



UNIVERSITATEA
BABEȘ-BOLYAI



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Universitatea Babeș-Bolyai | Facultatea de Științe Economice și Gestionarea Afacerilor



CENTRUL DE FORMARE CONTINUĂ,
ÎNVĂȚĂMÂNT LA DISTANȚĂ ȘI CU
FRECVENȚĂ REDUSĂ

Programul de studii

Contabilitate și informatică de gestiune / Economie și afaceri internaționale /
Economia comerțului, turismului și serviciilor / Finanțe-Bănci /
Informatică economică / Management / Marketing / Management (în limba maghiară)

Suport de curs

LIMBĂ MODERNĂ ÎN AFACERI 2
(LIMBA ENGLEZĂ) - LIMBA 1

Anul I Semestrul II

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General Remarks

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Course Details

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language
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2nd semester
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Join Zoom Meeting

<https://econ-ubbcluj-ro.zoom.us/j/82377003687>
Meeting ID: 823 7700 3687

Course Description

The course addresses intermediate (Common European Framework of Reference B1) students. To help you decide what level you are, we suggest you use the following descriptors of language ability as given by the Common European Framework of Reference.

level	description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	<i>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</i>

B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

(Source: http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages)

It is absolutely necessary that students whose level is lower than intermediate should work individually to reach that level. To this purpose, students can use practical grammars which contain essential theoretical information and practical tasks (see Suggested bibliography) or take English language courses offered by specialised institutions.

- Objectives

The purpose of English for 1st Year Business Students is to develop the written and oral communication skills of business students. The course focuses on two vital areas of the learning process: improving reading and writing skills as well as developing learning skills. The subject matter, drawn from various business fields, is not excessively specialised.

- Structure

Three units are devoted to training students in the skills of reading, developing vocabulary, and writing. These units are designed to help students:

- Become familiar with the various vocabulary items related to business English
- Become familiar with the various expressions related to specific language functions
- Improving reading skills by focusing on both content and the use of these expressions in task-based writing exercises
- Build up writing skills by practising the contextual use of the vocabulary items and focusing on grammar in controlled practice exercises.
- Learn and review basic business vocabulary

The structure of the units is systematic, concise and explicit, responsive to the variety of communicative circumstances in business. The content is formative, aiming at developing students' awareness of the need for communicating correctly in a foreign language. Mainly designed to be used as self-study material, the book intends to encourage students to take

individual study more seriously, to offer standardised exercises, to provide concrete examples, to focus on language use (knowledge of language, language skills, awareness of the nature of learning, awareness of the reading process, attitudes to reading: unknown words, strategies, 'meaning', opportunities for discussion/ exchanges of opinion).

The texts provide opportunities for review and expansion of the skills throughout the year. Furthermore, the units' organisation allows the student to take advantage of individual study. The abundance of material in the texts makes them easily adaptable to varying learner interests, student specialties, and language levels. The units of the book deal with texts that offer the possibility of learning specific vocabulary, grammar structures and functional language in appropriate contexts. The tasks students will have to carry out will help them develop their language skills in an integrated way, i.e. extracting the main ideas from a text// taking notes etc.

The structure of most units is the following:

- a. Lead-in
- b. Reading
- c. Vocabulary development
- d. Language focus
- e. Functions

The lead-in section is devised to introduce students to the topic of the unit. It consists of questions or exercises that forecast the subject matter to be dealt with in the reading section.

The reading section contains texts that offer both information connected with the business environment and the opportunity to improve and enrich students' vocabulary with new words and expressions.

The vocabulary development section offers explanation of some of the lexical items from the text and expands the learning context to the lexical areas of the words/ expressions studied. It presents both general and specialised vocabulary and the activities initiated here require sustained individual work with the dictionary.

The language focus section starts from examples found in the text. It has two sub-sections: one that deals with the theoretical input of a certain grammar problem (rules, examples etc.) and the second – Practice – that contains different types of exercises. However, students should decide whether they need more practice and if so, they should use additional self-study materials (practical grammars).

The functions section contains a number of expressions that represent certain language functions. This may help students become familiar with the context in which these expressions are used. The section also contains suggested writing activities in order to focus attention on individual activities that offer the possibility of making use of the knowledge acquired within each unit, as a whole.

In some units there is a section entitled English in Use. This section aims at familiarising students with the structure of the Language in Use section of the language ability examination that they will have to take on graduation.

- Course calendar

The three units will be approached in the order they appear. Before coming to class, students should study the units

planned as follows:

Second semester

First meeting – units 4 Management

Second meeting – units 5 and 6, Business Ethics and Business Travel

The classes are mainly aimed at checking students' individual work and answering possible questions, clarifying whatever aspects students may have found difficult to understand.

We would like to insist on the fact that attending the classes alone cannot give students the necessary knowledge of English. Self-study is extremely important in acquiring a foreign language especially for long-distance students who are not exposed to the weekly classroom context. Reading newspaper articles in English (the Internet is an inexhaustible resource) and looking up unknown vocabulary can be of great help.

- **Assessment**

Every semester students will have to take a written test. The test will mainly consist of:

- grammar and vocabulary tasks – 50%
- questions referring to the topics covered during the semester (the questions that appear as reflection topics in the STOP AND THINK! sections) – 50%

It is very important that students understand that this practical course book does not contain the entire vocabulary of the English language! That would be impossible. Consequently, students should understand that in the test they may have to deal with tasks containing vocabulary that does not appear in the course book but which they are supposed to know at the intermediate level. The type and structure of the tasks that will appear in the test will be the same as those of the tasks that appear in the course book. However, they will not necessarily be identical since the aim of the test is not to assess students' memory, but their ability to use the acquired knowledge in communication situations.

Theoretical knowledge will not be tested. Students should be able to speak the language not about it.

It is not compulsory to attend the classes. However, contributing to the class can bring you 2 additional points to the final mark.

UNIT 1

MANAGEMENT



I. Table of contents

1. *Definition of management*
2. *Managerial tasks / skills*
3. *Management styles*



II. Objectives

Students will be able to use the management vocabulary in different work-related situations.



III. Key words

asset, action plan, autocrat, democratic, manager, leader, strategy, challenge, outcome, hierarchy, goal, motivation, office, partner, planning, vision, mentor, mediate.

UNIT 1

1. MANAGEMENT

1.1 STOP AND THINK!



How would you define management?
What is the role of a manager?

1.2 Collocations

1.2.1 Match the words in the following columns to form suitable collocations.

A	Collective	1	Procedures
B	Employment	2	Group
C	Pressure	3	Factor
D	Trade	4	Bargaining
E	Unfair	5	Tribunal
F	Wildcat	6	Benefits
G	Staff	7	Dismissal
H	Disciplinary	8	Union
I	Job	9	Turnover
J	Working	10	Conditions
K	Motivating	11	Specification
L	Fringe	12	Strike

1.2.2 Now match the collocations you found with their corresponding definitions.

1.	Benefits given to employees in addition to their pay. These include company car, discounts, travel allowances and lower interest rates on mortgages.
2.	The physical environment that you work in: the lighting, heating, ventilation, noise and facilities.
3.	A hearing where a lawyer, an employee representative and an employers' representative decide whether an employee has been discriminated against or unfairly dismissed.
4.	The things that will drive a person to do something, a need to achieve a goal.
5.	When an employee is fired for reasons that are not fair.
6.	A sudden unofficial strike.

7.	It occurs when employers get together with employees and their trade unions to reach an agreement on pay and working conditions.
8.	Additional benefits given to employees, not in the form of money.
9.	An organisation formed by workers to protect their interests and rights at work.
10.	Procedures used by a company when an employee breaks the rules.
11.	The rate at which staff join and then leave a company.
12.	An organisation that tries to promote its own interests and point of view.

1.3 Reading

Read the following article. While reading, fill in the gaps with ONE word. Which of the two approaches do you favour?

The Art and Science of Management

One of the enduring questions in the field of management is whether it is an art or a science. Webster's College Dictionary defines an art as "skill in conducting any human activity" and science as "any skill or technique that reflects a precise application of facts or a principle." Reflected in the differences in these definitions is the use of precision in science, in that 1__ is a particular, prescribed way in which a manager should act. Thus, management as a science would indicate that 2__ practice, managers use a specific body of information and facts to guide their behaviours, but that management as an art requires no specific body of knowledge, only skill. Conversely, those who believe that management is an art are likely to believe that there is 3__ specific way to teach or understand management, and that 4__ is a skill borne of personality and ability. Those who believe in management as an art are likely to believe that certain people are 5__ predisposed to be effective managers than are others, and that some people cannot 6__ taught to be effective managers. That is, even with an understanding of management research and an education in management, some people will not be capable of being effective practising managers.

Foundations of the Management as a Science Perspective

Practising managers who believe in management as a science are likely to believe that there are ideal managerial practices for certain situations. That is, when faced with a managerial dilemma, the manager 7__ believes in the scientific foundation of his or her craft will expect that there is a rational and objective way to determine the correct course of action. This manager is likely to follow general principles and theories and also create and test hypotheses. 8__ instance, if a manager has a problem with an employee's poor work performance, the manager will look to specific means of performance improvement, expecting that certain principles will work in most situations. He or she may rely 9__ concepts learned in business school or through a company training programme when determining a course of action, perhaps paying 10__ attention to political and social factors involved in the situation.

Many early management researchers subscribed to the vision of managers as scientists. The scientific management movement was the primary driver of 11__ perspective. Scientific management, pioneered by Frederick W. Taylor, Frank and Lillian Gilbreth, and others, attempted to discover "the one best way" to perform jobs. They used scientific processes to evaluate and organise work 12__ that it became more efficient and

effective. Scientific management's emphasis 13_ both reducing inefficiencies and on understanding the psychology of workers changed manager and employee attitudes 14_ the practice of management.

Foundations of the Management as an Art Perspective

Practising managers who believe in management as an art are unlikely to believe that scientific principles and theories will be able to be implemented in actual managerial situations. Instead, these managers are likely to rely on the social and political environment surrounding the managerial issue, using their own knowledge of a situation, rather 15_ generic rules, to determine a course of action. For example, as a contrast 16_ the example given previously, a manager who has a problem with an employee's poor work performance is likely to rely on his or her own experiences and judgement when addressing this issue. Rather than having a standard response to such a problem, this manager is likely to consider a broad range of social and political factors, and is likely to take different actions depending 17 _ the context of the problem.

