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Kurss "Biznesa angļu valoda" paredzēts vidējo kursu studentiem, kuru uzmanība koncentrēta uz angļu valodas praktisku izmantošanu vispārīgām biznesa vajadzībām.

Pēc kursa apgūšanas studentiem jābūt zināšanām par ikdienas un biznesa valodu. Viņiem jāzina, kā sniegt svarīgāko informāciju par sevi, jāzina Curriculum Vitae pamatelementi, jāprot lasīt un saprast prasības, kas norādītas darba intervijās, jāpārzina galvenie izmantotie saīsinājumi, jāprot piezvanīt un atbildēt uz telefona zvanu, kā arī jāpārzina vispārējās biznesa korespondences formas.

Bez tam viņiem jālasa un jākomentē ekonomiska rakstura teksti no ekonomikai veltītiem laikrakstiem un žurnāliem.

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BUSINESS LANGUAGE AND ÉTIQUETTE

BUSINESS LANGUAGE IN CLASSROOMS

Many people who are studying business English are studying it with a teacher, either alone or in a small group. These classes provide a real opportunity to practise English which is important in real business situations. You can use the classroom like a business meeting – not like a classroom. Forget that there is a ‘teacher’ and ‘students’; instead, think of all the people as participants in a business meeting, use the language which is normally used in business. Treat the class as a meeting and practise interrupting, changing the subject, asking for more details etc. using businesslike language. Here are some useful expressions:

ORGANIZING AND CONTROLLING CLASSROOM ACTIVITIES

- Shall we begin by looking at ...
- I wonder if it might be helpful / a good idea to ...
- Would you like me to go over that again / in more detail?
- Could you go over that again / in more detail, please?
- Are you sure?
- Really?
- Could you be more specific?
- I’m not sure I completely understand / agree.
- I wonder if that’s the best way / if there’s a better way of doing that.
- Excuse me, could I just ask a question / make a point before you / we go on?
- I think we’d better leave that until a later / our next meeting.
- I’m not sure this is the right time to discuss that question.
- I’ll let you have a summary of what we have said today / tomorrow / in a few days.
- Do you think you could just let me have a few notes about what we’ve said today, please?

* * *

GETTING AND GIVING INFORMATION

A. If you require some information you can say:

- Could you tell me if / when / how much / why ...?
- I wonder if you could tell me ...?
- I'd like to know ...
- I'd like some information about ...
- Could you say a little more about ...
- Could you explain what you mean by ... (when you say ...)
or you can write:
- We require the following information ...
- Please let us know whether / when / how much ...

B. When someone gives some information, you can reply:

- Oh, I see.
- That's interesting.
- Really?
- Thanks for letting me know.

If someone hasn't given you enough information you can say:

- Could you tell me some more about ...?
- I'd like some more information about ...
- I'd also like to know ...
- When / How much / Where exactly ...?
- There's something else I'd like to know: ...
- Can you give me some more details about ...?

C. If someone asks you for information, you can reply:

- As far as I know, ...
- Well, in confidence, I can tell you that ...
- I'm afraid I don't know.
- I've no idea, I'm afraid.
- I don't have that information available just now. Can I call you back?
- I'm not sure, I'll have to find out. Can I let you know tomorrow?
- I'm afraid I can't tell you that – it's confidential.

D. If you want to give someone some information you can say:

- I'd like you to know that ...
- I think you should know that ...
- Did you know that ...?
or you can write:

- We would like to inform you that ...
- Here is the information you required ...

* * *

AGREEING AND DISAGREEING

A. If you want to agree with someone you can say:

- I see what you mean.
- That's exactly what I think.
- That's just what I was thinking.
- That's a good point (idea).
- I agree entirely.
- Quite right, I couldn't agree more.
- Yes, I am all in favour of that.
- I (we) fully agree to your offer.
- Agreed. (Settled)
- We are all for it.
- No objection.
- There's no argument then.
- Quite right. (Correct)
- All right, we'll leave it there, shall we?
- That seems – to be O.K.
– to be a good idea.
- Well done! (Approval)

B. If you want to disagree, you can say:

- I can see what you mean, but ...
- I don't think so, because ...
- I don't think it's a good idea ...
- Maybe, but don't you think ...
- That's true, but on the other hand ...
- I am afraid, I really can't agree with you.
- I am sorry I don't really agree with you.
- I am not sure I altogether agree with you.
- You see, it seems to me that ...
- You see, what I think is ...
- In my opinion, ...

* * *

GIVING COUNTERARGUMENTS, REFUSALS

- We are sorry to say "No".

- I'm sorry, but that's impossible.
- I'm afraid that is beside the point.
- Unfortunately we are overloaded with orders.
- It contradicts our usual practice.
- It is not our normal practice.
- That depends.
- Sorry we can't meet your request.
- We can't accept your prices (terms of delivery).
- We can't bear any responsibility for ...
- I see things rather differently.
- No, not quite.
- I really don't see why we should ...
- I can't quite see how we could have done anything else.

* * *

EXPRESSING AN OPINION

- I believe ...
- I think ...
- I would say that ...
- In my opinion ...
- As far as I know ...
- I am sure ...
- No doubt ...
- I am not quite sure ...
- We believe (we can consider) the matter closed.
- That's all very well, but ...
- From our company's point of view it is not quite justified.
- I am afraid, I can't give you a definite answer yet.
- That's an unhelpful way of looking at the problem.
- I don't think we can come to an agreement.
- I don't think it's a helpful (fruitful, productive) way of looking at the problem.

* * *

INTERRUPTING

- Sorry, ...
- Excuse me, ...
- Um, wait a minute ...
- Um, hold on a second ...

* * *

EXPRESSING LACK OF UNDERSTANDING

- I am not really sure I understand what you're trying to say (what you're saying; what you mean).
- I don't think I really understand what you mean (what you're trying to say; what you're saying).

* * *

ASKING FOR CLARIFICATION OR EXPANSION

- What exactly do you mean by ... (when you say)
- Could you say a little more about ...
- Could you explain what you mean by ... (when you say)
- Could you be more specific?

* * *

EXPRESSING UNCERTAINTY, DOUBT, HESITATION

- Really?
- Indeed?
- I can't follow you. I don't get it.
- I (we) doubt ...
- To tell the truth (to be honest) I have some doubts about it.
- I'm not very confident (optimistic, sure) that ...
- I'm very (extremely) concerned about it.
- It gives cause for concern.

* * *

RESTATING, SUMMARIZING

- So, you mean ...
- So, what you mean is ...
- So, what you're trying to say is ...
- You seem to be saying that ...
- In other words, you're saying ...
- So, let me see if I've got this right. You're saying ...
- Okay. What I'm trying to say is ...
- I mean ...
- The point I am trying to make is ...
- In other words ...
- As a matter of fact, ...
- To make a long story short ...
- To sum up, ...

Practical Assignments

1. Work in pairs. Look at these rather extreme opinions:

1. Smoking should be forbidden in offices. 2. All offices should have flowers in them. 3. All companies should offer their employees free lunches. 4. Overtime should be obligatory if the day's work is not done. 5. All firms should have facilities for looking after pre-school children. 6. Office workers are not paid well enough.

Make up a conversation about each topic using the expressions above.

Example: – "I think it would be a good idea if all firms had facilities for looking after pre-school children."
– "I can see what you mean, but it would be a difficult thing to introduce."
or – "I agree entirely."

2. Working alone, note down some information about:

1. your educational career; 2. your possible business career; 3. your home town or another town you know well; 4. your family and your personal relationships; 5. some successful companies or enterprises of your town.

Now join another student and find out as much as you can about the information your partner has noted down; then change your parts. Use clarifying questions, make your comments, express your attitude towards received information.

ÉTIQUETTE: WHAT TO DO AND HOW TO BEHAVE

Introduction

Manners are very important in every country but different countries have different ideas about what good behaviour and good manners are. Nowadays, many people travel abroad, so it is important to learn a little about what to do (and what not to do) in a foreign country.

Here are a few rules of introduction which are useful to remember:

- | | |
|---------------------------------|-------------------------------------|
| 1) men are introduced to women; | 3) old friends to newcomers; |
| 2) young people to older ones; | 4) a young girl to a married woman. |

Socially women are never presented to a man unless he is the Head of state or a member of the Royal family.

The simplest form of introduction is the pronouncing of the two names:

Man to man – “Mr Walters. Mr Jordan.”
– “Mr Walters, this is Mr Jordan.”

Man to woman – “Miss Blake. Mr Jordan.”
(give her name first) – “Miss Blake, this is Jack Jordan.”

The more formal forms of introduction are:

Man to man – “Mr Walters, may I introduce Mr Jordan?”
– “Mr Walters, I’d like you to meet Mr Jordan.”

Man to woman – “Miss Blake, may I introduce my assistant Jack Jordan?”
– “Miss Blake, I’d like you to meet my assistant Jack Jordan.”

The most formal way of introduction is:

– “Mr Walters, may I present Mr Jordan?”
 (“... allow me to present ...”)
– “Miss Blake, may I present Mr Jordan?”

There are also a number of conversational introductions such as:

– “Mr Walters, have you met Mr Jordan?”
– “Mrs Blake, do you know Mr Jordan?”

As a rule, when introducing one says something like: “Mrs Jones, may I introduce Mr Hogarth?” and then turning to Mr Hogarth simply say: “Mrs Jones”. That is all that is necessary, but one may add: “Mr Hogarth has just returned from a visit to France”, or some other bit of information which will give the introduced people a chance to start a conversation.

The usual response to an introduction is “How do you do”, which is a sort of greeting and not a question (about your health) and the best answer to it is “How do you do”.

Sometimes one may say less formally: “I am glad to meet you”, “Happy to meet you” or just “Hello”.

It is very good to add the name of the person introduced: “I’m very glad to meet you, Mr Jordan.” If you did not remember the name it is perfectly all right simply to ask: “What was your name, please?” or “Could you kindly repeat (give) your name?”

Always stand when introduced, ladies may remain seated as a rule.

Handshaking is rather rare in Britain, but it is the correct thing to do on the Continent. When an Englishman passes a friend in the street he only touches his hat. He does not shake hands when he stops to talk. British people occasionally shake hands especially when formally introduced, but they do not shake hands with people they see often. Instead they smile and say: "Good morning", "Good afternoon", "Good evening", etc. When two businessmen meet, however, they usually shake hands.

Practical Assignments

1. Answer the following questions.

1. What are the few basic rules of introducing people? 2. Which is the simplest way of introduction? 3. Which are the more formal forms of introduction? 4. Which are the conversational forms? 5. How may men be introduced to women? 6. What does one say as a rule, when introducing a man to a man, a man to a woman? 7. How does one introduce his friend to his wife? 8. What is the best way to start an interesting conversation after an introduction? 9. What is the usual response to an introduction? 10. What is expected as an answer to "How do you do?" 11. Why is it advisable to add the name after a response?

2. Say how you are to behave when:

1. you introduce a man to a man; 2. you introduce a man to a woman; 3. you introduce a young girl to a married woman.

Say how to respond to an introduction in these situations.

3. Practise in introducing each other.

4. Read and practise the following flashes of conversations, paying attention to formal and informal ways of introducing people to each other.

1. Mr Cole is speaking to Mr Butler when Mr Brown comes up to them.
Mr Cole: Mr Butler, Mr Brown.
Mr Butler: How do you do, Mr Brown!
Mr Brown: How do you do, Mr Butler!
2. *Mr Butler to Mr Cole:* Could you introduce me to Mr Harrison from the British Trade Delegation?
Mr Cole: Certainly. Mr Harrison, I'd like you to meet Mr Butler from "The Washington Post".

Mr Harrison: How do you do, Mr Butler, happy to meet you.

Mr Butler: How do you do, Mr Harrison. Nice to meet you.

3. *Mr Cole:* Miss Blake, have you met Mr Brown from the Foreign Office?

Miss Blake: I'm happy to meet you, Mr Brown.

Mr Brown: Delighted.

4. *Mr Cole:* Your Excellency (addressing the Ambassador). May I present Mr Brown from the Foreign Office?

Ambassador: How do you do.

Mr Brown: How do you do, sir.

5. *Mr Cole:* Your Excellency, may I present my wife?

Ambassador: How do you do, Mrs Cole.

Mrs Cole: How do you do, your Excellency.

6. *Mr Cole:* I'd like you to meet my wife. Mary, this is my friend Jack.

Mary Cole: Hello, glad to meet you, Jack.

Jack Brown: I'm glad to meet you, Mary.

7. *Peter (to his sister Mary):* Mary, meet my fellowstudent John.

Mary: Hi, John! Glad to meet you.

John: Hello, Mary! Happy to meet you.

5. Read and dramatize the following dialogue.

AT A RECEPTION

Mr Brown, an English businessman and Mrs Brown (his wife) are standing in the foyer receiving the guests. The secretary is introducing them.

Secretary: Mr White, the new Head of the American Trade Mission.

Mr Brown: Good evening, Mr White. How nice of you to come. Have you met my wife?

Mr White: How do you do.

Mrs Brown: How do you do.

Secretary: Mr Brown, allow me to present Mr Frederick of the Swedish Embassy.

Mr Brown: Happy to meet you, Mr Frederick ... My wife.

Mr Frederick: I am delighted, madam.

Mrs Brown: How do you do. Is this your first time in London, Mr Frederick?

Mr Frederick: This is my second visit to London, I was here in 1990.

Mrs Brown: Oh, I see.

Greetings, Farewells

- You say “*How do you do*” to a person when formally introduced or when you meet him / her for the first time. This formula may be used almost any time of day. You say it without expecting any answer but “How do you do”.
- You say “*Good morning*” to people you know little or when your greeting is more formal. This formula is used before lunch. To those you know well you may say simply “Morning”.
- You say “*Good afternoon*” to people you do not know very well between lunch time and tea-time.
- You say “*Good evening*” to people you do not know very well after 6 p.m. To those whom you know well you may say “Evening”.
- The proper universal greeting is “Hello”. This formula is usually used with the first name. (Hi! – sounds friendly, familiar.)
- After an informal or friendly greeting often comes the question “How are you?” The standard reply is “I’m fine, thank you? And you?”

GREETINGS:

- How do you do.
- Hello! How are you?

REPLIES:

- How do you do.
- (I am) Fine, thank you.
- (I am) Very well, thank you.
- (I am) Quite well, thank you.

or:

- Not so well, thank you.
- So, so.
- More or less all right.

All these replies are usually followed by a polite question: “And how are you?” or: “How about you?” or: “And you?”

- Good morning!
 - Good morning! (Often is followed by a polite phrase: “Nice weather, isn’t it?”)
- Good afternoon!
 - Good afternoon! (“Lovely day, isn’t it?”)
- Hello! (Hullo! Hallo!)
 - Hello! (“Nice to see you.”)

The usual phrase you use when you leave is “Good-bye”, but there are a number of other less formal ways of parting, such as:

FAREWELLS:

- Good-bye!
- Good-bye!
- So long!
- Bye-bye!
- Cheerio!
- See you soon!
- Farewell (when parting for long).
- Bye! Have a nice week-end!
- Good night! (before going to bed)

REPLIES:

- Good-bye! ("It's been nice to meet you" / or "seeing you")
- Bye! Hope to see you soon (informal).
- So long! ("See you later" / or "I'll be seeing you!")
- Bye-bye! ("Take care!")
- Cheerio! ("Keep in touch.")
- See you! ("Call me some day.")
- Farewell! ("I'm going to miss you.")
Am: I gonna miss you.
- Thanks, you too!
- Good night! ("Sweet dreams!")

Practical Assignments

1. What is the most accepted formal way of greeting which is suitable any time of day?

1. What standard replies are there to "good morning", "good afternoon", "good evening"? 2. What is the widely used formula of an informal greeting? 3. What are the standard replies to the question "How are you?" 4. When people part, what do they usually say that is suitable any time of day? 5. Which are the less formal ways of saying good-bye? 6. When do you say "Good night?"

2. List what is right to say and how to behave:

1. when greeting a person you do not know well (in the morning, after lunch time, after 6 o'clock); 2. when greeting a friend; 3. when parting with a person you do not know very well (in the morning, after lunch time, after six o'clock, after eight o'clock at night); 4. when parting with a friend; 5. when formally introduced.

3. Say how you respond to:

1. "How do you do." 2. "Good morning (Good afternoon, Good evening)." 3. "Hello, how are you?"

4. Say what to say:

1. when greeting a person you do not know well; 2. when greeting a person you know well; 3. when parting formally; 4. when saying good-bye informally.

5. Practise greeting each other and taking leave.

6. Read and practise the following flashes of conversation.

1. "How do you do, Mr Jones."
"How do you do, Mr Hardy."
"Sit down, please. What can I do for you?"
"I've come to fix an appointment with you for our Deputy Minister of Health, if I may."
"Certainly you may."
2. "Good morning, Mrs Garland."
"Good morning, Mrs Davis. How are you today?"
"I am quite well, thank you. And how are you?"
"Fine, thank you."
3. "Morning, Frank."
"Hello, Jim. How are you?"
"More or less all right, thanks, and you?"
"Very well, thanks, be seeing you soon."
"Bye."
4. "Good evening, Mr Mailer, nice to see you well again."
"Thank you, Mr Davis, and how are you feeling?"
"I'm not so well unfortunately."
"I'm sorry to hear it."

Invitations

What to Say and How to Behave

A. Suggestions, invitations, arrangements.

B. Replies.

* * *

- | | |
|----------------------------------|-----------------------|
| · How (what) about going to ...? | · That's a good idea! |
| · Would you care to ...? | · Fine! |
| · Would you like to ...? | · Perfect! |
| · Could you ...? | · I'd love to! |
| · Will you join us? | · I'd be delighted. |

- With pleasure.
- No objections.
- I don't mind.
- It's all right with me.
- Call me up (at home, at the office).

* * *

- Come over to my place.
- Are you engaged (busy)?

- Sorry, I'm engaged (busy).
- I've got some things to do.
- I have a previous engagement.
- I've got an appointment.
- Settled (agreed).

* * *

- Does it suit you?
- Is it all right with you?

- That suits me perfectly.

* * *

- What are you doing tomorrow?
- Nothing special. Why?

If you invite people to a party or reception you should know **the duties of the hostess and the host**, how to behave:

1. The hostess must be ready to receive invited guests at the time stated.
2. The hostess greets her guests at the door saying something pleasant to each. The host adds his own greeting to his wife's welcome. The host and hostess make introductions when necessary, for as a rule, guests do not talk to strangers, except to those next to them at table.
3. The hostess sees to it that nobody is neglected, or nobody is left without refreshments. However, there is no need to press refreshments, especially strong drinks upon unwilling guests.
4. The host and hostess should see that all guests are engaged in conversation of a general nature, that all of them are enjoying the party.

If you are invited, you should be aware of **obligations of a guest**, how to behave as a guest:

1. The obligations of a guest begin the moment the invitation is received: the first obligation is a prompt reply.
2. Never break an engagement. Write or telephone to express your regret and ask to be excused if you cannot make it.
3. Do not come before the time indicated on the invitation and don't be late. Come in time.

4. Help your wife or lady escort with her coat. Follow her into the reception room, let the hostess greet her first. (In general, indoors or out the lady precedes the gentleman, except in special cases.)
A gentleman always stands aside and follows a lady to pass through an open door ahead of him.
5. Do not extend your hand first when greeting the hostess (or any other lady), wait for her to do it first.
6. Do not sit down until the hostess (or your lady escort) has done so. When introduced always stand up.
7. Show your appreciation of the hospitality offered. Compliment the hostess on the party, on food and wine.
8. When leaving a party thank the host and hostess, say good-bye, but do it quietly without drawing other guests' attention.
9. Do not overstay.

* * *

Read, translate and remember the following.

INVITATIONS

Invitations may be extended by a letter or by telephone. They may vary in form, some are printed on special cards, others are in the form of personal letters. Invitations to formal parties are sent well in advance. If replies are requested letters of acceptance or regret (refusal) should be sent immediately. The request for a reply is indicated as follows: R.S.V.P. ("Repondez s'il vous plait") which means "Please, reply" (French).

There are certain formulas of invitations and replies to be observed. Here are some of them:

Formal (printed):

Mr and Mrs Williams request the pleasure of Mr and Mrs Brown's company at dinner on Friday, the second of June, at eight o'clock.

R.S.V.P.

42 Grosvenor Square

Informal (handwritten):

*Dear Mrs Johnson,
Will you and your husband lunch with us this coming Saturday, at one o'clock? Hoping so much to see you then.*

*Very sincerely yours,
Caroline Williams.*

Sometimes the invitation will specify the type of dress – formal or informal.

Formal: “Black tie” – means a dinner jacket for men, a dinner dress (long) for women.

“White tie” – means a full evening dress (tails) for men, an evening gown for women.

Informal: means a dark lounge suit for men and an elegant (cocktail) dress for women.

* * *

REPLIES

The form of acceptance and regret depends upon the form of invitation received.

Formal:

A. *Mr and Mrs Brown accept with pleasure the kind invitation of Mr and Mrs Williams for dinner on Friday, the second of June, at eight o'clock.*

B. *Mr and Mrs Brown regret that they are unable to accept the kind invitation of Mr and Mrs Williams because of another engagement. Hoping to see you soon.*

*Sincerely yours,
Mrs N. Brown.*

Informal (handwritten):

A. *Dear Mrs Williams,
We would be delighted to have dinner with you on Friday, the second of June, at eight o'clock.*

*Sincerely yours,
Mrs N. Brown.*

B. *Dear Mrs Williams,
We are so sorry that we cannot make it on Friday because of another engagement. Hoping to see you soon.*

*Sincerely yours,
Mrs N. Brown.*

Practical Assignments

1. Read and dramatize the dialogue together with your deskmate. Use it as a pattern for compiling your own.

INVITATION TO A PARTY

- Mrs X:* We'd like to have you over Saturday night at a little party we're giving for our friend who's leaving for New Zealand. Do you think you and your wife could make it?
- Mr Y:* We'd like to come very much, but I'm afraid my wife has an appointment with the dentist that day.
- Mrs X:* Any time from 6 to 8 would be all right. You can come later – I think a cocktail party is the best entertainment for busy people. You don't have to come in time.
- Mr Y:* I quite agree, but I'm not sure we'll be able to.
- Mrs X:* But still I won't take "no" for an answer.
- Mr Y:* Good, I think I'll talk her into it. Do we dress?
- Mrs X:* No, just come as you are. And tell your wife we shall serve special snacks for her, so she needn't be afraid.
- Mr Y:* I'am sure she won't be able to say "no" to that. We'll be a bit late then ...
- Mrs X:* Come any time you like.
- Mr Y:* Thank you.
- Mrs X:* Until next week ... Good-bye.
- Mr Y:* Good-bye.

2. Compose short dialogues using the following patterns.

- | | |
|---|--|
| 1. Would you care to see my new collection of slides? | • Fine. |
| 2. How (what) about going to the theatre on Sunday? | • Yes, I'd love to. |
| 3. Will you join us for lunch? | • Thank you, I will. |
| 4. Why not go to the cinema today? | • I don't mind, thank you. |
| 5. Could you come to my place next Wednesday? I'm having some friends over. | • It's all right with me. |
| 6. What are you doing tonight? | • Yes, with pleasure. |
| 7. Does it suit you? | • Nothing special, why? |
| | • Sorry, I have a previous engagement. |
| | • That suits me perfectly. |

3. Write an informal invitation to your own birthday party. Ask your deskmate to write a reply.

4. Write a formal invitation to your business-partner to a reception at your firm. Specify the type of dress. Let your deskmate write a reply on his / her behalf.

Giving Requests, Advice, Recommendations

- A.** – Pass me the calculator, please!
– Here you are!
– Will you, please, make some tea for us?
– Gladly (willingly, with pleasure). Just a minute!
– Get me a taxi, will you?
– All right, I will.
– Could you make a call about our order?
– Yes, certainly.
– Please, note down ...
– Yes, Mr / Mrs ...
– May we have your calculations?
– Here you are!
– Could you look through these catalogues, please?
– Most willingly.
– Would you be so kind as to ...
– Yes certainly. By all means.
- B.** · We suggest that you should ...
· We ask you to consider our recommendations.
· I'd suggest that you should ...
· You should take into account ...
· You'd better ...
· If you don't mind, we could ...
· If you have no objections ...
· It would be nice if you could ...

Practical Assignments

1. Read and practise the following flashes of conversation.

1. A. Pass me the salt, please.
B. Certainly. Here you are.
A. Thank you.
2. A. Would you like to have another cup of tea?
B. No, thank you.
3. A. Will you please keep a seat for me?
B. Gladly. (Most willingly).
A. Thank you.

4. A. Reserve a single room for me at a hotel, will you?
B. With pleasure. (I will.) (All right.)
A. Thank you very much. (Much obliged.)
5. A. Could you do me a favour?
B. Yes, certainly.
A. Call up the restaurant and reserve a table for six, please.
B. All right.
A. Thank you.
6. A. May I come a little later?
B. Yes, that will be quite all right.
A. Thank you.
7. A. May I help you?
B. It would be very kind of you. Thank you.
8. A. Let me do it for you.
B. It's all right, I can manage (it myself), thank you.
9. A. Shall I turn on the light?
B. Do, please. (Yes, please.)
10. A. Won't you sit down, please?
B. Thank you.

2. Practise requests from the following set of patterns.

- | | |
|---------------------|-----------------------------|
| • Will you | say it once again? |
| • Will you please | help me with my work? |
| • Won't you | turn off the radio? |
| • Would you like to | close the door? |
| • Could you | have another cup of coffee? |
| • May I | keep to the left? |
| | look for his address? |
| | introduce me to Mr Brown? |
| | do me a favour? |
| | take you home? |

Make up requests. Use the suggested replies.

- | | |
|-----------------------|--------------------------------|
| • Won't you ... | Certainly! I will. I'll do it. |
| • Could you ... | Of course! |
| • May ... | Most willingly! |
| • Will you ... | Here you are! |
| • Would you like ... | I'm afraid not. |
| • Will you please ... | No, thank you. |

Offers, Instructions, Orders

- A. – **Let me** help you with your calculations.
– Yes, thank you. It's very kind of you.
(No, thank you. I'll manage.) (*formal*)
– **May (Can)** I do it for you?
– Yes, thank you. It would be great (nice, lovely ...)
(No, but thanks anyway.) (*informal*)
– Let's look through the catalogues of the firm.
– Let's. That's a good idea.
(We'd rather not. Not now.)
– Shall I fetch you the balance sheet?
– Yes, (do) please.
(No, thank you. I don't need it.)
– Won't you leave a message for Mr / Mrs ...?
– Yes, thank you.
(No, thank you. I'll make another call.)
– **Why don't** we have a coffee-break?
– Why not? I'm all for it.
(I don't mind. No objections.) (*informal*)
- B. • You'd better (not) ...
• You need (needn't) ...
• You should (shouldn't) ...
• Have it done.
• Make sure ...
• You should (not) follow these instructions.

Practical Assignments

1. *Work in pairs. Compose dialogues on making offers, instructions. Use the verb "should".*

Example: follow instructions.

You *should follow* these instructions, or you'll spoil the instrument.

You *shouldn't follow* the instructions, they have become out of date.

Take long walks, have more exercises, go to bed late (early), take things easy, try the treatment, smoke too much, rise early, try the medicine, consult the doctor.

2. Practise giving orders, offers and instructions.

Example: Do it! Have it done.
You'd better do it!
You should do it.

To close the door, go and comfort smb., consult a doctor as soon as possible, make an appointment with Mr Scott for some other time, not to be late to work, call the customer tomorrow, consult the reference book, delay the order, reduce the price, sign the paper, settle the problem, discuss the results, do it immediately, arrange a meeting.

3. Practise offers from the following set of patterns.

- | | |
|--------------------|-----------------------------------|
| • Shall I | come with you? |
| • May I (Can I) | leave a message with a secretary? |
| • Let me (us, him) | greet them. |
| • Won't you | come up to you? |
| | wait for you? |
| | make another call? |
| | open the window? |
| | put down your name and address? |

Use the suggested replies.

"Do, please." "Please, don't." "It would be very kind of you." "No, thank you." "It's all right." "I'll manage it." "I would love to." "It's quite all right."

4. Complete the dialogues.

- A. Would you like to make a speech now?
B. ...
- A. May I leave a message for the manager with you?
B. ...
A. ...
- A. Pass me those papers, please!
B. ...
A. ...

5. Ask somebody to make sure that something has been done.

Example: Turn off the light.
Make sure that the light has been turned off.

- Cancel the appointment for to-day.
- Lock the door properly.

3. Answer the letter quickly. 4. Treat your guests nicely. 5. Fill in the declaration correctly. 6. Reserve a room at the Russel Hotel.

6. Complete the following sentences.

1. I left a message for Mr Clark, so you needn't ... 2. We called on him yesterday. He is much better now. You needn't ... 3. They have already booked tickets for the plane. So you needn't ... 4. He will keep the appointment. You needn't ...

Apologies, Regret What to Say and How to Behave

- Excuse me, may I speak to Mr Brown?
- I am sorry he is out now.
 - Excuse me for being late.
 - That's all right, come in.
- Excuse me, is this 523-04-68?
- Sorry, wrong number.
- Oh, I am sorry!
 - Sorry to interrupt you.
 - That's all right. (Not at all).
- Sorry, I hope, I didn't hurt you?
- That's all right.
 - I am very sorry, I won't be able to ...
 - I am so sorry. It's a pity. Too bad.
- My wife has a bad headache.
- I am sorry about it.

Practical Assignments

1. Read and practise the following flashes of conversation:

1. A. Excuse me, have you got matches?
B. I am sorry, I haven't got any.
A. Too bad.
2. A. Excuse me, officer. How can I get to the Albert Hall?
B. Get on the 73 bus and get off at the second stop.
A. Thank you very much.
B. You're welcome.

3. A. Excuse me, may I smoke here?
B. Yes, do please.
A. Thank you.
4. A. Excuse me, is this the Travel Agency?
B. Sorry, wrong number.
A. Sorry.
5. A. Sorry to trouble you. Could you tell me Mr Watson's home address?
B. Certainly. It's 52, Holland Park.
A. Thank you.
B. You're welcome.
6. A. Sorry, I'm afraid I've broken your pen.
B. Don't worry, that's all right, it's an old one.
7. A. I'm sorry, I couldn't keep the appointment.
B. I'm sorry. (That's all right.)
8. A. How is your daughter? Is she feeling better?
B. I'm sorry she isn't.
A. I'm so sorry to hear it. I hope she'll get better soon.

2. Complete the dialogues:

1. A. ... I must be going. I've got to be at home at five.
B. Remember me to your wife.
A. ... Good-bye.
B. ...
2. A. How are you?
B. Not too well, I'm afraid.
A. ...
3. A. ... Could you tell me the time, please?
B. ...
A. Thank you.
B. ...
4. A. ... madam, is this the right way to Covent Garden?
B. Yes, it is.
A. ...
B. ...
5. A. ... Is this my pen?
B. ... It's mine.
A. ...

6. A. Is this 255-65-75?
 B. ... Wrong number.
 A. ...
 B. ...

3. *Work in pairs. Compose your own dialogues on the topic.*

Gratitude

Read and memorize the following formulas of politeness:

GRATITUDE:

- Thank you (very much).

REPLIES:

- Not at all.
- It's a pleasure.
- You're (always) welcome.

* * *

Practise the following flashes of conversation:

1. A. Thank you for your advice. It was very kind of you.
 B. **Not at all (It's a pleasure)** I am always at your service.
2. A. Thank you for your book. It was most interesting.
 B. **You're welcome.** I am glad you liked it.
3. A. Thank you for a very pleasant evening.
 B. **The pleasure was all mine.** (*very polite*)
4. A. How nice of you to invite me to this party.
 B. **We were delighted** to have you with us tonight. (*extraordinary polite*)

* * *

Complete the flashes of conversation:

1. A. **Thank you very much for your help. I appreciate** your kindness.
 (*extraordinary polite*)
 B. ...
2. A. Thank you for your wonderful party.
 B. ...
3. A. It's very kind to invite us to this cocktail party.
 B. ...
4. A. Thank you very much for everything you've done for us.
 B. ...

Asking the Way

Read and practise the following flashes of conversation:

1. A. Excuse me, officer, could you tell me the shortest way to Charing Cross Station?
B. Certainly. Go straight ahead and then take the second turning.
A. I shall find it all right. Thank you very much.
B. You're welcome, sir (madame).
2. A. I'm sorry to trouble you, madam. Can you tell me – is there a bus from here to Kensington High Street?
B. No trouble at all. It's quite a distance from here. You see the bus-stop across the street? A 73 bus will take you right there.
A. Thanks a lot.
B. You're welcome.
3. A. Excuse me, conductor. I'm going to Oxford Circus. Have I got on the right bus?
B. No, sir, you've taken the wrong one. You should change No. 9. for No. 73.
A. Where do I get off?
B. At Hyde Park Corner.
A. What's the fare?
B. Fifteen pence.
A. Here you are.
4. A. We're late for the concert. Let's take a taxi. Oh, there's a taxi-rank on the right. Are you engaged?
B. No, sir, where to?
A. Royal Albert Hall, Kensington Road. Drive fast, please.

* * *

Read and dramatize the following dialogue.

HOW TO GET THERE

- John:* Excuse me, officer, is this the main entrance to the station?
Policeman: That's right. Are you waiting for someone?
John: No, I want to get to the Wimpy Bar.
Policeman: Oh, that's in Church Street.
John: Is it far from here?
Policeman: It's about a 20 minutes walk, but you can get a bus.
John: Which bus, please?

Policeman: Number 19, it goes about every 12 minutes.
John: Where does it stop?
Policeman: Over there – by Woolworth’s.
John: Where do I get off?
Policeman: Just before the traffic lights.
John: Which way do I go then?
Policeman: Cross the road, turn left and take the second turning on the right.
John: Will that be Church Street?
Policeman: Yes, that’s right.
John: Will the bar be at the far end of Church Street?
Policeman: It’s about half way down – on the left – on the corner of Bridge Street.
John: Thank you – I think I shall find it all right now.

* * *

Complete the dialogues:

A.

