

TEODORA POPESCU

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**WE'RE IN BUSINESS!**

Part 1

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**TEODORA POPESCU**

**WE'RE IN BUSINESS!**

**Part 1**



ALBA IULIA  
2011



## TABLE OF CONTENTS

<b>Preface</b>			p. 7
<b>Unit One</b>			p.11
<b>Business Communication</b>	<i>Focus on Reading I</i>	<b>Mind Your Manners: It's Good Business</b>	p.12
	<i>Focus on Vocabulary I</i>		p.15
	<i>Focus on Grammar</i>	<b>Present Simple vs Present Continuous</b>	p.22
	<i>Focus on Listening</i>	<b>Introducing new people to the workplace</b>	p.25
	<i>Focus on Writing</i>	<b>Letter giving information</b>	p.26
	<i>Focus on Reading II</i>	<b>Defusing the Bomb</b>	p.29
	<i>Focus on Vocabulary II</i>		p.31
	<i>Focus on Speaking</i>		p.45
<b>Unit Two</b>			p.47
<b>Information Technology</b>	<i>Focus on Reading I</i>	<b>Coming of Age: What's in Store for the IT Worker?</b>	p.48
	<i>Focus on Vocabulary I</i>		p.51
	<i>Focus on Grammar</i>	<b>Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous, Present Perfect Simple, present Perfect Continuous</b>	p.57
	<i>Focus on Listening</i>	<b>New Technology</b>	p.63
	<i>Focus on Writing</i>	<b>Proposal Writing</b>	p.64
	<i>Focus on Reading II</i>	<b>Pupils Find Internet 'a Poor Learning Tool'</b>	p.67
	<i>Focus on Vocabulary II</i>		p.69
	<i>Focus on Speaking</i>		p.80
<b>Unit Three</b>			p.82
<b>Employment</b>	<i>Focus on Reading I</i>	<b>In Land of the Jobless, the Extreme Approach</b>	p.83
	<i>Focus on Vocabulary I</i>		p.87
	<i>Focus on Grammar</i>	<b>Expressing Future Time</b>	p.100
	<i>Focus on Listening</i>		p.103
	<i>Focus on Writing</i>	<b>Letter of Application</b>	p.104
	<i>Focus on Reading II</i>	<b>On a Résumé, Don't Mention Moon Pies or Water Cannons</b>	p.107
	<i>Focus on Vocabulary II</i>		p.109
	<i>Focus on Speaking</i>		p.114
<b>Unit Four</b>			p.116
<b>Company Structure</b>	<i>Focus on Reading I</i>	<b>Asia's new model company</b>	p.117
	<i>Focus on Vocabulary I</i>		p.120
	<i>Focus on Grammar</i>	<b>Conditional Clauses</b>	p.129
	<i>Focus on Listening</i>		p.133

	<i>Focus on Writing</i>	<b>Report Writing</b>	p.135
	<i>Focus on Reading II</i>	<b>HENRY FORD</b>	p.138
	<i>Focus on Vocabulary II</i>		p.141
	<i>Focus on Speaking</i>		p.152
<b>Unit Five</b>			p.154
<b>Management</b>	<i>Focus on Reading I</i>	<b>The Power of the Pyramid</b>	p.155
	<i>Focus on Vocabulary I</i>		p.158
	<i>Focus on Grammar</i>	<b>The Passive Voice</b>	p.165
	<i>Focus on Listening I</i>		p.167
	<i>Focus on Writing</i>	<b>Letter giving information</b>	p.168
	<i>Focus on Reading II</i>	<b>Great Teamwork</b>	p.170
	<i>Focus on Vocabulary II</i>		p.173
	<i>Focus on Listening II</i>		p.180
	<i>Focus on Reading III</i>	<b>Leadership Styles</b>	p.181
	<i>Focus on Vocabulary III</i>		p.183
	<i>Focus on Speaking</i>		p.186
<b>Unit Six</b>			p.188
<b>Business Travel</b>	<i>Focus on Reading I</i>	<b>Get Me the Manager - How to Complain Effectively at Your Hotel</b>	p.189
	<i>Focus on Vocabulary I</i>		p.192
	<i>Focus on Grammar</i>	<b>Phrasal Verbs</b>	p.196
	<i>Focus on Listening</i>		p.200
	<i>Focus on Writing</i>	<b>Letter of Complaint</b>	p.201
	<i>Focus on Reading II</i>	<b>Car Rental Basics for Business Travellers</b>	p.204
	<i>Focus on Vocabulary II</i>		p.207
	<i>Focus on Reading III</i>	<b>Travel Picks: Top 5 trend forecasts for 2012</b>	p.214
	<i>Focus on Vocabulary III</i>		p.217
	<i>Focus on Speaking</i>		p.220
<b>Tapescripts</b>			p.222
<b>Answer Key</b>			p.237
<b>Speaking File</b>			p.268
<b>Bibliography</b>			p.273

## Preface

This textbook consists of four parts:

- six topic-based units;
- tapescripts;
- answer key
- a speaking file (useful phrases for presentations, and for oral interaction).

The selection of topics was made considering the general work-related interests of students of the Faculty of Sciences, “1 Decembrie 1918” University of Alba Iulia, concentrations Business Administration, Tourism and Services Industry, Marketing, Accounting, Finance and Banking.

According to the academic curriculum, Foreign Language for Specific Purposes courses are taught for four semesters, during the first two undergraduate study years (2 hours of tuition per week). Students opting for Business English are required to be at least at an intermediate stage of language proficiency. In accordance with the Common European Framework of Reference for Language Learning and Teaching of the Council of Europe this would be Threshold B1 (Level 2, Threshold user). At the end of their studies, the students' level of language proficiency must be that of B2 Vantage (Level 3, Independent User). In social and travel contexts, users at this level can read texts which are longer than the very brief signs, notices, etc. which are characteristic of what can be handled at the two lower levels. They can go beyond routine letters and the most basic newspaper and magazine articles, and have developed reading skills related to factual topics in which they have a special interest or to their own tastes in fiction. In the workplace, they can deal with routine letters and understand the general meaning of a fair range of non-routine correspondence, although complex situations and the use of non-standard language would cause problems. They can handle short reports or articles on predictable topics, and grasp the general meaning of a report or article on a less familiar topic, but misunderstanding is likely where information is not clearly expressed. Instructions and product descriptions within the learners own area of work can be understood, but only the general meaning of more theoretical material (e.g. technical reports) can be understood without access to support such as dictionaries, even when it is within the learners area of expertise.<sup>1</sup>

However, in view of the ever-increasing demands of the labour market, it is highly recommended that business students in general, should reach the level

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<sup>1</sup> Framework and Can-Do Statements, ALTE, [http://www.alte.org/can\\_do/framework/level3.cfm](http://www.alte.org/can_do/framework/level3.cfm)

of Effectiveness C1 (Level 4, Competent User), on completion of their academic studies. In social and travel contexts, users at this level can understand magazine and newspaper articles, although complex plots, arguments and humour may present difficulties. In the workplace, they can understand instructions, articles and reports, as long as, in most of these cases, the topic area is within the learners own field, and no particularly complex concepts and arguments or unusual vocabulary are involved.<sup>2</sup>

The topic based units in the first part of this textbook consist of six main parts, and the activities and exercise items designed are similar to those of Cambridge BEC Higher examinations:

### **I. Focus on Reading**

In the case of the reading tasks, the texts are taken from different business on-line publications. Texts are given in full or slightly modified. The source is nevertheless, in all cases, authentic, and credit is given in each instance. The tasks range from the following different types of exercises:

- a text accompanied by four/option multiple choice items. The stem of a multiple choice item may be in the form of a question or an incomplete sentence.
- a gapped text with six sentence-length gaps. The correct sentence must be identified in order to fill each gap from a set of eight sentences marked A-H. One sentence is an example and one other sentence is a distractor which does not fit any of the gaps.
- a text accompanied by true-false multiple choice items. The stem is generally a statement.
- a gapped text followed by sub-headings. The correct sub-heading must be identified, according to meaning.

### **II. Focus on Vocabulary**

The tasks for the Focus on Vocabulary section also follow, in part, the model of BEC tests, though other types of exercises have been included. The exercises are of the following types:

- a lexical cloze: a gapped text with 10-15 four-option multiple choice items, most of which test vocabulary.
- a structural (open) cloze: a gapped text in which one word has to be supplied in order to fill each gap.
- an error-correction or proof-reading task based on a text, with 10-15 items. In most lines of the text there is either an extra word that shouldn't be there, or there is a spelling or grammar mistake, which

---

<sup>2</sup> Framework and Can-Do Statements, ALTE, [http://www.alte.org/can\\_do/framework/level4.cfm](http://www.alte.org/can_do/framework/level4.cfm)

should be identified and deleted. There are, nevertheless, lines which contain no error.