Henry Mintzberg is probably the most well-known and prominent advocate of the school of thought that management is an art. Mintzberg is an academic researcher whose work capturing the actual daily tasks of real managers was ground breaking research for its time. Mintzberg, through his observation of actual managers in their daily work, determined that managers did not sit at their desks, thinking, evaluating, and deciding all day long, working for long, uninterrupted time periods. Rather, Mintzberg determined that managers engaged in very fragmented work, with constant interruptions and rare opportunities to quietly consider managerial issues. Thus, Mintzberg revolutionized thinking 18_ managers at the time that his work was published, challenging the prior notion that managers behaved rationally and methodically. This was 19_ line with the perspective of management as an art, because it indicated that managers did not necessarily have routine behaviours throughout their days, but instead used their own social and political skills to solve problems that arose throughout the course of work.

Another scholar that promoted the notion of management as an art was David E. Lilienthal, who in 1967 had his series of lectures titled *Management: A Humanist Art* published. In this set of published lectures, Lilienthal argues that management requires 20_ than a mastery of techniques and skills; instead, it also requires that managers understand individuals and their motivations and help them achieve their goals. Lilienthal believed that effective managerial behaviour meant combining management and leadership into practice, by not only getting work done but understanding the meaning behind the work. Thus, he promoted the idea of the manager as a motivator and facilitator of others. This manager as an artist was likely to respond differently to each employee and situation, rather than use a prescribed set of responses dictated 21_ set of known guidelines.

Another proponent of the management as art school of thought is Peter Drucker, famed management scholar who is best known for developing ideas related to total quality management. Drucker terms management "a liberal art". He argues that the discipline (i.e., the science) of management attempts to create a paradigm for managers, in which facts are established, and exceptions 22 _ these facts are ignored as anomalies. He is critical 23 _ the assumptions that make up the management paradigm, because these assumptions change 24_ time as society and the business environment change. Thus, management is more of an art, 25 _ scientific "facts" do not remain stable over time.

<http://www.enotes.com/management-encyclopedia/art-science-management>

1.4 Listening

1.4.1 Listen to an interview with Stuart Crainer, who has written many books on business and management. What four qualities for an ideal manager does he talk about? What additional qualities does he mention? While listening complete the table below.

COMPULSORY QUALITIES	ADDITIONAL QUALITIES
1.	
2.	
3.	
4.	

1.5 Vocabulary development



1.5.1. Fill in the blanks in the following sentences with a word derived from the word given at the end of each sentence

1. This should be a viable ... of good management.	CHARACTER
2. All executives involved in the project did their job to the best of their	ABLE
3. Given the very few clues we have, this is a hardly ... flaw in our business plan.	IDENTITY
4. In order to be a ... businesswoman, you have to be acquainted with the main issues of inter-gender communication.	SUCCESS
5. Unfortunately, I cannot attach too much ... to your statistics.	CREDIBLE
6. Good ... is essential for the success of any kind of business.	LEAD
7. One shouldn't elude ... when dealing with serious occupational tasks.	RESPONSIBLE
8. His greatest ... is that of being a flawless leader.	ACCOMPLISH
9. I would ... like to specify that we are behind schedule.	PARTICULAR
10. The effort which you put into our project will turn out to be an invaluable	INVEST
11. Acting in ... with present legislation will prevent any problems with the authorities.	ACCORD
12. The ... for this initiative to become fruitful are that all of you should work overtime.	REQUIRE
13. At the trade fair last year, our company received an award for	EXCEL
14. ... talent is supposed to be in-born rather than acquired.	MANAGE
15. Thanks to our ... intervention, the company didn't go bankrupt.	TIME

1.5.2

A. Fill in the blanks with an appropriate word derived from the one given in brackets.

Art and Science in Management Research

Noted 1 _____ (RESEARCH) Thomas Kuhn, in his book *The Structure of Scientific Revolutions*, addresses issues associated with the state of current 2 _____ (SCIENCE) research and the opportunities for scientific discovery. Kuhn, in his previous editions of this text, drew distinctions between mature and 3 _____ (MATURE) fields of study. In mature fields of study, many of the central questions of that field have been answered, and strong consensus exists among researchers regarding the fundamental 4 _____ (ASSUME) of that field. Conversely, in immature fields of study, there is still a great deal of debate on major questions in the field, and gains in 5 _____ (KNOW) come sporadically. In many ways, management is an immature science. While its 6 _____ (FOUND) in psychology, sociology, and other related areas give it a long and rich history, the nature of the areas of study renders it immature. That is, due to the difficulties of studying human behavior in a number of disparate 7 _____ (SET), the study of management is still very young when compared with other fields of research (e.g., in the physical sciences). In fact, many scholars have argued that the social sciences (e.g., management research) suffer from envy of the physical sciences, in which "truths" are able to be determined through research. As such, social sciences researchers may strive to create a more "scientific" approach to their fields in order to grant them more 8 _____ (LEGITIMATE).

B. In some of the sentences there is an extra word which does not fit with the meaning of the text. Find the extra word.

Despite of its relative immaturity, some consistent answers have been developed in the field of management. In many ways this is due to the many increased sophistication of management research. However, there are still a number of research of gaps in management; despite our increased knowledge in some areas, there is still a very great deal of disagreement and confusion in other areas. In these circumstances, the practice of management is likely to will be dictated by the perspective of management as an art. Because of there are no hard and fast rules in certain circumstances, individual managers' experiences and skills must to guide them.

Today, much of the management research conducted in academic institutions blends with the notion of management as an art and as a science.

2. Motivation and Work Relationships

2.1 STOP AND THINK!



What is motivation?

It is the role of the manager to motivate employees. Would you prefer a male boss or a female boss? Why?

2.2 Reading

2.2.1 Who would you rather work for? Work in pairs. One of you reads article A and the other reads article B. State the main points made by the writer in each case by finding as many characteristics as possible that are attributed both to female and male managers.

Article A: Who would you rather work for?

Women are more efficient and trustworthy, have a better understanding of their workforce and are more generous with praise. In short they make the best managers and if men are to keep up they will have to start learning from their counterparts, a report claims today. [...] A majority of those questioned believed women had a more modern outlook on their profession and were more open minded and considerate. By way of contrast, a similar number believe male managers are egocentric and more likely to steal credit for the work done by others. The findings tally with a survey of female bosses carried out in the US. A five year study of 2,500 managers from 450 firms found that many male bosses were rated by their staff of both sexes to be self-obsessed and autocratic. Women on the other hand leave men in the starting blocks when it comes to teamwork and communicating with staff. Female managers use time more effectively, with many of those surveyed commenting that juggling commitments is a familiar practice for women with a home and a family. Female managers also appear to make good financial sense for penny-pinching companies: most people, of either sex, would rather ask for a rise from a man. (from *The Guardian*)

Article B: Which bosses are best?

How would you like your boss? Sympathetic, empowering and not too busy, probably. They will be aware of the pressures of your job, but delegate responsibility where appropriate. They will be interested in your career development. Oh, and preferably, they will be male. In a survey for Royal Mail, a quarter of secretaries polled expressed a preference for a male boss. Only 7% said they would prefer a woman. One should not, of course assume that all secretaries are female but women still make up the overwhelming majority. So it makes uncomfortable reading for those who like to believe that asoft and cuddly sisterhood exists in the previously macho office environment, where women look out for their own. The findings also raise questions about neat predictions of a feminised future for management, where „womanly” traits such as listening skills, flexibility and a more empathetic manner will become normal office currency. Business psychologist John Nicholson is surprised by the survey's findings, asserting that „the qualities valued today in a successful boss are feminine, not masculine”. He is empathic that women make better bosses. “They listen more, are less status-conscious, conduct crisper meetings, are much more effective negotiators and display greater flexibility”. Women directors are still relatively uncommon in older age group, but among young directors the proportion is growing. Sonia Neil, a former secretary at Marks and Spencer, has experimented power struggles between women even where there was a significant disparity in status. “Women either find it awkward to give you work or they try to assert themselves by giving you menial tasks. Men never do that. When women are critical they are much more personal, whereas men sail through not taking a blind bit of notice. (from *The Guardian*)

2.2.2 Read the following text about discrimination against female managers. For each gap 1-12 write one word against the corresponding number. There is an example at the beginning (0-male).

Female managers don't increase their earnings as much as (0)_____ managers when they seek employment outside the companies they are (1)_____ for, say researchers in a new study. In a longitudinal study of 610 managers from 20 different Fortune 500 companies, psychologists Jeanne Brett, Ph.D, of Northern University and Linda Stroh, Ph.D, of Loyola University at Chicago found that female managers who (2)_____ companies between 1989 and 1991 did not (3)_____ their pay (salaries plus bonuses) any more than the female managers (4)_____ stayed at the same company. But for the male managers it was different. Those who switched jobs during the same period increased their (5)_____ by 11 percent.” It (6)_____ be that the female managers were more likely than the male managers to receive a counter-offer and so decided to stay”, said Dr. Brett. “Yet this would (8)_____ that the female managers'outside offers were less than the outside offers the males were receiving”. Another (9)_____ for why these female managers did not find equal compensation in the

external job market, say the authors, is that they "may be (10)_____ to smaller organisations that are more family-friendly but pay less than the larger companies. However, both male and female managers were (11)_____ to switch to smaller companies". The female managers were job hunting for the same reasons as the male managers: (12)_____ with the job or lack of opportunities in the company.

2.3 Language focus: The tense system: Present Simple vs. Present Continuous



2.3.1. The tense system: Present Simple vs. Present Continuous

Compare:

Human resources management works in close collaboration with senior executives. (permanent situation)

Jane is working for Mr. Jones this week because his secretary is on holiday. (temporary situation)

Present Simple

Form: short infinitive; 3rd pers. sg: + s; ? do/ does (3rd pers. sg.); - don't/ doesn't He writes. Does he write? Yes, he does/ No, he doesn't.

It indicates:

- habitual actions/ regular, repeated actions: He goes to work at 7 every morning.
- general truths, permanent situations: The sun shines.
- planned future actions, performed according to a schedule: The train leaves at 8 o'clock. Specific adverbs: every day/ month/ year..., often, usually, always, never

Present Continuous

Form: to be (in the present) + verb + -ing It indicates:

- an action happening now: I am reading now.
- an action happening in a limited period of time, a temporary situation: I am writing the paper today.
- an arrangement in the near future: We are visiting them next week.
- complaints about bad habits: Why are you always interrupting?