Peter: ... Could you tell me the way to the British Museum, please?
Passer-by: Yes, certainly. Go straight along this road as far as the traffic lights and the church, then turn left there ...
Peter: ...
Passer-by: Oh, yes, you can get a bus or go by underground if you like.
Peter: ...
Passer-by: The bus stops over there by the Wimpy Bar and you’ll see the underground station a little way along on the right-hand side.
Peter: ...
Passer-by: ...

B.

Peter: Does this bus go to Westminster Abbey, please?
Bus Conductor: No, there isn’t a bus from here to Westminster.
Peter: ...
Bus Conductor: You’ll have to change at Oxford Circus.
Peter: ...
Bus Conductor: Full up inside. Standing only. Come along. Fares, please.
Peter: ...
Bus Conductor: It’ll take about 15 minutes or so to get to Oxford Circus at this time of the day.

Peter: ...
Bus Conductor: Don't worry, I'll call it out. Eight pence, please.
Peter: ...
Bus Conductor: Thank you, sir. Marble Arch, please!

* * *

ON THE BUS

Bus Conductor: Hurry along, please. There's plenty of room upstairs. No standing inside.
John: Does this bus go to the Tower of London, please?
Bus Conductor: There isn't a bus from here to the Tower. Change at Bond Street.
John: Oh, thank you very much.
Bus Conductor: On top now. Come along, please. Top deck only. Fares, please.
John: Bond Street, please. Is it very far?
Bus Conductor: Well, it'll take about twenty minutes from here, I believe. The traffic's very bad along Oxford Street in rush hours.
John: Would you mind telling me when we get there?
Bus Conductor: All right. I'll call you. Now when you get off this bus, get on a number fifteen, the stop for the fifteens is further along the road. Now, did I give you your ticket?

* * *

Compose flashes of conversation according to the model:

- A. How do I get to Regent Street?
- B. You must take the 73 bus over there.
- A. Thank you.
- B. Not at all.

Some Rules of Pedestrian's and Driver's Behaviour

CAR DRIVING AND TRAFFIC REGULATIONS

1. With traffic congestion in big cities getting worse from year to year walking may soon become the surest way of getting to places. But even the pedestrian has to obey the traffic rules if he wants to get there safe and sound.

Here are some things to remember.

1. Obey the traffic lights. Don't cross before the light turns green or the signal reads "walk".
 2. Don't cross streets in the middle of a block.
 3. The pedestrian walks on a *sidewalk* in the US, but on the *pavement* in Britain.
- II. If you are out to hail a taxi cruising the streets, look out for the lighted roof sign "taxi". You may find it easier to pick up a cab at the taxi stand (rank). Passengers pay by the meter. In the United States there is an additional toll for bridges and tunnels on the way.
- III. Those of you who will have to drive a car while travelling abroad should start by getting an international driving permit (licence) back home. Always keep your driving licence and registration papers on you.
- IV. Mind that British *underground* (*tube* in London) corresponds to American *subway*. In British English *subway* means an *underground passage*.
1. **Remember** that motoring regulations (highway code) are strictly enforced. In the United States you *drive on the right*. In Britain, Japan and several other countries you must *keep to the left*.
 2. Parking in many cities can be a problem. Remember there are such things as "No Parking" signs, parking metres, and parking lots.
 3. When parking your car never take up more space than necessary – stay within the lines of parking spaces – and do not park too close to the other cars.
 4. If you violate the parking laws you are sure to find a "ticket" pasted on your windscreen. This is a summons to appear in court. You may either send payment for your fine by mail or pay your fine in person in court.

Practical Assignments

1. Answer the following questions.

1. What are the things the pedestrian must remember to be safe and sound? 2. What should one get if one knows that he will have to drive a car while travelling abroad? 3. Why must one observe the highway code (motoring regulations) when driving? 4. In what countries must one keep to the left when driving? 5. What does a "ticket" mean, when does one get it, and what must one do with it?

2. Ask a friend what is proper to do when:

1. crossing a busy street; 2. preparing to drive in a foreign country; 3. driving on the motorways.

Explain why it is important:

1. for the pedestrian to obey the traffic rules; 2. for the driver to observe the motoring regulations; 3. for the driver to keep to the left in Britain, and to the right in the United States, Latvia, Russia.

3. Comment on the following quotation.

"The drivers are safer when the roads are dry, the roads are safer when the drivers are dry."

4. Describe your actions if you have to drive a car in London (or take a taxi).

Traffic lights, "walk" sign, "don't walk" sign, taxi-stand, pay by the metre, service (filling) station, fill the tank, check the oil, car wash, give the car a wash, drive on the right (left), dangerous driving, parking, "No parking" sign, parking lot, pay a fine, rush hours, the traffic is very bad (heavy), one way (two way) streets, pedestrian, passer-by.

5. Memorize the following proverbs and sayings and illustrate them with situations

1. "Custom is a second nature." 2. "Don't trouble trouble until trouble troubles you."

6. Dramatize the following dialogue. Present it in Reported Speech.

CROSSING THE STREET

A. Hello, Bill, how are you?

B. I am all right, thanks, and you?

A. I'm feeling fine, thank you. What are you doing here? Waiting for a bus?

B. No, I am trying to cross the street. Are you going home?

A. No, I'm going to Euston Station. I've (got) to meet my friend from Glasgow.

B. I'm going that way too. We can go together, can't we? Oh, look, we mustn't cross now! The lights are red, can't you see?

A. Oh, they are green now, let's go.

B. Do you usually go to work by underground?

A. No, I usually go by bus, but sometimes I walk, if it's not raining.

- B. Well, here we are at Euston, so I'll say good-bye. Can you see your friend anywhere?
- A. Yes, he is waiting for me over there. So long!

Making Accomodations in Hotels

When travelling people almost always stay at hotels. It is advisable, therefore, to remember the following:

1. The first thing to do is to book a room in advance either by letter, telephone or telegram. Otherwise you may arrive at the hotel and be told that there are no rooms.
2. On arrival at the hotel go to the reception desk in the lobby and confirm your reservation. The clerk will then give you a registration form to fill in and sign (the form is filled in block letters). In smaller hotels you simply sign the visitor's book and give your permanent address.
3. At large hotels you may ask for any service by telephone. You tell the operator if you wish to be called at a certain time, you call room service when you want a meal or drinks sent up to your room, valet or maid service if you need something (a suit or dress) cleaned or pressed.
4. Let the hotel management know well in advance the day and time of your departure.

* * *

Read and observe the form of the following.

A Letter to a Hotel Manager

*11, West Street,
Bristol
26th November, 19...*

*Dear Sir,
Would you please reserve a double room for me and my wife for two nights on 1st and 2nd January, 19... . We are arriving at about 6.30 p.m. and would like to have dinner that evening. We intend to leave after lunch on 3rd January.*

*Yours truly,
Richard Brown*

*The Manager,
St. George's Hotel,
Langham Place,
London, W.I.*

Telegram

*Reserve double room bath arriving January 1 leaving
January 3. R. Brown.*

* * *

BOOKING A ROOM AT A HOTEL

Hotel

Receptionist: Good evening, sir. Can I help you?

Mr Smith: Good evening. I want a single room, please.

Receptionist: Have you booked a room?

Mr Smith: No, I'm afraid not. I didn't know I would be coming until today.

R.: How long are you going to stay?

Mr S.: At least a week – possibly longer.

R.: I'll see what we have, sir. We are very full at present. Now, let me see. Yes, I can offer you a room on the first floor, or there's one on the second floor with a private bathroom.

Mr S.: Good, I'll have the second floor then, if I may. And what about my luggage?

R.: The porter will take your cases up immediately.

Mr S.: Thank you.

Practical Assignments

1. Questions for self-control.

1. Why is it advisable to book a room in advance? 2. How can one reserve a room? 3. How does one confirm a reservation? 4. What does a visitor fill in on arrival at a hotel? 5. Why must the form be written out in block letters? 6. Who and when must you tell about your departure? 7. What kind of service may you ask for by telephone at large hotels?

2. Work in pairs. Book a room at a hotel by telephone. Compose a dialogue on registering at a hotel.

3. This is a page from a hotel GUIDE BOOK. Read the symbols and their meanings.

INTERNATIONAL TRAVEL GUIDE: HOTELS: KEY TO SYMBOLS

★★★★ good hotel

★★★ average hotel

★★ simple hotel	🛏 bedrooms	🚿 bathrooms
☎ telephone number	🔥 central heating	🏊 swimming pool
📍 city centre	🍳 breakfast	🚿 showers
🌳 countryside	🍴 lunch	🚉 railway station
⌚ time of opening	🍷 dinner	🚫 no station

4. Here is the entry for the Hotel Concorde, Paris.

HOTEL CONCORDE: PARIS, FRANCE

★★★★ ☎ 88-66-21 📍 ⦿ all year

40 🛏 🔥 🍳 B 7-9 🍴 11-3 🍷 8-11

25 🚿 15 🚿 🏊 in hotel 🚉 2km

It means: The Hotel Concorde in Paris is a good hotel. The telephone number is 88-66-21. It is in the city centre. The hotel is open all year and there are forty bedrooms. There is central heating in the hotel. Breakfast is from seven to nine, lunch is from eleven to three, and dinner is from eight until eleven. There are twenty-five bathrooms and fifteen showers. There is also a swimming pool in the hotel. The nearest railway station is two kilometres away.

Now read these symbols, and describe the hotels in the same way.

EMBASSY HOTEL, NEW YORK CITY, USA

★★★ ☎ 437 8896 📍 ⦿ all year

200 🛏 🔥 🍳 B 6-10 🍴 7-9

200 🚿 🏊 nearby 🚉 1km

WINDMILL HOTEL, MYKONOS, GREECE

★★ ☎ 🌳 ⦿ March to October

six 🛏 🍴 🍴

one 🚿 one 🚿 🏊 🚉

CASTILLE HOTEL, near MADRID, SPAIN

★★★ ☎ 68 85 53 🌳 ⦿ summer only

30 🛏 🔥 🍳 B 7-9 🍴 12-3 🍷 8-12

10 🚿 10 🚿 🏊 🚉 25km

Choosing Meals, the ABC of Table Manners

Choosing a meal can be a problem sometimes because dishes are called unknown foreign names. Do not guess – ask the waiter to help you.

Below are sample menus of meals you may expect to find at your hotel (restaurant or room service).

Don't let the number of knives, forks and spoons confuse you. It is simple enough – use them in the order in which they are laid.

* * *

SAMPLE MENUS

Breakfast

(7.30 a.m. – 9.30 a.m.)

Grapefruit
Pineapple
Tomato

} Juice

Porridge
Cereal
Bacon and Egg
Boiled Egg
Scrambled Egg
Fish
Toast and Marmalade
Tea
Coffee

Lunch

(12 a.m. – 2 p.m.)

Grapefruit or Fruit Cocktail
Fish
Veal Cutlets
Ice-cream
Cheese
Biscuits & Butter
Coffee & Tea

Afternoon Tea

(5 p.m. – 6 p.m.)

Tea
Coffee
Brown & White Bread & Butter
Rolls
Sandwiches
Cakes (small & large)

Dinner

(7 p.m. – 8.30 p.m.)

Grapefruit
Clear Soup
Fish
Fillets of Beef
Cold Sweet
Cheese & Biscuits & Butter
Dessert (Fruit)
Coffee

* * *

Read and remember the following formulas of etiquette.

THE ABC OF TABLE MANNERS

1. Do not attract undue attention to yourself in public.

2. When eating take as much as you want, but eat as much as you take.
3. Do not eat too fast or too slowly, cut as you eat.
4. Take a little of every dish that is offered to you.
5. Sit up straight and face the table, do not put your elbows on the table while eating.
6. Do not reach across the table – simply say: “Would you please pass the salt,” etc.
7. At a small party do not start eating until all are served. At a large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: “Start eating, please (your food will get cold).”
8. There is no rule about eating everything on your plate, to indicate that you have had enough place knife and fork together, not criss-cross.
9. When refusing a dish simply say: “No, thank you”, when accepting – “Yes, please”.
10. Do not leave the spoon in your cup, when drinking tea or coffee.
11. Do not empty your glass too quickly – it will be promptly refilled and you will find that you have drunk more than you intended.

Practical Assignments

1. Questions for self-control: how to behave at table.

1. How should you behave in public? 2. How should you cut your meat: in advance, before you start eating it, or in the process – as you eat? 3. Why should a knife be in the right hand and a fork in the left one? 4. How should you behave if you want to reach something which is far away from you? 5. When you do not know the dish what is the best way to find out? 6. When do you start eating if the party is small (if the party is large)? 7. What words of hostess may serve as a signal to start eating? 8. Why mustn't you empty your glass too fast? 9. How do you indicate that you have had enough? 10. What do you say when you don't want a dish?

2. Work in pairs: Ordering a meal at a hotel by phone. Compose dialogues on ordering meals, ask clarifying questions to get more information about the dishes on menu. Say:

1. When and how much are people supposed to pay as “tips”? 2. Is it good or bad to pay too much (too little)? 3. In what situations aren't they supposed to pay at all?

3. Describe to your younger brother / sister the list of do's and don't's at table.

Telephoning, Making Appointments by Phone

Read and practise the following flashes of conversation.

TELEPHONING

1. A. Hello. Is this five-seven-oh-one-two-four-oh (570-12-40)?
B. Speaking.
A. Could I speak to Mr Jones?
B. One moment, please. Who shall I say is calling?
A. Mr Barnes.
2. A. Is this 253-22-74?
B. Sorry, wrong number.
A. Sorry.
B. That's all right.
3. A. B. P. Company. Mr Smith's office.
B. Hello, could I speak to Mr Smith, please?
A. I'm sorry, Mr Smith is out now. Will there be any message?
B. Please, tell Mr Smith, Mr Richardson from Manchester called about a new contract.
4. A. Hello.
B. Hello, is that Mr Russell?
A. Speaking.
B. Good afternoon, Mr Russell. This is John Brown (calling).
A. Good afternoon, Mr Brown.
B. My wife and I were wondering if you could join us for supper on Saturday.
A. We'd be delighted.
5. *Receptionist:* Doctor Brown's office.
Mr Clark: Good morning. I want to make an appointment to see Dr Brown this morning, please.
Receptionist: Certainly, sir. Would 9.45 be all right?
Mr Clark: Yes, that'll do very well.
Receptionist: And your name, please, sir?
Mr Clark: My name is (Mr) Clark.
Receptionist: Thank you, sir. Good morning.
6. A. Good morning! I'd like to make an appointment with Doctor Green, please.
B. Certainly, sir. Is Friday 11 o'clock convenient for you?
A. Yes, that'll do very well.

* * *

Complete the dialogues (see the vocabulary below).

1. A. Hello, is this 459-22-37?
B. ...
A. Could I speak to Mr Black?
B. ...
A. Mr Peters from Smith and Co.
B. ...
2. A. Travel agency. Reception.
B. ...
A. The manager is out at the moment. Shall I leave him a message?
B. ...
3. A. Is this Information?
B. ...
A. Sorry.
4. A. Mr Brown's office.
B. ...
A. Certainly, sir. Will tomorrow 10 o'clock be all right with you?
5. A. Operator.
B. ...
A. Number in Riga, please.
B. ...
A. Hold the line, I'll try to put you through.

* * *

Read and dramatize the following dialogues.

MAKING AN APPOINTMENT

- Assistant:* Good morning.
Mr Bartel: Good morning. Is this Howard's office?
Assistant: Mr John Howard?
Mr Bartel: Yes. I was wondering whether Mr Howard could see me. My name is Bartel.
Assistant: Oh, yes, Mr Bartel, Mr Howard had a letter from Mr Watson. He said you'd be writing to make an appointment.
Mr Bartel: I decided to call instead. I was rather hoping that perhaps Mr Howard would be able to see me this morning.
Assistant: Oh, I'm very sorry, but I'm afraid Mr Howard has several engagements today. He's at a meeting this morning and he has several other appointments this afternoon.

Mr Bartel: Then I'd better ask you to make an appointment for me.
Assistant: Yes, certainly. I'll just look in his diary. Now, would Friday at three-fifteen suit you?
Mr Bartel: No, I'm afraid I shan't be in London on Friday.
Assistant: Oh. Then could you manage Monday at eleven o'clock?
Mr Bartel: Yes, that would be quite all right.
Assistant: Good. I'll make it for eleven o'clock on Monday, then.
Mr Bartel: Thank you very much. Good morning.
Assistant: Good morning, Mr Bartel.

Practical Assignments

1. Complete the following dialogue.

MAKING AN APPOINTMENT

Mr Parkinson: Hello! Is that Doctor Spencer's consulting-room?
Receptionist: ...
Mr Parkinson: Good morning. I'd like to make an appointment to see Dr Spencer this afternoon, please.
Receptionist: ...
Mr Parkinson: Yes, that will be all right.
Receptionist: ...
Mr Parkinson: My name is (Mr) Parkinson.
Receptionist: ...
Mr Parkinson: Thank you very much. Good morning.

2. Read these extracts from telephone calls. Who do you think is talking? What do you think they are talking about?

1. A. I'll see you outside the bank at 11.30 then.
 B. No, I said 11.28.
 A. OK, 11.28.
 B. And don't forget to change the number-plates.
2. A. It's Mr Carter on line 4.
 B. Not again! Could you tell him I'm busy, Mary.
 A. I did, but he says he'll wait.
 B. Oh, all right then. Put him through.
3. A. I'm afraid no one is available to take your call.
 B. Oh no, I hate these things.
 A. Please leave your name and number after the tone.
 B. Er hello ... er ... I'll call back later.

4. A. Darling, it's me. Can you talk?
B. Wait a minute. Yes, I think so, but be quick.
A. I can't stop thinking about you.
B. Thank you for calling, Mr Jackson. I'll put a catalogue in the post for you right away.
5. A. I'm on my last unit.
B. Hold on, Jane, I'll get a pencil ... OK.
A. I'm on 081 _____
B. Oh no!
6. A. All in all the legal fees come to 30,000 pounds.
B. That's very reasonable. That's one three, I hope.
A. No, Mr Brown, three zero, I'm afraid.
B. What? For three weeks' work? You must be joking.

3. Choose the correct words to complete the telephone conversation.

ON THE LINE

- A. Fenton Engineering.
- B. (1) *Number / Extension* 47, please.
- A. I'm afraid the line's (2) *broken / engaged*. Will you hold?
- B. Yes.
- A. The line's free now. I'll (3) *put / connect* you through.
- B. Thank you.
- C. Paint shop.
- B. I'd like to speak to Mrs Isaacs.
- C. (4) *Who's / Whose* calling please?
- B. Jacques Duval.
- C. (5) *Wait / Hold on*, M Duval. I'll (6) *bring / get* her.
- C. I'm (7) *afraid / regret* she's in a meeting. Do you want to call (8) *up / back* later?
- B. No, it's urgent. Could you (9) *leave / take* a message?
- C. Yes, (10) *I will / of course*.
- B. (11) *May / Could* you ask her to call me back?
- C. Does she have your number?
- B. No. It's Paris – the (12) *code / area* is 010 331 then the number is 46 58 93 94. Could you (13) *say / read* that back to me?
- C. 010 331 46 58 93 94.
- B. That's right.

- C. (14) *Anything / What* else?
- B. No that's (15) *anything / all*. Thank you very much.
- C. You're (16) *welcome / fine*.
- B. Goodbye.

4. Match the words and phrases with similar meanings:

- | | |
|--------------------------|-----------------------------|
| 1. The line's busy. | a I'll connect you. |
| 2. Will you hold? | b One moment. |
| 3. I'll put you through. | c An office number. |
| 4. A code. | d Could I have your name? |
| 5. An extension number. | e I'm ready. |
| 6. Who's calling please? | f The line's engaged. |
| 7. Hold on. | g A country or area number. |
| 8. This is ... | h Is that all? |
| 9. Go ahead. | i Can you wait? |
| 10. Anything else? | j ... speaking. |

5. Match these comments to their replies:

MAKING CALLS

- | | |
|--|--|
| 1. Sorry, could you spell that? | a Yes, it's 081 432 9191. |
| 2. Could I speak to Mrs Fenton, please? | b That's OK. I'll hold. |
| 3. Could you take a message? | c The reservations department, please. |
| 4. I'm afraid the line's busy at the moment. | d Speaking. |
| 5. I'm sorry but he's away this week. | e Yes, of course. I'll get a pen. |
| 6. Could you repeat that? | f Yes, it's M-E-E-U-W-S. |
| 7. Good morning, Cathay Pacific Airlines. | g I'll call back next week then. |

See the list of words on Telephoning in the Vocabulary Supplement to Unit "Office Regulations and Procedure. Work with a Client. Presentations. Meetings".

OFFICE REGULATIONS AND PROCEDURE. WORK WITH A CLIENT. PRESENTATIONS. MEETINGS

OFFICE REGULATIONS

Starting a Job in a Company

Imagine, that you are starting a new job in a company. Look at this list and say, which points seem to be important for you only on your very first day at work, which of them you are going to follow as necessary instructions, which – are not acceptable for you at all:

- be punctual
- wear your smartest dress
- go to the hairdresser's the day before
- smile at everybody you meet
- be late a bit to work
- wear a suit and a tie (for men)
- wear figure-hugging or revealing clothes, glittering or low-necked dress
- find out what the canteen food is like
- pay for your own coffee
- to draw people's attention by speaking or laughing too loudly
- make a note of everything anybody tells you
- ask if you can start work as soon as possible
- show your new colleagues pictures of your family
- if you're a smoker, don't smoke in an office you share with someone
- if you're a non-smoker, say you don't mind if the person you share the office with wants to smoke
- wait until you have been introduced before you speak to anyone else
- apply to go to on a special training course
- inquire about the company pension scheme

- ask who is the trade union representative
- to learn more about company organization and office procedure
- to read office regulations

Company Organization

▲ Explain to a new employee, who has just joined your firm, your company organization. Draw a chart to make the idea clear:

At the top we have the **Managing Director**, and directly under him we have the staff functions: finance, sales, personnel and quality control. The **Technical Director** is in charge of operations, and he reports directly to the **Managing Director**.

There are 4 departments under the Technical Director. First there is the **Fabrication and Maintenance Department** which deals with all the manufacturing and maintaining of equipment. Next, there is the **Project Services Department** which provides services to specific projects. Then there is the **Purchasing Department** which buys in all the materials needed by the other departments and handles their storage, and finally, the **Project Department**, under which all the different individual projects are managed and coordinated.

▲ Explain to a new employee, who has just joined your firm, where the different offices are, at what time you start and finish work, have your coffee-breaks and other regulations, make him / her acquainted with "Office Regulations" which are on the wall.

* * *

OFFICE REGULATIONS

1. Fire doors should be closed; fire exits must be kept clear; do not cover the fire regulations.
2. Make sure filing cabinets are closed after use; do not open more than one drawer at a time.
3. Do not leave electric appliances plugged in overnight, or at any time when they are not being used.
4. Do not stack files, etc., on cupboards.
5. Make sure that gangways are not blocked with bags, files, wastebins, etc.
6. If any machine is not working properly, please call the maintenance service, do not try to mend it yourself.

7. Do not leave valuables unattended.
8. Make sure that the confidential documents are locked away in filing cabinets.
9. Please close all windows at the end of the day.
10. Please do not cover these instructions.

Asking for Information on a Company

Your Role: You work for LIGHT IMPORTS, a company in the electrical light trade. You are given this advert by your boss and asked to write a letter to LUXOR INTERNATIONAL.

Points to note:

1. Tell them your company works in the electrical light trade.
2. Explain that your company is interested in knowing more about their company.
3. Say you are looking for a partner in Sweden.
4. Explain that you read their ad in a trade journal.

LUXOR INTERNATIONAL AB is an international group whose operations are focused on electrical lighting applications.

For information on the company and for a complimentary brochure outlining our world-wide activities and product range write to:

*Luxor International AB,
Marketing Communications,
Lighting Division,
PO Box 673, Jonkoping, Sweden.*

* * *

Your Role: You work as a receptionist in a company. Study the job titles given below, think of people you associate them with. Describe briefly what they do at work, what are their duties. Draw the organization chart. Give the name to the company.

Example: Ms Calvo is our Human Resources Director. She is responsible for all personnel matters. She recruits new staff, liaises with health and safety representatives, organizes training courses, and also deals with retirement arrangements.

Choose the **job titles** from the list below:

- Purchasing Manager apgādes direktors начальник отдела снабжения

• Personnel Manager	personāla daļas vadītājs	начальник отдела кадров
• Marketing Director	tirdzniecības direktors	директор по маркетингу
• Managing Director	pārvaldnieks	управляющий
• Home Sales Manager	iekšzemes tirdzniecības direktors	управляющий сбытом на внутреннем рынке
• Public Relations Manager	sabiedriskās informācijas direktors	руководитель по связям с общественностью
• Production Director	ražošanas direktors	руководитель производства
• Work Manager	direktors	директор
• Chairman	priekšsēdētājs	председатель
• Financial Director	finansu direktors	финансовый директор

A Receptionist – a Visitor

What to Say and How to Behave

RECEPTIONIST

Your job is to greet visitors and find out who they wish to see. Use the following language:

Greeting: – Good morning / afternoon, can I help you?

Asking for information:

- Can I have your name, please?
- Do you have an appointment?
- I'll just see if s/he's available.

Then tell the visitor how to find the person / room.

VISITOR

Speak about the reason for your visit. Use the following language:

Greeting: – Good morning / afternoon.

Giving information:

- My name is ...
- I've come to see ...
- I've got an appointment with ...
- I'm from ...

Then listen to the receptionist telling you how to find the person / room.

RECEPTIONIST

Giving directions:

- (You) take the lift / stairs ...
- It's on the ground / first, etc. floor.
- Go along the corridor.
- Go (right) to the end of the corridor ...
- Go up / down the stairs ...
- Turn left / right ...
- It's on your left / right ...
- It's the first door / room on your right.

* * *

Say these dates, times and telephone numbers:

8.15 a.m.	Jan 14, 1986	20.10	1/8/82	01-234 5567
7.30 p.m.	27th February	12.00	13 MAR	76 0223 316072
9.55 a.m.	13 March, 1923	23.00	7.9.54	789 1022

Ask your partner: what the time is, what the date is, what his / her telephone number is.

A Customer – A Telephonist

Practise the telephone enquiries with your partner. Sit back-to-back during this exercise. You are the telephonist for the company in your organization chart. The caller wishes to speak to one of the persons.

* * *

CALLER

- Could (can) I speak to (name of person), please?
- Could (can, would) you put me through to (name of person), please?

TELEPHONIST

- Good morning. This is (name of company). Can I help you?

- Hold the line, please. One moment, please.

There is no answer.

- I'm afraid, the line is engaged.
- I'm afraid, she / he is not here at the moment.

- I'm afraid, he / she isn't here.
- I'm afraid, there is no reply.
- Can I take a message?
- Can I get him / her to call you back?
- I'll get him / her to call you back.
- I'll pass the message on.

Say goodbye.

* * *

CALLER

- This is (name) speaking.
- My name's (name) ...
- I'm (name) ...
- Could I leave him / her a message?
- Would you ask him / her to call me back?
- I'll try again later.

TELEPHONIST

- Who's calling, please?
- May I have your name?
- Your call is connected.

A Customer – A Person in Charge

Your Role: You are Mr / Ms La Rue, a customer. Call Mr / Ms Peterson to find out whether the goods you have ordered have been dispatched yet. The order number was RAJ 4581. The date you placed the order was January 16. If they haven't been sent, try to get him / her to hurry them up. Get him / her to call you back (023 1550) to tell you exactly when you can expect the goods to arrive.

When the call is over, ask the group-mate(s) who was / were listening to comment on your "performance".

* * *

Your Role: You are Mr / Ms Peterson, in charge of shipping customer's orders and answering queries about delayed shipments.

These orders have been held up for the reasons given:
 ARG 4581 Delay due to rejection by quality control. Revised shipment date: 30th of this month. RAJ 4581 Delay due to staff sickness in production

dept. Revised shipment date some time next week. Airfreight at no extra charge.

When the call is over, ask the student(s) who was / were listening to comment on your "performance".

* * *

Your Role: You sell computers. A foreign customer phones you. Answer their enquiries about your lap-top computer, the ALT 386SX. They will ask about: your prices, the sales contract, delivery times, the guarantee, discounts, your terms of payment.

Invent your answers. You can agree or refuse their requests. Don't forget to write down their details.

* * *

Telephone a foreign supplier and ask them to:

- supply you with 40 lap-top computers – ALT 386SX,
- quote you a price CIF,
- translate the sales contract into English,
- deliver in one month,
- give you a two-year guarantee,
- give you a 20% discount,
- give you 60 days to pay.

* * *

In these three dialogues below fill in the missing words.

1. You are phoning an office to speak to John Johnes.

R: Good morning. APCO limited.

You: ...

R: I'm afraid Mr Johnes isn't in the office at the moment.

You: ...

R: This afternoon. After two o'clock.

2. You are meeting Mr Johnes at the airport. You have never met him before. You see someone who can be Mr Johnes.

You: ...

Mr Johnes: Yes, that's right.

You: ...

Mr Johnes: How do you do.

3. You arrive late for an appointment.

X: Hello! We didn't think you were going to make it!

You: ...

* * *

Match these comments to their replies.

MAKING CALLS

- | | |
|--|--|
| 1. Sorry, could you spell that? | a Yes, it's 081 432 9191. |
| 2. Could I speak to Mrs Fenton, please? | b That's OK. I'll hold. |
| 3. Could you take a message? | c The reservations department, please. |
| 4. I'm afraid the line's busy at the moment. | d Speaking. |
| 5. I'm sorry but she's away this week. | e Yes, of course. I'll get a pen. |

* * *

Fill the gaps in the sentences using the verbs in the list: assist, attend, call back, deserve, get through, look up, make, print out, pick up, put through.

1. Normally she ... straight away. 2. His secretary always ... the phone first. 3. This year we ... to get a pay rise. 4. This week he ... the personnel Director with the interviews. 5. She ... the number in the phone book at the moment. 6. Today I ... session on quality control. 7. Once a week the computer ... the sales figures. 8. We hardly ever ... to Bombay so easily. 9. Please, hold on. I ... to the Sales Department. 10. I ... some notes now and I'll make a call in a few minutes.

* * *

Imagine that you are being given some information over the phone that you know to be incorrect. What would you say to the other persons, to let them know they are wrong?

1. The parcel weighs 500 kilos, I think.
– Well, no, actually it doesn't weigh 500 kilos, it weighs 50.
2. You are making up the order this week, I gather.
– Well, no, in fact ...
3. I suppose the computer prints out the figures every day.
– Well, no, in actual fact ...
4. You are working now as Mr Green's assistant, aren't you?
– Well, no, actually ...
5. They always deliver the goods promptly, I believe.
– Well, no, actually ...

Summarizing Telephone Messages

A **pattern** of putting down telephone messages:

TELEPHONE NOTES

Date: _____ Time: _____
Message for: _____
From: _____
Message: _____ (a brief summary)
Taken by: _____

* * *

1. Telephone notes

Date: _____ Time: _____
Message for: A. Student
From: Mr Takahito & Hamamatsu
Electrics
Message: Can move visit on Thu
to 9.45. Meeting with
manag. Director 10.30.
Ring back to confirm if
OK.
Taken by: _____

3. Telephone notes

Date: _____ Time: _____
Message for: A. Student
From: Peter Sheldon
Message: Met representative in
Kyoto. Should he stay
further day? 2 factories
still to visit. Trip to
Toyota post p. till to-
morrow. Visit works
there. Will prob. Call
end week. Please telex
rep. Kyoto with instruct.
Taken by: _____

2. Telephone notes

Date: _____ Time: _____
Message for: A. Student
From: Company in Paris visit
next week.
Message: Readdress 48, rue
l'Abbe Gregoire in case
delays TEL 43 57 46 35.
Contact person Silvia
Monfort.
Taken by: _____

4. Telephone notes

Date: _____ Time: _____
Message for: Mrs Forsythe
From: Paoul Lesage
Lausanne-Dorigny
Message: Revisit next week
Conference Tuesday. No
one able to pick her up
Geneva. Should take a
taxi to her hotel. In case
of problems ring
021 / 46 45 29.
Taken by: _____

5. Telephone notes

Date: _____ Time: _____

Message for: A. Student

From: P. Estrada from Toledo

Message: Our switches not arrived. When? If non-arrival tomorrow telex with further requests p/s call after receipt of telex.

Taken by: _____

Practical Assignments

1. Work in pairs:

Conversation 1

- Why doesn't the switchboard operator connect the caller immediately?
- What do you do if you don't know smb's number?

Conversation 2

- What question does Receptionist ask the caller?
- What does the caller say to the receptionist if he wants to make an appointment by the phone?

2. Match the words and phrases with similar meanings:

- | | |
|--------------------------|-----------------------------|
| 1. The line's busy. | a I'll connect you. |
| 2. Will you hold? | b One moment. |
| 3. I'll put you through. | c An office number. |
| 4. A code. | d Could I have your name? |
| 5. An extension number. | e I'm ready. |
| 6. Who's calling please? | f The line's engaged. |
| 7. Hold on. | g A country or area number. |
| 8. This is ... | h Is that all? |
| 9. Go ahead. | i Can you wait? |
| 10. Anything else? | j ... speaking. |

3. Summarize the call using the pattern:

TELEPHONE CONVERSATION

Mr Brown: Is that Rossexport? Put me through to Mr Petrov, please.

Secretary: His number is engaged at the moment. Hold on a minute, please ... Are you there? I'm putting you through now.

A. B. Petrov: Mr Petrov speaking.

Mr Brown: Good morning, Mr Petrov. This is Mr Brown of Smith & Company, Limited, speaking. Can you tell me whether

you've already chartered a steamer for the transportation of ore against Contract No. 25?

A. B. Petrov: Yes, we have. The name of the vessel is "Pirogov".

Mr Brown: I can't hear you. How do you spell the name of the steamer?

A. B. Petrov: P for Peter, I for Isaac, R for Robert, O for orange, G for George, O for orange and V for Valentine – Pi-ro-gov.

