



UNIVERSITATEA  
BABEȘ-BOLYAI



UBBFSEGA  
Universitatea Babeș-Bolyai | Facultatea de Științe Economice și Gestiunea 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 1  
(LIMBA ENGLEZĂ) - LIMBA 1

Anul | Semestrul |

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## General Remarks

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### Course Details

Modern Language Applied to Business 1 -  
English – 1st language  
Code: ELE1006  
1st year  
1st semester  
Mandatory Discipline  
Number of credits: 3  
Course webpage:  
<http://cursuri.elearning.ubbcluj.ro/>  
[Link zoom:](#)

[Topic: Sala mea de curs](#)

[Join Zoom Meeting](#)  
<https://us02web.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	<b><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 &amp; ambitions and briefly give reasons and explanations for opinions and plans.</i></b>
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.

<b>C1</b>	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.
<b>C2</b>	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](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

Six 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 six units will be approached in the order they appear, i.e. the first three units in the first semester and the remaining three in the second semester.

Before coming to class, students should study the units planned as follows:

### ***First semester***

First meeting – unit 1 Introduction to Business Communication

Second meeting – units 2 and 3, Company Structure and Recruitment

### ***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.

- Suggested Bibliography

\*\*\* Collins Cobuild English Language Dictionary (London: Collins ELT, Harper Collins Publishers, 2003)

Budai, L., Gramatica engleză – teorie și exerciții (București: Teora, 2001)

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Thomson, A.J., Martinet, A. V., A Practical English Grammar (London: Oxford University Press, 1996) Vince, M., Advanced Language Practice (London: MacMillan Heinemann ELT, 1994)

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Swan, Michael, Baker, David (2012). Grammar Scan. Diagnostic Tests for Practical English Usage, OUP

#### Websites

<http://www.cambridge.org/elt/dictionaries/cald.htm>,

<http://www.pearson.ch/LanguageTeaching/Dictionaries/Dictionaries-British/1449/9780582306066/New-Edition-Longman-Business-English.aspx>, <http://www.macmillandictionaries.com/home.htm>,

<http://www.oup.com/elt/catalogue/isbn/0-19-431243-7?cc=global>.

Free-access online dictionaries: <http://dictionary.cambridge.org/>, <http://www.ldoceonline.com/>, <http://www.oup.com/elt/catalogue/teachersites/oald7/?cc=global>.

# Modern Language Applied to Business

## UNIT 1

### INTRODUCTION TO BUSINESS COMMUNICATION



#### I. Table of contents

1. Definition
2. Communication skills/styles
3. Communication barriers



#### II. Objectives

*Students will be able to improve their communication skills in English .  
Students will be able to adapt their vocabulary to work related situations.*



#### III. Key words

*professional communication, listening skills, interpersonal communication, formal communication vs. informal communication, IT in business, intranet, extranet.*

# UNIT 1

## 1. Communication

### 1.1 STOP AND THINK!



How would you define communication?  
What is the role of communication in the business environment?  
What possible barriers to interpersonal communication can you identify?  
What language is mainly used in international communication? Why?

### 1.2 Reading

Read the following short texts referring to communication and answer the questions that follow.

#### Text 1:

"Have you ever said to yourself, 'I wish I had spoken up'? Or, 'If only I had introduced myself'? Or, 'Did I say the wrong thing'?"

Conversational Confidence is the answer. Just by listening, you'll master the proven interpersonal skills you need to deal with every individual, every group, every occasion.

The result? New doors will open to you. You won't hesitate to accept an invitation, to approach someone important, to seize an opportunity. You'll never again feel like an outsider. Success will naturally flow your way - and with less effort than you ever imagined possible."

verbalAdvantage (advertisement in The New Republic, March 12, 2001)

1. Why are people sometimes reluctant to speak up their minds?
2. What is the role of listening in a conversation?
3. How can people develop their communication skills?

#### Text 2:

"'Communication' is a registry of modern longings. The term evokes a utopia where nothing is misunderstood, hearts are open, and expression is uninhibited. Desire being most intense when the object is absent, longings for communication also index a deep sense of dereliction in social relationships. ... 'Communication' is a rich tangle of intellectual and cultural strands that encodes our time's confrontations with itself. To understand communication is to understand much more. An apparent answer to the painful divisions between self and other, private and public, and inner thought and outer word, the notion illustrates our strange lives at this point in history. It is a sink into which most of our hopes and fears seem to be poured."

John Durham Peters, *Speaking into the Air A History of the Idea of Communication* (1999, p. 2)

1. According to the author, how can the nature of communication be defined?
2. What does the author mean by "inner thought" and "outer word"?
3. How can misunderstanding appear?



**Text 3:**

"A word (or in general any sign) is interindividual. Everything that is said, expressed, is located outside the soul of the speaker and does not belong only to him. The word cannot be assigned to a single speaker. The author (speaker) has his own inalienable right to the word, but the listener has his rights, and those whose voices are heard in the word before the author comes upon it also have their rights (after all, there are no words that belong to no one)."

*M. Bakhtin Speech Genres and Other Late Essays (Trans. Vern McGee). Austin: University of Texas Press, 1986, p. 121*

1. What do words refer to?
2. The same word may mean different things to different persons. Try to explain how this happens.
3. How do new words appear in a language?

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

## 1.3 Vocabulary development



### 1.3.1 Match the phrases in column 1 with their meaning in column 2.

1. at the hands of sb	A. to have finished
2. be at an end	B. (not) give careful attention to sb/sth
3. be in sb's debt	C. show your respect for sb by visiting them, going to their funeral, attending a memorial service, etc
4. beyond the call of duty	D. at the beginning of sth
5. give rise to sth	E. feel grateful to sb for their help, kindness, etc
6. have the honour of doing sth	F. die in order to protect or save sb/sth
7. hold sway	G. say or do sth to show your respect and admiration for sb
8. in large part	H. to a great extent
9. lay down your life (for sb/sth)	I. make sth definite or complete
10. lay waste to sth	J. used to indicate the result or consequence of a situation or action
11. on the threshold of sth	K. performed with greater courage or effort than is usual or expected
12. pay (no) heed to sb/sth	L. cause something to happen or exist
13. pay tribute to sb	M. completely destroy a place or area
14. pay your respects (to sb)	N. because of sb's actions
15. set the seal on sth	O. start disagreeing or arguing with sb about sth
16. take issue with sth/sb (over/about sth)	P. be given the opportunity of doing sth that makes you feel proud
17. therein lies sth	Q. polite formula when disagreeing with sb
18. with (all due) respect to	R. have power or influence over a group of people or a region

**1.3.2 Fill in the gaps in the following texts by using the phrases 1-18 given in the vocabulary task 1.3.1.**

**A.**

(1) \_\_\_\_ the Prime Minister, it is the people of this country who have, (2) \_\_\_\_, suffered (3) \_\_\_\_ his government, and I am sure they will want to (4) \_\_\_\_ his last remark.

**B.**

Thousands of people gathered to (5) \_\_\_\_ the many local servicemen who (6) \_\_\_\_ their country.

**C.**

Terrorists still (7) \_\_\_\_ in many of the rural areas and (8) \_\_\_\_ the problem. They have already (9) \_\_\_\_ much valuable farmland, and we could be facing yet another drought. Any hopes that this awful situation might (10) \_\_\_\_ look premature.

**D.**

James Mauplin's groundbreaking research not only (11) \_\_\_\_ his highly esteemed books and (12) \_\_\_\_ a glistening academic career, it also put us (13) \_\_\_\_ a major breakthrough in the treatment of Parkinson's Disease. I now (14) \_\_\_\_ introducing Professor Mauplin.

**E.**

I would like to (15) \_\_\_\_ the young police officer who, (16) \_\_\_\_ his own safety, went to the help of our daughter and saved her from certain death. It was an act of considerable bravery, way (17) \_\_\_\_, and we will forever (18) \_\_\_\_.

## **1.4 Functions**

### **Information exchange**

#### **Asking for information – useful expressions**

- Could you tell me...?
- Do you know...?
- Do you happen to know...?
- I'm looking for...
- I'd like to know...
- Could you find out...?
- I'm interested in ...

## 2. Communication and the media

### 2.1 STOP AND THINK!



What role do the media play in the society?

Are you interested in the news? Do you read newspapers or watch news bulletins?

### 2.2 Reading

**Read the following text. To what extent do you agree with it? Give your pros and cons. While reading, fill in the gaps with ONE word.**

The growing role of the media in our society

Paragraph 1

In the world of today, the media have become almost as necessary 1 \_\_\_\_ food and clothing. It is true that the media are playing an outstanding role in strengthening the society; they are a mirror of 2 \_\_\_\_ society. Their duty is to inform, educate and entertain the people. They help us to know what is going on 3 \_\_\_\_ the world. They 4 \_\_\_\_ their lives in danger during attacks or natural disasters, just to inform us of the situation. It is partly due to them that awareness is spreading in the society. It is the media 5 \_\_\_\_ shape our lives. Our lives would be incomplete 6 \_\_\_\_ the media.

Paragraph 2

The media 7 \_\_\_\_ the watchdog of the political democracy. If they 8 \_\_\_\_ their role honestly, they will be a great force in building the nation but, nowadays, the media have become a commercialised sector eying only for news that is hot and sells. 9 \_\_\_\_ of giving important information and educative programmes, all that one gets on television is sensational depiction of all news stories, their only goal being gaining television rating points (TRPs).

Paragraph 3

Every issue is hyped for a day or two, so much so 10 \_\_\_\_ you switch to any channel, they all will be flashing the same story but then when the heat is over there is no following of the case. The news then jostles 11 \_\_\_\_ space with other stories that are carrying the heat then. Even 12 \_\_\_\_ we cannot think of a world without television sets, media has become so much a part of us that to recognise its impact, we need to step 13 \_\_\_\_ and consciously think about how they shape our lives and what they are saying.

