

Р. В. Майборода

ІНОЗЕМНА МОВА
ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Методичні рекомендації
для проведення самостійної роботи
з іноземної мови
для студентів факультету економіки

Миколаїв - 2018

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО

ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ІНОЗЕМНИХ МОВ

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Майборода Р. В.

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У методичних рекомендаціях «Іноземна мова. Завдання для самостійної роботи» пропонуються завдання для самостійного опрацювання студентам економічних спеціальностей та викладачам спеціальностей, пов'язаних з менеджментом, маркетингом, економікою, логістикою тощо.

Методичні рекомендації складаються з дев'яти кредитів, в кінці посібника додається глосарій (англо-англійський тлумачний словник).

Запропонований комплекс вправ та завдань реалізується за єдиною кредитно-трансферною системою організації навчання, враховує різний рівень підготовки студентів, різний рівень швидкості сприйняття та засвоєння матеріалу, сприяє індивідуалізованому вирішенню проблем, які виникають у процесі самостійної підготовки до заняття. Оригінальні англомовні тексти з численними вправами та завданнями висвітлюють різні аспекти англійської мови.

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ПЕРЕДМОВА

Основна задача вищої освіти - формування творчої особистості спеціаліста, який здатен саморозвиватися, займатися самоосвітою та інноваційною діяльністю. Вирішення цієї задачі неможливе, якщо знання передаються у готовому вигляді від викладача до студента. Необхідною умовою сьогодення є перехід студента від пасивного отримувача знань до активного їх творця, який вміє формулювати проблему, аналізувати шляхи її вирішення, знаходити оптимальний результат та доводити його правильність. Реформа вищої освіти, яка відбувається зараз, пов'язана з переходом від навчання до освіти. У даному процесі самостійна робота студентів стає не лише важливою формою освітнього процесу, а повинна стати її основним чинником.

Слід зазначити, що фокус уваги зосереджується на активних методах оволодіння знаннями, розвитку творчих здібностей студентів, переході від поточного до індивідуалізованого навчання з урахуванням потреб та можливостей особистості. Підкреслюємо, що мова йде не просто про збільшення кількості годин на самостійну роботу. Підсилення ролі самостійної роботи студентів означає принципіальний погляд на організацію учбово-виховного процесу, який повинен будуватися так, щоб розвивати вміння вчитися, формувати у студента здібності до саморозвитку, творчому застосуванню отриманих знань, способам адаптації, до професійної діяльності у сучасному світі.

Дослідники, які займаються проблемою, яка нас цікавить, стосовно вищої школи (С. І. Архангельський, М. Г. Гарунов, У. Я. Голант, Б. Г. Іоганзен, С. І. Зінов'єв, А. Г. Молибг, Р. А. Німазов, Н. Д. Нікандров, П. І. Підкасистий та інші), вкладають у термін «самостійна робота» різний зміст. Так, поняття «самостійна робота» трактується як самостійний пошук необхідної інформації, набуття знань, використання цих знань для рішення учбових, наукових та професійних задач (С. І. Архангельський); як діяльність, яка складається з

багатьох елементів: творчого сприйняття та осмислення учбового матеріалу у ході лекції, підготовки до занять, екзаменам, залікам, виконання курсових та дипломних робіт (А. Г. Молибог); як різні види індивідуальної, групової та пізнавальної діяльності студентів на заняттях або у поза аудиторний час без безпосереднього керівництва, але під спостереженням викладача (Р. А. Нізамов). Організація самостійної роботи у вищій школі розглядається як система мір по вихованню активності та самостійності як рис особистості (Б. Г. Іоганзен). Самостійна робота розуміється також деякими авторами як система організації педагогічних умов, які забезпечують управління учбовою діяльністю, яка відбувається під час відсутності викладача (В. Граф, І. І. Іл'ясов, В. Я. Ляудіс). Іноді самостійна робота ототожнюється з самоосвітою (С. І. Зінов'єв).

Як видно з наведених вище визначень, самостійна робота розглядається, з одного боку, як вид діяльності, який стимулює активність, самостійність, пізнавальний інтерес, та як основа самоосвіти, поштовх до подальшого підвищення кваліфікації, а з другої – як система заходів або педагогічних умов, які забезпечують керівництво самостійною діяльністю студентів.

Модернізація учбового процесу спрямована на скорочення аудиторних годин та зміщення акценту на самостійну підготовку студента. Досвід викладачів свідчить, що вивчення будь-якої програмної теми може бути продовжено у самостійній роботі. Самостійні заняття демонструють студентам результати оволодіння мовою і сприяють подальшому вдосконаленню вмінь та навичок.

Однак результативність діяльності визначається правильною та систематичною організацією самостійної роботи. Викладачу потрібно вибрати ті з них, які найбільш повно допомагають у рішенні практичних загальноосвітніх та виховних задач і разом з тим економічні за часом, не громіздкі, сприяють створенню вмотивованих ситуацій мовного зразка,

відповідають інтересам студентів, вдало поєднуються з усією системою учбово-виховного процесу.

Актуальність самостійної роботи у тому, що вона цілеспрямовано формує комунікативні вміння та навички, проявляє турботу про розширення кругозору студентів, виховує естетичне відношення до літератури країни, мова якої вивчається, та до самої мови.

Позааудиторна робота студентів - це запланована учбова, учбово-дослідна, науково-дослідна робота студентів, яка виконується у поза аудиторний час за завданням або під методичним керівництвом викладача, але без його безпосередньої участі.

Об'єм самостійної роботи студентів визначається державним освітнім стандартом. Самостійна робота студентів є обов'язковою для кожного студента і визначається учбовим планом.

Під час визначення змісту самостійної роботи студентів слід враховувати рівень самостійності абітурієнтів та вимоги до рівня самостійності випускників для того, щоб за період навчання був досягнутий необхідний рівень.

Для організації самостійної роботи необхідні наступні умови:

- готовність студентів до самостійної праці;
- мотив до отримання знань;
- наявність та доступність всього необхідного учбово-методичного та довідкового матеріалу;
- система регулярного контролю якості виконаної самостійної роботи;
- консультаційна допомога.

Контроль за самостійною роботою та оцінювання її результатів організується як єдність двох форм:

- самоконтроль та самооцінка студента;
- контроль та оцінка з боку викладача.

У методичних рекомендаціях «Іноземна мова. Завдання для самостійної роботи» пропонуються завдання для самостійного опрацювання студентам

економічних спеціальностей та викладачам спеціальностей, пов'язаних з менеджментом, маркетингом, економікою тощо.

Під самостійним опрацюванням ми розуміємо таку форму організації навчально-пізнавальної діяльності студентів, яку спрямовує і контролює викладач або сам студент відповідно до програми навчання на аудиторних заняттях та у поза аудиторний час з метою оволодіння знаннями, навичками й уміннями ділової англійської мови. Це, передусім, сприяє саморозвитку особистості, надає можливість диференційного підходу у навчанні та творчого підходу до організації самоосвіти студентів. З метою покращення рівня володіння англійською мовою за професійним спрямуванням ми вирішили впровадити у навчальний процес для самостійного опрацювання та поглиблення знань студентів наступні теми: «Роль кар'єри у житті людини», «Компанії. Їх класифікації та особливості діяльності», «Різні види магазинів. Похід до магазинів. Продаж товарів», «Ідеї. Важливість творчого мислення у бізнесі», «Стрес. Стрес на робочому місці. Стресові ситуації та вихід з них», «Події. Розваги. Корпоративи на підприємстві», «Створення нового бізнесу. Процес обговорення та прийняття рішень в бізнесі», «Маркетинг. Роль маркетингу для просування товару», «Планування бізнесу. Розробка бізнес плану – запорука успіху бізнесу».

Самостійна робота на заняттях з іноземної мови розвиває у студентів такі важливі вміння, як пошук інформації, її аналіз та виділення головного, оцінювання інформативності матеріалу та професійно-орієнтоване спілкування на основі отриманої інформації. Таким чином, необхідно підвищити відповідальність студентів за хід та результати їхньої самостійної учбової діяльності щодо оволодіння іноземною (англійською) мовою.

Метою самостійної роботи студентів з іноземної мови є формування навичок роботи з іншомовними професійно-орієнтованими джерелами інформації (читання, переклад, творче переосмислення інформації, її особиста

оцінка та подальше використання), а також формування навичок усного мовлення у рамках загальноосвітніх тем та професійної тематики.

Застосування самостійної роботи в учбовій діяльності дозволяє 1) оптимізувати процес навчання іноземній мові (англійській) з точки зору економії аудиторного учбового часу; 2) актуалізувати та активізувати пошук нових знань того, хто навчається; 3) підвищити якість засвоєння запропонованих учбових програм.

Підготовленість студентів до самостійної діяльності щодо вивчення запропонованого матеріалу визначається: 1) наявністю базових учбових навичок з усіх видів мовленнєвої діяльності, а саме: говорінню, аудіюванню, читанню, письму (у більшій ступені, безумовно, читанню та письму, тому що основними засобами перевірки виконання самостійної роботи є усне та письмове виконання вправ за самостійно пройденим матеріалом); 2) наявністю навичок перекладу та методами роботи зі словником та довідковою літературою; 3) вмінням працювати з комп'ютерним програмним забезпеченням та Інтернетом.

Методичні рекомендації складаються з 9 кредитів. Кожен кредит містить тексти за запропонованою темою та певний граматичний матеріал. До кожного тексту пропонується низка завдань, більшість яких має творчий характер і спрямовані на розвиток навичок вживання граматичних явищ у розмовній мові. Студенти, працюючи над текстом, зважають не тільки на його зміст, але й на ті чи інші граматичні конструкції у ньому. Різноманітні граматичні вправи та тексти і діалоги до них сприятимуть збагаченню лексики загалом і повторенню та закріпленню граматичного матеріалу зокрема, а це поліпшить опанування англійською мовою.

Отже, самостійна робота набуває особливого значення. Вона сприяє виробленню звички систематично з максимальною продуктивністю працювати над мовою у відведені для занять години, продовжувати вивчення матеріалу позааудиторно. Зауважмо, що завдання для самостійного опрацювання можна

починати виконувати під керівництвом викладача. На першому занятті викладач проводить інструктаж щодо виконання окремої частини: скільки годин відведено на дану тему (підтему), труднощі, специфіка роботи з даної темою тощо.

**РЕКОМЕНДОВАНІ ЗАВДАННЯ
ДЛЯ САМОСТІЙНОЇ РОБОТИ
З ІНОЗЕМНОЇ МОВИ**

Credit 1. Careers. The role of a career in a person's life

I. You are going to read about the ambitions of three young people. For

Questions 1-5, choose from the people (A-C). Who ...

- is still at school?
- is going to study Medicine?
- exercises regularly?
- has just completed a course?
- has already arranged a job for next summer?

1. Ito Oshima is a schoolboy from Japan. He is seventeen years old.

“I’ve always wanted to be a firefighter because I want to save lives. Firefighters have to be brave and strong, as their work is often dangerous. I work out twice a week at the local gym because I want to be ready for the entrance test. I’m sure I’ll pass it. After the test, in September, I’m going to begin a firefighting training course. I know the course isn’t going to be easy, but I’m going to work really hard. I hope I’ll pass it, so wish me luck!”

2. Roberto Fellini is a 21-year-old from Italy.

“I want to work as a barman because I like meeting people. A good barman has to be friendly and patient. This won’t be a problem for me, as I like socializing and I never get angry. I recently finished a bartending course in Rome and I’m very excited at the moment, as I’m getting a full-time job in my uncle’s bar next summer.”

3. Natasha Wilkins is a 16-year-old schoolgirl from Scotland.

“I’d like to work as a doctor because I like helping sick people. It’s not an easy job though, as doctors have to be hardworking and careful. They often work very long hours and they can’t make mistakes. When I finish my A levels, I’m going to study Medicine at university. I just hope I’ll be a good doctor.”

II. Fill in the words from the list, then make sentences using the completed phrases.

complete, training, local, save, wish, meet, get, full-time, entrance, long

1 to ... lives

6 to ... people

2 the ... gym

7 to ... angry

3 a (n) ... test

8 a (n) ... job

4 a (n) ... course

9 to work ... hours

5 ... me luck

10 to ... a course

III. Underline the correct word:

1. He *took / passed* the test because he worked hard.
2. Gill is *learning / studying* Architecture at university.
3. He does good *job / work*.
4. Doctors look after *sick / ill* people.

IV. Fill in *make* or *do*, then make sentences using the completed phrases.

1 to ... mistakes

6 to ... a cup of coffee

2 to ... a phone call

7 to ... a noise

3 to ... my homework

8 to ... the shopping

4 to ... the beds

9 to ... the ironing

5 to ... the washing-up

10 to ... my best

V. Fill in the correct prepositions, then make sentences using the completed phrases.

1 to be ready ... a test; 2 ... September; 3 to work ... a barman; 4 ... Rome; 5 ... the moment; 6 to get a job ... my uncle's bar; 7 to study Medicine ... university

VI. 1. Read the article, the introduction and the questions in the text. What do you expect the article to be about?

Cracking Career

Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a diving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about

the environment... Meet Angela Webb and discover how you can make your hobby your career!

So, Angela, is it hard to become an instructor? What qualifications do you need?

If you are determined and you really want to succeed, anything's possible! But, yes, it takes a lot of time to gain the relevant experience and qualifications. Through the BSAC (British Sub-Aqua Club), I first trained as a Sports Diver and then went on to do my instructor qualification. If you are really ambitious, you can even progress to Advanced Instructor.

What kind of personality do you need to have to do this line of work? What qualities?

I would say a sense of leadership is important. Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organized. But then there are also skills you need to acquire, like knowing how to use computers or how to speak other languages.

What facts can you tell us about coral reefs?

As much as a quarter of all marine life lives there – did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster than the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs?

When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do?

Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect – it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed – touch wood!

2. Read the text and mark the sentences Y (Yes), N (No) or DS (doesn't say).

- 1 Angela started diving when she finished school.
- 2 Angela has passed two diving exams.
- 3 It is important for Angela to earn a good salary.
- 4 Angela is adventurous and determined.
- 5 It helps to have other skills as well as diving skills.
- 6 Angela works on her own.
- 7 Coral reefs are in danger.
- 8 We can't do much to help protect the coral reefs.
- 9 Angela often gets homesick.
- 10 Angela has had no difficulties with her groups so far.

3. Complete the sentences with words from the text.

- 1 You need to study to get q... before becoming a doctor.
- 2 After university, I t... to become a teacher.
- 3 Kindness and patience are necessary q... if you want to be a nurse.
- 4 Typing and filing are essential s... for secretaries.
- 5 It took him a while to a... to the new work environment.

4. Match the underlined words to their synonyms.

Frightening, feeling, take care of, move on, danger, thrown away, get, ideal

5. Make notes under the headings, then speak about what it is like being a diving instructor.

qualifications

personal qualities

pros / cons

6. Project: Interview a person about his / her job. Use the headings from the text to prepare your questions. Interview the person, then write a short article (60-80 words) about him / her, similar to the one about Angela.

VII. 1. Match the words to form compound nouns.

1 bus	a instructor
2 bank	b agent
3 web	c clerk
4 security	d programmer
5 travel	e driver
6 factory	f guard
7 ski	g worker
8 computer	h designer

2. Choose two jobs from Ex.1. Use these phrases to make as many true sentences about each job as possible.

work: shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

be: your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

the work is: *boring / creative / stressful / interesting / repetitive / challenging / satisfying*

I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.

VIII. What about you? What job would you love / hate to do? Why?

I could never be a ... because I wouldn't like working shifts. I'd prefer to be

IX. Use the notes to talk about what skills / qualities each job requires, as in the example.

*Teacher, architect, lawyer, tour guide, librarian, songwriter, office worker, vet,
secretary*

Needs to have...good computer / organizational skills; a good telephone manner; a driving licence / university degree

Must be good at ...foreign languages, ICT, maths, music, etc., working alone as part of a team; explaining things

Should be ...careful, creative, dedicated, hard-working, honest, patient, polite, reliable

Must be interested in ...helping others, reading, working with children / animals / etc

A teacher needs to have a university degree, and must be good at explaining things.

They should be dedicated and patient, and interested in helping others.

X. Read the descriptions of six personality types. Which type(s) are most / least like you? Which of the jobs would you like to do? Does this match the personality type you think is most like yours?

Risk-taker: You like to be in charge. You focus on goals and like to reach your target. You see opportunities and take them. You want to be rich and successful.

stockbroker, pilot, business manager

Conventional: You like to see things through to the end and you pay attention to detail. You like order, routine and structure.

secretary, cashier, accountant

Investigative: You're very curious and enjoy problem solving. You like to know how things work and to rest out your ideas.

scientist, doctor, astronomer, detective

Creative: You're a bit of a dreamer, but you can express yourself and you like to find different ways of doing this.

artist, photographer, musician

Practical: You like to get things done and don't like wasting time. You are good with your hands and like to spend time outdoors.

policeman, carpenter, farmer, electrician, mechanic

Caring: You like being with people and working as part of a team. You are a good listener and like helping people with their problems.

teacher, nurse, social worker

XI. Fill in: *payslip, applied, dismissed, unemployed, vacancy, resign, promotion, retired*

1 A: Have you found a job yet?

B: I ... to join the army, but I haven't heard anything yet.

2 A: Is your brother still ... ?

B: No. There was a ... at the local factory, so he's working there now.

3 A: Have you heard? Jones from Sales was

B: No. He just ... early so he can spend more time with his family.

4 A: I can't believe I didn't get that ... !

B: You should ... and look for another job.

5 A: How's your new job going, Sam?

B: It's great. I can't wait to get my first

XII. Fill in: *for, as or in*. Check in your dictionary.

1 I'd like to apply ... the post.

2 I have worked ... a singer since 1995.

3 How long have you worked ... Accounts?

4 Fill ... this application form.

XIII. Complete the sentences with the correct word. Check in your dictionaries.

1 I haven't had a *salary / wages / pay* rise for four years.

2 Until he *earns / gains / wins* more experience, there's no chance of him getting a better job.

3 Sarah is a teacher by *job / career / profession*.

4 Eve wants to make herself a(n) *occupation / career / employment* in the music industry.

5 Jack works for a sales *business / industry / company*.

XIV. Read the theory, then complete the sentences with the correct adjective derived from the verbs in bold.

We can form adjectives from verbs with the suffixes: - able (imagine - imaginable), -ible (sense - sensible), -ive (impress - impressive), -ed (please - pleased) and -ing (please - pleasing).

- 1 You have to be ... (create) to be an artist.
- 2 Sam can't find a ... (suit) job.
- 3 Tom is brilliant at making any subject ... (comprehend) to small children.
- 4 Being a teacher is always ... (interest) because every day is different.
- 5 Now he has finished university, Lee is a ... (qualify) architect.

XV. Identify the jobs from the descriptions of what the people do.

- 1 This person flies aeroplanes.
- 2 You take your car to this person to be repaired.
- 3 This person takes care of sick animals.
- 4 This person works in an office typing letters, answering the phone and arranging meetings.
- 5 This person will help you invest money in companies.
- 6 This person controls the movements of aircraft.
- 7 This person designs pages for the Internet.
- 8 You pay money to this person in a shop or bank.
- 9 This person helps children and families who have problems.
- 10 This person will give you the key to your hotel room.

XVI. Complete the exchanges with verbs from the list.

promote apply dismiss retire resign

- 1 A: So, are you going to ... for the job?
B: No. I don't think I'm suitably qualified for it.
- 2 A: Ian is going to
B: Really? Why?
A: He's found a better paid job.

3 A: If this project is successful, my manager will ... me.

B: Good luck!

4 A: I've still got six years ahead of me before I

B: Hang in there!

5 A: I've heard that the company will ... several people next month.

B: Oh, no. Any idea who?

XVII. Project. Write a short e-mail to your English pen friend about your dream job. Say: what it is, why it's your dream job, how it matches your personality type.

XVIII. Complete the text with phrases from the list. You may have to change the form of the verbs.

work overtime, be her own boss, work for, a successful career, work from home, be employed, set up, self-employed

Sheila has 1) ... with a large cosmetics company where she 2) ... as a senior marketing manager for the past three years. Although she is quite satisfied with her job, she sometimes feels that her work is not appreciated, especially when she has to 3) She is now thinking of 4) ... her own business so that she can 5) Sheila thinks that she would be happier 6) ..., even though she accepts that people who are 7) ... are less secure than those who 8) ... a large company.

XVIII. Choose the best word to complete the job adverts.

1. We have a 1) *vacancy / space* for a young, dynamic and hard-working 2) *student / graduate* to lead our growing sales force in the London area. As leader you will be responsible for 3) *team / group* development and 4) *education / training* and you will 5) *reply / report* directly to the company Sales Director.

2. Are you willing to work 6) *changes / shifts*? Do you enjoy the 7) *happiness / satisfaction* of solving challenging 8) *problems / questions* without 9) *control / supervision*? Are you 10) *practical / handy*? Do you have a 11) *clean / tidy* driver's licence? If you can answer 'yes' to these questions, then we would like to hear from you.

3. We want you

With over 300 stores nationwide Book World is now firmly established as the No 1 bookshop in the UK. If you are 12) *stimulated / motivated*, committed, 13) *ambitious / ruthless* and enjoy succeeding in an exciting fast-paced work 14) *location / environment*, we want you! No previous 15) *skill / experience* required.

XIX. Cross the odd one out.

1 salary, wages, skills, pay

2 earn, gain, win, fail

3 experience, job, career, profession

4 under-paid, well-paid, poorly-paid, overworked

5 boring, creative, uninteresting, repetitive

6 business, university, industry, company

XX. a) The people (1-4) are all looking for new jobs. Read their descriptions and underline the key words.

1. Geoff has always liked making things to entertain his children. Since losing his job as a teacher he has been looking for a way to turn his hobby into a career.

2. Susan first noticed her flair for writing when she won a creative writing competition at school. However, her career as a poet is not going very well and she must find a new job to pay the bills.

3. Michael has had several well-paid jobs. Now, he would like to use his psychology degree in a job that he can improve people's lives.

4. Brooke is currently working in an office for a publishing company, but she dreams of a less ordinary life. She wants to explore new places and help protect the environment.

b) Read the job advertisements (A-F) and decide which job would be the most suitable for each person. There are two you don't need.

A. Tour Guide - Explore Alaska Ltd

A life of adventure awaits you in Alaska. Explore Alaska Ltd is looking for

guides to lead small groups of tourists through the Alaskan wilderness and to promote conservation in the area. No previous experience is required as on-the-job training will be provided. Apply in writing to William Seward, Explore Alaska Ltd, 3 Primrose St, Ketchikan, Alaska, AK 99950-3365

B. Animal Psychologist Dunstable Zoo Pic

Can you deal with animal anxieties? Dunstable Zoo Pic is looking for a trained animal psychologist to work with our collection of wild and exotic animals. Ideal candidates should have a degree in veterinary medicine and a background in psychology. Application forms are available from Human Resources Dept, Dunstable Zoo, Bedfordshire, LU6 INF.

C. Film Extra — Talent Inc

Want to be on the movies? Talent Inc is looking for people to take part in a Hollywood film that is being shot here in London. The work requires a great deal of waiting around. Although there can be no guarantee that you will appear in (he final film, you may see yourself next to a major star. For more information, call Sandy on 01292 364 807.

D. Cards Writer - Comic Cards Ltd

Can you say it with style? Comic cards Ltd wants writers with wild and witty imaginations. Salaries are good for those who can come up with catchy lines and lots of laughs. Email John Keats at www.comiccards.co.uk.

E. Caregiver — Spring Lake Retreat

Do you have the qualities to help people with mental illness lead rich and rewarding lives? Spring Lake Retreat has an excellent success rate in dealing with mental illness and we are looking for caregivers who can approach those in need with respect. For further information call Florence on 01484 627 895.

F. Toy Designer — Lullaby Toys Plc

Want to bring a little magic into young lives? Lullaby Toys Pic is looking for an imaginative toy designer to expand our range of educational toys for children under 7 years of age. The ideal candidate should have experience in toy design and a

passion for education. Tel. Joy Fischer on 02646 738 991.