! STATE VERBS ARE NOT normally used in the continuous form:

- verbs of perception: see, hear, smell, feel, notice, recognize
- verbs of emotion: want, refuse, forgive, wish, like, hate, dislike, prefer
- verbs of mental activities: think, understand, know, mean, believe, suppose, remember, forget, realize
- verbs of possession: have, own, possess, belong
- verbs of appearance/ seeming: seem, signify, appear (= to seem), contain, consist, keep (= to continue), concern, matter
- the auxiliaries; exception: to have = to eat: I am having lunch.

Their progressive meaning is suggested by using CAN in front of some of them: I can hear. He can see.

2.3.2. Find the mistakes in the following sentences and correct them.

1. We work in your office till they finish painting ours.
2. Our firm is usually getting in touch with customers by mail.
3. Their company does not do very well these days.
4. Since we all work in the same office, we are spending most of our time together.
5. They want to know if the price is including VAT.
6. Human resources policy is giving consideration to various internal and external factors.
7. At present our CEOs try to establish the priorities for the further development of the firm.
8. What do you think this job is involving?
9. Are you realising that if we don't apply the new procedure in due course we will suffer great profit losses?
10. Most managers are not able to attend the meeting because they are having flu.
11. I know that the competition is tough this year, but we survive on the market.
12. We sell our shares in the company. Do you want to buy them?
13. While Sarah is on holiday, Tracy handles her work as a secretary.
14. To be honest, I am doubting whether you will be able to succeed in this move.
15. You shouldn't pay any attention to the new manager. He is just sarcastic again

3. Multinationals

3.1 STOP AND THINK !



What determined the need for multinational corporations?
What factors influence communication in a multinational corporation?

3.2 Reading

Read the following text and fill in the blanks with ONE word. Then answer the question in the title.

Multinationals: heroes or villains of the global economy?

Foreign-owned multinationals employ one worker in every five in European manufacturing and one in seven in US manufacturing. They sell one euro in every four of manufactured goods in Europe and one dollar in five in the United States.

Yet policy-makers and the public 1 ____ the world have mixed feelings about multinationals: they see them 2 ____ as welcome bearers of foreign wealth and knowledge or as unwelcome threats to national wealth and identity. Policy-makers want multinationals to invest in their country, but are unhappy when national firms close 3 _ domestic activities and open up foreign ones or when foreign brands compete successfully with national ones.

This Jekyll and Hyde perception of multinationals stems more 4 ____ ambiguous feelings about large market players with no national identity than from rigorous economic analysis. Indeed, the debate 5 _ multinationals is rarely grounded on economic arguments and there is little understanding of what multinationals are, or of what costs and benefits they bring to local economies.

Multinationals are often different 6 _ purely national firms and some concerns are legitimate. They are relatively large and they do have competitive power in the market place and bargaining power in the policy-making arena, particularly in smaller developing countries. They are global players that can circumvent local regulations and policies 7 _ easily than national firms. They are footloose, able to move activities between their plants 8 _ relatively low cost, removing benefits as rapidly as they deliver them. And they do mass-produce standardised products, jeopardising product variety.

Yet other features of multinationals also explain why countries compete fiercely to attract them. They often bring scarce technologies, skills and financial resources. They are fast in 9 ___ advantage of new opportunities and contributing to national wealth creation. They are bound by international standards and market competition and they often offer better employment conditions and product qualities 10 _ national firms.

Moreover, multinationals are 11 _ just giant corporations like Microsoft or Coca Cola. Many small and medium-sized enterprises, firms with limited market power in domestic and foreign markets, have one or more foreign subsidiaries. Investing abroad and thus becoming a multinational is a strategy open to many types of firms.

What are multinationals?

Multinationals are firms that own a significant equity share – typically 50% or more – of another company operating in a foreign country. They include modern corporations 12 _ IBM, General Motors, Intel and Nike, but also small firms like Calzaturificio Carmens, a shoemaker employing 250 workers divided 13 ___ Padua (Italy) and Vranje (Serbia).

The activities of multinationals are best measured by firm-level data like sales or number of employees. Unfortunately, these data 14 _ not widely available. Instead, researchers rely on data on flows of foreign direct investment (FDI) recorded from balance of payment statistics and which are available across time, industrial sectors and for many receiving and sending countries.

FDI is an investment in a foreign company where the foreign investor owns at least 10% of the ordinary shares, undertaken 15 ___ the objective of establishing a 'lasting interest' in the country, a long-term relationship and significant influence on the management of the firm. FDI flows are different from portfolio investments, which can be divested easily and do not have significant influence on the management of the firm. Thus, to create, acquire or expand a foreign subsidiary, multinationals undertake FDI.

(<http://cep.lse.ac.uk/pubs/download/CP167.pdf>)

3.3 Vocabulary development



3.3.1. Fill in the blanks in the following sentences with a word derived from the word given at the end of each sentence

1. We have decided to form a(n) ... with partners we have so far considered rivals.	ALLY
2. Companies like Coca-Cola are world famous ...	NATION
3. I wouldn't like to create any ... as concerns the terms of this contract.	UNDERSTAND
4. All countries in the third world need relief supplies given their ... state.	DEVELOP

5. I am sorry that because of your incompetence the problem we are dealing with has become	MANAGE
6. No discrimination based on ... will be exercised by this multinational company.	ETHNIC
7. I don't want to sound ... of your achievement but I think you need to practise PR a bit more.	APPRECIATE
8. ... -issued ordinance enables small companies to retain a larger part of their profits.	GOVERNMENT
9. Turning on the answer phone I discovered to my dismay that all messages were rather	COMPREHEND
10. She is a brisk, ... woman who has shown great competence in dealing with all our clients so far.	BUSY

3.3.2. Fill in the blanks with the required dependent preposition:

1. We are sure that the present crisis stems _____ our MD's inability to deal _____ cultural diversity in our company.
2. I am afraid I cannot find any solution _____ our major problem.
3. In order to make it a perfect match you will have to gear the components of this device _____ the abilities of the other.
4. Our success is dependent _____ your manner coping _____ this merger.
5. I wouldn't like to impose my way _____ you, but you should understand my concern.
6. By allowing _____ slight variations _____ the original design, you will be able to manage this problem _____ your own.
7. Differences _____ cultural attitudes have to be taken _____ account.
8. What is your attitude _____ the Italian way?
9. His approach _____ cultural diversity lacks _____ careful preparation.
10. You have to possess ample preparation _____ management to ensure a successful outcome of this meeting.

3.3.3. Write ONE word in each gap:

I was working as an IT Manager for a small publishing company (in fact, I was standing 1 _____ for the actual manager while she was away on maternity leave) when the company was taken 2 _____ by a large multinational media organisation. It was in the depths of the recession, and initially our new owners promised to see our small company 3 _____ the hard times. Things got worse, though, and they finally backed 4 _____ of their agreement. Our company closed 5 _____. We were all made redundant – it was horrible! I wasn't sure what I wanted to do next. I 6 _____ down several offers of work as I didn't want to rush into anything. Then, one day, I woke up and thought: "I'm going to set 7 _____ my own business!" At first it was tough. I had to 8 _____ to everything myself – I was the only employee! – but I set 9 _____ it with dedication and refused to give up, whatever happened. Over the last five years, as the company's grown, I've taken 10 _____ more and more staff. Dickson's now employs

over five hundred people. I set 11_____ to be successful, and I've managed it, I feel very lucky, although, to be honest, luck has nothing to do with it. It just takes hard work and commitment. I don't feel satisfied yet, though. We're bringing 12_____ new products all the time, and I want to continue doing that. I also want to speed 13_____ our production process to make it more efficient. I'm not planning to slow 14_____ any time soon!

3.4 Language focus: The tense system: Past Simple vs. Past Continuous



3.4.1. The tense system: Past Simple vs. Past Continuous

Simple Past

Form:

Regular verbs: - ed: worked, dropped, played, tried Irregular verbs: 2nd form: see, saw; write, wrote; buy, bought

Interrogative: Did he buy? Negative: did not/ didn't

It indicates:

- a past, finished action, having no connection with the present: He told me to be punctual. When I was 20 I lived in London.
- An action performed in the past: We met two weeks ago.
- a past habit: He played football twice a week. = He used to play... = He would play..... Specific adverbs: yesterday, last week/ month/ year..., two days/ months/ years....ago, when

Past Continuous/Progressive

Form: to be (in the past tense) + verb + -ing

I was running. Was I running?

Yes, I was. No, I wasn't.

It indicates:

- past actions in progress: I was writing when he entered the room.
 - gradual development: It was getting cold.
 - Parallel actions in the past, one of which is in development: We listened to the radio while we were having lunch.
 - A gradual action, interrupted by a past, momentary action: I was writing when he entered.
 - An action continuing, especially after the time it was expected to finish: At ten I was still reading.
- Specific adverbs: at....o' clock, at that time, this time yesterday, this time last month...

!!! Simple and Progressive Past

while, as, when, whenever introduce the Past Progressive: While/ as I was crossing the street, I saw him. When I was talking to him, she came in.

They listened carefully whenever he was delivering a speech.

3.4.2. Choose the correct tense in the following sentences:

1. When the manager arrived he noticed/was noticing that the secretary had left.
2. I was trying/tried to get in touch with your secretary all day yesterday but I couldn't.
3. He typed/was typing the contract when his boss came/was coming in.
4. What did you do/were you doing yesterday as I tried/was trying to get through to you?
5. At that time he worked/was working in a pharmaceutical company.
6. I realised/was realising that somebody was ringing me up/rang me up as I was going/went into the conference room.
7. My secretary did not understand/was not understanding how the new computer programme was working/worked.
8. It was only later that I found out/was finding out there was somebody who knew/was knowing that she spent/was spending time in prison at the time for tax evasion.
9. As nobody watched/was watching, it was easy for me to conduct the transaction my way.
10. He was going/went on his business trip to France when her plane crashed/was crashing

UNIT 2

BUSINESS ETHICS



I. Table of contents

1. Ethics vs. Business Ethics
2. Codes of ethics within companies



II. Objectives

Students will be able to use the vocabulary to communicate about different business ethics related situations..



III. Key words

ethical/unethical behaviour, morality, decision making process, dilemmas

UNIT 2

1. BUSINESS ETHICS

1.1 STOP AND THINK!



- What is the purpose of a business, in your opinion?
- How ethical are you?
- What do you understand by a code of good practice?
- Why is corruption more common in some countries than in others?
- Make a list of unethical activities used in business.