Paragraph 4

The media affects people's perspective not 14 \_\_\_\_ through television, but 15 \_\_\_\_ through radio and newspapers. In this way, even many messages 16 \_\_\_\_ which we cannot agree inevitably come to us from diverse constellations of media. They can even be turned 17 \_\_\_\_ our benefit by whetting our understanding and articulation of what we believe; today news channels and even some newspapers are mouthpiece of some political parties. Their work then limits only to spread the ideology of the party 18 \_\_\_\_ than give correct news. People have to judge 19 \_\_\_\_ their own by looking and listening to different channels for the same news and then form a conclusion.

#### Paragraph 5

The media are an integral part of our society. However, a matter of concern is their excessive intervention in everything. Sometimes, just for making money, insignificant news is given so 20 \_\_\_\_ priority that the real news is not even brought 21 \_\_\_\_ notice. Yes, it does also entertain but again it's a debatable issue because by 'entertainment' we mean healthy entertainment and not those nonsense TV serials. So 21 \_\_\_\_ last, like science they are a tool, which we have to use by our judgment to provide maximum satisfaction side by side without harming ourselves. The other disadvantage is that sometimes they also publish or broadcast some vulgar news, and sometimes unessential activities are served 22 \_\_\_\_ very important news and broadcast again and again. This does not broaden the reach of the media.

#### Paragraph 6

In spite of being sensational and biased, the significance of the media cannot be ignored, especially in an age, in which globalisation and liberalisation have become the order of the day. In this globalised world, the task and duties of the media are increasing day by day. There is still a lot to be done by the media for the betterment of the society.

(adapted from <http://www.merineews.com/article/the-growing-role-of-media-in-our-society/136579.shtml>)

## 2.3 Vocabulary development



2.3.1. Match the following words or phrases from the text with their appropriate definition

1. awareness (par. 1)	a. increase someone's desire for something
2. watchdog (par. 2)	b. a person, newspaper etc. that expresses the opinions of a government or a political organisation
3. hyped (par. 3)	c. unfairly preferring a person or a group over another
4. whet(ting) (par. 4)	d. a person or group of people whose job is to protect the rights of people who buy things and to make sure companies do not do anything illegal or harmful
5. mouthpiece (par. 4)	e. to amuse or interest people in a way that gives them pleasure
6. entertain (par. 5)	f. very excited or nervous and unable to keep still

7. biased (par. 6)	g. knowledge or understanding of a particular subject or situation
8. betterment (par. 6)	h. (formal) improvement, especially in someone's social and economic position

**Make up sentences of your own to illustrate the meaning of the words above. Show them to your neighbour and ask them whether they understand the meaning illustrated. If they don't, make the necessary corrections.**

### 2.3.2. Write one word in each gap.

- Obviously it goes \_\_\_ saying that I don't want you to tell anyone else about this.
- Reading \_\_\_ lines, it seems that the government's considering tightening media regulations.
- I'm afraid that book is \_\_\_ of print, but I'll see if we can find a second-hand copy for you somewhere.
- I followed your instructions \_\_\_ the letter but I still couldn't get the printer to work properly.
- Getting Elaine to edit your article is just asking \_\_\_ trouble; you know how pedantic and opinionated she is!
- \_\_\_ answer to your question, no, I have never had any business dealings with Mr Partridge.
- Even if you've got a great idea for a novel, it's incredibly hard putting pen \_\_\_ paper for the first time.
- Put your ideas down \_\_\_ paper and we'll discuss them at the next meeting.
- You've had some good news, haven't you? It's written all \_\_\_ your face.

### 2.3.3. Use the words given in brackets to form a word that fits in the space.

#### A.

The (1) \_\_\_ (SAY) "never judge a book by its cover" could not be more true for Ridiculous Rules by Marjorie Allen. The cover is completely blank, whereas the book is crammed full of wonderful examples and anecdotes. Allen is an (2) \_\_\_ (SPEAK) critic of much of what is taught to native and non-native speakers of English, and has issued a (3) \_\_\_ (DECLARE) of war against textbooks and style books which tell lies. Take the ridiculous and (4) \_\_\_ (MEAN) rule of never ending a sentence with a preposition. The lovely – if famous – story goes, that Winston Churchill, well known for his numerous (5) \_\_\_ (WRITE) as well as for being British Prime Minister during the Second World War, received a manuscript back from an ignorant (6) \_\_\_ (EDIT) who had told him rather rudely that he had to (7) \_\_\_ (PHRASE) a sentence which ended with a preposition. Churchill responded by making the simple yet forceful (8) \_\_\_ (STATE) in the margin: "This is an impertinence up with which I will not put." – the (9) \_\_\_ (IMPLY) being that not to end a sentence with a preposition often sounds ridiculous in English. Sadly, Allen informs us that the story is probably mere (10) \_\_\_ (HEAR), and that Churchill may have actually only written "rubbish!" in the margin.

#### B.

I love watching (1) \_\_\_ (DISCUSS) programmes, and I love politics, so you'd think I'd enjoy watching (2) \_\_\_ (POLITICS) being interviewed on TV. But I don't. All too often, (3) \_\_\_ (JOURNAL) ask them the most (4) \_\_\_ (RIDICULE) questions, and, when they do get an interesting question, sit there watching in (5) \_\_\_ (BELIEVE) as some of the most (6) \_\_\_ (POWER) people in the country give totally (7) \_\_\_ (CONVINCE) responses. It's as if they don't care whether their reply is (8) (BELIEVE) or not. Often, they're very poor (9) \_\_\_ (COMMUNICATE), and they're frequently even more (10) \_\_\_ (INFORM) about key issues than I am. I don't expect them to be particularly (11) \_\_\_ (HUMOUR)– they are serious people, after all – but at least they could say something interesting occasionally. It makes me want to stand for election myself.

## 2.4 Language focus: The Noun – Number Agreement

### Number Agreement

□ the number of is followed generally by singular, while a number of by plural The number of investors was huge.

A number of shareholders were expected to sell their shares.

□ nouns/pronouns can be coordinated with the following simple or correlative conjunctions: and,

or, either ... or, neither ... nor, both ... and, not only ... but also.

a) and, both ... and require the plural form of the verb

The president and the secretary general are not present.

Both the president and the secretary general are on a business trip.

b) or, either ... or follow the rule of proximity ( the closest subject dictates the number of the verb) His supporters or he has to take this issue very seriously.

Either he or his supporters have to take a decision.

c) neither ... nor may follow the rule of proximity (as above), but in everyday use the plural is preferred

Neither the guests nor the host is to be blamed. or

Neither the guest nor the host are to be blamed.

With as well as, except, but, with only the first noun dictates the agreement with the predicate.

Mr. Jones as well as all his colleagues is expected to come.

All the members of the board, but David, are here.

A man with a young child was asking for help.

## 2.5 Functions

a. Identifying yourself

Hello, I'm... from...

Hello, my name is...I work for...

Hello, let me introduce myself, I'm...I'm in charge of// I'm responsible for... Hello, first name+ surname...I've got an appointment with...

b. Greetings when you meet someone for the first time

	First greeting	Reply to the greeting
Neutral	How do you do? I'm (very) pleased/ delighted to meet you.	How do you do? It's (very) nice to meet you too. I'm pleased to meet you too.
	It's (very) nice to meet you.	
Informal	How do you do? Nice/ good to meet you.	Nice/ good to meet you too. Pleased to meet you too.

	Hello. Nice to have you with us. Hi. Pleased to meet you.	
--	--	--

### 3. IT and Human Interaction

#### 3.1 STOP AND THINK



Can the full effect of the current information revolution be predicted?  
Is meeting face-to-face more valuable than corresponding electronically?

#### 3.2 Reading

Parts of the sentences in the following text have been removed. They are given in the box below the text. They are lettered A to J. Read the text and fill in the blanks numbered 1 to 10 with the corresponding missing parts A to J.

**New video examines impact of computers on human interaction** by Barbara McKenna

Through the advent of the web, we can get whatever we want online – 1 \_\_\_\_\_. We can bank online, make friends online, even attend virtual concerts and art shows online. One man in Dallas, 2 \_\_\_\_\_, has even gone so far as to confine himself to his home for a full year, acquiring everything he needs (including a Valentine's Day date) through the web.

Observing the increasing "realness" of virtual reality, UCSC (University of California, Santa Cruz) film professor Chip Lord has produced a video that explores the question of how 3 \_\_\_\_\_. The video, *Awakening from the Twentieth Century*, aired recently on public television and is the winner of the Dallas Video Festival's Latham Award for 1999.

"I started working on this during a sabbatical in early 1998," Lord says. "I wanted to look at how the computer is changing the ways in which we conduct daily life. One of my central goals was to find out whether the Internet and virtual networking – telecommuting, distance learning, e-commerce – have had an effect 4 \_\_\_\_\_."

To explore this, Lord combines montages of life in San Francisco with interviews. Among those he interviews are Homer Flynn, spokesperson for a San Francisco underground, multimedia band named The Residents; John Sanborn, director of the online rock and roll murder mystery "Paul Is Dead"; Ellen Ullman, a software engineer, commentator, and author of *Close to the Machine*; Gannon Hall, a web site designer; and Rebecca Solnit, a social commentator and author of the just-published book, *Wanderlust: A History of Walking* (Viking Press).

Rather than aim to prove a point, Lord is out to 5 \_\_\_\_\_. One montage opens with a view of the old-fashioned marble-floored interior of a Wells Fargo Bank branch bank in San Francisco and fades to a nearby Safeway, in which a Wells Fargo "mini-bank" is built into the wall. The juxtaposition continues 6 \_\_\_\_\_ the bank's dramatic picture of racing horses pulling a stagecoach and, over that image, in stark white, the URL [www.wellsfargo.com](http://www.wellsfargo.com). "Is the physical space of the bank becoming obsolete?" Lord asks.

Through his interviews Lord also explores the impending fate of such things as the automobile, film, community. But the question that most concerns Lord is whether the physical space of the city itself 7 \_\_\_\_.