XXI. Read and translate the text:

Employment

It is very difficult to find an interesting and well-paid job. Especially it is hard, if you claim the high position. Requirements for applicants are very strict. They must be capable of independently tackling the tasks, set to them; be able to compile documents, to conform to the company's image, to be responsible for results of their work. Free command of foreign languages will raise your chances. You must be ready to pass the attitude test, which will help to assess the candidate's suitability for the post. An applicant for a job must be hard on people, but modest. At hiring it's necessary to tell your background, dates about successes in your previous job, reasons of dismissal (you might become redundant or at own will).

You should bear in mind that your revenue and your future position will depend of your track record. For example, you can be worker, self-employed or member of senior management. Your salary will also depend of your employment at the work. Many firms offer a work-flexibility. The information about requirements at hiring to different companies and firms you may find in eye-catching leaflets, in Internet and at people, who are directing mail short.

Every company has own rivals. That's why it's very important to be able to appear clients, to be hard on people at hiring of new personnel and to testify to the company's dependability on the market right. Good workers always receive bonuses. It is necessary to remember, that you can't claim the senior position without high education.

If you have passed probationary period successfully, have come up to the expectations of the company, if you are pleased of salary, of graphic of work, of requirements that the company has offered to you, it means, that this job approaches you.

XXI. What should you do to find a job? Find logical sequences of the steps you

should take to get an invitation for an interview:

- make an appointment with an employment agency counselor;
- read the classified ads, think what kind of job you want;
- analyze your skills, personality traits and accomplishments;
- get ready for the interview;
- find out what employment agency you can use;
- find out as much as you can about the company.

XXII. Read the text.

So, You Are Looking for a Job

What must you begin with? There are several traditional ways of looking for a job.

A civilized and active means of looking for a job is studying the market of offered vacancies to get an idea of necessary demands and size up your own chances. The best way of doing this is to use the help of employment agencies or to study independently the ads of job opportunities being published.

Announcements of job opportunities can be read in different printed publications. But which of them is worth reading to?

Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation.

Your main task is to understand whether the position being offered is consistent with the levels of your skills, education, and experience in work.

The structure of job opportunities ads is usually the same: the name of the vacant position, the list of the candidate's professional duties, the demands made of the candidate, and the system of compensations and benefits. Ads are often published by employment agencies on behalf of their clients. The address of the office is usually not given - it is suggested that the resume should be sent to a P.O. box or else faxed.

Having carefully studied the demands and duties being offered, an experienced reader may extract information on the activities of the company and prospects of its development.

The phrases often used about «successful work over many years in the Ukrainian market», «New missions being opened» etc., really testify to the company's dependability, serious prospects for its growth, and the durability of its stay in Ukraine.

First, one must pay attention to the position. To grasp what lurks behind the position's English name, there is a need to visualize at least in general outline the personnel structure at western companies. For instance one may be misled by the incorrect interpretation of the word «Assistant». There is a need to understand that this word does not at all imply secretarial functions. A more exact meaning of this word is: mate, apprentice manager, high-class specialist capable of independently tackling the tasks set to him.

Therefore using all possible means, try to learn as much as possible about this position to prepare yourself as best as possible for a meeting with the employer. Carefully read the demands made of the given position. The demand to know a foreign language is very important, in most cases there is a need for free command of the language - Fluent English. Free command implies an ability freely to deal with a foreign manager, competently to compile documents and speak on the phone. This demand may prove to be the most important.

Quite often the ads do not decipher other demands in detail. For example, the ability to type in Ukrainian/Latin. According to international standards, an adequate level of typewriting is a speed of 60 words per minute. Therefore, when claiming the given position, you need to check your speed or bring it up to the required level. Besides, a secretary is usually required to be able to work on a personal computer. In general, if the ads meticulously enumerate the software products, systems, languages, etc., which the candidate must necessarily know, remember that these demands have a strictly binding force.

Such special demands set the level of the candidate's indispensable qualifications.

Thus you have decided to find a job, buy a magazine, carefully study the ads given by employment agencies. Now you will be faced with the labor-consuming procedure of writing and circulating your resume.

XXIII. You are looking for a job. Analyze your interests and abilities. Answer the following questions.

1. What are my abilities?
2. What special talents do I have?
3. What are my special interests?
4. What are my physical abilities and limitations?
5. What are my attitudes and values?
6. How do I see myself, or what is my self-concept?
7. What is my previous experience?
8. What are my educational plans for the future?
9. Am I the kind of person who works well in a large group, or do I work better with only one or two people?
10. Am I willing to accept change?

XXIV. Read the rules and discuss them.

DOs and DON'Ts For Job Seekers.

DO learn ahead of the time about the company and its product.

Do your homework.

DO apply for a job in person.

DO let as many people as possible know you are «job hunting».

DO stress your qualification for the job opening.

DO recount experience you have had which would fit you for the job.

DO talk and think as far as possible about the future rather than the past.

DO indicate, where possible, your stability, attendance record and good safety experience.

DO assume an air of confidence.

DO approach the employer with respectful dignity.

DO try to be optimistic in your attitude.

DO maintain your poise and self-control.

DO try to overcome nervousness and shortness of breath.

DO hold yourself erect.

DO answer questions honestly and with straightforwardness.

DO have a good resume.

DO know the importance of getting along with people.

DO recognize your limitations.

DO make plenty of applications.

DO indicate your flexibility and readiness to learn.

DO be well-groomed and appropriately dressed.

DON'T keep stressing your need for a job. DON'T discuss past experience which has no application to the job.

DON'T apologize for your age. DON'T be untidy in appearance.

DON'T display «cocksureness».

DON'T cringe or beg for consideration.

DON'T speak with muffled voice or indistinctly.

DON'T be one of those who can do anything.

DON'T hedge in answering questions.

DON'T express your ideas on compensation, hours, etc. early in the interview.

DON'T hesitate to fill out applications, give references, take physical examination or tests on request.

DON'T hang around, prolonging the interview, when it should be over.

DON'T go to an interview without a record of your former work connection.

DON'T arrive late and breathless for an interview.

DON'T be a «know it all» or a person who can't take instructions.

DON'T isolate yourself from contacts that might help you find a job.

DON'T feel that the world owes you for a living.

DON'T make claims if you cannot «deliver» on the job.

DON'T display a feeling of inferiority.

XXV. Write a few mini-dialogues using the following questions:

Should I... or...? Do you think I ought to... or...? Wait for the bus or take a taxi?

Take bus or taxi to work? Vacation: stay home or go abroad? This evening: go out or watch TV? This weekend: stay home and study or visit a friend?

XXVI. Read the text and discuss the advice, given in the text.

Information, which indicates your suitability to the job, should be highlighted. If you have had previous experience in various phases of employment. It may be to your advantage to have two-three different resumes, each emphasizing a different area of competence.

It is a standard practice to begin the resume with personal data, essentials such as your name, address, social insurance number, home phone number and business phone number (recommended only if your present employer is aware of your job search, facts, such as your date of birth, marital status, and number of dependents).

An option, which may be included in your resume, is a brief explanation of your career objective or goals. If you have only one version of your resume, it may be best to include this section in a covering letter so that you can tailor it to the specific position for which you are applying.,

The structure of the next portion of your resume will depend a great deal on the extent of your “work history”. If you are a recent graduate with limited business experience, begin with your education first. Highlight achievements and honours, and note extracurricular activities. Expand on any courses you took which are relevant to the position, or specialized training you may have participated in. Progress to your part-time or summer employment and indicate responsibility and achievements.

If you possess a strong background in the work world, you should begin with your work experience first. Information provided here will include a title, name of employer, address, date of employment, and a brief summary of duties. Emphasize

responsibilities and highlight personal achievements, advancement and recognition! Your list of position should be in reverse chronological order, so begin with your current employer.

Next, your resume could include a brief section designed to give employers an insight into your leisure and non-work activities. You might include: clubs or professional associations, community volunteer work, sports and hobbies.

XXVII. Tick the items you would state in your CV and write your own CV:

- The title and reference number of the job you wish to have
- Your surname, first name, address and telephone number
- Your date of birth
- Your marital status
- Your hobbies and leisure interests
- The sports you play
- The name and address of present or last employer
- Details of all the jobs you have had
- Details of your achievements and responsibilities in your working carrier
- The languages you speak or write
- Details of the examinations you passed at a secondary school
- Details of the examinations you had at a higher school
- Details of the professional diplomas or degrees you have
- Details of training courses you have attended
- Your suitability for the job advertised
- Your reasons for applying for this job

XXVIII. Resume

An excellent resume may help you get the job of your dreams and a poor resume may mean a lost opportunity.

Since this is the first piece of information a company will receive about you, it is critically important that your resume be well-written.

It should be presented at the beginning of any interview that you have with a company. Ideally, resume should not be longer than one page.

The contents of a resume can be roughly categorized as: 1) PERSONAL INFORMATION (address and telephone number), 2) JOB OBJECTED, 3) EDUCATION, 4) EXPERIENCE 5) SKILLS, 6) EXTRACURRICULAR ACTIVITIES, 7) REFERENCES.

The resume begins with PERSONAL INFORMATION, name, address, telephone number centered at the top page. After your address, a statement of intent or JOB OBJECTIVE should be written. This objective should be well thought one from the very beginning since it will influence how you will write the rest of the resume. It should not be too general, e.g.: 'To obtain a managerial position in a Western company'.

Think about your job search and career goals carefully, write them down in a way that shows you have given this much thought.

For example: "Objective: To obtain a position in telecommunication that will allow me to use my knowledge of engineering and take advantage of my desire to work in sales'."

Notice that your desire to have a well-paid job is not included in this statement. A focus on money in your resume's first sentence will not make the best impression anywhere in the world, not just in Ukraine.

After the statement of intent, describe your EDUCATION.

List the universities and colleges you have attended in reversed chronological order.

Any studying you have done abroad should be included and courses that you have taken that are relevant.

If you graduated with honors, you should definitely include this. A «red diploma» can be called «graduated with high honors' in English. Do not include your high school.

Your working EXPERIENCE is the next section. List your experience starting with your most recent place of employment and work backwards.

Spell out the exact dates of employment, your position, and the name of the company you worked for.

Following experience, you should list your special SKILLS.

These include your language skills, computer abilities, and any other talent that relates to your statement of intent.

When describing your language abilities, it is best to be honest about assessing your level, «Fluent English», «native Ukrainian», «intermediate German», and «beginning French» are all ways to describe your language abilities

EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here.

Do not list «reading» or «writing» as an activity. It is assumed most people with a higher education do these things.

The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for a job.

Then names, titles, places of work, and telephone numbers should be included. If you do not have space on your resume for this, write «Available upon request». You will then be expected to give this information to a prospective employer if it is requested.

The style and format of a resume are extremely important. Your resume must be typed, preferably on a computer in order to format it most effectively. A neat and well-written resume with no spelling mistakes will give an employer the impression that you are accurate and take care of details.

A resume will not get you a job. An interview with a company will get you a job.

XXIX. Write the reasons why Stephen wanted to have the post of the sales representative in this area.

Crystal Danziger's interview

I: Come in, Ms Danziger. Did you have a good trip?

C: It was OK. I got in on the early flight this morning.

I: Ah, you're from Los Angeles, aren't you?

C: I live in L.A. at the present time, but I'm originally from New York. Of course, I'm not often in L.A. I travel a lot.

I: Tell me about your present job.

C: I'm a sales representative for a book publisher. We sell guide books and maps. I travel around Latin America. You see from my resume that I speak Spanish and Portuguese. I majored in Spanish for my Bachelor's degree.

I: Where did you get your degree?

C: I got it from the University of Chicago. Then, after that, I did my Master's at the University of New Mexico.

I: And do you speak any Asian languages?

C: No, but I learn fast. I majored in languages.

XXX. Writing (a letter of application).

1. Read the rubric and underline the key words. Then, answer the questions that follow.

Do you want to get out and see the world? Are you interested in photography?

If yes, then you could work on a cruise ship! We are looking for a photographer who's always around to take memorable photos of our passengers as well as develop and sell the pictures. All equipment is provided by the cruise line.

If interested, contact Mr Elliot on 0898-786756 or via email at relliot@cruiseline.com and we will arrange a job interview. Portfolio is necessary.

1. What kind of letter do you have to write?
2. Who is going to read your letter?

3. Should the style be formal or informal?

4. Tick in the list of points below what you should include in your letter:

- your favourite subjects at school _____
- your qualifications _____
- any previous experience _____
- a description of your appearance _____
- your personal qualities _____
- your plans for the summer _____

5. What do you think the successful candidate should be like?

- a) artistic d) adventurous
- b) friendly e) sociable
- c) caring f) sporty

6. For this job someone would need experience in:

- a) modeling b) taking pictures c) working with young children

7. What qualifications would someone need in order to be considered for this job?

- a) energetic and sociable;
- b) can drive a car'
- c) taken a course in photography;
- d) good organizer;
- e) speak English and German;
- f) worked as a photographer for the school newspaper;
- g) worked as a shop assistant.

XXXI. Read application letters A and B and write the paragraph number next to the headings in the list below.

- opening remarks / reason(s) for writing _____
- closing remarks _____
- age / qualifications I experience
- other information _____
- personal qualities _____

Dear Manager,

1. Hi! I've decided to drop you a line about the job you advertised in this week's online edition of NY Magazine for Teens.
2. I am a 20-year-old student and I'm quite good at taking pictures. Two years ago I took a one-year course in photography and I've worked as a photographer for our college newspaper. I've worked part-time as a shop assistant at a photo studio, too. I want to study photography at UEL and some day I'm sure I'll work as a professional photographer for National Geographic. My English and German aren't bad either.
3. I haven't worked professionally before but I'm sure I'd be good at the job. I am very friendly and outgoing. I love travelling and seeing different places. Also, I can provide a reference letter in which my previous employer says I'm a good photographer and that you can count on me. I can show you my work any time you want.
4. I won't be doing anything in July and August. We have our holidays then so I can work whenever you want.
5. You can get in touch with me on 08657345 or at lhirsch@yahoo.com. Let me know soon!

All the best.

Laura Hirsch

Dear Mr Elliot,

1. I am writing to apply for the position of photographer which was advertised in this week's online edition of NY Magazine for Teens.
2. I am a 20-year-old student. Two years ago I took a one-year course in photography and I've worked as a photographer for our college newspaper. I have also worked part-time as a shop assistant at a photo studio in my neighbourhood. It is my ambition

to study photography at UEL and some day to work as a professional photographer for such prestigious magazines as National Geographic.

3. Despite my lack of formal work experience, I feel that I am quite suitable for the position. I am very friendly and sociable and I love travelling and seeing different places. What is more, I am very fluent in both English and German. I can provide a reference letter from my previous employer in which I am described as hard-working, efficient and a photographer with great potential. My portfolio is available at your request.

4. Since the school holidays include the months of July and August, I will have no other commitments and I would be available to work the whole two months.

5. I may be contacted by telephone on 08657345 or via email at lhirsch@vahoo.com. I look forward to receiving a reply in due course.

6. Your sincerely,

7. Laura Hirsch

2. a) Compare the two letters. Which one uses an appropriate formal style suitable for a letter of application? Mark the features in the list below as A or B.

1. passive voice _____
2. a friendly, personal tone _____
3. everyday vocabulary _____
4. formal linking words / phrases _____
5. phrasal verbs or idioms _____
6. long and complex sentences _____
7. advanced vocabulary _____
8. colloquial expressions _____
9. a polite, impersonal tone _____

b) Find and underline examples of these features in the letters.

3. Look at the highlighted sentences / phrases in letter A and underline the corresponding appropriate sentences / phrases in letter B.

4. a) Read the rubric, then, answer the question that follows.

You have come across the following job ad in the local newspaper and you want to apply for the job. Write your letter of application.

Do you: love the shop? Pay attention to details? Why don't you get started as a Mystery Shopper? Visit different businesses, pose as a customer, evaluate the service and complete an evaluation form. Get paid to shop at stores, eat at restaurants, watch movies and more!

No experience is necessary.

Apply online at www.mysteryshopper.com

- **What skills / qualifications do you think would help you get the job?**

Circle.

- a) love shopping
- b) have worked as a shop assistant
- c) be friendly
- d) have worked as a waiter / waitress
- e) be fluent in foreign languages
- f) be a good organizer
- g) be artistic
- h) be sporty
- i) can drive a car

b) How are you going to begin and end your letter?

a) Dear Sir/Madam,

Yours faithfully,

c) Dear,

Yours sincerely,

b) Dear Mystery shopper,

Yours,

5. Now, write your letter of application. Use letter B as a model.

Credit 2. Companies. Their classification and peculiarities of the activities

I. Complete the introductions. Use the words from the box:

from name's My I'm

1. Good morning. My ____ Erica Schulz. I'm a product manager from Germany. I'm in the marketing.
2. Hello. I'm Bo Chang ____ China. I'm a university student.
3. Hi. I'm Nikolai Ivanov. I'm from Russia. ____ an accountant.
4. Hi. I'm from Argentina. I'm a senior manager. ____ name's Eva Rosado.

II. Write the words from the box under the correct heading:

accountant finance marketing manager technician engineer cashier
production director doctor telephone operator human resources
receptionist lawyer sales assistant personal assistant (PA)

Job

Department

III. Fill in the missing letters to make jobs and workplaces.

1. I'm an a.....t. I work in an o....e.
2. He's an e.....r. He works in a f....y.
3. She's a t.....n. She works in a l.b.
4. I'm a s...s a.....t. I work in a s..p.
5. She's a r.....t. She works in a h...l.

IV. Complete the chart of countries and nationalities. Use the words from the box. Add other countries and nationalities:

Brazilian Polish Germany Kuwaiti French Oman Italian Spain
Russia Turkey Japanese Swedish China Greece British
American

Country Nationality

- an

Country Nationality

-ish

Brazil	Brazilian	Poland	_____
Germany	German		Spanish
Italy	_____	Sweden	_____
_____	Russian	_____	Turkish
	-ese		others
Japan	_____	France	_____
_____	Chinese	_____	Greek
	-i	the UK	_____
Kuwait	_____	the US	_____
	_____	Omani	

V. Ask and answer questions about the nationality at the companies:

A: Is Sony Japanese? B: Yes, it is.

B: Is Givenchy Swedish? A: No, it isn't. It's French

Sony Givenchy Volvo Zara Gucci Aeroflot Michelin Siemens
McDonald's Olympic Airways

- Think of three companies you know. Give their nationalities.

VI. Discuss the following questions in groups:

- People have always needed a common language to communicate. What language have they used for this purpose in Europe?
- What language have European community had as an international one in different periods of history?
- What language do you learn as a second language? How can you apply the knowledge of English in your future life? What are your ambitions?

VII. Read the following statement. Do you agree or disagree? Prepare arguments to support your view:

“English is more and more necessary for international business, but less and less sufficient”.

VIII. Read the text:

YOUR BENEFITS FROM LEARNING A FOREIGN LANGUAGE

a) Why should you learn a foreign language? That might seem like a stupid question, particularly coming from a company that publishes language-learning magazines. Surely, the more foreign languages you can speak, the better. Yes, probably. But sometimes simple questions are not as stupid as they seem.

Of course, it's easy to think of reasons for learning languages. You can travel more easily, communicate with more people, and learn about other countries and cultures. Languages can also help you in your current job, or be an advantage if you want a new job.

b) But look again at that last paragraph. It's all about "you, you, you". You benefit privately from learning a foreign language. You benefit in your career, language skills benefit society more generally -- for example, by improving international understanding. And companies benefit from the language skills of their employees.

c) Anne Davidson Lund, a director of CILT, the National Centre for Languages in the UK. says: "Figures speak more loudly than words in a climate where language learning is not an unquestioned right, where competition for public funding for education and training is intense, and where the prize goes to those who can show a tangible return on investment in terms of their nation's bank balance. Can we win that prize for languages?"

d) Lund argued that, if the business sector wants to secure more public funding for foreign-language education and training, it must show that language skills bring a quantifiable benefit to companies. Also, the business sector must show that there is "market failure": that is, firms are not currently getting all the language skills they need.

CILT has undertaken a number of studies to look into these questions. The most important one was the 2007 "ELAN" study {Effects on the European Union Economy of Shortages of Foreign Language Skills in Enterprise-- see box, page 19)

for the European Commission. This looked at firms in 29 European countries and tried to quantify the value of contracts lost because of insufficient language skills.

e) The results were revealing. The report found that there was a clear link between language skills and export success. And among a sample of 2,000 small- and medium-sized enterprises (SMEs), 11 per cent said that they had lost contracts as a result of a lack of language skills. (In most countries, ten per cent said they had also lost contracts because of inadequate intercultural skills.) Some of these contracts were worth over €1 million, with the average being €345,000. The report estimated that the total value of lost business to the EU economy because of poor language skills in SMEs was around €100 billion a year.

f) The ELAN report identified four key elements of language management in companies that were successful in export markets: "... having a language strategy, appointing native speakers, recruiting staff with language skills and using translators and interpreters". An SME investing in all of these four elements was found to have an export-sales proportion 44.5 per cent higher than one that does not do so.

X. Match each sentence 1-7 to the sentence a-g that should logically follow it.

1. Foreign languages can
2. You benefit privately
3. You can travel more easily, communicate with more people and
4. Language skills benefit society more generally by
5. The prize goes to those who can show a
6. If you want to secure more public funding for foreign-language training and educations...
7. Four key elements of language management for success in export markets are:
 - a) it must show that language skills bring a quantifiable benefit to companies;
 - b) improving international understanding'
 - c) a language strategy, appointing native speakers, recruiting staff with

- language skills and using translators and interpreters;
- d) also help you in your current job;
- e) learn about other countries and cultures;
- f) tangible return on investment in terms of their nation's bank balance;
- g) from learning a foreign language.

XI. Think about the questions to paragraphs A-F which require the answers, presenting the main idea of each paragraph.

XII. Read, learn and remember the following expressions, try to use them in your own sentences:

- to make recommendations for improving language skills
- regional and minority languages
- linguistic diversity
- to gain a competitive advantage
- less sufficient
- mother tongue
- to deal with different languages
- the importance of implementing strategies for developing the language skills
- disseminating best practices on language strategies
- targeting the official language
- to master the language of the consumers
- to have access to the behaviour and attitudes of others
- to target English as a priority
- to meet companies' language needs
- challenges facing multinational companies
- to integrate employees into their workforces

XIII. Read the text:

COMPANIES SHOULD INVEST MORE IN FOREIGN-LANGUAGE SKILLS

Following the ELAN report, Leonard Orban, the EU Commissioner for Multilingualism, set up the "Business Forum for Multilingualism" to make recommendations for improving language skills in EU companies Orban speaks about the role of foreign languages in business.

1) Why is multilingualism so important for the EU?

The EU already has 23 official languages, more than 60 regional and minority languages and hundreds of other languages spoken by people originally from outside the EU. We now want to make full use of this linguistic diversity. We want to show that, rather than being a burden, it is an asset for the EU -- for cultural, educational and professional reasons. Also, EU companies can gain a competitive advantage through foreign language skills. But one of the main ideas from the Business Forum for Multilingualism is that English is not enough. English is more and more necessary for international business, but less and less sufficient.

2) So, how good are the language skills of EU citizens?

We are still a long way from our goal of every citizen learning at least two foreign languages. Only 28 per cent of European citizens are able to speak at least two foreign languages. And nearly half of European citizens can speak only their mother tongue.

3) What role should companies play here?

Companies should invest more in developing the abilities of their workers to deal with different languages. I think especially at the level of small- and medium-sized enterprises (SMEs) there is not enough awareness of the importance of languages other than English and of the importance of implementing strategies for developing their employees' language skills. So we have made a number of recommendations in the report on ways to help firms. Of course, increased financial support should be considered -- at the EU level, but also at national, regional and

local levels. But we also propose a new European internet platform for collecting and disseminating best practices on language strategies.

4) But are language skills only the companies' responsibility?

No, it's a shared responsibility. The European institutions also have a contribution to make, but so do the member states through improvements in their education systems. And so do individuals themselves.

5) Latin is still one of the most common foreign languages taught in educational institutions. Shouldn't this time and effort be spent more usefully on modern foreign languages?

Our task in the European Commission is to defend and promote the linguistic diversity in Europe. That means targeting mainly the official languages of the EU. So, we look less at languages like Latin or ancient Greek. But these languages, even though they are no longer tools of communication, can be useful in terms of personal development. So we are not against these languages. But we would encourage people to learn a large variety of European languages. There are so many languages -- for example, those of neighbouring countries in the EU, or of non-EU countries -- and people should choose whatever languages they want.