Mr Brown: Will you, please, spell it again?

4. Dramatize the dialogue. Summarize the telephone message.

B Hallo! Can I speak to Ms Collins, please?

C Who's calling please?

B Jacques Duval.

C Wait / Hold on, M Duval. I'll bring / get her.

C I'm afraid / regret she's in a meeting. Do you want to call up / back later?

B No, it's urgent. Could you leave / take a message?

C Yes, I will / of course.

B May / Could you ask her to call me back?

C Does she have your number?

B No. It's Paris – the code / area is 010 331, then the number is 46 58 93 94. Could you say / read that back to me?

C 010 331 46 58 93 94.

B That's right.

C Anything / What else?

B No, that's all. Thank you very much.

C You're welcome.

B Goodbye.

5. Give them a call. Fill in the gaps with suitable words from the list:

area code (US) / dialling code (GB), bad line, busy (US) / engaged (GB), collect call (US) / transferred charge call (GB), dialling (GB) / dialing (US), enquiries, extension, IDD (international direct dialling), insert, off the hook, out of order, outside line, person-to-person call (US) / personal call (GB), phone book / directory, receiving, ringing, switchboard operator, unobtainable, wrong number. (See the key below).

1. Incoming calls to our firm are taken by the ... who will put you through to the ... you require. 2. I'm sorry to trouble you, I think I must have got the ... 3. I'm sorry, I can't hear you very well, this is a ... 4. I can't get through, their line always seems to be ... 5. If you don't want to be interrupted by any phone calls, you can leave the phone ... 6. If you

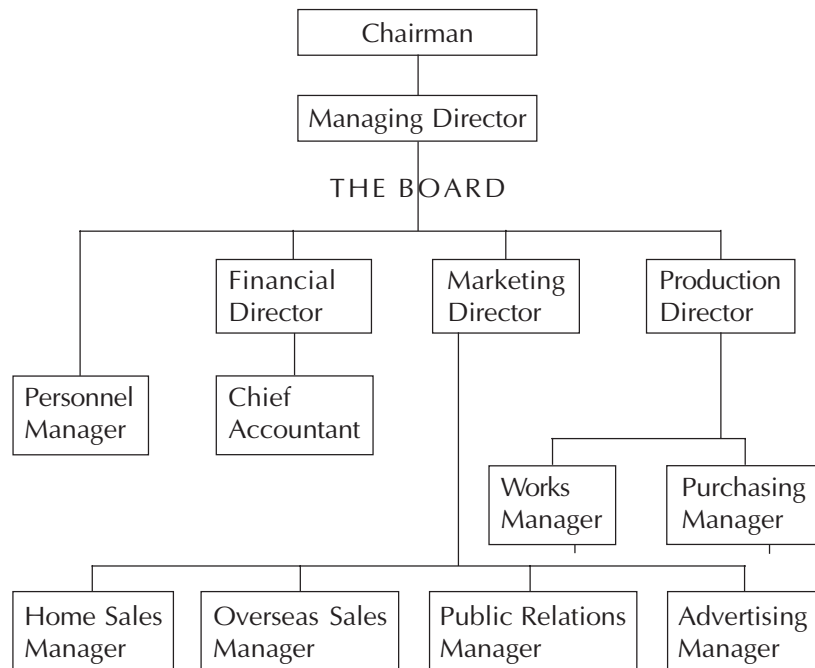
don't know someone's number, you can use the ... or you can call directory.
 7. To make a call from a public telephone, lift the ... and ... a coin. Listen for the ... tone and dial the number. You will hear a tone telling you that the number is ... If you have misdialled, you will hear the tone telling you that the number is ... or that the line is ... 8. To make a call by ... from the UK, first dial the international code (010), then the country code, then the ... and finally the number you require.

The key:

1. ... switchboard operator, extension ... 2. ... wrong number ... 3. ... bad line ... 4. ... busy ... 5. ... off the hook ... 6. ... phone book 7. ... receiver, insert, dialling, obtainable, unobtainable, out of order ... 8. ... IDD, area code ...

6. Study the diagram below which represents the management of a Holiday Tour Company. Describe the duties and responsibilities of the board, using the words from the list:

at the top of, supervises, reports to, in charge of, works with, responsible for, coordinates, deals with, etc.



7. Write some questions to ask a colleague. Ask about:

1. their company, 2. their job, 3. their responsibilities, 4. their hobbies and interests.

Vocabulary Supplement on Telephoning

Some more words and expressions on telephoning.

What to Say and How to Behave

- Area code
- A.D.C. (advised duration and cost); time and charged call (Am)
- answering machine
- Are emergency calls free?
- Ask Mr ... to call me.
- Any message?
- (to) answer the telephone
- **bill**
- (to) be billed for the call
- busy signal
- **call**
- code
- country code
- coin
- coin release
- (to) cost a call
- (to) connect; (to) put through
- (to) cut off; (to) disconnect
- Can I take a message?
- Can I speak to Mr ...?
- Credit card phone; calling card
- Can you repeat that, please?
- Can you say that again, please?
- Could you give him a message?
- Can you give me the number of ...?
- (to) **dial**
- dial tone
- (to) dial direct
- (to) dial a number
- dial-direct call
- (to) deposit a coin; (to) drop a coin
- Do I have to go through the operator or can I dial direct?
- Do I have to put money in before or after dialing the number?
- Do I have to pay to talk to the operator?
- Directory Assistance (Information)
- Directory Enquiries (assistance)
- discount rate
- desk phone
- Do I have to pay to call 911?
- Directory (a phone book)
- **emergency call**
- extension number
- **free call**
- For a personal call you will be charged extra.
- (to) **get** an answer; (to) reach by telephone
- Give me an outside line, please.

- Give me the long-distance operator, please.
- **Hello!** Is that number ...?
- Hello! Alexander is speaking.
- Hello! My name is ... Could I speak to ...?
- Hold on a moment to ... please?
- home phone
- How much do you charge for a call to ...?
- How much will it cost to make a call to ...?
- How do I make a collect call?
- (to) hang up
- How should I make a trunk call using automatic telephone?
- Here is the Directory (phone book).
- How much does one minute cost?
- How much does a local call cost?
- Hold the line. Don't replace the receiver.
- How do I call Local information to find the area code of ...?
- How do I use this phone?
- How shall I dial?
- How do I find a telephone number in the Directory?
- How much do I need to make a call from a pay phone?
- **inside line**
- international call
- I'd like to speak to ...
- Is this the office of ...?
- Is this 863-4227?
- I can't hear you well.
- I can't hear the person I'm talking to.
- I can't get through
- I can't reach the number.
- I've got a crossed line and I can hear other people talking.
- I keep getting a crossed line.
- I was cut off.
- I got the wrong number.
- I'll call later.
- I'm sorry, it must be the wrong number.
- I'm sorry, I've got the wrong number.
- I want to look up the phone number of ... in the White Pages.
- I'd like the number of ...
- I don't know the area code.
- I am out of change.
- I need some change to make a telephone call.
- Is there a change machine near here?
- I would like to book a call right from my hotel room.
- I have a coupon for a telephone call. How should I use it?
- **Just a moment!**
- **line**
- The line is very bad. I can't hear what you are saying.
- long-distance call
- long-distance operator
- long-distance operator assisted call
- (to) lift the receiver
- Lift the receiver. Then dial the required number.

- **May I use your phone?**
- May I speak to Mr ...?
- My call was disconnected.
- May I have your phone-number?
- My home (office) number is ...
- (to) make a call, (to) call
- (to) make a business call
- (to) make a long-distance call (trunk call)
- May I make a trunk (long-distance) call from the office?
- **No answer.**
- No connection.
- (the) Number is engaged.
- **operator**
- operator assisted charged
- outside line
- **Please speak louder.**
- Please hang up and call again.
- Put me through to Mr ..., please.
- Please put me through to extension 25.
- Please give me change for the phone.
- Phone me tomorrow. (Ring me up tomorrow. Call me tomorrow.)
- Put me through to Professor ...
- person-to-person call
- personal call
- phone rate
- private phone
- public phone, pay phone
- phone-box, call-box, phone booth
- phone book, phone directory
- (to) place a telephone call
- **receiver**
- **speaking**
- Speak slowly, please.
- station-to-station call
- Sorry! Wrong number.
- Speak more clearly (louder).
- Sorry! I can't hear you well.
- standard rate
- (to) speak (to talk) on the telephone
- **This is ... speaking.**
- There is no answer.
- The telephone is out of order.
- The line is busy.
- telephone (phone) number
- Thanks for calling.
- This is urgent.
- (to) talk on an extension.
- **unlisted number**
- **Who is speaking?**
- We were disconnected.
- What number do I dial for information (for the operator)?
- What's Peter's phone number?
- What is the country code?
- What is the area code?
- Write down my home number.
- Where can I find a pay phone?
- What coins do I need for the phone?
- Where are you calling from?
- Will you call (phone) me on Saturday?
- We can make an appointment by telephone.
- Would you ask her to call back?

- Will you speak on credit?
- Would you like to speak to anyone who answers, or do you want it to be a personal call?
- Would you get me a transferred charge call to London? Number ...
- Where can I telephone?
- Where is the nearest call-box?
- Where is the nearest trunk-call office?
- Will you, please, book a call for me to London?
- We are disconnected.
- When is it cheaper to make a long-distance call?
- White Pages
- What number do I dial in an emergency?
- When shall I get connection?
- Yellow Pages
- You're through.

WORK WITH A CLIENT

Planning Ahead

Take out your diary and say what you're doing in the next few weeks.

Example: I'm visiting the new factory site on Monday.

Monday	10 a.m.	Visit new factory site and Mr Fairview (builder).
	3 p.m.	Interview Caroline Laidlaw for new sales job.
Tuesday	11.30 a.m.	Tax office. Meeting with Mr Grabbit (tax inspector).
	8 p.m.	Maggie's cocktail party.
Wednesday	9 a.m.	Marketing Dept. Meeting Agenda: 1999s campaign.
	8 p.m.	Guest speaker at Geographical Society dinner.
Thursday	9.30 a.m.	Appointment with Mrs Olsen – Swedish Embassy.
	1 p.m.	Lunch at Mange Tout restaurant + wife.
Friday	10.55 a.m.	Fly to New York Marketing conference.

* * *

CHANGES OF PLAN

Of course things don't always run according to plan. Make some changes to your schedule and alter the diary. Say what you were going to do and what the new plans are.

Example: I was going to visit the new factory site on Monday but now I'm taking the day off.
I wasn't going to go to Newcastle, but now I am.

Cancelling some meetings (let people know it in advance by letter or by call). Fill in the blank diary.

Example: 22 Tuesday 12 – 1 p.m. Reception, British Council.

Time	Days of week						
	M.	T.	W.	Th.	Fr.	Sat.	Sun.
9.00 – 10.00							
10.00 – 11.00							
11.00 – 12.00							
12.00 – 13.00							
13.00 – 14.00							
14.00 – 15.00							
15.00 – 16.00							
16.00 – 17.00							

* * *

You need to arrange a business meeting with your partner. Phone him / her to fix a time. Consult your diary for next week. What were your plans for the week to come like? Rearrange your time-table.

* * *

You need to arrange a business meeting with your partner. He / She phones to fix a time, look at your diary and make an appointment.

Suggesting a Time

- When would it suit you?
- Are you free on – Wednesday?
 - at 1 o'clock?
 - in the afternoon?
- Would Thursday (3 o'clock) be convenient for you?
- What about 1 o'clock on Wednesday, then?
- Shall we say ...

Saying "Yes":

- Yes, I'm free at 1 o'clock.
- Yes, Wednesday would
 - be fine.
 - be convenient.
 - suit me.

Saying "No":

- I'm afraid
 - I can't make it on Wednesday.
 - I'm busy
- I have another engagement.
- I've got something else on.

* * *

Names	Time needed for meeting
Mrs Carne	3 hours (must see her on Monday morning)
Mr Gandhi	2 hours
Miss Carley	3 hours
Mr Barness	4 hours (Factory tour)
Ms Lyon	2 hours (Wednesday if possible)

* * *

Phone your colleague in the UK and arrange your schedule. Pencil in the times.

21 Monday	9 – 10 am	
	10 – 11 am	
	11 – 12 am	
	12 – 1 pm	lunch with Dave Csemovics
	1 – 2 pm	(Barclays Bank)
	2 – 3 pm	
	3 – 4 pm	
	4 – 5 pm	

Making Arrangements

These words are often missing in telexes and e-mail:

- articles (the, a, an),
- prepositions (in, at, on, etc.),
- pronouns (we, your, me, it, his, this, etc.),
- parts of the verb be (are, is, was, were, etc.).

Practical Assignment

Rewrite these messages missing out words. Use abbreviations if you can, but make sure the message is still clear.

1. The documents arrived yesterday. 2. We expect a delivery next week. 3. Could you send an itinerary? 4. The train arrives in Turin at 14.20. 5. See you on Friday. 6. We received your order No 8914. Thank you. 7. Romanez arranged a meeting with me but he had to cancel it because his car broke down. 8. We are arriving on Tuesday at 10 a.m. Is this OK? Please advise us as soon as possible if this is not convenient. 9. We are sorry we didn't telex you yesterday. There was a public holiday and the office was closed. 10. The shipment was late and two parts were missing.

Recruiting: Advertising, Interviewing

ADVERTISING

Study the ads given below, compose some of your own about the vacancies in your company, prepare a candidate specification for the job.

Wanted:

«Marketing executive requires for leading manufacturer of pharmaceutical products, based in Switzerland, but with offices in London and Paris. Language skills and experience in overseas markets an advantage. Salary negotiable.»

* * *

«Bi-lingual sales orientation executive – an exceptional challenge for a young (mid–30s) bi-lingual (English/French) executive in the UK subsidiary of a multi-national company manufacturing computer hardware and software. If you have an impressive record in sales and possess management abilities, write immediately for an application form. Box No. 435.»

* * *

«Tour director Davies Continental tours. Davies Continental, one of the leading continental tour operators, is looking for tour directors to accompany European motorcoach tours for May – October season. Applicants should have a good academic background with a sound historical and geographical knowledge of the major tourist destinations in Spain, France, Italy, Greece, Germany, Austria or Scandinavia. Must be well-presented, pleasant and fluent in at least two European languages.»

* * *

«Pa/secretary to Managing Director of electronics firm based in Tokyo. Must have experience of, or willingness to accept, responsibility for executive decisions in the absence of superiors. Languages an advantage but not essential. Salary commensurate with experience. Prospects for promotion.»

* * *

«News reporter. Independent Broadcasting News – Wales required to lead a news team reporting events in Wales for the nightly news programme “Good Evening Wales”. Ability to work quickly and efficiently under

pressure, presentable appearance, good speaking manner, intelligence, driving licence essential.»

* * *

INTERVIEWING

Work in groups of two or three. Choose one of the above given job advertisements. You are directors of the company and you have placed this advertisement in the newspaper.

Make notes on the background information concerning the company, its organization, the duties of the post, the methods of work, the social environment, the financial aspects and the future prospects. Prepare a candidate specification for the job.

You have received a number of letters of application for the job advertised. Read the letters, then interview each candidate in turn.

Decide which is the most suitable candidate for the job.

* * *

Look at the following extracts from the advertisements. In each sentence one word is missing. Try and think of a word to complete the blanks.

1. You will be involved in ... new agreements. 2. ... a marketing specialist who will profitably develop our large range of household brands of food. 3. The candidate will be an experienced and confident secretary with ... and typing. 4. A ... publishing / media would be an advantage. 5. ... require a bright, reliable and well-spoken person experienced to ... its reception area. 6. Duties ... dealing with visitor's inquiries, using switchboard, sending ...

Discuss your answers with your partner.

Work with a Client of a Bank (Practising the Art of Persuasion)

Answering the client's questions try to persuade him to put his money in the bank. Find the answers to questions "a – g" in the bank's clerk's responses. Mark each paragraph with the appropriate letter.

- CLIENT:
- a** Why would I put my money in the bank, I can't see?
 - b** How can it work?
 - c** But has it got any customers?
 - d** What do I do next?

- e Why is it better than other current accounts?
- f How can it work?
- g But why has your bank got many customers?

BANK'S CLERK:

«Because it gives you everything you get from your existing account – and more.»

* * *

«Your Firstdirect Cheque Account gives you a cheque book, a Firstdirect Card which guarantees cheque and is also used in a cash machine card. You will also receive a paying – in book, monthly statements and an automatic overdraft facility – with no arrangement charges – up to 250 pounds. You can of course request a higher amount at a reasonable rate.»

* * *

«Your employer can pay your salary directly into your Firstdirect Cheque Account and you can arrange to have all your regular bills paid automatically.

Your Firstdirect Card will guarantee cheques up to 100 pounds. In addition your Firstdirect Card can be used to withdraw up to 100 pounds a day from over 6000 cash machines. You can use the card in cash machines at Midland, Net West, TSB, Clydesdale and Northern Bank – the largest bank network in the country.»

* * *

«You can also use it wherever you see the SWITCH sign, to save time in writing cheques, and it is accepted in many shops and supermarkets. The amount is debited from your account.»

* * *

«Because it gives you the freedom to make better use of your time.

With a Firstdirect Cheque Account you no longer need to spend your time queueing at your bank – for example at lunchtime – because that is the only time you can manage to see them during the hours they are open.»

* * *

«And if you need to arrange a loan or discuss a change to your account you do not need to make appointment with your bank manager and take time off work.

When you want transact any business on your Firstdirect Cheque Account you simply phone us. We are available 24 hours a day, 365 days a year. So if you remember an outstanding bill at midnight you can simply call us.

Firstdirect is always as close as the nearest telephone. You can call from the office or from home, from the station or from the other end of the country, which means that you do your banking at a time and place to suit your needs. All our calls to Firstdirect will be made at local call charges, no matter where you call from in the U.K. It gives you control over your finances and the freedom to use your time as you wish.»

* * *

«Because it gives them more for their money.

Why should you not be able to write a cheque for 100 pounds if you choose? Why should you not be able to withdraw 500 pounds from your account whenever you want? Why should you not be able to cancel a cheque whenever you need to? Why should you not be able to pay a bill in the evening if necessary? It is your money and your current account. With a Firstdirect Cheque Account you can do all of these things. You cannot have this service from any High Street bank. Firstdirect is unique and better service for you.»

* * *

«Because it pays them a high rate of interest.

Every day your account is in credit you receive a highly competitive interest rate. The higher the balance on your account the higher the rate of your interest you can earn. Since the interest you earn is calculated daily, your money is earning interest even when you are in credit for a short period. Interest is added to your account every month. The enclosed Interest Rate and Tariff Card lists allow current rate.»

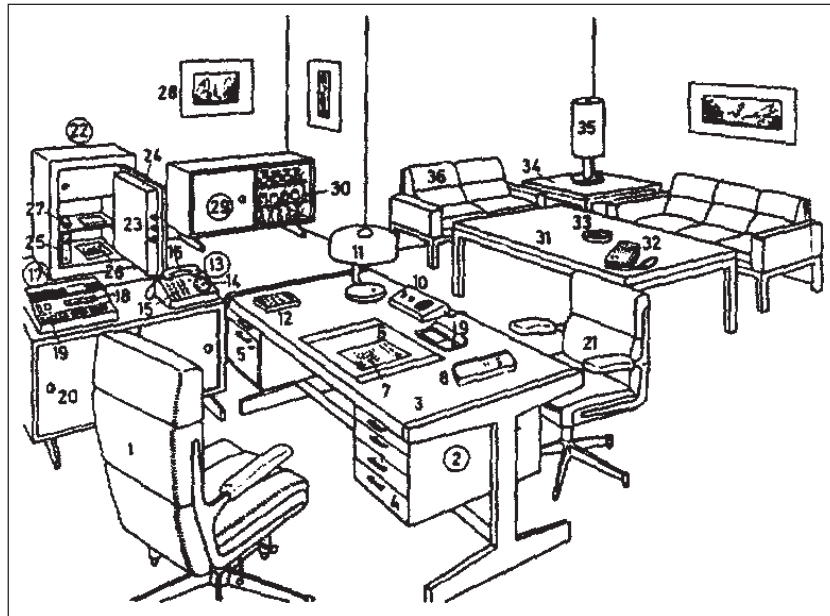
* * *

«Because it gives them the service they need.

Firstdirect gives you a complete banking service whenever you need it. One telephone call is all it takes to have your bills paid, arrange standing orders, check the balance in your account, arrange travellers cheques.

You can call us 24 hours a day, every day of the year, at a time which suits you.»

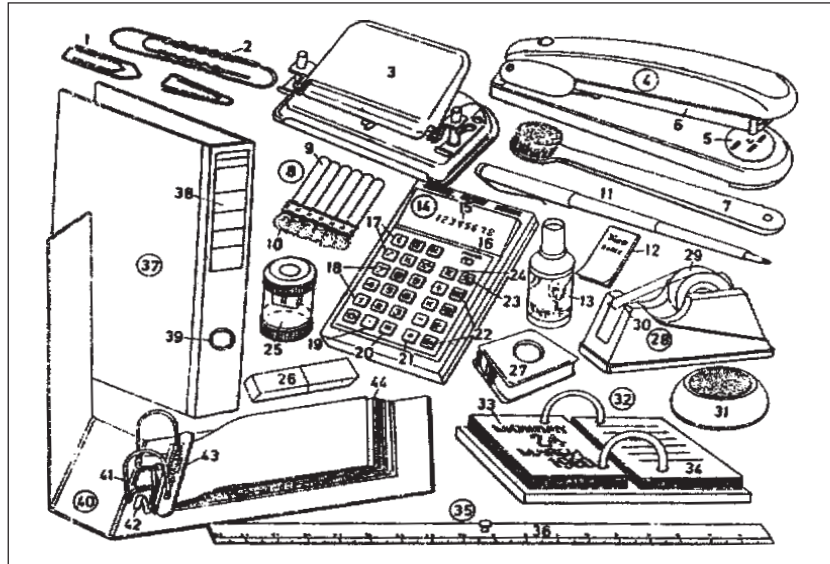
Vocabulary Supplement on Office Equipment



1 – 36

EXECUTIVE'S OFFICE

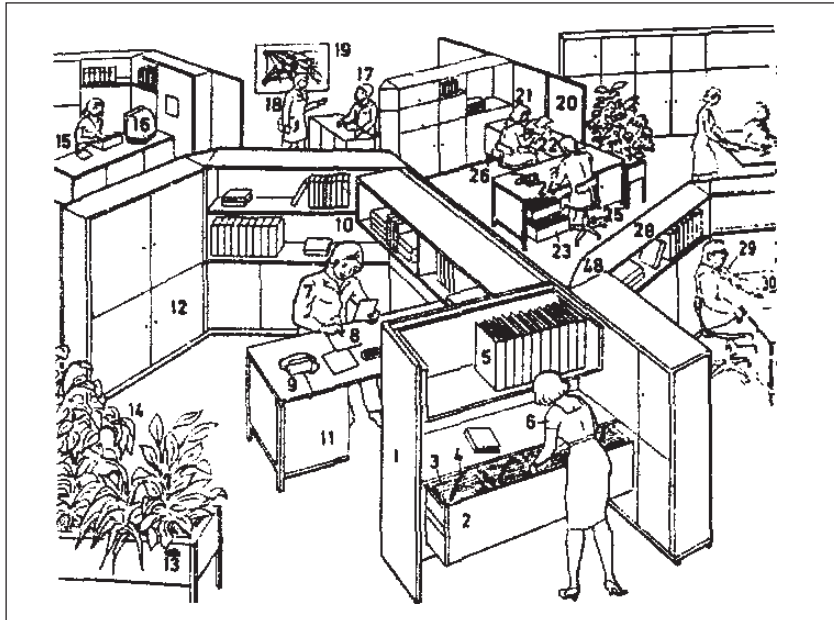
- | | | | |
|----|---|---|--|
| 1 | swivel chair | executive – | documents |
| 2 | desk | secretary system | 26 |
| 3 | writing surface
(desk top) | 14 | patent |
| 4 | desk drawer | dial; <i>also</i> : push –
button keyboard | 27 |
| 5 | cupboard (storage
area) with door | 15 | petty cash |
| 6 | desk mat (blotter) | call buttons | 28 |
| 7 | business letter | 16 | picture |
| 8 | appointment diary | receiver (telephone
receiver) | 29 |
| 9 | desk set | 17 | bar (drinks cabinet) |
| 10 | intercom (office
intercom) | dictating machine | 30 |
| 11 | desk lamp | 18 | bar set |
| 12 | pocket calculator
(electronic
calculator) | position indicator | 31 – 36 conference
grouping |
| 13 | telephone, an | 19 | 31 |
| | | control button
(operating key) | 32 |
| | | 20 | pocket size
dictating machine
(micro cassette
recorder) |
| | | cabinet | 33 |
| | | 21 | ashtray |
| | | visitor's chair | 34 |
| | | 22 | corner table |
| | | safe | 35 |
| | | 23 | table lamp |
| | | bolts (locking
mechanism) | 36 |
| | | 24 | two-seater sofa (part
of the conference
grouping) |
| | | armour (<i>Am.</i> armor)
plating | |
| | | 25 | |
| | | confidential | |



OFFICE EQUIPMENT

(office supplies, office materials)

- | | | |
|---|---|--|
| 1, 2 (paper) clip | 15 eight-digit fluorescent display | 31 moistener |
| 3 punch | 16 on / off switch | 32 desk diary |
| 4 stapler (stapling machine) | 17 function keys | 33 date (calender) sheet |
| 5 anvil | 18 number keys | 34 memo sheet |
| 6 spring-loaded magazine | 19 decimal keys | 35 ruler |
| 7 type-cleaning brush for typewriters | 20 "equals" key | 36 centimetre and millimetre (Am. centimeter and millimeter) graduations |
| 8 type cleaner (type-cleaning kit) | 21 instruction (command) key | 37 file (document file) |
| 9 fluid container (fluid reservoir) | 22 memory keys | 38 spine label (spine tag) |
| 10 cleaning brush | 23 percent (percentage) key | 39 finger hole |
| 11 felt tip pen | 24 pi-key | 40 arch board file |
| 12 correcting paper (for typing errors) | 25 pencil sharpener | 41 arch unit |
| 13 correcting fluid (for typing errors) | 26 typewriter rubber | 42 release lever (locking lever, release / lock lever) |
| 14 electronic pocket calculator | 27 adhesive tape dispenser | 43 compressor |
| | 28 adhesive tape holder (roller-type adhesive tape dispenser) | 44 bank statement (statement of account) |
| | 29 roll of adhesive tape | |
| | 30 tear-off edge | |



OFFICE		
1	partition wall (partition screen)	19 computer-generated design (computer-generated art)
2	filling drawer with suspension file	20 sound-absorbing partition
3	file table	21 typist
4	file (document file)	22 typewriter
5	filing clerk	23 filing drawer
6	clerical assistant	24 customer card index
7	note for the files	25 office chair, a swivel chair
8	telephone	26 typing desk
9	filing shelves	27 card index box
10	clerical assistant's desk	28 multi-purpose shelving
11	office cupboard	29 proprietor
12	plant stand (planter)	30 business letter
13	indoor plants (houseplants)	31 proprietor's secretary
14	programmer	32 shorthand pad (Am. steno pad)
15	data display terminal (visual display unit)	33 audio typist
16	customer service representative	34 dictating machine
17	customer	35 earphone
18		36 statistics chart
		37 pedestal containing a cup-board or drawers
		38 sliding door cupboard
		39 office furniture arranged in an angular configuration
		40 wall-mounted shelf
		41 letter tray
		42 wall calendar
		43 data centre (Am. center)
		44 calling up information on the data display terminal (visual display unit)
		45 waste paper basket
		46 sales statistics
		47 EDP print-out, a continuous fan-fold sheet
		48 connecting element

ORGANIZING PRESENTATIONS AND MEETINGS

Presentation

FEATURES OF PRESENTATION

- | | |
|--|--|
| <p>1. Appropriate for the Audience.</p> <ul style="list-style-type: none"> – Specialist / Non specialist – Formal / Informal – Culturally appropriate <p>2. Well Organized.</p> <ul style="list-style-type: none"> – Use of organizational signals – Logical connectors – Use of reference words | <p>3. Good Delivery.</p> <p><i>Verbal Features</i></p> <ul style="list-style-type: none"> – Stress and information – Pausing – Speed – Highlighting of key information – Repetition / rephrasing of key points |
|--|--|

Non Verbal Features

- Posture
- Gestures
- Eye contact

* * *

Look at the following signals, which are commonly heard in presentations and write them under correct heading in the exercise below.

- a) Finally ...
- b) After that ...
- c) Now, turning to ...
- d) Now, let's look at ...
- e) So, to conclude ...
- f) The graph shows ...
- g) The aim of this presentation is to ...
- h) First ...
- i) I'm going to talk about ...
- j) In conclusion we can say ...
- k) The next ...
- l) As you can see from the graph ...
- m) What I'd like to talk about is ...

Group them according to the following principles:

Introducing a subject	Sequencing	Referring to text / visual	Changing a topic	Concluding
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Preparation for Successful Presentation

PREPARATION

Planning.

Plan your presentation carefully. Thorough preparation will make you more confident and help you to overcome your nervousness.

Objectives.

Think about what you want to achieve. Are you aiming to inform, persuade, train or entertain your audience?

Audience.

Whom exactly will you be addressing? How many people will be attending? What do they need to know? What do they already know? What will they expect in terms of content and approach?

Content.

Brainstorm your ideas first. Then decide which are most relevant and appropriate to your audience and to your objectives and carry out any research that is necessary. Be selective! Don't try to cram too much into your presentation.

Approach.

A good rule is to “tell your audience what you’re going to say, say it, then tell the audience what you’ve said.” Try to develop your key points in an interesting and varied way, drawing on relevant examples, figures etc. for support as appropriate. You might also like to include one or two anecdotes for additional variety and humour.

Organisation.

Think about how you will organise your content. Your presentation should have a clear, coherent structure and cover the points you wish to make in a logical order. Most presentations start with a brief introduction and end with a brief conclusion. Use the introduction to welcome your audience, introduce your topic / subject, outline the structure of your talk, and provide guidelines on questions. Use conclusion to summarize the main points of your presentation, thank the audience for their attention, and invite questions.

Visual aids.

If you have a lot of complex information to explain, think about using some charts, diagrams, graphs etc., on an overhead projector or flipchart. Visual aids can make a presentation more interesting and easier to understand, but make sure they are appropriate and clear – don’t try to put too much information on each one.

Rehearsal.

Allow time to practise your presentation – this will give you a chance to identify any weak points or gaps. You will also be able to check the timing, and make sure you can pronounce any figures and proper names correctly and confidently.

DELIVERY**Nerves!**

You will probably be nervous at the beginning of your presentation. Don’t worry – most people are nervous in this situation. Try not to speak too fast during the first couple of minutes – this is the time you establish your rapport with the audience and first impressions are very important. You may find it helpful to memorize your introduction.

Audience rapport.

Try to be enthusiastic – your interest in the subject matter will carry your audience along. Look around your audience as you speak – eye contact is essential to maintaining a good rapport. You will also be able to pick up signals of boredom or disinterest, in which case you can cut your presentation short.

Body language.

Stand rather than sit when you are delivering your presentation and try to be aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience.

Voice quality.

You must be clearly audible at all times – don't let your voice drop at the end of sentences. If you vary your intonation, your voice will be more interesting to listen to and you will be able to make your points more effectively.

Visual aids.

Use your visual aids confidently, making sure you allow your audience time to absorb information from flipcharts and transparencies.

Audience reaction.

Be ready to deal with any hostile questions. Polite, diplomatic answers are a good disarming tactic, but if you should find yourself "under fire", suggest that the audience keeps any further questions until the end of the presentation and continue with your next point.

LANGUAGE

Simplicity.

Use short words and sentences that you are comfortable with. There is no benefit in using difficult language. Keep your language simple and clear.

Clarity.

Active and concrete words are much clearer and easier to understand than passive verbs and abstract concepts. Avoid jargon unless you are sure all your audience will understand it.

Signalling.

Indicate when you've completed one point or section in your presentation and are moving on to the next. Give your audience clear signals as to the direction your presentation is taking.

Practical Assignments on Presentation

1. On the spur of the moment. You have just two minutes to prepare a talk on one of these topics:

1. How good presentations can benefit your company. 2. How speakers should prepare before giving presentations. 3. The qualities of a good speaker. 4. How a speaker can keep the attention of the audience. 5. The effective use of visual aids in presentation.

2. A prepared presentation. Prepare and make a presentation on a topic of your own choice.

Example: your company, your products, a project you have been involved in recently, new developments in your field.

Before you begin, decide:

1. who you are talking to, 2. how many people there are, 3. who they are, 4. if it's a formal or informal occasion.

Prepare any props you need, e.g. white boards, projector slides, etc. Write brief notes outlining the talk.

3. Company presentation notes.

1. Who it was founded by. 2. Date it was founded. 3. Nature of business. 4. The type of customers it has. 5. Location(s). 6. Number of employees. 7. Annual turnover. 8. Location of headquarters. 9. Group turnover. 10. Number of group employees. 11. The company's main strength. 12. The company's future plans.

4. Which of the following steps would you include in an introduction to a presentation? And in what order?

1. State subject of your talk / presentation.
2. Say when / if you will accept questions.
3. Welcome audience, thank them for opportunity to speak.
4. Tell a joke.
5. Highlight relevance of your subject.
6. Give outline of the sections of your talk.
7. Say, how long your talk will last.
8. State your main conclusion.
9. Introduce yourself.

5. Read the text below and number the paragraphs in the correct order.

() Now, if we turn to another large trading country, Japan, we can see that the situation is different. Price inflation in Japan was as low as 1% in 1988, and even though it subsequently rose, it was always well below 4%.

() First of all, let's look at a country whose price inflation was higher than anyone else's during this period.

() In conclusion we can observe that Britain had the highest rate of inflation of the five countries examined throughout this period, although the gap narrowed substantially in 1991.

() As you can see from the graphs, price inflation in Britain stood at around 5% in 1991.

() Good morning, ladies and gentlemen. Today I'm going to talk about changes in consumer prices in Britain, the United States, France, Germany and Japan during the period 1989 to 1991.