Lord gets very different opinions from his subjects. Web designer and computing specialist Gannon Hall conducts most of his business virtually – through e-mail, web sites, and the phone. "Gannon recognizes that 8 \_\_\_\_, but once he starts working on a project he does everything virtually, via the Internet. For Gannon, because his business is virtual, he could be anywhere. He doesn't need the city. To him, the city is like fashion. You choose it the same way you would choose clothes. He says, 'you wear the city.' "

But social commentator Rebecca Solnit feels very differently, affirming the importance of real-life interaction at such places as the Farmer's Market, where 9 \_\_\_\_\_. To flesh out this perspective, Lord also shows footage of two groups of San Franciscans – bicyclists and rollerbladers. The bicycling event, called Critical Mass, is anything but virtual, drawing some 3,000 bicyclists each month who hit the streets during a Friday rush hour.

As Lord trails along with the rollerbladers, hundreds of whom come out each Friday for the "Friday Night Skate," he comes to this conclusion:

"Maybe because of the utopian images we hear about the new technologies, I thought that broadcasting, netcasting, wireless networks, and pagers, cellphones, and beepers all 10 \_\_\_\_ – for celebration and the ritual rubbing of shoulders in streets, plazas, and squares. But I was wrong. Because we still need fashion. We still need to wear the city because the city is..." Lord trails off, letting Humphrey Bogart, in the character of San Francisco detective Sam Spade, finish his sentence: "The stuff that dreams are made of."

(<http://www.ucsc.edu/currents/99-00/06-19/lord.html>)

- A. an initial face-to-face meeting with clients is necessary
- B. the computer is affecting the ways we interact with each other and our environment
- C. groceries, prescriptions, even pets
- D. vendors and customers interact directly and chance encounters with friends can take place
- E. explore the implications of our emerging computer-generated culture
- F. were conspiring to end the need for public gathering
- G. is becoming obsolete
- H. who calls himself DotComGuy
- I. on how we use our physical space
- J. with a shot of a billboard advertising

### 3.3 Vocabulary development



3.3.1. . Match the following words or phrases from the text with their appropriate definition

!

1. rollerblader (n)	a. no longer useful, because something newer and better has been invented
2. footage (n)	b. referring to an event or situation, especially an unpleasant one, which is going to happen very soon



3. to flesh sth out (v)	c. the act of putting things together, especially things that are not normally together, in order to compare them or to make something new
4. obsolete (adj)	d. working at home using a computer connected to a company's main office
5. stark (adj)	e. a period when someone, especially someone in a university job, stops doing their usual work in order to study or travel
6. impending (adj)	f. cinema film showing a particular event
7. juxtaposition (n)	g. to keep someone or something within the limits of a particular activity or subject
8. to fade (v)	h. the time when something first begins to be widely used
9. telecommuting (n)	i. very plain in appearance, with little or no colour or decoration
10. sabbatical (n)	j. to add more details to something in order to make it clear, more interesting etc
11. to confine (v)	k. person who uses special boots with a single row of wheels fixed under it to skate on hard surfaces
12. advent (n)	l. to gradually disappear

**3.3.2. If the word in bold is correct, put a tick. If it is incorrect, replace it with one of the words in bold from the other sentences.**

1. The Internet is a really vast **console** of computers, all connected together.
2. Since we got **resource**, we've been watching music videos online.
3. Early computer games seem quite **nuclear** compared with today's games.
4. It seems to me that **primitive** power is far cleaner than oil.
5. These ancient tools have been **crafted** with an enormous amount of skill.
6. The next generation of games **technique** will have better graphics.
7. There's a **network** in computing called 'beta testing', which means you test something to see if it works properly before it becomes official.
8. This latest **breakthrough** will mean cheaper, faster internet access for all.
9. The computer has finished analysing all the **broadband**.
10. The sea is a great natural **data** but we need the right technology to use it.

**3.3.3. Use the word given in capitals to form a word that fits in the space.**

We often think of ourselves as living in a time of 1 \_\_\_\_ (CONTINUE) technological change and development. We tend to believe that we are unique in history in dealing with a constantly 2 \_\_\_\_ (EVOLVE) world of gadgets, devices and innovations. However, the end of the nineteenth century and the start of the twentieth was also a time that saw many 3 \_\_\_\_ (REVOLT) changes. People had needed to show 4 \_\_\_\_ (FLEXIBLE) throughout the nineteenth century, as the effects of the Industrial Revolution meant constantly making 5 \_\_\_\_ (ADJUST) to deal with changing working conditions. Towards the end of the century, though, people had to become more 6 \_\_\_\_ (ADAPT) than ever before. The typewriter (1873), the telephone (1876) and other 7 \_\_\_\_ (INFLUENCE) developments gave people the 8 \_\_\_\_ (CAPABLE) to live and work in ways their grandparents could not have imagined. Over the next 30 years, little remained 9 \_\_\_\_

(ALTER) as the camera, the cinema, the phonograph, the plane and radio all had an 10 \_\_\_\_ (ELECTRIC) effect on people and society.

### 3.4 Functions



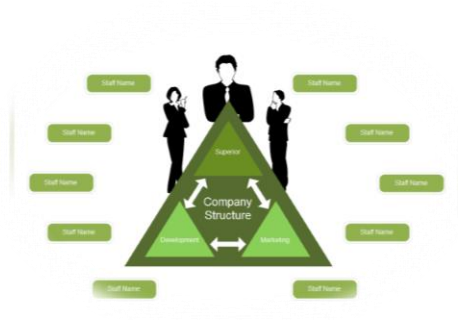
Presenting and supporting opinions  
Asking for opinions  
What are your feelings on this?

To one person	To a group of people
What are your views on....?	Any reaction to that?
What are your feelings about...?	Has anybody any strong feeling about / views on that?
What do you think of ....?	What's the general view on/ feeling about that?
What's your opinion about that?	Has anybody any comments to make?

# Modern Language Applied to Business

## UNIT 2

### COMPANY STRUCTURE



#### I. Table of contents

1. The structure of a company
2. Types of businesses
3. Legislation



#### II. Objectives

*Students will be able to understand the structure of a company.*



#### III. Key words

*part-time, full time, office hours, departments, hierarchy, corporate culture*

## UNIT 2

### 1. Types of Businesses

#### 1.1 STOP AND THINK!



What makes a successful businessman/woman in your country?

#### 1.2 Reading

Read the following text and fill in the gaps with ONE word. (Remember the tips?)

##### Types of Companies under the Companies Act UK

##### Legislation governing Companies

The internal governance procedures and management, rights of shareholders and duties and responsibilities of company officers are governed 1 \_\_\_\_ the Companies Act 2 \_\_\_\_ 1985.

##### Registering a Company

To register a company, the required documents must be filed and certain conditions imposed by the Registrar of Companies satisfied. A certificate of incorporation will then be issued and the company brought 3 \_\_\_\_ existence. A company's first shareholders are 'subscribers' and can be natural persons or other companies.

##### Incorporation Documents

The documents which must be filed include, importantly, the memorandum of association and the articles of association. The memorandum lists the company name, its objects, the country of its registered office, the liability of its shareholders and the share capital. The articles list the company regulations and rules 4 \_\_\_\_ the internal administration.

After the certificate of incorporation is issued, the company is considered as registered and can commence trading. A public limited company must 5 \_\_\_\_ specific capital requirements before it can commence business. A private limited company requires only one member, whereas a public limited company requires a minimum of two.

##### Classification of Companies

The Companies Act broadly categorises companies as either public 6 \_\_\_\_ private companies. There are three categories of liability of the company shareholders, which refer to their liability for the company's debts if or when it enters liquidation:

Shareholders' liability for companies limited by shares is limited to any amount still owing to the company for their shares. This is referred to as 'limited liability' and is the 7 \_\_\_\_ popular form of company, as the directors and shareholders do not become personally liable for the debts and conduct of the company, except in special circumstances.

For companies limited by guarantee, members' liability is limited to their undertaking to pay certain sums on its winding 8 \_\_\_\_, and unlimited companies offer no protection to shareholders for company debts.

Moving on from these basic models for shareholders' liability, the Companies Act permits incorporation of private companies limited by shares; public companies limited by shares; private companies limited by guarantee and private unlimited companies.

### **Private Companies**

Private companies are defined by reference to public limited companies. All companies that are not public companies are private companies. A private company is not permitted to offer its shares to the public. Due 9 \_\_\_\_ the capitalisation requirements, the vehicle tends to be used for smaller businesses.

Where a private company is limited by its shares, shareholders are liable to contribute to the assets any unpaid amount on shares issued to that shareholder. The nominal value of the shares, including premiums payable on subscription, determines the amount 10 \_\_\_\_ is payable. The memorandum of association has to be generally in the 'form' prescribed by the Secretary of State.

Where a private company is limited 11 \_\_\_\_ guarantee, shareholders will be liable to contribute to the assets of the company the amount required for payment of the company's debts and costs of winding up, up to the maximum set out in the memorandum. This is usually £1.

### **Public Companies**

A public company must be limited by shares; the memorandum must explicitly state that 12 \_\_\_\_ is a public company. The name must end with "public limited company" or the abbreviation "PLC". The share capital must not be less 13 \_\_\_\_ £50,000. At least one-quarter of each share's nominal value and the whole of any premium on it must be paid before it can be allotted. If there are less than two shareholders of the company for more than six months, the single member will be jointly and severally liable with the company for its debts, thus limited liability protection 14 \_\_\_\_ be lost, as the company does not satisfy the requirements of the Act. The Stock Exchange may deal with the shares of a public company, or the Alternative Investment Market. Such companies are described as 'publicly quoted', 'publicly traded' or 'listed companies'.

### **Unlimited Companies**

A member of such a company has no limit on their liability for a company's debts and obligations if it becomes insolvent. Shareholders may not 15 \_\_\_\_ sued by creditors, who must petition for the winding up of the company. Any share capital must be stated in the articles of association.

