list.

I said earlier — and this brings me — this where — turning to — moving on for example — I mean — just to fill you in — I'd like to start — just to digress something to think about — put it another way

I am going to talk about flexible working, and in particular e-teams.

¹ in on some of the background, research has shown that flexible working exists in 48% of companies with ten or more employees, and 61% of managers said that flexible working results in job satisfaction. It's

² and I'll return to this later .

³ by saying that a good communications policy is vital. the e-team operates on a 'dispersed' basis. To ⁴, team members work in different locations and at different times. This means that synchronous communications need to be improved to take account of reduced face-to-face contact. By 'synchronous' ⁵ meetings, telephone, video conferencing. Asynchronous communications – briefing notes, circulars, email, voicemail – need to be managed more carefully

OK, ⁶ to look at the customer dimension.

Whatever the working arrangements, it's vital that the customer gets a quick response. So, ⁷, making the customer wait until a part-time member of staff is on duty, possibly several days later, is not acceptable. The vital information needs to be constantly available

Now, ⁸ the issue of contacting staff members. As ⁹, the team is likely to be dispersed. The ideal is to have a 'seamless' telephone system. ¹⁰ people are integrated into the telephone network wherever they are.

¹¹ for a second – use of the telephone should be encouraged. Regular voice contact is important to avoid isolation.

¹² to the last point – there is no substitute for getting everyone together on a regular basis. Make it fun, too

3.5 Presentations – Tense Exercises

Fill the gaps in the following text with the most appropriate active or passive tense form of the verb.

Wikipedia

simple present Wikipedia **is** ..¹ (to be) a free, collaborative, multilingual Internet encyclopedia supported by the non-profit Wikimedia Foundation. Its 21 million articles **have been written** ..² (write) collaboratively by volunteers around the world. Almost all of simple present passive its articles **can be edited** ..³ (can + edit) by anyone with access to the site, and it simple present **has** ..⁴ (have) about 100,000 regularly active contributors. As of April present perfect 2012, there are editions of Wikipedia in 285 languages. It **has become** ..⁵ (become) the largest and most popular general reference work on the Internet, ranking sixth globally among all websites and having an estimated 365 million readers worldwide. It simple present passiv **is estimated** ..⁶ (estimate) that Wikipedia **receives** ..⁷ (receive) 2.7 billion monthly page views from the United States alone.

Wikipedia **was launched** ..⁸ (launch) in January 2001 by Jimmy Wales and Larry Sanger. Sanger **coined** ..⁹ (coin) the name *Wikipedia*, which is a blend of **wiki** (a type of collaborative website, from the Hawaiian word *wiki*, meaning "quick") and **encyclopedia**.

Wikipedia's departure from the expert-driven style of encyclopedia building and the presence of a large body of nonacademic content **received** ..¹⁰ (receive) ample attention in print media. In its 2006 Person of the Year article, *Time* magazine **recognized** ..¹¹ (recognize) the rapid growth of online collaboration and interaction by millions of people around the world. It **cited** ..¹² (cite) Wikipedia as an example, in addition to YouTube, MySpace, and Facebook. Wikipedia **was praised** ..¹³ (praise) as a news source because of how quickly articles about recent events appear. Students **were assigned** ..¹⁴ (assign) to write Wikipedia articles as an exercise in clearly and succinctly explaining difficult concepts to an uninitiated audience.

Although the policies of Wikipedia **demand** ..¹⁵ (demand) verifiability and a neutral point of view, criticisms aimed at Wikipedia **have included** ..¹⁶ (include) allegations about quality of writing, inaccurate or inconsistent information, and explicit content. Various experts (including founder Jimmy Wales and Jonathan Zittrain, Oxford University) have expressed concern over possible (intentional or unintentional) biases. These allegations **have variously been addressed** ..¹⁷ (variously address) by Wikipedia policies.

While not a criticism *per se*, other disparagers of Wikipedia simply point out ..¹⁸ (point out) vulnerabilities inherent to any wiki that may be edited ..¹⁹ (may + edited) by anyone. These critics observed ..²⁰ (observe) that much weight was given ..²¹ (give) to topics that more editors are likely to know about, like popular culture, and that the site is vulnerable to vandalism, though some research indicates ..²² (indicate) that vandalism was quickly deleted (quickly delete). Critics pointed out ..²⁴ (point out) that some articles contained ..²⁵ (contain) unverified or inconsistent information, though a 2005 investigation in *Nature* showed ..²⁶ (show) that the science articles they compared ..²⁷ (compare) came ..²⁸ (come) close to the level of accuracy of *Encyclopædia Britannica* and have ..²⁹ (have) a similar rate of "serious errors". Some observers stated ..³⁰ (state) that Wikipedia represented ..³¹ (represent) an economic threat to publishers of traditional encyclopedias, who may be unable to compete with a product that is essentially free. Others disputed ..³² (dispute) the notion that Wikipedia, or similar efforts, entirely displacing ..³³ (entirely displace) traditional publications. For instance, Chris Anderson, the editor-in-chief of *Wired Magazine*, wrote ..³⁴ (write) in *Nature* that the "wisdom of crowds" approach of Wikipedia was not displacing ..³⁵ (not displace) top scientific journals, with their rigorous peer review process.

3.6 Presentation Language – Listening Comprehension

Listen and complete the following presentation with structuring elements.

.¹ I'd like to thank Keiko Ishida for her kind words of introduction, and for inviting me here to speak to you this morning. The .² is "The Age of the Robot", and I'll be talking today about robotics, and .³ their commercial exploitation.

.⁴ there's huge interest in the subject, as can be seen by the number of people in the audience today, and .⁵ as we predict that over the next decade robotics is going to be one of the world's fastest growing industries.

.⁶, we predict that health-care robots in Japan alone will be a \$1 billion market by 2015. They'll be present in hospitals and nursing homes, reminding patients to take their medicines, delivering food trays, cleaning, supporting patients who have problems walking, and doing almost everything else except for peeling the grapes.

.⁷, Sony Corporation thinks that the best place to launch the robot revolution is home entertainment, because singing and dancing robots don't do anything essential and it's ok if they make a mistake sometimes. .⁸ home entertainment is likely to be the biggest market eventually, with some households having two or three robots, just like they have PCs today. .⁹ all the leading players

.¹⁰ Matsushita, NEC and Omron are investing tens of millions of dollars in the development of personal robots. .¹¹ progress has been rapid, and scientists now understand the technology necessary for complex action like walking on two feet without falling over.

.¹², it's clear that the development of "robo sapiens" with something that approximates human intelligence will take longer, .¹³ a lot longer.

.¹⁴, it's clear that in terms of competition between countries Japan leads in robotics at the moment, .¹⁵ the Americans are trying hard to catch up. And Japan does urgently need a whole new area of products to sell to the world as profit margins in other areas of consumer electronics get smaller.

So, .¹⁶, I've tried to show how I believe we're entering a new age, the age of the robot, and it's an age that's full of business opportunities.

Adapted from: Emmerson: Business Grammar Builder, Macmillan

3.7 Presentation Practice

Work in pairs. For each of the tasks below your teacher will present you with two topics. Take turns speaking. One of you takes the first topic, the other the second topic offered.

1. Speak for one minute each on the topics given by your teacher.
2. Speak for one minute each on the next topics given by your teacher taking a "pro/con approach". Use the structure: "on the one hand" – "one the other hand".
3. Speak for one minute each dividing the topic given into 3 main aspects. Divide your speech by using the structuring elements: "First – second – third"
4. Speak for one minute each on the topics given by your teacher introducing your topic with a sentence like: "I will speak about XYZ, which has become an increasingly important issue .." or "I would like to talk about XYZ because it seems to me that this topic .."
5. Speak for one minute on the topics given by your teacher introducing your topic like in the exercise above and then finishing with a conclusion such as : "In conclusion, I would like to say .." — "All in all, it can be said .." — "I would like to finish my presentation by summarising again .."

3.8 Common Mistakes in Presentations

1. Hello together.
2. I study Elektro.
3. First I will tell you a little bit about me.
4. I made my apprenticeship with this company.
5. First I would like to explain you the organisation of the company, then I will talk short about the history of the company.
6. To the history of the company.
7. Let's have a look to the products that the company produces.
8. I would like to show you a little video to give you more informations about the product.
9. Who knows what is the most popular product of this company?
10. The product has been developed very careful and now enjoys great economically success.
11. First the products get developed and then they get tested in various ways.
12. The product, who is very popular amongst young people, has won many prizes.
13. The inventor from the product is a young engineer from Japan.
14. This line graph shows you how promising looks the future of company.
15. Who knows how the product actually looks like?
16. It gives three different models of the product.

4 E-MAIL WRITING IN THE WORKPLACE

4.1 E-mail – Format and Style

Informality:

Adjust the tone of your e-mail according to the recipients and situation. Informality is common in email, but think twice about using humour or sarcasm with business clients and higher-level management – especially those whose native language isn't English.

Brevity:

E-mail messages are normally rather short – for example, under a dozen lines – and the paragraphs are short as well. Most people don't like having to do lots of extended reading on a computer screen. Consider putting lengthy messages in printable documents and attaching them to your email. True, you can print mail, but the pagination can be faulty.

Specific subject lines:

To ensure e-mail gets read and has the desired impact, make the subject line specific and compelling. If recipients have 60 to 70 messages waiting in the inbox and all they can see are the subject lines, they are more likely to read the ones that look interesting.

Important information first:

High-volume e-mail users tend to lose interest or patience quickly. Put the most important information at the beginning of your message. Use subsequent sentences for elaboration.

Short paragraphs and space between paragraphs:

Whenever possible, break your messages into paragraphs of three or four lines. And when you divide your message into paragraphs, skip a line between them.

Source: D.Beer / D. McMurrey: A Guide to Writing as an Engineer. Wiley, 2005

4.2 E-mail Writing Elements

Useful phrases for e-mail writing.

	More formal	More informal
First line	Dear Sir or Madam / Dear (name)	Hi / (just the name) / (nothing at all)
Friendly opening	It was a great pleasure to meet you in	How's it going? / I hope you're well. Great to hear from you again!
Previous contact	Thank you very much for sending Further to our earlier conversation,	Thanks for your email. Following your call,
Reason for writing	I'm writing with regard to I'm writing to find out more information about	This is just a quick note to say / ask for Re your email below,
Request	I was wondering if you could I would be grateful if you could	Please Can you ?
Offer help	Would you like me to If you wish, I would be happy to	Shall I ? Do you want me to ?
Final comments	If I can offer any further assistance, please do not hesitate to contact me. Please feel free to contact me if you have any questions.	If you need any more information, just let me know. Just give me a call if you have any questions.
Friendly close	I look forward to hearing from you. Give my regards to	See you soon. / Thanks for your help. / Good luck with / Best wishes to
Last line	Yours sincerely / Kind regards / Best wishes	Best wishes / All the best / (just the name)

Adapted from P. Emmerson's Business Vocabulary Builder

4.3 E-mail Language

A. The following expressions are useful in e-mails. Complete the sentences with prepositions. In some cases (2) two words are needed.

- a) Have a quick look theses figures and get back me asap.
- b) Let me know if you need any help the construction team. And copy me
 (2) any correspondence them.
- c) Could you get touch with our suppliers and sort something (2)
 them? I'll leave the details you, but keep me the loop.
- d) You did a great job the presentation. It went down really well the
 Belgians. We'll just have to wait and see what they come to us .
- e) Can you update me where we are the conference arrangements?
 I'm a bit (2) touch. Can I leave it (2) you to contact the other
 participants?
- f) I'd like to sound you (2) this new packaging idea. Let's meet to
 discuss it sometime next week.
- g) I know that you are snowed with work at the moment and probably don't want
 to take any more, but could you please take this Milan business my
 hands?
- h) I haven't had time to read the whole report and I'll probably need to check
 some of these figures the computer, but leave it (2) me.

B. Match the expressions with corresponding meanings.

- | | |
|------------------------------------|-----------------------------|
| 1. with reference to | a) this is to let you know |
| 2. as you are aware | b) do let me know |
| 3. I am sorry to tell you | c) fortunately |
| 4. this is to confirm that | d) I would appreciate it if |
| 5. I am pleased to inform you | e) concerning |
| 6. I would like to inform you | f) please remember that |
| 7. I would be grateful if | g) I confirm that |
| 8. I would like to remind you that | h) unfortunately |
| 9. do not hesitate to contact me | i) best wishes |
| 10. kind regards | j) as you may know |

C. Fill the gaps with verbs from the box.

appreciate — contact — do — feel — hesitate — know — note
offer — postpone — remind — shall — take — wonder — would

1. Please **feel** . free to **contact** . me if you have any questions.
2. **Shall** . we reschedule the meeting for the Monday?
3. **Wonder** . if you could give me some information?
4. If I can **offer** . any further advice or assistance, please don't **hesitate** . to contact me.
5. Just a quick note to **remind** . you that it's the end of the quarter and the sales figures are due.
6. Let me **know** . if there's anything else I can **do** .
7. I **would** . like to **take** . the opportunity to tell you about an important staff change.
8. I would **appreciate** . your help with this.
9. Please **note** that I will be away from the office for the whole of next week.
10. I'm sorry to tell you that I have to **postpone** . my visit to your offices next week.

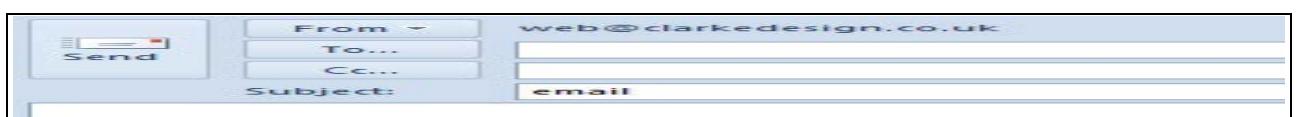
accept — acknowledge — assure — click — discuss — insist
notice — offer — resolve — send — take — welcome

11. Can I call you in a day or two? I would **welcome** . the opportunity to **discuss** . your needs in more detail.
12. Please **send** . copies of the shipping documents and invoice directly to me.
13. Please **take** . urgent action to **resolve** . this matter.
14. I **noticed** on your website that you can personalize desk and wall calendars.
15. I can **assure** . you were doing everything we can.
16. We do **offer** . quantity discounts for large orders.
17. I must **insist** . that you give this matter your urgent attention.
18. For further information please **click** . on the link below.
19. Please **acknowledge** . receipt of this order.
20. Please **accept** . my sincere apologies for any inconvenience caused.

D. Complete this internal email and the reply with the words in the box.

attached — attend — circulate — co-operation — done — event — finalised
 get back — make sure — note — put — re — remind — tell


<p>Just a quick ¹ to all line managers to ².</p> <p>you that the arrangements for the Online Marketing seminar have now been ³.</p> <p>It will take place on 28 April – full details are ⁴ as a pdf.</p> <p>This ⁵ is part of our ongoing staff development program – please</p> <p>encourage people to ⁶.</p> <p>I need to know approximate numbers asap — ⁷ to me on this by t</p> <p>he end of next week if possible.</p> <p>Thank you for your ⁸.</p> <p>Miguel Hernandez</p>


<p>Miguel – thanks for the info ⁹ the seminar.</p> <p>You've ¹⁰ a lot of work into organizing this. Well done!</p> <p>I'll ¹¹ the pdf to everyone concerned and ¹².</p> <p>that everybody knows about it.</p> <p>Can you ¹³ me if there is any limit on numbers? I'm sure there will be</p> <p>a lot of interest in our department.</p> <p>Thanks again. You've ¹⁴ a great job!</p>

E. Fill the gaps with words from the box. Certain words are used more than once.

about — at — back — by — for — from — in — of — on — over — to — with

1. I'm regarding . regard . job vacancy ref. no. TH729.
2. I'm writing . relation . job vacancy ref. no. TH729.
3. Many thanks . all your help.
4. I would be grateful . any information you have on this.
5. Have a good look at the report and get . me if you have any questions.
6. I'm sure that I can count . your continuing commitment .
(=during) future months.
7. We will contact you again . the near future.
8. I have been looking . your website and am interested . ordering
some office supplies.
9. . particular, I need paper and cartridges suitable . Canon
copiers.
10. I am writing to complain . the poor service we have received .
your company.
11. . the meantime, please don't hesitate to contact me if you have any
questions.
12. We are still waiting . delivery . these parts.
13. The goods must be delivered to Busan port . 24 April . the
latest.
14. Please call me . my direct line, 123 456 78 90.
15. Good luck . everything.