- a word-formation task, based on a text with 10-15 gaps. Prompts are given for each gap and the correct form of the word must be supplied for each gap.
- a matching exercise, based on a text with 10-15 gaps, followed by the missing words in jumbled order. The appropriate words must be given for each gap.
- a matching exercise, in which two list of words are given, and each word in the first column must be matched with a word from the second column in order to form suitable collocations, followed by a gapped text, in which the collocations found above have to be inserted.
- a matching exercise, in which two lists are given, one with words and phrases, whereas in the second column are to be found their definitions. Each word and phrase have to be matched to their corresponding definition.
- a matching exercise, based on a text, followed by a list of synonyms to some of the words in the text.
- a matching exercise, based on a text, followed by a list of antonyms to some of the words in the text.

### **III. Focus on Grammar**

This part consists of some theoretical input, followed by exercises that test the newly acquired knowledge.

### **IV. Focus on Listening**

This task consists of a dialogue, usually with two or more speakers. There are eight items, which are three-option multiple choice. The task relates to a topic of interest or concern in the world of work. The text is heard twice. The successful realisation of the task involves the correct interpretation of spoken input, with correct answers often being delivered by more than one speaker.

### **V. Focus on Writing**

For the writing part, the task requires the elaboration of an extended piece of business writing (200-250 words) such as a report, proposal or a piece of business correspondence (letter of complaint, letter of application, letter of apology, letter of reference, etc.). The task is supplied by the rubric, which provides an authentic reason for writing, and indicates for whom the piece of writing is being produced, thus offering a more detailed and specific input. The author has also included sample answers for all the writing tasks in the first part of the book (proposal, report and business correspondence).

## **VI. Focus on Speaking**

The speaking test is designed for two candidates, who are required to interact with the interviewer and between themselves, as well as make a presentation on their own. There are two parts to the speaking test. The first one requires the candidate to speak individually for maximum five minutes, making a presentation (as if it were in a business environment) on a given topic. The topic areas are the same as those of the respective unit. The second part is a two-way collaborative task based on visual prompts which are given to both candidates. The candidates will also have to express opinions and negotiate meaning.

An answer key is provided, which makes this book also suitable for self-study. Where appropriate, several alternatives were supplied.

In conclusion, the present test book is a useful tool, both for class, as well as for individual study, for business students preparing for their final examination at the end of their academic studies. Considering the tasks designed, it is also an appropriate material for those who want to sit the Cambridge BEC examinations.

# UNIT ONE

## Business Communication

Lead in

Because communication is so important in business, businesses want and need people with good communication skills. All too often they do not get them, however, because most employees, even the college trained, do not communicate well. Among the recent studies that support this observation, perhaps the most notable reports that one of the four major criticisms of today's college-trained people is their 'poor communication and interpersonal skills.' This study further reports that the shortcomings are in 'both oral, and especially, written communication.'

The communication shortcomings of employees and the importance of communication in business, your performance will be judged largely by your ability to communicate. If you perform (and communicate) well, you are likely to be rewarded with advancement. And the higher you advance, the more you will need your communication ability. Our study reports that top-level administrators spend about 85 percent of their work time communicating. The evidence is clear: improving your communication skills improves your chances for success in business.

Lesikar, R.V., Pettit J.D. Jr. & Flatley, M. (1993). *Basic Business Communication* (6<sup>th</sup> ed.). Burr Ridge, Illinois: Irwin p.3

Peter Drucker, one of the most respected management consultants, educators, speakers, and writers of our time, made these observations about communication:

'Colleges teach the one thing that is perhaps most valuable for the future employee to know. But very few students bother to learn it. This one basic skill is the ability to organize and express ideas in writing and speaking.'

'As soon as you move one step from the bottom, your effectiveness depends on your ability to reach others through the spoken or the written word. And the further away your job is from manual work, the larger the organization of which you are an employee, the more important it will be that you know how to convey your thoughts in writing or speaking. In the very large organization ... this ability to express oneself is perhaps the most important of all the skills a person can possess.'

Lesikar, R.V., Pettit J.D. Jr. & Flatley, M. (1993). *Basic Business Communication* (6<sup>th</sup> ed.). Burr Ridge, Illinois: Irwin p.5



Discuss the following questions with a partner:

1. Think about the various groups you belong to (family, neighbourhood, college class, sports/business team, etc.). What role does communication play in establishing your membership in each group?
2. Choose three jobs you might like to have after you graduate. What communication skills do you think would be most important to you in these positions?

## Focus on Reading I



1. Read the following text about business manners:

### Mind Your Manners: It's Good Business

*Mom said it best: If you want to succeed in business, try to act like you weren't raised in a barn<sup>3</sup>.*

But even though knowing how to behave is more important than ever, global alliances, new technology and an increasingly diverse work force have changed many of the old rules. 0. \_\_\_\_\_

Here are a few tips from Sue Fox and Perrin Cunningham, authors of *Business Etiquette for Dummies* (Hungry Minds Inc.):

When someone gives you a business card, don't just glance at it and slide<sup>4</sup> it into your pocket. Instead, take a moment to read it thoroughly. You may want to repeat the person's name to be sure of the correct pronunciation and/or ask about the person's job responsibilities. 1. \_\_\_\_\_

Treat everyone with courtesy, even co-workers who bug<sup>5</sup> you. Remember the morning affirmation of Marcus Aurelius, a former Emperor of Rome: "Today I will be surrounded by people who irritate me. I will not demonstrate my irritation."

Americans routinely eat French fries with their fingers. But in France, *pommes frites* are eaten with a knife and fork. When you dine overseas or with an international group, be especially watchful of the behaviour of your companions. When in doubt, use a knife and fork.

<sup>3</sup> **barn** *n* a large building on a farm in which hay and grain are kept.

<sup>4</sup> **slide** *v* [l or T] *slid, slid* to (cause to) move easily and without interruption over a surface.

<sup>5</sup> **bug** *v* [T] *-gg- infml.* to annoy or worry someone.

Be careful how you sit. Jiggling<sup>6</sup> your knee is a sign of nervousness. Leaning forward can, at times, suggest aggressiveness, so do it with care. Leaning back with your hands behind your head and your pelvis lifted is an unseemly display for a man. So is sitting with your legs open if no desk shields your conversation partner from you. 2. \_\_\_\_\_

Giving your boss a gift? Use extreme caution. Extravagant gift-giving is bad strategy (it may look as if you're trying to curry favour or offer a bribe) and in poor taste. 3. \_\_\_\_\_

When making introductions, observe the "pecking order". Always present the "lesser" person to the more senior person. For instance:

"Ms. Executive, I'd like to introduce Mr. Assistant to you."

"Mr. Client, I'd like to introduce my partner."

"Governor, may I introduce Ms. Citizen."

"Two-Year Employee, this is Ms. New Employee."

If you're hosting foreign visitors, ditch the slang. Idioms can be confusing to foreign visitors, even if they speak the King's English better than you do. 4. \_\_\_\_\_ A sentence such as, "The printer works 24/7, so I'll get you that report ASAP<sup>7</sup> unless the finance guy is AWOL<sup>8</sup> again today" can be difficult for even a U.S. native to understand.

When dining with colleagues, follow the senior person's lead. If he or she orders an appetizer and an additional side dish, you should, too. 5. \_\_\_\_\_ And although you can always drink less than the senior person, you should never drink more. Two or three glasses of wine during a business dinner is plenty for anyone.

Be discreet with your pager. If at all possible, keep your pager on the vibrate mode. If you absolutely must have your beeper tone on, know exactly where your pager is so you can shut it off immediately. Every second you spend fumbling<sup>9</sup> through your jacket pockets or purse while your pager plays "God Bless America" is more bad business karma<sup>10</sup> piling up<sup>11</sup>. 6. \_\_\_\_\_

Wait until it is your turn to speak, then excuse yourself for a moment. Better still, wait until your meeting is over to check your message.

(<http://www.business-survival.com/articles/startrun/BizManners.html>)

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<sup>6</sup> **jiggle** *v* [I or T] to move from side to side or up and down with quick short movements, or to make something do this.

<sup>7</sup> **ASAP** *abbrev* as soon as possible.

<sup>8</sup> **AWOL** *abbrev* absent without official leave.

<sup>9</sup> **fumble** *v* [I usu + adv or prep: with, in(to), around/about] to do something awkwardly, especially when using your hands.

<sup>10</sup> **karma** *n* a distinctive aura, atmosphere, or feeling.

<sup>11</sup> **pile up** *phrasal verb* to gather or be gathered in a pile; accumulate.

2. Choose the best sentence from below to fill each of the gaps in the text above. E.g. 0 - D. Do not use any letter more than once. There is one extra sentence.