### **Overseas Companies**

This is where the company has been incorporated 16 \_\_\_\_ than in Great Britain, though has an established business in Great Britain. The provision contained in the Act includes those concerning their constitution and officers and an address for service within the jurisdiction, the preparation and delivery of accounts, and the registration of charges over property.

The formation of a company for most trading enterprises means forming a company limited by shares.  
(<http://www.gillhams.com/articles/135.cfm>)

### 1.3 Vocabulary development



#### 1.3.1. Match the following words from the text with the correct definitions:

1.	jurisdiction	a.	(legal) responsibility
2.	partnership	b.	the right to use an official power to make legal decisions, or the area where this right exists
3.	capital	c.	to use a particular amount of time for something, or give a particular share of money, space etc to someone or something
4.	liability	d.	not having enough money to pay what you owe
5.	insolvent	e.	to include something as part of a group, system, plan etc
6.	to petition	f.	two or more owners who have agreed to divide, in some proportion, the risks taken and the profits earned by the firm
7.	memorandum	g.	to ask the government or an organization to do something by sending them a petition; to make a formal request to someone in authority, to a court of law, or to God
8.	to incorporate	h.	money or property, especially when it is used to start a business or to produce more wealth:
9.	shareholder	i.	differently and separately
10.	severally		a short legal document that contains the important details of an agreement
11.	to allot	k.	person that owns shares/ stocks

#### 1.3.2. Notice the difference: Own/ owe

Own: possess; have possession of, be in possession of, be the owner of, hold

Owe: be indebted, be in debt, be obliged, have a loan from

#### 1.3.3. Notice how the following words are formed:

Proprietorship, partnership, ownership: ~ + ship

Liability, responsibility < liable, responsible ~ + ty

Savings, belongings: verb + ing(s)

Unlimited: un + adj

#### 1.3.4. Complete the sentences by changing the form of the word in capitals. (Remember the tips?)

1. How dare they ___ blame without knowing all the facts first?	<b>PORTION</b>
2. At the ___ of summer, the temperature can reach 50°C.	<b>HIGH</b>
3. I'd like to make a ___ from my bank account, please.	<b>DRAW</b>

4. Doris Carter, who is 107 today, puts her ____ down to having a loving family, and seven cups of tea a day.	<b>LONG</b>
5. A ____ of residents now support the proposal to build a new roundabout in the town centre.	<b>MAJOR</b>
6. What ____ strength do those binoculars have?	<b>MAGNIFY</b>
7. We took out a loan from the bank, so we're going to have to make monthly ____ for the next five years.	<b>PAY</b>
8. Liskeard and Callington are basically ____ from here, so it'll take about the same time to get to either of them.	<b>DISTANT</b>
9. Their help was hugely ____.	<b>BENEFIT</b>
10. . Please keep e-mails short. ____ makes everyone's lives easier.	<b>BRIEF</b>
11. The school's football pitch has been ____ over the summer to conform to new national Standards.	<b>LONG</b>
12. I don't want to ____ the agony for you, but I'm afraid you'll have to wait another two days to know how much money you've won	<b>LONG</b>

## 2. The place of work

### 2.1 STOP AND THINK!



What jobs will disappear in the future? Why?  
What are the factors that contribute to job satisfaction?

### 2.2 Reading

Parts of the sentences in the following text have been removed. They are given in the box below the text. They are lettered A to I. Read the text and fill in the blanks numbered 1 to 8 with the corresponding missing parts A to I. There is one letter that you do not need. (Remember the tips?)

#### The Natural Productivity Cycle

In your personal life, when attending to business or working on side projects, how often do you spend 8 consecutive hours in front of a computer? It doesn't make sense because 1 \_\_\_\_\_. Everyone goes through alternating periods of high and low mental acuity. There are days when I work on personal projects for well over 8 hours, but the time is always divided into multiple sessions. I might spend a few hours coding a design, a few hours writing, and a few hours reading feeds, moderating comments, and responding to email.

I work this way because 2 \_\_\_\_\_. Any more than 3 hours in front of a computer and my eyes start hurting and I become restless. I lose the ability to do my best work. Instead of forcing myself to continue, 3 \_\_\_\_\_. These breaks maximize productivity by eliminating down periods. It's counter productive to force work when the mental energy isn't there.

#### The Problem with an 8 Hour Work Day

A continuous 8 hour work day is a relic of the past. It makes sense for physical labour and manufacturing work, but with information workers it 4 \_\_\_\_\_. The ability of a factory worker to think analytically is irrelevant, he's either cranking widgets or he isn't.

In the case of the modern information worker, nearly all tasks involve creative or strategic thinking. The way someone answers an email or interprets a piece of information can differ drastically depending on his or her energy level. Nobody does their best work 5:30 in the afternoon after 5 \_\_\_\_\_

I can't speak for all workers, but I've observed that productivity levels generally peak twice a day — first thing in the morning and shortly after lunch. The most productive period is the beginning of the day. People are capable of creative tasks like writing and solving complex technical problems. After a couple hours of intense work, 6 \_\_\_\_\_ like responding to email and tinkering with existing creations. Towards the end of the cycle, the mind is so cluttered and drained that workers resort to "work related activities" that appear productive but don't contribute to the bottom line. The afternoon cycle is similar but the productivity peak isn't as high. For different people the peaks and valleys will vary, but 7 \_\_\_\_\_.

This number isn't caused by slacking. You can't force an information worker to be highly productive when the energy isn't there. Workers can try their hardest, but the work just won't have that creative edge. The low ratio of highly productive hours to total hours worked is the result 8 \_\_\_\_\_.

When workers reach the low energy part of the cycle, they can't recharge with a non-work activity. The only option is office purgatory. You can't be highly productive because you're mentally fatigued, but you can't recharge because the 8 hour work day requires the appearance of constant productivity. The result is millions of unproductive workers trapped at their desks when they'd rather be doing something else.

- A energy levels drop and workers downgrade to less demanding tasks
- B we lose the ability to concentrate effectively within a few hours.
- C doesn't account for the mental energy cycle.
- D overall I'd estimate only 3-4 hours a day could be classified as highly productive.
- E I switch to an activity that allows my mind to recharge.
- F of the continuous 8 hour work day.
- G the environment has become more accommodating.
- H it aligns with my mental energy cycle
- I they've been sucking down coffee all day to stay awake.

## 2.3 Language in use

Fill in the gaps in the following text with ONE word. (Remember the tips?)

### Alternative Work Arrangements

The obvious solution 1 \_\_\_\_\_ this problem is planning around the mental energy cycle 2 \_\_\_\_\_ breaking the work day into multiple segments. The traditional office setting doesn't accommodate this because there are few available recharge activities. People can't 3 \_\_\_\_\_ household chores, run errands, or engage in recreational activities without leaving the workplace.



Some companies have tried to make the work environment 4 \_\_\_\_ accommodating by offering meals, fitness centres, and special areas 5 \_\_\_\_ relaxation. Although these amenities are certainly an improvement, they're expensive for employers and only partially satisfy employees.

The solution that 6 \_\_\_\_ the most sense is a remote work arrangement because it reduces employer costs and allows employees to adjust their work schedule 7 \_\_\_\_ their mental energy cycle. When a worker becomes mentally fatigued, they can go off the clock and engage 8 \_\_\_\_ recharge activities that are personally productive like exercise or relaxation. When energy returns, the worker can start working again 9 \_\_\_\_ a high level, effectively cutting 10 \_\_\_\_ the low productivity period of the cycle. Employers don't pay for unproductive time and employees get to work in a more natural pattern that adjusts to their personal lives.

Why isn't everyone doing this already? Many workers already are, and 11 \_\_\_\_ commutes get worse and communications improve, the number will continue to increase. Of course there will always be a need 12 \_\_\_\_ office workers in businesses (like doctor's offices and law firms) that require daily customer interaction, but for most companies it really isn't necessary.

There is also the argument that people need to collaborate 13 \_\_\_\_ person. This is steadily becoming less essential. Most office communications are already done through email 14 \_\_\_\_ instant messenger. Face to face meetings are certainly necessary, but for the vast majority of lower and mid level employees meetings are the exception and could be conducted via phone/video conference or condensed into one or two days 15 \_\_\_\_ week. Another common objection is that employees will abuse remote work arrangements by slacking off. I'm inclined to believe that most adults value their employment enough that this isn't a problem. In cases where supervision is required, web cams and other technology can 16 \_\_\_\_ used to monitor a worker.

I suspect the real reason remote work arrangements are still the exception is inertia. Companies are used to doing business in the office and are reluctant to change. There is also the presence of office politics. If one person is given a remote arrangement, jealous employees will complain. Doesn't it make sense to give everyone what they want and save a boat load of cash on office space?

I may only be a kid in his 20's, but I can tell when something just makes sense. I perceive an increasing number of people are noticing the same phenomena. Forty years from now we'll be telling our grandchildren about the olden days when everyone's mommy and daddy went to work in an office.

(<http://www.pickthebrain.com/blog/why-the-9-to-5-office-worker-will-become-a-thing-of-the-past/>)

## 2.4 Vocabulary development

### 2.4.1. Match to make sentences.

1. I put a lot of effort ...	A on hold for ages.
2. They've made their decision ...	B about who's going to get promoted.
3. It's not in your interest to ...	C of work for over two months now.
4. The secretary's kept me ...	D into writing this report.
5. I don't know why you didn't apply...	E business along.
6. I think we're all in agreement ...	F in your work.
7. Dean's been out ...	G for that position.
8. The shop hasn't been in ...	H accept a pay cut.
9. I'm glad you're finally taking an interest ...	I work, doesn't he?
10. Jason lives fairly near his place of...	J on this, aren't we?