F. Complete the sentences by putting a verb in the box into either the –ing or the –ed form.

attach - buy - cause - concern - do - follow - forward get - go - hear - make - request - use - wonder

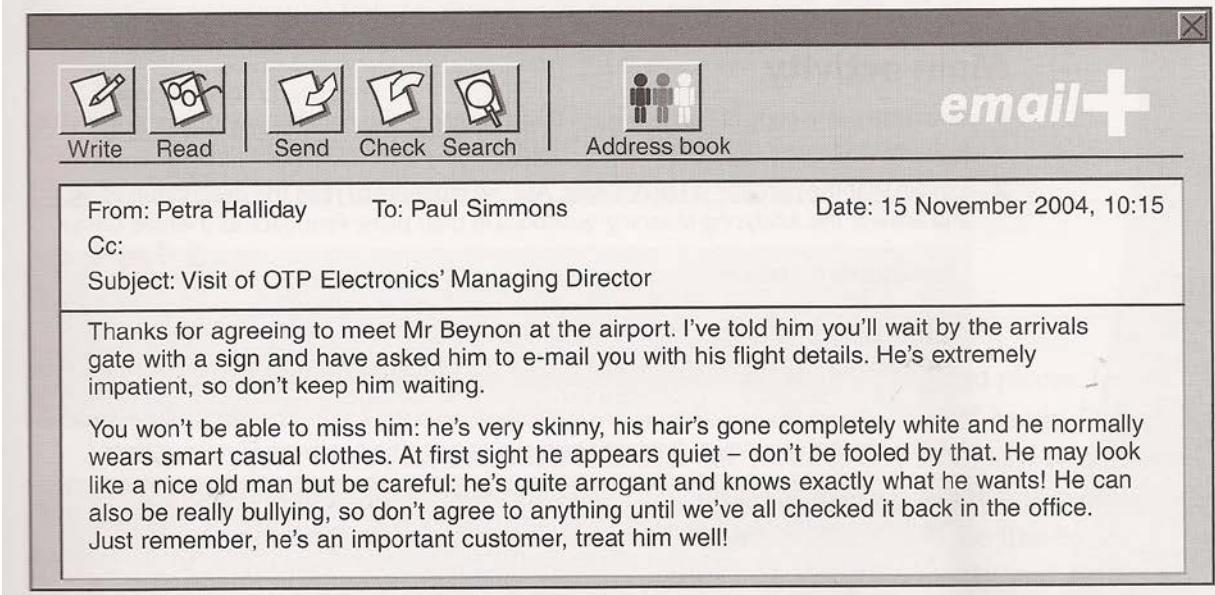
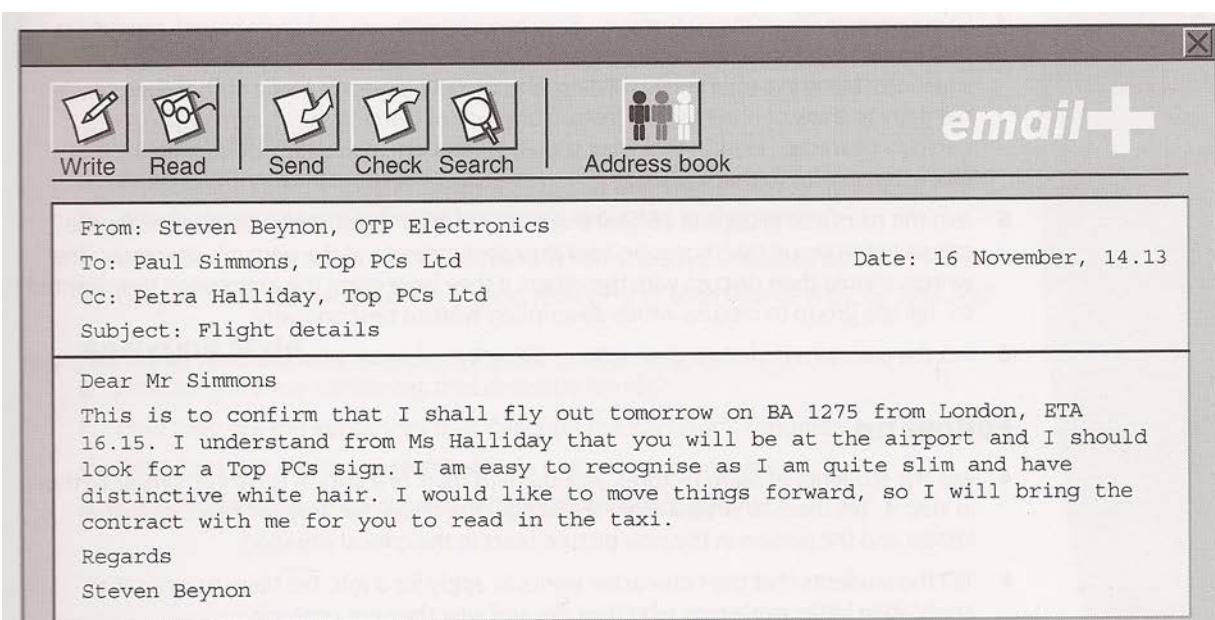
1. You can find further details by . to our website.
2. I was . if you could help me?
3. As ., I'm sending you a copy of our accounts.
4. This has . us considerable inconvenience.
5. . our recent conversation, please find attached our order.
6. We look forward to . more business with you in the future.
7. I . it clear when I spoke to you last week that we hold you responsible.
8. I look forward to . from you.
9. We recommend . DHL, UPS or Fed Ex as your carrier.
10. I was very . to learn about the late delivery of the parts you ordered from us.
11. Thank you for . back to me so quickly.
12. We are interested in . from Fairtrade organisations such as yourself.
13. I have . a copy of our brochure.
14. Your email was . to us.

4.4 E-mail Writing – Style

Both of the following e-mails deal with the same topic.

A. Compare the first e-mail with the second one. Which one is more formal?

B. Underline the corresponding content elements in both mails and discuss how the language differs.



Adapted from: Graham Palmer: Writing Extra. Cambridge University Press, 2004

C. The style you choose for your e-mail depends on who you are writing to, but generally a friendly, neutral tone will work best. Be neither too formal nor too familiar. Avoid unnecessary acronyms (e.g. HSR), abbreviations (e.g. asap) and slang which may confuse the reader or sound silly. Find below an example of an e-mail that should be familiar yet professional. In a) – l) find the “middle way”. Underline the best option in each section of the e-mail below.

- a) Hi Jim / Dear Timothy / Yo! Jimbo
- b) I trust you are well. / How's it hanging? / How's it going?
- c) You did a great job on the presentation. Well done. / My congratulations on a most effective presentation. / Way to go, man! Killer presentation.
- d) The product demo just blew us away! / The product demonstration was extremely well received. / The product demo went down really well.
- e) The only thing is, I'm not too happy with the packaging design. / But – don't hate me for saying this – the packaging design really sucks! / The packaging design, however, is giving me some cause for concern.
- f) I strongly recommend we review the situation. / Frankly, I'd scrap it. / I suggest we have a bit of a rethink.
- g) Catch up with you next week to chew over a few alternatives. / Let's get together next week and see what we can come up with. / I propose we schedule a brainstorming meeting for next week.
- h) BTW if you've a sec, run your eye over the Singapore report, would you? / Also, if you have time, could you have a look at the Singapore report? / If it's not too much trouble your input on the Singapore report would also be much appreciated.
- i) And please note: I require a complete cost breakdown for this project as soon as possible. / It's very important that I have your budget for this project as soon as you can get it to me. / Need your budget for the project too – yesterday, if not sooner. ☺
- j) If you have any problems, give Sandra Taylor in accounts a call. / Any probs, give Sandra in accounts a buzz. / Should you have any problems, Sandra Taylor in accounts may be able to be of assistance.
- k) Best regards. / Yours sincerely / Ciao!
- l) Simon / Simon Allen (Director of Marketing) / Si

D. Match each formal phrase 1 – 4 with an informal phrase a – n.

1. I'm writing with regard to your last email. _____
2. Further to our earlier conversation, _____
3. I would like to apologise for _____. _____
4. I would be grateful if you could send me _____. _____
5. Is next Friday convenient for you? _____
6. Please don't hesitate to contact me if .. _____. _____
7. Thank you for your kind invitation. _____
8. I was wondering if you could ? _____. _____
9. I would be very pleased to come. _____
10. I would like to remind everyone that _____. _____
11. I will contact you again in the near future. _____
12. We wish you every success in the future. _____
13. Please find attached . _____. _____
14. I would like to thank you very much for . I really appreciate it. _____

- a) Thanks for asking me.
- b) Good luck with everything!
- c) Can you ?
- d) Please contact me if
- e) Re your last email,
- f) I'll get back to you very soon.
- g) Sorry about
- h) Following up your earlier call,
- i) Let me know if you can make it next Friday.
- j) I'd love to come.
- k) Thanks again for all your help. Much appreciated.
- l) Just a quick note to remind you that
- m) I've attached
- n) Please send me

4.5 E-mail Writing – Text Correction

A. Correct the following e-mail in the space provided below.

From: OTT Office machines
Subject: Your order from March 13, 2012
Date: March 30, 2012
To: Otis Potts

Hi there Mr Potts!!

I hope you are fine. Thank you for ordering. There are manufacturing difficulties. There will be a small delay in delivery. Our robot which makes the MX10-12 has broken and it will take months to repair it.

Many thanks for this order.

Please accept our apologies for this delay, which is beyond our control. The robot doesn't break down very often!

Yours sincerely

Leonard Sprout

B. Check the following e-mail for mistakes (style, spelling, grammar) and correct them.

To: stephen.steele@cellmax.co.uk
cc:
bbc:
Subject:
Attachments: none

Steve

Can you update me on where you are with the Rome Expo arrangements
I was unable to open the attachment you sent me, so I don't have the copy
of the programme. As for the Copenhagen conference is concerned I don't
just have time for dealing with it myself. So please can you sort this out with
Danes asap? You'll need probably to contact Margrethe Rasmussen at their
headquarters in Helsingborg. Copy me in on any correspondence.

Thanx a lot! Your a star!!!!

Maxine

(BTW any news on Gary's feasibility study???)

C. Check the following e-mail for mistakes and correct them.

Dear Mr Jiminez

Thank you for your email of 5 March by enquiring about our range of executive briefcases.

The enclosed leaflet summarises the specifications and prices of our total range of cases for professionals. In the most cases we are able to supply the goods within fourteen days.

We allow a quantity discount of 7% on purchases of 50 or more of models, rising to 15% on quantities of 100 or more. Furthermore we offer a discount of 3% for payment within 14 days from date of invoice. Payment should be paid in sterling and within 30 days.

Finally I have taken you the liberty of enclosing a copy of our latest catalogue giving full details of our range of executive luggage and leather goods. I hope you will find it of interest.

Should you have any further questions please do not hesitate to contact me personally on the above numbers.

We look forward to receive an order from you in the near future.

Yours sincerely

Colin Davis

D. Check the following e-mail for mistakes and correct them.

Dear Madame

Thank you very much for your letter and the inclosed literature, which we received on Thursday 7 July. The information it contained was quite interesting and we would like further details on several products in the catalogue.

No. 44/77 Is this available in white?

No. 78/612 What is the discount price of this for orders of over 500 pieces?

No. 34/009 Is this compatible with your 55/88 device?

Friendly greetings,

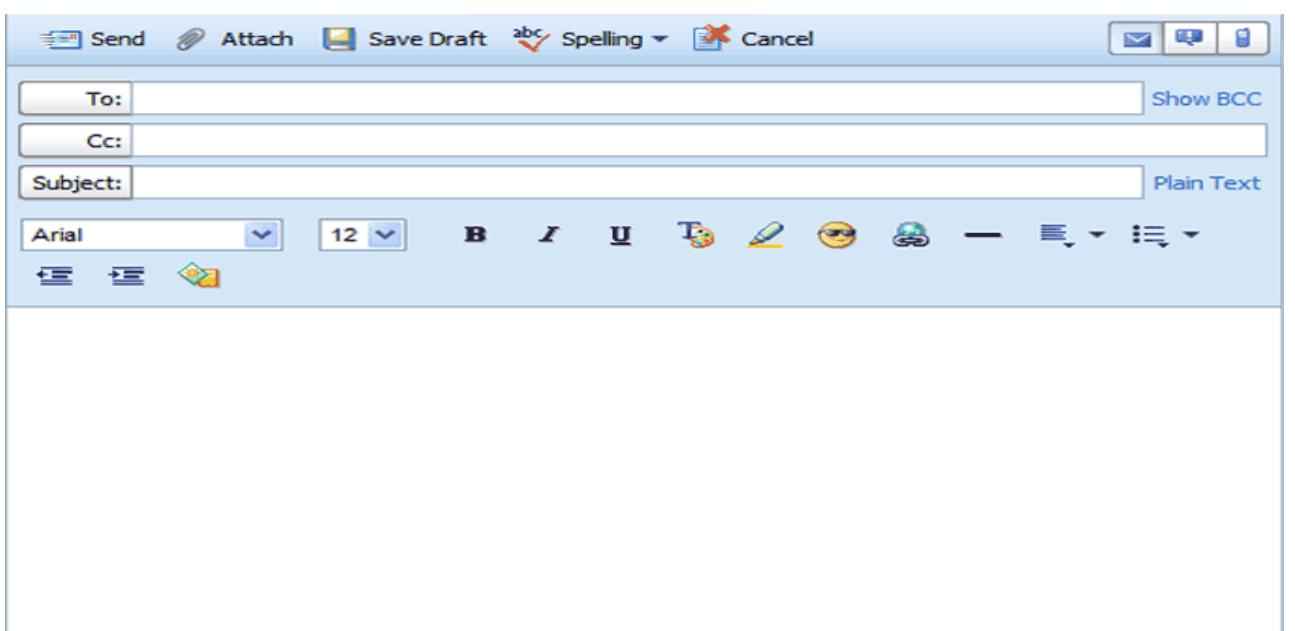
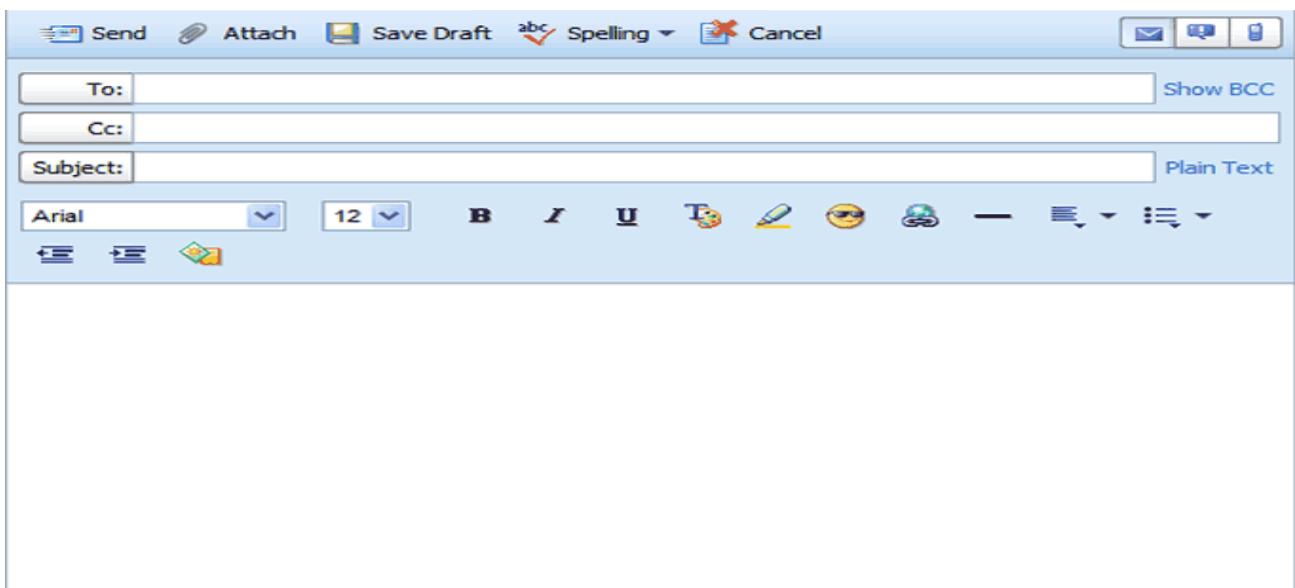
Max Müller

Adapted from: Mark Powell 2003

4.6 E-mail Writing – Practice

The following exercise can be done as pair work. Student A starts with task 1 a), student B with task 2 a). Then they reply to each other's e-mail by accomplishing the respective b) task.

- Task 1**
- a) Write an e-mail from a potential new customer to a company requesting information about some products they sell.
 - b) Write an e-mail in reply: thank them, provide further information about the specific products, suggest action for them to take.
- Task 2**
- a) Write an e-mail from a customer / supplier abroad to a company, asking to visit them.
 - b) Write an e-mail in reply: give details of the visit and say how much you are looking forward to seeing him/her.