- A. Remember to keep courses balanced so that everyone is eating at the same time.
- B. If you're talking to someone, don't look at your pager for a message while they are speaking.
- C. Others may resent you for "going overboard<sup>12</sup>". Consider sending group gifts rather than individual gifts to bosses. It's all right, however, to send a card or flowers to your boss if he or she has been ill or in the hospital.
- D. Good manners really can give your career a boost<sup>13</sup>, but are you confident that you know the rules?
- E. Similarly, leaning back with your legs crossed and one side off the seat of the chair is an unseemly display for a woman. So is sitting like a sexy starlet on the Tonight Show.
- F. The expression "How's it going?" for instance, doesn't make much sense to someone who doesn't understand what "it" refers to, let alone where it would be "going".
- G. "If this person can't handle the fundamentals of a knife and fork, what else did this person neglect to learn--and do I want him to handle my account?"
- H. Be sure to express your thanks for being given the information.



### Discussion points

1. Which of the ideas in the text do you agree/disagree with?
2. Think of some annoying mannerisms that people might have and suggest what can be done about them. (e.g. clicking a pen, running one's hand through one's hair, repetitive phrases: *so...*, *you know...*, *...and stuff...*, etc.).
3. How important to business do you think a knowledge of foreign people's customs is?
4. What is meant by "good manners" in Romania?
5. Think of a situation in which you/a friend of yours felt embarrassed because you/they did not know how to behave in a social encounter.

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<sup>12</sup> **go overboard** *idiom* to do something too much, or to be too excited and eager about something.

<sup>13</sup> **can give your career a boost** can lead to career advancement.

## Focus on Vocabulary I

1. Find **collocations** in the text which correspond to the following definitions.

*a. verb + noun*

1. to cope with the basic rules of sth  
h\_\_\_\_\_ the f\_\_\_\_\_
2. to do the same thing as someone else did previously  
f\_\_\_\_\_ the l\_\_\_\_\_
3. to flatter sb  
c\_\_\_\_\_ f\_\_\_\_\_
4. to avoid using colloquial talk  
d\_\_\_\_\_ the s\_\_\_\_\_
5. to tell someone another person's name the first time that they meet  
m\_\_\_\_\_ i\_\_\_\_\_

*b. adjective + noun*

1. an informal social system in which some people or groups know they are more or less important than others  
p\_\_\_\_\_ o\_\_\_\_\_
2. indecent gesture  
u\_\_\_\_\_ d\_\_\_\_\_
3. two or more companies from all over the world that have agreed to work together because of shared interests or aims  
g\_\_\_\_\_ a\_\_\_\_\_
4. a person's duties in a company  
j\_\_\_\_\_ r\_\_\_\_\_
5. a small card printed or engraved with a person's name and business affiliation, including such information as title, address, and telephone number  
b\_\_\_\_\_ c\_\_\_\_\_

2. **Word-formation.** Fill in the gaps with the suitable forms of the word *communication*:

1. We can now \_\_\_\_\_ instantly with people on the other side of the world.
2. In this period, there were 974 outbreaks of \_\_\_\_\_ disease attributed to the consumption of raw milk.
3. There's very little \_\_\_\_\_ between mother and daughter.

4. Its commercial success as a city is partly due to its excellent rail and road \_\_\_\_\_.
5. Obviously teachers have to be good \_\_\_\_\_.
6. He was in a bad mood at breakfast and wasn't very \_\_\_\_\_.

**3. Collocations.** Find suitable collocates for the word *communication* (use the Dictionary of Business Collocations, 2009 and the Web Concordancer\*):

verb + communication	adj. + communication	communication + noun	prep. phrase + communication
affect ~ sustain ~ ..... .....	global ~ mass ~ ..... .....	~ devices ~ skills ..... .....	breakdown in ~ channels of ~ .....



4. Read the following text about cell phone manners.

### Can We Curb Rude Cell Phone Manners?

By Al Neuharth, USA TODAY founder

July is National Hot Dog Month. Also National Baked Bean Month. And National cell phone Courtesy Month.

I love hot dogs. And baked beans. But what really makes my mouth water is the possibility of more 1..... cell phone users.

The latter is the 2..... of etiquette expert Jacqueline Whitmore, who runs The Protocol School of Palm Beach, Fla<sup>14</sup>. She thought it up when she consulted for Sprint PCS and realised how many 3..... cell phone users there are.

This is the first year cell phone Courtesy Month is being observed. Here's why it's important:

- There are 137 million cell phones in use in the United States.
- Millions of them go off<sup>15</sup> 4..... every day. In theatres, restaurants, libraries, museums, classrooms, churches. Even at funerals.

Many public places have put in rules against 5..... cell phone calls. More are considering it. As a lifelong 6..... of free speech, free spirit

\* for the Web Concordancer, go to: <http://www.edict.com.hk/scripts/WConcApp.dll>.

<sup>14</sup> Fla. abbrev Florida.

<sup>15</sup> go off phrasal verb to make a noise; a sound.

and free press, I'm reluctant to side with those who want to curb<sup>16</sup> cell phone use. But ...

Most cell phone 7..... inherently<sup>17</sup> are ill-mannered underachievers<sup>18</sup>. Getting a phone call in a public place and carrying on a long, loud conversation gives these wannabes<sup>19</sup> a feeling of importance.

Some cell phone companies encourage cockamamie<sup>20</sup> 8..... Example: Cingular Wireless has ads on television in which a phone rings and rings at the Statue of Liberty until the great lady reaches inside her robe for her cell phone, steps down from the pedestal and answers her call with a smile.

Those who misuse cells, or encourage their misuse, should heed<sup>21</sup> the wake-up 9..... during this cell phone Courtesy Month. If they don't, free speech and free spirit may become 10..... of their oafishness<sup>22</sup>.

(<http://www.etiquetteexpert.com/curb.htm>)

5. Fill in the gaps in the text above with the missing words:

- |                             |                             |
|-----------------------------|-----------------------------|
| a) incoming                 | f) courteous                |
| b) menacingly <sup>23</sup> | g) victims                  |
| c) culprits <sup>24</sup>   | h) brainchild <sup>25</sup> |
| d) rude                     | i) advocate                 |
| e) behaviour                | j) call                     |



6. Choose the best word from below to fill each gap:

### Factors that Influence Communication

For communication to work and get the response or reaction that you want, the receiver must understand the message that the sender is sending. To make this possible the message should be:

---

<sup>16</sup> **curb** *v* to check, restrain, or control as if with a curb; rein in.

<sup>17</sup> **inherent** *adj* existing as a natural or basic part of sth.

<sup>18</sup> **underachiever** *n* person who does less well than they could or should.

<sup>19</sup> **wannabe** *n* infml a person who is trying to achieve success or fame, usu unsuccessfully.

<sup>20</sup> **cockamamie** *adj* US sl ridiculous or foolish.

<sup>21</sup> **heed** *v* fml to pay attention to something, esp advice or a warning.

<sup>22</sup> **oafishness** *n* stupidity.

<sup>23</sup> **menace** *v* slightly fml If sb or sth menaces sb or sth, they threaten seriously to harm it.

<sup>24</sup> **culprit** *n* sb who has done sth wrong.

<sup>25</sup> **brainchild** *n* a clever and original idea, plan or invention.

● Clear      ● Simple      ● Accurate      ● Complete      ● Relevant

This sounds easy enough to do but there are quite a few of those little gremlins that get in the way of 1. \_\_\_\_\_ communication.

- *Understanding*

If you were told to “vat vir jou ‘n boek en sit daar op die stoel” you would not do so. Not 2. \_\_\_\_\_, considering that the communication takes place in a language you don't understand. (It is, by the way, in Afrikaans, which is one of South Africa's 11 official languages). There has not been effective communication between me, the sender, and you, the 3. \_\_\_\_\_, because the medium used was one you did not understand.

- *Attitude*

Your response to the request = “would you be able to stay this afternoon and help in the office?” would be very different if the 4. \_\_\_\_\_ was given by a sender you liked and wanted to impress than it would be if the same message was given by a sender you 5. \_\_\_\_\_

The communication from the sender you want to make a good 6. \_\_\_\_\_ on would have got the desired result, you would have helped in the office. The sender that you have a bad 7. \_\_\_\_\_ towards would be doing the work himself.

- *Timing*

Teenagers are experts 8. \_\_\_\_\_ timing! Don't you just know the right time to ask Dad for those new jeans? Even if your communication is clear, simple, accurate, relevant and complete you know that it won't be effective (get the jeans) if you ask when the receiver (Dad) is in a bad 9. \_\_\_\_\_, has just come home from a hectic day, has just seen your report/ messy bedroom/you fighting with your sister.