6) When you say people should learn two foreign languages, do you mean two EU languages?

No, Europeans should also learn the languages of non-EU countries. For example, there are more and more Chinese people who are learning European languages. But Europeans should also learn Mandarin, Russian, Urdu, Japanese and so on. This will help not only individuals but also our companies, and so help the Union to become more competitive.

7) But, surely, learning better English is still the priority for many EU employees.

Of course, we acknowledge that English is more or less a lingua franca for communication between companies. And we are talking about the need for good English, because very often people speak bad English. But when you are addressing

consumers, it is a completely different story. English is not enough. You need to master the language of your consumers. For example, it has been shown that many people in Germany don't understand advertising slogans that are in English. And we are not only talking about language skills; we're talking about intercultural skills. Teaching a language doesn't mean just teaching grammar, pronunciation etc. It means teaching a culture, literature and so on. It means having access to the behaviour and attitudes of others. We need to understand that others may think in a different way. These are the sorts of skills that are needed to do business in other places. So, while English will continue to be important, companies should add other languages, and other abilities, in order to become more competitive.

8) Which, then, are the most important foreign languages for EU workers to learn apart from English?

That's not for us to say. It's up to every company to decide which language skills they need, according to their activities and plans. For example, some companies may target Mandarin as a priority. Others may target Hindi. We don't want to tell the companies what to do. We just want to tell them that languages are an important part of their performance, and that they should consider this seriously.

9) Don't firms solve their language needs pragmatically by, for example, hiring people from other countries who speak two other languages as well as their native tongue?

Yes, in many cases, companies do meet their language needs by finding the right people to employ. On the other hand, as politicians, we have to think about all European citizens and give them the chance to become more competitive and to find better jobs. It is also to the advantage of EU companies if they can find people in their own countries with the necessary language skills. And, as we say in our report, one of the main challenges facing multinational companies in the EU -- and society more generally -- is to integrate employees from different nationalities and ethnic backgrounds into their workforces. And this means that the training of existing employees could be the best option.

XIV. Match each sentence 1-10 to the sentence a-j that should logically follow it:

1. EU companies can gain...
2. Only 28% of European citizens are able
3. Companies should invest more in
4. We propose a new European internet platform for
5. Our task in the European Community is
6. We acknowledge that English is more or less a
7. Teaching a language doesn't mean
8. While English will continue to be important,
9. It's up to every company to decide which language
10. One of the main challenges facing multinational companies in EU is
 - a) collecting and disseminating best practices on language strategies
 - b) lingua franca for communication between companies
 - c) a competitive advantage through foreign language skills
 - d) integrate employees from different nationalities and ethnic backgrounds
 - e) companies should add other languages and other abilities in order to become more competitive
 - f) to speak at least two foreign languages
 - g) to promote the linguistic diversity
 - h) skills they need, according to their activities and plans
 - i) just teaching grammar and pronunciation, but also a culture, literature and so on
 - j) developing the abilities of their workers to deal with different languages

XV. Read through the article once more. Try to summarize in a sentence what each paragraph 1-9 is about.

XVI. Read the questions which are the headings of the paragraphs 1-9. Answer

the questions. Don't look into the text.

XVII. Read the article. Then complete the chart.

Meet Phil Knight

Phil Knight is the founder and CEO of Nike, a famous sports and fitness company. He is from Oregon, the USA. He is 65 and is a very rich man. He is married, and his wife's name is Penny. They have two sons and one daughter. Knight loves sport, including tennis, running and golf. He also likes fast cars. He says, "I love the fact that Nike is about sports". He has a tattoo of the Nike logo on his left leg.

Knight's ad agency is Wieden and Kennedy. At his first meeting with Wieden Knight said, "Hi, I'm Phil Knight and I hate advertising". But they are still partners after 21 years. At meetings with Wieden, Knight is relaxed and tells jokes. He wears blue jeans, a T-shirt and suit jacket, and a pair of Nike shoes.

Knight is interested in Asia, especially Japan. His office is full of objects from Asia. It is in Nike's World Headquarters in Beaverton, Oregon.

Phil Knight

Age

Nationality

Family

Job

Type of company

Interests

XVIII. Tick the correct sentences. Correct the mistakes in the other sentences:

1. Phil Knight is the head of Nike.
2. He isn't rich.
3. Knight is married with two children.
4. His wife's name is Penny.
5. Knight's tattoo is on his right leg.
6. Wieden is in advertising.

7. Knight's office is full of objects from Austria.

8. Knight's office is in California.

XIX. Ask and answer questions about Phil Knight and his office:

A: Is Phil Knight American? B: Yes, he is.

B: Is his wife's name Sandra? A: No, it isn't.

XX. What sort of person are you? For each question choose one answer:

1. I like to work

a) alone. b) in a team. c) with a partner.

2. For appointments I like to be

a) early. b) on time. c) five minutes late.

3. I prefer to work

a) at home. b) in an office. c) outside.

4. I like to travel

a) to new places. b) to places I know well c) only when I need to.

5. In meetings I prefer

a) not to speak much b) to speak a lot c) to be the chairperson

6. I work best

a) in the morning b) in the afternoon c) in the evening/ at night

7. I think a lot about

a) the future b) the past c) the present

8. I like my friends or colleagues to be

a) intelligent b) good-looking c) funny

- Compare your answers with a partner. Then find people with the same answers as you.

XXI. a) Match the statements 1 to 10 to the adjectives a) to j):

They...

1. like to spend time with other people.

a) ambitious

2. want to reach the top in their career.

b) creative

3. have a lot of new friends.

c) hard-working

- | | |
|--|---------------|
| 4. do what they promise to do. | d) motivating |
| 5. are usually calm. | e) helpful |
| 6. spend a lot of time doing a good job. | f) punctual |
| 7. like to be on time. | g) relaxed |
| 8. encourage other people to work well. | h) sociable |
| 9. are good at making things work. | i) practical |
| 10. like to do things for other people. | j) reliable |

b) Use adjectives from Exercise A to complete this Human Resources report:

Maria Karlsson

Maria is good in a team, and she gets on well with her colleagues. She is extremely _____ (1). She is never late for meetings – she is always _____ (2). She is very _____ (3); she always meets deadlines. She is in the office at 8:00 a.m. every day and often stays late – she is very _____ (4).

She is also a very _____ (5) person with a lot of ideas for the future of the company.

c) Look again at the adjectives in Exercise A. Which types of colleague do you like to work with? Discuss your answer with a partner:

I like to work with ambitious people. They get things done.

d) Read the description of three employees. Complete the sentences with three adjectives from Exercise A:

1. Andrei spends a lot of time doing a good job. He is usually calm. He likes doing things for other people.

Andrei is _____ (1), _____ (2) and _____ (3).

2. Yolanda wants to reach the top in her career. She is always on time. She does what she promises to do.

Yolanda is _____ (4), _____ (5) and _____ (6).

3. Fabio has a lot of new ideas. He is good at making things work. He likes to spend time with other people.

Fabio is _____ (7), _____ (8) and _____ (9).

XXII. Stella McCartney is Paul McCartney's daughter. Work in pairs. Answer this question: Is she

- a) an actress? b) a musician? c) a fashion designer?**

Now read the article and check your answer.

Stella Qualities

by Adrian Michaels

Stella McCartney opened her first shop on West 14th Street in New York's meatpacking district. She loves the area although she is a vegetarian. The fashion designer is the daughter of Sir Paul and Linda McCartney, who was also a famous vegetarian. But Stella feels that the place suits her style more than New York's fashion areas such as SoHo or Madison Avenue.

McCartney founded her own company after a successful time at the house of Chloe in Paris. Her new business is a fifty-fifty partnership with Gucci.

Her friends include actors and musicians such as Gwyneth Paltrow, Sting and Brian Eno. 'I do have famous friends,' she says. 'But I also have friends that work in a bakery, in property. I wanted to be a fashion designer when I was young. In those days it wasn't all Versace. I think these days anyone's a celebrity. Anyone can have a zoom lens on them. I just happen to work as a fashion designer. I've got a job and work hard'.

McCartney spent her childhood summers on Long Island, and she has both British and American nationality. That explains why she is comfortable with opening her first shop in New York.

She did not do any research to see what Americans like. 'I have no idea if New Yorkers will like my style. I hope so. The research I do is from the heart. I try to create something that I would like and which reflects my personality'.

From the Financial Times

- Read the article carefully. Are these statements true or false?

1. Stella does not eat meat.
2. Her mother did not eat meat.

3. Stella's company is a partnership with Chloe.
4. All Stella's friends are famous.
5. Stella can have British and US passports.
6. Stella studies US style before she opened the shop.

- Match the verbs and nouns to make word partnerships. Check your answers in the article.

Verbs	Nouns
1. open	a) time
2. do	b) research
3. found	c) a job
4. have got	d) a company
5. spend	e) a shop

XXIII. Match the descriptions of people (1-10) to the skills and characteristics

a-j).

1. She works well with other people.
 2. He certainly knows the business, after thirty years.
 3. She always does a lot of work.
 4. He has some really good ideas.
 5. Things are changing fast, but she's coping well.
 6. She is an excellent manager.
 7. He always completes work on time.
 8. He's very good at making presentations.
 9. There's a lot of stress, but she can deal with it.
 10. He's good at looking at problems in detail.
- a) creative
 - b) hard-working
 - c) experienced
 - d) a strong leader
 - e) reliable

- f) adaptable
- g) can cope with pressure
- h) a confident communicator
- i) a good team player
- j) analytical

- **PAF, an advertising agency, is looking for young employees for its creative department. Which skills and characteristics from a-j do you think the people need?**

XXIV. Discuss the following questions:

- What forms of business do you know about in your home city? Give examples.
- What sort of business would you like to start?
- Where would you start it?
- What sort of person would you start a business with?

XXV. Do the companies quiz. Discuss your answers with a partner. Then check your answers.

Which company:

1. began in 1865 as a forestry and power business?
 - a) Ericsson b) Nokia c) Motorola
2. produces the most successful toy in history?
 - a) Disney b) Fisher-Price c) Mattel
3. has its head office in San Francisco?
 - a) Levi-Strauss b) Nike c) Calvin Klein
4. buys more sugar than any other company in the world?
 - a) Nestle b) Coca-Cola c) Suchard
5. employs more people than any other company?
 - a) Wal-Mart b) Siemens c) General Motors
6. has the largest factory in the world?
 - a) Boeing b) Ford c) Sony

7. was started by Ray A. Kros in 1955?

a) Burger King b) Kentucky Fried Chicken c) McDonald's

(The key: 1. b; 2. c; 3. a; 4. b; 5. c; 6. a; 7. c)

-What famous companies come from your country? What do they do or make?

XXVI. a) These sentences describe two companies, Autotech and Green Fingers.

Choose pairs of sentences which describe similar things and match them with the correct company:

AUTOTECH

A large car parts company GREEN FINGERS

A small garden products company

John Smith started Autotech in 1960.

George and James Hawkins began Green Fingers in the 1920s.

1. John Smith started Autotech in 1960.
2. It has a workforce of 2,500.
3. Autotech exports to over 12 countries.
4. It manufactures car parts.
5. It produces one or two new components each year.
6. It employs about 35 people.
7. Green Finger sells some of its products abroad.
8. It makes garden products.
9. George and James Hawkins began Green Fingers in the 1920s.
10. Green Fingers supplies the gardening industry.
11. It launches twelve new products a year.
12. Autotech provides components for the car industry.

b) Use verbs from Exercise A which you underlined to complete this company profile:

GKS

GKS Services _____ (1) in 1989 when Dieter Norland left his job as an engineer in the computer industry. The company _____ (2) high-tech security

alarms and _____ (3) its products all over the world. It _____ (4) 150 people at its factory near Rotterdam, although the company's head office is in Amsterdam and _____ (5) a staff of 20. The company _____ (6) a number of new products each year. GKS Services _____ (7) products to the security industry and _____ (8) domestic alarms for the general public.

XXVII. What products do you think of when you see these brands?

1. Louis Vuitton 2. Givenchy 3. Kenzo 4. Donna Karan

Read the first paragraph of the article about LVMH and complete the fact file:

Name: LVMH

Products:

Head office:

Number of brands:

Number of stores:

Workforce:

LVMH Reports Strong Sales

by Jo Johnson and Martin Arnold in Paris

LVMH (Louis Vuitton, Moët Hennessey) manufactures and sells luxury goods, such as designer clothes, fashion accessories, watches and luggage. There are several companies in the group. LVMH has 60 famous brands, such as Louis Vuitton, Givenchy, Kenzo, Christian Dior and Donna Karan. It has 1,500 stores worldwide and is expanding its network. It employs 56,000 people. Its head office is in France, but 63 % of its staff work outside France.

Sales at its Louis Vuitton division rose 22 % to € 1.175 bn (\$1.26 bn) in the fourth quarter. Total sales at the LVMH group rose 4% to € 12.7 bn last year. Bernard Arnault, chairman, said that the fashion and leather goods division of LVMH made 'excellent progress'.

LVMH has excellent sales because of its strong brands, store openings and successful new product launches. One of its new products, the Tambour watch, did not have huge sales but it brought customers into the stores.

Sales in the US, France and Japan were good. Fewer Japanese tourists travelled last year, but they bought more goods in their home market. Recently, LVMH opened a large store in Japan, which is doing well.

LVMH is a creative and innovative group. It aims to impress its customers with its high quality and long-lasting products. Its new products – particularly in cosmetics – depend a lot on research and development. LVMH controls every detail of the brand's image.

From the Financial Times

- Answer these questions:

1. What percentage of LVMH's staff do not work in France?
2. What was the percentage increase in sales at the Louis Vuitton division in the fourth quarter?
3. Which of the following were reasons for the increase in LVMH's sales?
 - a) well-known products
 - b) new stores
 - c) better research
 - d) new products
4. How did the launch of the Tambour watch help LVMH?
5. In which markets did LVMH sell a lot of products?

- Mark each statement true or false:

1. LVMH's main product is cosmetics.
2. LVMH doesn't launch many new products.
3. Sales in Japan are poor.
4. LVMH's products are well made.
5. The image of its products is important to LVMH.

- Why do you think LVMH is a successful company? What other successful companies do you know? Why are they successful?

XXVIII. a) Fill in the gaps. Explain the words in bold. Say two things you remember about each person.

*talented proud travel look for hurricanes bombs and rockets patient
excitement dangerous brave*

There are people who don't like desk jobs. They prefer adventure and 1) Sometimes, they often 2) ... a little danger!

Warren Faidley is a real-life storm chaser whose job is to photograph tornadoes, lightning strikes and 3) He's very 4) ... and determined. The 5) ... adventure and excitement are the things which he likes most about his job.

Jonathan Alpeyrie is a war photographer. Every day he wakes up in the middle of a war zone where 6) ... are going off all the time. It's a 7) ... job which requires a lot of courage. Jonathan wants to show the world the horrors of war so that governments do more to stop them.

Joel Sartore is a 8) ... wildlife photographer who works with the National Geographic Society. "Photography is the key to the whole world", he says. "You have to be 9) ... and careful, but when you see the pictures you've taken, then you feel really 10) ...".

b) Think! What is more important in a job: making a lot of money or personal satisfaction? Give reasons.

XXIX. Choose the correct word.

1. He usually travels on *train / foot*.
2. She's a *talented / rewarding* photographer.
3. He never lies. He's a(n) *honest / patient* person.
4. I miss the hustle and *noise / bustle* of LA.
5. Public transport is *convenient / heavy* here.
6. I'm *hometown / homesick*, I miss home.
7. I hate the *constant / crowded* noise in Paris.
8. He feels *lonely / friendly* away from his family.
9. War reporters must be *proud / brave*.

XXX. Fill in the gaps.

have buy sell make own come from

1. Southland companies ... products for the office.
2. 350 million customers ... their products each year.
3. James and Ross Milburn ... the Southland Group.
4. James and Ross Milburn ... the USA.
5. They ... 32 factories.
6. They ... 48 different products in their factories.

XXXI. Speak about any company, using the given information. Fill in the gaps with the words from the table:

customers price shareholders leader products share profit
employees company subsidiaries turnover competitors

1. I work for a _____ called Sportswear.
2. Our main _____ are sports shoes.
3. Sportswear is a world _____ in the tennis and basketball shoe sector.
4. It has a national market _____ of 31%.
5. It has 1,950 _____ in one country.
6. It has six _____ in four different countries.
7. Its main _____ are aged 16-35 years old.
8. Its main European _____ are in France and the USA.
9. Its main _____ are banks and pension funds.
10. Its _____ last year was \$1.1 billion.
11. Its _____ last year was \$15 billion.
12. Its share _____ today is \$52.

XXXII. Read the article about Goran Tatic.

Goran Tatic

Multi millionaire Goran Tatic is just 36 years old. He comes from Split in Croatia, but today he lives in Victoria, Australia and has Australian nationality. Mr Tatic owns half of the Orion Group. (His colleague, James Bernard, owns the other

50%). Orion companies have total sales of about \$3 billion a year, and about 50,000 people work for the group.

Orion Group companies buy steel from suppliers in Russia, Eastern Europe and Korea and sell it all over the world. They buy and sell 2.5 million tonnes a year. They also make steel in a number of factories in Russia.

1. Are these statements true (T) or false (F)?

1. Goran Tatic comes from Germany.
2. He owns all of the Orion Group.
3. He has 50,000 employees.
4. Orion companies buy steel from suppliers in Western Europe.
5. They sell steel to customers in Western Europe.
6. They make steel all over the world.

2. Read the article about Goran Tatic again. Then fill in the gaps with the correct numbers.

one	two	three	five	six	thirty	fifty
hundred	thousand	million	billion	point		

1. Goran Tatic is _____ - _____ years old.
2. Total sales are _____ _____ dollars a year.
3. Orion companies have _____ _____ people.
4. Orion companies sell _____ _____ tonnes of steel a year.
5. Goran Tatic and James Bernard own _____ _____ percent of Orion.

XXXIII. Read and translate the text.

What is business

Business is a word that is commonly used in many different languages. But exactly what does it mean? The concepts 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 the conversion of iron ore into metal car parts. Next, these products need to be moved from the factory to the marketplace. 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. A car is sold to someone in exchange for money. Goods are products that people either need or want; for example, cars can be classified as goods. Services, on the other hand, are activities that 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 one other important factor. This factor is the creation of profit or economic surplus. A major goal in the functioning of an American 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.

- Answer the following questions.

1. What is one modern definition of business?
2. What does production involve?
3. What example of distribution is given in the reading?
4. How do goods differ from services?
5. In addition to production, distribution, and sale, what other factor is important in defining' business?
6. What is profit?

- Are these statements true (T) or false (F)?

1. Business is not just one activity but a combination of different operations such as production, distribution, and sale.

2. From ancient to modern times the definition of business has remained the same.
3. Moving a truckload of oranges from the orchard to the supermarket is an example of production.
4. A salesclerk provides a service by answering customers' questions.

XXXIV. Fill in the gaps in the sentences.

<i>of</i>	<i>after</i>	<i>to</i>	<i>with</i>	<i>for</i>
-----------	--------------	-----------	-------------	------------

1. I look _____ customer service for Europe.
2. I report _____ the customer service manager.
3. He's in charge _____ the department.
4. We're responsible _____ customers in Europe.
5. I deal _____ problems most of the time.

XXXV. Fill in the gaps in these sentences from the conversation.

<i>make</i>	<i>making</i>	<i>manage</i>	<i>managing</i>	<i>sell</i>	<i>selling</i>	<i>work</i>	<i>working</i>
-------------	---------------	---------------	-----------------	-------------	----------------	-------------	----------------

1. We want someone to _____ the department.
2. We need a manager to _____ the new strategy work.
3. But _____ Marco the department manager's also a risk.
4. OK, he enjoys _____ for the company.
5. ... but that doesn't mean he's good at _____ a team.
6. The manager has to _____ the new strategy to the team.
7. We know Marco's a good salesman. He likes _____ ideas.
8. They work with him at the moment. What happens if they have to _____ for him?

XXXVI. a) What do you know about the 'dot.com boom' of the late 1990s?

b) Read the review. Why do you think the book is called boo hoo?

c) Read the review again and answer the questions.

1. What is the book about?
2. What sort of company was boo?
3. Who is Ernst Malmsten?

Business Book Review

boo hoo: \$135 million, 18 months ... a dot.com

story from concept to catastrophe

Ernst Malmsten, Erik Portanger and Charles Drazin

If you want a change from books about business success, boo hoo is perfect. It tells the incredible—but-true story of boo.com, an Internet sports clothing retailer. The firm was set up in 1998 by Swedish entrepreneurs Ernst Malmsten and Kajsa Leander. Both were 28 years old, and had a strong track record in business (in the mid-90s, they built a successful Internet book-selling firm in Sweden). But their ambitions for boo were much bigger...

d) Can you complete the chart of boo's history? Fill in the gaps 1-5 with missing text a-e.

a) Boo.com was finally launched on November 3rd. The company started making money.

b) The founders travelled all over the world, meeting new investors. They needed finance for computer equipment, and to recruit workers. They worked extremely hard, but lived well – they stayed in the best hotels, sometimes flew on Concorde and even rented a private jet.

c) Sales don't reach forecasts and cost was still too high. On May 18th, boo closed its website. A short time later, the firm went bankrupt.

d) Before they set up boo, the founders planned their strategy carefully.

e) Boo expanded fast. It opened offices in New York, Munich, Paris and Stockholm. The firm hired 200 employees. By the summer, salary costs were \$1, 4 million per month. But the website launch was delayed, due to technical problems.

1998– (1) _____ .

- They planned to find investors to raise finance for the company.
- They intended to launch boo.com in May, 1999.
- By the end of 1999, they aimed to have offices in eight countries.
- In early 2000, they hoped to list boo on the stock market.

- Boo was set up at the end of the year. The company opened its first office in London.

1999 – (2) _____ .

- The firm invested in expensive equipment. It spent \$2 million on a server, for example.

- (3) _____ .

- Newspapers and magazines around the world printed stories about the founders. The boo brand quickly became well known. But the website still wasn't open.

- (4) _____ .

2000 - ... but not fast enough. Boo had to cut costs. In January, it laid off 130 workers.

- (5) _____ .

e) Match the definitions to the words a-i.

- | | |
|---------------------------------------|------------------|
| 1. start a new business | a) invest |
| 2. find money for a business | b) lay off |
| 3. put money into a business | c) set up |
| 4. put (a product) on the market | d) go bankrupt |
| 5. grow (a business) | e) cut costs |
| 6. employ (workers) | f) raise finance |
| 7. spend less | g) expand |
| 8. fire / dismiss workers | h) hire |
| 9. close the business because of debt | i) launch |

g) What do you think boo's biggest mistake was?

XXXVII. Fill in the gaps in these sentences from the conversation.

carefully easily gradually hard quickly significantly well

1. The business has done _____ over the last three years.
2. To expand _____, I need more than just money.
3. I'm sure you know what it's like to work _____, seven days a week.

4. ... each year, your job changes _____ .
5. ... obviously, that's a big change, so your job needs to change _____ .
6. It's not a decision you can make _____ .
7. You need to think about your future _____ .

XXXVIII. Find the words and fill in the gaps.

<i>brispolenes</i> <i>lead</i> <i>troper</i> <i>agmane</i> <i>grehac</i> <i>kool</i>
--

1. He's _____ for export sales.
2. I _____ five people.
3. I _____ to the office manager.
4. I'm in _____ of the London office.
5. They _____ with financial problems.
6. We _____ after customers in 50 countries.

XXXIX. Fill in the gaps.

<i>install</i> <i>export</i> <i>supply</i> <i>manufacture</i> <i>deliver</i> <i>design</i> <i>advise</i>
--

1. We usually ... orders the next day.
2. We ... our products to China and Japan.
3. Our engineers ... the equipment at the customer's factory.
4. We use computers to ... our products.
5. They ... the part at their factory in France.
6. These two companies ... us with spare parts for our machines.
7. We ... new customers on the maintenance of the machines.