5 APPLYING FOR A JOB

5.1 Applying for a Job in the English-Speaking World

A job application in the English speaking world includes a **curriculum vitae (GB) / resume (US)** and a **cover letter**. Copies of certificates and other references are not necessary at this first level.

When applying in English, the circumstances of the application have to be taken into consideration. When applying for a job abroad, the applicant has to pay attention to **intercultural factors**. In Anglo-Saxon cultures, the rules for job applications are different from those in Switzerland. However, more internationally-oriented Swiss companies often ask for applications in English, but tend to expect Swiss conventions to be observed.

Applicants are advised to find out about respective company cultures.

Watch the following three videos about the job application process and answer the questions

A. The Cover Letter

<https://www.youtube.com/watch?v=oiR3Uu5sbXw>

1. What the aim of a cover letter?
sell yourself address to right person,
never re-use it
2. What are the 3 tips given for the perfect cover letter? keep it concise
3. What do you think of the idea of "singing the company's praises"?
3 paragraphs
4. How is the cover letter structured?
 - 1) intro
 - 2) why you are awesome
 - 3) address info etc.

B. The CV / Resume

<https://www.youtube.com/watch?v=lQbNUEHI5-E>

1. What is the cardinal sin many CVs commit? just list of job titles with descriptions are bad
2. What are the 10 tips are given for an effective CV? include personal details, serious photo, objective, career summary (100 words), achievements, employment history (recent 2), reader-friendly, use **keywords**
3. What do tips refer to graduates?
4. This is an American Video. How does the information given differ from the information you have been given by experts in your country?
less achievements / performance "statistics"

C. The Interview

https://www.youtube.com/watch?v=igddfl86q_M

1. How can you prepare for a job interview?
2. Is there anything you would add to the list of tips?
3. With a partner talk about your own experience regarding job interviews.

learn more about the company
take your updated resume with you
practice at home
have answers for the most typical
questions ready
good first expression

5.2 Cover Letter (US) / Covering Letter (GB)

The aim of a cover letter is to show that you are the **right person for the job**.

A typical cover letter consists of four parts: **address, introduction, main part and conclusion**.

The correct **address** in a cover letter is “Dear Mr / Dear Ms”.

In the **introduction**, the applicant very briefly explains his **motifs** and refers to the **job vacancy** he/she would like to apply for, and possibly to the publication and advertisement where the job was publicised.

In the **main part**, those skills and experiences should be stressed, which make the applicant **particularly suitable and eligible** for, the post advertised. At this stage, it might be also useful to refer the reader to the CV.

The aim of the **conclusion** is to state again a high degree of **motivation** and an **interest** in a personal interview.

Sign off with “Yours sincerely” (GB) or “Sincerely” (US). In an e-mail application the less formal “Best regards / Kind regards” may be used.

Language points:

Address: GB: Mr / Ms (without full stop) US: Mr. /Ms. (with full stop)
Dates: GB: 16 January 2012 = 16.1.2012 US: January 16, 2012 = 1.16.2012

Sources: <https://www.staufenbiel.ch/bewerbung-karriere/bewerbung/bewerben-auf-englisch>
Spotlight Magazine. 9/2010

5.3 Cover letter – Reading Comprehension

The purpose of the cover letter is to draw a prospective employer's attention to the key points in your CV, and to highlight your suitability for the job.

A. Read the following cover letter and answer the questions further below.

Re: Vacancy for Research Assistance

Dear Mr Redding

I am writing in response to your advertisement in the September edition of *New Engineering Magazine* and would like to be considered for one of the posts mentioned.

As you will see from my enclosed CV, I have recently completed a degree in Mechanical Engineering at HSR University of Applied Sciences in Switzerland.

A six-month company placement in Canada gave me the opportunity to put some of the theory into practice and to acquire a good working knowledge of English. The post involved working in the area of medical bionics. Since then, I have had a year's experience working as an assistant in a program launched by the University Hospital Zürich researching the efficiency of bionic limbs. This means I have had direct experience of day-to-day realities of communicating with patients and researchers.

From your corporate website, it appears that working for your organisation would offer a stimulating and challenging career within a highly competitive field. I am extremely attracted by this opportunity and feel that I have already acquired some of the skills and awareness necessary to make an effective contribution to the company.

I am currently available for interview and would welcome the opportunity to discuss the post in more detail. I look forward to hearing from you.

Yours sincerely

Patrick Schweizer

- a) What job is the writer applying for?
- b) What kind of organisation does he want to work for?
- c) How does he "sell" himself?
- d) The letter is divided into 4 paragraphs:

In which paragraph does he:

- state his enthusiasm and interest?
- elicit an invitation for an interview?
- show knowledge about his potential employer?
- refer to how he found out about the post?
- describe his practical work experience?
- include details of relevant skills and experience?

5.4 Cover letter – Practice

Choose a job advert on the internet. Write a cover letter using the expressions provided. Observe the following pattern:

1. Subject Heading at the top, e.g. vacancy for Software Engineer
2. Introduce yourself and mention the purpose of your letter. Refer to the job advert.
3. Give your background and experience, and emphasize your suitability for the job. Refer to your abilities and achievements, linking directly to the job requirements.
4. Ask the reader to look at your CV/Resume, and focus on one or two points.
5. Close by thanking them for taking the time to read your CV/Resume, and say when you are available for an interview.

Introduction

- I would like to apply for the Trainee position in your Renewable Energy Technology Department that you recently advertised on monster.com.
- In response to your advertisement in the New York Times, I would like to be considered for the Research Assistant position.
- I am writing to inquire about opportunities for engineering graduates at your company.
- Your company has been recommended to me by Peter Schulz, who held an internship position with you last year.

Main part

- I study Urban Planning at the University of Applied Sciences in Rapperswil. In accordance with my curriculum, I am seeking a six-month internship from May to September 2008.
- During a three-month internship with E-Solutions in Zurich, Switzerland, I designed and implemented a web-shop.
- My responsibilities included the planning and execution of needs analyses. These skills will enable me to deal with clients' expectations effectively.
- I have taken an active role in weather forecasting.
- My qualifications match your requirements precisely. I have been implementing control software in a variety of settings for five years.

Conclusion

- I will be in Britain throughout March and would be glad to meet with you. I am looking forward to hearing from you soon.
- I would be very grateful for the opportunity to meet you and discuss the matter further. Should you have any questions, please feel free to call me.
- For further information, please feel free to contact me at any time. I greatly appreciate your interest and am looking forward to hearing from you soon.
- I will call you within two weeks to discuss the possibility of meeting sometime soon.

5.5 Job Application – Vocabulary

A. Match the collocations. Match elements from the column on the right with elements from the left.

- | | |
|------------------|--|
| 1. improve | a) an apprenticeship |
| 2. contribute to | b) new software tools |
| 3. implement | c) the success of the research team |
| 4. conduct | d) problems with the planning commission |
| 5. consult with | e) the problematic internal recycling facilities |
| 6. resolve | f) a course |
| 7. attend | g) a needs analysis |
| 8. complete | h) leading experts |

B. Match the words with their definitions.

- | | |
|------------------|--|
| 1. competence | a) previous work |
| 2. qualification | b) person who works for a company |
| 3. experience | c) pay |
| 4. salary | d) for example, a car or a pension |
| 5. job title | e) person or company that hires people |
| 6. benefit | f) skill |
| 7. employer | g) for example, a degree or diploma |
| 8. employee | h) position (or post) |

C. Match the informal expressions on the left with their formal equivalent on the right.

- | | |
|--------------------|-------------------------|
| 1. begin | a) complete |
| 2. at the moment | b) reply |
| 3. free | c) please find enclosed |
| 4. answer | d) available |
| 5. another thing | e) in addition |
| 6. available jobs | f) discuss |
| 7. give you | g) vacancies |
| 8. ask for | h) post |
| 9. I have included | i) provide you with |
| 10. talk about | j) currently |
| 11. job | k) request |
| 12. finish | l) commence |

D. Personal characteristics. Match the colloquial or overly direct expressions on the left with the more sophisticated ones on the right.

- | | |
|------------------------|-----------------------------------|
| 1. workaholic | a) creative |
| 2. has good ideas | b) efficient |
| 3. nice person | c) highly motivated |
| 4. keeps cool | d) works well in a team |
| 5. bossy | e) friendly and sociable |
| 6. fast | f) excellent communication skills |
| 7. team player | g) performs well under pressure |
| 8. has gift of the gab | h) good at taking initiatives |

E. Match the words in the box to their definitions below: Clue: if the word appears in a definition, it won't be the answer.

ability – aptitude – background – competence – experience – knowledge – qualification – skill

1. Something you are capable of doing; also the quality of doing something well
2. (Formal) ability to do something well; also (formal) the legal power that a body has to deal with something
3. An ability to do something well, especially because you have practiced it
4. Knowledge and skill you get from being in different situations; also something that happens to you
5. An exam you have passed, especially at school or university; often appears in the plural as a heading on a CV
6. The type of education, experience and family that you have; also information about the past that helps you understand the present
7. The facts, skills and understanding you have gained through learning or experience
- ..
8. A natural ability to do something well or learn it quickly

Source: Paul Emmerson: Business English Handbook. Advanced. Macmillan, 2007

5.6 Writing a CV in a Foreign Language

Writing a **CV** (GB) or **resume** (US) in a foreign language can be challenging. Finding the right terminology can be difficult, and it has to be taken into account that different cultures have different conventions when it comes to applying for a job has to be taken into account.

Language:

- **Do not translate directly** from your mother tongue. That often results in clumsy sentences. Think of what you want to say and then write it in English.
- **Educational terms**, including marks or grades, often have no direct equivalent in another language and may require explanation. Generally, if no satisfactory translation is available, the original German term can be kept and an explanation can be given in brackets.
- Use language that shows that you have achieved something. instead of “worked on the database”, say: “Improved the database”.
- It might make sense to use a reasonable amount of **“skills” vocabulary and jargon** to show you are familiar with your field. Make sure that you use the correct English expressions.
- Job titles can be capitalised, but too much capitalisation may look pretentious and makes a text difficult to read.

Content:

- To prevent discrimination, Anglo-Saxon employers **do not require a photo or other personal information**. Date of birth, marital status and nationality can be stated in Britain, but not in the US.
- Some people start their CV with a personal profile, explaining in a few sentences who they are and why they are right for the job.
- For each job, describe your responsibilities and achievements.
- Mention any **additional training, qualifications earned, special skills**, experience abroad and languages spoken. This might be particularly important for recent university graduates, whose list of professional experience may not be so extensive.
- If applying to work in a foreign language environment make sure you can prove that your **language skills** are sufficient. Mention any major exams taken in this field. If applying within Europe, you can refer to the **European language framework**.
- **“Extended truth”**: Whereas in Switzerland people tend to be relatively modest or at least realistic when it comes to highlighting their achievements and skills, job applicants in the US are expected to advertise themselves by playing up their qualities, talents and experiences. In Britain, applicants tend to show slightly more restraint in this respect.

5.7 Model CV

Depending on the reference work consulted style and layouts of model CVs vary.
Find below one example of a model CV that would work internationally.

CURRICULUM VITAE	
	Max Miller Blaubrunnenstrasse 12 8400 Winterthur (Switzerland)
	Tel. (0041) 052 412 XX XX maxmiller@maxmail.ch
Personal Profile:	Creative and talented landscape architecture graduate with a results-oriented and passionate approach. Specialising in natural landscape preservation. Experience in international projects. Excellent interpersonal skills and with an indispensable awareness of intercultural differences.
Professional Experience:	
1/6/2012 – 1/8/2014	Internship with Green&Co, Landscape Architects, Seattle. Working on project converting former quarry into a wildlife & nature park.
1/7/2011 – 31/8/2011	Nature Program Assistant for Scottish Highland Workshops. Leading nature & landscape programs for German speaking tourists.
2004 -2010	Apprenticeship in Landscape Gardening with Gartmann Gartenbau, Xwil.
Education:	
2015	Bachelor Degree in Landscape Architecture HSR University of Applied Sciences, Rapperswil
Languages:	German – native speaker English – advanced (CERF C2) French – intermediate (B1)
Skills:	InDesign, Vectorworks Experience in landscaping machine operation and maintenance.
Interests:	Photography, music, wrestling
References:	Available upon request.

Now write your own CV following the template above or choosing one of your own.

5.8 Job Interview

A. Read these typical interview questions.

1. Tell me a little about yourself.
2. Why do you want to leave your current job?
3. What attracted you to this company?
4. What qualities and experience do you think you would bring to this job?
5. What would you find most difficult about this position? How would you handle that challenge?
6. As you look back on your life and career so far, what achievement has given you the most satisfaction?
7. How would other people in your present company describe you as a colleague?
8. What are your strong points?
9. And what are your weak points?
10. How do you deal with criticism and direction?
11. In career terms, where do you want to be in five years' time?
12. So, finally, why should we hire you rather than one of the other candidates?

B. Now choose from questions above find a match for each reply or discourse strategy below.

- a) "It doesn't allow me to grow professionally, and I want more challenges"(also, practical things like distance from home, job security).
- b) Don't talk too much, it's a warm-up question. Cover your origins, education, work history and recent career experience. Then make a bridge to why you are here.
- c) "Maybe I'm a little too perfectionist" – "Maybe I worry too much about deadlines". (Choose weaknesses that could also be considered strengths).
- d) "I welcome it and listen carefully, particularly, if it allows the team to operate more effectively and produce better results. It is necessary in order to learn and develop."

C. Role play: Perform an interview using the questions above.

5.9 Job Interview – Listening Comprehension

A. Read this excerpt of a CV then listen to an interview. Complete the missing sections and update the information.

CURRICULUM VITAE	
PERSONAL INFORMATION	
Surname / First name(s)	GALLINI, Laura
Position applied for	Technician _____
WORK EXPERIENCE	
Dates	2005-_____
Position	Junior Technician
Responsibilities	_____
Name and address of employer	Horton Engineering, Cleveland
Type of business	_____
WORK EXPERIENCE	
Dates	_____ - _____
Position	_____
Responsibilities	Machining, finishing and some _____
Name and address of employer	Farley Marine, Long Creek
Type of business	Marine engineering: manufacture of engines and pumps
EDUCATION AND TRAINING	
Dates	_____ - _____
Qualification	_____
Subjects / Skills covered	_____ and _____
Name of institution	Albany College of Engineering, Albany



B. What do you think of Ms Gallini's CV?

C. Write the questions from the interview, using the words provided. Then listen again and check your answers.

1. which / job / interested ...
2. long / work / there ...
3. responsibilities / current / job ...
4. exactly / kind / business / company ...
5. long / work / Farley Marine ...
6. what / description / there ...
7. long / course / last ...
8. why / leave / Horton Engineering ...

Source: Christopher Jacques: Technical English Workbook. Longman, 2008

5.10 Job Interview - Discussion

Work with a partner. Discuss the following “tips” for a successful interview. Which ones do you find particularly important, which less so? Which ones have you observed in past job interviews?

- 1 Before the interview, ask a friend/colleague to ask you typical questions. In particular, practice talking about your strong points using concrete examples from your current job
- 2 Before the interview, write to the people who will give you references. Tell them to expect a call and give them a recent copy of your CV/resume.
- 3 Arrive 30 minutes early on site and 10 minutes early for the interview. Use the time to walk in the fresh air. When greeting the interviewer, smile, make eye contact and shake hands formally.
- 4 Your clothes, shoes and hair need to be tidy and above your normal standard.
- 5 Keep your answers short, simple and relevant – as you would in other business situations. Interviews are a dialogue, so don't talk more than 60 - 70% of the time. If the interviewer wants more information, let him/her ask for it.
- 6 Occasionally take the initiative and ask questions to show you are interested.
- 7 Be enthusiastic and positive. Never contradict, argue or interrupt. Never criticise previous employers during the interview.
- 8 Don't be submissive. Treat the interviewer with respect, but as an equal.
- 9 Don't ask questions about the salary. If possible, wait for the interviewer to mention it. Ask for higher than you expect. If in doubt, ask for your current salary plus 15%.
- 10 Immediately after the interview make notes: write down names, details about the organisation and especially company “buzzwords”. If called for a second interview, make sure you use these.
- 11 Consider writing a short follow-up letter, particularly after informal interviews, where there was no clear job being advertised. Express your pleasure in meeting everyone (list names), refer to the most positive parts of the meeting, mention again the benefits you can bring to the company and why you would like to work there. (Include company “buzzwords”)

Adapted from : Paul Emmerson: Business Builder. Macmillan, 1999

5.11 Job Application Glossary

Arbeitserfahrung	work experience
Ausdauer/Beharrlichkeit	perseverance
Auslandssemester	semester abroad
Bachelorarbeit	Bachelor thesis
Begleitbrief/Anschreiben	cover letter [am.], covering letter [br.]
Berufliche Anforderungen	job requirements
Berufslehre	apprenticeship
Berufsmatura	professional / vocational Baccalaureate
Berufsschule	vocational training school / professional training college
Bewerbungsbogen	application form
Bewerbungsfrist	term for filing application/ closing date for applications
Computerkenntnisse (technisch)	computer skills
Diplomarbeitsthema	topic of thesis
Einstellungstest/Eignungstest	pre-employment testing, qualifying examination
Fachhochschule	University of Applied Sciences
Grundkenntnisse	basic knowledge
Gymnasium / Kantonsschule	high school [am.], secondary school [br.], grammar school [br.]
Herausforderung	challenge
kompetent	proficient
Konfliktfähigkeit	ability to deal with conflict
Lebenslauf	resume [am.], curriculum vitae (cv) [br.]
Lehrabschlussprüfung (LAP)	final apprenticeship examination
Matura	University Entrance Qualification/ High School Certificate/ High School Diploma, A-Levels / Baccalaureate
Mitarbeit an Projekt / in Verein	project group member.../committee member of ...