() Finally, let's look at Germany, the only country experiencing a rise of inflation in 1991. This rise from around 2% in 1990 to over 3% in 1991 was largely due to the extra costs of reunifying East and West Germany.

Meeting

Do you dread meetings more than Monday morning? Do you find them boring, unproductive and far too long? Meetings are central to most organisations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career.

Make a meeting work for you.

Running a Meeting

Only call a meeting if you (and your colleagues) are quite clear about its purpose. Once you are certain of your objective, ask yourself whether it could be better achieved through alternative means, such as a memo.

Meetings called on a routine basis tend to lose their point. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Inviting the whole department (more than 10) increases emotional undercurrents such as, "Will my suggestions be taken seriously?" Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged.

A successful meeting always leads to action. Decisions should take

up the bulk of the meeting minutes, including the name of the person delegated to each task, and a deadline for its completion. Circulate the minutes after the meeting and again just before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism – they will either silently withdraw, upset and be humiliated, or try to come up with excuses rather than focus on the problems in hand. Save critical comments for a private occasion.

If you're talking for more than 50 per cent of the time, you're dominating the meeting.

Practical Assignments

1. Read the text and complete the following chart.

DOs	DON'Ts
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. Discuss the following questions.

1. What are the main reasons for holding a meeting? 2. What is the role of the chairperson? 3. Why are so many meetings unsuccessful?

Describe a meeting that you have attended recently. How effective was it and why?

3. Complete the following sentences with appropriate words from the list:

agenda, casting, vote, consensus, minutes, circulate, apologies, chairperson, items, arising, conduct.

1. In all formal meetings and most informal meetings, there is a ... whose job it is to ... the business of the meeting and to ensure that the meeting's objectives are achieved. 2. It is helpful in both formal and informal meetings to have an ... listing the points that are to be discussed. It is usual to ... this in advance so that participants can prepare adequately for the meeting. 3. If there are too many ... on the agenda, it is inevitable that the meeting will be over-long and so less effective. 4. After formal meetings, the secretary writes up the ..., an official record of the discussion

that has taken place. 5. If you cannot attend a meeting, it is customary to send your ... to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters ... out of the minutes of the last meeting. 6. When decisions must be taken, the chairperson hopes there will be a ... on what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her ...

Opening a Meeting

Prepare an introduction to a meeting following the six framework points below:

- Attract attention
- Start a meeting
- Give backgrounds
- State the objectives
- Give the floor to the first speaker
- Ask for contributions

Controlling a Meeting

Starting:

- Now, to business

Bringing People in:

- Mac, would you fill us in on the background?
- Lewis?
- Mac, d'you want to come in here?
- Mike, is there anything you want to add?

Telling People their Turn will Come:

- We'll be coming to that later on.
- Mike, you'll also get your chance.

Stating Objectives:

- You will know from agenda that we are here to discuss and decide on a merger.

Preventing Interruptions:

- In a moment.
- Let Lewis have his say.

Keeping Control / Checking and Clarifying:

- I'm not sure I understood ...
- Could we have one at a time, please?
- Could you make your objections more specific?
- Could you all come to order?

Summarizing:

- To sum up, the proposed terms of the merger are as follows ...
- Are we then all agreed?

Practical Assignments on a Meeting

1. Write down any phrases people use for each of the categories below.

A. Starting:

- Bringing People in:
- Telling People their Turn will come:
- Stating Objectives:
- Preventing Interruptions:
- Keeping Control:
- Summarizing:

B. Your View

- Supporting arguments Evidence
- Anticipated objections
- Counter-arguments Evidence
- Possible compromises
- Putting it all together:

2. You are going to practise persuasion. Imagine you and your associates work for a medium-sized company. Choose to argue for one of the following controversial issues that will affect your company.

1. Remodelling the old building versus building a new one. 2. Keeping the company where you are now, or moving it abroad where labour costs are cheaper. 3. Becoming an employee-owned company. 4. Others (your own choice).

Half the business teams take one side, and half take the other side of the controversy. Make a list of arguments for your side. Then work with your team to prepare to argue for your side. To get prepared, write down on a sheet of paper how you will do the following:

- 1. Establish rapport. 2. Suggest how your point of view will be generally

helpful. 3. Figure out what problems the other side will have with your point of view. 4. List the arguments you will use to convince the other side.

Now, practise presenting your point of view to the members of your business team. Then choose someone on your team to present your side's point of view to another business team. Use the following chart to rate the speaker from the other business team when he or she comes to your group.

Feature	Appropriate	Inappropriate	Comments and suggestions
Form			
Tone			
Nonverbal behavior			

International Meetings

Factors which contribute to effective communication at international meetings may be significantly different from those which lead to success in mono – cultural situation. You are about to participate in a meeting the purpose of which will be to discuss these differences. More specifically, you will be talking about factors which could lead to problems.

For example: language difficulties, differences in behavior, cultural differences in approaches to meetings.

It is important to think not only about ways of minimizing potential negative effects but also about how it may be possible to exploit the situation to advantage.

* * *

FOCUSING ON FACILITIES

The International Conference Centre overlooks the beautiful port of Monaco. How to get to the centre?

By air: The International Airport of Nice-Cote d'Azur is 22 km from Monaco. There is a regular helicopter service which takes 10 minutes. All the main cities of Western Europe are less than 2 hours away.

Amsterdam	1 hour 40 minutes
London	2 hours
Brussels	1 hour 40 minutes
Madrid	1 hour 45 minutes
Frankfurt	1 hour 25 minutes

Paris	1 hour 15 minutes
Geneva	55 minutes
Rome	1 hour

By train: All the international trains stop at Monaco Station.

By Road: From Germany and Switzerland there are non-stop motorways. From England and France use the Autoroute du Soleil.

Hotels: Within walking distance of the centre are four hotels of a high international standard with all major facilities.

Meeting Rooms:

Congress Hall: seats 500.

Princess Grace Theatre: seats 400.

Meeting Room: seats 100.

Service:

Simultaneous translation in 5 languages.

Press Room.

Telephones and telex.

Secretarial offices.

Snack bar for coffee breaks or receptions.

Practical Assignments

1. Put the right question word (When? Where? Why? What? How? Who? Which?) in the spaces.

— “Welcome to the conference!”

1. ... are you here? To find out about 1 PG's newest product. 2. ... is it? The RMIIO data communication system. 3. ... many people are there? 76. 4. ... are they? European members of the IPQ team. 5. ... divisions do they work in? Marketing and Sales. 6. ... do we meet? At 6 o'clock this evening. 7. ... do we meet? In the Regency Lounge (1st floor).

2. Here are some answers, but what are the questions?

1. How do you do? 2. Jose Perez. 3. J-O-S-E. 4. I'm Spanish. 5. No, I'm single. 6. IBM. 7. They produce and sell computers. 8. The financial department. 9. I'm an auditor. 10. English, Spanish, and Italian.

3. Study the words in italics in these sentences:

- I'm — a financial controller. (*a / an + job*)
- an engineer.

- I work for ATT. *(for + employer)*
- I'm in – marketing. *(in + type of work)*
 – the chemicals business.
 – chemicals.

Complete this dialogue with the correct words.

- A So who do you work ...?
 B Commodore.
 A They're ... computers, aren't they?
 B That's right. I'm ... product manager. What about you?
 A I work ... Balfour Beatty.
 B So you're ... the construction business?
 A Yes, I'm ... engineer.

Complete these sentences.

1. I'm a / an ...
2. I work for ...
3. I'm in ...

Samples of Invitation Letters

- A.** *The British Council
 Tallinn ELTRC
 Promoting cultural, educational and technical cooperation
 between Britain and other countries*

*Colin Campbell
 ELT Consultant, Estonia
 The British Council, ELTRC
 Vana-Posti 7
 Tallinn EE0001
 ESTONIA
 Tel. +3722 441 550
 Fax +3726 313111*

*14 March 1996
 Addressee's full name
 Daugavpils Pedagogical University*

Dear ...

Further to my letter of 20 February giving you advance notice of the Tartu British Studies Conference I would now like to pass on to you the Call for Papers for the Conference.

As I said in my last letter we hope you will be able to attend the Conference and attendance is certainly not conditional on your making a presentation but if you would like to give either a 45 or 90 minute talk / workshop then you would be most welcome. (It may also be possible to do a joint presentation: see Call for Paper). If you do wish to make a presentation please complete the accompanying form and return it either directly to Tartu University (address and fax on accompanying form) or to me, either directly (fax number: 372 631 3111) or via your local British Council office.

I will be sending out registration forms at the end of April which I would like you to complete and return to me, but if you already know that you will not be able to attend I would be grateful if you could let me know earlier. In the case that you may not be able to take part personally you may wish to suggest the name of a colleague from your institute who would like to attend. Hope this is all clear also that all is well with you.

Best wishes,
Signature

- B.** *The First Tartu Conference on British Studies*
University of Tartu, 23–24 August 1996
Centre for British and Overseas Studies
(supported by The British Council)

Teaching British Studies: Topics, Materials, Methodology, Testing
Call for papers

The Centre for British and Overseas Studies at the University of Tartu, with the support of The British Council are organizing the first Tartu British Studies Conference in August. The Conference will take the format of plenaries and concurrent workshops and talks. In addition to speakers from the Baltic states there will also be speakers from the UK and other countries with a tradition of teaching British Studies.

Proposals for presentations are invited on all aspects of teaching British Studies: topics, materials, methodology and testing. Presentations may be either 45 minute talks (including question time) or 90 minute workshops (also including question or discussion time). It is also possible to make joint presentations (see over).

The deadline for submitting proposals is 26 April 1996. If you would like to make a presentation please complete form overleaf and return it to:

*Pilvi Rajamae
Centre for British and Overseas Studies
University of Tartu
Ulikooli 18a
EE2400 Tartu
Estonia*

Fax: (372 7) 44 12 52

Tel: (372 7) 46 52 18

Speaker's proposal form is overleaf

C. Speaker's Proposal Form

Name:

Address:

Tel.:

Title of Presentation:

Brief Abstract (max 50 words: continue overleaf if necessary). Talk 45 minutes / Workshop 90 minutes (delete as appropriate).

Equipment required: _____ PTO

If you wish to do a joint presentation please put the names of all the presenters and one contact address. Please also indicate that it is a joint presentation against Title of Presentation.

Registration forms will be sent out later.

Evaluating of a Meeting

ORIENTATION SEMINAR

Evaluation Form

Name: Asa Bergg

University: Örebro

Department: Council for the renewal of undergraduate educ.

Elements of this course which I enjoyed: Grammar training, written work and doing presentations.

Elements of this course which were not useful for me: Cross-cultural lectures. Basic lessons on presentation techniques and questions, for example. The groups should have been divided according to ability instead of according to subject.

Comments on my family accommodation: Very good. Absolutely no complaints!

Other comments: Everyone has been very helpful all the time and you have really taken care of us. Thank you! Since I am allergic I would have appreciated better cleaning of carpets and better ventilation, though.

* * *

LTS

Course Evaluation Form

Course Title: Presentation in English

Dates: 14. – 16.9.1993.

Your name (optional): Daniela Svierčikova

Please put a (x) in the relevant box for each question. If you wish to add your comments, please do so in the space provided.

1. Did the course meet your expectations?

- | | | |
|--------------------------|--------------------------|-------|
| Not at all | <input type="checkbox"/> | _____ |
| To some extent | <input type="checkbox"/> | _____ |
| It was what I expected | <input type="checkbox"/> | _____ |
| It exceeded expectations | <input type="checkbox"/> | _____ |
| It was excellent | <input type="checkbox"/> | _____ |

2. Was the level of the course right for you?

- Too low Right level Too high
- _____
- _____

3. What did you think of the materials used on the course?

- | | | |
|-------------------|--------------------------|-------|
| Poor | <input type="checkbox"/> | _____ |
| Could be improved | <input type="checkbox"/> | _____ |
| Satisfactory | <input type="checkbox"/> | _____ |
| Very good | <input type="checkbox"/> | _____ |
| Excellent | <input type="checkbox"/> | _____ |

4. What did you think of the training method and approach?

- | | | |
|-------------------------|--------------------------|-------|
| Not right for me | <input type="checkbox"/> | _____ |
| Some parts right for me | <input type="checkbox"/> | _____ |
| Right for me | <input type="checkbox"/> | _____ |
| Very good | <input type="checkbox"/> | _____ |
| Excellent | <input type="checkbox"/> | _____ |

5. What did you think of the trainer(s)?

- | | | |
|-----------------|--------------------------|-------|
| Poor | <input type="checkbox"/> | _____ |
| Could be better | <input type="checkbox"/> | _____ |
| Satisfactory | <input type="checkbox"/> | _____ |
| Very good | <input type="checkbox"/> | _____ |
| Excellent | <input type="checkbox"/> | _____ |

6. Please write your comments below, if you wish.

I have no comments.

Practical Assignment

Complete these questions using: *Is there ...? or Are there ...?*

1. _____ a translation service? 2. _____ a press room? 3. _____ telephones and telex facilities? 4. _____ secretarial services? 5. _____ anywhere to go during coffee breaks? 6. How many meeting rooms _____? 7. _____ plenty of parking space?

Now match the above questions with these replies.

- a) Yes, there are secretarial offices in the complex.
- b) There are three. The largest holds 500 people.
- c) Yes, there's a snack bar.
- d) I'm afraid I don't know.
- e) Yes, there's a special room for journalists.
- f) Yes. There are good telecommunication facilities.
- g) Yes, there is, in five languages.

OFFICE WRITING: LETTERS, MEMORANDA, REPORTS

LETTER WRITING

Business Letter Format and Conventions

Notice the following points:

Writer's address or company letterhead:	at the top or in the top right-hand corner. The writer's name is not at the top of the letter.
Reader's name, position and address:	on the left. If you are writing to another country, write the country in the address (or only position).
Date:	on the right. Various forms of the date are possible.
Opening salutation:	Use the name of the reader if you know it, without the initial. If you do not, write <i>Dear Sirs</i> to a company, <i>Dear Sir</i> to a man, <i>Dear Madam</i> to a woman or <i>Dear Sir or Madam</i> if you do not know the sex of the reader (or: <i>Dear Editor, Manager</i> etc.).
Body of the letter:	Start a new paragraph for each new idea or subject. Leave a line space between each paragraph. Do not break words at the end of a line.
Closing salutation:	<i>Yours faithfully</i> if you do not know the reader's name, <i>Yours sincerely</i> if you do. (US <i>Yours truly</i> or <i>Sincerely yours</i> .)
Signature.	
Writer's name and title	(and position in the company, if appropriate). A man uses the title <i>Mr</i> . The title <i>Mrs</i> shows that a woman is married. <i>Miss</i> shows that she is unmarried: <i>Ms</i> shows only that she is a woman.

Block style	is the modern style – all paragraphs start at the left-hand margin.
Punctuation:	in modern business letters punctuation is not used in the headings and endings of a letter. Normal punctuation is used in the body of the letter.
Enclosure	should be mentioned (encl.): <i>cheque</i> or <i>application letter</i> or: <i>1 encl.</i>

More Recommendations on Letter Writing

A good letter must be well thought out and clearly organized on paper. Its message should be understandable to the reader, and its appearance on the page should be well-balanced. Letters that are well-organized in form and content generally follow a pattern having three basic components:

1. A salutation.
2. A general message (the body).
3. Closing and signature.

SALUTATION

Salutations are placed on the left margin. As a general rule, when the writer knows the addressee well and is on a “first name” basis, the writer begins an informal social letter with “Dear” followed by the addressee’s first name (Dear John, Dear Mary, etc.). For formal social and business letters the salutation “Dear” is followed by the title and family name or by Mr / Mrs + family name. (Dear Mr. Simpson, Dear Dr. Jones, etc.). Other acceptable forms of business letters salutations: Dear Publisher, Dear Editor, Dear Parents, Dear Colleagues, etc. – This avoids the use of “Dear Sir” and “Gentlemen” which is now outdated. In business letters the reader may note the use of “Ms.”, which indicates female gender but not whether the person is married (instead of Miss or Mrs).

BODY OF THE LETTER

The letter itself may also begin on the left margin, directly under salutation. You should leave an extra space between paragraphs, state the purpose of the letter, conclude it (it may be a simple “thank you”).

CLOSING, SIGNATURE

Closing, signature (“Sincerely”, “Regards”, “In sympathy”, “As ever”,

“Love”, “Cordially”, “Looking forward to seeing you!”, etc., followed by the writer’s signature) are usually spaced from the right margin and aligned under the address and date that appear in the upper right-hand corner. In business letters your signature should carefully be printed or typed under your handwritten signature.

* * *

ENVELOPE

*Addressee’s full name
Daugavpils Pedagogical University
Department of Foreign Languages
Vienibas 13
Daugavpils LV-5417*

Sometimes the sender’s full name, street address, city, code, and country are spaced on the backside of the envelopes (in informal letters):

*Catherine Black
West 12 Main Street
Chicago, IL 60609
USA*

* * *

MIND:

1) Your **name** should be written exactly the same way as it is written in your original documents, for example, passport (“Jānis” and not “John”, “Bērziņš” and not “Berzinsh”).

2) Your **address** should be completed the same way as it is in Latvian. It should not be anglicized. You should write “iela” not “street” or “avenue”.

Practical Assignments

1. Sandra Parr, a typist, was away from work and this letter was typed by a temporary typist. She made more than 10 mistakes. Can you find them?

*Mr O. Jones
Household Designs & Co Ltd.
22 High Street
Manchester M1 2BL
England*

A. Bell
Transworld Freight plc
74 Dockside
Manchester
Our ref: AB/ts

Dear Sirs,
Further to our meeting yesterday, I would like to place
an order for 10 chairs (type 0405678). Can you supply
them in blue or green and can you offer a discount?
I look forward to hearing from you.

Yours sincerely,
A. Bell

2. You received a complaint letter from a customer. Write a reply. Try to improve his impression about the work of the men's clothing department.

Rita Road, 26
Flat 3, Vauxhau
London SWJ1 UO
March 15, 1996

Personal Manager
Brown & Nelson Department Store
293 31st and Jackson
London, SW 10034

Dear Personal Manager
I would like to complain about your salesclerks in the men's clothing department.
I was in your store last week and wanted to purchase a coat. There were a number of clerks in the area, but no one offered to help me. Finally, I asked for some assistance and a young man begrudgingly came to my aid. Although he helped me find a coat that I liked very much, he could not answer several of my questions regarding the coat and made no attempt to ask someone who would know. Several days later I found a similar coat in another store and because the salesclerk was very cooperative in meeting my needs, I purchased the coat.

I have been a regular customer of yours for a number of years and have always found your personnel to be extremely helpful. I hope that the situation in the men's department will soon measure up to your high standards of service. Thank you for your attention to this matter.

*Sincerely,
Larry T. Drake*

3. Write your own complaint letter about bad service in a café, shop, repairing workshop etc.

MEMORANDA

In business, a letter is used to communicate with someone outside the company. When you wish to write to someone within your own company, you will send a memorandum. Memos are used to communicate with other employees, regardless of where the employees may be located – whether in the same office, in the same building, or in a branch office many miles away.

Because the interoffice memorandum form was developed to save time, the formality of an inside address, salutation, and complimentary closing is omitted. In other respects, however, office memos and letters have a great deal in common.

In most companies and organizations, memorandums are written in the first person, just as business letters are. The trend is decidedly away from the stiff, formal writing style that characterized the business letters and memos of several years ago. The tone of the memo is influenced by the position held by the writer in relation to that held by the receiver. Also, the topic under consideration plays an important part in determining tone. Obviously a person writing to a company official to report the results of a financial audit will be more formal than a person writing a co-worker about the company bowling league.

An important factor is the personality of the individual receiving the memorandum. The president, for example, may insist on informality, whereas a peer might like a formal, impersonal tone. Therefore, the effective business writer must evaluate the position of the reader, the topic under consideration, and the personality of the reader when setting the tone of the memo.

Writing Memoranda

There are a few differences in the organization of memoranda and letters. Memoranda and letters differ somewhat in appearance. To: and From: replace a letter's inside address and signature block, for example. Further, letters are usually sent outside the organization, while memoranda are usually internal messages. As internal messages, memoranda tend to be more informal and more direct than their letter counterparts.

One survey of 800 business people showed they spent from 21 to 38 percent of their time writing memoranda. There must be a lot of executives overwhelmed by the number of memos they receive! As a result, competition for the reader's time places importance on directness and clarity in memos. So, perhaps even more so than with letters, memos should start with a statement of the purpose early in the message. In other words, memos are direct messages – messages that do not contain any extraneous information.

Memoranda also need special visual treatment: short paragraphs, much like newspaper articles. Consider using bullets (asterisks, or large dots) in front of items in a list. A recent approach to typing memoranda – probably enhanced by software packages and computers – places the main text of the memo in a narrow column and then, to the left of it, adds notes summarizing the contents. In the last several years, college textbook designers have learned that readers prefer this approach for its ease of understanding, organizational clarity, and speed of review. These same attributes hold true for memoranda preparation.

Computers increasingly aid mid and upper-level managers who prepare their own memos without secretarial help. If you prepare your own correspondence, realize the importance of dating your messages. Knowing precisely when you recommended, ordered, signed, or asked about something often is crucial. Computers often can date (or time-stamp) information for you easily.

Another characteristic that can set memoranda apart from letters is the inclusion of humor. Humor – or attempts at it – require judicious use in both memos and letters. However, when the internal message is lighthearted and relatively unimportant, humor in a memo can distinguish its author as a person with personality and depth. As long as the humor is on target, does not embarrass others, is not overdone, and is not too frequent, it can reflect positively on its author. A word of caution is needed, however, what is funny to you may not be funny to others. You may wish to test your message on a neutral friend.

Parts of a Memo

A memo has five parts:

TO: *John Quinn*

There is no need for an address if the memo goes to workers in the same company. Titles like Mr and Mrs are generally not used in a Memo Address.

FROM: *Maria Landry*

Instead of a signature, the sender signs his or her initials. Work titles like Manager are optional.

DATE: *January 4, 1996*

The date in a memo is usually written on the left side.

SUBJECT: *Company Health Insurance Policy*

The subject line is sometimes abbreviated as "SUB:" or "RE:". The subject line tells what the memo is about.

BODY:

The body of a memo discusses the subject.

Like business letters, most memos follow a direct organizational plan. These messages present the main idea in the first paragraph and then follow with the necessary details to support the opening statements. Finally, the everyday memo concludes with suggestions for future action or requests guidance on future action.

ENCL. Indicates that information is attached to the memo.

CC: If a copy of the memo is to be received by another party, indicate a carbon copy, followed by the party's name.

* * *

MEMOS "TO FILE"

By writing "to file", you can record information you might forget at a later date. In the current business environment, writing to file also serves other purposes. It allows you to establish your involvement in an issue, claim ownership of an idea, or protect your position or status.

When you write a memo to file, keep it short, but make sure it is not so cryptic that you will not understand it months later.

TO: FROM: DATE: SUBJECT:

* * *

Draw a line between the matching parts.

Example: TO: May 16, 1995
FROM: M. Goldwyn
DATE: Office Furniture
SUBJECT: S. Rattner

1. TO:	M. Fotbet	2. TO:	Travel Insurance
FROM:	Health Care	FROM:	August 8, 1998
DATE:	R. Winston	DATE:	S. Royce
SUBJECT:	December 15, 1996	SUBJECT:	G. Seward
3. TO:	March 19, 1998	4. TO:	R. Thompson
FROM:	Part-time Employees	FROM:	Employee Benefits
DATE:	M. Crowl	DATE:	Pete Williams
SUBJECT:	S. Marko	SUBJECT:	June 17, 1996

Memo Samples

1. To: Regional Managers
From: Fred Gilley, Vice President, Planning
Subject: Improving Regional Meetings
Date: December 3, 199X

Managers, I have a few thoughts for you:

Amenities at meetings

One of the objectives of regional meetings should be to provide opportunities for attendees to meet and talk with one another. Our decentralized organization does not lend itself to intraregional communications. Therefore, we should make the most of our regional meetings by providing the following:

- a reception for everyone the night we arrive*
- a luncheon for everyone on Friday*
- a reception for VIPs and speakers on Friday night*
- coffee midmorning Friday and Saturday*
- coffee and soft drinks midafternoon Friday*

Minimal cost is involved in providing these amenities and they provide the occasions for informal visits.

2. To: All Employees
From: Greg Hamlin, Director of Human Resources
Date: December 15, 199X
Subject: Additional Vacation Day

The board of directors has approved one additional vacation day for every employee.

This decision is our way of expressing gratitude for the most productive and profitable year in the history of the Maxwell Corporation. With the approval of your department head, you may select any day between January 2 and June 30. This day of vacation is in addition to year-end bonuses you will receive soon.

Thank you for all you have done to make the year successful, and best wishes for a healthy and happy new year.

3. To: Personnel Manager Division A
From: The Managing Director
Date: 27 April 19____
Subject: Installation of coffee machines

For Action comment information discussion

Please display File return

Pass to: _____

The Board is thinking of installing automatic coffee machines in the offices of each division. Before we do this we need to know:

- how much use our staff will make of them*
- how many we would need*
- whether time now used for making coffee would be saved.*

Can you provide us with your views on:

- how the staff will react to the idea and*
- how we can deal with the union on the matter.*

If possible, I would like to receive your report before the next Board Meeting on 1 June.

Practical Assignments on Writing Memoranda

1. Answer the following questions.

1. What are the three ways that memos and letters differ? 2. Why

should memos be direct? 3. What are bullets, and why would you use them in a memo? 4. Why should you be careful about using humour in memos?

2. Decide whether to send a memo or a letter for each of the following situations. Circle "Memo" or "Letter" to indicate your choice.

1. You are a manager. You want to inform your group of the agenda for an upcoming project status meeting. Memo Letter

2. You work for Beta Software, Inc. You met a potential customer at a recent computer show. You want to remind this person that you met, and tell her a little more about your products. Memo Letter

3. You are writing a 150-page five-year plan for your department. You need to tell someone in the desktop publishing department at your company about a design change in the document. Memo Letter

3. Memo to request information.

Procedure: Read the situation below; then, write a memo using the writing guideline.

Situation: You and your partner are students in sociology and have decided to do a paper on the working habits of the people in the company where you work part-time as a receptionist. You are particularly interested in knowing whether the employees often work overtime, whether they often take longer lunch breaks, and how they feel about management. Write a memo requesting that the employees fill in a short questionnaire which is attached to your memo.

Writing Guideline: Discuss the answers to the following questions with your partner:

1. What is the information you need?

- a. _____
- b. _____
- c. _____

2. What other questions do you want answered?

- a. _____
- b. _____
- c. _____

3. Why do you need the information?

4. When do you need it?

5. Do you have a form?

6. What is the incentive for the reader to cooperate?

Now, write out the memo, paying attention to verb forms, sentence structure, spelling and punctuation.

TO: _____

FROM: _____

DATE: _____

SUBJECT: _____

4. Memo to apologize.

Procedure: Read the situation below; then, write a memo using the writing guideline.

Situation: You are responsible for the technical support service at the company you work for. One of the accountants at the company has asked you to set up an overhead projector in the conference room on Thursday afternoon. You have asked your assistant to take care of this. Thursday morning, while you're at a showroom, your assistant calls in to say that he won't be in the office today because of an illness in the family. Thursday afternoon the accountant comes to see you and is furious. You immediately set up the equipment she requires and then go back to your office to write a memo of apology.

Writing Guideline: With a partner, discuss your answers to the following questions:

1. What positive action will you have to take to make sure that this situation won't reoccur?

2. How are you going to apologize to the accountant?

3. Briefly, yet as completely as possible, explain how the mistake happened.

4. What can you say that will make the accountant feel good?

5. Once more, assure the reader that this won't happen again.

Now, write out the memo, paying attention to verb forms, sentence structure, spelling and punctuation.

TO: _____
FROM: _____
DATE: _____
SUBJECT: _____

REPORTS

Look at the following report which was written after receiving the above memo from the MD. Do you think the report is what the MD asked for? How effective do you think the report is? Describe what you find good and what you find bad about it.

REPORT ON COFFEE-MAKING AND BREAKS

«It is very interesting that the coffee-making habits of our employees have been noticed by other people in the company. It appears as if the time taken up by the making of coffee could be put to more productive use. We have also known for several years that there have been a number of problems connected with the motivation of our workforce, but the role played by coffee-drinking has so far not been clarified.

In one or two departments, staff seem to talk about nothing else but coffee breaks: how long is it till the break, whose turn is it to make it, etc. This unfortunate development has been discussed with the heads of department in my division on several occasions. They believe the subject of automated coffee machines, one for each department, for example, is not very popular with a large number of staff. The staff think that the company would be trying to make money out of them. So I think that there is a grave danger that the actions of the management could be misunderstood.

Nonetheless, I feel that we should try and limit the coffee-breaks. We should try to prevent the staff from gathering round the coffee-making area and chatting for so long. I wonder if you have heard of the experience of our American sister company. They have central coffee-making facilities for all the divisional offices. This is then brought to the staff at their desks. In this way there is no need for a break. In theory this is surely one way of making working time more efficient.»

* * *

Work in pairs. You probably agree that the managing director's intentions were unclear. What kind of report you write depends on how you interpret the memo.

* * *

A REPORT

Imagine that your managing director has asked you to investigate the health and safety provisions in your company's office. These are the notes which you have taken, together with the recommendations which you were asked to make.

Expand the notes into paragraphs and write a report to your MD. Begin your memo like this:

To: Ms Renoir, Managing Director

From: (your name)

Date: March 12, 1997

Office health and safety provisions

As requested by the managing director on 30 March 19xx, I have investigated the problems which have been raised concerning office health and safety. In particular, I was asked to talk to ...

My tasks were (1) to speak to office manager and union representatives about how accidents or job-related illnesses happened and (2) to make recommendations on how best to improve situation.

Results of studies:

- faulty equipment – lack of serving facilities probably responsible in two cases*
- in several cases safety regulations not followed*
- new staff ignorant of departments' health and safety procedures*

In study all past year job – related illnesses reported.

Also had meetings with union reps and office managers about what to do.

Recommendations / Proposals:

- 1. Should clearly display safety regulations in canteen and main offices.*
- 2. New staff need informing about safety regulations and policy.*
- 3. Personnel Manager responsible for instructing new staff on procedures for handling office equipment and for securing*

electronic and mechanical machinery.

4. Should practice first-aid drill at least once every 6 months.

5. Union suggested replacement of substandard furniture and equipment, especially:

1) old fashioned screens-cause (eyesight problems)

2) carefully check office lighting (staff complaints of headaches)

3) to have chairs with full back supports – many staff complaints of backache.

More Practical Assignments on Office Writing

1. Announcement.

TO: All Personnel

FROM: George Hart, President

Date: April 3, 199X

SUBJECT: The New Executive Vice-President

We are pleased to announce the appointment of Ms. Roberta Jenkins to the position of executive vice-president.

Ms. Jenkins has been with ESCO for eight years, first as assistant manager of marketing and then, for the past five years, as manager of marketing. She attended Baruch College and Pace University, where she earned a master's degree in business administration.

I'm sure you will all join me in extending hearty congratulations to Ms. Jenkins and best wishes for her future here at ESCO.

Design an announcement about some event in your office.

2. Compare the two messages.

A LETTER

Dear Sirs,

I will be attending the American Philatelists' Convention during the week of June 29, 199X, and would like to reserve a two-room suite with bath. I will arrive in Fordham at approximately 4 P.M. on June 29 and will be staying for five days.

I would appreciate your confirming this reservation.

Sincerely yours,

...

A TELEGRAM

Reserve 2-room suite bath June 29 to July 3. Arriving 4 P.M. Confirm.

3. You will be visiting an old friend in Chicago for a few days. Prepare a telegram informing him that you will be arriving at O'Hara International Airport on Trans World Airlines flight 772 on Tuesday, March 3, at 11 in the morning.

4. Revise the following letter so that it may be sent as a telegram:

*Dear Sirs,
Our Purchase Order 8033, dated April 9, 199X, for three dozen pairs of gardener's gloves, has not yet arrived.
If the order has not already been shipped, we would like it sent air express because our stock of gloves is nearly depleted.*

Yours truly,

...

5. Telegram

Your employer, Benjamin Da Silva, assistant vice president of the Sierf Tractor Company, is on vacation at the Paradise Inn, Miami, Florida 33494. Suddenly, a wildcat strike is called by employees of the assembly plant in Ronkonkoma. Company president Lena Potikian has requested all executives and managers to attend an emergency meeting at 9 A.M. tomorrow morning.

Prepare a telegram to Mr. Da Silva informing him of the strike and the meeting.

6. Invitation letter

The merchants Insurance Company of Tucson is holding its annual executive banquet on September 8, 199X, at 7 p.m. It will be held in the Gold room of the Barclay Country Club, 700 Country Club Road, Tucson, Arizona 85726.

Design a formal invitation which the company can send to all its executives. Include a request for response by August 24th.

JOB: ADVERTISEMENTS, APPLYING FOR A JOB, CV, RÉSUMÉ, INTERVIEW

Think of a job in business sphere (see: “Business Careers”). Prepare a short description of it without stating directly what it is. Describe what aptitude you have (or: must have) to fulfil this work successfully. When everyone is ready, give your description to the rest of the class. Try and guess what jobs the other students are desiring. Use the following words:

- One good thing about the job is ...
- Another is ...
- The bad thing about it is ...
- I like ...
- I don't like ...
- I'd like ...
- I wouldn't like ...
- I think I have the necessary aptitude to do this work successfully ...

Outline your job definition. Explain, what you are responsible for, how your performance is measured, where you have the authority to change things.

JOB ADVERTISEMENTS

Look at the job advertisements given below. Are there any which would interest you? Work in pairs. Tell your partner which job might interest you and why. Do you have the qualification and experience to apply for it? If none of the jobs interests you, explain why. Tell your partner about the kind of job which is / would be most suitable for you.

N1. SECRETARY.