Reflection topic

Business ethics is concerned with issues of morality in commercial decision making. Ethical questions include the relationship between business and the environment, between companies and their employees, product types, quality, pricing and many other aspects of business.

Categorise the following commercial practices using a scale from 1 to 5:

- | | | |
|---|------------------------------------|--------------------------|
| 1 | = acceptable in some circumstances | 4 = usually unacceptable |
| 2 | = usually acceptable | 5 = always unacceptable |
| 3 | = depends on situation | |

Do not forget to give reasons for your choices.

- * manufacturing and selling cosmetics tested on animals
- * making employees redundant without any warning
- * making false claims of selling environmentally-friendly products when, in fact, they are harmful for the environment
- * employing illegal immigrants as cheap labour and depriving them of their legal rights
- * doing business with companies which exploit children
- * exaggerating your company's achievements in negotiations
- * dropping your prices to force competitors out of the market.

1.2 English in use

1.2.1. You are going to read a text about business ethics. For each blank think of ONE word that can best fit in the context.

e.g. 0 – what

Let's Start With "What is ethics?"

Simply put, ethics involves learning 0 ____ is right or wrong, and then doing the right thing -- but "the right thing" is not nearly 1 ____ straightforward as conveyed in a great deal of business ethics literature. Most ethical dilemmas in the workplace are not simply a 2 ____ of "Should Bob steal from Jack?" or "Should Jack lie to his boss?"

(Many ethicists assert there's always a right thing to 3 ____ based on moral principle, and others believe the right thing to do depends on the situation -- ultimately it's 4 ____ to the individual.) Many philosophers 5 ____ ethics to be the "science of conduct." Twin Cities consultants Doug Wallace and John Pekel explain that ethics includes the fundamental ground 6 ____ by which we live our lives. Philosophers have been discussing ethics for at 7 ____ 2500 years, since the time of Socrates and Plato. Many ethicists consider emerging ethical beliefs to be "state of the art" legal matters, i.e., what becomes an ethical guideline today is often translated to a law, regulation or rule 8 ____ Values which guide how we ought to behave are considered moral values, e.g., values such as respect, honesty, fairness, responsibility, etc. Statements around how these values are applied are sometimes called moral or ethical principles.

So What is "Business Ethics"?

The concept has come to mean various things to various people, but generally it's coming to know what is right or wrong in the workplace and doing what's right -- this is in regard 9 ____ effects of products/services and in relationships with stakeholders. Wallace and Pekel explain that attention to business ethics is critical during times of fundamental change -- times much 10 ____ those faced now by businesses, 11 ____ nonprofit and for-profit. In times of fundamental change, values that were previously 12 ____ for granted are now strongly questioned. Many of these values are no longer followed. Consequently, there is no clear moral compass to guide leaders through complex dilemmas about what is right or wrong. Attention to ethics in the workplace sensitizes leaders and staff to how they 13 ____ act. Perhaps most important, attention to ethics in the workplaces helps ensure that when leaders and managers are struggling in times of crises and confusion, 14 ____ retain a strong moral compass. However, attention to business ethics provides numerous other benefits, as well. Note that many people react that business ethics, with its continuing attention to "doing the right thing," only asserts the obvious ("be good," "don't lie," etc.), and so these people don't take business ethics 15 _____. For many of us, these principles of the obvious can go right out the door during times of stress. Consequently, business ethics can be strong preventative medicine.

(adapted and abridged from http://www.articles911.com/Business_Ethics/)

1.2.2 Read the second part of the article about business ethics and fill in the gaps with the words in the box. There is one word that you do not need:

daily, mismanagement, misunderstanding, remedies, practices, preaching

Two Broad Areas of Business Ethics

1. Managerial mischief. Madsen and Shafritz, in their book "Essentials of Business Ethics" (Penguin Books, 1990) further explain that "managerial mischief" includes "illegal, unethical, or questionable 1 ____ of individual managers or organizations, as well as the causes of such behaviours and 2 ____ to eradicate them." There has been a great deal written about managerial mischief, leading many to believe that business ethics is merely a matter of 3 ____ the basics of what is right and wrong. More often, though, business ethics is a matter of dealing with dilemmas that have no clear indication of what is right or wrong.

2. Moral mazes. The other broad area of business ethics is "moral mazes of management" and includes the numerous ethical problems that managers must deal with on a 4 ____ basis, such as potential conflicts of interest, wrongful use of resources, 5 ____ of contracts and agreements, etc.

(adapted and abridged from http://www.articles911.com/Business_Ethics/)

1.2.3. Read the last part of the text and use the following words to form a word that fits in the same numbered space in the text. (Pay attention to the part of speech which is missing in the sentence so that you can choose the right word.)

- | | |
|-------------|-------------|
| 1. Special | 2. expect |
| 3. poor | 6. emerge |
| 4. research | 7. organise |
| 5. supply | 8. guide |

Business ethics is now a management discipline. Business ethics has come to be considered a management discipline, 1 ____ since the birth of the social responsibility movement in the 1960s. In that decade, social awareness movements raised 2 ____ of businesses to use their massive financial and social influence to address social problems such as 3 ____, crime, environmental protection, equal rights, public health and improving education. An increasing number of people asserted that because businesses were making a profit from using our country's resources, these businesses owed it to our country to work to improve society. Many 4 ____, business schools and managers have recognized this broader constituency, and in their planning and operations have replaced the word "stockholder" with "stakeholder," meaning to include employees, customers, 5 ____ and the wider community.

The 6 ____ of business ethics is similar to other management disciplines. For example, organizations realized that they needed to manage a more positive image to the public and so the recent discipline of public relations was born. 7 ____ realized they needed to better manage their human resources and so the recent discipline of human resources was born. As commerce became more complicated and dynamic, organizations realized they needed more 8 ____ to ensure their dealings supported the common good and did not harm others -- and so business ethics was born.

Note that 90% of business schools now provide some form of training in business ethics. Today, ethics in the workplace can be managed through use of codes of ethics, codes of conduct, roles of ethicists and ethics committees, policies and procedures, procedures to resolve ethical dilemmas, ethics training, etc.

(adapted and abridged from http://www.articles911.com/Business_Ethics/)

1.2.4 In the following article some of the underlined parts are correct; some have a mistake in them (a grammar mistake, a vocabulary mistake, a spelling mistake, a missing word, an unnecessary word, and inappropriateness in the context). If the part is correct, write CORRECT in its corresponding numbered space; if the part is incorrect, write the correct version in its corresponding numbered space:

9 Myths About Business Ethics

(1) Business ethics in the workplace is about prioritising moral values for the workplace and ensuring behaviours are aligned with those values – it's values management. Yet, myths abound about business ethics. Some of these myths arise from general confusion about the notion of ethics. Other myths (2) arise from narrow or simplistic views of ethical dilemmas.

1. Myth: Business ethics is more a matter of religion than management. Diane Kirrane, in "Managing Values: A Systematic Approach to Business Ethics," (Training and Development Journal, November 1990), (3) asserts that "altering peoples' values or souls isn't the aim of an organizational ethics program -- managing values and conflict among them is ..."

2.Myth: Our employees are ethical so we don't need attention to business ethics. Most of the ethical dilemmas faced by managers in the workplace are highly complex. Wallace explains that one knows when they have a significant ethical conflict when there is presence of a) significant value conflicts among differing (4) interests, b) real alternatives that are equality justifiable and c) significant consequences on "stakeholders" in the situation. Kirrane mentions that when the topic of business ethics comes up, people are quick to speak of the Golden Rule, honesty and courtesy.

(5) But when presented with complex ethical dilemmas, most people realize there's a wide "gray area" when trying to apply ethical principles.

3.Myth: Business ethics is a discipline best led by philosophers, academics and theologians. Lack of involvement of leaders and managers in business ethics literature and discussions has led many to believe that business ethics is a fad or movement, having little to do with the day-to-day realities of running an organization. They believe (6) business ethics is primary a complex philosophical debate or a religion. However, business ethics is a management discipline with a programmatic approach that includes several practical tools. Ethics management programs have practical applications in other areas of management areas, as well.

4.Myth: Business ethics is superfluous -- it only asserts the obvious: "do good!" (7) Many people react that codes of ethics, or lists of ethical values to which the organization aspires, are rather superfluous because they represent values to which everyone should naturally aspire. However, the value of a code of ethics to an organization is its priority and focus regarding certain ethical values in that workplace. For example, it's obvious that all people should be honest.

However, if an organization (8) is struggling around continuing occasions of deceit in the workplace, a priority on honesty is very timely -- and honesty should be listed in that organization's code of ethics. Note that a code of ethics is an organic instrument that changes with the needs of society and the organization.

5.Myth: Business ethics is a matter of the good guys preaching to the bad guys. Some writers do seem to claim a moral high ground (9) while lamenting about the poor condition of business and its leaders. However, those people well versed in managing organizations realize that good people can take bad actions, particularly when stressed or confused. (Stress or confusion are not excuses for unethical actions -- they are reasons.) Managing ethics in the workplace includes all of us working together to help each other remain ethical and to work through confusing and stressful ethical dilemmas.

6.Myth: Ethics can't be managed. Actually, ethics is always "managed" -- but, too often, indirectly. For example, (10) the behaviour of the organisations' founder or current leader is a strong moral influence, or directive if you will, on behaviour or employees in the workplace. Strategic priorities (profit maximization, expanding market share, cutting costs, etc.) can be very strong influences on morality. Laws, regulations and rules directly influence behaviours to be more ethical, usually in a manner that improves the general good and/or minimizes harm to the community. Some are still sceptical about business ethics, believing you can't manage values in an organization. Donaldson and Davis (Management Decision, V28, N6)

(11) note that management, after everything, is a value system. Sceptics might consider the tremendous influence of several "codes of ethics," such as the "10 Commandments" in Christian religions or the U.S. Constitution. Codes can be very powerful in smaller "organizations" as well.

7.Myth: Business ethics and social responsibility are the same thing. The social responsibility movement is one aspect of the overall discipline of business ethics. Madsen and Shafritz (12) refine the definition of

business ethics to be: 1) an application of ethics to the corporate community, 2) a way to determine responsibility in business dealings, 3) the identification of important business and social issues, and 4) a critique of business.