Muttersprache	native language, mother tongue
Nettoeinkommen	net income
PC-Anwendungskenntnisse	computer application skills
Praktikum	internship / work placement / traineeship
Referenzen	references
Studienschwerpunkt/Vertiefung	major field of study
Tätigkeit im Bereich...	activity in the field of...
teamfähig	team-oriented
Voraussichtlicher Abschluss	anticipated time of graduation
Vordiplom	intermediate examination / first (second) year exam
Vorstellungsgespräch	interview
Weiterbildung	continuing education / further education
Zwischenjahr	a year out, gap year
Jobbörse	job market / career fair

Add your own vocabulary items to the glossary.

Adapted from: http://www.hobsons.ch/de/karriere/bewerbung/bewerben_englisch5_glossar.html

6 QUESTION FORMATION

Read the following article and choose questions as paragraphs headers from the list:

- What is at stake for the company?
- What led to the discovery of VW's cheating?
- What is the status of the investigations?
- Will the scandal affect VW's corporate culture?
- How did the system work?
- When will the cars be fixed?
- Which cars are affected?

How Volkswagen Got Away With Diesel Deception

By KARL RUSSELL, GUILBERT GATES, JOSH KELLER and DEREK WATKINS
NEW YORK TIMES, updated January 5, 2016

Volkswagen has admitted that 11 million of its vehicles were equipped with software that was used to cheat on emissions tests. The company is now grappling with the fallout.

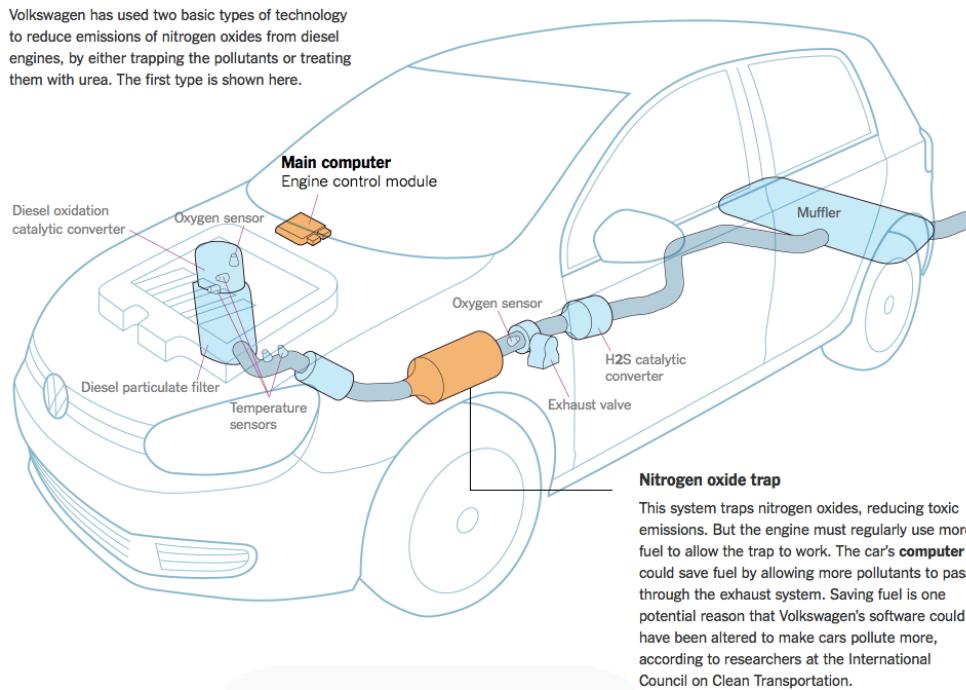
1. **How did the system work?**

The software sensed when the car was being tested and then activated equipment that reduced emissions, United States officials said. But the software turned the equipment off during regular driving, increasing emissions far above legal limits, possibly to save fuel or to improve the car's torque and acceleration.

It is not yet known which systems were modified. But experts are focusing on parts of the exhaust system that are designed to reduce emissions of nitrogen oxide, a pollutant that can cause emphysema, bronchitis and other respiratory diseases.

Exhaust system of a Volkswagen Golf

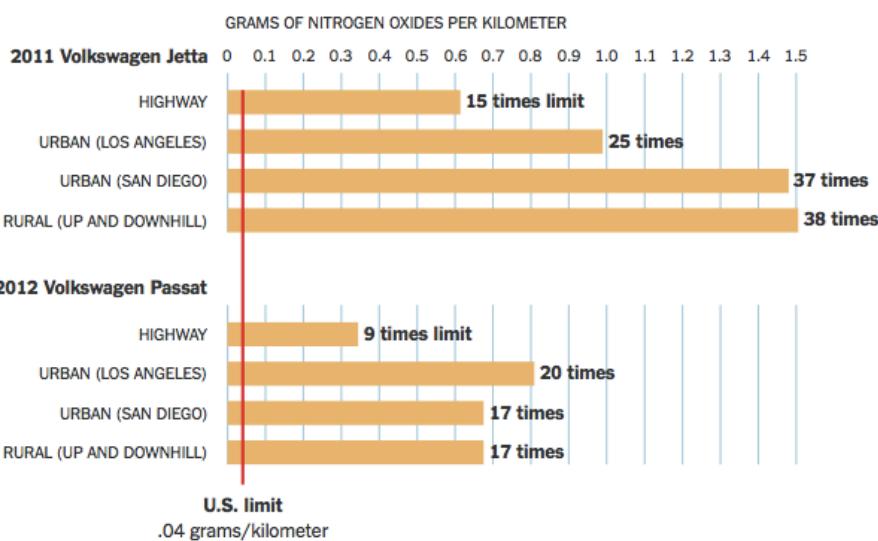
Volkswagen has used two basic types of technology to reduce emissions of nitrogen oxides from diesel engines, by either trapping the pollutants or treating them with urea. The first type is shown here.



2. What led to the discovery of VW's cheating

The on-road testing in May 2014 that led the California Air Resources Board to investigate Volkswagen was conducted by researchers at West Virginia University. They tested emissions from two VW models equipped with the 2-liter turbocharged 4-cylinder diesel engine. The researchers found that when tested on the road some cars emitted almost 40 times the permitted levels of nitrogen oxides.

Average emissions of nitrogen oxides in on-road testing



Source: Arvind Thiruvengadam, Center for Alternative Fuels, Engines and Emissions at West Virginia University

3. Which cars are affected?

The Environmental Protection Agency said in September that it would order Volkswagen to recall seven of its American car models with affected engines, which amount to total of about 500,000 vehicles. Volkswagen has not released a list of international models — which make up the majority of the 11 million affected vehicles — that have engines with the software in question.

The E.P.A. said on Nov. 2 that it had found the same test-cheating software on additional Volkswagen and Audi diesel models and on a Porsche model. The agency said it covered about 10,000 cars sold in the United States since the 2014 model year. But, in meetings with the E.P.A. on Nov. 19 and 20, the company admitted that all model years since 2009 with its 3.0-liter diesel engines contained the software as well. The latest disclosure covers an additional 75,000 vehicles.

4. When will the cars be fixed?

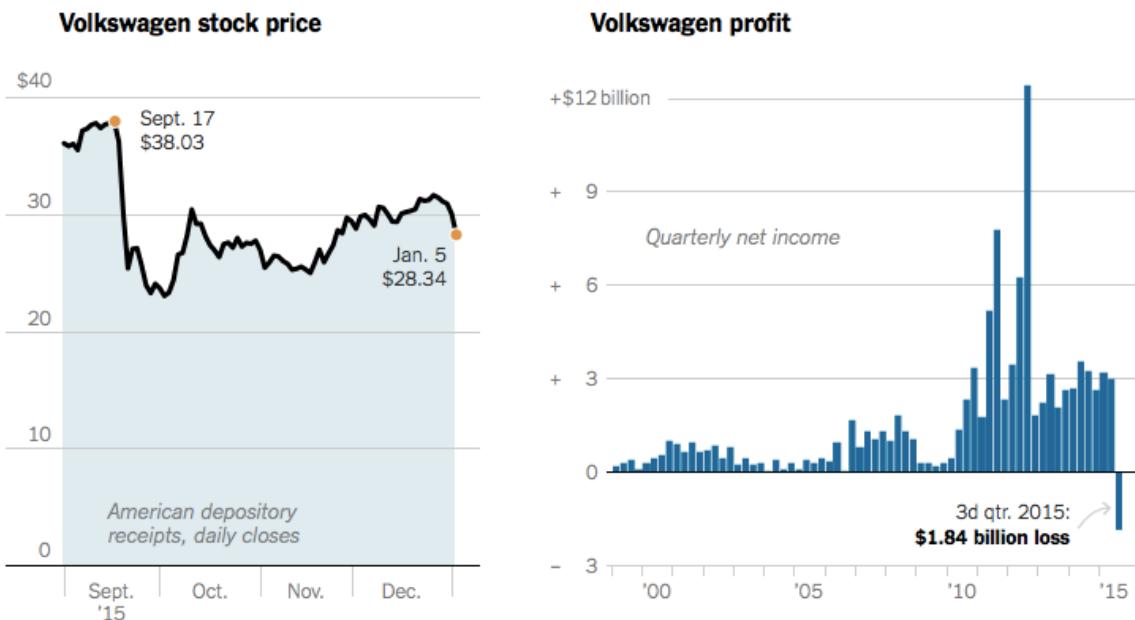
On Nov. 25, Volkswagen said that it would install a small tubular part into some of its engines to help them come into line with European clean air standards. That part, which is about the size of the cardboard inside a roll of paper towels, will not, however, work for all affected diesel engine types in Volkswagen's fleet, nor will it lower emissions enough to comply with American standards. The company will begin installing this fix in January.

In the United States, the E.P.A. said it wants to make sure that VW's fix will be effective before ordering a recall. To do so, the agency wants to be able to test diesel cars in its own laboratory and during on-road testing before motorists can take their cars to the dealer. In the meantime, the company said it would offer up to \$1,000 to owners of diesel cars in the United States.

5. **What is at stake for the company?**

The company posted its first quarterly loss in at least 15 years. It has halted sales of affected cars in the United States, and its value has plummeted. Volkswagen's chief executive also stepped down and the company suspended several high-ranking executives.

Volkswagen previously said it would set aside about \$7.3 billion to cover the cost of bringing vehicles with illegal software into compliance with emissions standards. It also admitted that it had understated the output of carbon dioxide, a greenhouse gas, in about 800,000 vehicles, which could mean an additional \$2.2 billion in costs and penalties.



Sources: Euromonitor International/JATO Dynamics; Reuters; Kelley Blue Book

6. **Will the scandal affect VW's corporate culture?**

The 78-year-old company's unusual culture — confident, cutthroat and insular — has come under scrutiny as potentially enabling Volkswagen's lawbreaking behavior. For decades the company, which was founded by the Nazis with the help of Ferdinand Porsche, the inventor of the Beetle, has been controlled by a tight-knit troika of a billionaire family (Mr. Porsche's descendants), a German state government (Lower Saxony) and powerful labor unions.

7. **What is the status of the investigations?**

Regulators across the globe are conducting investigations, as are attorneys general in all 50 states. The Justice Department on Jan. 4 filed a civil lawsuit against the company over the deception. VW also faces lawsuits from owners seeking compensation for the decreased resale value of their cars.

Adapted from: www.nytimes.com

6.1 Question Formation Theory

A. Yes / no question

Questions with the answer yes or no are formed with an **auxiliary verb + subject + main verb**. The **auxiliary** can be **do, be, have** or a modal verb like **can, will, would**. Short answers repeat the auxiliary.

Do you study at HSR? Yes, I do study at HSR.
Are you working on a group project at the moment?
Have you finished your self-study reading yet?
Will you spend some time abroad after your studies?
Can you write an iPhone app? Yes, I can write an iPhone app

B. Question word questions

Question words are: **what, when, where, which, who, whose, why** and **how**

The structure is: **question word + auxiliary + subject + main verb**

Whose computer **did** you **borrow** for the presentation?
When do we **write** the module exam?
Which projects **are** you **working** on at the moment?

C. Questions words as subject

Sometimes the question word is the subject of the sentence and then the structure changes slightly: **question word + main verb**
Compare the following two sentence pairs:

What did you do?	(What = object)
What happened?	(What = subject – directly followed by main verb)
Who did you meet at the Conference?	(Who = object)
Who met you at the airport?	(Who = subject - main verb)

D. Question phrases

What time are you arriving?
What areas do we need to cover in the meeting?
Which operating system do they use?
Which way is it?
How often do you back up your files?

E. Questions with prepositions

Prepositions normally come at the end of questions but before time and place expressions

What company does she work **for**?

Who did you want to speak **to**?

Which department do you work **in**?

F. Embedded questions – Indirect questions

Statements or questions with verbs like know and wonder or polite requests like “*Can you tell me ... ?*” can introduce a second question. The second question is in statement form. This is often seen as a more polite and less aggressive way to raise issues.

Where does the blue wire go?

Can you tell me where the blue wire goes?

Can you help me with this problem?

I was wondering if you could help me with this problem.

G. Different functions of questions

We use negative questions to **disagree politely**

But don't you think that different cultures might take a different approach to this issue?

Isn't there a limit in what one can introduce from the US to Europe in terms of the new economy?

6.2 Question Formation – Practice

A. Write questions for each answer.

1. *When do you get to work?* Get to work? At about 8.30 usually.
2. .. I haven't done anything!
3. .. The report? I put it over there.
4. .. Here? I stay here because the pay is good.
5. .. Yesterday? I was at a conference in York.
6. .. Staying? I'm staying at the Hilton.
7. .. Report? I report to Bob Taylor.
8. .. This cell phone? I think it's Dylan's.

B. Rearrange the words to make questions. Pay attention to the position of the preposition.

1. from who did you get the information ..
2. in which funds do invest you ..
3. like what the weather was in Sweden ..

C. Rewrite the following direct questions as indirect ones using the words in brackets.

1. "What are your terms of payment?" (could tell me) ..
2. "Where is the marketing seminar?" (you know) ..
3. "How can we finance this project?" (like to know) ..
4. "Why did you leave your last job?" (ask you) ..
5. "Could I use your mobile?" (you think) ..

Adapted from Emmerson: Business Grammar Builder. Macmillan, 2002

D. Complete the following job interview dialogue:

A: Where **do you work** ?
 B: I work at AutoWorld. I am a technician there.
 A: How **long have you been there** ?
 B: **I've been working** there for four years now.
 A: That's a long time. Where **were you** before that?
 B: I **was** a junior technician at MultiPart. I enjoyed it very much.
 A: So why **did you leave** ?
 B: Because I **wanted to work** in a bigger company.
 A: By the way, **have you completed** your technician's diploma?
 B: Yes, I have.
 A: When **did you finish**?
 B: Three months ago.
 A: Well done.

Adapted from: D.Bonamy: Technical English 3. Longman, 2011.

E. Read the following notes written by an HR manager in preparation for an interview for a position as an account manager in a construction firm. Write the questions she/he will ask the candidate.