A small but progressive film company based in the West End of London requires a Secretary for its Chief Executive. The candidate will be an experienced and confident secretary with short-hand and typing. He/she will be friendly and have efficient approach to his/her work as well as enthusiastic interest in the creative arts. A background in publishing media

would be an advantage. The candidate will be directly involved in assisting the Chief Executive in the do-to-do running of the company, and will be in close contact both with production and financial personnel. Annual earnings will be in the 8000 – 10000 pounds range; benefits include 5 weeks' holiday and a pension scheme. No further details, write to Migh Holborn LONDON WC 17 BQ.

* * *

N2. RECEPTIONIST / TELEPHONIST.

Well established publishing company requires a bright, reliable and well-spoken person with experience to control its reception area. Duties include dealing with visitors, enquiries, using switchboard, sending telex and some typing work.

Age 19+. Hours 9 a.m. – 5.30 p.m. Four weeks' paid annual leave, wages to be agreed. Ring Miss Penrice, 01-436 8212.

* * *

N3. MARKETING SPECIALIST.

Curtis Mengies – Europe PLC, the foremost name in food processing and packaging is strengthening its marketing team to encourage the growing demand for the company's products. The company has an outstanding record in technological achievement as well as in business growth, and the career opportunities are extensive.

We are looking for a marketing specialist who will profitably develop our large range of household name brands of food and beverages and play key role in determining long-term marketing strategy. Candidates should possess a degree in a science or technology based subject and be accurate and practical. Industrial experience and a background in sales or marketing are essential. Experience of managerial responsibility would be an advantage. An excellent salary is being offered and a company car will be provided. Candidates should apply to Personnel Department, Curtis Mengies – Europe PLC, Harant Road, Bournemouth, DORSET.

* * *

N4. ACCOUNTANT.

We are a major international oil company with numerous expanding on-and-off shore interests in the UK and in North Africa. We are looking for an ambitious, qualified accountant aged 27 – 32 with several years experience in the oil industry. This is a challenging and stimulating position in which you will provide an essential link between the financial and the

exploration management of the company. You will be involved in negotiating new agreements and in preparing financial plans and forecasts. You need to be dynamic and dedicated but tactful and disciplined.

The remuneration will reflect your experience and your management potential. Benefits include a company car, a pension scheme and life insurance. Please, apply in writing to Page Petroleum, 77 Western Road, LONDON SW1 7HK.

* * *

Read the advertisements again. Make notes on:

1. The title of job. 2. The type of firm. 3. The tasks involved. 4. The salary and other benefits.

* * *

Now find the words and expressions in the advertisements:

- which indicate the size of the company: *major ...*
- which refer to the growth of the company: *expanding ...*
- which refer to a form of payment: *an excellent salary ...*
- words and expressions of desirable professional skills and persons, qualities required for the jobs: *ambitious, qualified ...*

* * *

Describe a possible search for a job. Choose some of these words:

- to work in shifts
- to apply for a job as
- vacancy
- part-timer
- an hourly rate
- to be after a full time job
- 5-day week. 3 weeks holiday
- driving licence
- phone for more information
- seeks employment / interesting well-paid work

JOB AND RESPONSIBILITIES

ADVANTAGES AND DISADVANTAGES

Choose one of the jobs advertized above. What are the advantages and disadvantages of your job? Give your job a score from 0 (very bad) to 5 (very good) on the chart below.

Score (0 – 5)

- interesting work ()
- length of holidays ()
- flexibility of working hours ()
- salary or wages ()
- fringe benefits ()
- job security ()
- level of stress ()
- level of job satisfaction ()
- level of control over the work organization ()
- pleasant working environment ()
- relationships with colleagues ()

Which of the factors above are most important for you? What qualities do you need to do your job successfully? What information would you include in an advert for your job?

* * *

Consider the ads given below. Make your comments on each.

A Qualified Solicitor is Required

We require a qualified solicitor with at least five years' experience, highly developed management skills and the ability to lead a professional team. Acting as deputy to the Director, you will control the work of the corporate law department.

Are You Tired of Being a Small Cog in a Big Machine?

Can you take initiative and work well under pressure? We need a dynamic young Sound Engineer to assist the Production Manager in a fast expanding sonic alarm company. Top salary, company pension scheme and car for right applicant.

Part Time Packer

To work in the despatch department of busy, friendly sportswear company. Full training given. 20 hours per week. Good benefits, including 6 weeks holiday p.a. and luncheon vouchers.

APPLYING FOR A JOB

Advertisements in newspapers inform daily that companies are looking for energetic, educated, communicative people who are able to communicate in one or, what is better, in two or three foreign languages.

If you feel like being able to fulfil the advertized job and meet the requirements of the company, don't underestimate yourself, be confident in selfevaluating. Remember: the employer will appreciate your wish and eagerness to work if you believe in yourself.

Having chosen a company you have to inform its leaders about your wish and ability to work for them. There are two ways of applying for a job: 1) **in writing**, sending an Application Letter, or 2) **orally**, using a telephone, afterwards confirming application in writing.

APPLICATION LETTERS, TELEPHONE CALLS

Writing Application Letters

Application Letter must be brief and concise. It should refer to the source from which you got the information about the company and the vacancy. It must contain information about you, your knowledge and skills, your education. You must speak about the position you would like to obtain. To get the advertized job you must seriously think about the contents of your Application Letter you are sending.

The letter must:

- catch their attention,
- arouse their interest,
- create the desire to find out more about you,
- there must be a request about an interview,
- contain an enclosure (a résumé, C.V.).

* * *

SOME EXAMPLES OF APPLICATION LETTERS

*4 Wood Green Road
LONDON N3*

*Globus-Gateway
c/o 180 Vauxhall Bridge Road
LONDON SW1V 1ED*

23 March 19XX

(This is the simplest way of writing the date)

Dear Sirs,

(If you are writing to a company, not an individual, write this. In American usage, you write "Gentlemen", "Dear Manager", "Sir / Madam").

Beginning a letter: referring to an advertisement

- *With reference to your advertisement in (newspaper, etc) of (date) ...*
- *I'm writing in reply to your advertisement in (newspaper) of (date) and ...*
- *... I would like to be considered for the post.*

Giving details about yourself:

- *Referring to enclosure(s).*
- *Please find enclosed curriculum vitae.*
- *I enclose my curriculum vitae.*

Concluding a letter:

If you would like me to call for an interview, I shall be pleased to do so at your convenience.

Yours faithfully
P. Gibson _____

Write a letter with a reference to an advertisement published in a local newspaper, enclose your curriculum vitae.

* * *

ASKING FOR INFORMATION ON A COMPANY
[Model Letter]

Date

*Luxor International AB,
Marketing Communications
Lighting Division,
PO Box 673,
Jönköping,
Sweden*

*Dear Sir or Madam,
Our company is currently considering the possibility of seeking a partner in the area of electrical lighting.
Your advertisement in Newsweek recently attracted our attention. We would be very glad to have information about your company's activities.
In particular, we would appreciate receiving a copy of your advertised brochure.
We thank you in advance for your trouble.*

*Yours faithfully,
Your Name*

* * *

*Dear Sir or Madam,
Your advertisement for a software programmer in today's New York Times interests me very much because many years of experience have qualified me to work for a company like yours. Please, consider me an applicant.
You will find additional information about my qualification in the enclosed résumé. I would appreciate your inviting me for an interview.*

*Sincerely Yours,
Victor Freeman*

Enclosure.

* * *

*Dear Sir,
I am writing to you because of your advertisement in the Monday issue of New York Times. Ten years of experience as a commercial artist have qualified me to seek employment at a company like yours.
I am enclosing my résumé that will inform you of my work experience as an artist. I would greatly appreciate your inviting me for an interview at your convenience.*

*Sincerely Yours,
Irene Green*

Enclosure.

Telephone

Telephone is one of the most vital job finding tools. You can use it for applying for a job as well.

The telephone is also a means of conveying your personality to good as well as bad effect.

Before telephoning you have to do some preparation. You must know exactly whom you are going to speak to. For that you should call a receptionist or a secretary and ask for some information. While speaking be concise, do not waste anyone's time, be polite and be positive about yourself.

How to prepare yourself for making a telephone call?

- Do not sit down. Pretend that you can see the person and the person can see you.
- Think thoroughly what a result you want to achieve. Do a kind of a rehearsal.
- Remember your goal is to:
 - catch their attention,
 - arouse their interest,
 - create their desire to find out more about you,
 - initiate an action arranging an appointment or for a further phone call.

* * *

When you have got an appointment you have to confirm your application in writing. For this you will have to write an application letter and enclose a RÉSUMÉ or CURRICULUM VITAE.

Practical Assignment

See which of these letters could be more welcome. Write your own application letter.

- A.** «I feel I have the necessary qualifications and experience needed for the position of marketing specialist advertised in the Daily Telegraph. I'm thirty-six years old, married and have been working as Marketing Manager for a wine importer and distributor which I joined when I left school in 1966. As Marketing Manager, I had extensive experience in management and I obtained a diploma in Business Studies at night school in 1970. I also enjoyed responsibility and working with people.»
- B.** «I should be glad if you would consider me for the post of marketing specialist. I enclose details of my qualifications and experience. I am twenty-eight years old and left university with a first-class honours degree in chemistry. I have experience in marketing and the supervision of a team of sales representatives. I am pleased to say that my efforts have contributed to my firm's present success. I enjoy the challenge of responsibility and of new situations and, in particular, the competitive nature of my job.»
- C.** «I shall shortly be leaving university with a Masters degree in Marketing and should like to be considered for the post you advertised in the Daily Telegraph a week ago. I feel sure that my enthusiasm and

intelligence will make up for what you may consider to be a lack of experience. I enclose reports from my tutors which, as you will see, confirm my abilities and suitability for the post in question. I am unmarried, and am prepared to travel anywhere.»

- D.** «27 years old and have been Marketing Manager for a brewery in Scotland for the last three years. I have been supervising the activities of a team of six sales representatives and enjoy the responsibility and the travelling of this type of work. If, as I hope, you are interested in my application, my employers will be happy to supply you with further information.»
- E.** «Having worked for Lenos Foods and Wines Ltd, which is, as you may know, the largest and most reputable manufacturer of food and beverages in this country. I am actively involved in research into nutrition for which I am at present completing a doctoral thesis. I have also worked in close collaboration with the marketing and sales staff of my present company. However, I now feel the need of a change owing to increasingly difficult working conditions.»

Curriculum Vitae, Application Form

Fill in a CV form.

CURRICULUM VITAE

Name: _____
Date of birth: _____
Address: _____
Marital status: _____
Education: _____
Qualifications: _____
Languages: _____

Working Experience:

Company	Dates	Position	Responsibilities	Reason for leaving
---------	-------	----------	------------------	--------------------

* * *

A résumé or a CV may supplement an application letter, but they can not replace an application form. A Résumé or a CV gives only the

information the applicant wants to be known. Usually companies have their own prepared application forms.

An application form asks for the information the company needs to have. That is why each applicant will be asked to complete a form.

* * *

Fill in the form:

APPLICATION FORM

Name: _____

Address: _____

Telephone number: _____

Age: _____

Education and qualification: _____

School/college	Examination taken	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interests: _____

References: _____

Name _____	Name _____
Position _____	Position _____
Address _____	Address _____

Date available to start: _____

* * *

NO KĀ SASTĀV CV

- | | |
|---|--------------------------|
| • Personas dati | Personal details |
| • Izglītība | Education |
| • Darba pieredze | Work experience |
| • Prasmes | Skills |
| • Godalgas un stipendijas | Awards and scholarships |
| • (Publikācijas) | (Publications) |
| • Intereses un nodarbošanās | Activities and interests |
| • (Atsauksmes. Personas, kuras jums varētu rakstīt ieteikuma vēstuli) | (References) |

* * *

CURRICULUM VITAE

Līvija Meikšāne
Žagatu iela 12 – 36
Rīga, LV 1033 LATVIA
Telephone: 556812

Date of birth	May 19, 1976
Education	
1994 –	University of Latvia Department of History and Philosophy Degree: expected B. A. June, 1998 Major: Political Science: International Relations
1985 – 1994	Riga Secondary School No 90
Jan 1994 – Jun 1994	Temecula Valley H. S., CA, USA
1982 – 1985	Ogre Secondary School
Work Experience	
Sept 1994 – Mar 1995	Receptionist, Hotel de Rome****, Riga Responsibilities included check in/out of guests, cash/credit card operations, processing café/restaurant bills, answering phone, handling complaints
Special Interests	Italy, languages, history, travelling
Languages	Latvian; English, Russian (good); German (fair), Swedish, Spanish (poor); two years of Latin at Secondary School
Extracurricular Activities	Ballroom dancing, wind-surfing, going on boats
References	Mrs MAIJA GULENA Professor of English, University of Latvia Brivibas blv. 32, Riga, Latvia Mrs MARGARITA PLATAČE Office Manager, Hotel de Rome**** Kalku st 28, Riga, Latvia

Sample Applications

The standard application package:

- 1) the application form,
- 2) two or three references,
- 3) certified copies of undergraduate transcripts in the language of the region and in English,
- 4) certified copies of graduate transcripts, if applicable, in the language of the region and in English,
- 5) certified copies of the diploma and any other degrees received in the language of the region and in English,
- 6) detailed curriculum vitae,
- 7) the Financial Aid Eligibility Form.

May include:

- 1) letters of invitation or appointment by host institution,
- 2) results of English proficiency test.

ALL APPLICATION FORMS HAVE INSTRUCTIONS!
READ THEM FIRST!

Eligibility criteria:

- 1) academic qualifications,
- 2) age limit,
- 3) professional aptitude in the field of specialization,
- 4) language proficiency.

Selection criteria.

Application deadline and organization or coordinator.

PLAN TO PRODUCE ALL THE REQUIRED PACKAGE
IN A TIMELY FASHION!

Arrange for the reference letters from people familiar with your academic work and professional qualifications.

The applications must be filled out in English and **typewritten**.

Covering Letter

Your street no. and street
City, Province
Postal Code
Month, day, year

Use complete title, address and correct spelling.

- Name of employer/contact
- Correct title or position
- Name of company/organization
- Street no. and street
- City, Province
- Postal code

Use name rather than “Dear Sir” or “Madame”.

Dear Mr / Mrs / Ms (his or her name):

Don’t overuse pronoun “I”.

Opening paragraph: state why you are writing; specify position or type of work for which you are applying. You should mention how you heard of the opening (this is of great interest to the employer).

Organize contents of these paragraphs to suit your needs, placing emphasis on your most pertinent attributes.

Middle paragraphs: Relate your skills, interest, knowledge and abilities to the needs of the employer, point out relevant training, education, and employment: elaborate on your courses; your field work if appropriate; highlight extra- curricular and volunteer experience.

Explain why you are interested in working for the employer, specify your reasons for wanting this type of work; try to convince the employer of your ability, suitability and interest.

Be assertive.

Closing paragraph: Use an appropriate closing to pave the way for an interview, by requesting an appointment.

Sign your letter.

Yours sincerely,

Your name typed here

RÉSUMÉ

Writing a Résumé

Most employers are interested in knowing more about a perspective employee before they interview them. There are two ways that this can be done: a résumé or CV. A résumé is a brief, generally one page summary of person's work experience and education. A CV (which stands for CURRICULUM VITAE) is a complete record of person's accomplishments, including a list of publications.

There is no exact format for a résumé or CV, but they all have the same basic information. The résumé contains four essential elements: personal information, work background, education and work objective. The personal information should be at the top and include full name, address and phone number. Optional personal information listed at the bottom of the résumé could be marital status, health (if excellent), awards, honours and languages. Some believe that adding hobbies and leisure interests to a résumé adds a "personal" element.

Immediately after the personal information should come the work objective. This is a one-sentence description of the person's desired position.

The résumé should list in descending order the person's assets which could possibly make his position more competitive. By this, if the person has a strong educational background but little work experience, then after the objective could come education information. Obviously if education is average but work experience is strong, lead with work experience. List the dates worked (beginning with the most recent, the name of the firm, position held, and a very brief description of responsibilities). Under "education", also list most recent by dates, name of institutions, and subjects studied or diplomas or degrees conferred.

In recent years, many people have included a section called, "Special Skills". Sometimes it is difficult to see that the person has abilities in certain areas simply based on education and work experience. Examples of these would be computer background, language knowledge, communication (particular writing) ability, driving license. However, these should be included if they relate to the objective listed in the beginning.

Finally, the résumé should conclude with "References available upon request". The applicant should be prepared to have two or three references, with names and contact numbers available if asked.

If the employer requests a full CV, the applicant must describe in depth all of the above. Work experience should be detailed: actual responsibilities, number of people supervised, skills used to complete work. Education should be more detailed, particularly in reference to any research completed. The important part of a CV is a complete listing of accomplishments, awards, training, articles or books published, etc. The difference between a CV and a résumé is that a résumé is targeted towards a particular employer or a position, whereas a CV describes completely person's accomplishments in life.

A résumé or a CV must be honest. The employer who later finds out an employee lied in an résumé is one that will not be trusted and potentially could even be fired. Do not come across as too perfect. Think what requirements the company has and emphasize your skills, see whether your qualities satisfy those requirements.

The ideal CV is brief, simple to understand, easy to read. It is usually set out chronologically, starting with your most recent job. Emphasize skills, qualifications, abilities rather than names of companies. Keep it general, never say what you are earning, etc. Always have it typed.

Suggestions and Requirement for Effective Résumé Writing

SUGGESTIONS

1. There is no universal résumé format. There are only guidelines you should follow, and the résumé sample shown is intended for that purpose.
2. Present your job objective in a manner that relates both to the company and the job description.
3. Final hiring decisions are rarely based upon résumés alone; however, the résumé should be a concise, factual and positive listing of your education, employment history and accomplishments.
4. Test your résumé for relevancy. The information included in your résumé should either support your job or career objective directly or support your character in general. If you have no definite purpose for including something, leave it out.
5. Be conscious of the continuity of your history. The reader will be looking for reasons to eliminate as many résumés as possible. Résumés with gaps of unaccountable time often reach the circular file.

6. Weigh your choice of words. Select strong action verbs, concrete nouns and positive modifiers for emphasis. Use concise phrases and clauses rather than complete sentences.
7. Try your résumé out on someone who knows you and who will be objective in his or her opinion.
8. Keep a separate list of references and make them available only upon request.
9. Always send a cover letter on matching paper with specific reference to the company's need and your qualifications for the job. A personal letter is always best, so make an effort to get the name and title of the individual making the hiring decision.
10. Remember your résumé is only a door opener. **You want a personal interview.**

* * *

REQUIREMENT

1. Submit your résumé on a paper the reader will remember ... paper that looks and feels valuable, just like you, the candidate! The colours white and ivory are always correct, and faddish colours should be avoided.

* * *

ADDITIONALLY YOUR READER WILL ASK FOUR QUESTIONS OF YOUR RÉSUMÉ ... MAKE SURE YOU HAVE THE ANSWERS!

Answering the following four questions in a fully persuasive way will greatly increase your odds of developing a winning résumé. The questions are the crucial elements of the résumé formula. Answering them will not only give you the material you need for building a strong résumé, but will also prepare you for networking and interviewing. Use the sample résumé on the back page as a point of reference.

1. What do you want?

That's your *Objective*. Don't struggle or agonize over this. Prospective employers want and need a simple, specific answer. Managers and human resources people need to know how to route your résumé. If your objective is too vague, they'll just scrap it. Change your objective for different markets if you have to. It's not a problem with today's word processing technology.

2. Why are you qualified to do it?

That's the *Summary or Qualified By* Section. Answer succinctly why you're qualified to accomplish your objective. Ask yourself: why they should hire me? (You'll need to get ready for that one at the interview anyway!) Summarize the answer in easy-to-read bullet points. These points become your Summary or Qualified By section (call it either). This section should satisfy your audience that the rest of your résumé is worth reading, bringing them to the next question.

3. Where have you done it?

That's the *Experience* Section. The reader needs to relate to the experience you've had. Identify the company in its most relevant light. If it's not a recognizable company, write a line about its high points. Build it up. On the résumé, the reader will often equate your value with that of your employer. Describe only the parts of your job that help sell you and showcase your value.

4. How Well Have You Done It?

That's the *Achievement* Section. This is where you should put in your most thought and effort. Think about what you did for each employer to make that company better. It could be a big thing or something small. But it should be enough to show value. Did you have an idea which was implemented and has saved the company money? Were you promoted several times due to your contributions? Were you given positive reviews, and why? Were you selected for a key program or training? Bullet these points separately from, and after, your job description. These points show your worth.

General Letter of Recommendation

Date

Recommendation for John Doe.

I have known John Doe since 19XX when he entered X University as a freshman/graduate student.

or

I have known John Doe for XX years; he was a student (a teaching assistant) in my XX course.

As a student / scholar ...

- one of the most talented in recent years (in the past XX years)
- motivated

- dedicated
- rigorous scholar, imaginative scholar, dedicated scholar
- shows promise/potential as a scholar
- areas of specialization make him especially suited for the position of XXX/for a XXX fellowship
- near-native fluency
- literary sensitivity
- analytic skills

As a teacher ...

- creates an atmosphere of encouragement and support in the classroom
- lively, energetic, good-humored
- strong commitment to teaching
- combines dedication to subject with sincere concern for students' progress

As a person ...

- responsible, mature
- team-player
- good colleague
- strong interpersonal skills

I recommend John Doe

- highly.
- without reservation.
- enthusiastically.
- strongly.

Sincerely yours,

Mary Smith
Professor of XXXXX

HINT: Ask for a CV and a description of the job or fellowship. Think about what makes this person suitable for the position/fellowship.

Career. Objective Description

George D. Hopkins
10 Atlantic Avenue
Salem, Massachusetts 01970
(508) 748-2256

Objective: Sales / Account Management within the environmental or related field.

Qualified by:

- Five years of environmental industry-related sales experience with consistently increasing responsibilities in account management, staff training, customer needs analysis, presentation, negotiation, program development and implementation.
- Bachelor of Science in Business with a Concentration in Marketing.
- Proven ability to effectively analyze markets, to target areas of highest return, and to develop strategies to attain sales goals.

“George is a true performer. He understands the market and has a remarkable ability to bring in new business while effectively managing and expanding existing accounts.”

1994 Performance Review Excerpts, Abate Reclamation, Inc.

Experience:

1989 – Present **Abate Reclamation, Inc., Acton, MA**

A leading provider of pollution abatement systems and service for industries utilizing intensive photographic applications.

Senior Account Manager

Primary responsibility for providing systems sales and services to both existing and new accounts in a Massachusetts territory. Maintained a base of approximately 115 accounts, including major hospitals, newspapers and corporations.

Exemplary Accomplishments:

Sales

- Rank #1 in sales in company, consistently meeting or exceeding all monthly and yearly quotas, performing at 40% higher than all other sales representatives over the past 2 – 1 / 2 years.
- Took over the lowest profit-making zone in New England and turned it into the most profitable territory within two years.

Account Management / Retention

- Rank #1 in account retention, applying skills in neutralizing potentially damaging situations and developing strategies to improve account satisfaction levels.

New Business / Program Development

- Developed the environmental arm of the company, changing image to one of an environmental pollution abatement product sales and service firm rather than solely a reclamation company.
- Steered company into larger customized systems (to \$100,000 / unit), working with head of service to develop better technology.
- Designed and implemented training programs for sales and service staff.

1/88 – 12/88

Honeywell Bull, Inc. Waltham, MA

Buyer (college Co-op position)

Procured items for nine corporate locations; evaluated and selected vendors; negotiated and implemented service contracts; utilized \$15,000 signature authority.

- Selected for full time employment subsequent to Co-op experience.

Education:

1984 – 1989

Merrimack College, Andover, MA

Bachelor of Science in Business Administration, 1989
Honors Graduate

- Employed throughout college to pay for expenses (see Honeywell Bull above; other Co-op jobs included Piedmont Aviation and G. E. Software International).

References:

Professional references provided from employer, college and Co-ops upon request.

* * *

Olga Godunov
2599 North Fruitridge Road
Terre Haute, Indiana 47811
(519) 772-1248

Career objective: To obtain a position as an executive secretary1 with a large corporation.

Work experience:

March 19XX to Present Secretary, the Benlow Corporation, 620 West Second Street, Terre Haute, Indiana. Responsible for general running of the office of a small private firm; duties included typing, filing, answering telephones, scheduling appointments, etc.

October 1977 to March 1979 Receptionist, Dr. Mark Roan, 702 South Fulton Street, Berne, Indiana.

January 1977 to October 1977 File Clerk, Ajax Insurance Company, 277 Westgate Avenue, Berne, Indiana.

Education:

Judson Secretarial School, Berne Indiana. September 1976 – January 1977. Courses in typing, filing, Gregg shorthand, and business machines operations.

Central High School, Berne, Indiana, Diploma, June 1976.

Special skills:

Typing – 70 w.p.m.
Shorthand – 120 w.p.m.
Languages – French

References:

Ms. ALBA JENKINS, Owner
The Benlow Corporation
620 West Second Street
Terre Haute, Indiana 47814

General Guidelines for Writing a Personal Statement

Writing the Personal Statement you **have to know** yourself. You must be sure what you want, why you want it and why that particular program can help you. When you can clearly articulate the history that led you to decide to apply to a particular program, you are ready to begin writing.

1. Be sure to respond to the specific requirements of the application. Whatever you choose to discuss in your essay, you must be certain to address the specific questions that the application poses.
2. Before writing an essay you must have a thesis statement. This is one sentence announcing the central idea of the essay. It is here that you grab the reader's attention – or lose it. In the first paragraph you must

“hook” the reader and make yourself memorable. Be as specific as possible.

3. Have several supporting points for the central idea in the following paragraphs. Do not confuse the reader by having several ideas in one paragraph.
4. Structure your ideas logically. All your ideas have to support the opening statement. Be neat and precise, make sure your essay is well organized.
5. At the conclusion restate the main idea and main points supporting it.
6. Explain your reasons for choosing the program that you have chosen, why do you need this degree, what career are you seeking?
7. Explain your academic and professional background; how it is relevant for the chosen study field. If applying to a program in a different field of study, explain how the skills learned can be applied to the new field. Great pluses are relevant job or research experience and having published.
8. Write what your specific interests are in your chosen field, why this program is needed for your professional development.
9. Cut out any sentences that are not absolutely necessary. Every sentence should be important and clearly stated. Most points can be made without a lot of necessary background.
10. Be self-confident. Frame everything positively. Use phrases such as “actively participated in” rather than “although I was only an assistant”. Even if your English is horrible, do NOT tell them. Your scores will indicate your English ability. Do not write any negative statements.
11. Remember, no one ever writes a perfect first draft.
12. If you apply for a business program, your experience in the business world will be more important than your university coursework.

If written correctly, the statement of purpose should show that you are goal-oriented, that you can identify what you want, and that you have taken steps to obtain those goals.

In preparation of this handout I used materials prepared by IREX Educational Advising Center – Moscow from INTERNET database irex.info.org. and Richard J. Stelzer, How to Write Winning Personal Statement for Graduate and Professional School, Peterson’s Guides, Inc. 1993.

* * *

TO SUM UP:

- ▲ So, application is the first step of introducing yourself to a company you are applying to. Application is to be done by sending an application letter and enclosing a résumé or a CV, thus offering information about yourself as a potential candidate and showing your interest about a job or a posture.
- ▲ You can do a telephone call in order to get some information or even to apply for a job, afterwards confirming the application in writing.
- ▲ At last you will be asked to complete an application form worked out by a company.
- ▲ Application is very important as it depends whether you will or not be chosen as a potential employee. In the case the employer thinks you can meet the requirements of the company, you will be asked to take part in an interview.
- ▲ It is very important to present yourself in right light during an interview. That is why it is advisable to do some preparations.

INTERVIEW

About 75% of people feel anxious about a job interview. It is not because they could not do the job, but because of the lack of interview skills.

PLANNING AND PREPARATION

Before going to an interview think if you can give answers to the following questions:

- Do you know definitely what kind of job you want?
- Do you know much about that business? Are you a skilled worker?
- Do you know anything about the actual company?
- Do you know who will be interviewing you?

In order to be certain, it is advisable to make some research, investigation. Get hold of some trade journals or some company brochures or visit the local library. “Knowledge is power” – the more you know, the better you can achieve the result you want.

They say: “Companies do not employ people, they employ benefits”.

Benefits are all those things you can bring to the company: your skills, your personality, your experience.

The fact is that the company needs you as much as you need it. There is a two-way relationship: not only the company is interviewing you, you, as well, are interviewing the organization and making your choice.

Dress.

Going to an interview you must pay much attention to your appearance. It is very important how you look like, how you are dressed, how your hair is styled. It is the first information the interviewer gains about you. It will form the first impression about you, which plays one of the main roles in deciding whether you are or you are not good for the job you apply for.

You must dress according to the job you want to get, you have to show that you are a reliable member of the office's body and not an eccentric individualist. It is important for you to produce an impression that you can bring a benefit to their company with intelligence and experience.

Going to an interview you must be dressed like you will be dressed while doing the job you apply for. Attention must be paid to small details like finger nails, shoes, etc.

A well-dressed man (applying for a managerial position) should wear a suit and a tie.

The tie is a most difficult part of dress to be chosen: it must suit to the suit as well as to the shirt. Do not dress "striking" – it is not elegant.

Footwear: black shoes suit to a work suit as well as to an evening one. With fair suits brown shoes look good. However, black shoes are more universal.

Socks earlier had to be of the same colour as the tie, they must go either with shoes or with trousers. White socks are not accepted in business world.

A well-dressed lady's (applying for a managerial position) dress must always be becoming, suitable. However, there are some additional requirements of business style: not enough wide skirt will hinder the movement, too short skirt will catch unnecessary attention. In any case clothes must produce impression of freshness and cleanliness.

Eccentrism: A business woman should not be dressed too eccentric. As to an extravagant dress, big earrings, dozen of bracelets – it is not the type of a businesswoman. Besides, it is not possible to combine such eccentricism with working atmosphere.

It is not advisable to come to an interview and later to work in figure-hugging or revealing clothes, in glittering or low-necked dress.

THE INTERVIEW

Arrival.

The first impression is very important, it is usually formed at first 30 – 45 seconds. Start with greeting an interviewer properly – be assertive and confident. Saying “Hallo” do:

- 1) smile,
- 2) call the interviewer by name: *Mr Smith, Mrs Morgan, etc.*
- 3) look in the eyes,
- 4) give a decent handshake.

Do not be too familiar. Preparing yourself for an interview morally, intend for a confident, natural, easy talk.

Some Most Frequently Asked Questions During a Job Interview

One of the best ways to prepare for a job interview is to have prepared answers to the type of questions that you will most likely be asked by the interviewer. Let us take a close look at some popular interview questions.

Question 1 – What do you do in your spare time?

The question is designed to find out how you operate, your intellectual level, the status of your family life, your energy level, and outside activities that might interfere with your job.

Question 2 – Why do you want to work for this company?

This one should be easy since you went to all of the trouble to apply to the company in the first place. It is important to come up with some solid reasons that will get the interviewer's attention. Many people will respond to this question by saying that they are good with people or they can make the company money. That is too vague. You need to be more specific. A good way to answer this question is to tie the company activities to your own personal strengths, such as, “The position is appealing because I have extensive computer experience and since your operations are fully automated I think that I will fit right in.” The worst thing you can do is not to have a reason for wanting to work for the company.

Question 3 – Where do you want to be professionally, personally, and financially in 1, 5, and 10 years?

No matter how you answer this one you will reveal a great deal about yourself. It is important to think this one through because if you cannot

answer the interviewer where you want to go, their assumption is that you do not know where you are and that you are not the type of individual they want working for them.

One other thing to remember is that if you give a too detailed future plan, the interviewer will wonder how the company will fit into your future goals. Keep it simple and specific.

Question 4 – Are you a team player?

The question is not typically phrased just like that, but the interviewer wants to get the answer to those five words. One of the worst managerial problems is to have to deal with the employee that cannot get along with others. The best way to answer this question is to give a story about how you get along with others and work well within a team. Being a team player also tells the interviewer that you are not a “rebellious cowboy”.

Question 5 – Are you a leader or a follower?

This is a trick question. It is designed to see how proud and confident you are. If you are applying for a management position, the interviewer wants to hear about your confidence. If you are applying for an entry level position, the interviewer wants to hear how humble you are. The major point that you want to get across is that you are confident, but not arrogant. If you come across as arrogant no one will ever hire you. Many people when being interviewed are nervous. They try to be confident, but since it is manufactured it comes across as arrogance. Be yourself and relax.

Question 6 – Describe a problem you recently solved.

This question is frequently asked to see if you are capable of responsibility. With the high investment involved with recruiting people management want to hire the people that they feel can grow into future leaders. To be a leader, you must be able to solve problems. A good example is one that is related to work and involves you working with other people to achieve a desired result. Stay away from family problems. The interviewer will think that your family life is all messed up and they do not want to have to deal with your family situation in the future.

Question 7 – Describe your personal strengths and weaknesses.

The answers to these questions are designed to see if what you have been telling the interviewer so far has been the truth. The thing you do not want to do is make yourself sound as if you are the greatest person in the world or the worst in the world. This is why it is important to think out what you are going to say before you say it.

Question 8 – Tell me about your relationship with your previous bosses?

The first thing to remember is that if you criticize your last boss or company you will not get hired. The reason is that the interviewer feels if you talk bad about your last employer, you will probably talk bad about them in future. This is a tricky question. The interviewer might prompt you to talk bad about your previous boss and even nod the head “to sympathize” with you. Do not get tricked! You can tell the interviewer that you and your last boss did not always see eye to eye, but you must always let them know that you respect your last boss and hold your previous company in high regard.

Question 9 – Why did you leave your last position?

If you make up a story you will probably get caught. The interviewer might want to talk to your previous boss or worse, they might know them personally. What ever the reason for you leaving your last employer, do not make the past employer look bad.

Question 10 – Why should I consider you for this position?

You are telling the interviewer on why they should hire you. This is the time to close the sale. The best way to answer this questions is to summarize what you have already said, add something that you believe the interviewer would be interested in hearing that you have not covered, and then end in a high note. In some situations it is even suggested to ask the interviewer when you should start. This is not appropriate in all situations, but if you are applying for a sales or a management position you will show the interviewer that you are serious about the position and that you have the initiative they need to fill the position.