(13) Items 3 and 4 are often matters of social responsibility. (There has been a great deal of public discussion and writing about items 3 and 4. However, there needs to be more written about items 1 and 2, about how business ethics can be managed.) Writings about social responsibility often do not address practical matters of managing ethics in the workplace, e.g., developing codes, updating policies and procedures, approaches to resolving ethical dilemmas, etc.

8.Myth: Our organization is not in trouble with the law, so we're ethical. (14) One can often be unethical, yet operate within the limits of the law, e.g., withhold information from superiors, fudge on budgets, constantly complain about others, etc. However, breaking the law often starts with unethical behaviour that has gone unnoticed. The "boil the frog" phenomenon is a useful parable here: If you put a frog in hot water, it immediately jumps out. If you put a frog in cool water and slowly heat up the water, you can eventually boil the frog. The frog doesn't seem to notice the adverse change in its environment.

9.Myth: Managing ethics in the workplace has little practical relevance. Managing ethics in the workplace involves identifying and prioritizing values to guide behaviours in the organization, (15) and establishing associated policies and procedures to ensure those behaviours are conducted. One might call this "values management." Values management is also highly important in other management practices, e.g., managing diversity, Total Quality Management and strategic planning.

(adapted and abridged from http://www.articles911.com/Business_Ethics/)

1.3 Ethical / Unethical practices in business

1.3.1 Read the following article about codes of ethics. In some of the lines there is an extra word which is either grammatically incorrect or does not fit with the meaning of the text. If a line is correct, write CORRECT against the corresponding number; if there is an extra word in the line, write the extra word in capital letters against the corresponding number (Tip: focus on the meaning of the sentence and on the natural word order.):

Ethics Tools: Codes of Ethics

1...According to Wallace, "A credo generally describes the highest values to which the same
2...company aspires to operate. It contains the `thou shalt's. A code of ethics specifies the
3...ethical rules of operation. It's the `thou shalt not's." In the latter of 1980s, The Conference
4...Board, a leading business membership organization, found that 76% of its corporations surveyed had codes of ethics.
5...Some business ethicists also disagree that codes have any value. They explain that too
6...much focus is put on the codes themselves, and that codes themselves are not
7...influential in managing ethics in the workplace. Then many ethicists note that it's the
8...developing and continuing dialogue around the code's values that is most important.
9...Occasionally, employees react to codes with suspicion, believing in the values are
10..."motherhood and apple pie" and codes are for the window dressing. But, when managing
11...a complex issue, especially in a crisis, having a code is critical. More important, it's
12...having developed a code. In the mid-70s, Johnson and Johnson updated their credo in a
13...series of challenge meetings. Bob Kniffin, Vice President of External Affairs, he

14...explains, "We pored over each phrase and word. However we asked ourselves, 'Do we
15...still believe this?' Our meetings have resulted in some fine tuning, but basically we didn't
16...change the values. The meetings infused the values in the minds of all of us managers."

(adapted and abridged from http://www.articles911.com/Business_Ethics/)

1.3.2 Read the following article. Some sentences have been removed from the text. Choose from sentences A-J the one which fits each gap (1-9). There is one sentence which you do not need to use.

Ethical Decision-making Quick Test

by Bruce A. Hamm

Often, making ethical decisions in the work place is a delicate balancing act between competing forces. Easy decisions like "should I embezzle hundreds of thousands of dollars" are obvious and generally do not require much help or analysis to determine whether they are ethical or not. 1 _____. Having a quick test allows you to make the easy decisions and recognize when the decision may be a bit more difficult. If at any point, you cannot legitimately answer the question, you might consider asking someone else for help. 2 _____. Remember, generally the decisions are yours and you have to live with the results, so be prepared to accept responsibility for them.

Is it legal?

This is the first filter through which your ethical decision will pass. 3 _____. A business law professor in an MBA course once stated that the law is generally about 12 years behind society's concept of ethical practices. Don't simply stop your ethical decision making process at whether an action is legal. It may not be against the law but it may also not be the right thing to do. If the answer is no or raises objections, you must stop, reject the action and take another course 4 _____.

How would it look in the news?

Okay, you've determined that your action is legal. Now, how would it look to the rest of your community, the nation and ever more frequently, the world? It's one thing for you or even your close associates to know about your decisions and actions but entirely another when people outside your inner circle know about them. 5 _____ Would you be embarrassed to have these events known? How would your company perceive publicity surrounding your actions? If the answer is unacceptable, stop, reject the action and take another course. If the answer is acceptable, go on to the next criteria.

Does it comply with our company values?

What are your company values? Okay, let's first assume your company values are legitimate ones. Do your actions conform to them? For example: if your values say something about treating employees fairly, do you have a legitimate process for applying discipline and/or discharge? Do managers fire people in the heat of an emotional upheaval or is there an appropriate escalation of discipline before the company allows such a step? 6 _____. If your action conforms to your corporate values, move on to the next criteria.

Under the same circumstances, would I want the result of this decision to happen to everyone? Am I treating others as I want to be treated?

How do you want to be treated? If you've made a mistake do you take responsibility for it? Have you accepted appropriate discipline with an attitude conducive to correcting the behaviour? 7 _____. If you've done something

well, do you expect an appropriate reward, even if it is only verbal? Do you give that same level of reward to your staff or co-workers? For decisions concerning others, is the result of the action fair? Does the person affected get only the appropriate degree of reward or discipline? Would others agree with your perception of the outcome? If no, stop, reject the action and take another course. If yes, move on to the next criteria.

How will I feel after the decision is known? Can I face myself the next morning?

This is the man in the mirror story (updated to include the woman in the mirror). 8 _____. How do you feel about the decision? Even if it is a tough decision and the outcome would affect someone negatively, have you acted out of the overall best interest of everyone concerned? If the answer is no, stop, reject the action and find another course. If yes, take the action with good confidence you've resolved your dilemma.

Often with subsequent information we regret our actions but we also realize that we make decisions with the information available at the time. If the decision does not need to be made immediately, have you given your proposed action enough reflection to feel confident about its outcome?

This process may seem long and involved. 9 _____. Every time you discard a particular option run the next alternative through this same practice. Taking the time to review decisions with an ethical perspective is critical to making the right choices. When a company's people focus on their ethical behaviour, everyone involved is better off.

(adapted and abridged from <http://www.work911.com/cgi-bin/links/jump.cgi?ID=3935>)

- A. If it is legal, go on to the next criteria.
- B. If your ethical dilemma is obviously at odds with your company values, stop, reject the action and take another course.
- C. When you shave or apply your makeup and you think of the action you will take, can you look yourself in the mirror and know you are satisfied you've done the right thing?
- D. It's a bit tougher when the decision is between two competing right things to do.
- E. In general, they may even share part of the responsibility.
- F. However, the more you use it, the more quickly you can work through the decision review process on subsequent occasions.
- G. The word discipline has its origins in the Greek word meaning to teach not to punish.
- H. Talk to your supervisor or, if you are lucky enough to have an ethics officer or ethics helpline, talk to whoever can help you make the final decision.
- I. How will the people you don't know perceive your actions?
- J. Legal and ethical are not equivalent concepts.

1.4 Language focus: The tense system: Present Perfect Simple



1.4.1 The tense system: Present Perfect Simple

The verbs in bold in the following sentence are in the Present Perfect tense.

You **have just graduated** (preferably in business administration) at university level or you **have already worked** for several years at a consumer goods producer (cosmetics experience is beneficial).

Form: to have (in the present) + the Past Participle

I have seen her. /Have I seen her?/ Yes, I have. No, I haven't.

It indicates:

- action begun in the past that continues in the present: I have known him for two years. Specific adverbs: for, (ever) since, all day, often, seldom, ever, never always, yet

- past action with results in the present: He has broken his leg.

Specific adverbs: already, recently, lately, so far, till now, up to now, up to the present,

- just finished action: He has just entered. Have you seen him yet? Specific adverbs: just, yet, already

- an action that has been completed: They have repaired the fax.

1.4.2. Choose the correct tense (Past Simple, Present Perfect Simple) of the verbs given in brackets to fill in the blanks in the following sentences:

1. Our company (to buy) ten new computers last month.
2. They (not hear) from their business partner since last summer.
3. Jane (attend) a seminar on recruitment techniques yesterday.
4. It is the first time that we (find) the right person for the job.
5. She (work) as a marketing assistant for twenty years, that is between 1960 and 1990.
6. He already (send) three letters of application to three different companies.
7. How many times you (apply) for a job?
8. When (come) the new manager to this factory?
9. Until recently nobody (know) how to operate the new security system in the office.
10. When the executive (arrive) we (feel) very confident of the company's success.

1.5 Language focus: The tense system: Present Perfect Continuous



1.5.1 The tense system: Present Perfect Continuous

Present Perfect Continuous/ Progressive

Form: to be (in the present perfect) + verb + ing:

He has been writing for two hours. Has he been writing?/ Yes, he has. No, he hasn't.

It indicates:

- an action or situation in progress (and not the completion of that action): I have been reading the book.
- Temporary actions or situations: I've been living in London (for two years).
- Actions in the recent past we know about because of a present evidence: You are wet. You have been walking in the rain.
- Actions indicating 'how long' something has been going on: How long have you been playing chess?

!!!!!!

If you want to emphasize a situation in progress and not its completion present perfect progressive can be used with verbs like: see, hear, look, taste, smell, want, realize, remember: I've been wanting to meet you for ages.

But

If you want to emphasize the completion of the action, present perfect is used: I've always wanted a good computer.

□ there are verbs that suggest an action in progress by their meaning: live, rain, sit, study, wait, work (they can be used both with the present perfect simple and the present perfect progressive, with little difference in meaning): He has worked/ has been working in this office for two years.

1.5.2. Choose the correct form of the verb in the following sentences:

1. This morning our secretary has written/has been writing more than twenty letters to our suppliers.
2. I have been applying/have applied for various jobs since September.
3. They have been trying/have tried to attract them into a profitable partnership for a very long time, but with little success.
4. Our production manager has made/has been making the same mistake again.
5. How many times have you brought up/have you been bringing up the issue of working overtime in a production meeting?
6. Sales figures have improved/have been improving lately.
7. He has answered/has been answering the phone since 10 o'clock. That's why he is so tired.
8. We haven't seen/haven't been seeing our partner since the end of July.
9. The candidate hasn't said/hasn't been saying a word about his qualifications yet.
10. Why haven't we thought/haven't we been thinking of this solution earlier? It could have saved us.