- what he knows about the company
 - why he wants to leave his current job
 - strengths and weaknesses
 - applying for other jobs
 - why he wants the job
 - happy to travel
 - can work well under pressure
 - people skills
 - professional achievements so far
 - future ambitions and visions
- | |
|--|
| <ul style="list-style-type: none"> 1. What do you know about our company? 2. Why do you want to leave your current job? 3. What are your... 4. Are you applying for other jobs? 5. Why do you want the job? 6. Would you be willing to travel 7. Are you able to work well... 8. Do you have good people skills 9. What are your... 10. What are your... |
|--|

Adapted from M.McCarthy et al. Grammar for Business. Cambridge, 2009

F. Put the words in *italics* in the right order to form questions.

1. A: *say / would / many / you / you / weaknesses / have*
Would you say you have many weaknesses? ...
2. A: *position / like / know / I'd / you / attracted / what / this / to / to*
I'd like to know what attracted you to this position? ...
- B: Well, the company's reputation is really good and I'd love to have the opportunity to work for you.
3. A: *you / you / your / 're / are / present / unhappy / job / not / in*
You are not unhappy in your present job, are you? ...
- B: Not at all, no, but I'm ready for new challenges.
4. A: *looking / you / what / are / for / salary*
What salary are you looking for? ...
- B: My current salary is about €40,000 a year, so
5. A: *you / us / questions / have / ask / must / to / some*
You must have some questions to ask us? ...
- B: Yes, I do have several questions for you. Firstly, is career progression seen as important here?

G. Choose the most appropriate answer to continue these conversations / presentations.

1. Is our employees' happiness important to us?
 - a. (same speaker) Yes, it's of absolutely paramount importance.
 - b. (new speaker) Yes, it's of absolutely paramount importance.
2. Can I just check whether you feel valued at work?
 - a. Yes, you can. I don't, really.
 - b. In general, yes, I do, mainly because I am in a supportive team.
3. Why do you think the company has such a high staff turnover?
 - a. I'm not sure – that's something we're trying to address.
 - b. Not a clue. What do you reckon?
4. Will the union ask for higher pay settlement this year?
 - a. When have they ever not?
 - b. Probably. And what will we do then?
5. And employees' productivity is the best it could be?
 - a. Well, these things can always be improved, but it's not far off.
 - b. No.
6. Do you know how many sick days the average employee took off in 2014?
 - a. 2.3
 - b. I don't know. I'd imagine somewhere between 2 and 5.

7. Are you with me so far?
 - a. (new speaker) Of, course we are.
 - b. (samespeaker) Good. Moving on, then. This next slide shows
8. How can I put this?
 - a. You're fired.
 - b. Basically, as you know we are having severe problems in terms of resources, and ..
9. And how about childcare?
 - a. (same speaker) Aren't there any plans to introduce a crèche?
 - b. (new speaker) Well, how about it?

H. Find an example for these sentences in the exercise above for each of the following.

- a) a rhetorical question
- b) an embedded question
- c) a question to check the listeners are paying attention
- d) one question used to introduce another question
- e) a statement used as a question

Adapted from: Bade/Holloway/Scrimmer/Turner: Business Result. Advanced. Oxford, 2009

I. Read this radio interview about the Royal Society. Complete the gaps 1-5 with questions formed from the prompts in the box.



belong / the Society / today — else / it / do — exactly / be / it — found / the Society
it/ be / in existence — the Society / contribute / to science

Interviewer: Good morning. This morning I'm talking to Professor Andrew Lyons, a Fellow of the Royal Society. Professor Lyons is going to tell me something about the Royal Society. First of all, welcome.

Professor: Thank you. It's good to be here.

Interviewer: Let's get started straight away. A lot of people don't know much about the Royal Society.^{1?}

Professor: Well, basically the Royal Society is an academy of the sciences, like the American National Academy of Science. It's a charitable institution whose aim is to promote excellence in science, and to make it accessible to lay people.

Interviewer: Is see.

^{2?}

Professor: It's the oldest scientific academy in the world. It started in 1660, but it received its royal status two years after that.

Interviewer: So ^{3?}

Professor: It was started by the eminent scientists of the day. A group met to listen to a lecture on astronomy by Sir Christopher Wren, and it grew from that.

Interviewer: Oh, it was started by someone as famous as Christopher Wren?

Professor: Indeed, and most other well-known British scientists have belonged to it. Newton, naturally, Faraday, and as well as British scientists, others such as Einstein.

Interviewer: And ^{4?}

Professor: Well, the membership is made up of Fellows – 44 are elected each year and eight others from outside Britain are invited to join. Current members include Stephen Hawking, Tim Berners-Lee and Richard Dawkins. But, of course, the majority aren't famous.

Interviewer: No, of course. ^{5?}

Professor: Mmm, in a lot of respects it is no different from many funding agencies that support young scientists with grants, but we also have an education programme to encourage schoolchildren to take up science and to support science teachers.

Interviewer: ^{6?} Anything in the community for example?

Professor: Well, Yes. We organise a significant number of lectures and activities for people who aren't involved in the scientific world. We want to encourage lay people to get involved with science, and to understand the importance of science in all of our lives.

Adapted from: Foley / Hall: My Grammar Lab. Advanced. Pearson, 2012

6.4 Company Profile: Spotify – Vocabulary Building

A. Read the following article.

Spotify Is the Coolest Music Service You Can't Use

By Neal Pollack 2010, Wired January 2011

[...]

Daniel Ek, a self-admitted “early user of Napster,” first became obsessed with digital downloads after the deaths of Napster and Kazaa in the early 2000s. Though he’s not yet 30, Ek has been running tech companies for more than a decade. The first was a web design business he launched in 1997, while still a teenager living in a Stockholm suburb. He later worked as the CTO for Stardoll, a virtual paper-doll site for tween girls; started an advertising company that got purchased by the Internet marketing outfit TradeDoubler; and was part of Tradera, a Swedish auction company, which eBay bought in 2006.

But music downloading was increasingly in the back of his mind. Ek wanted to create a legal service that offered the convenience and immediacy of file-sharing programs like the original Napster. “The reason I started Spotify,” he says, “was not because of my love of music. It was because I saw an opportunity to create something that made it easier for people to do the stuff that they were already doing, but legally.”

Ek discussed his ideas with Ludvig Strigeus, a brilliant developer who is confined to a wheelchair by a rare muscular disease. Strigeus had created uTorrent, a fast, lean, and extremely popular BitTorrent client. Ek soon realized that this was the guy he needed. He and TradeDoubler cofounder Martin Lorentzon teamed up to buy uTorrent, turned around and sold the technology to BitTorrent, and kept Strigeus on as a developer for a new music project.

Ek didn’t know much about the music business. All he knew was technology. So he hired a team of engineers to work with Strigeus and started creating his dream program. Strigeus quickly developed a highly efficient peer-to-peer system that became the heart of Spotify.

With the software complete, Ek finally set out to gain the rights he needed to fill the service with songs. Unlike the US, every European country has a national association of sorts that manages all the rights to broadcast and stream music. In order to earn the privilege of offering digital tracks, a service like Spotify negotiates with these associations—not with individual record labels and copyright holders. Ek didn’t have an easy time of it, but he finally managed to gain rights to stream pretty much any song in Sweden, England, Norway, Italy, Germany, France, and Spain.

Spotify launched in October 2008 and began its European invasion. By the end of 2009, Spotify had more than 6.5 million registered users. By the middle of 2010, the application was such a hit that telecom providers started bundling it with their phones, and manufacturer Sonos included the service in its home-audio systems.

Spotify’s seemingly irresistible appeal stems from the fact that it’s free, at least for the basic service. In addition to letting users listen to any song they want without having to buy it, being

free also helps Spotify become a thriving community, à la Facebook. Since there's no impediment to joining, users can share songs and playlists without worrying about who is and isn't currently a member. To make money, Spotify relies heavily on some portion of users deciding to pay for upgrades—a classic freemium model. Sign up for 5 euros a month and you eliminate ads from the desktop application. A 10-euro subscription allows you to store an unlimited number of tracks on your hard drive or any mobile device, so you can listen even if you don't have an Internet connection.

It was exactly what music fans had been waiting for, fulfilling the long-sought dream of a “celestial jukebox”—a service that makes every song always available, freely and legally. UK resident Andy Smith, who created Spotibot.com, a web application to help people find new music on Spotify, puts it this way: “Spotify is finally a realization of a much-speculated model of music-as-a-service. I've come to think of it almost as a utility. Just as I turn on a tap to get water, I turn on Spotify to get music.”

The company grew rapidly and soon employed 200 people. It moved into fancy new digs in the middle of Stockholm's trendy Stureplan district and opened equally posh offices in London.

Among those drawn to Spotify's success was Sean Parker, cofounder of Napster and the early president of Facebook—portrayed by Justin Timberlake in *The Social Network*. Always on the lookout to get in on the hot new thing, Parker contacted Ek about investing, eventually putting an estimated \$15 million into the company.

“You get addicted to it,” Parker said of Spotify at a recent tech conference. “You end up building a music library that's 100 times bigger than anything you've ever had, and at that point you have no choice—we've got you by the balls. If you want that content on your iPod, you're going to have to pay for it; if you want that content on your iPhone, you're going to have to become a subscriber.”

[...]

B. Write questions to the following answers within the context of the article.

1. _____
He is the founder of Spotify.
2. _____
In the early 2000s.
3. _____
It stands for Chief Technical Officer or more commonly Chief Technology Officer and is an executive-level position in a company whose occupant is focused on scientific and technological issues within an organization
4. _____
He wanted to create a legal service that offered the convenience and immediacy of file-sharing programs like the original Napster.

5. _____

It is a peer-to-peer file sharing protocol used for distributing large amounts of data. It is one of the most common protocols for transferring large files.
It's also the name of a company.

6. _____

Because he wanted Strigeus to create a highly efficient peer-to-peer system, that became the heart of Spotify.

7. _____

Once the technical problems were solved, the next challenge was negotiating with the copyright associations to gain legal rights to stream songs.

8. _____

In October 2008.

9. _____

Because users can listen to any song they want to without having to buy it and Spotify is also fast becoming a thriving community like Facebook.

10. _____

To make money Spotify relies on some portion of users deciding to pay for upgrades.

11. _____

About 200 people.

12. _____

15 million \$.

7 MEETINGS AND NEGOTIATIONS

7.1 The Language of Meetings

A. Documents and People

1. What do we call the person in charge of the meeting?
2. What do we call the other people who take part in the meeting?
3. What do we call those who were invited but are not present?
4. What do we call the document which lists the points to be discussed?
5. What do we call the document which summarises the meeting?
6. What does AOB mean?

B. Match the collocations with the same meaning

- | | |
|--------------------------|--------------------------------|
| 1. to chair a meeting | a) defer a meeting |
| 2. to postpone a meeting | b) to participate in a meeting |
| 3. to attend a meeting | c) to cancel a meeting |
| 4. to arrange a meeting | d) to lead a meeting |
| 5. to call off a meeting | e) to put off a meeting |
| 6. to adjourn a meeting | f) to call a meeting |

C. Formal vs Informal

The language register in meetings can vary. It can be very formal or quite informal depending on company or team culture. Match the formal phrases on the left with their informal equivalents.

- | | |
|---|------------------------|
| 1. So I'll give the floor to Mr McGregor. | a) In a way, but |
| 2. I declare the meeting open. | b) What do you think? |
| 3. Could we have your views on this? | c) Let's move on to |
| 4. I am of the opinion that | d) Rubbish! |
| 5. Can I assume agreement on that? | e) Let's get going. |
| 6. I must disagree with you there. | f) Over to you, Jack. |
| 7. I do see your point, however | g) What do you mean? |
| 8. The next item on the agenda is | h) Right, that's that? |
| 9. Could you expand on that a little? | i) I reckon |
| 10. I declare the meeting closed. | j) Everyone OK there? |

7.2 Meetings – Listening Comprehension

Watch the following clip and answer the questions:

http://www.youtube.com/watch?v=L_kZT8t75J4

1. What document does the chair refer to in her first question?

2. What does she ask John to do?

3. What is the objective of the meeting?

4. How does Tan express his opinion?

5. How does the chair conclude the discussion part of the meeting?

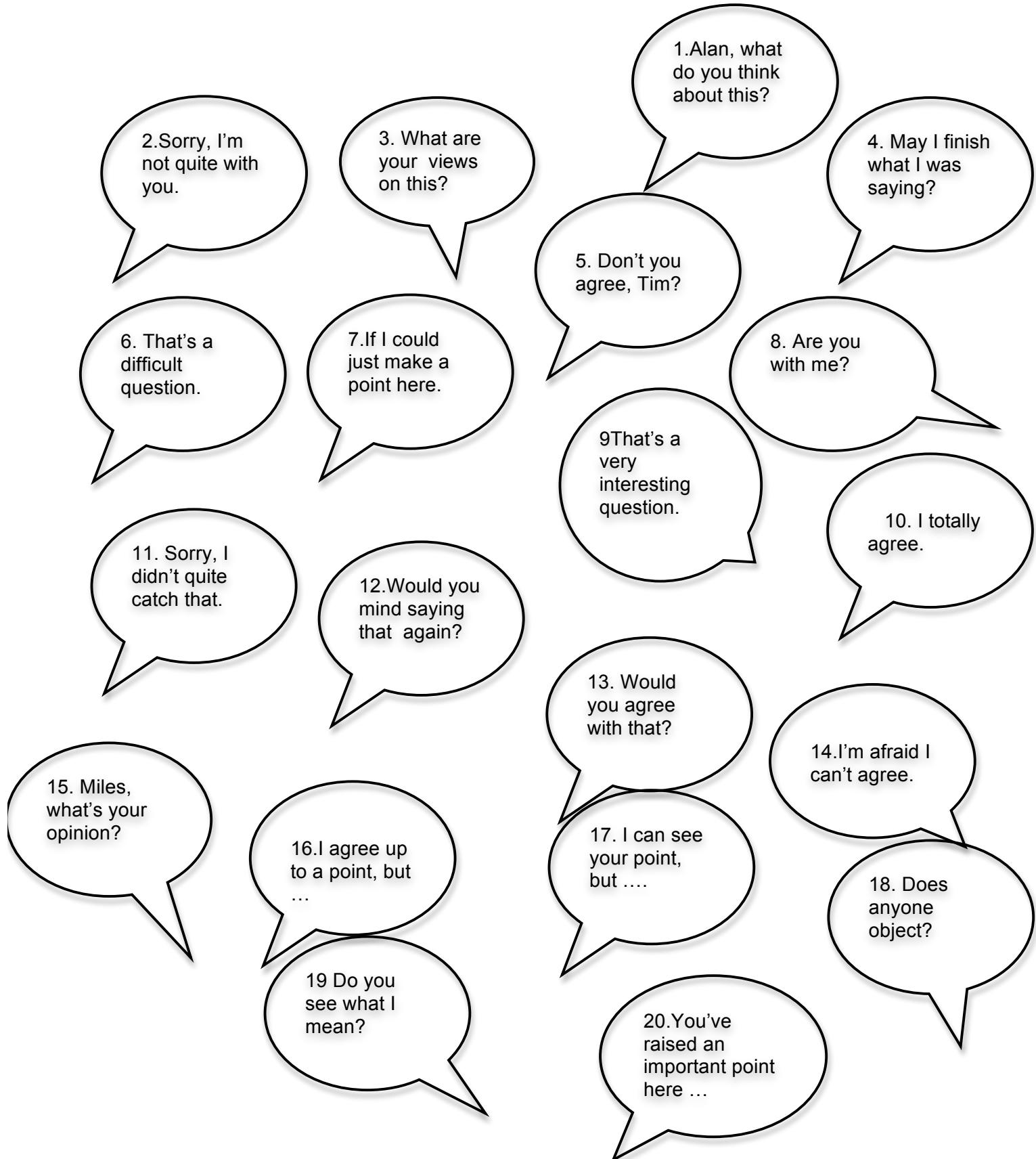
6. What does “we put it to a vote” mean?