### 2.4.2. Use the word given in capitals to form a word that fits in the space.

Although a certain percentage of graduates will still be 1 \_\_\_\_ (EMPLOY) six months after leaving university, the majority will have found 2 \_\_\_\_ (EMPLOY) by then. Many of these will even have been offered a job while at university, as a result of visiting a job fair. Job fairs are held at many universities each year. Companies come along to advertise jobs, which are usually in 3 \_\_\_\_ (MANAGE), and the career structures and benefit packages that go with them. Job fairs are an 4 \_\_\_\_ (EFFECT) way for undergraduates to find out what kind of job they might be interested in. If you go to a job fair, dress 5 \_\_\_\_ (PROFESSION). Don't wear jeans and a T-shirt. Wear a suit! You don't want to look 6 \_\_\_\_ (RESPONSIBLE) when you have your first 7 \_\_\_\_ (MEET) with your potential 8 \_\_\_\_ (EMPLOY). If you're interested in a job on offer, you may have to fill out an 9 \_\_\_\_ (APPLY) form, so it's 10 \_\_\_\_ (HELP) to take along relevant information with you. You'll also need proof of all your 11 \_\_\_\_ (QUALIFY), so don't forget to take photocopies of all your certificates with you.

### 3. Fund Raising

#### 3.1 STOP AND THINK!



Consider the following questions:

Is it necessary for a company to have its own fund-raising policy?

Does a well-defined policy contribute to the success of the company in the business world?

#### 3.2 Reading

Read the following text and fill in the gaps with ONE word.

##### Corporations – How Corporations Raise Funds For Investment

1. By investing in new issues of a company's stock, shareholders provide the funds for a company to begin new or expanded operations. However, most stock sales do not involve new issues of stock. Instead, when someone 1 \_\_\_\_ owns stock decides to sell some or all of their shares, that stock is typically traded on one of the national 2 \_\_\_\_ exchanges, which are specialised markets for buying and selling stocks. In those transactions, the person who sells the stock – not the corporation whose stock is traded – receives the funds from the sale.

2. An existing corporation that wants to secure funds to expand its operations has three options: It can issue new shares of stock, using the process described earlier. That option will reduce the share of the business that current stockholders 3 \_\_\_\_, so a majority of the current stockholders have to approve the issue of new shares of stock. New issues are often approved because if the expansion proves to be profitable, the current stockholders are likely to benefit 4 \_\_\_\_ higher stock prices and increased dividends. Dividends are corporate profits that some companies periodically pay out to shareholders.

3. The second way for a corporation to secure funds is by borrowing money from banks, from other financial institutions, or from individuals. To do this the corporation often issues bonds, which are legal obligations to repay the amount of money borrowed, plus interest, 5 \_\_\_\_ a designated time. If a corporation goes out of

business, it is legally required to pay 6 \_\_\_\_ any bonds it has issued before any money is returned to stockholders. That means that stocks are riskier investments than bonds. On the other hand, all a bondholder will ever receive is the amount of money specified in the bond. Stockholders can enjoy much larger returns, if the corporation is profitable.

4. The final way for a corporation to pay for new investments is by reinvesting some of the profits it has earned. After paying taxes, profits are 7 \_\_\_\_ paid out to stockholders as dividends or held as retained earnings to use in running and expanding the business. Those retained earnings come 8 \_\_\_\_ the profits that belong to the stockholders, so reinvesting some of those profits increases the value of what the stockholders own and have risked in the business, which is known as stockholders' equity. On the other hand, if the corporation incurs losses, the value of what the stockholders own in the business goes down, so stockholders' equity decreases.

(<http://www.the-unitedstatesofamerica.com/admin/rechterframes/2704.htm>)

### 3.3 Vocabulary development

3.3.1. Match the words and phrases with the correct definition:

1.	issues (par. 1)	a. corporate profits that some companies periodically pay out to shareholders
2.	to incur (par. 4)	b. legal obligations to repay the amount of money borrowed, plus interest, at a designated time
3.	transaction (par. 1)	c. the value of a property after you have taken away the amount left to pay on the mortgage // the value of a company's shares
4.	to secure (par. 2)	d. the action or process of buying and selling something
5.	expansion (par. 2)	e. a set of things, for example shares in a company, that are made available to people at a particular time
6.	dividends (par. 2)	f. money that you make by selling something or from your business, especially the money that remains after you have paid all your business costs
7.	bonds (par. 3)	g. to get money from a bank or from a person by promising to give them goods or property if you cannot return the money
8.	returns (par. 3)	h. a profit on money that you have invested
9.	profits (par. 4)	i. the process of making a business, organisation, or activity grow by including more people, moving into new areas, selling more products etc.
10.	equity (par. 4)	j. to lose money, owe money, or have to pay money as a result of doing something

3.4.1. Use the word given in capitals to form a word that fits in the space.

1 \_\_\_\_ (WORK) at Shepparton Carpets Ltd voted today to continue with their industrial action. Union leader Elaine Watkins issued a statement saying: "Although we do not envisage an all-out strike at this stage, everyone at the plant will continue to refuse to work 2 \_\_\_\_ (TIME) until this dispute is settled. We urge (3) \_\_\_\_ (MANAGE) to reconsider their proposals." The industrial action, which began three weeks ago, has affected 4 \_\_\_\_ (PRODUCE) at the factory. Joe Turner, Managing Director of Shepparton Carpets, has, however, refused to bow to union demands. "If Shepparton Carpets wants to survive, it has to become more 5 \_\_\_\_ (COMPETE)," he said. "It is my

responsibility as an 6 \_\_\_\_ (EMPLOY) of over 500 7 \_\_\_\_ (EMPLOY) to ensure this company continues to make a profit. 8 \_\_\_\_ (PERIOD), we have to make changes to improve efficiency. If we don't, we'll be all out of a job. It may not be pleasant, but it is essential. Some of the working practices at the factory are, frankly, 9 \_\_\_\_ (ANTIQUE) and totally 10 \_\_\_\_ (APPLY) to the modern world. I just wish the unions would work with me on this, rather than fighting me every step of the way."

# Modern Language Applied to Business

## UNIT 3

### RECRUITMENT



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3. *Job Interview*



#### **II. Objectives**

*Students will be able to use the vocabulary to communicate about the recruitment process.*



#### **III. Key words**

*CV, application letter, job interview, the selection process, recruitment vs. employment.*

## UNIT 3

### 1. RECRUITMENT

#### 1.1 STOP AND THINK!



Should people accept any employment conditions simply because they are unemployed? Why?

#### 1.2 Reading

Read the text below and fill in the gaps with ONE word.

##### **Main Recruitment Process Steps**

The aim of the HRM Function is 1\_\_\_\_\_ the recruitment process design as simple as possible. The HR Recruiters should not forget about this main goal during the design phase of the recruitment process development.

The recruitment process is simple on the high level, but it contains a lot of interaction 2\_\_\_\_\_ different participants in the recruitment process. The HRM Function, the line manager and candidates need to receive and share a lot of information and their interaction is usually the main issue during the recruitment process.

The main steps of the recruitment process are:

1. Job Design
2. Opening Job Position
3. Collecting CVs
4. Preselection of CVs
5. Job Interviews
6. Job Offer

The job design is the most important part of the recruitment process. The job design is a phase about design of the job profile 3\_\_\_\_\_ a clear agreement between the line manager and the HRM Function. The Job Design is 4\_\_\_\_\_ the agreement about the profile of the ideal job candidate and the agreement about the skills and competencies, which are essential. The information gathered can be used during other steps of the recruitment process to 5\_\_\_\_\_ it up.

The Opening of the Job Position is generally the job of the HR Recruiter. Skilled and experienced HR Recruiters should decide 6\_\_\_\_\_ the right mix of the recruitment sources to find the best candidates for the job position. This is another key step in the recruitment process.

The next step is collecting CVs and preselecting them. This step in the recruitment process is very important today 7\_\_\_\_\_ many organisations waste a lot of time in this step. Today, the organisation cannot wait with the preselection of the CVs. Generally, this should be the last step done purely by the HRM Function.

The job interviews are the main step in the recruitment process, which should be clearly designed and agreed 8\_\_\_\_\_ HRM and the line management. The job interview should discover the job candidate who 9\_\_\_\_\_ the requirements and fits best the corporate culture and the department.

The job offer is the 10\_\_\_\_\_ step of the recruitment process, which is done by the HRM Function; it finalises all the other steps and the winner of the job interviews gets the offer from the organisation to join.

(<http://hrmadvice.com/hrmadvice/hr-processes/recruitment-and-selection/recruitment-process-design-and-development/main-recruitment-process-steps.html>)

### 1.3 Vocabulary development



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

1. If you are looking for a job you should carefully read the ... page of newspapers.	APPOINT
2. Generally companies decide to advertise their job ... in a newspaper.	VACANT
3. If you decide to apply for a job you must be sure that you meet the ... specified in the job description.	REQUIRE
4. You should send your CV and a letter of application at the address ... in the advertisement.	SPECIFIC
5. Your letter of application should ... your suitability for the job you are applying for.	EMPHATIC
6. After reading the CVs and the letters sent by the ..., the company will draw a shortlist of candidates, who are invited to attend an interview.	APPLY
7. Henkel needs young candidates for position in ... teams.	CULTURE
8. The company offers a ... salary and generous benefits.	COMPETE
9. ... count as much as work experience.	QUALIFY
10. It is useful to have recommendations from two or three ... (e.g. former employers, teachers, etc.).	REFER

1.3.2. Fill in the blanks in the following sentences with the required preposition.

- Our company finally decided to advertise\_\_\_ their newly launched products.
- As Mr. Jones retired, Peter decided to apply\_\_\_ the position of senior production manager.

3. Should you need further information, apply \_\_\_ our PR assistant.
4. If you want this job you should be ready to work \_\_\_ pressure.
5. You will be responsible \_\_\_ all aspects of production if you want this position.
6. Our employees are very committed \_\_\_ our company's goals.
7. Try not to be envious \_\_\_ John's success! You know he deserves a promotion.
8. My letter comes \_\_\_ reply to your advertisement for the position of operations officer.
9. Mr. Jackson is not really interested \_\_\_ the position of customer services assistant.
10. This position involves looking \_\_\_ very young children.