UNIT 3

BUSINESS TRAVEL



I. Table of contents

1. Business travel preparation
2. Problems when travelling abroad



II. Objectives

Students will be able to use the vocabulary to communicate about different business travel related situations.



III. Key words

Accommodations, bellboy, clerk, doorman, ecotourism, embark, fare, first class, full board, hotel, inn, itinerant, jet lag, journey, land, lobby, passport, reception, resort, schedule, twin-bedded, suite, shuttle

UNIT 3

1. BUSINESS TRAVEL

1.1 STOP AND THINK!



Think about three problems that a businessperson may encounter on his/her business trip.

1.2 Vocabulary

a. Match the following words meaning 'trip' with their definitions. Use a dictionary:

- | | |
|------------|---------------|
| 1) journey | 7) crossing |
| 2) voyage | 8) ride |
| 3) travels | 9) expedition |
| 4) flight | 10) outing |
| 5) drive | 11) excursion |
| 6) tour | |

- a. a long trip, either by sea or in space
- b. a trip that involves travelling by plane
- c. a trip to a place to see specific things of interest
- d. a short trip in a car or bus, or on a bicycle or motorbike
- e. a short trip made by a group of people, usually lasting less than a day
- f. an organized trip for a group of people
- g. a trip to a very distant place for a long period of time, often with a specific aim such as scientific research
- h. a trip from one piece of land to another, across water
- i. a trip that involves travelling by car
- j. a series of trips made over a period of time, especially to a place that is far away
- k. a trip from one place to another, often one that is long or difficult

b. Fill in the blanks with the words from II.a.:

- 1. How long is the ___ to New York?
- 2. Did you have a tiring ___?
- 3. Their ___ across the Atlantic was full of problems.
- 4. His essays are based on his ___ in South Africa.
- 5. They went on a two-week ___ to Italy last month.
- 6. My ___ to work usually only takes 15 minutes.
- 7. Come on, I'll give you a ___ to the museum.
- 8. An overnight ferry ___ is quite dangerous in this area.
- 9. The school ___ to the science museum was boring for the kids.
- 10. Their ___ to the South Pole was very adventurous.
- 11. The travel agency organised a(n) ___ to local places of interest.

1.3 English in use

a. Read the first part of a text about travel tips and fill in each gap with one suitable word:

e.g. 0 - a

1. Business travel can become 0 ____ rut. Challenge yourself and your corporate travel agent to come up 1 ____ alternatives to save money or time. It is surprisingly easy to get into a familiar pattern when 2 ____ travel to the same destination repeatedly.

2. Assess where you stay. Are you staying in the 3 effective place when you visit your customers? Are you being lulled into complacency 4 frequent traveller programs? Check out the business alternatives. There are several newer chains of budget hotels for the business traveller. Use 5 Internet to see which other hotels have last minute deals in your area.

3. Organize your office - at work and 6 the road. This is the time to evaluate your electronic gadgets and consolidate your important information. Clean out your address book 7 organize your computer files. If you have an assistant or colleagues, 8 together to brainstorm ways to improve communication and coordination while you are out 9 the office. What new technologies 10 help you? Fax boxes? Picture messaging? Fast mobile data connections? Don't forget the batteries!

b. Read the second part of the text. Some of the underlined parts are correct; some have a mistake in them (a grammar mistake, a vocabulary mistake, a missing word, an unnecessary word, and inappropriateness in the context). If the part is correct, write CORRECT in its corresponding numbered space; if the part is incorrect, write the correct version in its corresponding numbered space:

4. Review your car rental company choice. As car rental fleets shrink and prices rise, (1) you may find it is more cheaper to use a taxi. These sites can help you budget for the taxi fares. Can you get a better corporate deal from a car hire company (2) if everyone uses them for their business travel?

5. Review your travel safety skills. Do you know (3) how to avoid from getting robbed? Escape a hotel fire? (4) Choose one safe taxi? Business travellers are prime targets. (5) Take old labels off your luggage - they shout business traveller to the crooked. Have a map of (6) where are you going.

6. Improve your stress management skills. Accept it, (7) business travel is stressing. Current issues with airport security make it inevitable that your next business trip will include (8) a significant amounts of stress. There are many coping techniques (9) to effectively reduce stress. Practice deep breathing or muscle stretches. They will come in handy the next time you're stuck in the system.

7. Review your business travel programme and frequent fliers schemes. Have you access to lounges, now and next year? (10) Use these to ease those business travel journeys.

(adapted and abridged from <http://www.nrgpax.com/businesstravel/article001.htm>)

1.4 Reading comprehension

a. Read the following article about how airlines have changed their offers since September 11, 2001. Some sentences have been removed from the extract. Choose from sentences A- I the one which fits each gap (1- 9).

- A. It could be anything from a sole trader running a news agency to a firm employing several hundred people with an annual travel budget of about £100,000.
- B. The scheme runs until June, but SAS plans to continue to operate some kind of SME programme.
- C. But the points are awarded on any airline as part of an itinerary that includes a segment flown on Swiss.
- D. Under the scheme, cash credits are offered against any KLM flight of any class or fare type and redeemed as free flights.
- E. We decided on a web-based corporate loyalty programme to make it cost effective."
- F. Unable to qualify for corporate deals because they do not generate enough travel, SMEs have been ignored by travel providers.
- G. However, the market exists and we have been working hard to find ways to develop a relationship with this sector
- H. "We are looking at extending On Business to include semi-restricted tickets," says Stuart Beamish, BA's senior manager, loyalty marketing.
- I. "It would be a huge benefit for our customers to get our partner airlines on board," says Thomas Brandt, Delta's general manager, distribution planning.

Will small businesses fill the airlines' large gaps? Airlines discover, post-9/11, that small can be profitable

Airlines striving to hold on to their share of a tough corporate market are increasingly looking to nurture business travellers they have previously ignored.

Small to Medium Enterprises (SMEs) are companies which have a fraction of the travel budgets of the £1m-plus spend of large firms.

1 _____

Not any more. Pressures to fill aircraft and the competitive threat of low-cost airlines have seen airlines launch rafts of incentives, including cash rewards, free flights and upgrades, to show SMEs that they really are wanted. Airlines use different criteria, such as number of trips, value of travel spend or size of company, to define an SME. 2

Typically, a PA (Personal Assistant), financial director or company boss will be responsible for administering the schemes in-house. Over the past 12 months, airlines including KLM, Swiss, and SAS have all introduced initiatives to try and win such managers on board.

KLM estimates that the 3.8 million or so UK-based SMEs can save up to 10 per cent of their travel costs through its cashback loyalty programme, BlueBiz. 3

As with most airline schemes, not only does the company benefit, but the individual can also collect frequent flier mileage points on flights taken.

KLM's e-commerce manager Glyn Duggan explains: "Due to their volume levels, SMEs had fallen off our radar. "But after the US terror attacks of 9/11, we began looking at various options to get this market back on track.

4___

SAS's new PayBack Programme offers cash rewards of up to 15 per cent of the annual travel spend or a maximum of 20 return tickets between the UK and Scandinavia depending on the level of expenditure. Bmi's Company Returns scheme has similarly gone down the cash reward and points route.

SAS spokesman Jeff Rebello says the incentive is a two-pronged attack — to increase the loyalty of existing customers and to switch passengers from other airlines. 5

British Airways is planning to relax some of the restrictions of the On Business scheme that it introduced for SMEs four years ago. More discounted fares will be included in the programme across all cabins to appeal to cost-conscious SMEs, a move partially driven by the impact of low-cost carriers.

6 _____

About 10,000 companies have enrolled with On Business, with half “actively redeeming” points for travel rewards, he says. Eligible BA fares earn companies points that can be exchanged for travel rewards, including free flights, hotel accommodation and limo transfers.

Swiss has gone a step further by offering credit points, each worth 1 euro, towards free flights.

7

The development of airline alliances has prompted Delta Air Lines to try to extend its SkyBonus scheme to cover partner SkyTeam carriers, including Air France and Korean Air.

8 _____

The US-based airline ventured into the SME market three years ago, courting companies with an annual travel spend of between £8,000 and £80,000.

“The SME is notoriously hard to pinpoint, quite a complex group of companies. 9 _____ adds Brandt.

(adapted and abridged from <http://www.timesonline.co.uk/section/0,,5466,00.html>)

b. Read an article about the impact of terrorism on business travel. For questions 1-10, choose the answer (A, B, C or D) which you think fits best according to the text.

The cut and thrust of survival

War, terrorism and Sars have changed the nature of business travel. Security and cost-cutting are the main issues and the corporates are calling the tune.

On Virgin Atlantic flight VS022, which arrived at Heathrow from Washington DC at 7am on Monday, passengers travelling Upper Class could have no 1... about service.

Of 50 business-class seats in the new Airbus A340-600, only eight were taken. There were more 2... members in the front cabin than passengers. One senior business travel agency executive commented: “They say things are getting better. I say, ‘Emperor’s new clothes.’”

Transatlantic business 3... are a crucial barometer to airline health and although British Airways said last week that there has been “some improvement” in premium traffic, it has not been as fast as predicted.

If it is bad for BA, it is even worse for its transatlantic 4... Until next Friday, United Airlines is offering a return business-class fare to New York for £999. The standard BA return costs just over £4,000.

War, terrorism and Sars have 5... British business travel badly. From a peak of 8.87 million travellers in 2000, numbers fell by 10 per cent to eight million in 2002. Government figures for the nine months to September 2003 show a further slump of 170,000 business passengers over the same period in 2002.

Yesterday, BA announced a fresh round of job cuts, knowing that the only way to compete with the no-frills airlines and its traditional rivals is on cost. Unfortunately for BA, cost-cutting is also top of the 6... for its passengers.

A London-based economic think tank, the Centre for Economics and Business Research (CEBR), says in a new report that it expects business 7... in Europe to grow by 2.7 per cent this year.

But Douglas McWilliams, coauthor of the report, added: “The business travel sector is increasingly exposed in a world where a blowtorch is being applied to every conceivable kind of corporate expense. Business travel is typically 2-3 per cent of corporate cost and is generally regarded as the largest single controllable 8... .”

The report says surveys of American corporate travel purchasers indicate that they believe that, since 2000, they have managed to negotiate down their prices for business travel by 20 per cent.