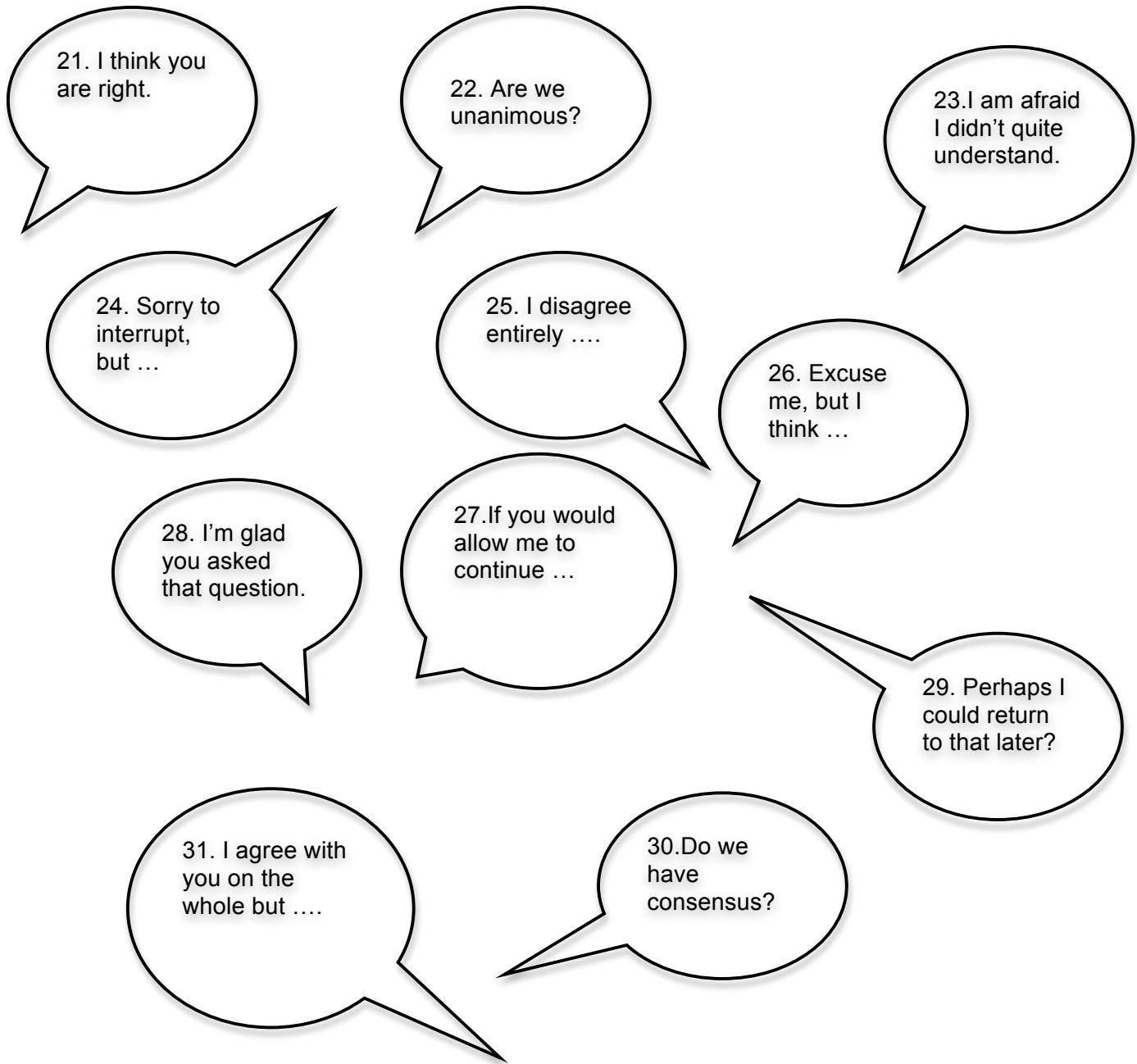
7. What are the recommendations for further action?

8. What does “tender” mean in this context?

9. What seems rather strange about the end of the meeting?

7.3. Language Elements for Meetings





Which of these statements

- a) **Invite others to voice their opinion?**
- b) **Ask for feedback?**
- c) **Express agreement or disagreement?**
- d) **Show that you haven't understood?**
- e) **Can be used to play for time?**
- f) **Introduce interruption?**
- g) **Can be used to avoid others interrupting you?**

7.4 The Language of Discussions – Practice

Work in pairs. Read the following questions. Discuss at least 4 questions and give your opinion using the language elements further below to make your statement. Use as many elements as possible.

- Should road pricing be introduced in Switzerland and motorists be charged per trip?
- Should robots be used for healthcare in hospitals and nursing homes?
- Should people work 6 days a week but have longer holidays?
- Should chimpanzees be trained to do menial tasks in industry?
- Should nuclear power stations in Switzerland be closed down?
- Should people who live unhealthily and do dangerous sports pay more health insurance?
- Should people be forced to get a “parenting skills licence” before they have children?
- How can HSR attract more female students for their engineering programs?
- How can the traffic problems in Rapperswil and across the Seedamm be solved?
- Is it okay that some municipalities in Switzerland are “tax havens” for rich people?

Language elements for discussions:

Giving opinions:

In my view / opinion
I firmly believe that
I am convinced that
As far as I can see
It seems to me

Interrupting:

Excuse me, but could I say something here?
May I interrupt you for a moment?
May I add something here?
May I come in here?
May I comment on that last point?

Agreeing:

I totally agree with you
I couldn't agree more
I agree with you in principle but
I am of exactly the same opinion.
I second that opinion.

Disagreeing:

I am afraid I am not convinced.
I don't completely agree with you.
I can see your point but .
I am sorry but I cannot share your view.
I am not sure that this is

7.5 The Language of Meeting and Discussions – Practice

A. Complete the following discussion language elements with one word per gap.

1. There is another . of . at this.
2. Right, let's get down to .
3. . back to what you said earlier.
4. I think we're losing . of the main .
5. Could I . interrupt for a .?
6. Could you be a little more .?
7. What exactly do you mean . 'more expensive'?
8. Sorry, if I can . finish, I was saying that .
9. Could I . back to you . that?
10. Was that the . of thing you had in .?
11. Does that make .?
12. Well, let me . it another way.

B. Match the beginning with the end of each phrase.

- | | |
|-----------------------------|------------------------|
| 1. You are absolutely . | a) a point, but . |
| 2. Yes, I'm in favour . | b) I see it. |
| 3. That might be worth . | c) right |
| 4. I agree with you up to . | d) agree to that. |
| 5. I can see one or two . | e) so? |
| 6. I'm sorry, I can't . | f) of that. |
| 7. Really? Do you think . | g) problems with that. |
| 8. That's not how . | f) trying. |

C. Complete each mini-dialogue using the phrases in the box.

Can I get back to you on that? — Yes, exactly — I think we're losing sight of the main point.
 Shall we move on? — Let me put it another way.

1. A: Yes, I think that would work well.
 B: So that's decided, then.
2. A: Are we going to have a speaker at the product launch or just show a video?
 B: .. Some issues are still unresolved – like the advertising campaign.
3. A: The price is okay, but what about shipping times? Can you deliver by the end of April?
 B: I don't know right now.
4. A: So are you saying you want me to transfer to the Madrid office?
 B: .. It would be a great opportunity for you.
5. A: So are you saying I have to transfer to the Madrid office?
 B: Well. You don't have to, but it would be a great opportunity for you.

C. Match each item on the left with one on the right that has a similar meaning.

- | | |
|-----------------------|-------------------------------|
| 1. put forward | take up (a suggestion) |
| 2. accept | think of (a suggestion) |
| 3. reject | make (a suggestion) |
| 4. come up with | dismiss (a suggestion) |
| 5. take part in | tackle (an issue) |
| <hr/> | |
| 6. come to | bring up (an issue) |
| 7. raise | be involved in (a discussion) |
| 8. deal with | open it up for (discussion) |
| 9. reconsider | reach (a decision) |
| 10. throw it open for | reassess (a decision) |
| <hr/> | |
| 11. a sensible | feasible (suggestion) |
| 12. a sensitive | reasonable (suggestion) |
| 13. a realistic | ridiculous (suggestion) |
| 14. a minor | difficult (issue) |
| 15. an absurd | side (issue) |
| <hr/> | |
| 16. a constructive | in-depth (discussion) |
| 17. a hard | fruitful (discussion) |
| 18. a detailed | initial (discussion) |
| 19. an easy | tough (decision) |
| 20. an exploratory | straightforward (decision) |

D. One item in each group does not collocate with the verb. Cross it out.

- | | |
|-----------|--|
| 1. hold: | a meeting / all the cards / an opinion / a proposal / sb responsible for sth |
| 2. take: | part in a discussion / an effort to do sth / a decision / up a suggestion / another approach |
| 3. reach: | an agreement / a compromise / a dead-end / a decision / a demand |
| 4. raise: | awareness of the issue / a difficult challenge / the matter later / an important objection / an interesting question |
| 5. meet: | a challenge / a deadline / an issue / a need / an objective |

Adapted from: Paul Emmerson: Business English Handbook / Advanced. Macmillan 2007

7.6 The Language of Negotiations

A. Fill in the gaps using the words from the box.

discount	-	outcome	-	increase	-	compromise	-	concessions	-
reduce	-	bargaining	-	deal	-	high	-	short	-
								flexible	-
								terms	

The process of making and reacting to offers in a negotiation is often called

A price can be too _____ or too low. A delivery time can be too long or too

_____ . Terms of payment can be very strict or more _____ To reach a
_____, both sides might have to make some

For example, the supplier might have to _____ the price or increase the

The customer has to _____ his order. If the _____ is

successful, both sides will be able to agree to the _____ and say it's a

B. The first time you meet someone for a negotiation you spend time “relationship building”. What do you think is the function of this part of the negotiation? And what does it consist of? In pairs, practice “relationship building” before a meeting.

C. In order to be polite and not overwhelm the other party, we sometimes prefer to use tentative language. Rewrite the sentences below in a more tentative way using elements in brackets:

1. Our competitors are expensive. (afraid / not very)

....

2. There is a problem with that. (think / might / bit)

....

3. You'd better use Air Express. (Wouldn't / it)

....

4. We can't do that. (be honest / not sure)

....

5. There's a misunderstanding. (seems / slight)

....

6. That's going to be difficult. (guess / little)

....

7. That gives us very little time. (actually / very much)

....

8. The transport costs are expensive. (bit / aren't they?)

....

Adapted from: P. Emmerson: Business Builder, Macmillan, 1999.

E. Read the following story of a negotiation. Fill the bubbles with the language elements below.



1. I'm afraid it's only of value in the right hands.
2. We could give you 5%.
3. I'm sure we can come to a satisfactory arrangement.
4. Without the right product, we cannot become rich.
5. Excellent.
6. What if we market the invention together?
7. My associate and I are very interested in that machine.
8. If you gave me 50%, we might have a deal.
9. I am sorry to disappoint you, gentlemen.
10. What would you give me in return?

Adapted from: Baldwin/Heitler: Creating Opportunities. Oxford University Press, 1995

8 Working in Intercultural Teams

8.1 Meetings – Cross-Cultural Issues

Listening Comprehension: Intercultural Teams

Within a major company a marketing team has been formed to promote a new global service line and the team is in Asia for its first meeting. Watch the following clip:

<http://www.youtube.com/watch?v=kLTvAOijPKs&feature=related>

A. Watch for the cultural difficulties that arise. What are the expectations of the individual participants and how do they clash?

1. Tom – Jocelyn

2. Tom – Fernando

Family is important for Fernando

3. Tom – Sachiko

4. Tom – Omar

B. Discuss how Tom could have reacted to avoid upsetting people.

1. Say that he mixed this up and just proceed with having dinner

2.

3.

4.

8.2 Meetings – Cross-Cultural Considerations

Meeting and discussion styles vary from culture to culture. In order to be aware of the different communication styles that influence the way meetings are held, it might make sense to reflect on our own culture-bound meeting style.

A. Read the following “tips” and then discuss with a neighbour which of the aspects mentioned apply to your culture.

Remember that besides national cultures personal styles and company / team culture play an important role.

Preparation – Some cultures

- are happy with telephone meetings in preference to personal contact.
- expect extensive pre-meeting documentation.
- prefer communication of prepared ideas to spontaneity during discussion.
- value fact over opinion.

Structure – Some cultures

- regard small talk as essential to establish the required personal relationship.
- view informality as unprofessional.
- expect to work systematically to an agenda.
- work organically and value flexibility and digression.

Roles – Some cultures

- see the chair as controller and decision maker rather than facilitator
- prefer a individualist to a collectivist approach.
- expect that important decisions will be taken by the senior staff member.

Language and communication – Some cultures .

- interpret silence differently: is it agreement, non-understanding, thinking time, boredom?
- are very sensitive to intonation and voice modulation.
- have different attitudes to humour. Humour is often personal or culture-bound. In order not to offend others it should be used with caution.

Time – Some cultures

- respect punctuality and deadlines
- are flexible about time.

Decision making – Some cultures

- prefer logic to imagination.
- prefer diplomacy to open disagreement.
- don't welcome interruption and contradiction.
- see directness as rude and unsophisticated.

Non-verbal aspects – Some cultures

- expect a formal dress code.
- see handshaking as the basis for establishing a personal relationship.
- have different ideas about physical distance between people.
- see the exchange of business cards as important.
- have strong expectations about using first of family names. Family names are safer.
- mistake friendliness for unprofessionalism.

8.3 Working Across Cultures - Practice

A. Describing cross-cultural experiences

Do you agree with the following statements about working across cultures?

1. Organisations normally have the same way of doing things.
2. Non-verbal messages carry more weight than verbal ones.
3. The concept of time is universal.
4. Individual differences can always be attributed to cultural differences.
5. Accepting and embracing ambiguity is essential when working internationally.
6. Consciously developing your cultural skills leads to better business relations.

B. Read this advice from intercultural consultant, Kate Berardo of culturoosity.com, and compare your answers in Ex A. Which piece of advice do you find the most useful?

Working across cultures by Kate Berardo

1. Do your homework

- Essential for building relationships when dealing with businesses across cultures.
- Each organisation will have its own culture, personality, and way of doing things.

2. Keep your eyes open

- Your mind is processing a lot of information in new environments, so observation skills may be clouded or unfocused.
- Notice how people act, dress, and treat each other. Look for non-verbal messages. Being able to read a situation will greatly improve your ability to have a successful meeting.

3. Take your time

- Appreciate the need for more time. Communication may be slower and logistics may be different. You may be working in a culture with a different concept of time.
- Also, give yourself more time to process all the information before making decision.

4. Take individuals into account

- Individuals may vary greatly from the stereotype of their native culture. Values and behaviour are also influenced by background, experience, and personality.
- Keep an open mind: be careful not to form an opinion too early or to attribute too much of what you see to a cultural difference.

5. Tolerate uncertainty

- This can be extremely difficult for people from some cultures where directness and precision are valued.
- Business is about managing unknowns. When working with a culture with a high tolerance for uncertainty, you may not get concrete answers. This, of course, can work both ways.

6. Build your intercultural skills

- When working with people from different cultures, you need a solid understanding of the norms of that culture.
- Greater cultural awareness will help you weigh up the pros and cons of your way of doing things and will give you a better insight into working across cultures.

C. Complete these phrases to form verb+noun collocations from the previous text.

- | | | |
|-----|-------------------------|----------------------|
| 7. | build | .. relationships |
| 8. | open | .. your eyes |
| 9. | process | .. information |
| 10. | read | .. a situation |
| 11. | take | .. your time |
| 12. | keep | .. an open mind |
| 13. | form | .. an opinion |
| 14. | imagine? manage? | .. unknowns |
| 15. | work | .. both ways |
| 16. | | .. your skills |
| 17. | weigh | .. the pros and cons |
| 18. | give | .. you an insight |

D. Match the collocations from Ex C to these definitions.

- a) avoid feeling rushed 11
- b) stay alert 8
- c) don't judge people / things too quickly 12
- d) succeed in creating rapport with others 7
- e) understand what is going on 10
- f) have a reciprocal effect 15
- g) consider the advantages and disadvantages 17
- h) make a judgement 13
- i) develop your ability in a certain area 16
- j) deal with and gain understanding of input you receive 9
- k) provide you with useful information to help you understand something 18
- l) deal successfully with unfamiliar situations 14

E. What advice would you give people from other cultures / companies who come to work in your culture / company?

F. Listen to three people talking about their experience of working in other countries. Was each person's overall impression positive or negative?

G. Are the following adjectives used to describe people(P), places (PL) or experiences (E)? Listen again and compare your answers.

Extract 1

1. open-minded _____
2. out-of-the-way _____
3. time-consuming _____
4. tedious _____

Extract 2

5. up-and-coming _____
6. self-assured _____
7. outspoken _____
8. run-of-the-mill _____

Extract 3

9. down to earth _____
10. easy-going _____
11. low-key _____
12. unexpected _____

Adapted from: Baade/Holloway/Scrivener/Turner: Business Results. Advanced. Oxford, 2009

8.4 Diplomacy and Politeness

Different cultures have different ways of expressing opinions and dealing with conflict. There are cultures which value directness in discourse and some which express themselves rather indirectly and avoid confrontation at all costs.

Problems may arise when those styles clash. Members of a culture with a more direct style find others difficult to read or even not sincere whereas members of culture with high “conflict avoidance” and an indirect style tend to find others impolite and aggressive.

Language barriers as well as a lack of linguistic knowledge and sensitivity can complicate matters and lead to misunderstandings and conflict.

It therefore makes sense to become more aware of communication styles and practice language elements that enable speakers to express themselves politely.

A. Try to express disagreement in a diplomatic way by

- | | |
|---|---|
| a) using modal verbs | This is a problem. <i>better:</i> This |
| b) using modifiers
(quite, rather, a little) | You are behind schedule. <i>better:</i> You |
| c) avoiding negative words
(instead: “not very”+ positive word) | This is awful. <i>better:</i> This |

B. Asking and declining politely

Here are some ways of asking people for assistance and declining requests politely.
Match the questions and answers and underline the expressions that are important when saying no.