How to Communicate with Confidence

Most business experts believe that those who will succeed in the future business world are those with high technical skills. Because of this, many people looking for a job feel it necessary to take courses in computers to be able to find a job. While computer skills are certainly useful, there is another skill that is needed even more, this is the ability to communicate effectively. A person may be the greatest specialist in the world, but unable to communicate effectively and he will never climb the corporate ladder.

We do not think of speaking as a skill because it is something that we have done since we were infants. There is difference between being able

to talk and communicate effectively. It is not a matter of having a big vocabulary. Socrates was considered a master communicator, and most of what he did was simply asking questions. Jesus' words have inspired billions of people over the years, and the simplicity of his words is such that even children can understand the meanings.

So how do we do it? How can we grow in our ability to communicate so that we can speak with more confidence and power?

First: it is the sound of your voice; your posture, what you do with your hands – all say something along with your voice. When you are going to talk with someone, pay attention to the non-verbal message you are sending. Do you look confident or do you look nervous? Practice in a mirror if you are not certain. Ask a friend how you look when you are speaking, because non-verbal actions are instinctive and to break these habits will take concentration and work.

But words are also important. Think about the way that you express yourself. For example, to qualify many things you may use *"I think"*, *"maybe"*, *"possibly"*, *"could happen"*, etc., or it may sound more definite: *"that's right"*, *"absolutely"*, *"I am sure"*, etc. A confident person will use the definite expressions. Do not be afraid of sounding sure of yourself! If you are going to have an opinion, then do not be a mouse about the house. Definite expressions convey power and assurance.

Be aware of talking too much or too little. Both are bad. The person who talks too much is probably insecure, unreliable, because he may not be saying the right things as he talks on and on. But do not be the non-talker, the person who seems to get out a single word or simple responses. Neither of these people will get many chances. The best communicators are those that can simply and clearly make their points. Again, this will take discipline, but it can be learned just as any other skill.

Too often in a conversation a person is saying the next statement rather than listening to the information that is coming from the other person. This is why there are so many misunderstandings in communication: each one is only listening to the sound of his own voice. A good communicator can *"echo"* back what the other person has said: *"In other words you are saying ..."* or *"Now as I understand this, you think ..."* Doing this demonstrates that you are truly listening, and that your objective is agreement and understanding. Put these few prompts into practice:

- non-verbal actions,
- confident expressions,
- listening.

Obstacles: One of the first obstacles that one must overcome is the fear of speaking to others. We do not have trouble talking to friends and family, but when it comes to communicating to our boss or making a speech or giving a presentation at a meeting – many of us have trouble in getting the words out of the mouth. The mouth gets dry, the palms get sweaty, etc., and we cannot wait until it is all over. Face your fear. Take deep breaths, picture a happy scene in your mind while you are talking (but do not lose your train of thoughts in the process!). Tell yourself that you will try harder and overcome it like numbers of great speakers who had an earlier fear of speaking. It can be overcome, believe it.

Another obstacle is self-consciousness. Some people while speaking become over-conscious of their voice tone or some other aspects of their communication. This makes them more and more nervous. Sometimes such self-conscious person many times apologizes for something which the other person is not even aware of, because a little secret is that the listener is more interested in himself than in you. There are many more obstacles but they revolve around the same type of problems.

To speak effectively means to know the subject and to know yourself. Listen carefully to those who communicate well. Notice that, what makes them sound so effective and natural in their speaking: They are not trying to persuade someone else. They simply express their thoughts in a way which is natural to them. That is why effective speakers are business leaders, dynamic salespersons, skillful managers.

You start being yourself, the rest will come with practice.

Practical Assignments

1. In groups of 3 or 4 be ready to hold an interview for a job. Decide who will be the applicant and who will be the “interviewing board”.

The applicant: you have been a manager of a medium-sized supermarket in the centre of town for 10 years. You think you have been successful and a good boss. When the interviewer asks a question, use one of the phrases from the list. The phrases will give you a little more time to think of your answer.

The interviewer: you own a large department store in the centre of town. It employs 200 people. The manager has just resigned. You are interviewing the applicant for the post of the manager. Use the questions in ex. 2 or think up your own questions. Take turns at asking the questions.

Study the expressions which may be useful for an applicant. Use them in your pair or group work:

- Well, let me see.
- Well, let me think.
- I'll have to think about that.
- That's a good question.
- How shall I put it?
- Let's put it this way.
- The best way I can answer that is ...
- Mm, that's a difficult question. Let me see.

2. Answer the following questions.

1. Why would you like to leave your present job? 2. Say a little about the work you do. 3. How long have you been a manager? 4. What is the worst problem you have had in your present job? 5. What makes you think you will enjoy this new job? 6. Do you think you are popular with the people who work for you? 7. If you could choose your own boss, what kind of person would you choose? 8. If you didn't agree with your boss about something important, what would you do? 9. Think of the situation where one of your employees was late for work three days out of four. He is a very good worker. What would you do? 10. What do you think you will be doing in 10 years' time? 11. What do you do in your spare time? 12. How much do you think you should be paid?

3. Your philosophy. Complete each of these sentences. Don't just fill in the spaces quickly. Think about what you might want to say in English one day.

1. Two of my favourite expressions are ... 2. I think I am ... 3. Other people say I am ... 4. For me, success is ... 5. My work is important to me because ... 6. Money is ... 7. For me, knowing English is ... 8. For me, pleasure is ... 9. For me, learning new things is ... 10. The most important thing about my country for me is ...

4. Work alone. Choose one of the job advertisements. You are looking for a job and this advertisement interests you. Make notes on:

1. why would you be interested in this job? 2. why would you be a suitable candidate?

You may invent any details about your experience and qualifications, background and non-working life, if necessary. Write a brief letter of

application for the job. When you are ready, send the letter to the directors of this company.

You have been invited to attend an interview for the job you applied for. Explain to the interviewers why you think you're suitable for the job.

5. In small groups make a list of the points which both interviewers and interviewees should remember during interviews. Think about appearance, setting, establishing a rapport, preparation, etc. Discuss your points with the rest of the class.

If you have time, change roles and repeat the last three stages of the role play, using the following words:

full-time experienced (sales assistant); references required; experience with ... preferred; to work in shifts; to apply for a job as; vacancy; part-timer; an hourly rate; to be after a full time job; 5-day week. 3 weeks holiday; driving licence; phone for more information; seeks employment / interesting well-paid work.

READER'S DIGEST

The texts are withdrawn from:

- ▲ "Business Concepts for English Practice", by *Dawling and Mc Dougal*.
- ▲ "Management Concepts and Canadian Practice", by *Stare, Mondey, Holmes*.
- ▲ "Principles of Macroeconomics", by *Roy J. Ruffin, Paul R. Gregoru*.
- ▲ "Money", by *Scott Foresman and Company*.
- ▲ "The Guardian".
- ▲ "The Washington Post".
- ▲ "The Wall-Street Journal".
- ▲ "Pace Magazine".

BUSINESS CONCEPTS AND ACTIVITIES. BUSINESS FIELDS AND CAREERS

Business Concepts and Activities

Business is a word which is commonly used in many different languages. But exactly what does it mean? Think of your own definition of business. Write it down in your note-book. The concepts and activities of business have increased in modern times. Traditionally, business simply meant exchange or trade for things people wanted or needed. Today it has a more technical definition. One definition of business is the production, distribution and sale of goods and services for a profit. To examine this definition, we will look at its various parts.

First, production is the creation of services or the changing of materials into products. One example is conversion of iron ore into metal car parts. Next these products need to be moved from the factory to the market place. This is known as distribution. A car might be moved from a factory in Detroit to a car dealership in Miami.

Third is the sale of goods and services. Sale is the exchange of a product or service for money. Goods are products which people either

need or want; for example, cars can be classified as goods. Services, on the other hand, are activities which a person or group performs for another person or organization. For instance, an auto mechanic performs a service when he repairs a car. A doctor also performs a service by taking care of people when they are sick.

Business, then, is a combination of all these activities: production, distribution and sale. However, there is another important factor. This factor is creation of profit or economic surplus. A major goal in the functioning of a business company is making a profit. Profit is the money that remains after all the expenses are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

Business Fields and Careers

Business is an increasingly important activity throughout the world today. Consequently, the opportunities for a business career have grown in variety and number. There are now five broad fields or areas of business that offer exciting careers: management, marketing, accounting, finance, and data processing. Within each of these fields there are specific jobs in which you can specialize. For example, within the field of marketing you can specialize in market research, advertising, distribution, buying or selling. General career opportunities that are available in the various fields of business are as follows:

- 1. Management:** General Manager; Personal Manager; Production Manager
- 2. Marketing:** Researcher; Advertiser; Buyer; Seller; Distributor
- 3. Accounting:** Bookkeeper; Private Accountant; Public Accountant; Government Accountant
- 4. Finance:** Banker; Financial Analyst; Stockbroker
- 5. Data Processing:** Computer Operator; Computer Programmer; System Analyst

Practical Assignments

1. Answer the following questions about the meaning of business.

1. What is the modern definition of business? 2. How does this modern meaning of business differ from the traditional one? What factors have

brought about these changes? 3. What does production involve? 4. What example of distribution is given in the text? 5. How do goods differ from services? 6. In addition to production, distribution and sale what other factor is important in defining business? 7. What is profit? In general, what do companies do with their profits? 8. Compare your definition of business with the one given in the text. Are they similar? In what ways does your definition differ from the one presented in the text?

2. In choosing a business career, there are several questions you may want to ask.

For instance: Does the work interest you? Are there any areas of business for which you have an aptitude or special capability? What are the opportunities involved, such as demand (or need) for the job, salary, and chance for advancement?

Answers to these questions and careful planning will help in choosing a suitable and successful career in business. Put down your answers to these questions and then, working in pairs or teams, discuss them with your classmates.

3. The text states that “business is an increasingly important activity throughout the world today”. Answer the questions.

1. Does this general statement apply to your own country? Why yes or why not? 2. What opportunities for a business career are there in Latvia?

4. Answer the following questions?

1. What should a bookkeeper have an aptitude for? 2. What should a manager have an aptitude for? 3. What do you have an aptitude for?

Some of the factors considered by people when choosing a job are listed below. Discuss each with your partner. Add to the list as you think of other factors.

- | | |
|-----------------------------------|--------------------------------|
| 1. Personal satisfaction. | 5. Geographical location. |
| 2. Opportunities for advancement. | 6. Type of the work performed. |
| 3. Salary. | 7. Variety of tasks. |
| 4. Good hours, vacations. | |

Work alone to rank the factors according to their importance for you in choosing a job. Write the most important ones at the top of the list and the least important ones at the bottom. When you have finished, compare the results with your partner and other members of the class.

“Learning the Ropes”

Mr Sam Leland, business executive and author of the best-selling book “How to Be Your Own Boss” offers some advice for ambitious entrepreneurs.

1. Learn the ropes. Starting your own business is never easy. There is much that you need to know, and you must assume that you will make some mistakes. Many crucial business errors can be avoided, however. The first and most important thing to do is make sure you know as much as possible about your business and what will make it profitable before you open your doors.

2. Get your gears turning. What will sell in today’s overcrowded market is a superior product at a lower cost. Never stop thinking about how to improve your product or service; think about it at dinner, in the shower, while you’re asleep. Be creative. Don’t always go by the book. If you can think of a way to do things better than they’ve always been done, do it! (Remember, however, that some rules can’t be broken; be sure to follow all legal requirements and regulations to the letter.)

3. Get rolling. Experience is always the best teacher, so get started as soon as possible. Don’t wait for everything to be perfect before you open your doors. Your business will continue to expand and improve as you learn what your clients want.

4. Always be aware of your competition. How does your product or service stack up? Remember that to stay in business you always have to be a little bit better than the other guys. No businessman worth his salt would be content with a middle-of-the-road product or sales performance. You simply can’t afford to be average. If you do not remain competitive, your business will not survive. You will go belly-up before you know it.

5. Keep in mind that the customer is king. Do everything you can to satisfy your client, no matter what it takes. Learn to say, “No sweat!” to any request. Find a way to make it happen. Even when you get snowed under by phone calls, bills, and work orders, you must treat your customers with dignity and respect. Tell them you value their patronage, and above all, never give them the runaround. Be honest with them, and they will remain loyal to you. If they are dissatisfied, work harder than ever to please them. A happy customer is your best advertisement.

6. Don’t get discouraged. It’s possible that in spite of your best efforts, your business may fail anyway. If I had given up after my first failed

attempt, I wouldn't be where I am today. Sometimes luck is largely responsible for success, so my final words to you are, Good luck!

Practical Assignments

1. Pay attention how idioms are used and try to guess their meaning. Write the meaning of the idiom on the line.

Example: They say the first year of law school is really hard, but I'm sure once you **learn the ropes**, you'll fine.

to learn how things are done

2. Work in pairs. Compose dialogues on business activities using the following idioms.

get rolling; no sweat; snowed under; worth one's salt; middle-of-the road; stack up; give someone the runaround; learn the ropes; get one's gears turning; go by book; to the letter; go belly-up

MANAGEMENT

Who are Managers and What Do Managers Do?

In a sense, everyone is a manager. People manage their lives by planning, organizing, directing, and controlling their skills, talents, time, and activities. Parents manage their jobs, households, and children; children manage their allowances, and students manage their time if they expect to succeed in various subjects in school.

Likely, you will be employed by some type of organization and, as a result, be working with managers. Understanding what is involved in managing is important even though you probably will not start out as a manager. Therefore, knowledge of basic management concepts will be beneficial to you either as a worker or as a manager. If you have plans for a management career, you should gain a full understanding of what managers do and what management is all about.

There are almost as many definitions of management as there are books on the subject. Most definitions of management do share a common idea – management is concerned with the accomplishment of organization objectives through the efforts of other people. Objectives, or goals, are the final results expected. For example, your immediate objective may

be to pass this course, while your long-term goals may be to complete your schooling and obtain a good job. The objective of business firms is to make a profit by providing goods and / or services to customers. In order for a business firm to achieve this goal, the managers in the firm must perform four main functions:

- Determine what is to be achieved (planning).
- Allocate resources and establish the means to accomplish the plans (organizing).
- Motivate and lead personnel (influencing or directing).
- Compare results achieved to the planned goals (controlling).

Thus, management may be defined as the process of planning, organizing, influencing, and controlling to accomplish organization objectives through the coordinated use of human and material resources.

* * *

Take the example of Laurie Steen, a university student. Her objective is to pursue a career as a chartered accountant. In order to accomplish her goal, she must first complete her B. Comm. degree. Next, she must find a job articling in one of the CA firms. While she is working in the profession, she will be taking further specialized accounting courses toward the Uniform Final Examination, which must be passed by all people who wish to become a CA. In order to accomplish her goal, Laurie must be a good manager of her time. She must plan her schedule, organize her time and financial resources, and evaluate or control her own performance to maintain her grades. Laurie uses management concepts to achieve her objectives.

Managers in business and in not-for-profit organizations also pursue objectives – but, those of the organization, not their own. Pursuit of a common goal can lead to the grouping of managers.

For instance, the term management is sometimes used to refer collectively to all the managers in a firm. This usage is most often heard in connection with negotiations between workers or unions and their supervisors. The uppermost managers in an organization – usually called executives – may also be referred to collectively as management.

Because management so frequently refers to a firm's top executives, people sometimes forget that managers occupy other positions within large organizations. Actually managers operate at most levels within every type of organization large or small, private sector or public sector, business or not-for-profit. There are 3 basic levels of managers.

Lower-level managers, often referred to as supervisors or first-line supervisors, are responsible for managing employees in daily operations. In a manufacturing firm, a factory supervisor is responsible for ensuring that the assembly line runs properly and that the right type of product is produced. In a government office, the supervisor of clerical staff ensures that paperwork is processed correctly and on time.

Middle managers, such as department heads, are concerned primarily with the coordination of programs and activities that are necessary to achieve the overall organization goals, as identified by top management. In a manufacturing company, sales managers and production superintendents are middle managers. In government organizations, department heads are middle managers.

Top management includes the chief executive officer, the chairperson of the board, the president, as well as vice-president(s). In not-for-profit organizations, the top manager is sometimes called the executive director. These individuals are responsible for providing the overall direction of the organization.

In the final analysis, a manager is anyone, at any level of the organization, who directs the efforts of other people in accomplishing organization goals. Wherever a group of people work together to achieve results, a manager is present.

School principals, meat market supervisors, service station operators, and factory supervisors are managers, just as the presidents of British Airways, London Life Insurance, Imperial Bank of Commerce, and Falconbridge Nickel are managers. The prime minister is a manager, too, as are government agency heads, university deans, church pastors, and military commanders.

Managers are responsible for making decisions concerning the use of a firm's resources to achieve results. Managers are the catalysts who establish goals; plan operations; organize various resources – personnel, materials, equipment, capital; lead and motivate people to perform; evaluate actual results against the goals, and develop people for the organization.

The success of a particular business manager cannot be judged exclusively on short-run output. In other words, a manager may be said to be effective if his or her unit is earning a profit, or reducing costs, or increasing the market share for the company's products, or other such measurable results. Naturally, these accomplishments are important to any organization. However, a major challenge and, indeed, obligation of

any manager is the development of people under his or her direction, and in doing this, long-term goals may be achieved more effectively. Developing competent and well-trained people who can be promoted to more responsible positions is a significant part of a manager's job. This is an excellent long-run measure of the effectiveness of a manager and contributes to the growth and success of the firm whether it is a manufacturing or service organization.

Practical Assignments

1. Working with concepts: what makes a good manager? Three employees at large corporations were asked the following question: "What characteristics or personal qualities make a good manager?" Read their responses:

- **Rafael Vasquez**, analyst programmer, large clothing manufacturer:
"A good manager has the same qualities as a good leader: somebody who's respected, who can be trusted. Good managers are people who can project their vision of the future. They recognize the achievements of others and can coach others, so they develop and use their skills to the fullest. Good managers can also create an environment in which diverse opinions are valued, and everyone works together in order to find the best solutions to problems."

* * *

- **Linda Schuman**, attorney, long-distance telecommunications company:
"A good manager needs to be able to define and communicate to others the overall goals of the organization. He or she must also be able to determine what needs to be done in order to achieve the organization's goals. Finally, a good manager needs to know how to recognize and appeal to people's motives so they can be really productive."

* * *

- **Sam Yee**, information resources manager, regional telephone company:
"In my opinion, having good communication skills is essential. A good manager is able to communicate well both verbally and in writing. Having good judgement is also important. You have to be able to make decisions quickly and to hire good people. Good managers are open to change, especially in these times when things are changing so rapidly. Also, you can't just be a manager – you have to bring more to the table – for example,

technical or financial skills – in addition to management skills. A good manager should also be fair, compassionate, and understanding.”

With your business team, discuss the following questions about the responses you’ve just read, and write out your answers.

1. Why is it important for a manager to recognize the achievements of others and to be able to coach them, according to the programmer and clothing manufacturer? 2. According to the attorney from the long-distance telephone company, why does a manager need to recognize and appeal to people’s motives? 3. Why does a manager need good judgement, according to the manager from the regional phone company?

2. Do you share the following statement? Why yes (no)? Give your reasons.

“Effective managers live in the present – but concentrate on the future.”
(James L. Hayes. President, American Management Association)

Try to give your own definition of an effective manager.

“Sharpening your Basic Skills”

by Norma Carr-Rufino

What should a good manager be aware of to make a spoken word be a powerful tool? What factors should be taken into consideration in establishing lines of communication? How to learn to be diplomatic? What to say and how to behave if you want “to establish rapport” with the audience, or: make somebody “be specific”, or: to allow for “face-saving”?

You can find the answers to all these questions when you have read Ms Norma Carr-Rufino’s article “Sharpening your basic skills”.

* * *

The spoken word can be a powerful tool for gaining and using personal power. Therefore, it will pay to continually sharpen your skills in persuading people and in getting through to them with clear instructions, questions, and responses. Keep developing skills in tuning in to the other person’s viewpoint and gearing your messages accordingly. And remain aware of your responsibility as boss for taking the initiative to establish lines of communication with your people and to keep lines open. Let’s review some suggestions for sharpening these basic communication skills.

Practice Empathy. To be aware of what your listener will value as a payoff, try to put yourself in his or her shoes. How is your listener likely to

feel about your message? What pressures is he or she under? How calm and confident is he or she feeling? What kind of relationship do you have? If the topic is controversial, is there anything the two of you can agree on to begin with?

Develop the Art of Persuasion. Remember that people usually base actions more on feeling, opinions, and beliefs than on logic and reason. A rational approach is one that considers all the variables, and in most situations there are many variables we cannot be sure of. True rationality also considers people's emotions and other "illogical" factors. Here is a five-step sequence for persuasive communication:

1. Establish rapport. Communicate to the listener, in both words and actions, that you see the problem or situation from his or her viewpoint, too.
2. Introduce your proposal or idea and suggest how it can help generally.
3. Try to determine what your listener's problems are and what payoffs are important to him or her by using good questioning techniques.
4. Follow up with details to convince. Provide the listener with evidence that your proposal can help.
5. Maintain your credibility by avoiding too many strong adjectives, adverbs, superlatives, euphemisms, or wornout phrases; words that imply a certain knowledge of future events; and inappropriate surprise or amazement.

Watch Word Choice. Be yourself and use language you are comfortable with, but modify it to fit the situation and your listener. Choose familiar nontechnical words when talking with people who might not understand technical terms or business jargon. Make this your goal: words and statements that are as short, simple, direct, familiar, and concise as is appropriate for the listener and the situation.

Use Specific Language. Another barrier to complete communication is the use of vague, abstract, general language. The more specific your message is, the more likely the listener is to interpret it correctly. You have a picture in your mind of what you're trying to get across. The more specific the language you use to describe that picture, the more likely the listener will be to get the same picture in his or her mind. Let's look at some comparisons:

General: We have to get on the ball.

Specific: Everyone in the Field Audit unit must increase his order production by at least 5 percent.

- General:** You can bring me the stuff now.
Specific: I'm ready to go over the Western Region account files now.
- General:** Some people are taking advantage of my good nature.
Specific: Both Jim and Bob have been leaving 20 or 30 minutes early several times a week for the past month.
- General:** It's time I got what I deserve for all the hard work I do.
Specific: Since I achieved all the objectives we have agreed on – and even exceeded two of them – I think I deserve a \$4,000-a-year raise.

Notice, that in order to be specific, it's important to use the names of things ("the Western Region account files"), names of people, and numbers where possible. Watch how you use indefinite words such as "there", "that", "this", "it", "thing", "whatchamacallit". Even when you use "he", "she", or "they", be sure you are clear about exactly whom you're referring to.

Allow for Face-Saving. The listener may or may not be aware of gaps in a message. Someone who is aware may be unwilling to ask for more information for fear of appearing ignorant or stupid. As the speaker, then, it is often crucial that you make sure your message is clear and complete. For example, you can say, "Let's review. Will you give me your interpretation of what I just said so that I can be sure I have covered everything?"

On the other hand, when you are the listener, don't resort to face-saving tactics when you are unclear about a message. Feeling free to say you don't understand can be a sign of confidence. Certainly no one signals a lack of confidence more clearly than the person who is pretending to understand.

* * *

MIND, that successful business talks often depend on avoiding direct disagreement. The more general the statement, the more likely it is to produce disagreement. Not surprisingly, therefore, good negotiators often restrict general statements by using qualifiers. Here are some of the most common qualifiers in English:

- a slight misunderstanding
- a little bit too early
- some reservations
- a short delay
- a bit of a problem
- a little more time

Avoiding Negative Words. Often English avoids negative adjectives,

preferring 'not + positive equivalent':

- The hotel was dirty – The hotel wasn't very clean.
- The food was cold. – The food was not very hot.

Negative words used directly [*It was unacceptable*] are usually very negative.

Comparatives. In offering an alternative suggestion, the comparative is often used:

- Wouldn't the 31st be more convenient?
- It might be cheaper to go by air.

The implication is that the other person's suggestion is acceptable, but yours is more acceptable. For this reason the use of the comparative is more tactful. This is not only true for adjectives. Notice these expressions. Each one contains an expression based on the comparative:

- There's more chance of them accepting if we ...
- I still think they are more likely to agree if ...
- We need more information before we agree to anything.

The language points discussed are general features of English. It is up to you to decide if you want to use all of the language points discussed here. It is essential, however, if you are going to use English in meeting with native speakers, that you are aware of the way they use English to make their message more direct, more tactful, more diplomatic etc.

Practical Assignments

1. *Being diplomatic. Find a natural way to say the things diplomatically.*

- That's inconvenient. I don't want to meet so soon.
- We have had problems with our distributor.
- I can't accept such a long delay.
- That suggestion is useless!
- That's an unhelpful way of looking at the problem.

2. *Match the sentences below to make rules like the one in the example.*

Example: Managers don't make mistakes. They test their staff.

- | | |
|---------------------------------------|--|
| 1. Managers don't make mistakes. | a They collect information. |
| 2. Managers don't arrive late. | b If they do, they're the manager's ideas. |
| 3. Managers don't read the newspaper. | c They invest in new technology. |
| | d They are unavoidably delayed. |

- | | | |
|-------------------------------------|---|--|
| 4. Managers don't forget things. | e | They test their staff. |
| 5. Managers don't sleep. | f | They think with their eyes shut. |
| 6. Managers don't buy new toys. | g | Their employees forget to remind them. |
| 7. Employees don't have good ideas. | | |

Can you make any more rules?

3. Work in groups of three or four. Ask your partners what they think of the following opinions of managers and bosses. Decide which of the opinions you can entertain:

1. people working in business should be told what to do and should do it without asking questions, 2. employees want to be recognized as people with their own (personal) needs, 3. the employees have to be forced to work, otherwise they are just lazy, 4. if there are problems to be solved in a company, everybody should be asked his opinion before a decision is taken, 5. nobody wants responsibility at work, 6. bosses need to control what employees do.

The Roles of the Manager

*University in the West of England,
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As a first step towards increasing overall effectiveness, managers must be aware of what managerial work involved. It is generally agreed that the purpose of management is to ensure that results are achieved. To understand what needs to be done to achieve results, managers must develop insights into what their work involves, the tasks they are expected to perform and the attitudes and skills which help them perform these tasks efficiently and effectively.

Recent studies into the work of managers have shown that managerial behaviour is determined by the roles that managers perform. The essential difference between managers and non-managers derives from the nature, variety and complexity of these roles.

Many organizations fail to define specific managerial roles. This creates uncertainty amongst managers as to:

- what they are required to do;
- the boundaries of their responsibilities;
- relationships with others both inside and outside the organization;
- the skills they need to develop in order to fulfil their roles effectively.

Even when roles have been formally defined, managers will benefit from periodically examining what their work entails as a basis for reviewing:

- what they actually do in relation to what they should be doing;
- the extent to which their roles are changing;
- the need for further training and development to enable them to perform present and emerging future roles effectively.

The manager's roles include:

- the group leader role – being responsible for managing a group of people; resolving problems within your group and deciding on, and agreeing, courses of action to be implemented by your group;
- the liaison role – communicating with other individuals and groups on behalf of your group;
- the information sharing role – disseminating information both within your own group and throughout the organization;
- the information seeking role – acquiring information from your own group and from other parts of the organization;
- the spokesman role – representing the organization to the outside world, e.g. communicating with customers and suppliers;
- the innovator role – developing and assisting in the development of new ideas;
- the delegator role – deciding what work individuals do within your group;
- the disturbance handler role – responding to, and coping with conflicts and discipline problems within your group;
- the negotiator role – bargaining with individuals both inside and outside your group;
- the performance appraiser role – discussing individual performance with subordinates on a regular and planned basis;
- the trainer role – developing and implementing training programmes for subordinates.

* * *

Summarize the manager's roles, describe, what each of them includes.

MARKETS, MARKETING, MARKETING STRATEGIES

What is a Market?

To develop the mechanics of supply and demand, we must narrow our vision to study of how a single market works. In each market, buyers and sellers are guided by the price system in their buying and selling decisions.

Types of Markets

A retail store, a gas station, a farmers' market, real estate firms, the New York Stock Exchange (where stocks are bought and sold), Chicago commodity markets (where livestock, grains, and metals are traded), auctions of works of art, gold markets in London, Frankfurt, and Zurich, labor exchanges, university placement offices, and hundreds of other specialized arrangements are all markets. Markets are arrangements for bringing together buyers and sellers of a particular good or service. The New York Stock Exchange brings together by means of modern telecommunications the buyers and sellers of corporate stock. Sothebys auction in London brings together the sellers and buyers of rare works of art. The Rotterdam oil market brings together buyers and sellers of crude oil not under long-term contracts. The university placement office brings university graduates together with potential employers. The gas station brings together the buyers and sellers of gasoline. In some markets, the buyers and sellers confront each other face-to-face (roadside farm markets). In other markets, the buyer never sees the seller (the Chicago commodity markets).

Determinants of the Form of the Market

The actual form a particular market takes depends on the type of good or service being sold and the costs of transporting the good from the point of production to the point of sale. Some markets are local (bringing together local buyers and sellers); others are national (bringing together the buyers and sellers in all parts of the nation), others are international (bringing together the buyers and sellers in all parts of the world). Real estate is traded in local markets; houses and buildings cannot be shipped from one place to another (except at great expense). College textbooks are usually exchanged in a national market. The New York Stock Exchange, the various

gold exchanges, and the Chicago commodity exchange are markets in which buyers and sellers from around the world participate.

The study of marketing arrangement is a subject area in which economics and business administration overlap. Both disciplines presume the markets develop in an orderly fashion and teach that the market form that eventually evolves may be the one that keeps the cost of delivery (or marketing cost) to a minimum.

Perfect Markets

The real world consists of an almost infinite variety of markets. We are going to focus our attention on a very special type of market, called a perfect (or perfectly competitive) market.

The principal characteristic of a perfectly competitive market is that buyers and sellers face so much competition that no person or group has any control over the price.

The markets where most people buy and sell goods are not perfect. Buyers and sellers may not be perfectly informed about prices and qualities. Two homemakers pay different prices in adjacent grocery stores for the same national brand of cookies. Houses that are virtually identical sell at different prices. Italy and West Germany pay different prices for the same grade of imported crude oil. Two secretaries with the same qualifications, responsibilities, and disposition in the same company earn different wages. AT&T, General Motors, and Saudi Arabia exercise some control over the prices they charge. Large buyers exercise some control over the prices they pay.

Many products, however, are exchanged in perfect markets. Stocks and bonds and commodities such as wheat, silver copper, gold, foreign currencies, oats, pork bellies, soybeans, lumber, cotton, orange juice, cattle, cocoa, and platinum are bought and sold in perfect markets. Private investors, mutual funds, commercial banks, industrial buyers of commodities, and agricultural brokers participate in these markets. Although markets like the local grocery store, the dry cleaner, the gas station, the college placement office, or the roadside stand are not perfect, many of them function in a way that approximates perfect markets. In this respect, the behavior of perfect markets serves as a useful guide to the way many real-world markets function. The perfect market is a valuable starting point for examining economic behavior.

Practical Assignments

1. Answer the questions.

1. What does the concept of “market” mean? 2. What are different forms of the market? 3. Do buyers and sellers always meet each other in markets? 4. What do the terms “a local market”, “a national market”, “an international market” mean? 5. What are the principal characteristics of a perfect market? 6. What products are exchanged in perfect markets? 7. Who are the participants of a perfect market?

2. Read the statements and say whether they are true or false.

1. In each market, buyers and sellers are guided by the price system. 2. The university placement office brings university graduates together with sellers. 3. Sothebys auction in London brings together the buyers and sellers of gasoline. 4. The New York Stock Exchange is one of the markets in which buyers and sellers from around the world participate. 5. One single seller can change the price.

3. Find equivalents.

- | | |
|--------------|--|
| 1. price | a a place where people buy and sell goods |
| 2. trade | b an article of trade |
| 3. market | c to put (money) to a particular use |
| 4. invest | d a person who buys |
| 5. buyer | e an amount of money for which a thing is sold |
| 6. commodity | f to buy and sell goods |

4. Fill in the blanks using the essential vocabulary.

1. What ... did you pay for the house? 2. The fall in the value of the pound may help to stimulate international ... 3. Your bank manager will advise you how to ... your money. 4. The law forbids the ... of alcohol to people under 18. 5. Britain built up her wealth by ... other countries. 6. If the book is properly ..., it should sell very well.

5. Choose the right variant.

- Sothebys auction in London brings together the sellers and buyers of
 - a) rare works of art
 - b) gasoline
 - c) corporate stock
- Houses that are virtually identical sell
 - a) at the same prices
 - b) at different prices

- In perfect markets
 - a) wheat, oats and cotton
 - b) silver, copper and gold
 - c) soybeans, orange juice and cocoa
 - d) all mentioned above and many other things are sold and bought

Marketing

Buying, selling, market research, transportation, storage, advertising – these are all parts of the complex area of business known as marketing. In simple terms marketing means the movement of goods and services from manufacturer to customer in order to satisfy the customer and to achieve the company's objectives. Marketing can be divided into four main elements that are popularly known as the four P's: product, price, placement and promotion. Each one plays vital role in the success or failure of the marketing operation.

The product element of marketing refers to the good or service that the company wants to sell. This often involves research and development (R&D) of a new product, research of the potential market, testing of the product to insure quality, and then introduction to the market.

A company next considers the price to charge for its product. There are three pricing options the company may take: above, with or below the prices that its competitors are charging. For example, if the average price of a pair of woman's leather shoes is \$27 a company that charges \$23 has prices below the market; a company that charges \$27 has prices with the market; and a company that charges \$33 has prices above the market. Most companies have price with the market and sell their goods and services for average prices established by major producers in the industry. The producers who establish these prices are known as price leaders.

The third element of the marketing process – placement – involves getting the product to the customer. This takes place through the channels of distribution. A common channel of distribution is:

Manufacturer – Wholesaler – Retailer – Customer.