XL. Fill in the gaps.

<i>hard-working</i> <i>reliable</i> <i>adaptable</i> <i>creative</i> <i>confident</i> <i>experienced</i> <i>strong</i> <i>analytical</i>

1. She's very ... after 16 years in the job.
2. He's never behind schedule. He's so ... \
3. She only takes a 20-minute break for lunch. She's really
4. They are a very ... team. They always think of new ways of doing things.
5. He can work in lots of different situations, because he's so

6. He's very ... and can quickly see what the problem is.
7. He sets clear objectives for his team. He's a very ... leader.
8. She's a ... speaker, even with people she doesn't know.

XLI. Fill in the gaps.

<i>Masters joined promoted trainee post left graduated</i>
--

I studied French and Spanish at the University of London and 1) _____ in 2001. I accepted a 2) _____ at Flexco as a 3) _____. Luckily Flexco paid for me to do a 4) _____ in Management. After two years I was 5) _____ to assistant Manager of international sales, but I didn't like it. It was too stressful! I 6) _____ Flexco six months later and went to work for Practicon. I 7) _____ my current company, TZK, a few months ago and I'm very happy here.

XLII. Match the pairs to make sentences.

1. They've made very good
2. Our engineers are two months
3. We're having trouble
4. This delay means that we're now
5. Our new sales executives
6. I've got some
7. I'm optimistic about the business
 - a) installing the new machines.
 - b) because things are going well.
 - c) ahead of schedule.
 - d) is doing well.
 - e) two weeks behind schedule.
 - f) good news – we've found a new supplier!
 - g) progress in the last three weeks.

XLIII. Match the pairs to match sentences.

1. I'm not sure

2. I'm worried about
3. I'm going to make a few proposals
4. I recommend that
5. We have to consider the
6. There are many benefits in cutting our
 - a) unstable economic situation.
 - b) about laying off staff at the moment.
 - c) spending on advertising.
 - d) we should build a new factory.
 - e) expanding the business too quickly.
 - f) for you to discuss.

XLIV. I. What sort of problems might these people have at work?

- | | |
|---------------------|-----------------------------|
| a) an office worker | c) a shop / sales assistant |
| b) a factory worker | d) a call-centre worker |

Look at the problems. Which do you think go with which person?

1. always being busy
2. difficult customers
3. changes to orders
4. computer crashes
5. rude people
6. missing documents
7. delivery delays
8. machinery not working

XLVI. Read the information about four people. Look back at Exercise I. Where does each of them work (a-d), and which problems do they mention (1-8).

Person 1

Well, I think the biggest problem is when we have late deliveries. Then there isn't enough stock to sell to customers. We also sometimes get difficult customers who

want you to spend a lot of time with them, or who want their money back for no reason!

Person 2

I have big problems with the computer system. It seems to crash once or twice a week. When this happens, it means I can't work. The other big problem is we have a lot of documents, which are sometimes difficult to find. It's a big office, and a lot of documents go missing when people don't return them.

Person 3

Well, we're always very busy. It's never quiet. I guess the worst problem, apart from that, is people who are rude to you on the phone. People think they can say anything because they can't see you. Sometimes it's difficult to be polite to all the customers.

Person 4

Well, it can be very noisy at times, but for me, that's not a problem. I think it's normal. The worst problem is when the machinery breaks down and we can't work. We have to stop production and call the engineers. The other big problem is when customers want to change their orders.

LXVII. a) Read about Jeremy Keeley, a specialist in change leadership who talks about problems he has at work. Decide whether these statements are true (T) or false (F). Correct the false ones.

I: What are typical work problems for you?

JK: As a consultant, I run my own business and I'm often on my own, but my clients have quite complicated problems that they need to resolve. My biggest problem is having enough time to do a good job with the amount of work I've got to do. And then I also face urgent requests for help when I'm already very busy.

1. Jeremy often works with a large number of people.
2. His clients have quite complicate problems.
3. Jeremy's biggest problem is having enough time to do a good job.
4. He also faces urgent requests for help when he is already very busy.

b) Read the second part of the interview and answer the questions.

I: What are the biggest problems in companies you know?

JK: Most of the companies I work with are big, international companies facing complicated situations. Probably the biggest problem they face is the amount of change they have to go through all the time, and they have to go through that change fast, at speed.

Secondly, they find it very difficult to plan their needs and therefore also to plan their resources; in other words, their staff, the equipment, the property, the money they need to satisfy their customers. And their customers expect them to reduce their prices at the same time as these companies have increasing costs. So they have to be much more productive, much more efficient, all the time.

I: Can you give an example of a problem you've solved?

JK: My customers usually ask me to help them solve complicated problems, where lots of people need to be involved in designing the solution. Recently, there was a computer system that had to be introduced that affected millions of customers and their bills.

At the last moment, a problem arose that affected the whole system. I brought the technical team, the project team and the suppliers together in one room, and by understanding the whole problem, and by understanding each other's individual problems, we came up with the solution that solved the problem altogether.

1. What sorts of problem is Jeremy asked to solve?
2. What was the problem Jeremy had to solve?
3. Which different groups did he bring together to solve the problem?

LXVIII. a) Which of these adjectives describe work in a call centre?

badly paid boring interesting noisy quiet relaxing stressfull well paid

b) Three call-centre workers answer the question "What are the biggest problems for you at work?" Read their replies.

Reply 1

‘At our call centre, 150 agents work in one large room. A lot of them are women or students. The workstations are very close together, so it’s very noisy. We wear headphones but they’re not good enough. I’m only 21, but my doctor says I have hearing problems. Sitting at a workstation for many hours causes other health problems. Most of my colleagues have backache. I often get headaches from looking at the computer screen for too long’.

Birgit, 21, Stuttgart, Germany

Reply 2

‘The job is well paid, but the hours are long. We work nine hours a day, but we often work overtime. The call centre is a long way from my home. It takes me two hours to commute to work, so my real working day is often 13 hours. Difficult customers are another problem. Our customers in the UK are often very rude. It’s not easy to talk to customers when they’re angry and don’t want to understand. A lot of my colleagues want to leave and find another job, but it’s not easy to find such well-paid work’.

Vijay, 27, Mumbai, India

Reply 3

‘A lot of the work in a call centre is very boring. You do the same job day after day. On a typical day, each of us takes up to 200 calls. We’re often on the phone for four or more hours continuously. Most of the calls are complaints, and we’re expected to solve each problem within two minutes. When one call finishes, another call starts immediately. You don’t get time to think. It’s very stressful. Another problem is there’s no possibility of promotion. It’s just a job, it’s not a career. Nobody stays in the job very long, so the company is constantly recruiting and training new staff.

Kevin, 26, Sydney, Australia

c) Tick the problems the call-centre workers talk about in the replies. Who talks about each problem?

Problems	Name
- long working day	
- breaks too short	

- long hours at workstation
- boring work
- no promotion
- angry customers
- low pay
- no time between calls
- high staff turnover
- a lot of noise

d) Which three physical problems are mentioned in Birgit's reply?

LXIX. Fill in the gaps with the correct pronoun and the correct form of the verb *to be*.

Present Simple to be

I'm an export manager.

He **is** in charge.

We're responsible for ten countries.

I'm **not** in charge.

She **isn't** on the course. (or She's **not**)

They **aren't** all here. (or They're **not**)

1. I'm Paul Reed and this is Julia Bell. ... from Zap Production.
2. This is Diana Edison. ... from CCC.
3. This is Alan Parker and this is Alan Dale. ... from NorthNet.
4. This is George Carter. ... from B-Line.
5. I'm David Clark. ... from Safeguard.

XLV. Fill in the gaps with these forms of the verb *to be*.

are is I'm he's isn't we're they're aren't isn't

1. My name's Ella Grady. _____ in customer service. It _____ a very big department - only six people.

2. I'm not in charge of the department. David Kemp _____ the manager, _____ my boss.
3. I work with five colleagues. _____ in the European section of the department.
4. Alicia, Todd, Mike, Eric and Hans _____ all in my team. _____ my assistants.
5. Sue Arpel _____ on the course. There _____ any directions on the course.

XLVII. Put the words in order. Make questions and answers.

1. she / from / where's?
2. from / jim / London / is?
3. from / they / are / where?
4. are / where / from / you?
5. you / Germany / are / from?

XLVIII. Look at these sentences. Fill in the gaps with negatives.

<i>doesn't don't isn't aren't not isn't</i>

1. It ... late.
2. I'm ... a morning person.
3. We ... work late.
4. We ... evening people.
5. My boss ... a morning person.
6. He ... have lunch.

XLIX. Fill in the gaps in the sentences.

<i>know mean spell stand for think understand</i>

1. I don't ... an abbreviation on page six.
2. It's sales jargon. What does it ... ?
3. Good question. I don't
4. Does B ... 'business'?
5. I'm not sure, but I ... it's netlingo dot com.
6. How do you do ... 'netlingo'?

(What is NetLingo? What does the ‘e’ stand for in ‘e-mail’? What does ‘com’ mean? What does ‘www’ stand for? If you don’t understand the language of the Internet and e-business, the answers are at netlingo.com. The NetLingo website has an online dictionary with thousands of words, from @ to Zip).

XLX. Write the correct form of the verb.

Present Simple

I **work** in this office. He **works** with me.

He **doesn’t work** here. We **don’t work** together.

The verb *have* is irregular.

I **have** an assistant. She **has** a new job.

I **don’t have** an assistant. She **doesn’t have** a new job.

1. David Thomas ... a small company. (to own)
2. The ... products for the home. (to sell)
3. I ... from suppliers in Germany. (to buy)
4. We ... two factories in France. (to have)
5. Sarah Taylor ... Chicago. (to come from)
6. The factories ... mobile phones. (to make)

L. Underline the correct verb from these sentences.

1. I *work* / *works* for a hotel company.
2. We *check* / *checks* customer service.
3. He *write* / *writes* a report.
4. It *don’t* / *doesn’t* take long.
5. I *don’t* / *doesn’t* pay.
6. They *travel* / *travels* a lot.
7. She *don’t* / *doesn’t* like the paperwork.

LI. Fill in the gaps in the questions with *do* or *does*.

1. – Where ... Eva Bianchi live?
- She lives in Rome.
2. - ... James Bernard own 50% of Orion?

- Yes, he owns 50%.
- 3. – Where ... Goron Tatic come from?
 - He comes from Croatia.
- 4. - ... Southland factories make office products?
 - Yes, they make office products.
- 5. - ... you sell products on the Internet?
 - Yes, we sell products on the Internet.

LII. Make negative sentences.

1. My company has a cafeteria.
2. Alan is in the office.
3. I have the phone number.
4. Sharon works in the Melbourne office.
5. We sell these products.
6. I am an engineer.

LIII. Put the words in the correct order to make sentences.

1. you / could / that / say / again?
2. spell / you / that / could?
3. could / slowly / more / speak / you?
4. repeat / your / you / could / please / name?
5. me / write / couls / for / number / the / you?

LIV. Fill in the gaps.

<i>my is your his of her our their</i>
--

1. John and Rita are in ... office.
2. Mr Evans is the sales manager. This is ... phone number.
3. I have Mr Wade's e-mail address, but I don't have ... fax number.
4. We make the products at ... factory in China.
5. I have a mobile phone. ... phone number is 0589 19827 3801.
6. A: Do you have a fax?
B: Yes.

A: What's ... fax number?

7. What's the number ... the Paris office?

8. What ... Jan e-mail address?

LV. Make questions for these answers.

1. _____ ?

The trade fair is in Frankfurt.

2. _____ ?

The show ends on the May 20th.

3. _____ ?

Yes, we're an in the international company.

4. _____ ?

We manufacture rollercoasters.

5. _____ ?

Yes, the company deliver products all over the world.

6. _____ ?

No, I'm not in a customer service.

7. _____ ?

Yes, the site is large.

LVI. Read the article and answer the questions.

1. What are 'business facilities'?

2. Where is the Emirates Towers Hotel?

3. What group is the hotel in?

4. What is the group's business strategy?

5. Does the hotel have good business facilities?

The Emirates Towers Hotel means business

'Is there a meeting room at the hotel? Are there tables and chairs? We need a photocopy of this — is there a photocopier? Can we use the fax machine? I need to make a phone call. Are there power sockets and Internet connections for laptops? Is

there a printer we can use?’ There are a thousand questions about business facilities at hotels. At the Emirates Towers Hotel in Dubai, there’s just one answer. ‘Yes’.

The Emirates Towers is in the Jumeirah International group, where ‘Yes’ isn’t just a word, it’s a business strategy (We don’t say ‘No’ to our customers’). What business facilities are there at the Emirates Towers? The answer is , the hotel doesn’t just have business facilities — it is a business facility.

LVII. Fill in the gaps in the sentences with at, in or on.

1. I’m free ... the end of January.

Yes, I can make it... the twenty-eighth.

2. I’m free ... February.

I’m busy ... the beginning of February.

3. Are you free ... the middle of March?

No, I can’t make it ... Friday.

4. ... the morning?

... nine o’clock?

Prepositions with times and dates	
on	Tuesday July 9th (dates)
in	March (months)
	summer (seasons)
	the middle of...
	the morning / afternoon / evening
at	ten o’9lock (times)
	the beginning / end of night
	the weekend
	Christmas

LVIII. Fill in the gaps with in, on, or at:

1. I can make it... the fifteenth.

2. Can we meet... the beginning of the month?

3. I'm going to the Toronto office the last week ... March.
4. Our next meeting is ... the end of April.
5. Vickie can see you ... Thursday.
6. What about a meeting ... the nineteenth?
7. I can phone you ... the afternoon.
8. The presentation is ... three o'clock.

LIX. Fill in the gaps.

busy meet free make fine about

1. When can we ...?
2. When are you ...?
3. What ... the fifth of June?
4. Yes, I can ... it on the tenth of April.
5. No, I'm ... on the thirtieth.
6. Ten o'clock? Yes, that's

LX. XIX. Fill in the gaps to complete the telephone calls.

afraid busy calling could hold moment back speaking who's

Call 1.

Reception: Hello. Camden Marketing.

Rob: Hello. _____ (1) I speak to Louise Miller, please?

Reception: _____ (2) calling, please?

Rob: Rob Sears.

Reception: Her line's _____ (3) at the moment.

Rob: Oh, right. Um... OK. I'll call back later.

Reception: OK.

Rob: Bye.

Reception: Bye.

Call 2.

Reception: Hello. Camden Marketing.

Rob: Hello. Louise Miller, please. It's Rob Sears.

Reception: One _____ (4), please. I'm _____ (5) she's still on the phone.

Would you like to _____ (6)?

Rob: Um... Could you ask her to call me back?

Reception: Yes.

Rob: She has my number.

Reception: Could I take your name again?

Rob: Yeah. Rob Sears. S-E-A-R-S.

Reception: OK. I'll ask her to call you _____ (7).

Rob: It's quite urgent.

Reception: OK. I'll give her the message as soon as possible.

Rob: OK. Thanks very much. Bye.

Reception: Bye.

Call 3.

Rob: Hello.

Louise: Hello. Is that Rob?

Rob: Yes, _____ (8).

Louise: Hi, Rob. It's Louise.

Rob: Oh hi, Louise. Thanks for _____ (9) back.

Louise: You're welcome. What can I do for you?

LXI. XXIII. Fill in the gaps to complete the expressions from the conversation.

<i>get back call contact give look speak touch</i>
--

1. phone someone = _____ someone / _____ someone a call

2. talk to someone = _____ to someone

3. phone again later = phone _____ / _____ back to someone

4. phone or email someone = _____ someone / get in _____ with someone

5. find / check some information = _____ into something

LXII. a) Sylvie and her colleague Michael are going to a conference in San Francisco. Read the e-mail (a) from Sylvie to Rita, the conference organizer, and complete the sentences.

1. Sylvie sends Rita some _____
2. It isn't possible for Sylvie and Michael to meet _____.
3. Sylvie, Michael and Rita are meeting on _____.

b) Now read the e-mail (b) from the hotel to Sylvie and complete the sentences.

1. Earlier in the day, Sylvie spoke to _____ .
2. The hotel manager is writing to confirm _____.
3. If Sylvie needs more information, she can _____.

c) Which of the e-mails (a or b) is formal or which is informal? Give examples of formal and informal words and phrases in the messages.

Hi Rita,

It was good to talk to you yesterday. Thanks again for helping me find a hotel. Please find attached the slides for the presentation I'm making at the conference. It's a Power Point file - let me know if you can't read it, and I can send it as a word document. Your comments will be welcome. As discussed, my colleague, Michael Morgan, is coming with me to the conference. We're flying out on Wednesday, October 25th. Our flight gets into San Francisco at 11:00 pm, so unfortunately we can't meet you for dinner on Wednesday evening. But we look forward to seeing you on Thursday morning. The conference starts at 9'00, but I'll be there early to prepare for my presentation. It'll be a short night!

Bye for now.

Sylvie

Dear Ms Dam,

Following our telephone conversation this morning, I confirm your hotel reservation for the next month.

Please find below details of the booking:

- 2 single rooms - in the names of Michael Morgan and Sylvie Dam, from Charing Medical Equipment;

- 4 nights: October 25th to 28th inclusive;

- Booking reference: 038956678 SR

As discussed, you're checking in after 23:00.

If you need any further details, please do not hesitate to contact me. Best regards,

Luis Gomez, Hotel Manager

- Read the e-mails again. Find:

1. two expressions to explain where information is in the e-mail;
2. two expressions to confirm an earlier discussion;
3. one whole sentence to offer more information / help.

- Look at these sentences. Do they describe arrangements (A) or timetables (T)?

1. We're checking in after 23:00.
2. Our flight gets into San Francisco at 11:00 pm.
3. My colleague is coming with me to the conference.
4. I'm making a presentation at the conference.
5. The conference starts on October 26th.

LXIII. a) Read the article and answer the questions.

1. What does the article say about small talk in international business?
2. What's cross-cultural' training?
3. What does the article suggest instead of small talk?
4. Are 'company lollipops' a joke or a serious idea?

b) What would your clients or colleagues think if you offered them a company 'lollipop'?

Linda's Lollies

Small talk can be all or nothing in international business. Sometimes, cultural differences are an interesting topic of conversation. Sometimes, they're a barrier. There's a growing market for 'cross-cultural' training, where businesspeople are taught what to do and say (and what not to do and say) when they meet people from different parts of the world. There's a lot to learn. There is, however, a much simpler

solution. To avoid problems with small talk, you can simply avoid small talk altogether. How? Give your client or colleague a lollipop to suck!

If you think lollies are just for children, think again. Lollipops are popular business gifts in the USA, Canada, and also in Japan. The idea of producing 'gourmet lollies' for adults came from Linda Harkavy. Today, her New York based company, Linda's Lollies, sells a range of 'main course', 'dessert', and 'after dinner' lollipops, in flavours such as red hot spices, cherry cheesecake and cappuccino. Of course, the aim of 'company lollipops' isn't to stop the conversation. In fact, they're more likely to get everyone talking - businesspeople from most countries would be pretty surprised if they were given a lolly during a coffee break or presentation.

LXIV. Fill in the gaps.

<i>contact</i> <i>speak</i> <i>touch</i> <i>give</i> <i>look</i> <i>back</i>
--

1. I'll... to the conference organizer about accommodation.
2. Will you ... Max a call this afternoon?
3. I'll get in ... with Jenny.
4. Can you ... the supplier after the meeting?
5. Shall I get... to the sales manager?
6. I can't... into it now. I'm too busy.

LXV. Fill in the gaps.

<i>forward</i> <i>discussed</i> <i>find</i> <i>following</i> <i>attached</i> <i>confirm</i> <i>hesitate</i>

1. I'm writhing to ... my flight details.
2. Please ... below the details of the hotel.
3. As ... , we are arriving in Toronto at 14.45.
4. Please don't... to contact me, if you need further details.
5. I look ... to meeting you again soon.
6. Please find ... the schedule for the project.
7. ... on phone conversation, I reserved your train tickets.

LXVI. Fill in the gaps.

regulations safety accidents procedure prevent health protective precautions

1. There are ... and ... signs in every part of the factory.
2. You must take safety ... to avoid
3. The ... say that you have to wear ear protection at all times.
4. Hard hats help to ... injuries.
5. You must complete each ... in the order on the list.
6. What... equipment do you need for this job?

LXVII. Match the pairs to make sentences.

1. Sally and Jenny, who are both away,
2. Jack has kindly agreed
3. The agenda
4. I think everyone has a copy
5. If you can't attend a meeting,
6. We didn't hold
7. We've called this meeting to
8. Let's discuss
 - a) to chair the meeting today.
 - b) of the minutes of the last meeting.
 - c) a progress meeting last week. We were too busy.
 - d) item for on the agenda.
 - e) discuss the financial crisis.
 - f) send their apologies.
 - g) was circulated last week.
 - h) send an e-mail on phone to tell us.

LXVIII. Fill in the gaps.

reluctant keen promised refused happy agreed

1. He said he wasn't ... to have a formal meeting, but was ... to talk over coffee.
2. I asked Jenny if we could change the date of the meeting and she
3. The travel agent... to give us a refund because we cancelled at the last meeting.

4. I'm ... to agree to this, because last time you didn't deliver on time.

5. He ... to deliver the order on time.

Credit 3. Selling. Different types of stores. Going shopping. Hopping habits

I. Read the following text and speak about the way how a firm forms its commercial range of goods:

Product Policy: What Sells

The product should be designed to function as efficiently as possible to its price and use. Design elements add to sales appeal. Naturally fashion designers try to influence public taste. Another important thing is quality which is judged by both manufacturers and customers. Quality control is especially important to the entire merchandising process.

By designing consumer goods in various models, sizes, classes, a producer is able to reach for parts of the market that would be unavailable if the pattern or product is single or limited.

Industrial marketing is marketing of industrial goods and services. It is important to focus a marketing strategy on target customers by selecting smaller, more homogeneous segments, better oriented and more profitable marketing practices.

Another aspect of product policy deals with brands. Branding is used to influence consumers' perceptions. Family branding is marketing all its products under one recognizable brand name.

II. Answer the questions according to the text:

1. What is the role of marketing in relation to the usefulness of the product?
2. Give an example of this role, think of supplemental features which might be added to help a product appeal to a wider market.
3. What is the role of fashion in product-planning? Give your examples.
4. What is the role of quality for a product? Give your examples.
5. What questions on a product marketers ask? (potential size of market, financial position of a firm, practices of a firm, resources available)
6. What trademarks (brands) do you know?

III. Discuss the following problems:

1. You are a market manager. Your chief asks you to develop a program to merchandise ballpoint pens. What questions should you ask? What kinds of input do you need?

2. Focus on a product which you wear, eat regularly – what is its basic utility, does it have any supplemental features which persuaded to buy it – what attracted you, what aspects of its sales appeal caused you to purchase it?

3. Do you usually like some particular style of clothes, food, means of transportation? How do fashion trends in your areas affect you? Do you reject or accept it?

4. Think of the packaging of the last product you purchased. Was it functional? In what ways you think it helped preserve and protect the product? Was it adequate? Do you know how to improve it?

IV. Read and translate the following words. Divide them into the following groups: methods of product distribution, types of products, names of the various participants of goods movement, the storage of goods, the process of manufacturing goods:

agent	to assemble	broker
to build up stock	chain stores	component parts
consumer	condition	customer
custom made	delivery	demand
department store	distributor	direct mail
door-to-door	supplier	understocking
finished products	food products	intermediary
low lost	manufacturer	to mix
to negotiate	overstocking	producer
resale	raw materials	quantity
ready-made	retailer	to refine
wholesaler	warehouse	services

V. Read the following text. There are five channels for the product distribution.

What are they? What aspects distribute goods?

Distribution

Today normal method of distribution products or services is that goods go from producers to intermediaries before they get to us. To a wholesaler or retailer the key element of merchandising is what goods to select for resale.

There are 5 channels of distribution:

producer ----- wholesaler ----- distributor ----- retailer ----- consumer

producer ----- wholesaler -----retailer ----- consumer

producer ----- consumer

producer ----- direct mail ----- consumer

producer ----- door-to-door ----- consumer

You see producers may sell directly to customers, through sales agents, directly to retailers or through sales representatives. They may also choose intermediaries (brokers) or manufacturer's agents, wholesalers, in turn, sell to retailers.

Industrial marketing channels feature proportion of raw materials, semi-finished products, component parts, service, and finished products.