- | | | | |
|------------------|-----------------|--------------|---------------|
| 1. A. complaints | B. complainings | C. demands | D. misgivings |
| 2. A. team | B. crew | C. pilot | D. flying |
| 3. A. trips | B. crossings | C. travels | D. routes |
| 4. A. rivals | B. enemies | C. partners | D. foes |
| 5. A. kicked | B. punched | C. hit | D. damaged |
| 6. A. tree | B. head | C. world | D. agenda |
| 7. A. trip | B. voyage | C. excursion | D. travel |
| 8. A. expense | B. tax | C. fine | D. fare |

1.5 English in use

Read the second part of the article. Use the words below to form a word that fits in the same numbered space in the text.

- | | | |
|--------------|-------------|---------------|
| 0. busy | | |
| 1. emphasize | 6. improve | 11. stable |
| 2. provide | 7. place | 12. stringent |
| 3. increase | 8. global | 13. agent |
| 4. large | 9. supply | 14. profit |
| 5. power | 10. address | 15. warn |

e.g. 0 – business

The decline in passenger numbers is now levelling off, but the nature of 0 travel has changed irrevocably: events since September 11 have made that inevitable.

There is a new 1___ on briefing travellers and staying in touch. Information 2___ such as Control Risks and Country Briefings provide assessments, while technology 3___ allows employees to stay in touch while on the road.

Executive jet travel, 4___ because of concerns over security, is also now “extremely buoyant” according to Christian Rooney, marketing and sales director of Bookajet, one specialist operator. The company has just opened a new base at Southampton airport and now uses five jets.

Technology, while helping corporates track and control expenditure, has also 5___ employees to book flights and hotels themselves while still following company travel policy. According to Delta Airlines, only 29 per cent of UK business travellers now prefer to book with a travel agent, with two-thirds choosing to book using the internet.

British Airways will, in April, no longer issue paper tickets on the 75 per cent of its routes where electronic tickets can be used. Fast 6___ technology on board aircraft is also now delivering live TV news and e-mail, while wireless-free use of laptops in hotels and airports is rolling out at a frenetic pace.

The idea that videoconferencing will one day 7___ travel has largely been disproved, however. While it does have a role, the underlying need for face-to-face contact is growing due to the “ratcheting up” of 8___, according to the CEBR report.

McWilliams said: “Maintaining and enhancing business relations, both in-house and with customers and 9___, needs a regular dose of direct contact.” It is a point being echoed by all sectors of the industry, not least those

hotel, airline and credit card suppliers desperate to see a return to regular corporate flying. But they also argue that companies, having 10____ the issue of cost cutting, will be leaner and more positive about travelling. A report out this week from Company Barclaycard concludes: "Overall, the figures indicate that business travellers are on the move more, thanks to confirmed new business rather than trying to secure it, an indication of greater 11 ____."

This positive view relies, naturally, on the continued stability of world events. Corporates may be starting to travel again, but the increasing 12____ of US immigration is one striking example of how fragile confidence remains in travel.

John Melchior, executive vice-president of global corporate travel 13____ Radius, summed up the mood: "Companies have adjusted and are becoming more 14____. Those who have survived know that there won't be such a big dip in world events again.

"There are certain dangers out there, but we still have to travel. Now we have to know where travellers are, and to give them 15____ of potential problems. We all have to accommodate that."

(adapted and abridged from <http://www.timesonline.co.uk/section/0,5466,00.html>)

Appendix 1

Sample Tests

SAMPLE TEST 1: BUSINESS ETHICS (Source: Ghițan (Balaban), M.Z. (2016) *Pathway to Business English*, Casa Cărții de Știință, Cluj-Napoca, pp.63-68).

READING

Read the following article. Some sentences have been removed from the text. Choose from sentences A-G the one which fits each gap (1-6). There is one sentence which you do not need to use.

Examples of Making Ethical Decisions in Business

by Marnie Kunz

Making ethical business decisions may include only doing business with clients whose ethics your company approves.

Business ethics includes a wide range of moral or ethical principles that arise in a business environment. (1...) Although stories of business corruption crowd the news, there are many companies conducting ethical business every day. Some examples of making ethical decisions in business offer a glimpse of ways companies can put ethical business principles into action.

Going Green

Many companies have opted to play a part in helping the environment by making the decision to go green. Office recycling is common in businesses, so employees can help reduce environmental waste by recycling office paper, cans, bottles and other materials. (2...) Businesses make decisions to help the environment by creating policies to reduce company waste and consumption of resources. Some companies set timers to turn off lights at night, use refurbished office supplies or buy organic or recycled items. Some clothing companies, for instance, sell organic shirts to help cut back on the pollutants released into the environment by the creation of regular shirts.

Social Responsibility

Some businesses make the decision to actively better social conditions by improving local economic conditions, offering opportunities to low-income people or serving people in need. Small businesses often donate a certain percent of profits or a set dollar amount to charities annually. (3...) Businesses sometimes have an ethical policy of serving people who are normally discriminated against, such as a bank giving business loans to women and minorities. (4...) Banks, for instance, face an ethical decision when deciding to loan money to companies that damage the environment. A bank that refuses to loan money to the destructive business is taking an ethical stand.

Individual Ethics

Individuals make decisions based on ethics in business settings all the time. (5...) Other individual ethical decisions at work may involve being honest, not stealing money and keeping customer information confidential.

Considerations

(6...). Small businesses can enact ethical codes and distribute the codes to employees to help ensure everyone in the organization is working toward the same goal of upholding principles and procedures that are important to the company.

(adapted and abridged from <http://smallbusiness.chron.com/examples-making-ethical-decisions-business-30591.html>)

A	Some businesses go beyond the basic recycling and offer extensive recycling programs, allowing employees to recycle everything from batteries to computer equipment.
B	Ethics means different things to different people, but it generally boils down to a basic sense of societal right and wrong.
C	An employee who refuses to spread or participate in workplace gossip, for instance, makes the decision not to spread potentially false information that is damaging to someone's reputation.
D	Some companies become more involved, by hiring at-risk teens or low-income people and paying fair wages.
E	Business ethics encompass a wide variety of circumstances and can vary from business to business, depending on the industry and the location and nature of the individual company
F	Business ethics include individuals' actions in a company as well as the organization's actions and positions on ethical matters
G	When doing business, companies may be faced with ethical decisions that affect social issues, such as how much to pay employees, whom to hire and when to turn away customers that hurt the community.

USE OF ENGLISH

1. For each blank (1-10) think of a word that best fits in the context. Use only one word in each space:

Within the business context, ethics involves making decisions that align with that sense of right and wrong, as (1...) as with the law. Various examples of ethical dilemmas exist in today's business environment.

Discrimination

You're the boss in a (2...) male environment. The presence of a (3...) female employee stirs up conflict because your company (4...) not had a chance to conduct sensitivity training. Some of (5...) male employees (6...) inappropriate remarks to your new employee. She complains to you; in response, you sanction those (7...) for the conduct. You (8...) wonder if it would be wise to move your new female employee to (9...) position where she would be (10...) likely to draw attention. Treating your female employee differently based on her gender or in response to a harassment complaint may be considered discriminatory and unethical conduct.

2. For each blank (11-20) decide which of the options A, B, C or D is best. Only one answer is correct and there is always one correct answer.

Side Deals

You're a business manager with an/a (11...) contract. The contract (12...) you to work (13...) for your employer and (14...) your talents to attract new clients to the business. If you begin (15...) more clients than you believe your employer can (16...) handle, you may wonder if there would be an ethical issue with your diverting that excess business elsewhere and taking the commission. If you don't, at minimum, (17...) the idea to your employer, you will (18...) be in (19...) of both your contractual and ethical (20...).

Partners

You're a partner in a business and see a great deal of profitability on the horizon. You don't believe that your partner deserves to profit from the business' future success, because you don't like his personality. You may wonder if you could simply take his name off the bank accounts, change the locks and continue without him. If you proceed with this course of action, you would likely be in violation of your ethical and legal obligation to act in good faith concerning your partner. The better course of action may be to simply buy out his interest in the business.

Gross Negligence

You're on the board of directors for a publicly traded corporation. You and your fellow board members, in hopes of heading off early for the holidays, rush through the investigatory process involved in a much-anticipated merger. As a board member, you have a duty to exercise the utmost care respecting decisions that affect the corporation and its shareholders. Failing to properly investigate a matter that affects their interests could be viewed as gross negligence supporting a breach of your ethical and legal duty of care.

(adapted and abridged from <http://smallbusiness.chron.com/examples-ethical-issues-business-24464.html>)

11	A work	B job	C employment	D recruitment
12	A requires	B pretends	C asks	D constrains
13	A exclusively	B solely	C completely	D entirely
14	A apply	B exploit	C use	D handle
15	A bringing	B engaging	C inviting	D attracting
16	A rationally	B logically	C reasonably	D practically
17	A disclose	B confess	C relate	D expose
18	A probably	B presumably	C doubtlessly	D likely
19	A split	B disagreement	C violation	D breach
20	A responsibilities	B chores	C obligations	D duties

3. In each of the following sentences there are four parts underlined and lettered A, B, C and D. For each sentence find the underlined part A or B or C or D that makes the sentence INCORRECT. Only ONE answer is possible for each sentence. THERE IS ALWAYS ONE possible answer.

(21) (A) Gender discrimination can cause many negative effects on victims and businesses. (B) According to TNS Research Surveys, 68% of women surveyed believe (C) gender discrimination exist in the workplace. (D) Federal law protects women and other minorities from discrimination in the work place.

(22) (A) The Equal Pay Act of 1963 ended the practice of paying men more than women (B) when performing the same jobs and duties. (C) In 1964, the Civil Rights Act extended this protection to other minorities. (D) Despite this protections, many women still feel gender-based discrimination is a problem in some businesses.

(23) (A) Victims of gender discrimination lose (B) motivation and moral necessary to perform their jobs effectively. (C) According to a report written by Jodi L. Jacobson of the WorldWatch Institute, (D) gender bias also leads to a loss in productivity.

(24) (A) Things that may lead to this loss of morale and motivation could include (B) jokes about an employee's gender that implies inferiority, offensive jokes of a suggestive or sexual nature and (C) jokes implying that an employee's work is sub-par due to his or her gender. (D) Federal law prohibits this type of workplace harassment, whether by superiors or coworkers.

(25) (A) Stereotypical views regarding gender can cause supervisors (B) to engage in the illegal practice of passing a person over for promotion due to gender. (C) While this can happen to both genders, supervisors most often pass over women for promotion due to (D) preconceivable notions about their roles and abilities.