- *Method*

We have already said that in communicating we have a sender (you) a message (I am dumping you) a receiver (your boyfriend, sorry, ex-boyfriend) and a medium or method. In this case the notice board at school is not a good method. He will understand the message but the 10. \_\_\_\_\_ may not be desirable.

- *Tone*

The “Oh, go away” that you laughingly say to your friend who is teasing you is communicating a very different message to the “Oh, go away” that you say to your 11. \_\_\_\_\_ little brother when he asks if he could borrow £2. Same message but very different tones that convey very different meanings.

- *Purpose*

In business, communicating is usually to remind, reprimand, persuade, request, encourage or inform. Your reaction to any message would depend 12. \_\_\_\_\_ the purpose of it, what the sender was trying to 13. \_\_\_\_\_ you, the receiver, to do.

- *Capability*

It is very important for the receiver to understand the message, given in the right tone, at the right time for the right purpose, but useless if the desired result is 14. \_\_\_\_\_ his/her capabilities. Instructing you to split the atom is not effective communication because you are not a 15. \_\_\_\_\_ physicist.

(<http://learn.co.uk>)

- |                     |               |                |                 |
|---------------------|---------------|----------------|-----------------|
| 1. a) efficient*    | b) effective  | c) effectual   | d) professional |
| 2. a) extraordinary | b) unexpected | c) surprising  | d) astonishing  |
| 3. a) receiver      | b) recipient  | c) beneficiary | d) addressee    |
| 4. a) demand        | b) request    | c) memo        | d) message      |
| 5. a) disliked      | b) hated      | c) detested    | d) disapproved  |
| 6. a) impact        | b) effect     | c) influence   | d) impression   |
| 7. a) feeling       | b) attitude   | c) inclination | d) dislike      |
| 8. a) in            | b) at         | c) about       | d) on           |
| 9. a) state         | b) humour     | c) disposition | d) mood         |
| 10. a) reaction     | b) answer     | c) reply       | d) riposte      |
| 11. a) frustrating  | b) irritating | c) vexing      | d) disturbing   |
| 12. a) upon         | b) by         | c) onto        | d) on           |
| 13. a) make         | b) get        | c) persuade    | d) convince     |
| 14. a) within       | b) beyond     | c) in          | d) inside       |
| 15. a) accomplished | b) skilled    | c) expert      | d) trained      |



7. Read the following text about business manners. For each gap 1-10 write one word against the corresponding number. There is an example at the beginning: **0 - before**.

### An Etiquette Primer

✓ When hosting a business dinner, prepare as much as possible **0**..... the event. Pay the bill before dinner, and **1**..... any receipts faxed to the office.

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\* Both **effective** and **efficient** express approval of the way in which sb or sth works; but their meanings are different.

**Effective** describes sth which successfully produces an intended result, without reference to morality, economy of effort, or efficient use of resources (the drug is more effective in treating ulcers than its predecessors).

**Efficient** applies to sb or sth able to produce results with the minimum expense or effort, as a result of good organization or good design and making the best use of available resources (staff offer efficient and unobtrusive service).

**Effectual** 1. producing or capable of producing an intended effect; adequate. 2. valid or binding, as an agreement or document.

- ✓ Master your handshake. The web of each person's thumb must meet. Clasp the person's entire palm, **2**..... eye contact, and smile.
- ✓ At conferences, **3**..... your name tag on your right shoulder. This will place the name tag in the line of sight of the person shaking your hand, **4**..... a discreet reference for those who **5**..... your name. (You, of course, *never* forget names.)
- ✓ When meeting international **6**....., bear in mind the country or region's prevailing business-card etiquette. Have cards **7**..... in English on one side and the host's native language on the other. **8**..... your card with your host's language facing up.
- ✓ In Asian countries, **9**..... a business card with both hands. Upon receiving it, study the card, and thank the giver. Place the card gingerly<sup>26</sup> in a card holder or brief case. Do not **10**..... it in your pocket. In China, business cards should be printed in black or gold ink.

(<http://www.cfo.com/printarticle/0,5317,8174|,00.html>)

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



**8.** Read the text below about human understanding at the place of work and use the words on the right, listed 1-12, to form a word that fits in the same numbered space in the text. E.g. **0 - drastically**.

The world of today is **0**..... different from that of twenty, or even ten, years ago. The influence of multinational corporations, the **1**..... revolution, the "Information Superhighway", and the movement of the private and public sectors towards **2**....., sets the scene.

New laws, agreements and regional **3**..... - from NAFTA to GATT to the EUROPEAN UNION or ASEAN - have contributed to make this **4**..... change not only possible but also **5**.....

This development demands a completely new approach to business or to any type of international relations. An **6**..... of strategies, of **7**..... and the use of human resources.

Because when it comes right down to making the deal, *it's people who make the* **8**.....

- 0.** DRASTIC
- 1.** TECHNICAL
- 2.** GLOBE
- 3.** PARTNER
- 4.** MASS
- 5.** ACHIEVE
- 6.** EVALUATE
- 7.** EXPAND
- 8.** DIFFER
- 9.** ACT

<sup>26</sup> **gingerly** *adv* in a way that is careful or cautious.

It's the people in your company who have to make the 9....., 10. COMMIT, make the 10....., and follow through on them. It's people who have to learn to understand and work with each other, whether it happens in person, over the phone, through the fax or by e-mail. And it's people who have to make sure these new 11..... relationships are built on a sound basis of understanding and mutual respect.

This is necessary because globalization could be a two-edge sword. The opposite site of immense potential markets is the challenge of 12.UNDERSTAND understanding or 12..... an entirely new cultural milieu.

(<http://www.angelfire.com/ca2/crossculturehome/>)

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



9. Read the text below about dining mistakes. In most of the lines 1-15 there is one extra word. It is either grammatically incorrect or does not fit in with the meaning of the text. Some lines, however, are correct. If a line is correct, write CORRECT against the corresponding number; if there is an extra word in the line, write the extra word in CAPITAL LETTERS against the corresponding number on your answer sheet. E.g. 0 - TO 00 - CORRECT

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ |
| 2. _____ | 7. _____  | 12. _____ |
| 3. _____ | 8. _____  | 13. _____ |
| 4. _____ | 9. _____  | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

**Top Dining Mistakes that Could Sabotage Your Career**, according to etiquette gurus Adeodata Czink and Joy Davies.

- 0 North Americans have not traditionally attached as much significance on to formal manners, particularly table etiquette, as Europeans have.
- 1 However, now that many companies are more so involved in international trade, good manners are being taken more seriously here.
- 2 ✓ Do not use a cellular phone. If you must to turn a cell phone during a meal, you must apologize beforehand. Then you must apologise when the phone rings. Leave the table to take the phone call. Apologize again after that the phone call.
- 4 the table to take the phone call. Apologize again after that the phone call.
- 5 ✓ Don't cut your food up into bite-size pieces. North Americans often cut up in

- 6 their meat (or main course) into pieces and transfer their fork to the right hand to eat.  
 7 To be on safe, you should follow the European model: Cut one piece at a time and keep your fork in your left hand at all times.  
 8 ✓ Don't chew with your mouth open. This, according to Ms. Czink, is a "huge"  
 9 problem in North America and is considered highly offensive in the other cultures.  
 10 ✓ Don't touch your wine glass until the host makes a toast or drinks from his/her glass.  
 11 ✓ Don't make mistakes using your utensils. It is very important, for example, to  
 12 put your utensils in the 5 o'clock position to signal you are having done at the end of the meal.  
 13 ✓ Don't make yourself at home when visiting someone. Unless asked, do not  
 14 operate at another person's sound system or touch their CDs.  
 15 ✓ Don't look down while shaking hands. When introduced it, shake hands for the length of time it takes to note the colour of the other person's eyes.

*(The National Post)*

## Focus on Grammar

### Present Simple

"I **love** hot dogs."

"..., who **runs** The Protocol School of Palm Beach, Fla."

#### Form:

I/you/we/they work  
 Do I/you/we/they work?  
 I do not work  
 (don't)

He/she/it works  
 Does he/she/it work?  
 He/she/it does not work.  
 (doesn't)

#### Use:

- habitual actions:

He **travels** to Berlin once a month.

Frequency adverbs:

*every day/week/month/year;  
 once/twice/three times a day/week;  
 weekly/monthly/yearly;  
 always/often/regularly/frequently/sometimes/rarely/seldom/hardly ever/never*

- eternal / recurrent / permanent / general truths:

A laptop **is** more convenient than a traditional computer.

They **produce** cars and car parts.

I **work** for Computech.

- for giving instructions:

**Unwrap** the monitor carefully.



- regrettable habit:

Accidents *are* always *happening* on this road.