- | | |
|---|--|
| Do you mind looking through this report? | <u>Well, I'd rather not, if you don't mind.</u> I don't feel it's up to me. |
| Would you call Ben Gerald for me, please? | <u>Could that wait till tomorrow?</u> I have to finish this proposal first which is rather urgent. |
| I'd like you to have a word with Sam about his lack of punctuality. | <u>I am sorry,</u> but the machine is broken. |
| Could you print this out before you leave? | <u>I am afraid</u> I do not have his contact details. |

C. Use the underlined phrases above in the following examples.

- | | |
|--|---|
| Do you mind working late tomorrow night? | I have a doctor's appointment at 6. |
| Would you be able to meet me tomorrow at 11? | I haven't got my diary with me. |
| I'd like to see this whole project finished by Friday. | there's too many people off ill. |
| What about an advert in the national press? | we tried that and it was a disaster. |
| Are you okay for a chat about the budget now? | till this afternoon?
I am tied up until after lunch. |

8.5 Working in Intercultural Teams – Case studies

Analyse the following situations taking the criteria discussed previously into account.

Situation A: A Nuisance

Bill: How did it go with Nigel?
Mary: Much better than I expected. These English are hard to figure.
Bill: What happened? Did you explain everything to him?
Mary: Yes, completely. I said we were very sorry but we simply weren't going to be able to meet the deadline.
Bill: And?
Mary: He just said, "That's a bit of a nuisance", and changed the subject.
Bill: That's great!

Questions:

1. **What does “These English are hard to figure” mean?**
2. **So how did Mary and Bill interpret Nigel’s reaction to the delay?**
3. **How do you think Nigel felt about the situation? He didn’t like it**

Situation B: Saturday Shift

Mr Jones: It looks like we’re going to have to keep the production line running on Saturday.
Mr Wu: I see.
Mr Jones: Can you come in on Saturday?
Mr Wu: Yes, I think so.
Mr Jones: That’ll be a great help.
Mr Wu: Yes, Saturday’s a special day. Did you know?
Mr Jones: How do you mean?
Mr Wu: It’s my son’s birthday.
Mr Jones: How nice. I hope you all enjoy it very much.
Mr Wu: Thank you. I appreciate your understanding.

Questions:

1. **What do you think will happen on Saturday? And why?**
2. **What would Mr Wu have said if he were European?**

Adapted from: Craig Storti: Cross-Cultural Dialogues. Intercultural Press, 1994.

Mr Wu won’t turn up and Mr Jones is angry

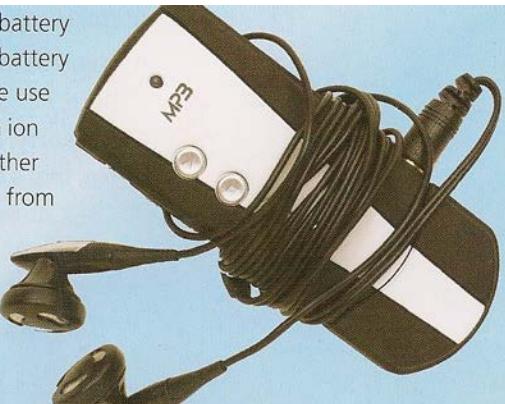
9 HANDLING COMPLAINTS

9.1 Complaining and Apologising

A. The battery of your MP3 player has failed after twelve months of use. Study the information below taken from the owner's manual about battery life (1) and compare it to the reply from the customer services department to an e-mail you wrote them asking for a free replacement (2). Do you think this is a satisfactory reply? Give reasons for your answer.

1

We use the best lithium ion battery technology from leading battery manufacturers. The batteries we use are no different than the lithium ion batteries used by any other manufacturer, on products from portable music players, to laptops, to wireless phones. The battery should last most normal users the life of the product (several years).



2

23 January

Dear Mr King,

Thank you for your e-mail of July 12. Unfortunately, your MP3 player's warranty has expired; therefore we will not be able to replace your battery free of charge. To purchase a new battery, please contact our sales team.

Kind regards,

Robert Brown
Customer Services

B. You are not prepared to accept this. Write an email or a letter demanding a free replacement battery. Use cues below to help you.

- Reasons for writing
- Describe the history
- State why you are not satisfied
- Suggest new steps
- Suggest next steps
- Thank them and close the letter

Adapted from: P. Dummett. Success with BEC. Summertown, 2008

9.2 The Language of Complaining and Apologizing

A. Read the following e-mails

Dear Sir / Madam,

I wish to complain about my new notebook computer, which I ordered from your online store last month (order number 123456X). The computer was delivered only yesterday. When I opened the box, the casing of the notebook was loose in one corner and the power cable was missing. This is very poor service indeed.

I look forward to hearing from you.

Rachel Butcher

Dear Ms Butcher,

Thank you for your email regarding your new notebook from our online store.
We are very sorry to hear that the power cable was missing and that the casing was loose.

Unfortunately, the model in question is not in stock at the moment. However, I am pleased to inform you that we will give you your money back in full. In addition, as a gesture of goodwill, we will give you a 10% discount off your next purchase from our store.

I would like to apologise for the inconvenience we may have caused
Please do not hesitate to contact me if you have any further queries.

Kind regards,

Diane Wilson
Head of Customer Services

B. Which expressions

- a) show dissatisfaction
- b) show sympathy
- c) give an apology
- d) offer explanations
- e) ask for action
- f) announce measures taken

C. Diplomacy and politeness

When making complaints, it is important to be assertive. However, in order to avoid conflict, it is advisable to remain polite. Note that verbs like **seem**, **appear**, **sound** and **look** and the **use of modals** can make a statement more tentative and polite.

The activation key doesn't work
The activation key doesn't **seem** to be working.

Your antivirus program doesn't work.
It **sounds as if** your antivirus program **might** not be working.

This is particularly important when communicating with members from culture with indirect communication styles and high-conflict-avoidance. It can also be crucial when dealing with cultures in which personal dignity and "saving face" are paramount.

D. Language elements for complaining and apologising

Complaining:

We are very disappointed by / in
I am afraid to tell you .
We regret to inform you
I am sorry but we cannot accept
You must be aware that this is not really acceptable
Unfortunately we have to tell you that your performance does not meet our expectations

Apologising:

I am really sorry about
We must apologize for
We deeply regret
I do apologise for any inconvenience caused
We do understand your concerns .

Explaining:

There seems to be a slight misunderstanding .
We are having a small problem with

Offer a solution:

We're doing everything we can to
We will look into it and get back to you as soon as possible.
Of course, we will do our very best to

9.3 Complaining and Apologising – Practice

A. The following exercise can be done as written or oral pair work.

As the Director of Public Relations for your company, write a letter to one of the leading business publications complaining about the misleading report on your company's business practices, which features in the "Focus" column of their magazine. You may find the notes below helpful.

What you'd like to say

You swine!

I was absolutely furious when I read the vicious report in your Focus column on Dec 7 about the way we run our company. When I gave up an hour of my precious time to speak to your wretched reporters I never thought they were going to do such a demolition job on us. Let me tell you that practically everything your article says is wrong and I've listed a number of points you made which I consider nothing less than downright lies! Your article makes us look like a bunch of crooks and could ruin sales, so you'd better print a retraction. At the very least, I expect this letter to appear in the letters column of the next edition of your disgraceful journal! I can't wait to hear what you've got to say for yourself.

Yours in fury,

Alan Barkin

Notes for a more reasonable reply

Dear Editor

Most disappointed / read / report / "Focus" column / Dec 7 concerning our business practices / When I agreed / speak / your reporters / never expected / misinterpreted in this way.

Several inaccuracies / article / would like / draw your attention / and / enclose with this letter / itemised list / factual errors.

Since / article / presents our company / unfavourable light / and / matter / considerable public concern / hope / seriously consider / printing / full retraction. Failing that / insist / publish this letter / next edition.

I look forward / hearing / reaction

Yours sincerely *I was most disappointed to read your report in your "Focus" column on Dec 7 concerning our business practices. When I agreed to speak to your reporters, I never expected to be misinterpreted in this way.*

Alan Barkin Director of Public Relations *There are several inaccuracies in your article which I would like to draw your attention to and I enclose with this letter an itemised list with factual errors.*

Ask your teacher if you have problems with vocabulary. *Since this article presents our company in an unfavourable light and since the matter is of considerable public concern, I hope you have seriously considered printing a full retraction.*

Failing that, I insist you will publish this letter in your next edition.

I look forward to hearing your reaction.

B. You are the owner of a small engineering company and two months ago signed up to Londcom's telephone and internet service package. However, in the first month of using the new package you lost 2 days worth of business due to Londcom's inefficiency and poor service. A few of the main problems were:

- a) Failure to provide you with the same telephone number you had been using since starting your company
- b) Delayed installation of technical equipment
- c) Rude, unfriendly and incompetent staff on help lines

Write a letter of complaint to Londcom outlining the problems you have had and the consequences for your business. Your letter should be about 100 – 120 words long. You may use expressions from the list in the previous section.

10 TELEPHONE SKILLS

10.1 Telephone Language — Business on the Phone, Part 1

- A. Listen to the introduction and explain the background to the conversation.
- B. Explain the following expression which are important for the understanding of the context of the telephone we are about to listen to.

contract:

contracts department:

supplier:

subcontractor:

proposal:

C. Now listen to the dialogue and answer the following questions:

- a) Why can't Nathan speak to George?
- b) What is Claire doing in the office?
- c) Why is Nathan trying to reach George?
- d) What does Nathan ask Claire to do?
- e) What department does Nathan work for?
- f) What is Nathan's surname?
- g) What is Nathan's telephone number?
- h) Why is this phone call urgent?

D. Now listen again.

- a) At the very beginning, how do Claire and Nathan open the conversation?
- b) How does Claire offer her services?
- c) How does Nathan declare the purpose of his call?
- d) What phrases does Claire use to accommodate Nathan when she can't connect him?
- e) What are the phrases that Nathan uses to introduce the purpose of his call and stress that his call is important?
- f) How does Clare handle Nathan's request?
- g) What language do Clare and Nathan use to exchange the contact details?
- h) What elements are used to make the language more polite?
- i) How do they close the conversation?

10.2 Telephone Language — Business on the Phone, Part 2

George Kline tries to contact Nathan Beale but only gets his colleague, Simon Price.

Listen to the conversation and tick the boxes of the statements that are correct.

- a) The connection at the beginning is bad because there is a
 - delay on the line
 - it's early in the morning
 - George is sick
- b) George is looking for Nathan Beale and asks:
 - is he valuable?
 - is he available?
 - is he valid?

- c) When Simon does not understand George, he says:
- I didn't catch that. I didn't hear that. I didn't understand that.
- d) Where is Nathan?
- Out of the office Visiting suppliers On holiday.
- e) How does Simon try to find out what the call is about?
- Can I have a reference? May I ask for reference for this? Can I ask what this is in reference to?
- f) Simon offers to help twice. What are the phrases he uses?
- Maybe I could help you!
 But I might be able to help you.
 Do you need help with this?
- How can I help you ?
 What can I help you with?
 Should I help you?
- g) How does Simon reassure George?
- I am the best I am doing my best I'll do my best
- h) How many radios should be sent in how many shipments?
- 20 radios in 20 shipments
 10 radios in 10 shipments
- 20 radios in 2 shipments
 20 radios in 1 shipment
- h) To what specifications should the radios be built?
- EUA567D US4563P XV9582

10.3 Telephone Language — Business on the Phone, Part 3

A. Nathan Beale is now calling Airtronics again, but unfortunately he is not in a very good mood. What is the reason for that?

B. Now listen to the conversation and answer the following questions?

- a) What is the subtext of Nathan's statement: "Did you say Claire? I believe I spoke with you last week?" and how does Claire handle the situation?
- b) What words does Nathan use to emphasise the importance of his call?
- c) What phrases does Claire use in the context of connecting Nathan to George?
- d) How does the language register differ in the conversations between Claire/Nathan and Claire/George? Can you give some examples?

- e) What phrases does George use to appease Nathan?
- f) What phrase does Nathan use to express that he would have preferred an alternative course of action?
- g) How does George indicate the communication problem was not his fault?
- d) How does George ask for confirmation of the specifications?
- e) How does Nathan express his need for reassurance?
- f) And how does George reassure him?
- g) What is the course of action the two agree on?
- h) How do they close the conversation?

Adapted from: www.BusinessEnglishPod.com

10.4 Telephone Language – Practice

A. Fill the gaps with the words from the box. Each word can be used more than once.

back — for — from — in — on — out of — over — with

1. I am calling **in** .. connection **with** .. your job advertisement.
2. How nice to hear **from** .. you!
3. Thanks **for** .. calling
4. Can I put you **on** .. hold?
5. Sorry, she's **out of** .. the office.
6. Sorry, she's **on** .. another call.
7. Can you ask him to call me **back** ..?
8. Is that 'i' as **in** .. Italy?
9. Let me read that **back** .. to you?
10. Can I just go **over** .. that again?

back — by — for — into — of — off — on — up — with

11. Just bear **with** .. me **for** .. a moment.
12. Can you speak **on** .. a bit?
13. It's a bad line. You keep breaking **off**
14. We got cut **off** Where were we?
15. What time would be good **for** .. you?
16. What time are you thinking **of** ..?
17. Can you leave it **for** .. me?
18. I'll look **into** .. it and get **back** .. to you.
19. I'll need to check and see what's going **on** ..
20. I'll send a replacement **by** .. special delivery.

B. Match each phrase 1–8 with a phrase a – h

1. Yes, this is (your name) here. f
2. Please wait a moment. c
3. I'll ask her to get back to you. g
4. Would you like to speak to ? b
5. Can I take a message? e
6. Can I just repeat everything to check? a
7. Can you repeat that? d
8. Yes, that's right. h

- a) Let me just read that back to you.
- b) Shall I put you through to ?
- c) Just bear with me.
- d) Sorry, I didn't catch that.
- e) Would you like to leave a message?
- f) Speaking.
- g) I'll ask her to call you back.
- h) Exactly

C. Phrasal verbs are a part of everyday spoken language. Using them makes the speaker sound more fluent and authentic. Phrasal verbs consist of a verb plus a preposition.

Examples: *Mr Gallup brought up various problems during our telephone conversation.*

Some issues, however, are too complex to deal with over the phone.

Complete the following text by adding the prepositions that belong to the respective phrasal verbs.

A lot of people find it difficult to make phone calls in a foreign language – and that's understandable. You can't see the person you are talking to, their voice might be unclear, and you might find it difficult to find the right words.

One thing you can do to improve your telephone skills is to learn some of the phrasal verbs that are commonly used in telephone conversations. **Hold** means "wait" – and **hang** means "wait", too. Be careful not to confuse this with **hang** which means "finish the call by breaking the connection – in other words "**put** the phone ". Another phrasal verb with the same meaning as **hang** is **ring** . The opposite of the latter is **ring** – if you **ring** somebody , you make a phone call. And if you **pick** the phone, (or **pick** the phone) you answer a call when the phone rings.

If you are talking to a receptionist, secretary or switchboard operator, they may ask you to **hang** while they **put** you – **put** means to connect your call to another telephone.

But if you can't **get** to (i.e. contact on the phone) the person you want to talk to, you might be able to leave a message asking them to **call** you . **Call** means to return a phone call.

Adapted from : www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/expert.shtml

D. Read the dialogue about arranging a meeting. Choose the best word/s to fill each gap from A,B,C or D below.

Ann: Hi Jim – ¹ Ann

Jim: Hi.

Ann: Jim – we need to meet up sometime to discuss the Frankfurt Trade Fair.

Jim: Ok. What time ² be good for you?

Ann: What about ³ Monday?

Jim: Let me see. No, sorry, I can't ⁴ then. Could we meet on Tuesday ⁵?

Ann: My schedule is quite ⁶ on Tuesday, but I am free later in the afternoon.

Jim: Ok. What time would ⁷ you best?

Ann: ⁸ we say 6pm? Or is that too late?

Jim: Well, it is really. I'd prefer a bit earlier if you don't ⁹.

Ann: Is five OK?

Jim: Yes, that ¹⁰ fine. That's much better.

Ann: Perfect. ¹¹ send an email to confirm.

Jim: OK. ¹² calling.