There are three types of agents. 1. Manufacturers' agents sell part or all of the producers' product line within a sales territory. They may stock them in their warehouses; they have no authority to set process. 2. Brokers are used to sell food products. They call on grocery wholesalers for the manufacturers who are their clients. 3. Selling agents have the authority to negotiate prices and usually work without territorial limits.

There are some major types of retailing. Specialty stores sell a complete assortment of one line or a limited number of closely related lines. They can fulfil any demand for their types of product. A department store is a consolidation of specialty shops, there are many lines of goods. Chain stores are the group of stores under the same management. They save money for themselves and the consumer by buying and selling in large quantities. Vending machines sell many types of small-

sized, low-cost, popular demand, standard quality goods (candies, cigars, soft drinks, books).

VI. Read the following text. What are the types of goods transportation?

From Maker to User

There are many stages in the marketing process. Each marketer has financial dealings with suppliers and customers. Each marketer takes some risk with some degree of profit or loss. Most products undergo substantial changes before they are ready for the final user. Making products involves three types of processes. One, the synthetic process, mixes ingredients or assembles parts. Plastics produced by mixing chemicals are made by assembling ready-made parts. Another, the analytical process, breaks down raw materials to produce an end result. Oil refineries separate the elements of crude oil to produce gasoline and petrochemicals. A third process, conditioning, changes the form of the raw materials. Ore from mines becomes steel which becomes part of a telephone cable.

Each juncture in the marketing process involves some purchasing experience. Because consumers' tastes and needs change, the intermediaries try to stay alert to trends in the public's buying habits and modify their own buying accordingly.

The questions of when and how much to buy are linked to the question of storage. How large an inventory to stock is continuing problem (preserve stocks of raw materials, processing planning). Many traders keep extensive storage facilities so that they can control their sales flow. Wholesalers try to keep an inventory large enough to satisfy normal customer needs promptly. How much is enough? Since large orders usually involve quantity discounts and freight savings, there is an advantage in quantity buying. On the other hand, it ties up working capital and keeping large storage areas can be expensive (effective overstocking forces left over sales, which may result in loss of profit).

The movement of products is an important delivery problem to solve (refrigerated vans, freight carries, ships, aircraft). The main aim is transportation and protection of goods. At all levels of marketing credit or deferred payment, all of the

component parts require financing. The owner sacrifices the opportunity to use the invested capital for their purposes. Manufacturers need capital or credit to finance their marketing mix while awaiting sale and pay to build up stock for specific season, hoping to repay it from sales. Service is still an important part of marketing. When a single enterprise carries out all of activities described, it integrates all the marketing functions (rare cases).

VII. Answer the questions to the text:

1. Is storage important? Why?
2. What is the process of making products?
3. Why is movement of goods an important stage in marketing?
4. What is the role of services in marketing?

VIII. Make up the plan to the text and retell in according to the plan.

IX. Answer the following questions:

- What was the last thing you bought for yourself? Where did you buy it? Why did you buy it?
- Do you enjoy shopping?
- How often do you go shopping?
- How much time do you spend each time you go?
- What was the last thing you bought for someone else? Where did you buy it? Why did you buy it?
- When you buy something, do you read the label? Why or why not?
- What's your favorite place to shop? Why?
- Are you a price conscious shopper? What is your opinion of discount stores?
- Have you ever been to an outlet store? If you have, where was it and what did you think? If not, would you like to shop at one? Why or why not?
- What stores have you shopped at in _____? What store did you like best and what store did you like least? Why?
- Are thrift stores popular in your country? Do you enjoy shopping at thrift stores?

- How important is good customer service when you are shopping?
- Do you compare prices at different stores when you shop?
- How important is it for you to be up to date with the latest fashions?
- Is it important for you to own designer clothes? Why or why not?
- What kind of clothes do you like best?
- Do you have a favorite type of fabric?
- Are a lot of your clothes one color or pattern?

XI. Match the products (1-8) with the shops (a-h).

- | | |
|------------------|-----------------|
| 1. cheese | a) grocer's |
| 2. pens | b) optician's |
| 3. carrots | c) stationer's |
| 4. clothes | d) boutique |
| 5. sunglasses | e) fishmonger's |
| 6. medicine | f) antique shop |
| 7. lobster | g) delicatessen |
| 8. old furniture | h) chemist's |

XII. Complete the sentences with: *persuade, fit in with, produce, last, share, be after, swap, match, suit, fit* in the correct form.

1. Young people buy clothes to ... their friends.
2. Good quality products are better because they ... a long time.
3. This black belt... your trousers perfectly.
4. The lady in the shop tried to ... me to buy something I did not like.
5. Would you like to ... your shirt with mine?
6. You should not buy shoes if they don't... you properly.
7. We can save money if we ... our things with friends instead of each buying the same thing.
8. If we ... less harmful chemicals, we can help stop pollution.
9. Jenny's new hairstyle does not... her.
10. He can't find what he ... at this store so he will look somewhere else.

XIII. Use the words in the box to complete the gaps.

pocket smart recycled charity good natural harmful beauty designer

When I go shopping, I am not just after 1) ... labels, but clothes that are of 2) ... quality. It is easy to be tempted by 3) ... slogans, but I try to use my 4) ... money wisely. So I use less 5) ... products and sometimes I buy 6) ... items which are not treated with 7) ... chemicals. I also donate my old clothes to 8) ... shops. In this way, I hope to help save our planet's 9) ... resources. We can all help!

XIV. Read the text below and look carefully at each line. Put a tick next to the lines which are correct. If it has a word which should not be there, write this word on the line.

Shopping Online

I really love to shopping online. I buy everything on	00 _____
the Internet: books, CDs, even my groceries. It wasn't	0 _____
always about like this, though. I have had my computer	1 _____
for years and I always enjoyed surfing the Net but I	2 _____
had never used it to buy anything. Even as though I	3 _____
knew most sites were more safe and trustworthy, I was	4 _____
worried about who might get hold out of my credit	5 _____
card number and whether anything I paid for would	6 _____
actually arrive. Finally, one of my friends convinced me to	7 _____
give it up a try and so I decided to do my Christmas	8 _____
shopping online. It was so many easy; everything I	9 _____
wanted was there at the touch of a button. I didn't have	10 _____
to fight my way through the crowds in the bad weather	11 _____
or struggle to carry through my shopping home at the	12 _____
end of the day. Everything arrived in plenty time and in	13 _____
perfect condition and since to then, I've been hooked. It	14 _____
saves me time and makes shopping a real pleasure.	

XV. Look at the different shops and say where you can buy these things?

What else can you buy in each place?

Shops: a lace shop, a confectioner's, a bookstall, a bookshop, a butcher's, a bakery, a post office, a newsagent's, a greengrocer's, a chemist's, a travel agent's, a supermarket, an antique shop, a boutique, a jeweller's, a department store, a flower stall, a florist's, a hair and beauty salon, a designer fashion house

Goods: apples, a plane ticket, old clocks, a book, a pair of trousers, a packet of painkillers, a diamond ring, lilies, an armchair, grapes, pralines, a bottle of perfume, lamb chops, lace tablecloths, a leather suitcase, stamps, a woolen skirt, a leather jacket, hairspray, a bouquet of roses, a washing machine, a magazine, sugar, a gold necklace, a loaf of bread

XVI. a) Read the article and match the headings to the correct paragraphs.

A Recommendation

C Shopper's Paradise

B Opening Hours

D Places to Go and Things to Buy

Exotic Shopping in Paris

1. Paris, the capital of France, is a shopper's paradise, with plenty of large department stores as well as thousands of delightful smaller shops.

2. Antique lovers can find fantastic furniture in the small antique shops on Bonaparte and Jacob Streets, and collectors can find rare books on the bookstalls lining the banks of the River Seine. There are also some great department stores which sell everything from perfume to furniture. Galleries Lafayette, Paris's largest department store on Boulevard Haussmann, offers a great variety of high quality woolen skirts, leather jackets and designer clothes. The Marais is a group of little streets with some of the trendiest boutiques. There you can buy fashionable clothes, shoes and jewellery. For shoppers with big bank accounts, there is a wide range of jewellers' and designer fashion houses along the Rue de Rivoli, such as Cartier, Chanel, Nina Ricci and Christian Dior.

3. Shops in Paris are usually open from eight or ten in the morning till about seven in the evening from Monday to Saturday. The big sales come after Christmas and before the autumn collections.

4. Don't miss the chance to go shopping in Paris. There is always something to suit everyone's pocket and taste.

b) Fill in the words from the list, then make sentences using the completed phrases.

fashion, rare, designer, shopper's, high, bank, woolen, autumn, department, antique

- | | |
|----------------------|---------------------|
| 1. a(n) ... paradise | 6... skirts |
| 2. ...lovers | 7... clothes |
| 3. ...books | 8... accounts |
| 4. a(n) ... store | 9... houses |
| 5. ... quality | 10. ... collections |

c) Fill in the synonyms from the list.

Chance, trendy, plenty of, a wide range of, fantastic

- | | |
|-------------------------|------------------|
| 1. fashionable - | 4. opportunity - |
| 2. a great variety of - | 5. a lot of - |
| 3. wonderful- | |

d) Fill in the correct words from the list.

line, offer, suit, buy, miss

1. You can ... cheap clothes during the big sales.
2. Flower stalls ... the banks of the river.
3. At Galleries Lafayette, shoppers can always find something to ... their taste and pocket.
4. Don't... the chance to visit the big department stores.
5. The large department stores ... a great variety of products.

e) Fill in the correct prepositions, then make sentences using the completed phrases.

1. ... Bonaparte Street; 2. ... the bookstalls; 3. The banks ... the River Seine; 4. ... eight... the morning ... seven ... the evening

XVII. a) Read the article.

WHAT DO THE STARS EAT?

Film stars are everyone's favourite subject. People love to talk about what they are wearing, who they are dating, and how much money they make. But have you ever wondered about what they eat?

Chefs and caterers on film sets have the answers. "Every actor has different eating habits", says chef John Sharp. "Some stars love meat, while others are strict vegetarians who don't eat meat, eggs, or fish. Some stars love junk food, while others are constantly on a diet and eat only healthy foods".

Ninety-nine per cent of the time, actresses are on a diet and insist on eating only low-fat foods. During the filming of "Now and Then", Demi Moore ate nothing but Basmati rice, steamed baby spinach, green beans with lemon, and turkey sandwiches on wholemeal bread. During the filming of "Twister", Helen Hunt only ate low-calorie foods, including poached eggs, dry toast, and steamed brown rice with vegetables.

Other stars love to eat junk food, and never count calories during their meals. Eddie Murphy's favourite food is Kentucky Fried Chicken. Whoopi Goldberg doesn't worry about how healthy her diet is, and loved fatty bacon sandwiches with lettuce, mayonnaise and lots of butter.

One thing for sure is that cooking for the stars is never easy, because they are often fussy eaters. "They want food fixed exactly the way they like it and always have something to complain about," says caterer Susan Tate. Bill Murray won't eat watermelon with seeds in it, and Mickey Rourke insists on freshly-squeezed carrot juice twice a day, but he won't drink it if sits for more than six minutes.

Cooking for the stars is hard work, but few of these caterers ever think about changing jobs. "I like my work," says Susan Tate. "Where else can I see what Michelle Pfeiffer eats for breakfast or what Al Pacino has for a snack?"

b) Choose the best answer:

1. Vegetarians don't eat ...

- a) junk food b) vegetables c) meat d) healthy foods

2. Most actresses don't eat ...

- a) low-fat foods b) sandwiches c) fatty foods d) steamed

vegetables

3. Who likes junk food?

- a) Eddie Murphy b) Demi Moore c) Susan Tate d) Bill

Murray

4. Cooking for the stars is ...

- a) boring b) difficult c) easy d) scary

5. Caterers on film sets should ...

- a) be fussy eaters b) prepare only healthy food c) change their

jobs often

- d) fix food the way each star likes it

c) Fill in the words from the list, then make sentences using the completed phrases:

dry, foods, eating, junk, freshly-squeezed, calories, poached, steamed, strict

1. ... habits

6. ... toast

2. ... brown rice

7. to count ...

3. ... food

8. ... carrot juice

4. low-fat ...

9. ... vegetarians

5. ... eggs

d) Fill in the correct preposition:

1. ... film sets; 2. ... a diet; 3. ninety-nine per cent ... the time; 4. to insist ... something; 5. to worry ... something; 6. to cook ... somebody; 7. to complain ... something; 8. to think ... something

e) Replace the words in bold with the correct word from the list:

constantly, fatty, wondered about, insists in

1. Have you ever **asked yourself** how much damage junk food can do to your body?

2. Top models are **continuously** on a diet to stay slim.

3. Dad always **demands** a cup of hot milk before bedtime.

4. Dieters shouldn't eat **fattening** foods.

XVIII. a) Fill in: *bake, boil, poach, steam, fry*:

1. You can ... an egg by cooking it in boiling water without its shell.

2. You can ... an egg by cooking it in boiling water with its shell.

3. To ... vegetables, cook them in a covered container over boiling water.

4. To ... chicken, cook it in a pan of hot oil.

5. To ... bread, cook it in the oven for about forty minutes.

XIX. Underline the odd word out:

1. a **bar** of chocolate, soap, bread

2. a **carton** of orange, juice, bacon, milk

3. a **slice** of bread, ham, butter, cake

4. a **cup** of coffee, meat, tea, hot chocolate

5. a **bowl** of salad, cake, soup, cereal

6. a **glass** of milk, wine, beer, cheese, Coke

7. a **bottle** of Coke, beef, water, lemonade

8. a **jar** of honey, jam, potatoes, mustard

9. a **bag** of flour, sugar, ketchup, crisps

10. a **box** of vinegar, chocolates, biscuits

XX. Fill in *some, any, much, many, a few or a little*.

A: Have we got what we need for the cheeseburgers?

B: Let me see. Well, there are ... burgers, but there aren't ... rolls at all.

A: How ... rolls do we need?

B: Just I need ... cheese, too.

A: How ... cheese is there in the fridge?

B: Not ... , but I only need

A: Is there ... ketchup left?

B: Only ... , but we don't need much, so don't buy We haven't got ... mustard at all, though.

A: I'll buy ... , then.

XXI. a) Mr. Harris visited Monty's fast-food restaurant to write a report about its good and bad points. Read his report and fill in the missing headings from the list.

Food and Prices.

Atmosphere

Introduction

Conclusion

Service

b) What good/bad points does Mr. Harris mention in his report? What solutions does he suggest?

1. ...

The purpose of this report is to assess the new Monty's fast-food restaurant in Chester, which I visited on 28th June.

2. ...

There is a varied menu at Monty's which includes a fantastic salad bar, a wide choice of vegetarian dishes and five types of delicious hamburgers. I tried the Mexican Sizzler – a spicy hamburger with chilli sauce in a soft, white bread roll. It was very tasty. However, it was rather cold. I also thought that Monty's was a bit too expensive.

3. ...

The Monty's staff were helpful, friendly and polite during my visit. They looked very smart in their clean uniforms. Unfortunately, the service was rather slow and one of the cashiers gave me the wrong change.

4. ...

The friendly staff, good music, clean tables, and comfortable seating all helped to give Monty's an excellent atmosphere. The new no-smoking policy is also a good idea, and it made my meal at Monty's a very pleasurable experience.

5. ...

The new Monty's restaurant in Chester is, on the whole, a great success. However, I think that the manager should make a few improvements. Firstly, he should make sure that all hot dishes are hot when they go out to customers. Secondly, he should lower the prices, as they are too high for a fast-food restaurant. Finally, He should improve staff training, so that the staff work faster and make fewer mistakes.

XXI. Describe one of the cafes or restaurants in your city (town), mentioning its food, prices, service, atmosphere.

XXII. Read the question in A, choose and read about the right answer in B.

A

1. Does your mother often buy pork?
2. Who usually goes to the baker's in your family?
3. What do people buy at fishmonger's?
4. Does your brother like sausages?
5. That man is very fat , isn't he?
6. How many loaves of bread do they buy every day?
7. How much did she pay for that nice piece of beer?
8. Could the grocer give her the change?

B

- a) Five pounds and a half.
- b) Of course, he could.
- c) They usually buy two loaves of bread.
- d) Yes, he does.
- e) Yes, she does. We like fried pork for dinner.
- f) My sister does.
- g) Oh, yes, he is.
- h) They buy fish, caviar and other things at fishmonger's.

Credit 4. Great ideas. The Importance of Creative Thinking in Business

I. Read and translate the article. Answer the question: Why is creativity important in business?

Innovation in Business

An idea can turn to dust or magic, depending on the talent that rubs against it. — Bill Bernbach, co-founder of Doyle Dane Bernbach

Over the last decades, innovation and creativity have become critical skills for achieving success in developed economies. The need for creative problem solving has arisen as more and more management problems require creative insights in order to find suitable solutions.

Creativity goes hand in hand with innovation. And there is no innovation without creativity. While creativity is the ability to produce new and unique ideas, innovation is the implementation of that creativity - that's the introduction of a new idea, solution, process, or product. Creativity is the driving force behind innovation and the incorporation of looking at things from a different perspective and freedom of restrictions by rules and written or unwritten norms.

Why is creativity important in business?

Creativity and innovation within a well-run companies have always been recognized as a sure path to success. Stimulating creativity and exploring completely new and unknown before territories lead as result to increasing the productivity of the organisation. Encouraging the employees to think outside of the box and giving them time and resources to explore new areas for innovative ideas is the key to cost-effective business solutions.

Creativity improves the process of solving problems. It doesn't matter if we're talking about developing a new strategy or an innovative way to stay ahead of the competition. Creative problem solving gives that competitive edge that any business is striving to achieve.

Creative ideas and innovative approaches can come from almost anywhere- from your partners, customers, target groups, employees. They can bring you fresh

perspectives and ideas, so show them that you're listening and open to their feedback. That's why it is important an open exchange of ideas to be supported and encouraged by the company.

II. Read and translate the article.

CREATIVITY: IT'S IMPORTANT FOR YOUR BUSINESS

What do you think of when you think about creativity? Many people think that creativity only lies within the paintbrush of an artist or in the sculpture of an architect, but perhaps creativity can appear in more places than just a studio. In reality, creativity is not detained within one sector, and that's the beauty of it.

So, what is creativity you might ask? Well, according to Gestalt psychologists, creativity is defined as something that generates a new idea, insight, or solution through imagination rather than through logic or reason [i]. So, what happens when you implement creativity in your business? Creative thinking often takes a different approach to problem solving, and when that kind of approach is taken in a business atmosphere, the outcome can be both rewarding and pleasantly surprising.

CREATIVITY AND INNOVATION IN BUSINESS

Have you ever heard of a business that had great success without any creative or innovative ideas? The chances that you have are slim to none because creativity is the driving force behind most businesses' success. Creativity and innovation are often the reason that businesses flourish in today's world—setting the bar higher for the next 'big' idea. Creative thinking leads to the implementation of innovative ideas in the workplace.

IMPORTANCE OF CREATIVITY IN BUSINESS

Creative business ideas set companies apart from one another. Without creativity and innovation, every company would follow the same patterns in marketing/promotion, technique, or even the goods and services they may be selling. Creativity is crucial for businesses today, especially when the market is dependent on innovative, breaking technology. The collaboration of creative minds has the ability to push creative business ideas into reality. Once your business brain is able to think

outside the box, the possibilities are endless. Now that we've established how important creativity is to business success, it is only fair that employees have the opportunity to channel their inner creative mind.

IMPORTANCE OF CREATIVE PEOPLE IN COMPANIES

There are a lot of people who believe that they aren't the 'creative type.' These are probably the same people that believe creativity only comes from an artistic perspective, but the truth is, everyone is able to channel creative thinking when put in the right environment. Yes, some people are a little more creative than others, but either way, creative people are extremely important to have in your company. Employing creative people to join your team allows for a more imaginative approach to business problems. Creative thinking can ultimately set your business apart from all of the others, making consumers want to have your product and service over others.

What if you were to channel the whole team's creativity? Yes, in many cases there is only a small part of the company with the responsibilities of creative work, but your business could prosper much more if you had your entire team involved with creative brainstorming.

WHAT YOU CAN DO TO IMPLEMENT CREATIVITY IN THE WORKPLACE

Implementing creativity in the workplace can be a challenging task, especially when you have a diverse group of employee skillsets. Here are some ways to get your employees engaged in more creative thinking and ideas.

1. ***Intellectually challenge your employees.*** Match your employees with problem solving experiences that will help them think and approach situations creatively. Give the employee a certain problem or task and have them solve it in numerous ways. It is important that your employees are challenged a little bit every day. Too little of a challenge will cause boredom, but too much will cause stress. It is important to find a healthy balance.

2. ***Freedom of expression.*** Employees are most creative when they can choose

which work methods they would like to use. If a method or line of work seems to be too difficult, it can suppress creativity. This negative byproduct can be avoided if you allow employees to approach tasks differently. It is also very important that employees take breaks from certain projects, assignments, or problem solving. When a break is taken, the mind can regroup, and creativity can strike up again.

3. ***Create diverse work groups.*** Diversity allows creative minds to collaborate and solve problems. When in a group, employees can listen to different approaches and build their opinions and thinking process off of one another. Have you ever been in a meeting where different thought processes were being expressed, and a great idea popped in your mind after someone voiced a similar approach? Working in diverse groups can help your employees further reach their creative capacity.

4. Most of a person's creativity evolves from ***being in a 'safe' place.*** When an employee feels safe in their environment, they will most likely voice more of their creative business ideas. In order for an employee to feel safe, they must have encouragement from their managers and fellow coworkers. Let your employees know that their work is being noticed. This helps employees know that they can think freely and creatively without judgment. This is not to say that you can't let an employee know when they aren't doing their best. That's when corrective criticism can come into play, which can be turned in to an encouraging conversation.

5. ***Organizational support.*** This goes along with encouragement. Your entire team should praise creativity and allow others to feel as if they can discuss their ideas openly to multiple people in the office. You may not agree with some ideas, but never make a person feel as though it was a bad idea. Shutting down a person's creative ideas can hinder confidence and future creative thinking.

Allowing your employees to utilize their creative thinking throughout the workday can enhance self-confidence and motivation. When your employees are motivated, they're willing to work harder to help make the business a success.

ADVANTAGES OF CREATIVITY IN THE WORKPLACE

It's clear to see that accepting creativity and innovation into the workplace can be advantageous for everyone. By implementing creativity, you open the door for employees from all different departments to come together as a team, increasing engagement and interaction in the workplace. When employees are able to work as a cohesive team, the staff morale goes up, making the environment more fun, happy, and laid back. Who wouldn't want to work for a company with a work environment like that? This will attract more employees and retain quality workers. Creativity will always make your employees want to learn more by seeking multiple options, ideas, and solutions for the business. Your business can't lose with creativity on its side.

III. Read and translate the article.

Ten ways to encourage creative thinking

You can help your firm innovate by creating a culture in which all employees are actively encouraged to put ideas forward. But how do you get the best from people and encourage them to be creative?

Stress the importance of creativity

Ensure all your staff know that you want to hear their ideas. Unless they understand how innovating your business processes can keep your firm competitive, your efforts at encouraging creative thinking risk falling flat.

Make time for brainstorming

Allocate time for new ideas to emerge. For example, set aside time for brainstorming, hold regular group workshops and arrange team days out. A team involved in a brainstorming session is likely to be more effective than the sum of its parts. Individuals within the team can feed off each other – exploring, testing and refining ideas.

You should also give individuals the space to reflect privately on their work if you think they need it.

Actively solicit ideas

Place suggestion boxes around the workplace, appeal for new ideas to solve particular problems and, quite literally, keep your door open to new ideas.

Train staff in innovation techniques

Your staff may be able to bounce an idea around, but they may be unfamiliar with the skills involved in creative problem-solving. You may find training sessions in techniques such as brainstorming, lateral thinking and mind-mapping worthwhile.

Cross-fertilise

Broadening people's experiences can be a great way to spark ideas. Short-term job swaps and shadowing in-house can introduce a fresh perspective to roles. Encourage people to look at how other businesses do things, even those in other sectors, and consider how they can be adapted or improved.

Challenge the way staff work

Encourage employees to keep looking anew at the way they approach their work. Ask people whether they have considered alternative ways of working and what might be achieved by doing things differently.