- with verbs of hoping:

I *am looking forward to* hearing from you.

- future action (arrangements):

What *are you doing* tomorrow evening?

1. Which sentence below refers to:

1. a time clause
2. a general truth
3. changing, developing situations
4. events in progress
5. a habit
6. future event based on a timetable

a) As Greece's recession deepens (GDP is expected to shrink by at least 6% this year and a further 2.5% in 2012) the mood *is growing* ever bleaker.

b) Big countries often *prefer* "intergovernmental" arrangements in which they hold more sway, while small ones *feel* less bullied under the "community method".

c) The flight leaves at 6.00 in the evening and lands in Barcelona at 9.00 local time.

d) The monetary system of a people *reflects* everything that the nation wants, does, suffers, is.

e) But now that markets are pricing in the near-certainty of a Greek default, nobody *is thinking* about how to manage it.

f) The euro will not be safe until Europe *answers* some fundamental questions that it has run away from for many years.

2. Fill in the gaps with the correct form of the verb in brackets, e.g. 0 – is:

The triggering of margin calls has changed investors' perceptions of Italian government bonds and will worsen the government's funding position. The immediate risk 0..... (be) that banks which might have held Italian bonds as part of their liquidity reserves or the building blocks of other financial products 1..... (dump) them for safer bets, such as German Bunds. "There is a reason why Bund yields 2..... (approach) 200-year lows," 3..... (say) Hans Lorenzen of Citigroup, a bank. "Everyone 4..... (try) to crowd into the same trade." Among the large European banks that 5..... (dump) Italian bonds are BNP Paribas and Commerzbank. "It is what the market 6..... (ask) us to do," says one banker. At the top of many bankers' minds are the woes of MF Global, a mid-sized investment bank that went bust at the end of October after loading up on Italian and other peripheral European government bonds. Worrying, too, are signs that companies across Europe 7..... (prepare) for the possibility of a break-up of the euro zone. One London lawyer 8..... (state) he has been inundated by requests from clients asking about the

validity of contracts. "There is a contractual obligation to make payment in euros," he says. "People 9..... (ask) what happens if there 10..... (be/not) a euro."  
(*The Economist*, November 2011)

## Focus on Listening



You will hear a BBC radio programme on introducing new people to the workplace. For each question 1-8, mark one letter (A, B, or C) for the correct answer. You will hear the recording twice.

1. New people shouldn't be given too much information about the company because
  - A. secrets of the company shouldn't be revealed.
  - B. people cannot take in too much information at one time.
  - C. much of the information received is irrelevant.
2. A typical ice-breaker is to ask about
  - A. the person's first impressions of the company.
  - B. the person's state of health.
  - C. the person's journey to the company.
3. Dionne probably uses the expression "I'll give you a quick whiz round" because:
  - A. she knows Helena understands colloquial English.
  - B. she wants to make Helena feel comfortable.
  - C. she is not too well-educated.
4. According to David, you can use "just" with zero conditionals if you want your interlocutor to
  - A. feel at ease with asking a favour.
  - B. feel embarrassed about asking a favour.
  - C. stop asking favours.
5. When Dionne explains how the photocopier works, she does so by
  - A. using very technical language.
  - B. making a thorough demonstration.
  - C. using simple language.
6. David explains that various ways of introducing people depend on
  - A. the physical distance between people.

- B. the difference in status between people.  
C. the difference in age between people.
7. Dionne uses signalling language in order to  
A. show off her knowledge.  
B. make Helena understand better what is going on.  
C. give the others information about Helena.
8. Clare does not have any questions because  
A. she wants to leave the company.  
B. she wants to assimilate the information.  
C. she wants Regina to believe she understood everything.



## Letter-writing

**Business letters** are an integral part of any business as they are the medium through which all business queries or proposals are made. Below you can find a list with useful expressions used in business letters.

### General formulae for letter writing

<b>Expressing reference:</b>	Thank you for your letter of/ dated... With reference to your letter of/ dated.... Further to your telephone/to our telephone conversation. With regard to your request...
<b>Expressing request:</b>	We would be grateful if you would/ could.... Your prompt answer will be appreciated.... Would you be as kind as to.... We would appreciate it if you could.... Could you please? Please let us know when/ if / how much.... I should be grateful if you confirm in writing that....
<b>Asking for details:</b>	We would welcome more information about... Could you please specify... Could you please let us have further details of....

<b>Drawing attention and reminding:</b>	We would point out that...
	May we draw your attention to...
	I am afraid we must remind you that...
<b>Giving assurance:</b>	We do not appear to have received...
	We can promise that...
	Let us personally assure you that...
<b>Offering assistance:</b>	Please accept our assurance that...
	We can guarantee that ...
	If you have any queries do not hesitate to contact me.
	Should require further assistance do not hesitate to contact us.
	If you should require additional details, please write to me.

### Letters giving information

#### *Beginning:*

I am writing to inform you that/advise you of/let you know that...

I regret/am delighted/would feel obliged to inform you ...

I am writing	in response to	your letter requesting information about your enquiry about... our telephone conversation concerning...
	in reply to	
	with regard to	
	in connection with	

I am writing (to you)	on behalf of...
	in my capacity as...

#### *Ending:*

I hope this information will be of some assistance...

I hope/trust that I have been able to provide you with any additional information...

I would be pleased/happy to provide you with any additional information...

I look forward to	being able to help you again in the future.
	answering your queries.

Please do not hesitate to contact me should you	require further information.
	have any further questions.



**1.** The company you work for has recently been experiencing problems. Your line manager has asked you to contact a firm of consultants with a view to contracting them to assist your company.

Write a **letter** to the firm of consultants

- giving them information about your company;
- describing the strengths of your company;
- outlining the problems your company has been experiencing;

- suggesting arrangements for a preliminary meeting between the consultants and your company representatives.

Write 200-250 words<sup>27</sup>.

**Sample letter<sup>28</sup>:**

Dear Sir/Madam,

I am writing on behalf of Startech. Our company is the third largest producer of medical equipment in Romania. Last year's sales figure exceeded Euro 5 bn. In 2008 Startech was named Small Business of the Year and the Minister of Health presented the award in person.

The company was set up in 1999 as a family business and has constantly developed ever since. Today we are enjoying the position of a provider of products of superior technology, ease of use and reliable quality. We have earned a reputation for meeting innovative and front edge technological standards. Moreover, we are also committed to impeccable customer care, which is reflected in the increasing number of repeat business and customer loyalty.

However, we have been experiencing some problems recently. Two years ago we decided to enter the Moldovan market. Unfortunately, the venture proved to be a failure, especially as the world economic crisis hit the neighbouring country quite seriously, in particular the medical sector. We had to withdraw from the market, and naturally, the losses we incurred were considerable. We are currently looking for ways of recovery, possibly through cutting costs and wise redeployment of personnel.

We are hereby approaching you to ask for your consultancy services as to establishing a strategy of financial recovery. I would like to invite your representatives to visit our premises in Alba Iulia to discuss possible contractual terms. If it is convenient to you, we would like to set this preliminary meeting on 10<sup>th</sup> April, 2010, at 10:00 AM.

Please let me know whether the suggested date and time is suitable to you. Should you need further details, do not hesitate to contact me at 0040-258-123456.

We look forward to hearing from you.

Yours faithfully,

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<sup>27</sup> adapted from CUP (2009), p. 87.

<sup>28</sup> adapted from CUP (2009), p.113.



2. A business college has invited your company to give a presentation to its students. Your managing director has asked you to give the presentation and to write to the college about it.

Write a letter to the head of the college

- introducing yourself and accepting the invitation;
- outlining the content you propose for the presentation;
- explaining the benefits your presentation will have for the students;
- detailing your practical requirements concerning the presentation.

Write 200-250 words on your answer sheet<sup>29</sup>.

## Focus on Reading II



1. Read the following text about communication in business:

### Defusing the Bomb

By BRAD AGRY

*Synopsis: Communicating with the irrational customer, client or business associate.*

Communicating with someone who is angry is one of the most difficult business challenges a business owner can face. Whether this angry person is a customer, client, an employee or outside third party, being on the receiving end of their heightened emotions is stressful. The challenge of someone pounding their fist<sup>30</sup>, shouting at you or making unfair demands, forces you to respond as a disciplined, controlled and effective communicator.

When you are put face to face with hostility, the natural human response is to react in kind; however, in most situations this is not an effective strategy. The key to breaking the cycle is to establish a mutual understanding. By finding a common ground, you can resolve the conflict and begin to build communication, step by step.

In order to be an effective communicator you need to shift the exchange from the emotional to the rational. When faced with a situation where an angry and demanding individual or group has a list of complaints, the owner/manager needs to communicate both an understanding of their grievances and a

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<sup>29</sup> task adapted from Whitehead & Back (2003), p. 45.