- | | | | | |
|----|----------------|--------------------|-----------------|---------------|
| 1 | a) I'm | b) This is | c) Here is | d) Speaking |
| 2 | a) should | b) could | c) would | d) can |
| 3 | a) the next | b) at next | c) on next | d) next |
| 4 | a) make | b) make it | c) be | d) arrange |
| 5 | a) alternative | b) in place | c) instead | d) instead of |
| 6 | a) full | b) occupied | c) complete | d) engaged |
| 7 | a) convenient | b) suit | c) prefer | d) advantage |
| 8 | a) will | b) shall | c) how | d) what |
| 9 | a) mind | b) care | c) worry | d) trouble |
| 10 | a) could be | b) seems me | c) feels | d) sounds |
| 11 | a) I | b) I'd | c) I'll | d) I'm |
| 12 | a) Thanks for | b) Thanks for your | c) I thank your | d) Nice |

Source: Paul Emmerson: Business Vocabulary Builder. Macmillan, 2009

E. More telephone language phrases!

Choose the correct answer from the words in *italics*.

1. Can I speak to Rachel Warner, please? — Did you *ask / said / say* Rachel Ward?
2. I'm not quite clear *with / about / at* your last suggestion.
3. Could you run it *by / through / along* me again?
4. Could I ask you to spell it / with / out some details?
5. No, it's *bad / not / problem* that we don't have the resources. We don't have time to do this.
6. Just a *second / little / thought*. It may not be entirely relevant, but have you noticed how tired David looks?
7. Actually, it *doesn't / won't / isn't* matter – it's a bit off topic right now.

F. Put the words in *italics* in the right order to create a conversation

Gerard: Hi, Nicole. I'm calling to discuss the recent delivery problems we've been having.

Nicole: Oh, hi, Gerard. I've heard there *have been a few delivery issues recently. problems / the / Could / were? / what / you / exactly / clarify*

..

Gerard: Yeah, sure. Basically it's the White Route Logistics, they just don't seem able to deliver on time anymore.

Nicole: *that / mean / you / Do*
the other logistics company we use aren't causing any of the problems?

Gerard: Well, not exactly. *is / I'm / that / saying / What*
it's mainly an issue with White Route Logistics, but we have also had a couple of problems with Utome.

Nicole: *logistics / of / What / name / other / again / was / the / company / the*

..

Gerard: Utome

Nicole: Oh, yes. That's right. *That / Have / notice? / Hans / you / handed / that / his / has / reminds / in / me.*

He's been headhunted by that web company, Utopia.

Gerard: Really? I knew he wasn't particularly happy. *about / way, / By / talking / the*
people leaving, have you heard about Helga?

..

Nicole: No. What's happened?

Gerard: Apparently, she's taking early retirement.
of / That's / digression / a / bit / sorry. / a / Anyway

..

Nicole: *main / back / issue. / to / Let's / get / the*

..

10.4 Telephone Language – Intercultural Aspects

Discuss the following intercultural tips and compare them to the “guidelines” in your country.

- To start a telephone conversation in America and northern Europe, you say your name, then your company, then the purpose of the call. Any brief social conversation is likely to be at the end of the call.
- In northern Europe, the call ends with the confirmation of individual tasks and the agreed plan of action. Americans press more strongly for answers or quick action.
- To start a telephone conversation in Japan and south-east Asia, you say the name of your company, then the department, then your last name only.
- In Japan and south-east Asia, the call ends with a promise to call back when group agreement has been reached.
- In Japan and south-east Asia, many calls are used simply to gather information as any decision needs group consensus. Asking questions, listening and checking are the main features of the call. Comments, interruptions and arguments are avoided.
- In Latin America and southern Europe, a short time is spent on social conversation before mentioning the purpose of the call.
- In Latin America and southern Europe, the call ends with a more social conversation, exchanging good wishes and expressing a desire to hear from the other person again.

Adapted from: Paul Emmerson: Business Builder, Macmillan, 1999

10.5 Telephone Language – How to say it politely

A. Read the following dialogues below and try to improve them.

Dialogue A:

- Receptionist: ABC Ltd. What do you want?
Caller: I want to speak to Kate Williams.
Receptionist: Not here! Message?
Caller: Yes, this is Geoff Rix. Tell her to call me.
Receptionist: Didn't understand. Spell your name.
Caller: G – E – O – double F, new word, R – I – X.
Receptionist: Okay, She'll get the message sometime.
Caller: Yeah, well whatever. Bye.
Receptionist: Bye.

Dialogue B:

- Receptionist: Good morning. IMB.
Caller: Mr Costa here. I want Mary Hershey, please.
Receptionist: Wait Not here. Want to speak to her assistant?
Caller: Yep!
Receptionist: I can connect you now.
- Assistant: Accounts department. This is Gina.
Caller: Mr Costa here. I want to talk to Mary Hershey.
Assistant: Not in the office. Message?
Caller: Yes. I am calling about your last invoice. There is a problem. I must speak to Mary soon.
Assistant: Ok, invoice number?
Caller: A/386.
Assistant: What?
Caller: Uh-huh. Have you got that?
Assistant: Yes, I've got that. More?
Caller: No.
Assistant: Okay. She'll get your message when she gets it.

10.6 Handling Complaints on the Telephone

A. Telephoning Complaints - Practice

Make phrases by matching the beginning of each sentence 1-11 with its correct ending a-l.

1. I'm calling in . . .
 2. The machine arrived, but there's . . .
 3. We still . . .
 4. The printer isn't working . . .
 5. One of the items was damaged . . .
 6. There's an intermittent fault . . .
 7. The quality isn't as good as . . .
 8. You sent me a new part . . .
 9. There seems . . .
 10. I keep emailing you but . . .
 11. I'm sorry, that isn't good . . .
-
- a. on the control panel.
 - b. connection with my order number LN0064.
 - c. to be a problem with the invoice.
 - d. your original sample.
 - e. I just get automatic replies.
 - f. in transit.
 - g. haven't received the goods we ordered.
 - h. enough.
 - i. but it doesn't fit.
 - j. properly. It's been fine up to now.
 - k. no instruction manual.

Adapted from P. Emmerson, Business Vocabulary Builder (2009).

B. In pairs, make up a telephone conversation where one of you is complaining about a problem. In a first attempt, let the dialogue escalate into open conflict. In a second step, use the phrases below to avoid escalation.

Useful phrases

Make a complaint

*I'm calling in connection with my order, reference number ...
We received the order this morning but you only shipped... pieces.
We still haven't received the ...
There's a fault with the ...
There seems to be a problem with the invoice. I'm sorry, that isn't good enough.*

Show understanding

*I'm sorry to hear that. I do apologize.
I understand how you feel.
I'm sure we can sort it out.*

Get the facts

*What exactly is the problem?
Do you have a reference number?
I need to ask you a few quick questions.*

No action

*It's not our policy to ...
I understand exactly how you feel, but it's not our responsibility to ...*

Promise action

*Can you leave it with me? I'll look into it and get back to you this afternoon.
I need to check at this end and see what's going on.
I'll call you back within an hour. Is that OK?
I'll send a replacement immediately by special delivery it should be with you tomorrow.
I'll make sure that ...*

End the call

I'm sorry again for any inconvenience this has caused. If you have any more problems, please let me know.

11 Reported Speech

11.1 Theory

Reported speech is quite a common feature of language, particularly in newspapers where journalists often report what people have said.

When direct speech is changed into reported speech, with a reporting verb in the past, the verb tense may have to be changed to indicate a time shift to the past.

That is often used to connect the clauses.

A. Tense shift

The company's spokeswoman said: "We **are** breaking into new markets."

The company's spokeswoman said **that** they **were** breaking into new markets.

The company's spokeswoman said: "2015 **will** be a very successful year."

The company's spokeswoman said **that** 2015 **would** be a very successful year.

It is usually better style to use more precise **reporting verbs** than say or tell. Examples of reporting verbs are: **admit, advise, apologise, announce, promise, threaten, refuse etc.**

B. Expressions referring to the “here and now”, e.g. time phrases and pronouns, may have to be changed.

Changing time expressions

yesterday	→	the day before
last week	→	the week before
tomorrow	→	the next day / the following day

Pronouns

The president announced: "It's time for **my** resignation"

The president announced that it was time for **his** resignation.

C. Reported instructions and requests

If you report what someone tells someone else to do, use **ask/tell + someone + to + infinitive**.

"Marc, could you call the IT manager?"

Marc's boss asked / told **him to call** the IT manager.

D. Reporting questions

Whether / if or questions words are used to link the clauses.

He asked: "Melanie, do you often travel for business?"

He asked her **whether** she often travelled for business.

He wanted to know: "**What** safety measures are planned?"

He wanted to know **what** safety measures were planned.

The auxiliaries **do** and **did** are not used in reported questions.

There is **no question mark** at the end of reported questions.

11.2 Practice

A. You showed some potential clients around the office yesterday. Read what some people said during their visit.

- 
1. Can you pick us up at our hotel?
 2. We didn't sleep well.
 3. I'll order some coffee.
 4. Don't worry about it!
 5. Will you show our visitors round the building?
 6. Can you speak a little slower?

Now tell a colleague about the visit, using reported speech and a different reporting verb (or expression) in each sentence e.g. said, tell, ask.

1. I live near their hotel, so they *asked me to pick them up*.
2. There are some noisy building works in the hotel and they ..
3. None of them had had breakfast, so ..
4. One of the guys spilled coffee over my suit. He was embarrassed but I ..
5. They all wanted to see the offices, so my boss ..
6. I was speaking a bit too fast and one of the guys ..

B. Human Resources staff are telling each other about inappropriate questions asked by job candidates in interviews or unusual statements made by applicants. Transform the direct speech into reported sentences and questions. Use different reporting verbs or expressions.

1. “Don’t ask my current boss for a reference because he is a fool.”

One candidate ..

2. “If you employ me, I will tell you about the secret plans of my current company.” ..
3. “Will I get a pay rise soon?” ..
4. “Why did you keep me waiting before the interview?” ..

C. Quotations: Who said it?

Match each quote with a name from the box and then rewrite the sentences in reported speech.

Karl Marx	Neil Armstrong	Bill Gates	Bart Simpson	Albert Einstein
Adolf Hitler	Marilyn Monroe	Elvis Presley	Alfred Hitchcock	Margret Thatcher

1. “Strength lies not in defence but in attack.”
2. “Anyone who has never made a mistake has never tried anything new.”
3. “I’m not against the police; I’m just afraid of them.”
4. “I don’t know why I did it, I don’t know why I enjoyed it, and I don’t know why I’ll do it again.”
5. “640K ought to be enough for anybody.”
6. “I don’t know anything about music. In my line you don’t have to.”
7. “That’s one small step for a man, one giant leap for mankind.”
8. “If you want something said, ask a man. If you want something done, ask a woman.”
9. “I don’t mind living in a man’s world as long as I can be a woman in it.”
10. “Religion is the opium of the masses.”

12 SELF-STUDY READING: *The Undercover Economist* by Tim Harford

12.1 Interview with Tim Harford

Watch the following interview with Tim Harford and answer the questions below.

<http://www.youtube.com/watch?v=s5mtLCzb1QY>

1. How did Tim Harford get into economics?

2. What did he originally want to be?

3. According to Tim Harford, what are economists interested in?

4. What do the expressions “evidence” and “that makes people tick” mean? Explain in English.

5. What does Tim Harford think about the idea of economists running the country?

6. When analyzing “speed dating”, economists found that dating is a .

12.2 *The Economics of Innovation* by Tim Harford

Discussions at the cross-section of business and technology raise important questions concerning the most efficient methods of managing and financing innovation.

Watch the following video and answer the questions below

1. Why does Harford talk about the British cycling team?

2. What are marginal improvements?

3. What are the pros and cons of marginal improvements?

4. Why does Harford mention the Internet and Penicillin in this context?

5. What are the pros and cons of long-shot improvements?

6. Why does Harford tell the story of Mario Capecchi?

7. What was Capecchi's verdict on Harvard?

8. What kind of innovation system does Harford wish for?

12.3 TEDIndia: Hans Rosling on ‘Asia’s Rise’

Watch the following TED talk and answer the questions below.

http://www.ted.com/talks/hans_rosling_asia_s_rise_how_and_when.html

1. This is a contribution from TEDIndia. How does Rosling’s opening to his speech fit in with the context?
2. How did this experience change his mindset as far as his perception of global structures was concerned?
3. What is the main theme of the speech?
4. What historical facts does he highlight in his speech?
5. Why was 1858 a “watershed year”?
6. What do Rosling’s graphs consist of and what is remarkable about them?
7. What is the connection between national sovereignty and economic development according to Rosling?
8. How does the development in terms of life expectancy (health&education) and “income per capita” (economic development) in Asia differ from that in the Western World?
9. How does Rosling include the diversification within national categories into his analysis?
10. What is the “flat world” according to Thomas Friedman?
11. Looking at the blue bubbles on the graph, how did Tim Harford in “The Undercover Economy” account for the poverty in these countries?
12. What is finally Rosling’s predictions for Asian countries and what are his recommendations to secure growth in these regions?
13. What are his global concerns?
14. What do you think of Rosling’s presentation skills?

12.4 *The Chinese Economic Reform*

A. Watch the following video about the economic development of China to become a global economic leader and take notes in order to answer the questions below.

http://www.youtube.com/watch?v=S_TrmNVZxN0

The Chinese Economic Reform

1. How is Mao's regime described?

2. What was the *Great Leap Forward*?

3. How did his successor Deng Xiaoping reform the country economically and what was the result of his reforms?

4. What is the significance of the Tiananmen Square protests of 1989?

5. How has the development impacted on world economy?

6. What are the challenges China faces now?

7. What do you think of the quality of this documentary and of the author's viewpoint presented in this documentary?

8. What critical questions could be asked about the content of this documentary?

12.3 *The Undercover Economist* by Tim Harford

Text Comprehension Questions

Note: The page numbers in *italics* refer to the old edition

Introduction & Chapter 1:

- 1) What does the story of the Soviet official tell us about the free market? (*p.2 / p.2*)
- 2) How do you explain the high price of coffee at railway stations? (*p.7-8 / p.7-8*)
- 3) What is the core message of Ricardo's model of economics? (*p.9-10 / p.9-10*)

Chapter 2:

- 1) What is the real reason for the large range of products at coffee shops? (*p.40 / p.34-35*)
- 2) What was unfair about Café Costa's fair trade coffee? (*p.37-38 / p.33*)
- 3) What strategies are used by companies to target customers? (*p. 40-45 / p.36 -40*)

Chapter 3:

- 1) Why is there “truth” in prices in the free market? (p. 70-71 / p.62)
- 2) What are “marginal costs”? (p.72 / p.63-64)
- 3) What two elements (to firms and to customers) do prices represent? (p.76 / p.67)
- 4) Which problem of taxation does Tim Harford describe? (p.78-81 / p.68-72)

Chapter 4:

- 1) What are the three main reasons for the fact that the free market does not always work? (p. 90-91 / p.80)
- 2) What is Tim Harford’s main objection to the current car taxation? (p. 93-94 / p. 82-83)
- 3) What are externalities and what is an externality charge? (p. 90-95 / p. 80-85)
- 4) How did the City of London solve the disastrous traffic situation in the inner city? (p.109 – 110 /p. 98)

Chapter 5:

- 1) Why is it difficult to buy a good second-hand car? (p.124-125 / p.112-113)
You don't know if it's a good or a bad car
- 2) What are the effects of inside information on the free market? (p.127-128 / p. 115-116)
if some people know more than others about the quality of a product, then some high-quality products may not be traded at all, or not be traded very much
- 3) What are the three factors that prevent the market from working perfectly? (p.155 /p. 138)

Chapters 6 and 7 will not be tested in the exam.

Chapter 8:

- 1) Why do certain poor countries e.g. Cameroon stay poor? (p.215&229 / p.188&200)
- 2) Where is economic wealth said to come from? (p.208 / p. 182)
- 3) Explain the theory of “diminishing and increasing returns” and the “big push” theory?
(p.209 – 211 / p.182-184)

Chapter 9:

- 1) What is the effect of trade barriers? (p.238-241 / p. 209 -211)
- 2) What are the five most prominent features of globalisation? (p. 244 / p.214)
- 3) Harford argues that increased globalisation does not cause increased pollution. What reasons does he give? (p. 247-248 /p.217-219)
- 4) What does the development of South Korea illustrate (p.257-258 / p. 226)

Chapter 10

- 1) What characterised Mao's economic policy? (p.268-270 /p. 235-237)
- 2) In what ways did Deng Xiaoping change industrial and agricultural policies? (p.271 - 277 / p.238-245)
- 3) How does Harford explain the extreme economic growth in China? (p.279 -282 / p.245-247)
- 4) What are the 3 main benefits China gained from opening its economy to the world? (p.283 / p. 248)
- 5) How does Harford justify the terrible conditions in sweatshops in China and other Asian countries? (p.256-257 & 288 -289 / p. 224-225 & 253-255)