Be supportive

Respond enthusiastically to all ideas and never make someone offering an idea, however hopeless, feel foolish. Give even the most apparently outlandish of ideas a chance to be aired.

Tolerate mistakes

A certain amount of risk-taking is inevitable with creative thinking. Allow people to learn from their mistakes. Never put off the creative flow by penalising those whose ideas don't work out.

Reward creativity

Motivate individuals or teams who come up with winning ideas by actively recognising creativity, for example through an awards scheme. You could even demonstrate your recognition that not all ideas work out by rewarding those who have a rich flow of suggestions, regardless of whether they are put into action at work.

Act on ideas

Creative thinking is only worthwhile if it results in action. Provide the time and resources to develop and implement those ideas that are worth acting upon. Failure to do so not only means your firm will fail to benefit from innovation, but the flow of ideas may well dry up if staff feel the process is pointless.

Ten ways to encourage creative thinking/

IV. Read and translate the article.

How creative thinking may be used in management

ILLUSTRATIONS OF HOW CREATIVITY MAY BE USED IN MANAGEMENT

To make more effective use of a manager's time

To improve a product's appeal to customers

To improve motivation amongst staff

To appeal to customers' wants and needs

To cut costs through more efficient/effective production methods

To identify new and profitable product-market opportunities

Creative thinking benefits all areas and activities of management. It is required to dream up better ways of marketing goods, to devise new production methods, to find new ways to motivate people, and so on. Creativity turns up in every business situation where there is a chance that things can be done in a more businesslike, more profitable or more satisfying way.

The following are typical of the kinds of problem which require creative thinking:

- How to make more effective use of a manager's time
- How to improve a product's appeal to customers
- How to improve motivation amongst staff
- How to appeal to customers' wants and needs
- How to cut costs through more efficient/effective production methods
- How to identify new and profitable product-market opportunities

- How to get skilled and experience staff to stay with the company without paying them excessively high salaries

Problems which require creative thinking are ‘open-ended’ problems: that is, problems for which there is more than one solution. Executives have to make decisions which require creative problem solving in planning, organising, leading and controlling their organisations:

Planning

Determining the mission of the organisation

Determining the organisational objectives

Identifying strengths, weaknesses, opportunities and threats

Adjusting the organisation behaviour and strategies to competitors’ strategies

Deciding how to implement competitive strategies

Organising

Deciding what jobs need to be done within an organisational unit

Deciding how various jobs within an organisational unit can be grouped together, etc.

Deciding how much authority should be delegated to various organisational positions

Determining how best to train people for their jobs

Leading

Finding ways of increasing productivity in the workplace

Controlling

Deciding what systems of control are needed

Setting standards

Identifying why standards/objectives have not been achieved

V. Read and translate the article

The role of creative thinking in business

When creative thinking or creativity is mentioned, most people will immediately think of something related to art or design. But, *creative thinking* is not just limited to the artistic world, but is something that is built into all of us – and vital for successful businesses.

Creative thinking in business

The terms ‘creative thinking’ and ‘business’ are rarely used in the same sentence, which is a shame as thinking creatively is a powerful business tool that should never be overlooked. Creative thinking can help a business to identify and exploit new opportunities and assist in problem solving, improving overall productivity.

Once a business is established, it is very easy to be seduced by the relative simplicity of ‘business as usual’ or attracted by the mantra of ‘sell what we’ve got’. Many business owners focus on existing products, services or methodologies and would rather make small tweaks to the existing, rather than developing fresh new ideas to improve their business strategies. But, for those that think outside the box, the rewards can be huge by finding new perspectives and removing the limits we put on ourselves.

How to change our way of thinking

Changing our way of thinking in business is vital for growth and success. Without it, we run the risk of not looking at the bigger picture and as a result, often overlook important factors that could hinder our success.

One way that we can change the way we think is to simply rephrase common business questions or problems. For example, a business owner might say “we are not able to cover our business costs this year”, which could lead to a simple cost cutting exercise. But, there could be more solutions to this problem that have been overlooked. By rephrasing this statement to something like “we are not generating enough sales to cover our costs this year”, we inevitably look at the problem differently – which in turn enables us to consider completely different potential solutions.

The role of ideation

Every business owner needs to visualise a business opportunity by creatively thinking about the market demands and analysing their competitors. We call this

process ideation; generating ideas that can be used to generate, develop and evaluate ideas for new products, services or processes.

Many businesses value this role of ideation and as a result, regularly hold ideation sessions that help generate multiple ideas between team members that must then be assessed, filtered down and finally acted upon. The main goal of ideation is to help create the “big idea” and the more ideas a business has, the greater their chances are that one of them will be the big idea. Interestingly, companies that get better and better at challenging the status quo and generating small ideas, also become better at generating big ideas.

Developing a good ideation process within an organisation works because it should be built around the needs of the customer. Once a business fully understands the exact problem that needs to be solved, only then can they be in a position to solve it.

Ideation techniques

Here, we have listed just some of the brainstorming techniques that a business owner can use to address their next innovation challenge:

1. Questioning different assumptions

Every business has a mission and everyone who is involved in achieving that mission knows the beliefs of the business, what it stands for and how it is going to achieve its goals. But, as business owners, it is vital that we don't ignore other factors that we may run into along our path to success. If we question different assumptions at every stage of the development process, we can generate new ideas and opportunities.

2. Defining a wishlist

This is a great way to involve other team members. By sitting down together and defining a wishlist for the business, you can get a vast amount of different ideas flowing in a short space of time, without imposing restrictions to make the ideas as creative as possible. Next, pick the best ideas to focus on and then develop new ideas,

wishes and goals from that. The end result enables us to see new possibilities that we may not have thought up on our own.

3. Redefining the opportunity

With this ideation technique, you start by defining a clear statement that describes the overall objective. You then choose three of the most interesting words from the statement and produce alternatives for each of them. Once you have your alternative words, list them in a table with the original word at the top of each column. Finally, select one word at random from each column and input this into the original statement. This new variation helps to redefine the opportunity in a new way that we may not have seen before.

VI. Read and translate the article.

USE INNOVATION TO GROW YOUR BUSINESS

The successful exploitation of new ideas is crucial to a business being able to improve its processes, bring new and improved products and services to market, increase its efficiency and, most importantly, improve its profitability.

Marketplaces - whether local, regional, national or global - are becoming highly competitive. Competition has increased as a result of wider access to new technologies and the increased trading and knowledge-sharing opportunities offered by the Internet.

This guide explains how you can make innovation a key business process and outlines the different approaches you can take. It gives you advice on planning for innovation and creating the right business environment to develop your ideas. It also outlines the help and support available to innovative businesses.

- The business case for innovation
- Approaches to innovation
- Planning innovation
- Encourage innovation in your business
- Funding innovation

THE BUSINESS CASE FOR INNOVATION

It is important to be clear about the difference between invention and innovation. Invention is a new idea. Innovation is the commercial application and successful exploitation of the idea.

Fundamentally, innovation means introducing something new into your business. This could be:

- improving or replacing business processes to increase efficiency and productivity, or to enable the business to extend the range or quality of existing products and/or services;
- developing entirely new and improved products and services - often to meet rapidly changing customer or consumer demands or needs;
- adding value to existing products, services or markets to differentiate the business from its competitors and increase the perceived value to the customers and markets.

Innovation can mean a single major breakthrough – e.g. a totally new product or service. However, it can also be a series of small, incremental changes.

Whatever form it takes, innovation is a creative process. The ideas may come from:

- inside the business, e.g. from employees, managers or in-house research and development work;
- outside the business, e.g. suppliers, customers, media reports, market research published by another organisation, or universities and other sources of new technologies.

Success comes from filtering those ideas, identifying those that the business will focus on and applying resources to exploit them.

Introducing innovation can help you to:

- improve productivity;
- reduce costs;
- be more competitive;

- build the value of your brand;
- establish new partnerships and relationships;
- increase turnover and improve profitability.

Businesses that fail to innovate run the risk of:

- losing market share to competitors;
- falling productivity and efficiency;
- losing key staff;
- experiencing steadily reducing margins and profit;
- going out of business.

APPROACHES TO INNOVATION

Innovation in your business can mean introducing new or improved products, services or processes.

Analyse the marketplace.

There's no point considering innovation in a vacuum. To move your business forward, study your *marketplace* and understand how innovation can add value to your customers. For more information on analysing your marketplace, see the page in this guide on planning innovation.

Identify opportunities for innovation.

You can identify opportunities for innovation by adapting your product or service to the way your marketplace is changing. For example, if you're a specialist hamburger manufacturer, you might consider lowering the fat content in your burgers to appeal to the health-conscious consumer.

You could also develop your business by identifying a completely *new product*. For example, you could start producing vegetarian as well as meat burgers.

You could innovate by introducing new technology, techniques or working practices - perhaps using better *processes* to give a more consistent quality of product.

If *research* shows people have less time to go to the stores, you could overhaul your distribution processes, offering customers a home-delivery service, possibly tied in with online and telephone ordering.

If your main competitor's products have a reputation for being cheap and cheerful, rather than trying to undercut them on price you could innovate by revamping your marketing to emphasise the quality of your merchandise - and consider charging a premium for them.

PLANNING INNOVATION

Some innovative ideas may just come to you out of the blue. However, you should ideally have:

- innovation as part of your business strategy;
- a *strategic vision* of how you want your business to develop - if you dedicate your time to monitoring trends in your business sector, you can then focus your innovative efforts on the most important areas.

Innovation will not only improve the chances of your business surviving, but also help it to thrive and drive increased profits. There are lots of practical ways of assessing whether your ideas have profit potential:

Assess the competition

Find out who your competitors are and where they operate. Use the Internet and advertising sources such as the Yellow Pages to find out about their products, prices and operating culture. This can give you an overview of their selling points, as well as any areas you might be able to exploit.

For example, if the competition is focused on value for money, you might want to emphasise the quality of your product or service. Search for business listings nationwide on the YellowPages.ca or Canada411.ca websites.

Study market or industry trends

Awareness of the climate in which your business is operating will help you to plan.

You can find a lot of information about your industry on the Internet. Business and trade magazines will also feature useful articles.

Build a relationship with your customers

It's not enough simply to know who your customer base is. You need to communicate effectively with them as well.

Communication involves not only listening to their needs but also actively observing their behaviour around current products and services and generating ideas on how you can make improvements.

Involve your suppliers and other business partners

Pooling your resources with your suppliers or other business partners will help to produce and develop creative ideas. Potential partnerships can also be developed through business networking opportunities.

Next, consider what taking a particular innovative step could mean for your business. Ask yourself:

- what impact it will have on your business processes and practices;
- what extra training your staff may require;
- what extra resources you may need;
- how you'll finance the work;
- whether you'll be creating any intellectual property that will need protecting.

Finally, you should include your vision in your business plan by:

- putting down your goals, both long and short term and detailing how you intend to achieve them;
- linking goals to financial targets, such as achieving a specific turnover by a set date;
- reviewing your plan regularly.

ENCOURAGE INNOVATION IN YOUR BUSINESS

There are many sources you can use to help generate new ideas for the business.

Suppliers, business partners and business network contacts can all make valuable contributions to the creative process, as well as providing support and encouragement.

Your employees are also a vital asset in generating innovative ideas.

To get the most from them, you need to create an innovative environment and encourage creative thinking.

Steps to promote innovation:

- Make sure you have *processes* and *events* to capture ideas. For example, you could set up suggestion boxes around the workplace or hold regular workshops or occasional company away days to brainstorm ideas.
- Create a *supportive* atmosphere in which people feel free to express their ideas without the risk of criticism or ridicule.
- Encourage *risk taking* and *experimentation* - don't penalise people who try new ideas that fail.
- Promote *openness* between individuals and teams. Good ideas and knowledge in one part of your business should be shared with others. Teamwork, newsletters and intranets can all help your people share information and encourage innovation.
- Stress that people at all levels of the business share *responsibility* for innovation, so everybody feels involved in taking the business forward. The fewer the layers of management or decision making in your organisation, the more people feel their ideas matter.
- *Reward* innovation and celebrate success. Appropriate incentives can play a significant role in encouraging staff to think creatively.
- Look for *imagination* and *creativity* when recruiting new employees. Remember that innovative thinkers aren't always those with the most impressive list of qualifications.

FUNDING INNOVATION

There are a number of ways you can fund your growth through innovation, either by using your own funds or tapping into external funding such as loans or equity finance.

However, any route to external funding will need a high-quality business plan that describes your business and sets out detailed forecasts of where it's going.

Businesses often turn to their banks for a line of credit or loans for additional finance, depending on their borrowing needs.

If you're willing to relinquish some control of your business to external investors, you could consider using equity finance. The two main routes for this are investment from business angels and venture capital firms:

- Business angels are wealthy individuals who invest in private companies, typically from \$30,000 to \$500,000.
- Venture capital firms provide higher levels of investment in return for shares in the business.

Government programs

You may also wish to consider applying for a government program. This will only usually cover part of your project, but you will retain control of the shares in your business. Consult *Programs - R&D and innovation*.

Other sources of help

Small and medium-sized businesses can claim *tax refunds and credits* on appropriate research and development spending.

VII. Read the following information and give its summary.

21 Great Ways to Innovate

By: Paul Sloane

Continuous innovation is not easy and if you keep using the same method you will experience diminishing results. Try innovating how you innovate by employing some of these ideas from Paul Sloane.

How hard is it to innovate? Not once but over and over? How can you repeatedly implement great new products, processes or services? Continuous

innovation is not easy and if you keep using the same method you will experience diminishing results. Try innovating how you innovate by employing some of these ideas.

1. **Copy someone else's idea.** One of the best ways to innovate is to pinch an idea that works elsewhere and apply it in your business. Henry Ford saw the production line working in a meat packing plant and then applied to the automobile industry thereby dramatically reducing assembly times and costs.
2. **Ask customers.** If you simply ask your customers how you could improve your product or service they will give you plenty of ideas for incremental innovations. Typically they will ask for new features or that you make your product cheaper, faster, easier to use, available in different styles and colours etc. Listen to these requests carefully and choose the ones that will really pay back.
3. **Observe customers.** Do not just ask them, watch them. Try to see how customers use your products. Do they use them in new ways? This was what Levi Strauss saw when they found that customers ripped the jeans – so they brought a line of pre-ripped jeans. Heinz noticed that people stored their sauce jars upside down so they designed an upside down bottle.
4. **Use difficulties and complaints.** If customers have difficulties with any aspect of using your product or if they register complaints then you have a strong starting point for innovations. Make your product easier to use, eliminate the current inconveniences and introduce improvements that overcome the complaints.
5. **Combine.** Combine your product with something else to make something new. It works at all levels. Think of a suitcase with wheels, or a mobile phone with a camera or a flight with a massage.

6. **Eliminate.** What could you take out of your product or service to make it better? Dell eliminated the computer store, Amazon eliminated the bookstore, the Sony Walkman eliminated speakers and record functions.
7. **Ask your staff.** Challenge the people who work in the business to find new and better ways to do things and new and better ways to please customers. They are close to the action and can see opportunities for innovation. Often they just need encouragement to bring forward great ideas.
8. **Plan.** Include targets for new products and services in your business plan. Put it onto the balanced scorecard. Write innovation into everyone's objectives. Measure it and it will happen.
9. **Run brainstorming.** Have regular brainstorm meetings where you generate a large quantity of new product ideas. Use diverse groups from different areas of the business and include a provocative outsider e.g. a customer or supplier.
10. **Examine patents.** Check through patents that apply in your field. Are there some that you could license? Are some expiring so that you can now use that method? Is there a different way of achieving the essential idea in a patent?
11. **Collaborate.** Work with another company who can take you to places you can't go. Choose a partner with a similar philosophy but different skills. That is what Mercedes did with Swatch when they came up with the Smart car.
12. **Minimize or maximize.** Take something that is standard in the industry and minimise or maximise it. Ryanair minimized price and customer service. Starbucks maximised price and customer experience. It is better to be different than to be better.
13. **Run a contest.** Ask members of the public to suggest great new product ideas. Offer a prize. Give people a clear focussed goal and they will surprise you with novel ideas. Good for innovation and PR.

14. **Ask – what if?** Do some lateral thinking by asking what if.....? Challenge every boundary and assumption that applies in your field. You and your group will come up with amazing ideas once the normal constraints are lifted.
15. **Watch the competition.** Do not slavishly follow the competition but watch them intelligently. The small guys are often the most innovative so see if you can adapt or license one of their ideas – or even buy the company!
16. **Outsource.** Subcontract your new product development challenge to a design company, a University, a start-up or a crowdsourcing site like iver or NineSigma.
17. **Use open innovation.** Big consumer products companies like Proctor and Gamble or Reckitt Benckiser encourage developers to bring novel products to them. They are flexible on IP protection and give a clear focus on what they are looking for. A large proportion of their new products now start life outside the company.
18. **Adapt a product to a new use.** Find an entirely different application for an existing product. De Beers produced industrial diamonds but found a new use for diamonds when they introduced the concept of engagement rings. It opened up a large new market for them.
19. **Try Triz.** Triz is a systematic method for solving problems. It can be applied in many fields but is particularly useful in engineering and product design. Triz gives you a toolbox of methods to solve contradictions e.g. how can we make this product run faster but with less power?
20. **Go back in time.** Look back at methods and services that were used in your sector years ago but have now fallen out of use. Can you bring one back in a new updated form? It has been said that Speed Dating is really a relaunch of a Victorian dance format where ladies had cards marked with appointments.

21. **Use social networks.** Follow trends and ask questions on groups like Twitter or Facebook. Ask what people want to see in future products or what the big new idea will be. Many early adopters are active on social network groups and will happily respond with suggestions.

The ways to innovate are legion. Try some approaches that are new to you in order to boost your innovation capability.

VIII. Discuss the quotations about innovations:

1. “Throughout history, people with new ideas—who think differently and try to change things—have always been called troublemakers” (Richelle Mead, *Shadow Kiss*)
2. “Dreamers are mocked as impractical. The truth is they are the most practical, as their innovations lead to progress and a better way of life for all of us” (Robin S. Sharma)
3. “Remember the two benefits of failure. First, if you do fail, you learn what doesn't work; and second, the failure gives you the opportunity to try a new approach” (Roger Von Oech)
4. “Progress is made by lazy men looking for easier ways to do things” (Robert A. Heinlein)
5. “Healthy curiosity is a great key in innovation” (Ifeanyi Enoch Onuoha)
6. “Being right keeps you in place. Being wrong forces you to explore” (Steven Johnson)
7. “Some fish love to swim upstream. Some people love to overcome challenges” (Amit Ray, *Walking the Path of Compassion*)

IX. Read the article and give its summary:

Innovation and Creativity

Creating the Next Big Thing is no easy matter. It takes a great idea, perfect execution, a market need and more than a little luck.

What does it take to create an innovative breakthrough product? It is not an insignificant question because business innovators typically invest a lot of time

and money getting their big idea to market. For those who make it, the rewards—financial and otherwise—can be incredible. The so-called “first mover’s advantage” is real and means the successful innovator just may dictate the terms in a whole-new field. Consider: Amazon.com was the first big e-commerce company. It is still No. 1. Starbucks was the first company to popularize gourmet coffee. eBay was the first online auction site.

But for every eBay and Starbucks there are hundreds of other companies that never did break out. So what’s the difference? A look at some business innovations—some serious and some fun—sheds some light.

Envisioning a Market

During the World War II rubber shortage, the U.S. government put out a call for industry to invent a synthetic rubber. General Electric created a substance it called “gupp.” It was interesting, for sure—it could stretch and bounce, for instance—but artificial rubber it was not.

Yet, because the stuff was so interesting, GE sent samples to scientists and academics the world over, asking for ideas on what to do with it. Surely someone could come up with a valid scientific use for the strange substance.

“Innovation distinguishes between a leader and a follower.” —Steve Jobs

No one had any idea. And then it happened—the eureka moment. After the war, an unemployed marketer named Peter Hodgson saw toy store owner Ruth Fallgatter pulling and playing with the stuff, and they both thought it would make a great toy. A year later, Hodgson borrowed some money, paid GE \$147 for the patent rights and many pounds of the stuff, and got to work.

He gave gupp a new funny name, packaged it in a unique way, and actually got it into a few more toy stores and bookshops. But no one bought it... until a writer for *The New Yorker* bought some, played with it, loved it and wrote about it in the next issue of the magazine.

Peter Hodgson never had to worry about money again. He received 250,000 orders for his Silly Putty over the next three days, and when he passed away in 1976, Hodgson was worth \$140 million.

The moral of the story is that sometimes nothing beats some good old-fashioned PR when trying to spread the word about a new product.

Mistake-Proof Ingenuity

In the 1950s, Bette Nesmith Graham was a single mom who worked at a bank as a secretary. Although she was not a great secretary, and made a lot of typos, she did happen to be a very good artist. So every year, the bank had her paint the Christmas scene for the bank's windows.

One year, she made a mistake while painting the holiday scene, painted right over it and thought to herself: "I wish I could do that when I am typing"

So Graham took some tempera paint to work and began to paint over her typos. She soon realized this was a great idea that could make a great business. Working from home after work, Graham began to experiment with paint.

After considerable effort she came up with the concoction that eventually became Liquid Paper. But unlike Peter Hodgson, Graham's innovation was no overnight success. She continued to work at the bank and make batches of then-named "Mistake Out" in her kitchen, selling a hundred bottles a month.

"Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness." —Martin Luther King Jr.

The challenge was that because the product was so innovative, few people even understood why they might need it. But as people learned about the product, the business slowly started to grow. Yet, it was still a full 18 years after creating the product before Liquid Paper hit \$1 million in annual sales. Five years later, it was \$25 million a year.

The rest, indeed, is history, and ultimately Graham's fame would be eclipsed by her son's; Mike Nesmith became a member of the '60s group The Monkees, as well as a movie and video producer.

There are many routes to innovation success. The instant home run is nice, but far more often it's persistence that pays off. And it's not hard to understand why. Creating an innovative product like Liquid Paper often means having to teach consumers why they need it.

Just ask the folks at the Coca-Cola Company about the challenges and hazards of doing that.

Innovative Blunder

In the history of bad business decisions, maybe the worst of all time was the decision by the Coca-Cola Company to scrap Coke for New Coke. As they found out, if you are going to toss out "old" Coke, you might as well ban mom and outlaw apple pie.

The decision came in the mid-1980s amid a battle waged by Pepsi against Coca-Cola. The "Pepsi Challenge" was a television ad campaign that had consumers taking a blind taste test and then saying how Pepsi tasted better.

As a result, nervous executives at Coke began to secretly experiment with new formulations, until they found one that beat Pepsi in taste tests. Convinced they had a winner, Coca-Cola triumphantly rolled out "New Coke."

"I have always been driven to buck the system, to innovate, to take things beyond where they've been." —Sam Walton

Maybe never before has a new product been received so poorly. Late-night comedians had a field day; people boycotted the new stuff and even began to horde old Coke. New Coke was off the shelves within six months.

So what went wrong? Somehow the marketing wizards at Coca-Cola never took batches of New Coke and test-marketed them in stores in, say, Des Moines, Iowa. They also never warned folks that New Coke meant no old Coke. It was all too secret.

The lesson should be clear: Innovation is great, but innovation in and of itself is not enough. The truly great innovative product is not only new; it fulfills an

unmet market need. There simply was no clamoring for something to replace good ol' Coca-Cola.

Creating the Next Big Thing is no easy matter. It takes a great idea, perfect execution, a market need and more than a little luck. But boy, put those together, and you can change the world.

X. Read the article, give its summary and make up 6 questions to its content.

WHICH IS THE GREATEST INVENTION OF ALL TIME?

Which invention or innovation has had the most positive impact on the development of civilisation and the greatest benefit for mankind? A strong contender is the printing press.

Johannes Gutenberg (1398 – 1468) was a German blacksmith, goldsmith and printer who invented the printing press and movable type. Before Gutenberg all books had been hand written or stamped out with fixed wood blocks. Gutenberg combined two existing ideas – the power of a wine press and the detail of a coin punch to create the printing press.