<sup>30</sup> **pound** *v* to strike severely with the fists or some heavy instrument; to strike or beat with repeated heavy blows; to thump, to pummel.

willingness to collaborate to address them. The four simple steps to 'defuse the bomb' are:

*Inquire:* Being a focused listener calls for inquiring about the other person's issues and concerns. The goal is to not interrupt and to encourage them with eye contact and head nods.

*Empathize:* This means to connect with somebody on their emotional level. To relate to them you must first say, "I (appreciate, understand or share) your (frustration, doubt or concern)." Then, you must commiserate<sup>31</sup> by saying how in the past you too have felt similarly.

*Ask permission:* Asking whether or not an angry person would like to hear some relevant information puts them in control, and thereby decreases their tension. Permission questions communicate that you are a reasonable person doing your best to reach an understanding.

*Explain and offer choices:* It's soothing for the upset individual to have a choice of solutions explained to them. The more solution options you offer for a course of action, the greater their sense of control becomes. This puts them in a more rational state where you can together begin to resolve the situation.

It is important to realize that this model does not always move in a simple and linear fashion. You may often find yourself in a situation when some residual anger surfaces just when you thought the problem had been solved. You may have to recycle through the model again or spend a longer time on individual steps. For example, an angry customer may take a long time to vent<sup>32</sup> their initial anger. Remembering that anger is essentially fear turned inside out, you must let them express it all before you can move to a more rational platform of cooperation.

(<http://www.bspage.com/1article/art-bomb.html>)

2. Read the following statements and decide whether they are true or false, according to the text above:

1. Well-trained communication skills help a business person get out of a tense situation successfully. T / F

2. In most situations, when put face to face with hostility, one should react in kind. T / F

3. It is more important to show an understanding of your partners' grievances than to try to solve them. T / F

4. Empathy means understanding the others' problems. T / F

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<sup>31</sup> **commiserate** v to feel or express sorrow or pity for; sympathize with.

<sup>32</sup> **vent** v to express (one's thoughts or feelings), esp forcefully.

5. Asking for permission helps to increase your partner's sense of being in control of the situation. T / F

6. It is important to let the other party relieve their tension before you go on with your business transaction. T / F



### Discussion points

1. Have you had to deal with angry people at university/at work? How did you cope with the situation?

2. What behaviour type do you fall under? Think how you would react in the following situation: someone pushes into line ahead of you.

*Passive*: does nothing

*Aggressive*: verbally attacks the intruder and tells him or her what to do or where to go;

*Passive-Aggressive*: does not deal with the intruder, but passes side comments or looks to others

*Assertive*: uses the three steps to assertive communication saying:

a. Describe: "Excuse me. As you can see there is a line here for the cash and several of us have been waiting for some time."

b. Express: "I don't feel it's fair for you to jump in."

c. Specify: "and really think you should be fair and go to the end of the queue."

## Focus on Vocabulary II



1. Read the following text about email etiquette:

### Business Email Etiquette

1. \_\_\_\_\_

Have you seen those direct marketing letters and brochures that often turn up in your inbox? Often they are letters imploring you to continue to your magazine subscription.

The letters I'm speaking about are four pages long, and fold in the middle like a small book. They frequently use different type sizes and two or three colours to make their point more palatable<sup>33</sup>.

<sup>33</sup> **palatable** *adj* acceptable or agreeable to the mind or sensibilities.

I still throw them away. Why? Because I don't have the time to wade through<sup>34</sup> while they get to their point.

When writing an email message in business, don't fall into the same trap. Business email is designed to get a result: to communicate an important fact, or to get a response.

You'll get that result better by getting to the point early, and keeping your message short.

## 2. \_\_\_\_\_

One feature that business communication has in common with other types of communication is standard grammar and syntax. But particularly when composing email, business people let their grammar and spelling become sloppy<sup>35</sup>.

So keep your wits about you when writing email. Remember that anyone can read an email message you write, from the CEO on down, so becoming lazy with grammar and spelling may not put forward the impression you want.

And, if you are writing to a customer your lax grammar will reflect poorly on your company too!

## 3. \_\_\_\_\_

People won't care about the meeting you are throwing about the XYZ product if the product's real name's ABC. They may remember your mistake though. In many areas of writing email (as in much business writing) you are practicing persuasion--asking someone to do something. If your reader doesn't trust your knowledge or your good judgement, you'll have more trouble "getting your way."

Get your facts wrong and you've at least called your judgement into question for those that don't know you. Not forever maybe, but why risk it? And, if you have a reputation for good judgement, errors in fact will at least result in requests for clarification. A series of back and forth emails will ensue. Who has time for that?

## 4. \_\_\_\_\_

Email may seem a more casual form of communication than an old-fashioned typed business letter. It has the features of immediacy, ready availability, ease of use. Remember that email has permanence too.

Microsoft, for example, was probably displeased (but not entirely surprised) when certain communications were uncovered in their U.S. Government antitrust case. These communications--email--were revealed as exhibits at the trial, showing executives at Microsoft in an unflattering light.

Surely the people writing those emails, who included the CEO Bill Gates, had not thought email was totally private? The amazing thing is that even for the computer-literate, the immediacy of email beguiles<sup>36</sup> them into thinking it is

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<sup>34</sup> **wade through** *idiom* to struggle through something with difficulty.

<sup>35</sup> **sloppy** *adj* marked by a lack of care or precision; slipshod.

<sup>36</sup> **beguile someone into something** *idiom* to charm someone into doing something.

also intimate. That it is a private conversation with a colleague who may also be your best friend: just like writing a letter, sealing it in an envelope that no one will open, and dropping it in the mail.

However, travelling through dozens or perhaps hundreds of computers on its way to its destination, email is not quite as private as that. So choose your words and topics with the knowledge that more than just a friend could be reading it.

5. \_\_\_\_\_

Since email is easy to reply to, be proactive in asking the receiver for a response. Once you know the answer, you can make your business plans accordingly. And, wondering whether someone really did get your email after all is worrisome at best.

When replying, most email programs will prefix a "Re:" string to the subject line, making clear to what the message refers. To get a response, just ask.

*(<http://www.essortment.com/business-email-etiquette-36857.html>)*

2. Fill in the gaps with the following sub-headings:

a) **Be right**

b) **Be proactive**

c) **Be grammatical**

d) **Be short**

e) **Be careful**



3. Match the following verbs and nouns to form suitable collocations:

1. make
2. reach
3. return
4. ask for
5. state
6. do
7. burn
8. end
9. express
10. take
11. handle
12. make

- a) bridges
- b) a/the call
- c) an interest
- d) a deal
- e) a/the call
- f) business
- g) a message
- h) a number
- i) a/the call
- j) an appointment
- k) a/the call
- l) the purpose

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



4. Now fill in the gaps in the following text with the collocations you found above. You may want to change the form of the verbs (-ing, -ed, etc.) or of the nouns (pl., etc.):

### Business Telephone Etiquette for Success

Proper Telephone Etiquette is more important than ever in today's business environment. Much of our business communications takes place on the phone: in the office, at home, in the car, virtually anywhere. In this area, proper phone technique can 1. \_\_\_\_\_ or break \_\_\_\_\_ or relationships. The following are some guidelines to help you use the phone as a power tool.

First is the greeting. When answering the phone for business, be sure to identify yourself (and your company, if applicable). If answering someone else's line, be sure to include their name in your greeting, so that the other party does not think they have 2. \_\_\_\_\_ a wrong \_\_\_\_\_. For example, if answering Jim Smith's line, Bob Johnson would answer the phone "Jim Smith's line, Bob Johnson speaking" and then 3. \_\_\_\_\_ \_\_\_\_\_ or 4. \_\_\_\_\_ \_\_\_\_\_, depending on how your office works.

When you are the person 5. \_\_\_\_\_ \_\_\_\_\_, be sure to use proper phone etiquette from the start. You want to be sure to be polite to the "gatekeepers" i.e. secretaries, receptionists etc. that answer the phone for your business contact, as they are the ones who have the power put you through, (or not) at 4:55 pm on Friday, when their boss is getting ready to leave the office. They may sit outside of the office, but they too have influence and power so a greeting such as "Good morning, this is Penny Jones, I'm 6. \_\_\_\_\_ \_\_\_\_\_ from John Jones, is he available? is a bit of etiquette well spent in the long run. It would also be wise to learn the names of the top assistants, and use their names to make them feel noticed and important. Some business relationships, especially in fields like sales and marketing, start or stall<sup>37</sup> right at the front desk.