Wholesalers generally sell large quantities of a product to retailers, and retailers usually sell smaller quantities to customers. Finally, communication about the product takes place between buyer and seller. This communication between buyer and seller is known as promotion. There are two major ways promotion occurs: through personal selling, as in a department store; and through advertising, as in a newspaper and magazine. The four elements of marketing – product, price, placement

and promotion – work together to develop a successful marketing operation that satisfies customers and achieves the company's objectives.

Practical Assignments

1. Answer the following questions.

1. What is marketing? Write down your own definition. 2. How does the definition of marketing given in the text differ from the one you wrote? 3. What are the four main elements of marketing? 4. What is involved in the product element of marketing? 5. What are the three pricing options a company may take? 6. Using \$75 as an average price for a pocket calculator, what would be examples of pricing above, with, and below the market? 7. What does placement involve? 8. What other advertising media are there besides magazines and newspapers? 9. If you were to specialize in one of the marketing elements, which one would you choose – product, price, placement or promotion? Why?

2. Various problems that might occur in the marketing process are listed below. Determine to which of the four P's each problem is closely related: product, price, placement, promotion.

1. The advertising gives false information (promotion). 2. The product is dangerous. 3. The product is not available in enough stores. 4. The product is too expensive. 5. A salesclerk is rude to customers. 6. The product is sold during the wrong season. 7. The product is of poor quality. 8. The advertising is offensive. 9. The price of a product increases faster than the rate of inflation. 10. The product is not available in your favourite stores.

3. Write a letter to a company in order to complain about an aspect of its marketing process.

Marketing Strategies: Marketing Mix and Target Market

The marketing strategies of determining product, price, placement, and promotion are not planned in isolation. Marketing analysts often look at a combination of these four factors. This combination of the four P's is known as the marketing mix. The elements of the marketing mix focus on the consumer. In order to develop a successful marketing mix, researchers

first ask two important questions: **Who is going to buy the product? What is the potential to sell this product?**

The group of customers or consumers who will probably buy the product is known as the target market. The company directs its marketing efforts toward this group of potential customers who form the target market. Once market researchers have determined the target market they wish to appeal to, the company can develop an appropriate mix of product, price, placement, and promotion. The company attempts to match consumer needs or mold consumer desires to the product being offered. For example, if the target market is “middle-class teenagers”, the marketing mix might consist of the following:

Product: blue jeans

Price: with the market

Placement: department store

Promotion: advertisements on a “pop music” radio station

A successful marketing mix depends on the knowledge about consumers and their buying habits gained through market research as well as correct identification of the target market. Strategies of product, price, placement, and promotion are blended in order to reach a chosen group of consumers.

Practical Assignments

1. Discuss the following questions with a partner.

1. Which type of promotion *appeals to* you most – radio, television, magazine, or newspaper advertising? 2. How are the buying *habits* of consumers influenced by promotion? 3. What do you think the *target market* would be for a Rolls-Royce? For microwave ovens? For tennis shoes? 4. What are some of the factors that the market price of a product *depends on*?

2. In the exercise below, determine the marketing mix that you think would be successful for this particular group of consumers (target market). Then fill in the price, placement, and promotion you think would be most effective for the target market that is indicated.

1. *Target market:* teenagers

Product: tennis shoes

Price: _____

Placement: _____

Promotion: _____

2. *Target market:* small restaurants

Product: microwave ovens

Price: _____

Placement: _____

Promotion: _____

BUDGETING AND ACCOUNTING

- Accounting and a Financial Plan
- Budget Deficits and a Balanced Budget
- A Financial Year
- A Balance Sheet

Everyone would agree that it is easy to spend money – sometimes too easy – and it is difficult to save money. And who has not said, after **counting** the money in his purse, “Where did my money go?” So before and after earning, spending and saving, people and businesses turn to paper and pencil – and now to computers – to plan what is going to happen with their money and **account** for what is happening or has happened to it.

A financial plan is called a **budget**, and our language has many phrases related to our budgets – staying within the budget, living within one’s means, over-spending, cost over-runs, and budget deficits, for example.

This universal problem affects not only the individual, but all **entities** – small businesses, big corporations, nonprofit organizations, and of course, the government. Many politicians have made many speeches about cost over-runs and budget **deficits** caused by expenses being greater than income. Husbands and wives worry about living within their means, and parents caution children about over-spending their **allowances**.

A budget is, quite simply, a **forecast** of what the **revenue** will be (how much money will come in) and what the **expenses** will be (how much money will go out). Some expenses are the result of purchases, and accountants call these purchases expenditures. If the budget is for a profit-making entity, the revenue should exceed the expenses and the **bottom line** should show a profit. The family hopes to have a balanced budget, and politicians often demand that the government balance its budget, too.

Budgets are prepared for certain periods of time. For example, a one-year accounting period is called a **fiscal** year. When the year begins it then becomes the task of the bookkeeper to record or enter the income and expense in journals and ledgers. The accountant then, in a sense, counts up and analyzes the financial status and the financial progress of the entity. The financial status is shown in a balance sheet which shows the **assets** (what is owned) and the **liabilities** (what is owed) and the **equities** (how much capital the business has). The accountant prepares a financial

statement which has, in addition to the balance sheet, the income statement, which shows the important bottom line and the entity's profit or loss.

Accounting System of Latvia After the Reform

Accounting is frequently called the “language of business” because of its ability to communicate financial information about an organisation. Managers, potential investors, creditors, and the government depend on a company's accounting system to help them make informed financial decisions. An effective accounting system must include accurate collecting, recording, summarizing, interpreting, and reporting of information on the financial status of an organization. Incoming money (revenues) and outgoing money (expenditures) must be carefully monitored and all transactions summarized in financial statements, which reflect the major financial activities of an organization.

Two common financial statements are: the balance sheet, which shows the position of a company at one point in time (for example: March 7, 1997), and the income statement, which shows the financial performance of a company over a period of time (for example: the end of this financial year).

The Balance sheet (Bilance) provides a summary of what a company owns and what it owes on one particular day.

Assets (Aktīvs) in the balance sheet represent everything that is owned by a business, and are divided into fixed assets (Pamatlīdzekļi) and current assets (Krājumi). Cash and accounts receivable (Avansa maksājumi par precēm, Nepabeigtie pasūtījumi utt.) are all current assets, but property (Zemes gabali, Tehnoloģiskās iekārtas utt.) makes up the fixed assets.

Liabilities (Pasīvs) are the debts owed by a company – for example, to suppliers and banks. The liabilities section of the balance sheet is often divided into current (Īstermiņa parādi) and long-term (Ilgtermiņa parādi) liabilities. Current liabilities are accounts and income taxes payable (Aizņēmumi pret obligācijām un no kredītiestādēm utt.), but long-term liabilities are bonds and longterm notes (Akcijās pārvēršamie aizņēmumi, Parādi meitas uzņēmumiem utt.).

If liabilities are subtracted from assets (assets – liabilities), the amount remaining is known as owner's equity. This relationship of assets, liabilities and owner's equity is often represented by the fundamental accounting equation: **assets = liabilities + owner's equity**

People who specialize in the field of accounting are known as accountants. In the USA accountants are usually classified: public (they work independently and provide accounting services such as auditing and tax computation), private (they work solely for private companies that hire them to maintain financial records), and governmental (they work for governmental agencies or bureaus).

The top figure at the accounting system in Latvia is the CPA (Certified Public Accountant), who fulfils the most rigorous functions. To become a CA one must meet the following demands:

- 1) be a citizen of the Latvian Republic;
- 2) have an experience of work in accounting systems not less than 5 years;
- 3) pass a qualification exam.

In case the applicant meets the requirements, he (she) may appeal to the Ministry of Finance of the Republic of Latvia.

Once a year all firms and enterprises have to invite the CPA, who checks the financial statements and makes a conclusion of the work of enterprise by making a report after auditing.

The main objective of the reform in the Latvian accounting system was to draw the work of the accounting system in Latvia in accordance with the international standards of accounting. The following steps were undertaken to reform the accounting system in Latvia:

- 1) 1.01.1993 – the law “About the Accounting” came into force;
- 2) 19.07.1993 – “Accounting documents regulation”;
- 3) 1.01.1994 – New National Plan of accounts in the Latvian accounting system;
- 4) 1.12.1995 – the Cabinet of Ministry of Latvia adopted the code of rules No. 339 “About the Organizing and Conducting of Accounting at the industrial and other enterprises”.

Before this reform, the accounting system in Latvia was focused on protecting the interests of the government and no analysis of companies' financial situation was made. Only calculation and auditing took place. Everything was planned by the government.

After the reform, the accounting system in Latvia is focused on the protecting of the private trade and individuals, and all the financial statements must also be used for analysis and planning.

This reform gave Latvia a great opportunity to communicate common business language with our possible partners and competitors in the West and the USA. The standards of organizing accounting, auditing, routine

paper work and filling in the main financial documents is similar, and that is very important for Latvia on its way to highly developed economy.

Practical Assignments

1. Answer the following questions.

1. What career opportunities are available in accounting? 2. If people choose accounting as their business career, what aptitude for it should they have to be successful? 3. What is the other name of a “financial plan”? 4. What phrases or words related to budgets do you know? 5. What are the ways to avoid budget deficits and achieve a balanced budget in a family (in the country)? 6. What is “a fiscal year”? 7. Explain the meaning of the following terms: liabilities, assets, equities, entities.

2. Answer the following questions.

1. Why is accounting called the language of business? 2. What does effective accounting system include? 3. What is the other name of “incoming / outgoing money”? 4. What are the common financial statements? 5. What is the top figure in the accounting system of Latvia? 6. What do assets represent in a balance sheet? 7. What does the term “fixed assets” (“current assets”) mean? 8. What term is used to name the debts owed by a company? 9. In what relationships are assets, liabilities and owner’s equity?

FINANCE: BANKS, INVESTING

Banks

- Functions of Banks
- Depositing and Withdrawing Money by Customers

For most of us, the most important and best-known **financial** institution is our local bank. Probably our bank is a **commercial** bank, meaning that the bank is involved in **trade**, and what it trades in is money and other financial services. It carries out this trade for a profit, just as any business does.

Banks carry out a variety of functions. For its customers it operates savings and checking accounts; it offers loans; it changes money. With

the familiar savings account, the customer can save money and earn interest. The customer **deposits** and **withdraws** money, and his deposits and withdrawals along with his interest earnings and the **balance** (the total of deposits minus withdrawals) are recorded in a passbook.

A checking account is a service that usually makes our lives a little easier. The bank holds our money and we pay our bills with our checks by **drawing** on our accounts. The checks come back to our bank through a clearinghouse and our accounts are charged for the checks we have written. At the end of each month we receive a **statement** which summarizes our transactions. Although checking accounts are very helpful, we can sometimes make problems for ourselves by **bouncing** a check. The check bounces back to us like a ball (a check that bounces is called a rubber check). It is marked insufficient **funds**, meaning we do not have enough money in our account to cover the check; we have overdrawn our account.

Banks usually have a service charge for maintaining our checking accounts, although some banks do not charge us if we keep a **minimum** balance in our account. So for example, if the minimum is \$500 and our balance never goes below \$500, we do not pay a service charge.

In addition to operating accounts, banks also loan money and charge interest on the loans. Although banks always try to keep a certain amount of money in **reserve** to cover withdrawals, they invest a large part of the money they are holding to earn more money. They also offer other services for a fee, such as storing valuables for people in safe deposit boxes inside the bank's vault, changing currencies, and selling traveller's checks.

In short, banks provide services and use our money to make money.

Practical Assignment

Answer the following questions.

1. In what way is a bank a commercial institution? 2. What does a bank trade in? 3. What are the functions of a bank? 4. What operations with money does a customer perform in a bank? 5. What does the word "balance" mean in the language of banks? 6. What operations does a bank perform with money?

Investing

- Different Ways of Saving Money
- A Stock (a Share): Common, Preferred
- A Bond

Investing money means saving money so that the value of the money invested will increase and the money will produce income or profit.

Savings accounts and time deposits (withdrawals are possible only after a specified period of time) are well-known ways of investing money. Another way of investing is to buy **securities**. Stocks and bonds are two kinds of securities that people invest in. A stock, in other terms, means a **share** in some business; so people who buy stocks, actually become owners of part of the business – shareholders.

There are two kinds of stocks: common and preferred, and a basic difference between them is that a preferred stock is a **safer** investment, but it is more **expensive** than the lower-**priced (cheaper)** common stock.

Why do people invest in stocks? One reason is that stock in a successful company can pay **dividends** (a share of the profit) that are higher than the interest on a savings account. If the company is successful, the value of the share can also increase and the owner of the share can sell it for a high price, and thereby make a profit, which is called a capital **gain**. Of course, the stock market can be risky because some businesses may not do well, and the investor may lose money. In a way, investing in stocks can be like gambling, and for that reason many people rely on a **broker** to advise them and manage their investments by buying and selling securities for them.

Probably the most famous stock exchange is Wall Street in New York City where millions of shares are traded every day. People with investments follow the stock market reports closely to watch how their stocks are going. When the general **trend** of the market is up, the market is described as “bullish,” and when it is down, it is “bearish.”

Another form of investment is bonds: A bond is **issued** by a government or a company to raise money. A bond is essentially a loan, and a bondholder does not become an owner of the company, like a shareholder. Although the **yield** on bonds is generally lower than that on good stocks, bonds are usually considered safer.

There are many other ways to invest money. Land and buildings (real estate) can be a good investment. Collectibles, such as rare and valuable

coins and stamps or works of art are sometimes good investments. In the United States one unusual kind of collectible is the baseball card – small pictures of baseball players that children buy. A 1952 card of the famous baseball player Mickey Mantle is worth \$4,810. Purchased for about one cent (\$0,01), that is an increase of 481,000 per cent – a pretty good yield.

Practical Assignment

Answer the following questions.

1. What does the term “investing money” mean? 2. What are some well-known ways of investing money? 3. What securities do people invest in? 4. What kinds of stocks are there? 5. Why do people invest in stocks? 6. What is the difference between common and preferred stocks? 7. Why can investing in stocks be like gambling? 8. How is the market described when the general trend is up / down? 9. What is a bond? 10. What is the difference between a bondholder and a shareholder?

INTERNATIONAL TRADE. MULTINATIONAL CORPORATIONS

International Trade and Its Benefits

The sale of goods and services is not restricted to local, regional, or national markets; it often takes place on an international basis. Nations import goods that they lack or cannot produce as efficiently as other nations, and they export goods that they can produce more efficiently. This exchange of goods and services in the world, or global market is known as international trade. There are three main benefits to be gained from this type of exchange.

First, international trade makes scarce goods available to nations that need or desire them. When a nation lacks the resources needed to produce goods domestically, it may import them from another country. For example, Saudi Arabia imports automobiles; the United States, bananas; and Japan, oil.

Second, international trade allows a nation to specialize in production of those goods for which it is particularly suited. This often results in increased output, decreased costs, and a higher national standard of living.

Natural, human, and technical resources help determine which products a nation will specialize in. Saudi Arabia is able to specialize in petroleum because it has the necessary natural resource; Japan is able to specialize in production of televisions because it has the human resources required to assemble the numerous components by hand; and the United States is able to specialize in the computer industry because it has the technical expertise necessary for design and production.

There are two economic principles that help explain how and when specialization is advantageous. According to the theory of absolute advantage, a nation ought to specialize in the goods that it can produce more cheaply than its competitors or in the goods that no other nation is able to produce. According to the theory of comparative advantage, a nation ought to concentrate on the products that it can produce most efficiently and profitably. For example, a nation might produce both grain and wine cheaply, but it specializes in the one which will be more profitable.

The third benefit of international trade is its political effects. Nations that trade together develop common interests which may help them overcome political differences. Economic cooperation has been the foundation for many political alliances, such as the European Economic Community (Common Market) founded in 1957.

International trade has done much to improve global conditions. It enables countries to import goods they lack or cannot produce domestically. It allows countries to specialize in certain goods with increased production and decreased prices. Finally, it opens the channels of communication between nations.

Multinational Corporations

A company often becomes involved in international trade by exchanging goods or services with another country – importing raw materials it may need for production or exporting finished products to a foreign market. Establishing these trade relationships is the first step in the development of a multinational business. At this stage, however, the corporation's emphasis is still on the domestic market. As trade expands, the corporation's dealings with companies or people outside the "home country" of that corporation increase.

The corporation then begins to view the whole world as a base for production and marketing operations. The next step in the development

of a multinational business is focusing on the world market. The company may establish a foreign assembly plant, engage in contract manufacturing, or build a foreign manufacturing company or subsidiary. Therefore, a multinational corporation is a company that is primarily based in one country and has production and marketing activities in foreign countries.

Since World War II, multinational corporations have grown rapidly. The names and products of many of the multinationals have become well-known in the world marketplace: International Business Machines (IBM), Royal Dutch Shell, Panasonic, Pepsi, and Volkswagen. Pepsi, for example, now has operations in more than one hundred countries.

A multinational corporation operates in a complex business environment. Cultural, social, economic, political, and technological systems vary from country to country. In order to operate successfully, a multinational company needs a basic understanding and appreciation of the foreign business environment.

Practical Assignments

1. Answer the following questions on international trade.

1. What are the various markets in which the sale of goods and services takes place? 2. What is international trade? 3. What is the first benefit of international trade? 4. What resources help determine which products a nation will specialize in? 5. According to the theory of comparative advantage, what should a nation do? 6. What is the third benefit of international trade?

2. Answer the following questions on multinationals.

1. What is the first step in the development of multinational business? 2. What is the company's emphasis laid on when it is simply trading with other countries? 3. What market does a multinational corporation focus on? 4. A company may establish its manufacturing operations in foreign countries. What are the three forms that these operations may assume? 5. What is a multinational corporation? 6. What are the products that are produced by the following multinational corporations: IBM, Pepsi, Panasonic, Shell, and Volkswagen?

MONEY

A Short History

Money, as we know it today, comes in two forms: **coins** and **bills**, also called **currency**. Coins are made from metal, and bills are made from paper. Sometimes bills are called paper money. But money also exists in another way in the form of bank deposits.

In earlier days, and even today in some isolated parts of the world, people developed a form of money that was called **commodity** money. This was the use of things that by themselves had some value or importance and could be used as a standard measure of exchange. For example, one cow might be **worth** twenty bags of rice or thirty chickens. Some examples of this kind of money are sea shells in New Guinea, rice in Japan, and iron bars in Nigeria.

Little by little people began to use **precious** metals as a convenient form of commodity money, and gold, silver, and copper eventually became the most commonly used metals. They were useful because they could be carried, they could be split into smaller sizes, and perhaps because of their beauty, they were acceptable as **payment** for something in many different places.

But there were disadvantages. They could be debased (base metals such as lead and tin could be added to decrease the purity), and it was necessary to weigh the metal each time a **transaction** was made and people exchanged the precious metal for goods or services.

The solution was to **mint** coins from the metal. To show and guarantee the value of the coin, symbols of national authority, such as the head of the king, were stamped on the coins. The use of coinage goes back over 2,500 years, to the Lydians of Anatolia (now Turkey), and the use of coins in international trade goes back at least to the time of Alexander the Great. All of these early coins shared one feature – the **value** of the coin was based on the amount of precious metal that it contained.

During the seventeenth century, bank notes first came into use as currency, the beginning of an important development. At first the bank note was a promise to pay in coin, but the note itself had no actual value. The value of the note was tied to precious metal. This is no longer true, but until early in the twentieth century almost all currencies were tied to gold or silver.

The final step in the development of money was reached in this century when we began to think of bank deposits (the amount we have in our check books and savings books) as the same as the **cash** that we carry in our pockets, purses, and wallets. In fact, in today's world the major part of the world's **supply** of money does not exist as coins and bills but only as numbers on the books of the world's banks. For this reason, it is possible to say that most of the world's money does not exist.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. In what forms does money come? 2. What is the other word for "coins and bills"? 3. What does the term "commodity money" mean? 4. Why did people start using precious metals instead of commodity money as payment for goods and services? 5. What were the disadvantages of such money? 6. What was the value of the coin based on? 7. When did the first bank notes come into use as currency? 8. In what form does the major part of the world's supply of money exist nowadays?

Using Money

In simple terms we receive money for our work, and we **exchange** this money for things that we need or want. The money comes in to us, and the money goes out to somebody else who then exchanges it for something that he needs, and so on. Money, then, is actually a medium of exchange that enables people to exchange goods and services in a convenient and efficient way. Money is like the oil and grease that we use to keep the great economic machine working.

The most common way in which people get money is to earn it by working, and although we often use the phrase "make money" to mean "earn it," in fact we do not actually mint coins or print bills. Only **counterfeiters** print their own money, illegally.

Let's look at what happens after we are paid for our work. Basically, we have two choices, we can **save** it or **spend** it on something. The decisions that each individual person makes on saving and spending,

when taken together with everybody else's decisions, can have a major effect on the economy.

If we decide to save our money, there are several ways in which we can save. We can simply keep our money in a safe place, just as a child may keep coins in a "piggy bank." But money saved in this way can actually lose value if prices rise while the money is sitting in a safe place. Another way to save money is to **invest** it, which means that we let somebody else use the money and they pay us **interest**. In this way, our savings earn money.

If a person prefers or needs to use his money, he probably will buy something, let's say food, from somebody else. The thing that is bought is called a **purchase**. Buying and selling are two very basic activities in the world of business. The businessperson's goal is to make money, just like anybody else who works, but occasionally a businessperson who spends more on his business than he earns will lose money.

Another activity that is familiar to all of us is **borrowing and lending**. On a personal level, people often borrow money from each other for a short time (and sometimes forget to repay it). And in the world of business, making **loans** (lending money) is one of the main activities of a bank.

Finally, we should mention two other activities associated with money. Some people like to **collect** money, especially coins, and sometimes a good coin collection can be a good investment. Other people like to **gamble** with their money by buying lottery tickets, going to horse races, or spending time and money in gambling casinos in places like Monaco and Las Vegas.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. What is the process of exchanging money like? 2. What is money and its function? 3. What does a phrase "make money" mean? 4. What happens to our money after we are paid for our work? 5. What choices do we have? 6. What are the ways of saving money? 7. What do we call a thing that is bought? 8. What are two basic activities in the world of business? 9. What do the terms "borrowing", "lending", "collecting" and "gambling" signify? 10. What is one of the basic activities of a bank?

3. Read the following proverbs and sayings about money. Discuss them with your class-mates. Say which of them you consider to be true, false, wise, silly, paradoxical etc. Which one suits you best?

- Money burns a hole in the pocket.
- A penny saved is a penny gained.
- He who saves a penny saves a pound.
- Money cannot bring happiness but can make unhappiness bearable.
- A fool and his money are soon parted.
- No money, no problem.
- Money makes the world go around.
- Time is money.
- Easy come, easy go.
- Money is the root of all evils.
- Mud and money go together.
- All that glitters is not gold.
- Money makes money.
- There are two fools in the market: the one – who charges too much, and the other – who charges too little.
- Don't count your chickens before they are hatched.

Make up situations or describe some events from your life (or from books you read) to confirm or deny the truth and wisdom of it. Add other proverbs about money.

Buying and Selling

Most of us use currency when we are in the act of buying or selling something, although more and more people use checks and credit cards. Buying and selling is the basis for the world of business. A simple description of business is the **production, distribution** and **sale** of goods and services for a **profit**. In other words, business is based on selling the product at a price that is higher than the cost of making and delivering the product or goods.

There are two kinds of sales: **wholesale** and **retail**. In wholesale trade, a producer sells large quantities of his product to a retailer (a store owner, for example) and the retailer sells the product in small amounts to individual **consumers**. In the auto industry, for example, the manufacturer of the car sells it wholesale to a retailer (called a **dealer** in the auto industry) who in turn charges a higher price and sells the car to a customer.

Both the wholesaler and the retailer hope to make a profit from their transactions.

A very important part of contemporary business is **marketing**. Marketing is important because businesses are in **competition** with each other to sell their products to customers. It is obvious that it is important to get and maintain a market share that will allow a company to be competitive and make a profit. Marketing influences the entire business cycle from production to sales, and in recent years the **promotion** of the product, especially in advertisements, has become a very important operation.

In the final act, when buyer and seller are face to face, most sales are based on a fixed price. However, some transactions, especially those for very expensive items such as houses and automobiles are done through **bargaining**, in which the buyer can make an **offer** that is below the asking price. Sometimes in private sales, where an individual might be selling a used refrigerator, the buyer and seller may also bargain.

In another kind of sales transaction, especially when a government is purchasing goods or services, the buyer asks for competitive **bids** and several suppliers each make a bid for a contract to supply the goods or services. The lowest bidder, of course, gets the contract. In a somewhat similar situation, a person or entity may sell something by auction. In an auction, the seller asks the buyer to make a bid, and the highest bid gets the product, as the auctioneer says "going, going, gone!" which means the sale is completed.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. What do many people use instead of currency nowadays? 2. How can we define business? 3. What kinds of sales are there in business? 4. How is wholesale trade carried on? 5. What is the function of a retailer (dealer)? 6. What is marketing? Why is it so important? 7. In what way does it influence the entire business cycle? 8. What is bargaining? 9. How is the procedure of an auction organized?

Plastic Money

“Will this be cash or **charge**?” In many stores today this is the question a sales clerk asks a customer as the customer prepares to pay for what he has purchased. The response, “I’ll charge it,” means that the customer will pay not with currency or with a check but with a charge card, which is sometimes called plastic money. The more common name for the card is, of course, the credit card. Stores and restaurants everywhere often display signs to show that they **accept** credit cards.

It can be dangerous to lose your credit card or have it **stolen** by a thief. And because it is so easy to charge purchases, some people buy more things than they should. But credit cards also carry a credit **limit**, meaning there is a maximum **amount** a person may charge. Credit limits are determined by the credit card company. The company decides on a credit **rating** for each card carrier. A person can get a high rating if he is a good risk, and the higher the rating, the more a person can charge.

Credit cards have become very valuable for travellers, and in many cases even a necessity. Nowadays, it is almost impossible to **rent** a car without a credit card. There is one well-known advertisement on TV for a credit card which says, “Don’t leave home without it.”

Many stores offer their own charge accounts which enable a customer to charge purchases at that store only. Some places allow people to buy things on time, meaning that the customer can make a **down payment** for part of the total **cost**, and then pay the balance later in regular payments or **installments**. This is called an installment plan. Often there is an additional-charge for this service, which is called the finance charge.

Many banks now issue a plastic card that can be used with automatic teller machines so that the customer can do his banking after hours and on weekends. In some cases this card can be used in stores, and through a process called electronic funds **transfer** (EFT), the money is automatically moved from the customer’s bank account to the store’s account. The transfer is done electronically by a computer, and this process is much faster than the traditional charge card. Maybe some time in the future paper money will no longer be used for buying and selling.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. What does a question “will that be cash or charge” mean? 2. What does a response “I’ll charge” mean? 3. What is the other way of calling a charge card? 4. What does “a credit limit” mean? 5. Why do stores offer their own charge accounts? 6. What privileges does a customer get in case he buys such a card? 7. Do you think it is convenient to use plastic cards? Why yes (no)? 8. How is the transfer made?

Borrowing and Lending

At some time or another almost everybody has said, “I’m **broke**. Can you lend me some money?” On a personal level, a loan may only involve two friends who borrow from and lend to each other to help each other. The person who borrows the money **owes** money to the lender. Occasionally the borrower may sign a very simple agreement called an I.O.U. The borrower **repays** the loan when he can, and usually between friends there is no interest charge.

There are times, however, when people need to borrow a large **sum** of money. For example, buying a car requires a large amount of money, and for that we need an auto loan. The interest rate on these kinds of loans is usually rather high, and they are usually for a **term** of not more than a few years.

Another major purchase is a house, and in the United States banks loan money to people for this. This kind of loan is spread over many years (twenty to thirty years is typical), and it is called a **mortgage**. The bank holds the **deed**, the legal document that proves ownership, until the mortgage is paid off. The home serves as collateral: If the borrower fails to repay the loan, the bank repossesses the house. A family celebration called burning the mortgage takes place when all the money, interest and **principal**, is finally paid off, and the family at last **owns** its own home.

In addition to making loans to individuals, banks also make loans to businesses. From time to time a business needs to borrow money, and thus go into **debt**, to expand the business. If the business seems to be a good **risk**, the bank will extend **credit** to the business, allowing it to borrow up to a certain amount. The bank becomes the creditor, and the business becomes the debtor.

Countries too sometimes need to borrow money, and in the world of international finance, commercial banks often make loans to developing countries. The World Bank, an international development bank, provides

special support for long term development projects. In recent years, however, more and more countries have **defaulted** on their loans, and the list of debtor nations gets longer and longer. But it is not only the poor who are in debt. In the United States, Americans have consumed large quantities of foreign goods, but they have not sold as many goods to foreigners. The result is that the United States owes a lot of money to other countries.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. What do people mean when they say "I'm broke"? 2. How is a loan on a personal level made usually? 3. What agreement may the borrower sign? 4. Is there any interest charge in such a case? 5. What do the words "borrow", "lend", "owe" money mean? 6. What do people do when they need a large sum of money? 7. Who makes loans to developing countries?

Insurance

The purpose of insurance is to provide financial **compensation** to people and organizations when something unexpected or **disastrous** happens and the result is financial loss. In a way, insurance companies offer **protection** so that an accident, a severe health problem, a fire, or a natural disaster such as a flood, will not result in a financial disaster to a family or business entity.

The first form of insurance **coverage** was marine insurance, provided by Lloyd's of London in 1689 to protect shipowners and merchants from loss if a ship sank with its cargo. Nowadays many different kinds of **policies** are offered.

Policyholders commonly insure their health, their property (especially homes and autos), and their lives, and they also carry liability protection. Liability insurance protects the policyholder against a legal suit in which somebody may **sue** the policyholder, claiming that the policyholder was responsible for damage that the plaintiff (the person who sues) suffered.

For families, it is important of course, to protect their major investments, and so they insure their homes against fire and the family car against damage from accidents. In recent years, automobile insurance has become

very expensive, especially liability protection, and in many places it is **compulsory**, which means the family members cannot use the car if they do not have insurance. For some families in the United States, especially those with teen-age drivers, the **premiums** may be well over \$1,000 a year. The insurance can cost more than the car!

Health insurance is also very important to the family because the cost of health care has become very high.

Life insurance is paid when a person dies. The **beneficiaries** of the policy will receive money to cover the lost wages that the dead person can no longer earn. This kind of protection is especially important for families with small children where it may be difficult for the surviving parent to work and care for the children.

Another kind of insurance provides the financial security a person needs when he or she retires and no longer earns wages or a salary. Most people, while they are working, belong to a retirement plan, and then when they retire, they receive a **pension**. For many older people the arrival of their monthly pension check is a very important event. In many countries there is a compulsory government plan often called national insurance or social security.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. What is the purpose of insurance? 2. What was the very first form of insurance? 3. What do policyholders insure nowadays? 4. What types of policies does your family have? 5. Have you (or members of your family) ever been paid money as a result of insurance of your home, property, from accidents etc.? 6. What do you know about a retirement plan in this country?

Changing Money

Changing money can mean two things: changing a large bill or coin into smaller bills or coins, such as changing a five-dollar bill into five ones, or exchanging two currencies, for example, dollars for pounds. In the first instance, there are times when a person needs small **change** (we

usually think of small change as coins) or when a person has a high-**denomination** banknote and wants to get smaller denominations. In the second instance, changing currencies, we enter into the very complex world of the foreign exchange market.

Just as our world does not have only one language as the medium of communication, neither do we have a single **monetary** system as the medium of international exchange. Any traveller experiences this when he goes to another country. One of the first things he must do is find a place to **convert** his money, and one of his first questions will be, "What is the exchange rate?" As we all know, exchange rates can vary from day to day and from place to place. One place in particular, the black market, often has a rate that is better than the **official** rate.

As our world shrinks and it becomes easier to carry out trade across international boundaries, the **volume** of trade increases, and therefore the **flow** of money increases. Large numbers of businesses become involved in **exporting** and **importing** goods. If a businessman exports his product to another country he is going to receive money from a company or person in another country. Businessmen, therefore, need the services of a money changer, and so they turn to banks. A bank, then, becomes the middleman, arranging for the exchange of money across national boundaries.

In the world of international trade, some currencies are more desirable than others. The currencies of some countries are not very **stable**, and **inflation** may cause the currency to continuously lose its value. In some cases a government may officially devalue its own currency. In other cases the currency may be allowed to **float**, meaning that the value of the currency will go up or down according to the demand for it.

Currencies are traded on the foreign exchange market, which is an international market with major centers in London, Frankfurt, Zurich, Tokyo, Hong Kong, and New York. At these markets traders buy and sell currencies from each other. Many of the traders are from international banks and large corporations, but there are also individual **speculators** who are trying to make a profit by watching the exchange rates very closely and buying and selling currencies – hoping to buy low and sell high.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the following questions.

1. When do people need to change money? 2. What does a traveller do when he goes to another country? 3. What do we do if we need small change or small-denomination banknotes instead of big ones? 4. In what way can inflation influence the currency? 5. What is one of the world's stable currencies? 6. What is the official rate of a dollar? 7. What other currencies do you know? 8. How are currencies traded on the foreign exchange market?

THE ECONOMIC PROBLEM

The economic problem is how to **allocate scarce** resources among **competing** ends. Three questions must be answered: What products will be produced? How will they be produced? For whom will they be produced?

What, How, for Whom?

What?

Should society devote its limited resources to producing civilian or military goods, luxuries or necessities, goods for immediate **consumption** or goods that increase the wealth of society (capital goods)? Should small or large cars be produced, or should buses and subways be produced instead of cars? Should the military concentrate on strategic or conventional forces?

How?

Once the decision is made on what to produce, society must determine what combinations of the factors of production will be used. Will coal, petroleum, or nuclear power be used to produce electricity? Will bulldozers or workers with shovels dig dams? Should automobile tires be made from natural or synthetic rubber? Should Coca Cola be sweetened with sugar or corn syrup? Should tried-and-true methods of production be replaced by new technology?

For whom?

Will society's output be divided fairly equally or will claims to society's output be unequal? Will differences in wealth be allowed to pass from one generation to the next? What role will government play in determining for whom? Should government intercede to change the way the economy is distributing its output?