1.3.3. Read the following tips to help you get on at work. Then match the phrases in the first column with their appropriate explanation in the second column in the table.

- First, you need to get your foot in the door.
- Learn to take things in your stride whatever happens.
- Don't pin your hopes on others. If necessary, have the courage to go it alone.
- Don't put all your eggs in one basket – try to keep your options open.
- Keep in with your colleagues – you may need their support.
- Keep your ear to the ground – you hear important things on the grapevine.
- If you can make a name for yourself, things will get easier.
- Always keep your feet on the ground.

1. get your foot in the door	a. have a sensible and realistic attitude
2. take sth/things in your stride	b. make sure you find out about recent developments in a particular situation
3. pin (all) your hopes on others	c. rely on only one thing for success
4. go it alone I	d. become well known and respected by many people
5. put all your eggs in one basket	e. get your first opportunity to work for an organisation or business, which could later bring you success
6. keep in with sb.	f. stay friends with sb. because you think you will benefit from it
7. keep your ear to the ground	g. hope that sb. will help you or that sth. will happen because all your plans depend on this
8. on the grapevine	h. accept and deal with sth. difficult without letting it worry you
9. make a name for yourself	i. do sth without help from anyone
10. keep your feet on the ground	j. by talking in an informal way to other people

1.3.4. Complete the text.

Sandra got her 1 \_\_\_ in the door when she was very young, and once she started at Berwick's, she took everything in her 2 \_\_\_ and quickly made a 3 \_\_\_ for herself. She was offered jobs in other cities but wanted to keep her 4 \_\_\_ open by staying in London where she could keep her ear to the 5 \_\_\_ and wait for something really exciting to come up. She was 6 \_\_\_ her hopes on getting a top job with C&M, and when she heard on the 7 \_\_\_ that they wanted someone to run the Singapore office, she applied for it and got it. In a couple more years,



she'll have enough experience to go it 8\_\_\_ if she wants to, but I know she has continued to 9\_\_\_ in with her colleagues at Berwick's, so who knows where she'll end up.

## 2. CVs and Letters of application

### 2.1 STOP AND THINK!



What personal qualities recommend you as a potential reliable employee?

### 2.2 Reading

The most common contents of a CV include: Personal Details  
Skills and Career Summary Key Achievements Qualifications  
Career History

Don't forget: The ultimate test of YOUR CV is whether it meets the needs of the person making the buying decision, and whether YOU feel comfortable with its content and style.

([http://www.contentmonster.co.uk/Job\\_hunting](http://www.contentmonster.co.uk/Job_hunting))

- a) Look at the structure of a CV.

#### CURRICULUM VITAE PERSONAL DETAILS

Name:

Date of birth:

Nationality:

Marital status:

Address:

Telephone:

#### EDUCATION/QUALIFICATIONS

#### PROFESSIONAL EXPERIENCE/WORK HISTORY/WORK EXPERIENCE

(you can mention your employment periods either in ascending or in descending order; you may want to mention outstanding achievements during each period)

#### ADDITIONAL SKILLS

(mention any training courses or periods of part-time employment that you consider relevant)

#### INTERESTS

(mention your favourite pastime activities, organisations or associations that you may belong to especially if they are in a field relevant to the position you are applying for)

## REFERENCES

(give two or three names of persons who have known you for some time and can recommend you for the job)

b) Consider the following advice on writing a letter of application (also called covering letter).

The letter of application introduces you and your CV to a recruitment consultant or potential employer. Such a letter should contain three distinct parts:

Introduction and statement of source Statement of relevance to role advertised Conclusion

### Introduction and Statement of Source

The first section should clearly state the source of the advertisement, ie the newspaper name, Internet or other source, the date that it was advertised, the job number and reference number, if provided.

Examples of the first paragraph in a letter of application are:

"I am writing to express my interest in applying for the role of Sales Manager, advertised in The Times on 13 May, 2000, Reference number MX/67845."

Or

"Following our recent conversation, I am writing to express my interest in the position of Architect that was advertised on your Internet site on 13 February, 2000."

The purpose of this first paragraph is to clearly put you in the running for the job you have applied for. Busy recruiters recruit a number of positions with similar titles at the same time, and advertise these on similar dates. The first paragraph should give you a fighting chance for the job by at least getting your application into the right pile.

### Statement of Relevance to Advertised Role

The second section of your letter of application should clarify why you are an appropriate candidate for this particular job. In preparing to write the second section, you should read the advertisement clearly and identify the selection criteria articulated in the advertisement. You should also be guided by conversations that you have had with recruitment consultants or company recruiters, so that you clearly understand what they think is important in the role. They often give you extra clues that are not in the advertised media. How you express this section is up to you. For example, you might be more comfortable with the succinct:

"I believe I am ideally suited to this role because I have over 15 years experience in sales, tertiary qualifications, managed accounts in excess of £10,000 etc, etc"

or you may prefer bullet-point form, for example: "I believe I am ideally suited to this role because: I have 15 years experience in sales

I have tertiary qualifications in sales and marketing

I have managed accounts well in excess of £10,000"

### Concluding Section

In concluding your letter, express your interest in the job and provide any particular contact details that may be unique, for example:

"I look forward to discussing this application with you in the near future. I can be contacted on XXX or alternatively, XXX during work hours."

Another example might be:

"I look forward to discussing this application with you in greater detail in the near future and will be available for interview at a mutually convenient time."

([www.contentmonster.co.uk/Job\\_hunting](http://www.contentmonster.co.uk/Job_hunting))

## 2.3 Vocabulary development

2.3.1. Fill in the blanks in the following text with the words and phrases given below:

ago among hygienesuppliers brand  
styling sales market field worldwide  
kind leading since consistent continuously

\_\_\_\_\_ its foundation over 126 years \_\_\_\_\_our company has put \_\_\_\_\_ focus on customer oriented product development.

The Schwarzkopf & Henkel division is one of the largest of its\_\_\_\_\_ in the world and its \_\_\_\_\_-name products business is\_\_\_\_\_ expanding. With our cosmetic products we achieved \_\_\_\_\_of 2085 million Euro in 150 countries \_\_\_\_\_. We hold \_\_\_\_\_market positions in all of the international\_\_\_\_\_of our strategic business units. Our company stands for brand-name products in the segments of hair colorants, hair \_\_\_\_\_ and \_\_\_\_\_ care, toiletries, skin care, oraland fragrances. The Schwarzkopf Professional hairdressing unit is \_\_\_\_\_the world's four leading \_\_\_\_\_of hair salon products.

([http://www.9.henkel.com/int\\_henkel/cosmetics](http://www.9.henkel.com/int_henkel/cosmetics))

2.3.2. Study the phrases given in the table below.

close on	(used with time, age, distance, etc.) almost; very nearly
part of the furniture	sth/sb so familiar that you no longer notice it/them
take sb under your wing	look after sb who has less experience than you
the tricks of the trade	the clever ways of doing things in a particular job
pass sth on (to sb)	give sth to sb else, especially after receiving it yourself
take some doing	(inf.) be difficult to do, or involve a lot of effort or time
throw your weight around/about	(inf.) tell people what to do in a bossy way

2.3.3 Correct the mistake in each sentence.

1. You need someone to show you the tricks of the business.
2. I've been there all my life, so I'm some of the furniture.
3. It's a hard job and it'll make some doing.
4. The boss tells me what to do, and I pass it through to the others.
5. It was lucky for me that Mary took me under her arm and helped me.
6. Simone has worked here close by ten years.
7. He's very bossy and likes to throw his size about.

### 3. The Interview

#### 3.1 STOP AND THINK!



What is the role of the job interview ?

#### 3.2 Reading

Read the following text and fill in the gaps.

##### Job interview Advice

Before your interview, find 1 \_\_\_\_ everything you can about the company (read their annual report which can be obtained 2 \_\_\_\_ telephoning them). Re-read your application, thinking through your own career and the questions they might ask you. You should try to anticipate the general questions which they will ask and also prepare some questions to ask them.

To do well at the interview you will need to convince the interviewer you are technically qualified to do the job. You will 3 \_\_\_\_ need to show that you are sufficiently motivated to get the job 4 \_\_\_\_ well and that you will fit in with the company's organisational structure and the team in which you will work.

You should dress smartly for the interview and should leave home earlier 5 \_\_\_\_ you need to on the day of the interview – you may be delayed by traffic or 6 \_\_\_\_ other reasons. Be courteous to all employees of the company. At the interview itself you must be positive about yourself and your abilities – but do not waffle.

When you are being interviewed it is very important that you give out the right signals. You should always look attentive – so do not slouch in your chair. Never lie to anyone in an interview, your 7 \_\_\_\_ language and tone of voice or the words you use will probably give you 8 \_\_\_\_ – classic body language giveaways include scratching your nose and not looking directly at the other person when you are speaking to them.

If you have a moustache you may want to consider shaving it off – people with moustaches can be perceived as being aggressive. You can always grow it again once you have got the job.