(adapted and abridged from <http://smallbusiness.chron.com/effects-gender-discrimination-workplace-860.html>)

4. Starting from the word in CAPITAL LETTERS at the end of each sentence, derive another word that best fits in the context of that sentence indicated by a blank space (_).

<p><i>Family Responsibilities</i> Women who have young children at home may experience push-back when interviewing due to family responsibilities. Although law prohibits a (26...) employer from asking about family responsibility outright, it often comes out during the interview process anyway. This may provoke the hiring manager to pass over a qualified female candidate if he feels she will be torn between her home and job (27...). If the woman makes it into the position, her supervisor can view her employee file to see that she has young children signed up on insurance or other benefits. He then may choose to give her less responsibility or assign (28...) tasks to her that do not fit her job description. Although illegal, this practice still exists in offices today.</p> <p><i>Destruction</i> Those discriminated against may feel such strong (29...) and loss of self-worth that they resort to destruction as a way to get back at the discriminatory employer or coworkers. (30...) may manifest itself as physical violence against others, destruction of property or propagation of malicious rumors about people in the company and the company itself.</p> <p>(adapted and abridged from http://smallbusiness.chron.com/effects-gender-discrimination-workplace-2860.html)</p>	<p>26. PROSPECT</p> <p>27. RESPONSE</p> <p>28. MEAN</p> <p>29. RESENT</p> <p>30. DESTRUCTIVE</p>
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READING

Read the following article. Some sentences have been removed from the text. Choose from sentences A-G the one which fits each gap (1-6). There is one sentence which you do not need to use.

When Customers Are Few, the Advantage Goes to the Traveller by Jane L. Levere

This may actually be a good time to be a business traveller. Industry experts and travellers say service has improved in many ways, prices are down, and the experience, in general, is often better than it has been in a long while. (1...) "There is an approximately 20 percent decline in the number of people travelling for business. Airlines are putting coach and premium-class service on domestic and international flights on sale. It's easier to snag upgrades. (2...).

Bjorn Hanson, an associate professor at the Tisch Center for Hospitality, Tourism and Sports Management at New York University, agreed. "Every guest is being treated like a VIP", Mr. Hanson said, at both midprice and luxury hotels, because fewer people are travelling. (3...).

Carla DeLuca, a marketing consultant in San Francisco, for instance, said she was able to take advantage of declining air fares. She bought a round-trip, three-day advance purchase ticket between San Francisco and New York from JetBlue for less than \$300 in early February to see a prospective client.

"I found out three days before that I had an opportunity to go to New York for a meeting", Ms. DeLuca said. "The flights were so inexpensive, I could justify it".

David Grayson, managing director of Auerbach Grayson&Company, a brokerage in New York, said that in January he called a hotel in London where he regularly stays and asked if it would reduce his normal room rate. The hotel cut the rate by around \$145 and gave him an English breakfast.

Not surprisingly, Tim Winship, editor at large for SmarterTravel.com, said loyalty programs were being especially generous. (4...) Although most of these expired April 30, Mr. Winship said he expected the bonuses to be extended or similar ones offered.

In March, American Airlines said its frequent fliers could earn double elite status qualifying miles if they travel by June 15, an offer that was quickly matched by its competitors. A promotion like America's is "typically an end of the year thing, when people tend to take stock of where they are so they can reach elite status", Mr. Winship said. (5...).

Still, the downturn in travel has its drawbacks as well as benefits for travellers. Ted Stimpson, president of Imagitas, a marketing services company in Waltham, Massachusetts, said that on the plus side "airports are a pleasure now, there's nobody there". And parking is easier. "There are shorter lines".

But, he added, the fees for checked bags mean that once on the plane, "there's a mad rush to get baggage into the space above the seats and there is never enough".

Some travellers said they have experienced more cancellations than before, before of capacity cuts. Since January, Keith Bronitt, a consultant in Scarsdale, New York, said he had bought a ticket for an Air Canada flight and another for a US Airways flight, both out of LaGuardia Airport in New York and departing at midday that were cancelled and combined with later flights. In the future, he said, he may book flights earlier in the day to try to avoid cancellations. "Instead of spending more time in the office", he said, "I'll be spending it in the airport or on a plane, or I'll get to my destination earlier than I need".

Chris Kenworthy, a senior vice president at McFee, the antivirus software company, and a participant in Marriot's loyalty program, said he used to regularly eat a free breakfast of bacon and eggs at the concierge club in the Santa Clara Marriott in California. (6...). "But suddenly there's been no more bacon. It's a whole new world". And, he said, when he is on extended business trips overseas, he often spends weekends in London but has found that the Marriott concierge clubs there are closed on weekends. But, in general, the travel experience has improved, travelers said.

(adapted and abridged from *The New York Times*, Articles selected for *România liberă*, Friday, June 12, 2009, p.8)

A	This year, most hotel loyalty programs have been offering perks like double points for a stay or a free room night after two stays.
B	Some things, however, never seem to change.
C	"This promotion is unusual in its timing and its widespread adoption".
D	And business travelers are generally able to get rooms at hotels they want at a decent price point".
E	"It helps me keep my costs down", he said.
F	Room assignments are being made in a "much more thoughtful" way, he said, and repeat guests are being offered free nights, airport transfers and free use of fitness equipment or the Internet.
G	"In a sense, it is easier and cheaper to be a business traveller these days", said Henry H. Harteveltdt, a travel analyst for Forrester Research.

USE OF ENGLISH

1. For each blank (1-10) think of a word that best fits in the context. Use only one word in each space:

Tips for Foreign Business Travel

by Carolyne Brown

Maximize your time (1...) overseas. Proper preparation (2...) your departure will not (3...) make your business trip a safe one but more productive. Preparing for international travel is unlike planning a business trip within one's (4...) country. While you're usually fussing over details (5...) as your flight itinerary, what to pack and scheduling meetings for a typical business trip, international travel may (6...) require research for immersion (7...) a culture with proper etiquette and protocols associated with the host country. There are (8...) basic guidelines such as preparing proper documents two or three months before your departure, (9...) if visas and updated passports are needed. Some countries may not (10...) visas for tourists but may require them for business travelers.

(adapted and abridged from <http://www.inc.com/guides/201103/7-tips-for-foreign-business-travel.html>)

2. For each blank (11-20) decide which of the options A, B, C or D is best. Only one answer is correct and there is always one correct answer.

Here are some tips to help you make the necessary adjustments for a business trip abroad.

1. Prepare a well-planned itinerary.

A well (11...) out itinerary should reflect what your company hopes to (12...). Think about your goals and relative

priorities. For instance, you will want to have two or three (13...) confirmed well in (14...) and spaced comfortably throughout the day. This will be more productive and enjoyable than a crowded agenda that forces you to (15...) from one meeting to the next. Your schedule should be flexible enough to allow for (16...) problems such as transportation (17...) and/or opportunities such as an unplanned lunch invitation. Kaufman suggests (18...) a copy of your itinerary with trusted colleagues, family members or (19...) friends so that they know where you are supposed to be at all times. Also provide a family member or spouse with copies of your passport, medical insurance card, and other pertinent information. In (20...), leave an emergency contact list with your travel planner.

(adapted and abridged from <http://www.inc.com/guides/201103/7-tips-for-foreign-business-travel.html>)

11	A prospected	B thought	C anticipated	D expected
12	A fulfill	B achieve	C accomplish	D attain
13	A appointments	B meeting	C engagement	D arrangement
14	A progress	B growth	C boost	D advance
15	A rush	B race	C speed	D surge
16	A unpredicted	B unforeseen	C unpredictable	D unexpected
17	A loiterings	B lingerings	C detainments	D delays
18	A leaving	B abandoning	C departing	D disappearing
19	A close	B near	C tight	D direct
20	A fact	B addition	C reality	D shorts

3. In each of the following sentences there are four parts underlined and lettered A, B, C and D. For each sentence find the underlined part A or B or C or D that makes the sentence INCORRECT. Only ONE answer is possible for each sentence. THERE IS ALWAYS ONE possible answer.

2. Seek information on the culture.

(21) (A) Invest sometime in learning about the history. (B) culture and customs of the countries to be visited, says Thomas. (C) Attend cross-cultural seminars or training. (D) Read books about that country.

(22) (A) Brush up on the differences in negotiating styles, (B) attitudes towards punctuality, gift-giving customs, and (C) the proper use of names and titles (understand the importance of rank and know who (D) the decision makers are when conduct business).

(23) (A) Take the Japanese, for instance, which consider it rude (B) to be late for a business meeting but (C) acceptable for a social occasion. (D) In Latin countries, being late for a business meeting is more tolerable.

(24) (A) In the Middle East (B) it is commonplace to engage small talk before (C) conducting business. (D) The French and the British have different views about discussing business during meals, Thomas says.

(25) (A) "Do you talk about business during dinner or (B) do you wait until after (C) you will have eaten your meal? (D) The slightest things can really offend people," she says.

(adapted and abridged from <http://www.inc.com/guides/201103/7-tips-for-foreign-business-travel.html>)

4. Starting from the word in CAPITAL LETTERS at the end of each sentence, derive another word that best fits in the context of that sentence indicated by a blank space (_).

<p>3. Learn protocol and etiquette practices.</p> <p>Study the general protocol and etiquette of the country or countries you're visiting. Understanding in advance how to greet your (26...) and manage appointments will be most helpful. Check normal work days and business hours. In the Middle East, for example, the workweek is Saturday to Thursday. It is not uncommon in many countries for lunch to last two to four hours. Also take into account foreign holidays. Business manners, religious customs, (27...) practices, humor and acceptable dress vary widely from country to country. (28...) over gestures and body language can cause you more than (29...) but can lead to business complications, says Thomas. For instance, the okay sign (thumb and index fingers forming a circle with the other fingers pointing upward) is commonly used in the US. But it means zero in France and Thomas says it is a vulgar gesture in Brazil and the Philippines. She recommends finding a local person from the host country whom you can openly talk to and learn about customs. Or a good travel (30...) will know the ins and outs of the country.</p> <p style="text-align: right;"><i>(adapted and abridged from http://www.inc.com/guides/201103/7-tips-for-foreign-business-travel.html)</i></p>	<p>26.PART</p> <p>27.DIET</p> <p>28.UNDERSTAND</p> <p>29.EMBARASS</p> <p>30.PLAN</p>
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