When you have reached the party, if your call has been expected, remind them of the prior conversation and appointment. People get busy and can seem surprised until you remind them of where they should remember you from. If your call is not expected, unless it will be a short call, ask the party if they have

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<sup>37</sup> **stall** v to halt the motion or progress of; bring to a standstill.

the time for you. Calling unannounced is much like “dropping in” and you shouldn’t overstay unless invited. If the other person does not have time, briefly 7. \_\_\_\_\_ of your call and 8. \_\_\_\_\_ to follow up at a later time.

Have a phone diary. Keep a pencil and pad near the phone and jot notes during phone conversations. This will help you “actively listen” and have a reference for later. Employ active listening noises such as “yes” or “I see” or “great”. This lets the other person know that you care about what they have to say. Recap at the end of the call, using your notes and repeat any resolutions or commitments on either side to be sure you are both “on the same page”.

9. \_\_\_\_\_ on a positive note by thanking the other person for their time and 10. \_\_\_\_\_ in speaking with them again (if that is true). If not, just let them know you appreciated them speaking with you and end the call. A gracious good bye leaves the door open for further communication and in this day of mergers and acquisitions you never know with whom you will 11. \_\_\_\_\_ in the future, so 12. \_\_\_\_\_ any \_\_\_\_\_, or telephone lines, would be unwise. Remember, in this global marketplace, some of the most powerful business relationships have been between people who have never seen each other. ([http://ny.essortment.com/businesstelepho\\_rtl.html](http://ny.essortment.com/businesstelepho_rtl.html))



5. Find more collocations with the noun call:

*verb + call*

accept  
give sb  
make

\_\_\_\_\_  
\_\_\_\_\_

*adjective + call*

business  
collect  
emergency

\_\_\_\_\_  
\_\_\_\_\_



6. Match the following words and expressions with their corresponding definitions:

A.

1. assessment
2. interview
3. agenda

- a) a device which makes images on a flat transparent sheet larger and shows them on a white screen or wall.
- b) the written record of what was said at a meeting.
- c) something that you are shown, such as a picture,

- |                                 |   |
|---------------------------------|---|
| 4. Annual General Meeting (AGM) | film or map, in order to help you understand or remember information.   |
| 5. minutes                      | d) a judgment about something based on an understanding of the situation.   |
| 6. overhead projector (OHP)     | e) a list of matters to be discussed at a meeting.  |
| 7. feedback                     | f) meeting once every year in which a company or other organization discusses the past year's activities and elects new officers. |
| 8. visual aids                  | g) face to face communication where questions are asked.  |
|                                 | h) the return of information about the result of a process or activity; an evaluative response.                                   |
| 1. _____                        | 5. _____  |
| 2. _____                        | 6. _____  |
| 3. _____                        | 7. _____  |
| 4. _____                        | 8. _____  |

**B.**

- |                          |  |
|--------------------------|--|
| 1. letter of warning     | a) a message or other information in writing sent by one person or department to another in the same business organization.  |
| 2. paperless technology  | b) the third warning given for offences or breaking the rules at work. If the rules are broken again within 12 months, the employee can be fired.  |
| 3. letter of dismissal   | c) thin book with large pages and a paper cover which contains articles and photographs and is published every week or month, intended for the people who work for an organisation.      |
| 4. letter of appointment | d) a letter an employee receives when he/she gets a more senior job, usually with better pay and status but more responsibility.   |
| 5. message               | e) documents used in a business to record transactions, e.g.: invoices, statements.  |
| 6. staff magazine        | f) advancing technology and the use of computers means that businesses can store information on disk and send information via computer and in this way reduce the amount of transactions |

- |                        |   |
|------------------------|---|
| 7. trading documents   | written on paper and stored in files.   |
|                        | g) a letter an employee receives when he/ she is given a new job. The letter contains details of the job, salary, duties, benefits etc. |
| 8. letter of promotion |   |
|                        | h) written feedback on any matter that concerns the business, e.g.: monthly sales figures, research carried out, progress of a task.    |
| 9. memo                |   |
|                        | i) a short piece of information that you give to a person when you cannot speak to them directly.                                       |
| 10. report             |   |
|                        | j) a letter an employee receives to tell him he has been fired.   |
| 1. _____               | 6. _____  |
| 2. _____               | 7. _____  |
| 3. _____               | 8. _____  |
| 4. _____               | 9. _____  |
| 5. _____               | 10. _____   |



7. Now fill in the gaps below with the above words and expressions:

### A. Spoken Communication

This type of communication happens a lot more than written communication for both internal and external matters.

The feedback, or reaction, is immediate.

Verbal communication can be over the telephone, and now with mobile phones, it is quick and flexible.

Much communication in businesses is face to face, verbal communication. This can be at meetings, either formal ones like an 1. \_\_\_\_\_ or more informal departmental meetings to get a report back on the progress of a task. Unless 2. \_\_\_\_\_ are taken at the meeting there is no record of what has been said and different people may have "received" different messages. Some may not even have heard the message at all! A written 3. \_\_\_\_\_ is usually sent out before a meeting. It is to let those who would be attending know what matters will be discussed at the meeting.

Use can be made of 4. \_\_\_\_\_ in a meeting, externally if it is a presentation to a client and even internally to explain a new project to colleagues. These could be slides, 5. \_\_\_\_\_ or charts so that the messages

can be heard and seen. Another form of spoken communication is 6. \_\_\_\_\_, both internally for a promotion or 7. \_\_\_\_\_ or externally if you are applying for a job. These are very stressful because even though they give immediate 8. \_\_\_\_\_ in the form of an impression, this impression is often false.

*(<http://learn.co.uk>)*

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

## **B. Written Communication**

Written communication is slower than spoken communication, and often no feedback is received, but you always have proof of the 1. \_\_\_\_\_ sent.

Within a business a lot of written communication is done via memorandums or 2. \_\_\_\_\_ as they are called. They are short letters, not formal but they do have a set format and are very important documents.

Letters are a popular form of written communication. Letters are often sent within the business. When you get appointed to a new job you get a 3. \_\_\_\_\_, if you do that job well you will get a 4. \_\_\_\_\_, if you do that job badly you will get a 5. \_\_\_\_\_ and, after enough of those, a 6. \_\_\_\_\_. That's a lot of letters. Letters are also a business's main form of external communication. Letters, newsletters, contracts and brochures are sent to customers all the time.

7. \_\_\_\_\_ are used internally to give feedback on the progress of any task that may have been delegated. Like a memo, they have a standard format but are more detailed. Any report should have:

- Introduction;
- Findings;
- Conclusion;
- Recommendations.

A report could be written on the results of a marketing campaign, the progress in any department, quality control on a new product or even on an assessment of staff members.

8. \_\_\_\_\_ are used for written communication externally. By these we mean invoices, statements, delivery notes and quotations. These documents are standard and pre-printed to save time and effort. They record all the buying and selling transactions and even with all our 9. " \_\_\_\_\_ " trading documents are still a very important method of communication for any organisation's office.

A lot of businesses have in-house 10. \_\_\_\_\_ which are used to communicate internally to staff about the organisation, functions that have or

will happen, social activities and news on other staff members. These are great for boosting morale and team-building within a business, they make the staff feel like part of a team.

(<http://learn.co.uk>)

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



8. Read the following text about the art of the interview:

### The Art of the Interview

*If the very word "interview" makes your palms sweat and your head itch, then take a deep breath, sit down and read this easy step-by-step guide to interview championship.*

**A.** \_\_\_\_\_ This one may seem basic, but it's easier said than done. Before you start your rounds of interviews, be sure to have a comfortable, clean, fairly conservative outfit. Don't neglect such crucial details as dark socks for guys or stockings without rips<sup>38</sup> for women. Invest in a nice folder or portfolio in which to stash<sup>39</sup> your resumes - otherwise you'll end up hurriedly smoothing them out after extracting them from the bottom of your backpack.

**B.** \_\_\_\_\_ Interviewers expect you to come in with a working knowledge of the company, as well as with a list of questions. When you've really done your homework, though, you may not be able to think of any questions because you already have the company's history, financial statistics, and the CEO's mother's maiden name memorised. If this happens, make up some questions ahead of time to ask during the interview. Also, and this is really crucial, know what the job is that you're applying for before you go into the interview. If you need a description of it, call the company's personnel department and ask to be sent information. If you don't want the personnel department to know it's you calling, have a friend do it.

**C.** \_\_\_\_\_ Imagine the embarrassment if your interviewer asks you to elaborate on the summer you spent pearl diving off the coast of Tanzania, and you can't even remember where Tanzania is. For every item on your resume, try to have a paragraph's worth of information, in addition to what is already listed. Even better, try to think of a way in which each item

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<sup>38</sup> **rip** *n* a torn or split place, especially along a seam.