([http://www.contentmonster.co.uk/Job\\_hunting](http://www.contentmonster.co.uk/Job_hunting))

#### 3.3 Vocabulary development

3.3.1. Match the words and phrases with their corresponding definitions:

1. anticipate	a. yearly
2. waffle	b. expect, foresee
3. annual	c. pleasantly neat and clean in appearance

4. slouch	d. polite, respectful and considerate
5. smartly	e. talking a lot without saying very much that is clear or important
6. delay	f. rub
7. giveaway	g. realise, notice, see or hear it especially when it is not obvious to other people
8. courteous	h. sit/stand/walk in a lazy or tired way, with your shoulders and head dropping down
9. scratch	i. cause somebody to be late
10. perceive	j. revealing, disclosing (usually something secret)

3.3.2. Fill in the blanks in the following sentences using a suitable word derived from the word given at the end of each sentence:

1. ... should be dressed smartly when attending a job interview.	VIEW
2. This handbook will offer you ample ... on how to best use the computer system.	GUIDE
3. The auditor will ... have done the right thing while going through our papers.	HOPE
4. You must be well-prepared ... if you want to succeed in being recruited for a promising job.	HAND
5. She couldn't ... her shyness in front of the recruitment board.	COME
6. Your CV is sadly ... . We are sorry to inform you that you have not been offered this position.	CONVINCE
7. Being ... prepared, you risk missing out on one of the biggest career opportunities you've ever had.	SUFFICE
8. Thanks to her ... skills the candidate selection process left us with one of the best professionals we could have ever found.	ORGANISE
9. Without wanting to sound ..., I think that this firm is not really one of the best.	COURT
10. The failure of certain candidates to submit a complete application package resulted in their immediate ... from the job contest.	QUALIFY

3.3.3. The following text describes a typical selection process, but the sentences are in the wrong order! Rearrange the sentences in each section so that the whole text makes sense. The first sentence has been done for you.

1. Firstly, a vacancy is advertised
2. and suitable candidates are invited for interview.
3. These are sorted
4. and applications are received.
5. and applicants are interviewed.
6. After that, a final short list is drawn up.
7. Next, appointments are arranged
8. A job offer is made to the successful candidate,
9. and one of them is selected.
10. and finally, an employment contract is signed.
11. The candidates on the list are interviewed again,

3.3.4. Read the text below and select the best option.

If you have 1 \_\_\_\_ the interview stage, your CV and letter of application must have been 2 \_\_\_\_! The company now wants to know more about you. But there is still more work to do if you want to get that job! Make sure you have 3 \_\_\_\_ the company as thoroughly as possible - use the Internet, company reports, recruitment literature etc. 4 \_\_\_\_ yourself of why you applied to this company. Make a list of the skills, experience, and interests you can 5 \_\_\_\_ the organisation. Finally, try to 6 \_\_\_\_ the questions you will be expected to answer - imagine you are the interviewer!

- |    |              |             |              |               |
|----|--------------|-------------|--------------|---------------|
| 1. | A gained     | B reached   | C arrived    | D achieved    |
| 2. | A effective  | B important | C impressive | D significant |
| 3. | A researched | B inquired  | C examined   | D discovered  |
| 4. | A remember   | B remind    | C imagine    | D summarise   |
| 5. | A show       | B present   | C offer      | D demonstrate |
| 6. | A ask        | B suggest   | C give       | D predict     |

# Modern Language Applied to Business

## Appendix 1

### Sample Tests

**SAMPLE TEST 1: IT** ( Source: Balaban (Ghițan), M.Z. (2016) *Pathway to Business English*, Casa Cărții de Știință, Cluj-Napoca, pp.20-25).

#### 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.

#### *If Only Literature Could Be a Cellphone – Free Zone* by Matt Richtel

Conspiring with a distant lover? Try texting. Lost in the woods/wilderness/Ionic Sea? Use GPS. Case of mistaken identity? Facebook!

Technology is rendering obsolete some classic narrative plot devices: missed connections, miscommunications, the inability to reach someone. Such gimmicks don't pass the credibility test when even the most remote destinations have wireless coverage. (1...)

Of what significance is the loss to storytelling if characters from Sherwood Forest to the Gates of Hell can be instantly, if not constantly, connected?

Plenty, and at least part of it is personal. I recently finished my second thriller, or so I thought. When I sent it to several fine writer friends, I received this feedback: the protagonist and his girlfriend can't spend the whole book unable to get in touch with each other. Not in the cellphone era. (2...) "We want a world where there's distance between people; that's where great storytelling comes from", said Kamran Pasha, a writer and producer on "Kings", the NBC television drama based on the story of David. He says even the unfolding of the Bible would have been a casualty of connectedness. In the Old Testament, for instance, Joseph's brothers toss him into a pit. He is picked up by slave traders and taken to Egypt, a pivotal development in the Exodus narrative that is central to Judaism. Imagine if, instead, he dialed for help from the pit. "It's humorous to think that if Joseph has an iPhone, there's no Judaism", Mr. Pasha says. (3...) Certainly Rick Blaine would have been spared the aching uncertainty of why Ilsa stood him up at the train station in *Casablanca*. (Why didn't she show up? We were supposed to run away together! Hmmm, let me check my messages ... OK, well, that makes sense. Now let's see if I can find her on Google Earth ...).

Thrillers, of course, have long benefited from technology, which offers new tools for discovery. (4...) The best-selling author Douglas Preston recalls an “aha” moment in the late 1990s when he was writing with Lincoln Child. They had a female character being stalked in a dark alley in New York City, seemingly unable to find help. “I said, Lincoln, she’s got a cellphone. He said: Well, maybe readers won’t notice”, Mr.Preston said. (5...) Some writers are just rejecting modernity. M.J.Rose, whose books about reincarnation are the basis for a planned pilot on the Fox Network, intends to set her next book in 1948 in part so she can let missed connections and miscommunications simmer.

“You miss a train in 1888 or even in 1988 and have no way to contact the person waiting at the station on the other end”, she said. (6...).

(adapted and abridged from *The New York Times*, Articles selected for *România liberă*, Friday, April 24, 2009, p.12)

A	But technology has also rained on the genre.
B	Then I started talking to fellow writers and discovered a brewing antagonism toward today’s communication gadgets.
C	Without any of these tools, communication would be impossible nowadays.
D	They moved the scene to the subway, where, at the time, there was no reception.
E	“He thinks you have changed your mind, been captured, weren’t able to escape.You miss a train in 2009 and you pull out your cell and text that you’ll be two hours late”.
F	It’s Odysseus, can someone look up the way to Ithaca? Use the <i>no Sirens</i> route.
G	Must we now hit <i>delete</i> on tension that simmers for hundreds of pages as characters wonder, for instance, what’s happened to a lover?

## 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:**

Intranet is a network based (1...) the Internet that is accessed by the employees of an organization. An Intranet provides (2...) access to internal files and documents (3...) the various employees of the organization, from (4...) individual workstations. Sharing of data, made possible through the Intranet, not only helps in (5...) time of employees, but also (6...) employees from various levels to access data. It also contributes to a paperless office.

Most of today's modern businesses are adopting intranet technology (7...) to its competitive advantages in (8...) with the corporate (9...) essential for any business. The various benefits of intranet (10 ...) business can be broadly classified.

(adapted and abridged from <http://www.buzzle.com/articles/benefits-of-intranet-to-business.html>, 07.08.2011)

**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.**

### Benefits of Intranet



**Communication:** Intranet is extremely useful for communication and collaboration between the employees for successful functioning of any business organization. Intranet provides this to businesses in the form of (11...) like discussion groups, Intranet forms, and bulletin boards. Using intranet tools help in (12...) and distributing necessary information or documents (13...) the employees of an organization.

**Time Saving:** All businesses know the importance of time. Using Intranet technology allows to distribute valuable information among the employees in a fast and (14...) manner.

**Productivity:** Intranet technology provides fast information to employees and helps to perform their various tasks (15...) responsibility. An employee can access any data from any database of the organization without wastage of time. Employees working on projects can collaborate easily, (16...) better and faster results.

**Reduce Costs:** An important benefit of Intranet is that it is cost - effective. This can be attributed to the fact that it is paperless. As Intranet supports online publishing, it definitely cuts (17...) the printing and distribution costs as well. All the documents of the company can be published through the Intranet using web pages, as (18...) to spending money on printing documents. The information can be (19...) from the respective workstations of the employees. Intranet results (20...) reduced costs for corporate training, administrative and operational purposes.

(adapted and abridged from <http://www.buzzle.com/articles/benefits-of-intranet-to-business.html>, 07.08.2011)

11	A instruments	B utensils	C tools	D ways
12	A conveying	B achieving	C reaching	D attaining
13	A throughout	B between	C amongst	D among
14	A trustful	B efficient	C reliable	D effective
15	A with	B within	C whereas	D without
16	A realizing	B providing	C ensuring	D achieving
17	A in	B on	C off	D down
18	A analyzed	B compared	C gathered	D studied
19	A accesseded	B accessed	C acessed	D accesed
20	A from	B of	C in	D through

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) Intranet supports an active (A) distribution of stored information through (B) different types of operation systems and computer types, from which the employees can access information. Intranet results in (C) distributing information at a lower cost due to the (D) web architecture feature of intranet.

(22) As intranet allows (A) all employees accessing data, (B) this helps build team work within the organization. Also certain contents of intranet like (C) declaration section, help desk, FAQ, handbook of employee, etc., (D) aids in collaboration among the employees.

(23) Intranet allows employees (A) to view documents in (B) various format rich applications as well as video and audio. Multimedia programs can be used with intranet as well, (C) allowing for better communication and information (D) being shared very fast.

(24) Apart from these benefits, (A) Intranet also promotes equal corporate culture in information viewing. Intranet helps (B) to maintaining good communication between different departments and also facilitates (C) an immediate updation of operations. (D) It provides teleconferencing software for interactive communication within the organization.

(25) Implementing Intranet in a business organization helps (A) save significant time and money in (B) the long run. (C) Truly a boon to all business organizations, the benefits of intranet to business (D) has made it a necessity rather than a luxury, for most organizations.