Economic Systems

Societies must solve these economic problems of what, how, and for whom if they are to function. Different societies have different solutions. Some use private ownership and market allocation; others use public ownership and government allocation. Most use an **economic system** that is a combination of private and public ownership and a combination of market and government allocation.

Practical Assignments

1. Discuss the words in bold type: explain their meaning using other English words.

2. Answer the questions.

1. What is the chief economic problem? 2. What questions should be answered to solve this problem? 3. What is meant by the question "What"? 4. What is meant by the question "Who"? 5. What is meant by the question "For whom"? 6. In what way do different societies solve the economic problem? 7. What is an economic system?

3. Chose the right variant.

- Three questions must be answered to solve the economic problem:
 - a) What? Why? Who? c) Why? When? How?
 - b) What? How? For whom?
- Different societies have
 - a) different solutions b) one common solution
- Most societies use
 - a) private ownership c) a combination of private and public ownership
 - b) public ownership

4. Find the equivalents.

- | | | |
|-------------|---|----------------------------------|
| 1. consumer | a | to give as a share |
| 2. consume | b | to use up |
| 3. allocate | c | a person who buys and uses goods |
| 4. scarcity | d | to try to win something |
| 5. compete | e | lack of something |

5. Fill in the blanks using the essential vocabulary.

1. Arguing about details ... many hours of the committee's valuable

time. 2. Good fruit is ... in winter and costs a lot. 3. Several advertising agencies are ... to get the contract. 4. The price increases were passed on by the firm to the ...

NEWSPAPER MATERIALS

“White-Collar Blues”. American Firms are Hiring Highly Skilled People Abroad, for Lower Pay

Walter Kruz is more than qualified to work at Intel Corp.'s newest chipmaking plant. He has a master's degree in electrical engineering, a bachelor's in physics and 20 years' experience in the booming semiconductor industry. Moreover, he lives only a short drive from the home office in Santa Clara, California.

But Mr. Kruz, who last summer was laid off from his \$75,000-a-year position at a Lockheed Corp. unit, has no hope of a job at the new Intel plant. That's because it is in Ireland and is hiring only Irish engineers - at Irish wages.

Intel's interest in bargain-priced engineers reflects a little-noticed but ominous trend: the professional class in America is facing the same kind of job erosion from global competition as the working class, though it is not yet as severe.

U.S. companies are increasingly hiring highly skilled workers in Asia, the former Soviet bloc and Europe to perform jobs once reserved for American professionals. Or they are temporarily importing these foreign professionals to tackle demanding tasks in the U.S. Texas Instruments Inc., Chase Manhattan Corp., International Business Machines Corp. and scores of other companies have contracted with Indians, Israelis and other foreign companies to write computer programs. Films and television producers increasingly bring in foreign film professionals to keep costs down. And American Telephone & Telegraph Co., Du Pont Co., Hewlett-Packard Co. and others have moved business units abroad, along with hundreds of high-paying managerial and research jobs.

The hiring of foreign professionals isn't always a money-saving move. For U.S. companies wanting to expand abroad - just as for foreign companies wanting to enter the U.S. - it is often considered good strategy to hire people native to the target market.

Feeling Threatened

But in a growing number of cases, money is the issue, and some find this alarming. The survival of the [American] professional is at stake, says Stewart Personick, an active member of the Institute of Electrical and Electronics Engineering and an assistant vice president at BellCore, the research arm of the regional telephone companies. Already, "some people are having trouble finding work, or they are receiving less pay or working harder for the same money."

The availability of low-paid professionals in Malaysia, Hungary, China, India and elsewhere calls into question the idea, popular in the Clinton administration, that U.S. workers can raise their own wages or job prospects by acquiring more skills. "A professional can have his skills moved around the world very easily today, so he ought to feel even less complacent than a low-skilled person, whose job may be tied to a locale," says William J. Schroeder, vice chairman of Conner Peripherals Inc., a maker of computer disk drives.

"It's scary," says Hilary Pennington, who has advised President Bill Clinton on labor issues and heads Job for the future, a Massachusetts firm that promotes training and apprenticeship programs. The fact that professional status increasingly doesn't offer clear protection against foreign competition "is something that has to haunt" the administration says Ms. Pennington. Still, she says U.S. workers must acquire higher skills, even without any guarantees.

The foreign competition doesn't affect all types of professionals. And, to be sure, professionals, as a group, certainly do remain a privileged part of the U.S. work force. The number of high-skills jobs lost overseas is still small compared with those lost in blue-collar and routine service work, while Americans of high skill usually stand the best chance of getting and keeping good jobs.

Komag, a Milpitas, California, maker of exotic materials used in computer storage devices, has decided to open a plant in Malaysia rather than expand its California factory, expressly because wages for both professionals and production workers are lower there. Indeed, Willard Kaufman, chief financial officer, says that if demand for Komag's products weren't growing, its U.S. professionals might be getting pink slips even as others are added overseas.

All of the 40 Malaysian managers and engineers Komag has hired to run its plant (scheduled to open this year) speak English and hold academic degrees, among them two doctorates. No U.S. supervisor or engineers

will assist at the plant. The Komag executive in charge of it is a Malaysian native who has spent the past two decades with U.S. companies.

"We can solve all the engineering problems we'll face on our own," says the executive Thian Hoo Tan. And the Malaysians will do it for one third the pay of their U.S. counterparts.

The Irish Edge

Foreign professionals have no illusions about why U.S. companies find them so appealing. "We're cheaper," says Leonard Hobbs, one of Intel's Irish engineers. "In America, your standard of living is just getting too high. In Ireland, the unemployment rate is higher and people are hungry to do the job." Ireland's unemployment rate exceeds 20%.

Besides hiring professionals offshore, U. S. take foreign professionals to work temporarily in the U.S.

It is relatively easy for U.S. companies to bring them in for periods of as long as a few years. Few limits are placed on a company's ability to employ a foreigner in the U.S. provided he or she has specialized skills, whether in nursing or cinematography or science. A company simply "files a petition with us and just says they want to bring them in," explains Larry Weinig, an official of the Immigration and Naturalization Service. The number of applications to bring in foreign professionals has nearly doubled to more than 100,000 annually over the past five years.

U.S. employers are hiring a growing number of foreign professionals who enter the U.S. as business travellers and receive payment in their home country for temporary work here-an illegal practice, says Mr. Weinig. He says he hopes that through better screening around the world, U. S. embassies can "at least hold the line on this abuse."

Foreign professionals also come to the U.S. to get training. Hewlett-Packard brings an undisclosed number of Chinese engineers in each year for training. But the trainees do work to ease the crunch at "peak" times. Often foreign trainees find that their experience is a prelude to full-time employment in their native country.

Then there are the Hollywood people displaced by foreigners. U.S. cinematographers, the people who shoot movies, typically earn high six-figure salaries. But lately, "all the movies I want to shoot are staffed by foreigners," says Robbie Greenberg, a Los Angeles cinematographer, who estimates his income has fallen 50% because of the influx.

U.S. employers aren't always the initiators of these arrangements. Some foreign professionals price their services directly to U.S. customers. "Our

argument [to a U.S. company] is that you can continue to use U.S. programmers, but your business may end up being uncompetitive," says Cheepun Wong of Computer Systems Advisers Group, a Singaporean company that started bidding on U.S. business two years ago.

Mostly, foreign computer consultants work on older systems, where programming is routine. But even the loss of these unglamorous projects hurts, notes F. William Guerin, who heads Marathon Systems, a San Francisco consultancy recently aced out of such work by an Indian Contractor.

Practical Assignments

1. Choose the right answer.

- U.S. companies want to expend overseas to
 - a) hire people native to the target market
 - b) economize money
 - c) hire people native to the target market and to economize money
- At a newly opened computer plant in Malasia
 - a) only American specialists work
 - b) Malaysian specialists do only low-skilled jobs
 - c) many trained, high-skilled Malaysian specialists, among them two doctorates, work
- American professionals as a group
 - a) lost a principal part of the U.S. work force because of the foreign competition affect
 - b) do not remain a principal part of the U. S. work force because professional status does not offer clear protection against foreign competition
 - c) have a privileged part of the U.S. work force
- In the Clinton administration an idea was popular that U.S. workers
 - a) can raise their own wages or job prospects by acquiring more skills
 - b) cannot raise their own wages by acquiring more skills because they ought to feel less complacent than low-skilled workers
 - c) can raise their own wages or job prospects working harder

2. Answer the following questions.

1. When you see or hear the expression "a foreign employee", what

do you think about it? Write down words or ideas as they come into your mind. Then discuss your ideas with your classmates. 2. Have you (or your friend or a relative) ever worked in a foreign company? Describe the job. How did you (he / she) get it? What skills were required? 3. What do you think: why do companies hire foreign workers (both: "Blue-Collars" and "White-Collars")? 4. Name the multinational corporations having their branches in Latvia. 5. Say what pluses and minuses of their expansion Latvian economics may have? Discuss your thoughts with a person next to you.

Italy's Sweet Life Curdles as Corruption Jars Nation's Psyche

*Special correspondent Maureen Kitne
contributed to this article for "The Guardian"*

«Population's Disgust Mirrored In Films, Fashion, Books; Quest for
"New Simplicity"»

*By Craig Forman and Lisa Bannon
Staff reporters*

MILAN – Supermodel Karen Mulder walks down the Gucci runway as the melancholy tone "Smile though Your Heart Is Breaking" wafts over the crowd.

Miss Mulder is hidden under reams of gloomy gray fabric, a distinct break with sexier seasons gone by.

The somber outfit symbolizes Italy's mood these days. Call it La Doleful Vita. A shattering corruption scandal is taking a gig toll on the nation's psyche, with the fallout spreading from fashions to films, from music to fitness clubs.

The new message of Italian culture is that the sweet life has soured. Decadence is out. Morality is in. This is a big change for Italy.

And such a bummer.

"Collective Nervous Breakdown"

"We are suffering a sort of collective nervous breakdown," says Giulio Anselmi, a veteran editor and co-director of Corriere della Sera, one of Italy's largest daily newspapers. "The Italian people are wondering "How do we get out of this mess?""

The extent of corruption revealed in the affairs like Watergate, Teapot

Dome and the Lockheed bribery scandals rolled together. Virtually Italy's entire business and political establishment has been implicated. Surveys show that people are depressed, unhappy and increasingly fed up with the omnipresent corruption. Normally exuberant, Italians today are mired in gloom.

While the scandals may eventually pave the way for a cleaned up political system, the popculture revolution is already well under the way. The scandals are inspiring not only fashion designers but Italian movie directors, writers and artists.

Five new movies are due out this spring alone. More are in production. The first, called "The Storm is Coming," features a prosecutor as the protagonist, struggling successfully to fend off the temptation of bribery and corruption. The scandal has prompted a flood of new books, too: 12 have been published in connection with the investigations since last year.

Bleak Message

The portrait of Italian life contained in these works – dominated by corruption, abuses of power and privilege – is uniformly bleak. As he puts the finishing touches to his movie, which opens later this month, director Daniele Luchetti says he hopes the film will make people wake up. "We need to rewrite our code of behavior" to eliminate "the twisted logic that dominates our nation," he told a local magazine.

Daily, more down-to-earth manifestations of the scandal turn up in graffiti, T-shirts and street performances. At Studio Fitness di Milano, a punching bag with the face of former Prime Minister Bettino Craxi has been the gym's most popular exercise machine over the past month. Mr. Craxi, a Socialist party luminary, is under investigation in the scandals. "It got broken twice because so many people kept hitting it," says gym owner Patrizia Cortesi. "We kept it at the entrance now so our clients can swing at it when they walk in the door."

The Craxi bag has been such a success that Mr. Cortesi now plans to install a matching one with the head of Prime Minister Giuliano Amato.

On TV, ads mock the corrupt. A brand of household sponge says it can provide what Italy really needs: a big cleanup. A type of these claims it is the only pure thing left in Italy. While there are still plenty of Vespa motor scooters zipping around, people are forsaking the nightly *passaggiata* of cruising and flirting to stay home and watch the news talk shows devoted to the scandals.

Law schools are overflowing with aspiring anticorruption magistrates;

surveys show that Italy's small group of prosecutors is now the most respectful people in the country. The University of Milan is thinking of opening a second legal-studies department to cope with demand. A hotel receptionist studies a criminal-procedure textbook late into the night, dreaming of becoming a judge. There's even a new board game similar to Trivial Pursuit called Tangentopoli, or Kickback City, in which players answer questions about the scandals.

Given the overwhelming gloom people feel about the current situation, it may take a long time for Italy to emerge from its funk. In a front page story about Italy's future leader, the satirical magazine Cuore features a cover photo of a little baby. "He's not involved in scandals – or in political games," says the magazine. "We've been waiting since 1945 for someone to save Italy. We might as well wait a little longer."

But nowhere is the sobering impact on the nation's psyche more apparent than in the current somber mood at some of Italy's best known fashion houses. The biannual fashion shows, normally a celebration of the opulent and the ridiculous, are unusually subdued this year. There was no Madonna. No plumes or cone-shaped bras – just yards and yards of dark hues.

"The season reflected the mood in Italy: a need to cleanse and find the values that have been lost," says Franca Sozzani, editor of Vogue Italia. "The look is more timid."

The epicenter of the "New Simplicity" is the 17th century palazzo headquarters of Milan's Versace design house. Past the Andy Warhols and the art-deco furniture, and down a spiral staircase, Versace's subterranean storehouse provides a timeline to the Italian subconscious.

Most of the space – a former crypt – is filled with the dark blues, grays and blacks the designer is making this year. Consigned to a corner is a single rack with the flamboyant colors and brash designs of yesteryear that put Versace on the map. "This general climate of dissatisfaction and distress has certainly influenced my collection," says designer Gianni Versace. He says the corruption scandals have inspired him to search for purity and simplicity.

His brother Santo – the fashion house's financial supremo – is searching for customers.

Having ensnared Italy's rich and famous, the scandal has been bad for business. He's jetting to Asia, where demand is bright. Even the U.S. market is more upbeat than Italy's. "You had your big change with Clinton," he says.

Perhaps the new purity metaphor has met its extreme in Luciano Benetton, as Italian senator and scion of the fashion-retailing family. The 57-year-old Mr. Benetton appears stark naked in a controversial new ad campaign.

Though his private parts are obscured by giant lettering, Mr. Benetton claims the nudity highlights the need for “transparency” in Italian political and business life. “It’s a metaphor for what a parliamentarian must do. It’s from this nudity that politics must be reborn.”

Practical Assignments

1. Discuss the following questions.

1. When you see the word “corruption”, what do you think about? Write down words or ideas as they come into your mind, e.g. dirty money ... After writing discuss your notes with your groupmates. 2. What do you think: what are the reasons for corruption? Share your thoughts with a person next to you. 3. Does our press describe events and people involved in corruption scandals in our country? 4. Are the reporters always objective, honest? What does it depend on? 5. Do you share the point of view that “yellow press” is mercenary? 6. In what way does mass media influence (or: reflect) people’s mood? 7. What do you think: is TV and Radio implicated in political games? Is it obvious when reporters are politically engaged? 8. Why are there so many different talk-shows on TV and why are they so popular? 9. Write a list of books, films which describe corruption, scandals, fight against corruption. Why are they so popular among people? 10. What country (countries) creates the greatest number of feature – films connected with these themes? Why?

2. Ask questions on the content of the text.

3. Summarize the text using your questions as a plan; make your comments.

Rich Countries Move to Curb Bribery in Business

Anne Swardson In Paris

The 29 richest nations on earth and five other countries, agreed last week to a treaty to outlaw business bribes to foreign public officials. It was the result of 20 years of U.S. pressure, seven years of discussion and

two years of nose-to-nose negotiations and was proclaimed, "a giant step for international business:"

The agreement, negotiated between members of the Organization for Economic Cooperation and Development plus Argentina; Brazil, Bulgaria, Chile and the Slovak Republic, is to go into effect by early 1999.

However, the hard-fought accord has notable omissions, negotiators said. It does not fully ban bribes to officials of political parties, as opposed to holders of public office. It does not force countries to revoke the tax-deductibility of bribes, which many European nations permit. And it does not call for penalizing the bribe-takers – that is, the public officials.

"We obviously believe there still is work to be done," said Alan P. Larson, assistant U.S. secretary of state for economic and business affairs. "This is just one aspect of a multifaceted effort, but we are satisfied it is a very significant accomplishment."

Since the adoption of the Foreign Corrupt Practices Act of 1977, U.S. companies have complained that they are not on a level playing field when it comes to seeking contracts with foreign countries. American corporate bribes to foreign public officials are specifically outlawed under the act, while they are widely permitted or tolerated in Europe and Asia.

Pressure for bribes grew as developing nations acquired new wealth. Companies wishing to secure contracts with developing nations found themselves pushed harder to make payoffs, sometimes expensive ones. That did not always work – a U.S. government study found that about half of payoffs did not lead to contracts – but in the absence of a legal prohibition, it was hard to say no. "Corporations are discovering it's a mug's game," said David Aaron, the U.S. under secretary of commerce for international trade and a former ambassador to the OECD who did much of the U.S. negotiating. "There was a change in the corporate culture and a recognition that bribery wasn't paying off any more."

Earlier this year, large European firms such as German manufacturer Daimler-Benz, Belgium's Petrofina and Italy's Pirelli began calling for anti-bribery legislation. The World Bank and the International Monetary Fund began to speak out against corruption. In May, meeting at the OECD, negotiating countries agreed on the broad principle of making bribes to foreign officials a criminal offense. Though national legislation varies, generally speaking only the United States now does so.

Since May, the task has been to define who is covered by the antibribe agreement. Germany, Austria and Finland, for instance, fought the idea of making bribes to sitting legislators an offense. Then, after giving in on

that issue last week, they and others opposed criminalizing bribes to political parties and to officials of state-owned or state-controlled enterprises.

Those countries lost on the second point, but the United States was forced to compromise on the first. Bribes that pass through political parties to legislators, or bribes to political parties on the orders of legislators, will be covered under the agreement, but others will not. The agreement also does not call for penalties for the politicians who take bribes, although there was general agreement that this is best handled by domestic anti-bribery laws.

U.S. officials said they have high hopes the agreement will come into effect swiftly. American and Mexican negotiators had pushed for it to come into force as soon as two participants ratified it, but they faced opposition from Europe, South Korea and Japan, which feared that the first countries to impose the penalties would face a competitive disadvantage. So a complex formula was arrived at by which the treaty will go into effect after five of the OECD's 10 largest members have ratified it or, at the latest, in early 1999.

Practical Assignments

1. *Read the article, make your comments.*
2. *Ask questions on the content of the article.*
3. *What can you tell about this country in connection with the idea of anti-bribery legislation?*
4. *Summarize the ideas expressed in the article, add some of your own, and have a talk with your deskmate on the problem.*
5. *Offer your ideas how to overcome corruption and briberies.*

Gender Issues. Is Gender Still an Issue?

*By Frieda Reitman, Ph. D., Pace University,
Professor of Management*

Even as more and more women obtain M.B.A.s, gender discrimination persists in the workplace of the 90s.

Are the managerial careers of men and women developing at a similar rate and in a similar fashion? Or are women still faced with the "glass

ceiling” – the denial of high level executive positions because of gender?

Until recently, the term “managerial careers” referred only to men, and descriptions and theories of career development focused solely on them. However, as more women entered management, questions were raised as to whether women’s careers would become more like those of men or if they would develop differently.

To determine whether women with master’s degrees in business administration (considered an important credential for a managerial career) are keeping up with their male counterparts in reaching the top rungs of management, Joy A. Schneer, Ph. D., associate professor of management at Rider University’s College of Business, and I tracked the career paths of 676 men and women who received M.B.A.s between 1975 and 1980 from two northeastern universities and compared their progress.

The results of our study, “The Impact of Gender as Managerial Careers Unfold,” published in the December 1995 issue of the *Journal of Vocational Behavior*, suggest that male and female managerial paths are not parallel: women with the same background, training, and experience as men continued to lag behind them in both salary and career advancement. Also, fewer M.B.A. women than men remain in the full-time work force through midcareer.

The data for this study, collected in 1987 and 1993, found that for those M.B.A.s who were employed full-time through midcareer, women earned less income, worked fewer hours, and achieved lower levels of management. Female executives employed full-time through midcareer earned 19 percent less than the males: an average of \$102,540 a year for men, as compared to \$83,370 for women.

The gender penalty is apparent even when factors that impact income and effect men and women differently have been controlled. This divergence between the incomes of men and women after controlling relevant work-related variables implies that discrimination against women still exists in the workplace. Twenty-three percent of the men had reached the executive suite, as compared to less than 10 percent of the women when we examine those men and women who are not self-employed. Women do move into upper-middle management by midcareer, but they seem to go no further. This barrier to advancement, or “glass ceiling”, may explain why more than 20 percent of the women we surveyed had left full-time employment by midcareer and why another nine percent opted for self-employment.

Despite the negative outcome on both income and management levels

for women, the study found that both sexes are equally satisfied with their careers. This satisfaction exists despite the fact that more than a quarter of the women felt they had been denied a position or promotion because of sex discrimination as compared to five percent of the men. Perhaps this reflects a lower level of expectation on the part of women as compared to men.

Although organizations would probably agree that only competence should determine compensation, many previous studies have also concluded that gender discrimination exists; the evidence has been so strong that legislation to counter discrimination has been enacted at both the national and state levels. Discrimination may reflect many issues, including the difficulties in evaluating managerial performance, the bias of supervisors who have been socialized to expect males to be more competent than females in management, and the desire to adequately compensate men who are the "breadwinners" of the family.

Our work indicates that despite the prevalence of the "post-traditional family," where both parents are employed, organizations are still likely to think in terms of their fast-track managers as "traditional" family men whose wives will manage the household, allowing them to focus their full attention on the job. Thus, we conclude there may be an element of discrimination against post-traditional men as well as against women.

This study also noted that nonemployed professional mothers tended to be at home not because their husbands earned high salaries, but because they could not find an appropriate job, could not afford adequate child care, found work environments unsupportive, or thought they should be at home with their children. However, working women in post-traditional families earned about as much as other married women and actually earned more than single women, long considered the model for the woman manager. These findings challenge prior research on women that suggested a negative relationship between parental status and income and no relationship between marital status and income.

The results of both studies indicate that gender continues to have an impact as managerial careers unfold. Some may remain optimistic that societal values are changing and that all employed women will be viewed as valuable resources regardless of marital or parental status. Workforce 2000, a report issued by the Hudson Institute, suggests that organizations will need to utilize all talents, and that women will comprise an increasing percentage of the workforce by the year 2000. If organizations are to get the most from employees, they must encourage, support, and reward all

workers. To accomplish this, they can offer “family friendly” programs such as extended leave, child care assistance, care for the sick and elderly, and flexible benefits to ease family demands. More importantly, organizations can revise the model of the successful manager to one that addresses the dynamics of the post-traditional family structure. This would include fewer hours, less travel and relocation, and more flexible work routines than have typified managerial work in the past.

However, 30 years after Title VII of the Civil Rights Act, equality has not occurred. How much longer will it take? There was hope that with stronger legislation – the Civil Rights Act of 1991 – there would be greater numbers of women in management.

With the time to prove their ability, women in midcareer would receive rewards comparable to men and reach the upper echelons of corporate America. This has not yet happened. The “glass ceiling” is still in place and still quite glaring. Today, even with some progress, less than five percent of the top executive positions in the Fortune 500 companies are held by women.

Income and Management Level of Men and Women Managers

Income	Men	Women
Income in early career	\$68,480	\$57,210
Income in mid-career	102,540	83,370
Management level		
Top level management	23%	9%
Upper-middle management	33	43
Lower-middle management	21	22
Supervisory management	8	10
Non-management	15	16

Practical Assignment

Answer the following questions.

1. Does gender discrimination persist in the business world of America of the 90s?
2. Are the managerial careers of men and women in America / in your country developing at a similar rate and in a similar fashion?
3. Are women still faced with the “glass ceiling” – the denial of high level executive positions because of gender?
4. Are male and female business paths parallel?
5. Do women with the same background, training and

experience as men lag behind them in both salary and career advancement in America / in your country? 6. Does the divergence between the incomes of men and women (see the table) imply that discrimination exist in the workplaces of America? 7. In what way could “family friendly” programs accomplish the problem?

The Earnings Gap Between Men and Women

Source: U.S. Department of Labor, Women’s Bureau

What’s the Earnings Gap?

No matter how we measure them, women’s earnings are below those received by men. Very often men’s earnings are used as the “yardstick” to measure women’s and we say women’s earnings are a percentage of men’s. The earnings gap is the difference between this percentage ratio and 100 percent.

How Large Is the Gap?

In 1992 (the most recent year for which data are available), for those receiving hourly rates, women’s median hourly earnings were 79,4% of men’s; for full-time wage and salary workers, women’s median weekly earnings were 75,4% of men’s; and the median annual earnings for women were 70,6% of men’s.

The measures that compare earnings differ for several reasons. Median weekly and annual earnings relate to full-time wage and salary earners, while hourly earnings relate to wage and salary workers whether or not they are full-time or year-round employees. Furthermore, women tend to work fewer hours and have higher turnover rates than men, which may also contribute to the difference.

Relationship Between Education and Earnings

Another study using 1984 data provided statistics on working women and men with no employment interruptions (defined as 6 months or more without a job or business) by age and education. For young women (those 21 through 29 in 1984), the earnings ratio of women to men was 80% or more, no matter how many years of school had been completed. However, for young women who had completed four or more years of college, hourly earnings were 86% of their male coworkers.

Sex Discrimination

Although sex discrimination still exists in the American workplace,

the magnitude of its effect on the earnings gap is hard to measure. Statistical studies have successfully measured the effects on the male-female earnings differential of several factors such as occupation, education, and experience. Most often the effects of discrimination in these studies are included in an “all other” category and are not measured separately. However, federal agencies and individuals continue to win sex discrimination cases, thus proving that this problem persists.

Is the Gap Closing?

Bureau of Labor statistics have shown that a gradual closing of the wage gap has taken place since 1973. There has been a steady climb in women’s real earnings while men’s earnings peaked in 1973 and have drifted downward since. Recessionary dips appear in both men and women’s earnings in the early 1980s, while the recessionary period in 1990 – 1991 shows an increase in men’s earnings compared with women’s earnings. This unexpected change occurred because more low-wage earning men lost their jobs in the recession, leaving a larger proportion of men with higher earnings in the work force. With fewer low-wage earners, the estimate of earnings for men rose as employment of men declined. Women did not experience similar employment losses, and their annual earnings held steady during the recessionary period.

The earnings gap should continue to narrow as women work more hours in the week, spend more years at paid work in their lifetimes, continue to increase their educational investment, widen their occupational choices, and equal opportunity becomes a reality.

Gender in the Workplace (Source: U.S. Census Bureau Survey)

According to the U.S. Census Bureau survey, the gender and education of business owners directly affects the gender composition of the firm’s employees.

- Female small business owners hire more female employees than do male owners. While about 39 percent of employees hired by men are women, 52 percent of employees hired by women are women.
- The higher the educational attainment of the male small business owner, the larger the percentage of female employees he hires. The percentage of women rises from 31,8 in firms owned by men with 8 or fewer years of education to 49,7 in firms owned by men with 16 or more years of education.

One possible explanation for this finding is that men with more education are often doctors, dentists, or lawyers who are hiring support staff in female-

dominated occupations (nurses, paralegals, receptionists). Men with less education may own firms characterized by occupations dominated by males, such as electrical appliance repairs or shoe repairs.

The most popular explanation for the differences in pay between men and women – and for the preponderance of women in some workplaces and men in others – is that there is discrimination by employers against women in the labor market.

However, some occupations and industries tend to have more of one gender in the first place, and thus, the owner and the employees may more likely be of the same gender. For example, auto repair shops tend to be male-dominated; hair-styling salons tend to be female-dominated.

Also, some industries, or segments within industries, that employ mostly women – such as health, educational, personal or social services – also tend to use more part-time workers.

Practical Assignments

1. Summarize the article using its subtitles as a plan.

- What's the earnings gap?
- How large is the gap?
- Relationship between education and earnings.
- Sex discrimination.
- Is the gap closing?
- Gender in the workplace.

2. Compare the situation in the workplaces of America with the situation in your country: do barriers to advancement for women exist in your country? Is it easy to prove the facts of sex discrimination in the workplace? Illustrate your statement with examples.

Get the Job You Want

By Harvey Mackay

«When you interview as many applicants as I do,
it's easy to spot those who will succeed.»

I run a manufacturing company with about 350 employees, and I often do the interviewing and hiring myself. I like talking potential salespeople, because they're our link to customers. When a recent university graduate

came into my office not too long ago looking for a job, I asked what he'd done to prepare for the interview. He said he'd read something about us somewhere.

Had he called anyone at Mackay Envelope Corporation to find out more about us? No. Had he called our suppliers? Our customers? No. Had he checked with his university to see if there were any graduates working at Mackay whom he could interview? Had he asked any friends to grill him in a mock interview? Did he go to the library to find newspaper clippings on us?

Did he write a letter beforehand to tell us about himself, what he was doing to prepare for the interview and why he'd be right for the job? Was he planning to follow up the interview with another letter indicating his eagerness to join us? Would the letter be in our hands within 24 hours of the meeting, possibly even hand-delivered?

The answer to every question was the same: no. That left me with only one other question: How well prepared would this person be if he were to call on a prospective customer for *us*? I already knew the answer.

As I see it, there are four keys to getting hired:

1. Prepare to win.

"If you miss one day of practice, you notice the difference," the saying goes among musicians. "If you miss two days of practice, the critics notice the difference. If you miss three days of practice, the audience notices the difference."

When we watch a world-class musician or a top athlete, we don't see the years of preparation that enabled him or her to become great. The same preparation applies in every form of human endeavour. If you want the job, you have to prepare to win it.

When I graduated from university, the odds were good that I would have the same job for the rest of my life. And that's how it worked out. But getting hired is no longer a once-in-a-lifetime experience. Employment experts believe today's graduates could face up to ten job changes during their careers. That may sound like a lot of pressure. But if you're prepared, the pressure is on the *other* people – the ones who haven't done their homework.

You won't get every job you go for. The best salespeople don't close every sale. But it takes no longer to prepare well for one interview than to wander in half-prepared for five. And your prospects for success will be many times better.

2. Never stop learning.

Recently I played a doubles tennis match paired with a 90-year-old. I wondered how things would work out; I shouldn't have. We hammered our opponents 6–1, 6–1! As we were switching sides to play a third set, he said to me, "Do you mind if I play the backhand court? I always like to work on my weaknesses." What a fantastic example of a person who has never stopped learning. Incidentally, we won the third set 6–1.

As we left the court, my partner chuckled and said, "I thought you'd like to know about my number-one ranking in doubles in my age bracket, 85 and up!" He wasn't thinking 90; he wasn't even thinking 85. He was thinking number *one*.

You can do the same if you work on your weaknesses and develop your strengths. To be able to compete, you've got to keep learning all your life.

3. Believe in yourself even when no-one else does.

Do you remember the four-minute mile? Athletes had been trying to do it for many years and finally decided it was physically impossible for humans. Our bone structure was all wrong, our lung power inadequate. Then one human proved the experts wrong. And, six weeks after Roger Bannister broke the four-minute mile, John Landy beat Bannister's time by nearly two full seconds. Since then, close to *eight hundred* runners have broken the four-minute mile!

Several years ago, my daughter Mimi and I had a go at running the New York Marathon. At the gun, 23,000 runners started – and 21,244 finished. First place went to a Kenyan who completed the race in two hours, 11 minutes and one second. The 21,244th runner to finish was a Vietnam veteran. He did it in three days, nine hours and 37 minutes. With no legs, he covered 42 kilometres. After my daughter and I passed him in the first few minutes, we easily found more courage to finish ourselves. Don't ever let anyone tell you that you can't accomplish your goals. Who says you're not tougher, harder working and more able, than your competitor? You see, a goal is a dream with a deadline: in writing, measurable, identifiable, attainable.

4. Find a way to make a difference.

In my opinion, the majority of New York taxi drivers are unfriendly, if not downright rude. Most of the taxis are filthy, and almost all of them sport an impenetrable, bulletproof partition. But recently I jumped into a taxi at the airport and guess what? It was *clean*. There was beautiful music playing and no partition.

“Park Lane Hotel, please,” I said to the driver. With a broad smile, he said, “Hi, my name is Wally,” and he handed me a mission statement. A *mission statement!* It said he would get me there safely, courteously and on time.

As we drove off, he held up a choice of newspapers and said, “Be my guest.” He told me to help myself to the fruit in the basket on the back seat. He held up a mobile phone and said, “It’s a dollar a minute if you’d like to make a call.”

Shocked, I blurted, “How long have you been practising this?” He answered, “Three or four years.”

“I know this is prying,” I said, “but how much extra money do you earn in tips?”

“Between \$12,000 and \$14,000 a year!” – he responded proudly.

He doesn’t know it, but he’s my hero. He’s living proof that you can always shift the odds in your favour.

My mentor, Curt Carlson, is the wealthiest man in Minnesota, owner of a hotel and travel company with sales of around \$16 billion. I had to get to a meeting in New York one day, and Curt generously offered me a ride in his jet. It happened to be a day Minnesota was hit with one of the worst blizzards in years. The airport was closed for the first time in decades.

Then, even though the storm continued to pummel us, the airport opened a runway for small craft only. As we were taxiing down it to take off, Curt turned to me and said gleefully, “Look, Harvey, no tracks in the snow!”

Curt Carlson, 70 years old at the time, rich beyond anyone’s dreams, could still sparkle with excitement about being *first*.

From my standpoint, that’s what it’s all’ about. Prepare to win. Never stop learning. Believe in yourself, even when no-one else does. Find a way to make a difference. Then go out and make your own tracks in the snow.

Practical Assignments

1. Make a brief summary of the author’s ideas. Comment on his advice. Did you find his ideas attractive to you? Give your reasons, why yes or why no.

2. Start a discussion with your classmates how a positive way of thinking can help in solving business problems.