<sup>39</sup> **stash something in something** to put or shove something into something.

illustrates one of your particular strengths or weaknesses. If you're too nervous to remember everything, it's all right to hold a copy of your résumé in your hand to jog your memory<sup>40</sup>. But don't forget to continue making eye contact with your interviewer.

D. \_\_\_\_\_ But don't brag<sup>41</sup> too much. The hardest thing about an interview is making yourself sound like the kind of person anyone would want to hire without coming off<sup>42</sup> like an arrogant jerk. At the same time, don't be self depreciating to the point of evaporation. It's important to be able to speak about yourself as objectively as possible.

E. \_\_\_\_\_ This is the most important point. The day before your interview (or even earlier) put on your outfit, sit yourself down in an uncomfortable chair, and have a friend grill<sup>43</sup> you with questions. Or, better yet, have a career counsellor conduct a practice interview with you. Many career centres will even videotape your practice interview, so you can see your own strengths and weaknesses (and dandruff).

F. \_\_\_\_\_ By the time interview day rolls around, you should be set. Get a good night's sleep, eat well and take a relaxing walk beforehand. And remember, it's just one job. If you don't get it, it's not the end of the world - it just means that fate has an even better opportunity for you waiting around the corner.

(<http://www.vault.com/survival/center.jsp>)

A. Fill in the gaps with the suitable sub-headings below:

- |  |                                 |
|--|---------------------------------|
| 1. <b>Accentuate the positive.</b>     | 4. <b>Dress appropriately.</b>  |
| 2. <b>Relax.</b>                       | 5. <b>Practice.</b>             |
| 3. <b>Be prepared to ask questions</b> | 6. <b>Memorise your résumé.</b> |

B. Find in the text antonyms to the following:

- |               |                |
|---------------|----------------|
| 1. biasedly   | 6. condense    |
| 2. crumpling  | 7. commending  |
| 3. unprepared | 8. avant-garde |
| 4. trivial    | 9. ease        |
| 5. calm       | 10. tense      |
| 1. _____      | 6. _____       |
| 2. _____      | 7. _____       |
| 3. _____      | 8. _____       |

<sup>40</sup> **jog someone's memory** *fig* to stimulate someone's memory to recall something.

<sup>41</sup> **brag about someone or something** *v* to boast about someone or something; to talk proudly about someone or something.

<sup>42</sup> **come off (as)** *phrasal verb* to appear to have a particular attitude, intention, or character.

<sup>43</sup> **grill** *v infml* to subject to insistent or prolonged questioning.

4. \_\_\_\_\_  
5. \_\_\_\_\_

9. \_\_\_\_\_  
10. \_\_\_\_\_



9. Read the following minutes of the Board of Directors of a concert band:

## MINUTES

### Niagara Youth Concert Band

#### Board of Directors

Thursday, December 14, 2000

Niagara Falls Public Library

7:30 p.m.

1. \_\_\_\_\_

Present: Nick Bunch, Keith Durkell, Kathy Ganapathy, John Luck, Alleyene Quarter, Linda Rogers, Irene Silken.

Regrets: Will Gibson, John Van Dover

2. \_\_\_\_\_

Corrections: The gross sales at the Book Sate were \$34,000, not \$3400.

Motion: It was moved by Alleyene Quarter and seconded by Nick Bunch that the minutes of November 28 meeting be approved as corrected. Carried<sup>44</sup>.

3. \_\_\_\_\_

a. Treasurer's Report

Keith Durkell reported that most players' fees were paid. Almost all outstanding<sup>45</sup> bills have been paid, including those for the annual rent and the new music. The balance is \$10,322.35.

Motion: It was moved by Alleyene Quarter and seconded by Kathy Ganapathy that the Treasurers Report be accepted. Carried.

b. Tour Committee Report

Tour Committee chair Kathy Ganapathy reported that we are waiting to hear whether the Newfoundland Youth Concert Band will play a joint concert when we visit St. John's in late June.

Keith Durkell indicated that players wanted to know the amount of the final instalment of the tour payments. Kathy Ganapathy indicated that she would try to learn the exact amount for the next board meeting.

c. Player's Representative

No report.

---

<sup>44</sup> **carry something over** (until some time) *idiom* to defer something until a particular time.

<sup>45</sup> **outstanding** *adj* still in existence; unsettled, unpaid, or unresolved; owed as a debt.

4. \_\_\_\_\_

Niagara Parks Commission (November 30, 2000)

Secretary Linda Rogers indicated that the NPC would not be releasing its summer Queenston Heights Bandshell schedule until January.

5. \_\_\_\_\_

a. Rehearsal Space Rent

John Luck reminded board members that the band was paying a lot to the board of education for the practice space.

Irene Silken suggested a committee be struck to report on other rental options.

Linda Rogers suggested that some band members would feel awkward if the practices were held in the hall of a religious group.

Others didn't feel his would concern players.

Motion: Irene Silken moved and Kathy Ganapathy seconded a motion to establish a rent review committee to investigate other possible rental spaces and to report at the next board meeting. Carried.

b. Book Sale

Book Sale Co-ordinator Nick Bunch asked board members what they thought of this year's sale. Board members said that the annual book sale in October was a big success. The advertising done by D. Pitch brought more customers into the warehouse. It was agreed to hire her again next year and to begin to tell band players' families about the sale earlier, perhaps with an initial notice in May.

c. Play-a-Thon

Orchestra Manager John Van Dover had faxed John Luck a brief report on the Play-a-Thon. The Play-A-Thon was the best ever. The renovations at the Pen Centre improved the setting. Shoppers threw more money into the music cases of the players. It was suggested that next year the Play-a-Thon be scheduled so that the musicians could play for Santa's arrival so that the band could be mentioned in the advertising.

6. \_\_\_\_\_

Secretary Wishes to Resign

Secretary Linda Rogers indicated that pressing work commitments meant that she would have to resign her board position. She agreed to continue until the next meeting but hoped a replacement would volunteer before then so that s/he prepare the minutes jointly as training.

7. \_\_\_\_\_

The meeting adjourned at 8:45 p.m. on a motion moved by Nick Bunch and seconded by Kathy Ganapathy.

8. \_\_\_\_\_

Thursday, January 25, 2001  
Niagara Falls Public Library  
7:30 p.m.

([http://www.pearsoned.ca/rogers/pdfs/fig3\\_2.pdf](http://www.pearsoned.ca/rogers/pdfs/fig3_2.pdf))



10. Now fill in the gaps with suitable sub-headings:

- |   |                              |
|---|------------------------------|
| a) <b>Matters Arising From the Previous Minutes</b> | d) <b>Adjournment</b>        |
| b) <b>Next Board Meeting</b>                        | e) <b>Attendance</b>         |
| c) <b>Reports of Officers and Committees</b>        | f) <b>Correspondence</b>     |
|   | g) <b>Any Other Business</b> |
|   | h) <b>Previous Minutes</b>   |



10. Read the memo below and find which words correspond to the following:

- |                             |                     |
|-----------------------------|---------------------|
| 1. funds                    | 6. drug consumption |
| 2. nourishment              | 7. bond             |
| 3. promote                  | 8. accessible       |
| 4. essential                | 9. privacy          |
| 5. is putting into practice | 10. self esteem     |

### MEMO

To: All Officers, Managers and Supervisors  
From: Company CEO  
Subject: Referral Agent Program

Daemond Ltd. is implementing a new program for employees in need. The Referral Agent Program is designed to provide the connecting link between people needing assistance and local community resources.

We have sent Ms. Martha Peterson, Ms. Leila Desmar and Mr. Neil Roberts to a comprehensive 16-hour training class, sponsored by United Way. They have gained valuable information on services that are available for employees who need help. Topics discussed in the training included substance abuse, child care, domestic violence, children's health insurance and nutrition, eldercare, debt management, family counselling and more.

RAs help their co-workers take the first step toward changing their lives for the better. They work hand in hand with human resources and employee assistance personnel and are taught to respect confidentiality. In return, employers often see higher productivity, less absenteeism and better safety and morale.

Your support will be critical to the success of the program. We encourage you to help market the program and to support the work of our Referral Agents.

Please call me at 553355 if you have questions regarding the program.

John Martin NORMAN

(<http://www.unitedwaysatx.org>)

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



**1. Spoken production.** Make a short presentation (5 mins.) on one of the following topics. Be prepared to answer your partners' questions.

1. Consider how artefacts (clothes, jewellery, cars, electronic equipment, etc.) signal meaning. What possessions are considered "status symbols" on your campus? What possessions, modes of dress, etc. create a negative impression?
2. Discuss the relationship between communication ability and success in business.
3. Think of 3 barriers to effective business communication and identify ways to overcome them.

**2. Spoken interaction.** In pairs, analyse the pictures below and discuss what is wrong about the business situations presented. What negative effect would they have on business life? How could communication be improved?