(adapted and abridged from <http://www.buzzle.com/articles/benefits-of-intranet-to-business.html>, 07.08.2011)

**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>Facebook is booming in Turkey and Indonesia. YouTube's audience has nearly doubled in India and Brazil. That may seem like good news. But it is also a major reason these and other Web companies with big global audiences and (26) ____ brands struggle to turn even a tiny profit. Web companies that rely on advertising are enjoying some of their most vibrant growth in (27) ____ countries. But those are also the same places where it can be the most expensive to operate, since Web companies often need more servers to make content available to parts of the world with limited bandwidth. And in those countries, online display advertising is least (28) ____ to translate into more income. This intractable contradiction has become a serious drag on the bottom lines of photo-sharing sites, social networks and video distributors like YouTube. It is also threatening the fervent idealism of Internet</p>	<p>(26) OWN</p> <p>(27) DEVELOP</p> <p>(28) UNLIKE</p> <p>(29) ENTERPRISE</p>
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<p>(29) ____, who hoped to unite the world in a single online village but are (30)____ finding that the economics of that vision just do not work.</p> <p>(adapted and abridged from <i>The New York Times</i>, Articles selected for <i>România liberă</i>, Friday, May 8, 2009, p.6)</p>	<p>(30) INCREASE</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.

### Job Interview Errors and How to Correct Them

Job interviews can be stressful, especially if you're nervous about making mistakes that could sabotage your chance of getting the job. (1 ...) Here are some of the most common ones and some tips for steering clear of them.

One common error is revealing too much personal information during the interview, says Anastasia Kurylo of *Fortified Communication Consulting*. "I have conducted interviews in which candidates inundate me with their personal life story," she says. (2 ...).

Another common mistake is not following the interviewer's lead in the conversation. Kurylo says she once had a student who wore a business suit to the interview for a fun and casual job. (3 ...) "The candidate assumed she'd blown the interview the moment she put on the suit," Kurylo says. "The interview had been blown by the candidate not providing a good response about her choice of clothing. The interviewer repeatedly told her how much she loved the candidate's credentials and experience." (4 ...) "Then the interviewer - who clearly wanted to hire her - would have had more to latch onto in order to excuse the poor clothing choice. If she had persevered rather than given up in the interview, they might have been laughing about the suit over a business lunch weeks later." (5 ...) "Hiring managers want to know that interviewees are interested in their open positions, not simply that the interviewees want a job, any job", says Cheryl Palmer, owner of *Call to Career*. Candidates who can speak knowledgeably about the company and how they can contribute to the organization's success show that they've done their homework and have a high interest in the business. Stu Coleman, partner and senior general manager at *WinterWyman*, says another common mistake is taking too passive of a role. (6 ...) Candidates need to interview the company, as well. "You have to be respectful and professional, but don't forget to be real. This is a big decision, one that hopefully you will live with for years, so make sure it is as good for you as you are for them."

(<http://career-advice.monster.com/job-interview/Interview-Preparation/avoid-common-interview-mistakes/article.aspx>)

A	"Voluntarily revealing this personal information can make an interviewer uncomfortable and raise legitimate concerns about how confidential the candidate will be with company information."
B	Instead, the candidate could have laughed off her clothing choice and blamed it on advice that went against her own judgment; something she wouldn't do again.
C	The interviewer made several comments about it, questioning the candidate's understanding of the company culture.
D	Interviewing for a new job can be incredibly nerve wracking and it's natural to feel nervous about it.
E	"It's important to determine, for both parties, if what each has to bring to the equation is a benefit to the other," he says.
F	Fortunately, many errors are easy to avoid with a little preparation.
G	Many candidates continue to make the mistake of not researching the company before the interview

## 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:

### The 5 Dumbest Things to Say in a Job Interview

Job interviews can be (1...) for everyone involved. The interviewer feels pressure to make the best hire, and the candidate can feel like they are (2...) put under a microscope. It's not hard to see why so many of us have horror stories of answers we botched, questions we forgot to ask, or a host of other things we'd love to do over.

In the pantheon of dumb things to say in a job interview, we all know the classics: bringing (3...) salary right away, speaking poorly of your (4...) employer, and the inexcusable "Excuse me while I take this call." Here are a few more items to add to this list.

#### I just need a job.

Gaye Weintraub, a career counselor in Houston, says she's been hearing this one a lot lately as more and more people search for jobs. "This is absolutely one of the (5...) things a candidate can tell a potential employer, even if it's true!" Employers are searching for new hires that genuinely want to work in that position with that company. Weintraub added, "They want employees who will thrive in the position and remain (6...) to the company." – company loyalty

#### What's in it for me?

This question, out loud, would obviously be a horrible thing to say in an interview. What if you're saying this, however, (7...) actually saying it? Management consultant Barry Maher was involved in an unfortunate interview like this recently. "The first three questions from the applicant were, in order: "How much vacation time do I get? How long (8...) I have to be here before I'm eligible for a vacation? How long before I start to accrue additional weeks of vacation?" What had looked like a great (9...), now looked like someone who couldn't wait to get out of work." The same goes for questions about benefits, how soon you'll get a (10...), or any other scenario that looks like you want to get more out of the job than you will give to it.

(<http://career-advice.monster.com/job-interview/Interview-Questions/dumb-things-said-in-job-interview/article.aspx>)

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.

### The Etiquette of Layoffs (layoff – being fired/being unemployed)

While much has been written on (11...) with being laid off, there is far less on what to say and do when someone close to you is (12...) unemployed. "It's a lot like death – people don't know what to say", said Penelope Trunk, chief executive officer of Brazen Careerist, a social networking site for young (13...). "Everyone wants to be nice, but 50 percent will try to say something nice and won't". Most of my unemployed friends were glad to share

the helpful (and stupid) comments that they have received, but hesitated to be identified for fear of offending (14 ...) but clumsy friends. So, in general terms, here is what they told me: First, hold (15 ...) on the platitudes. Hours after someone has lost a job is not the time to start offering (16 ...) suggestions. A friend of mine, who asks could be a great opportunity!" "You need time to mourn," my friend said. On the other hand, nobody did not to be identified, said that she received an e-mail message right after her job telling her, "This looks to appear pathetic. "One thing that drives me up the walls is the (17 ...) look", said an (18 ...), Carol, who was laid off from her job as a recruiter at the executive search firm Korn/Ferry International. The best thing you can do is not to make any assumptions, said Nancy Collamer, founder of the Web site [layoffsurvival-guide.com](http://layoffsurvival-guide.com). I find it particularly tricky in the weeks after the layoff to know how much I should check in and inquire about how the job (19 ...) is going. After all, if you ask too much it can be annoying, if you don't ask you could appear (20 ...).

(*România Liberă – The New York Times. Money&Business, Friday, May 8, 2009, page 7 – an article written by Alina Tugend*)

11	A dealing	B managing	C subsisting	D coping
12	A immediately	B suddenly	C promptly	D abruptly
13	A experts	B professionals	C executives	D masters
14	A good-hearted	B well-meaning	C forthcoming	D well-disposed
15	A off	B against	C back	D down
16	A promising	B heartening	C upbeat	D fond
17	A pitying	B sympathetic	C sensitive	D supportive
18	A contact	B associate	C acquaintance	D companion
19	A hunt	B pursuit	C seeking	D quest
20	A heartless	B unresponsive	C tactless	D insensitive

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.

### The most common job interview mistakes

(21) (A) There are many reasons that candidates lock out during interviews. (B) They may not have the right qualifications for the job. (C) Or, in worst cases, they are downright incompetent. (D) But if you have all the skills you need for the role (on paper, at least) and you're still failing to impress your prospective employer, you could be unwittingly committing one of these interview crimes.

### Failing to do your homework

(22) (A) In today's information age, there is absolutely no excuse for knowing nothing about the company you are applying to work for. (B) "This includes doing your research on what is and does, but (C) also having given thought to where it's going and how you would contribute", (D) says a specialist in the field.

### Making up answers

(23) (A) Inflating your expertise is a quick way to alienate your interviewer. (B) If you don't know the answer to a question, it's better to be up front about it. When asked a question they don't know the answer to, (C) a lot of people try to guess or start going through facts they know that don't really answer the question. Don't do that. (D) Just state clear that you don't know.

(24) (A) A good interviewer will take that as an opportunity. (B) Maybe if given a related piece of information, you will be able to learn the answer on your own. (C) In many cases, that will demonstrate anything about your understanding of the topic beyond what you've read and what your experience has exposed you to. (D) It can demonstrate the ease with which you can learn new information and how you connect concepts.

#### **Apologising unnecessarily**

(25) (A) This is the quickest way to undermine yourself in front of an employer, according to Steven Mason. (B) He warns that "apologising for yourself, for others, for your answers, for your appearance, for anything" could make you look weak. (C) "Apologise if you accidentally elbow someone in the mouth, not because you don't know the answer to a question or (D) you don't agree them or anything else outside of basic etiquette. Be who you are".

(adapted and abridged from <http://www.telegraph.co.uk/finance/jobs/11237738/The-13-most-common-job-interview-mistakes.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>Even talented candidates can torpedo their chances if they make certain body language mistakes during an interview, according to a recent survey of more than 2,500 hiring managers by job search website CareerBuilder. Fidgeting, a weak (26...), or a constant grimace can leave a bad impression and may even take you out of the running for the position. Combine those errors with other mistakes, like dressing (27...), swearing, or displaying an arrogant attitude, and you have a recipe for an interview disaster. Sixty-seven percent of HR managers said failing to make eye contact with an interviewer was the biggest body language mistake they saw. While you don't want to get into a creepy staring contest with your interviewer, looking at them while listening and speaking shows you're engaged in the conversation. Crossing your arms in front of your chest makes you look (28...) and hostile, so it's no wonder that 29% of HR managers said this was not something they liked to see in people they interviewed. Just over a quarter of hiring managers said playing with your hair or touching your</p>	<p>(26) HAND</p> <p>(27) PROPER</p> <p>(28) DEFEND</p>
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<p>face was an interview no-no. The first makes you look (29...) and stressed, body language expert Patti Wood told Forbes. The (30...) conveys something even worse.</p> <p><i>(adapted and abridged from <a href="http://www.cheatsheet.com/money-career/7-body-language-mistakes-to-avoid-in-a-job-interview.html?a=viewall">http://www.cheatsheet.com/money-career/7-body-language-mistakes-to-avoid-in-a-job-interview.html?a=viewall</a>)</i></p>	<p>(29) CHILD</p> <p>(30) LATE</p>
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