His invention of mechanical movable type printing started a revolution in communication throughout Europe. It facilitated the spread of knowledge in the form of printed books and pamphlets. This fuelled the Renaissance and the Reformation. There followed the Age of Enlightenment and the sharing of Scientific Knowledge. There were many details which Gutenberg had to master. He invented a process for mass-producing movable type based on new metal alloys. He developed oil-based ink. He adapted screw presses used for squeezing grapes. His great achievement was to combine all these components into a practical system for the mass production of printed books.

In Renaissance Europe the arrival of inexpensive printed books started an era of mass communication which permanently altered the structure of society. Revolutionary ideas flowed across the continent and challenged the powers of established political and religious elites. Many consider Gutenberg's printing press to be one of the most influential inventions in history. In 1997, Time-Life magazine

picked Gutenberg's invention as the most important of the second millennium. In terms of the impact on mass communication the inventions of paper and of the internet are the only two which come close to the printing press.

There are lessons for innovators. Many great innovations are really recombinations of existing ideas. Gutenberg's great innovation involved combining the humble wine press and coin punch to make the mighty printing press. Another lesson is that great innovations have unintended and dramatic consequences. Gutenberg presses were originally used to print the Bible in Latin. However printing presses were subsequently used to print seditious, heretical and revolutionary texts which disrupted society and ushered in a new age.

Credit 5. Stress. Stress in the workplace. Stress situations and exit from them

Stress in the Workplace

Managing Job and Workplace Stress

While some workplace stress is normal, excessive stress can interfere with your productivity and performance, impact your physical and emotional health, and affect your relationships and home life. It can even mean the difference between success and failure on the job. You can't control everything in your work environment, but that doesn't mean you're powerless—even when you're stuck in a difficult situation. Whatever your ambitions or work demands, there are steps you can take to protect yourself from the damaging effects of stress, improve your job satisfaction, and bolster your well-being in and out of the workplace.

When is workplace stress too much?

Stress isn't always bad. A little bit of stress can help you stay focused, energetic, and able to meet new challenges in the workplace. It's what keeps you on your toes during a presentation or alert to prevent accidents or costly mistakes. But in today's hectic world, the workplace too often seems like an emotional roller coaster. Long hours, tight deadlines, and ever-increasing demands can leave you feeling worried, drained, and overwhelmed. And when stress exceeds your ability to cope, it stops being helpful and starts causing damage to your mind and body—as well as to your job satisfaction.

If stress on the job is interfering with your work performance, health, or personal life, it's time to take action. No matter what you do for a living, or how stressful your job is, there are plenty of things you can do to reduce your overall stress levels and regain a sense of control at work.

Common causes of workplace stress:

- Fear of being laid off.
- More overtime due to staff cutbacks.
- Pressure to perform to meet rising expectations but with no increase in job satisfaction.

- Pressure to work at optimum levels—all the time!
- Lack of control over how you do your work.

Stress at work warning signs

When you feel overwhelmed at work, you lose confidence and may become angry, irritable, or withdrawn. Other signs and symptoms of excessive stress at work include:

Signs and symptoms of excessive workplace stress

- | | |
|---|---|
| <ul style="list-style-type: none"> - Feeling anxious, irritable, or depressed - Apathy, loss of interest in work - Problems sleeping - Fatigue - Trouble concentrating | <ul style="list-style-type: none"> - Muscle tension or headaches - Stomach problems - Social withdrawal - Loss of sex drive - Using alcohol or drugs to cope |
|---|---|

Tip 1: Beat workplace stress by reaching out

Sometimes the best stress-reducer is simply sharing your stress with someone close to you. The act of talking it out and getting support and sympathy—especially face-to-face—can be a highly-effective way of blowing off steam and regaining your sense of calm. The other person doesn't have to "fix" your problems; they just need to be a good listener.

Tips for cultivating supportive relationships at work and beyond

Turn to co-workers for support. Having a solid support system at work can help buffer you from the negative effects of job stress. Just remember to listen to them and offer support when they are in need as well. If you don't have a close friend at work, you can take steps to be more social with your coworkers. When you take a break, for example, instead of directing your attention to your smartphone, try engaging your colleagues.

Lean on your friends and family members. As well as increasing social contact at work, having a strong network of supportive friends and family members is extremely important to managing stress in all areas of your life. On the flip side, the lonelier and more isolated you are, the greater your vulnerability to stress.

Build new satisfying friendships. If you don't feel that you have anyone to turn to—at work or in your free time—it's never too late to build new friendships. Meet new people with common interests by taking a class or joining a club, or by volunteering your time. As well as being a great way to expand your social network, being helpful to others—especially those who are appreciative—delivers immense pleasure and can help to significantly reduce stress.

Tip 2: Support your health with exercise and nutrition

When you're overly focused on work, it's easy to neglect your physical health. But when you're supporting your health with good nutrition and exercise, you're stronger and more resilient to stress.

Taking care of yourself doesn't require a total lifestyle overhaul. Even small things can lift your mood, increase your energy, and make you feel like you're back in the driver's seat.

Make time for regular exercise

Aerobic exercise—activity that raises your heart rate and makes you sweat—is a hugely effective way to lift your mood, increase energy, sharpen focus, and relax both the mind and body. Rhythmic movement—such as walking, running, dancing, drumming, etc.—is especially soothing for the nervous system. For maximum stress relief, try to get at least 30 minutes of activity on most days. If it's easier to fit into your schedule, break up the activity into two or three shorter segments.

And when stress is mounting at work, try to take a quick break and move away from the stressful situation. Take a stroll outside the workplace if possible. Physical movement can help you regain your balance.

Make smart, stress-busting food choices

Your food choices can have a huge impact on how you feel during the work day. Eating small, frequent and healthy meals, for example, can help your body maintain an even level of blood sugar, keeping your energy and focus up, and avoiding mood swings. Low blood sugar, on the other hand, can make you feel anxious and irritable, while eating too much can make you lethargic.

Minimize sugar and refined carbs. When you're stressed, you may crave sugary snacks, baked goods, or comfort foods such as pasta or French fries. But these "feel-good" foods quickly lead to a crash in mood and energy, making symptoms of stress worse not better.

Reduce your intake of foods that can adversely affect your mood, such as caffeine, alcohol, trans fats, and foods with high levels of chemical preservatives or hormones.

Eat more Omega-3 fatty acids to give your mood a boost. The best sources are fatty fish (salmon, herring, mackerel, anchovies, sardines), seaweed, flaxseed, and walnuts.

Avoid nicotine. Smoking when you're feeling stressed may seem calming, but nicotine is a powerful stimulant, leading to higher, not lower, levels of anxiety.

Drink alcohol in moderation. Alcohol temporarily reduces worry, but too much can cause anxiety as it wears off.

Tip 3: Don't skimp on sleep

You may feel like you just don't have the time get a full night's sleep. But skimping on sleep leaves interferes with your daytime productivity, creativity, problem-solving skills, and ability to focus. The better rested you are, the better equipped you'll be to tackle your job responsibilities and cope with workplace stress.

- Try to improve the quality of your sleep by going to bed and getting up at the same time every day, even on weekends. Aim for 8 hours a night—the amount of sleep most adults need to operate at their best.

- Turn off screens one hour before bedtime. The light emitted from TV, tablets, smartphones, and computers suppresses your body's production of melatonin and can severely disrupt your sleep.
- Avoid stimulating activity and stressful situations before bedtime such as catching up on work. Instead, focus on quiet, soothing activities, such as reading or listening to soft music, while keeping lights low.

Stress and shift work

Working night, early morning, or rotating shifts can impact your sleep quality, which in turn can affect productivity and performance and leave you more vulnerable to stress.

- Adjust your sleep-wake cycle by exposing yourself to bright light when you wake up at night, using bright lamps or daylight-simulation bulbs in your workplace, and then wearing dark glasses on your journey home to block out sunlight and encourage sleepiness.
- Limit the number of night or irregular shifts you work in a row to prevent sleep deprivation mounting up.
- Avoid frequently rotating shifts so you can maintain the same sleep schedule.
- Eliminate noise and light from your bedroom during the day. Use blackout curtains or a sleep mask, turn off the phone, and use ear plugs or a soothing sound machine to block out daytime noise.

Tip 4: Prioritize and organize

When job and workplace stress threatens to overwhelm you, there are simple, practical steps you can take to regain control.

Time management tips for reducing job stress:

Create a balanced schedule. All work and no play is a recipe for burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

Leave earlier in the morning. Even 10-15 minutes can make the difference between frantically rushing and having time to ease into your day. Don't add to your stress levels by running late.

Plan regular breaks. Make sure to take short breaks throughout the day to take a walk or chat to a friendly face. Also try to get away from your desk or work station for lunch. It will help you relax and recharge and be more, not less, productive.

Establish healthy boundaries. Many of us feel pressured to be available 24 hours a day or obliged to keep checking our smartphones for work-related messages and updates. But it's important to maintain periods where you're not working or thinking about work. That may mean not checking emails or taking work calls at home in the evening or at weekends.

Don't over-commit yourself. Avoid scheduling things back-to-back or trying to fit too much into one day. If you've got too much on your plate, distinguish between the "shoulds" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

Task management tips for reducing job stress:

- ***Prioritize tasks.*** Tackle high-priority tasks first. If you have something particularly unpleasant to do, get it over with early. The rest of your day will be more pleasant as a result.
- ***Break projects into small steps.*** If a large project seems overwhelming, focus on one manageable step at a time, rather than taking on everything at once.
- ***Delegate responsibility.*** You don't have to do it all yourself. Let go of the desire to control every little step. You'll be letting go of unnecessary stress in the process.
- ***Be willing to compromise.*** Sometimes, if you can both bend a little at work, you'll be able to find a happy middle ground that reduces the stress levels for everyone.

Tip 5: Break bad habits that contribute to workplace stress

Many of us make job stress worse with negative thoughts and behavior. If you can turn around these self-defeating habits, you'll find employer-imposed stress easier to handle.

Resist perfectionism. When you set unrealistic goals for yourself, you're setting yourself up to fall short. Aim to do your best, no one can ask for more than that.

Flip your negative thinking. If you focus on the downside of every situation and interaction, you'll find yourself drained of energy and motivation. Try to think positively about your work, avoid negative-thinking co-workers, and pat yourself on the back about small accomplishments, even if no one else does.

Don't try to control the uncontrollable. Many things at work are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

Look for humor in the situation. When used appropriately, humor is a great way to relieve stress in the workplace. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or funny story.

Clean up your act. If you're always running late, set your clocks and watches fast and give yourself extra time. If your desk is a mess, file and throw away the clutter; just knowing where everything saves time and cuts stress.

Be proactive about your job and your workplace duties

When we feel uncertain, helpless, or out of control, our stress levels are the highest. Here are some things you can do to regain a sense of control over your job and career.

Talk to your employer about workplace stressors. Healthy and happy employees are more productive, so your employer has an incentive to tackle workplace stress whenever possible. Rather than rattle off a list of complaints, let

your employer know about specific conditions that are impacting your work performance.

Clarify your job description. Ask your supervisor for an updated description of your job duties and responsibilities. You may then be able to point out that some of the things you are expected to do are not part of your job description and gain a little leverage by showing that you've been putting in work over and above the parameters of your job.

Request a transfer. If your workplace is large enough, you might be able to escape a toxic environment by transferring to another department.

Ask for new duties. If you've been doing the exact same work for a long time, ask to try something new: a different grade level, a different sales territory, a different machine.

Take time off. If burnout seems inevitable, take a complete break from work. Go on vacation, use up your sick days, ask for a temporary leave-of-absence—anything to remove yourself from the situation. Use the time away to recharge your batteries and take perspective.

Look for satisfaction and meaning in your work

Feeling bored or unsatisfied with what you do for large parts of the day can cause high levels of stress and take a serious toll on your physical and mental health. But for many of us, having a dream job that we find meaningful and rewarding is just that: a dream. Even if you're not in a position to change careers to something that you love and are passionate about—and most of us aren't—you can still find purpose and joy in a job that you don't love.

Even in some mundane jobs, you can often focus on how what you do helps others, for example, or provides a much-needed product or service. Focus on aspects of the job that you do enjoy—even if it's just chatting with your coworkers at lunch. Changing your attitude towards your job can also help you regain a sense of purpose and control.

How managers or employers can reduce stress at work

Having your employees suffering from work-related stress can result in lower productivity, lost workdays, and a higher turnover of staff. As a manager, supervisor, or employer, though, there are things you can do to lower workplace stress. The first step is to act as a positive role model. If you can remain calm in stressful situations, it's much easier for your employees to follow suit.

Consult your employees:

- Talk to them about the specific factors that make their jobs stressful. Some things, such as failing equipment, understaffing, or a lack of supervisor feedback may be relatively straightforward to address.
- Communicate with your employees one-on-one. Listening attentively face-to-face will make an employee feel heard and understood—and help to lower their stress and yours—even if you're unable to change the situation.
- Give workers opportunities to participate in decisions that affect their jobs.
- Be sure the workload is suitable to employees' abilities and resources; avoid unrealistic deadlines.
- Get employee input on work rules, when possible. If they're involved in the process, they'll be more committed.
- Deal with workplace conflicts in a positive way.

Clarify expectations:

- Share information with employees to reduce uncertainty about their jobs and futures.
- Clearly define employees' roles, responsibilities, and goals.
- Make management actions fair and consistent with organizational values.

Offer rewards and incentives:

- Praise good work performance verbally and organization-wide.
- Respect the dignity of each employee; establish a zero-tolerance policy for harassment.

- Show that individual workers are valued and appreciated and that job stress is taken seriously.
- Schedule potentially stressful periods followed by periods of fewer tight deadlines.

II. Look at the table.

Common daily hassles

Children and early adolescents	Middle–late adolescents	Adults
<ul style="list-style-type: none"> •Having to clean up your room •Being bored and having nothing to do •Seeing that another child can do something better •Being punished for doing something wrong •Having to go to bed when you don't want to •Being teased at school 	<ul style="list-style-type: none"> •Conflicts with a boyfriend or girlfriend •Dissatisfaction with your athletic skills •Having your trust betrayed by a friend •Struggling to meet your own academic standards •Not having enough leisure time •Gossip concerning someone you care about •Dissatisfaction with your physical appearance 	<ul style="list-style-type: none"> •Concerns about weight •Health of a family member •Social obligations •Concerns about money •Misplacing or losing things •Home maintenance •Job security

Source: Kanner, et al. (1991); Kohn, Lafreniere & Gurevich, M. (1990)

- Consider the stressors in table 3.1 derived from research conducted over 25 years ago.

(a) Which stressors for middle–late adolescents do you believe are still relevant or are no longer relevant?

(b) Which stressors do you believe might be included in the list if the studies were to be replicated by contemporary researchers?

III. Following is a list of experiences which many people have some time or other. Please indicate for each one that you have most recently experienced, its degree of severity in your life using the following scale. Put a '1' in the space provided next to an experience if it had a somewhat severe effect; '2' for an experience that had a moderately severe effect; and '3' if it had an extremely severe effect. If you have not had the experience, put a '0' in the space provided.

Severity of the most recent experience

0 = Not experienced

1 = Somewhat severe

2 = Moderately severe

3 = Extremely severe

1. Conflicts with a boyfriend or girlfriend _____
2. Dissatisfaction with your athletic skills _____
3. Having your trust betrayed by a friend _____
4. Struggling to meet your own academic standards _____
5. Not having enough leisure time _____
6. Gossip concerning someone you care about _____
7. Dissatisfaction with your physical appearance _____
8. Conflict with a teacher _____
9. Social rejection _____
10. Too many things to do at once _____
11. Being taken for granted _____
12. Being let down or disappointed by a friend _____
13. Concerns about weight _____
14. Concerns about money _____
15. Misplacing or losing things _____
16. Loneliness _____

17. Separation from people you care about _____
18. Having your contributions overlooked _____
19. Disliking a school subject _____
20. Being taken advantage of _____
21. Dissatisfaction with an ability _____
22. Struggling to meet the academic standards of others _____
23. A lot of responsibilities _____
24. Dissatisfaction with school _____
25. Decisions about intimate relationship(s) _____
26. Not enough time to meet your obligations _____
27. Financial burdens _____
28. Lower grades than you hoped for _____
29. Not enough time for sleep _____
30. Conflicts with your family _____
31. Heavy demands from extracurricular activities _____
32. Conflicts with friends _____
33. Getting 'ripped off' or cheated in the purchase of services _____
34. Difficulties with transportation _____
35. Disliking fellow student(s) _____
36. Interruptions of your school work _____
37. Social isolation _____
38. Long waits to get service (e.g. at banks, stores, etc.) _____
39. Being ignored _____
40. Social conflict over alcohol, smoking or drugs _____

- **Following is a list of experiences which many students have some time or other. Please indicate for each experience how much it has been a part of your life over the past month. Put a '1' in the space provided next to an experience if it was not at all part of your life over the past month (e.g., 'trouble with mother in law — 1'); '2' for an experience which was**

only slightly part of your life over that time; ‘3’ for an experience which was distinctly part of your life; and ‘4’ for an experience which was very much part of your life over the past month.

Intensity of Experience over Past Month

1 = not at all part of my life

2 = only slightly part of my life

3 = distinctly part of my life

4 = very much part of my life

IV. Look at the table. Analyse the prevalence of stressors among different age groups.

Prevalence of stressors among different age groups

	18–25	26–35	36–45	46–55	56–65	66 and above
Personal financial issues	59%	57%	58%	50%	38%	25%
Issues with trying to maintain a healthy lifestyle	54%	43%	37%	44%	32%	27%
Family issues	50%	48%	46%	50%	41%	32%
Friendship issues	50%	35%	25%	25%	14%	7%
Issues related to study	48%	24%	15%	8%	5%	3%
Relationship issues	42%	45%	35%	29%	16%	17%
Personal health issues	39%	39%	40%	45%	44%	43%
Issues with the health of others close to you	38%	33%	34%	37%	38%	40%
Issues in the workplace	38%	49%	38%	37%	20%	5%
Mental health issues	32%	28%	22%	25%	16%	11%
Issues about the economy	26%	29%	29%	33%	27%	31%
Issues around personal safety	21%	19%	16%	11%	8%	8%

Issues regarding the current political climate	21%	24%	25%	30%	35%	37%
Environment issues	16%	20%	17%	18%	17%	21%

Credit 6. Entertaining. Corporate events in the enterprises.

I. Fill in the gaps.

leaflet guided souvenirs peak shuttle map

1. The ... of the city centre shows interesting places for tourists.
2. There is a ... bus every hour from the airport to the hotel.
3. Most tourists buy ... of their visit.
4. Many museums offer ... tours.
5. This information ... has a list of restaurants.
6. It's difficult to get theatre tickets during ... periods.

II. Fill in the gaps with correct form of *go*, *play*, or *do*.

go / play / do

I go + nouns with -ing

I play + sports, games, musical instruments

I do + aerobics, weight training

1. I... running.
2. Do you ... football?
3. He ... weight training.
4. She ... aerobics after work.
5. I ... cycling in the morning.
6. He ... the guitar in a band.
7. They ... fishing.

III. Underline the correct form of the verbs.

1. I love *swim* / *swimming*.
2. I like *watch* / *watching* football, but I can't *play* / *playing* it very well.
3. I hate *run* / *running*. I much prefer *cycle* / *cycling*.
4. What do you like *do* / *doing* in your spare time?
5. I can't *ski* / *skiing* very well. It's very difficult.
6. I don't like *plav* / *playing* chess. It's boring.

IV. Where would you like to have a holiday home? In your country? What about abroad?

a) Read the first paragraph of the article. What sort of company is Vladi Private Islands?

b) Read the rest of the article and fill in the gaps.

<i>tropical</i>	<i>lake</i>	<i>islands</i>	<i>coast</i>	<i>climates</i>	<i>forests</i>	<i>beaches</i>	<i>ocean</i>
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Islands for sale

Buying your own Piece of Paradise

Lots of people own, or would like to own, a holiday home in the sun. But imagine buying a whole island. It sounds like a dream, but for some people, private islands are a reality. There are hundreds of private islands around the world. Vladi Private Islands, an island real-estate agency, has nearly 100 properties for sale. And you don't have to be a millionaire to buy one - although it helps.

Some of the most beautiful properties are in the tropical regions of the Atlantic - in the Caribbean and the Bahamas. In the southern hemisphere, there are a few private (1) _____ in French Polynesia, in the Pacific. There are also some places in the Indian (2) _____, mostly in the Seychelles, 600 km off the eastern (3) _____ of Africa. (Although, further east, there are thousands of islands around Indonesia, Malaysia, Thailand and the Philippines, there are almost no private islands in Asia).

Typical prices for (4) _____ islands are between one and five million dollars. But if you don't have a multi-million-dollar budget, you can buy an island for as little as \$100,000. However, instead of warm, white sand, you get cold, white snow, and an island on an icy (5) _____ in Western Canada. Of course, mountains and pine (6) _____ can be as beautiful as (7) _____ and palm trees. In fact, some of the most expensive islands in the world are in colder (8) _____ - mostly in North America and Europe - not too far from the northern business capitals of New York and London, where their owners work.

V. Do you like music? Is music part of your life? Ask your partner to express his/her point of view on the questions in the chart below.

Music can leave us indifferent or it can provoke powerful and complex feelings.

The power of music

a) My favourite music is ...

I enjoy ...

I adore ...

My joy is ...

b) When I listen to (classical) music it ...

pictures in my mind ...

makes me remember ...

makes me think of ...

provokes (evokes) the picture of ...

c) Music can ...

Music ... our hearts and feelings.

d) The music I love is ...

Being free I listen to ... music.

It depends on my mood.

When I am ... I listen to ... music.

e) The music I hate is ...

I switch off the radio when I listen to ... music.

I think music makes us

1. What sort of music do you like?

pop music

martial

rock

sacred

folk

organ

classical

spiritual

country

jazz

dance

2. What does music make you think of?

happy days	my early childhood
different seasons	days off
a dark day	a New Year party

3. How can music influence people?

appeals to ...	transforms ...
inspires ...	entertains ...
destroys ...	enriches ...
conquers ...	

4. What music do you like listening to when you have free time?

romantic	melancholy
catchy	soft
sweet	sentimental
amazing	fascinating
passionate	torchy
unforgettable	breathtaking
appealing	sensational

5. What music irritates you?

cluttered	rubbish
complicated	tuneless
dreadful	annoying
boring	foolish

VI. What are your favourite activities when you have free time?

I	look forward to	doing nothing.
My friends	can't give up	laughing, relaxing and having a good time.
and I	feel like	playing sports.
	enjoy	watching videos.
	can't help	playing computer games.
		hanging around the city.

VII. Do you agree with the five things they ask you not to do during a concert?

- Please do not drink or eat during the performance.
- Please ensure that all alarms are switched off.
- The taking of photographs is strictly forbidden.
- Please try not to cough during the music.

- **Which of the five things do you find most annoying?**

- **What other requests would you like to include in the list?**

VIII. You were at the performance. Your neighbours' behavior annoyed you and your friend. Act out a conversation in which you complain to each other about their behavior.

IX. What do these people think of modern music? What negative and positive things are they talking about?

1. Samuel Williams, 58

I am sorry now that I was never too concerned about the music my kids listened to in the mid-60s and 70s. It was destroying. Parents should be very careful about cassettes and CDs they buy for their children.

2. Wills Cohen, 64

Some of the music is immoral. Kids should be listening to music with messages like staying away from drugs or staying at school. There are some rap songs that are all right. Kids can dance to a beat but without all these sacrilegious things.

3. Gloria Basker, 47

On the whole, I don't think it's bad. I am not into heavy rock, but mostly the music is no worse than what I listened to when I was growing up. I don't see any sense in warning labels on records or CDs because who reads labels anyway? Few people do.

4. Shawn Mulbery, 49

The music is probably too violent. I can't find any sense in the lyrics. If the music doesn't destroy your mind, it will destroy your ears. I don't think that banning music is the answer but parents have to be responsible for what their children listen to.

- **Do your parents agree or disagree with the above opinions?**

- **What do your parents think about modern pop music? What do they like and dislike about it?**

X. Match the musical terms and definitions.

- | | |
|------------------|--|
| 1. jazz | a) a musical style where the singer speaks or shouts the words |
| 2. country music | b) an American style of music based on variation. Since its beginning in the black community of New Orleans, Louisiana, USA around the turn of the century, it has continuously been involved into many different styles. The constant elements are improvisation and variation. |
| 3. rock'n'roll | c) a style of music that was popular especially in the 1950s but is still played now. It has a strong, loud beat and is usually played on electrical instruments. |
| 4. blues | d) music that is popular in and originated from the southern and western United States. It has many sources: traditional balads, cowboy songs, Mexicac music and the like |
| 5. rap | e) a type of music that has its origin in America's black community. Most songs are about loneliness, sadness or lost love, sometimes the words express a humorous reaction to life's troubles |

XI. Match the words and definitions.

- | | |
|--------------|---|
| 1. a company | a) a special building or place for the performance of plays |
| 2. a musical | b) a place where operas and ballets are performed |

- 3. an opera house c) a group of entertainers who work together
- 4. a libretto d) a play with a dialogue, songs and often dances
- 5. a theatre e) the lyrics of a musical play
- 6. an audience f) those who watch outdoor events such as matches, races, etc.
- 7. spectators g) those who watch theatrical performances or other entertainments

XII. Test your memory. Look carefully at the following words for 2 minutes, try to memorize them. Then, cover the words. If you can write down less than 15 words from your memory, that means your memory needs training.

foreign, athletics, champion, take part, competition, participate, team, practice, contest, Olympics, result, coach, winner, player, skating, sportsground, stadium, gymnastics, jumping, develop

XIII. Brainstorming.

- 1) **How many names of sports can you think of in English? Write down as many as you can in 3 minutes.**
- 2) **Sports are often grouped into categories. Here are some of the most common. Look at the list of sports you made, and sort them into the categories.**

water sports	indoor sports	winter sports	target sports	motor sports	ball games	racquet sports

XIV. Complete the chart by distributing the words below according to their meaning.

- athletics diving game tennis racket rod
- bat field hockey marathon skis
- boots helmet judge player stadium
- beach ball boxing gloves motor racing pool snooker

canoeing	coach	manager	parachuting	striker
captain	fishing	net	rock climbing	trunks
court	goalkeeper	pitch	referee	team
basketball	golf	pole vault	ring	water polo
defender	ground	oar	squash	whistle

games	sport	people	places	equipment

-

- **Suggest a sentence that links any two of the words from the chart. Put necessary verbs in different tenses so that a sentence has sense.**

Example: The competitions in diving are held in a pool.

- **Complete the sentences with the words from the chart.**

1. The person who selects the players for a game is the
2. The official who makes sure players follow the rules in games like tennis, squash and basketball is the
3. London's most famous place for international matches is Weembley
4. The football player who tries to score goals is called
5. We play squash and tennis on an indoor
6. In table tennis you hit the ball with a round
7. You can't row without
8. A hard hat that keeps your head safe is a
9. A piece of ground where you play games like football or cricket is a
10. A person who teaches a sport is a
11. A game where two players hit a small ball against a wall in a special room called a court is
12. A group of people who play a sport or a game together against another rgroup is a

XV. Use the verb in brackets in an appropriate form.

Tennis

Tennis _____ (1) (*was introduced / has introduced*) by Major Walter Clopton Wingfield at a Christmas party at Nantclwyn, Wales, in 1873. Although played on different surfaces (grass, wood, concrete), it is also _____ (2) (*called / calling*) lawn tennis. The aim of the two or four players is to strike the ball into the prescribed arewa of the court, with oval-headed rackets in such a way that it cannot be returned. Major events include the Davis Cup first contested in 1900 for international men's competition, and the annual All England Tennis Clun championships at Wimbledon.

Table tennis was first _____ (3) (*invented / inventing*) in England in about 1880. At first the game _____ (4) (*have had / had*) several strange names: Gossima, Whiff Whaff and Ping Pong. It _____ (5) (*wasn't / wouldn't*) until 1926 that the International Table Tennis Association _____ (6) (*was formed / formed*) with international championships and rules.

Although the game _____ (7) (*has invented / was invented*) in England British players _____ (8) (*have / don't have*) much chance in international championships. It's the Chinese with their fantastic speed and power who _____ (9) (*win / winning*) all the time. Table tennis looks more _____ (10) (*like / likes*) gymnastics when the Chinese _____ (11) (*start plays / start playing*), with the ball flying over the net at speed of over 150 kilometres per hour.

XVI. Use the verb in brackets in an appropriate form.

Windsurfing

Windsurfing or boardsailing or sailboarding is a water sport combining elements of surfing and sailing. Since 1984 the sport has been _____ (1) (*included / including*) in the Olympic Games as part of the yachting events. From 1992 men and women have to _____ (2) (*complete / competition*) in separate categories. There are also annual boardsailing world championships.

Using the Lechner board, speeds in excess of 40 khots have been _____ (3) (*achieved / achieving*).

Windsurfing _____ (4) (*was invented / has been invented*) in the mid-sixties by two southern Californian surfers, Hoyle Schweitzer and Jim Drake. Surfers _____ (5) (*need / are needed*) strong rolling waves, and hate days of calm sea. Schweitzer _____ (6) (*notices / noticed*) that on days when waves _____ (7) (*were not / had didn't*) high enough to surf, there _____ (8) (*was / didn't*) often a strong wind and he set about finding a way to use it. His first experiments involved _____ (9) (*to be standing / standing*) on his surfboard holding out a piece of sail cloth in his hands. Gradually he and Drake _____ (10) (*were refined / refined*) this idea into a basic design for a sailboard, but holding a mast and a triangular sail which _____ (11) (*could / must*) be tilted and turned in any direction. The windsurfer _____ (12) (*operating / operates*) a boom which _____ (13) (*has controlled / controls*) the amount of wind in the sail, for speed and change of direction. Schweitzer immediately _____ (14) (*went / was gone*) into business designing and making the ne sailboards and taking the idea abroad. By mis-seventies, the sport _____ (15) (*had been spread / had spread*) to Holland, Germany and France.

XVII. Complete the sentences using the verbs from the box.

Squash

will make	is	began	has worked	play	to get
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Squash _____ (1) at Harrow School in the mid-nineteenth century, but _____ (2) since ... its way into almost every city and district in Britain and throughout Europe. Squash _____ (3) one of the fastest games in the world. Two people _____ (4) in a small confined space surrounded by high walls with no net to keep them apart. The aim is _____ (5) to the point at the centre of the court and to stay there.

Squash players hope that the game _____ (6) them stronger and fitter, but, like many sports, squash can be very dangerous. The most obvious danger is the small ball that shoots through the air extremely fast.

XVIII. Read about three people talking about their favourite sport or leisure activity and answer the following questions:

- Which sport or activity are they talking about?
- Where do they do it?
- What equipment do they need?
- How often do they do it?
- Why do they like it?
- Are they good at it?

Talking about sports

1) Margaret

I love many sports, but best of all – skiing. I first skied when I was six years old, and lived in Canada, and then for many years I wasn't able to ski again because I lived in hot places. Now I live in England and the winters are gloomy, and there's not much sun, so one of the wonderful things about skiing for me is the light and sunshine that you find high in the mountains. For me now the place to ski is the Alps. A lot of other people like it, too, and it can be rather crowded, especially around the lift because you now have mechanical lifts that take you up, whereas in Canada I had to walk up if I wanted to ski down. The equipment you need is skis, and boots, and poles. Many people own their own equipment but I hire mine in the resort. I do have my own clothes though, and clothes are very important because skiing is quite a fashion-conscious sport. Also, it's necessary to have clothes that will protect you because the weather can be very severe. You need a ski-suit, a hat, goggles to protect your eyes, socks, mittens, and a rucksack is useful to carry around your staff. Now at this point, I have to confess that I'm not the world's greatest skier. I would say I am a respectable skier, I'm a safe skier, but that doesn't stop you having a wonderful time. Also, there's the social life that is such an important part of skiing. It's so nice at the end of the day to gather with friends when everybody's talking about their excitements during the day. I live it!

2) Susan

I's an elderly lady of eighty-two and I've always been interested in keep-fit, yoga and anything to keep myself mobile. Two years ago I joined a little club where about twenty of us meet together and we go through all the movements with music – it's very enjoyable. Needless to say, I'm the eldest one there, but I am able to do most of the exercises, when I feel OK. How often? I go once a week, and we exercise for about three quarters of an hour, and then we end up with having a nice lunch. I've made lots of friends since joining. And for this keep-fit we just wear a leotard with a nice bright yellow top and feel very smart. Am I good at it? Well – I think I am, and the instructress tells me that I am an example to the rest.

3) Alan

As for me, I play football, volleyball, tennis, and table tennis but volleyball is my favourite game as it's a team game and you can play it with your friends, and enjoy it as a team. Also, it is a fast game and that's another reason why I enjoy it. We play at local sports centres more during the winter and sort of play in tournaments around England. In the summer I play beach volleyball. Beach volleyball is quite different from the volleyball you play in the centres. Instead of six players in a team, it's only two players.

As for the tournaments I've mentioned ... Yes, I've played for South West England and we've got through to the semi-finals of different England tournaments, as for Wessex, my other volleyball team, we've actually won a few tournaments. So yes, I have done quite well. The equipment we need is first of all the ball and the net and of course knee pads because when playing you fall on your knees a lot. You may also need a volleyball kit. How often? Well during the season, which is about September to June, I play twice a week. One of those is training, and the other is a match. You know, sometimes I think I won't be able to live happily without it, it fills my life with energy and enthusiasm so necessary in my daily life.

XIX. Match the first part of the conversation on the left with the other part on the right.

- 1) Let's hurry. The game has already started.
- 2) Our seats are in the grandstand. It's that gate over there.
- 3) I hope we won't have to sit in the sun.
- 4) Where do you usually sit?
- 5) You've always said you wanted to see a baseball game.
- 6) There are nine innings in a game, aren't there?
 - a) We have to go up those steps.
 - b) But we haven't missed anything. The score is still nothing to nothing.
 - c) Thank you for bringing me here. It's so exciting.
 - d) There is no sun in the grandstand. It's completele covered.
 - e) I like to sit in the bleachers. You can see the game better.
 - f) That's right – except that sometimes if the score is tied at the end of the ninth, they have to play extra innings until the tie is broken.

XX. Find and underline the word, which is the odd-one-out.

- 1) badminton, fencing, soccer, tennis
- 2) weight-lifting, figure-skating, kickboxing, judo
- 3) draughts, skiing, skating, running
- 4) court, swimming-pool, team, stadium
- 5) trainer, soccer, player, athlete
- 6) take place, take part, win, lose

XXI. Creative work. Speak or write on the following situation:

1. You want to join a sports club and your mother is against it as she is afraid it will take a lot of time and you won't manage your lessons and the sports club. Try to persuade her that sport is necessary for you and you'll do your best to do all your homework properly and in time. Make up a dialogue.
2. You like boxing and your mother wants you to give it up and go in for chess. You argue with her. Make up a dialogue.
3. You want to go to the skating-rink. It is cold and windy outside. Act out the conversation with your girlfriend (boyfriend). Make up a dialogue.

4. You were at the stadium with your friends and you've come home late. How will you explain that to your mother? Make up a dialogue.
5. You've just seen a football match between university teams. What will you tell your friends about it? Make up a dialogue.
6. You see some grown-ups playing volleyball on the sportsground. What will you say if you want to join them? Make up a dialogue.
7. Imagine that you are at home doing your homework. You've switched the TV on as you don't want to learn. Suddenly your mother comes in. She is angry with you and wants you turn the TV off. But you want to know the results of the last football match. Make up a dialogue.
8. You want to go to a football game, but your girlfriend insists that a movie would be much more fun. Make up a dialogue.
9. Your friends are going to hold a sports tournament at the university. You are to discuss what games are to be played, and what sports are to be done, why you prefer these very sports for the tournament. Make up a dialogue.
10. Your friend suggests that you should go in the kinds of sports he / she is fond of. Try to convince him / her that the sport you love is the best one. Make up a dialogue.
11. Your younger sister / brother doesn't want to do any sport. He / she just sits in front of TV or plays computer games. Try to persuade him / her that doing physical exercises and playing sports games is very important for a person's health and for development of personality. Make up a dialogue.

XXII. Make comments on the following quotations.

1. Sports do not build character. They reveal it.
2. Winning means rising each time you fail.
3. Practice makes perfect.

Credit 7. New business. The process of discussion and decision making in business

I. Read the following text and list the steps in starting a business as well as explain four elements involved in every business:

The Steps in Starting a Business

Nearly every person who makes the decision to start a business is an entrepreneur because he or she is willing to take a risk. Usually people decide to start a business to gain profits and to “do something on their own” or to be their own boss. Entrepreneurs then gather the factors of production and decide on the form of business organization that best suits their purposes. Anyone hoping to become an entrepreneur must also learn as much as possible about the business he or she plans to start. This process includes learning about the laws, regulations, and tax codes that will apply to the business.

Elements of Business Operation

To start a business, you must make potential customers aware that your services are available for a price. You could have one-page fliers printed to advertise your business and pass them out. You could also buy advertising space in the local newspaper.

Every business, regardless of size, involves four elements: expenses, advertising, receipts and record keeping, and risk.

1. Expenses

If you own a painting business, you will need to purchase brushes and paint. As your business grows, you might invest in paint sprayers so that you can complete jobs faster. This new equipment would add to your income, but will probably take more money capital than you have on hand.

2. Advertising

You will quickly find out that letting potential customers know that you are in business is costly. Once you have customers, however, information about your business will spread by word of mouth.

3. Receipts and Record Keeping

No matter how small your business is, having a system to track your expenses and income is key to your success. All receipts should be safely filed and saved.

4. Risk

Every business involves risks. You must balance the risks against the advantages of being in business for yourself - including profit versus loss. Depending on the kinds of jobs you do, you will need equipment and replacement parts. At first, you might buy parts as you need them for a particular job: In time, you will find it easier to have an inventory. An inventory is a supply of whatever items are used in a business.

Probably one of the first things you want to do, if you have not already done so, is buy a computer. With the computer, you also should purchase the programs that will allow you to keep track of all your expenses and all your receipts. Many such programs exist and are relatively inexpensive. Programs write checks for you, calculate your monthly profit and loss, tell you the difference between what you own and what you owe (called net worth), and so on. As an entrepreneur, you are taking many risks, but the profit you expect to make is your incentive for taking those risks. For example, if you spend part of your savings to pay for advertising and equipment, you are taking a risk. You may not get enough business to cover these costs.

Whenever you buy a special part for a job, you are taking a risk. Suppose you do the work and your customer never pays you. You are even taking a risk with the time you spend. You are using time to think about what you will do, to write ads, to set up the bookkeeping, and so on. This time is an opportunity cost. You could have used it to do something else, including work for someone for a wage.

II. Read the following article and give its summary.

Nine Things Successful People Do Differently

Why have you been so successful in reaching some of your goals, but not others? If you aren't sure, you are far from alone in your confusion. It turns out that even brilliant, highly accomplished people are pretty lousy when it comes to

understanding why they succeed or fail. The intuitive answer — that you are born predisposed to certain talents and lacking in others — is really just one small piece of the puzzle. In fact, decades of research on achievement suggests that successful people reach their goals not simply because of who they are, but more often because of what they do.

1. Get specific. When you set yourself a goal, try to be as specific as possible. «Lose 5 pounds» is a better goal than «lose some weight,» because it gives you a clear idea of what success looks like. Knowing exactly what you want to achieve keeps you motivated until you get there. Also, think about the specific actions that need to be taken to reach your goal. Just promising you'll «eat less» or «sleep more» is too vague — be clear and precise. «I'll be in bed by 10pm on weeknights» leaves no room for doubt about what you need to do, and whether or not you've actually done it.

2. Seize the moment to act on your goals. Given how busy most of us are, and how many goals we are juggling at once, it's not surprising that we routinely miss opportunities to act on a goal because we simply fail to notice them. Did you really have no time to work out today? No chance at any point to return that phone call? Achieving your goal means grabbing hold of these opportunities before they slip through your fingers.

To seize the moment, decide when and where you will take each action you want to take, in advance. Again, be as specific as possible (e.g., «If it's Monday, Wednesday, or Friday, I'll work out for 30 minutes before work»). Studies show that this kind of planning will help your brain to detect and seize the opportunity when it arises, increasing your chances of success by roughly 300%.

3. Know exactly how far you have left to go. Achieving any goal also requires honest and regular monitoring of your progress — if not by others, then by you yourself. If you don't know how well you are doing, you can't adjust your behavior or your strategies accordingly. Check your progress frequently — weekly, or even daily, depending on the goal.

4. Be a realistic optimist. When you are setting a goal, by all means engage in lots of positive thinking about how likely you are to achieve it. Believing in your ability to succeed is enormously helpful for creating and sustaining your motivation. But whatever you do, don't underestimate how difficult it will be to reach your goal. Most goals worth achieving require time, planning, effort, and persistence. Studies show that thinking things will come to you easily and effortlessly leaves you ill-prepared for the journey ahead, and significantly increases the odds of failure. success

5. Focus on getting better, rather than being good. Believing you have the ability to reach your goals is important, but so is believing you can get the ability. Many of us believe that our intelligence, our personality, and our physical aptitudes are fixed — that no matter what we do, we won't improve. As a result, we focus on goals that are all about proving ourselves, rather than developing and acquiring new skills.

Fortunately, decades of research suggest that the belief in fixed ability is completely wrong — abilities of all kinds are profoundly malleable. Embracing the fact that you can change will allow you to make better choices, and reach your fullest potential. People whose goals are about getting better, rather than being good, take difficulty in stride, and appreciate the journey as much as the destination.

6. Have grit. Grit is a willingness to commit to long-term goals, and to persist in the face of difficulty. Studies show that gritty people obtain more education in their lifetime, and earn higher college GPAs. Grit predicts which cadets will stick out their first grueling year at West Point. In fact, grit even predicts which round contestants will make it to at the Scripps National Spelling Bee.

The good news is, if you aren't particularly gritty now, there is something you can do about it. People who lack grit more often than not believe that they just don't have the innate abilities successful people have. If that describes your own thinking well, there's no way to put this nicely: you are wrong. As I mentioned earlier, effort, planning, persistence, and good strategies are what it really takes to succeed.

Embracing this knowledge will not only help you see yourself and your goals more accurately, but also do wonders for your grit.

7. Build your willpower muscle. Your self-control «muscle» is just like the other muscles in your body — when it doesn't get much exercise, it becomes weaker over time. But when you give it regular workouts by putting it to good use, it will grow stronger and stronger, and better able to help you successfully reach your goals.

To build willpower, take on a challenge that requires you to do something you'd honestly rather not do. Give up high-fat snacks, do 100 sit-ups a day, stand up straight when you catch yourself slouching, try to learn a new skill. When you find yourself wanting to give in, give up, or just not bother — don't. Start with just one activity, and make a plan for how you will deal with troubles when they occur («If I have a craving for a snack, I will eat one piece of fresh or three pieces of dried fruit.») It will be hard in the beginning, but it will get easier, and that's the whole point. As your strength grows, you can take on more challenges and step-up your self-control workout.

8. Don't tempt fate. No matter how strong your willpower muscle becomes, it's important to always respect the fact that it is limited, and if you overtax it you will temporarily run out of steam. Don't try to take on two challenging tasks at once, if you can help it (like quitting smoking and dieting at the same time). And don't put yourself in harm's way — many people are overly-confident in their ability to resist temptation, and as a result they put themselves in situations where temptations abound. Successful people know not to make reaching a goal harder than it already is.

9. Focus on what you will do, not what you won't do. Do you want to successfully lose weight, quit smoking, or put a lid on your bad temper? Then plan how you will replace bad habits with good ones, rather than focusing only on the bad habits themselves. Research on thought suppression (e.g., «Don't think about white bears!») has shown that trying to avoid a thought makes it even more active in your mind. The same holds true when it comes to behavior — by trying not to engage in a bad habit, our habits get strengthened rather than broken.

If you want change your ways, ask yourself, What will I do instead? For example, if you are trying to gain control of your temper and stop flying off the handle, you might make a plan like «If I am starting to feel angry, then I will take three deep breaths to calm down.» By using deep breathing as a replacement for giving in to your anger, **your bad habit will get worn away over time until it disappears completely.**

III. Read the article about starting up a business. Choose the best sentence from A-G below to fill each of the gaps. For each question 1-5, mark one leytter. Do not use any letter more than once. There are more letters than you need.

It has been said that you need only three things to start a successful company – to have good people, to make something customers actually want, and, crucially, to spend as little money as possible. (1) _____. A successful business will depend on you; your knowledge, your financial acumen and status and other personal qualities that you can bring to the business.

From a personal perspective you have to take a really honest look at yourself and a series of searching questions. Are you ready for the commitment? There is no one else who will take the pressure away from you. No calling in sick, or relying on other people. And what about the family? Are they ready to support you, not only in emotional terms, but possibly financially – could they be on hand to bail you out? (2) _____. There is also a problem of isolation that can be experienced when it is you who are taking all the responsibility. It is necessary to have professional contacts with whom you can talk and ask for advice.

Businesses that succeed long term need to be led by people with sound core business skills. (3) _____. Perhaps most essential is business planning. A realistic assessment of the strengths and weaknesses of your initial idea will lay the foundations for the ultimate success or failure of your venture. Hand-in-hand with this is financial management. (4) _____. How good are you at identifying and understanding your competition in the marketplace, and knowing your customers needs? Sales and marketing are other essential business skills. You need to be able to

analyze markets and identify selling points, as without sales your business cannot survive or grow.

Few entrepreneurs have all the requisites it is necessary to have, and if you feel doubtful about more than a couple, then one alternative might be to take out a franchise. (5) _____. You run the business using methods established by another company. You receive training and sometimes other assistance, for example with marketing and accounting, and meanwhile you pay the franchisor for the rights to use its brand name, technology or products for a stated amount of time on a renewable contract. Although initial start-up costs might be higher than if you started your own company from scratch, there are fewer pitfalls and it can offer an attractive opportunity to be more independent.

A Banks need to see that you have some form of collateral before they will enter into a contract.

B This is a way of setting up in business for yourself, but without a great many of the risks.

C To be a true entrepreneur, you have to be ready to risk everything.

D For this you need to assess your own skills and decide which, if any, you are lacking and where to source them from if necessary.

E Could you stand to see you lose everything you have gained so far, because the risk is always there.

F But of course, life is not that simple.

G How are your credit-management skills and your ability to plan appropriate product development?

2. Summarise the main ideas of the text in your own words in English.

IV. Creativity, Innovation and Problem Solving

Creativity and Innovation consists of...

SEEING what everyone else has seen,

THINKING what no one else has thought, and

DOING what no one else has dared!"

Innovative thinking is the key to becoming a successful entrepreneur. Whether you actually invent a new product or process, or you use creativity to find a better way to market existing products or services, you will need to learn how to think like an inventor.

START WITH THE CUSTOMER OR END USER

The customer is always your first and most important creative challenge. Listen! Try to see the customers' problems and needs from his or her point of view. Restate the problem and the customers' needs in their terms until a consensus is reached. Ask not only what the problems are, but what special methods are presently used to solve them.

Work with the end user or customer. Use fictitious product descriptions to stimulate ideas and discussion. Remember that effective market research and sales strategy requires just as much creativity, enthusiasm and perfection as does product development.

IMPORTANCE OF ASKING THE RIGHT QUESTIONS

The problem as first stated is rarely the true problem. Ask at least five times. Always restate the problem as many ways as you can; change the wording, take different viewpoints, try it in graphical form. Describe the problem to laymen and also to experts in different fields.

Don't try to learn all the details before deciding on a first approach. Make the second assault on a problem from a different direction. Transforming one problem into another or studying the inverse problem often offers new insights. If you don't understand a problem try explaining it to others and listening to yourself. Test the extremes. If you can't make it better, try making it worse and analyzing what happens. Visualize a new way to solve your problem.

“Why are we so much better at answering questions than at answering the right questions? Is it because we are trained at school and university to answer questions that others have asked? If so, should we be trained to ask questions?” [Or trained to

ask the complete set of right questions in the right way?] Trevor Kletz (Analog Science Fiction, January 1994, p.195)

GETTING GOOD IDEAS FROM EVERYONE AND EVERYWHERE

Asking once is rarely effective, you have to ask many times in many ways. Look at all possible sources of good ideas: your customers, your competition, your peers, the literature, patents, and your own subconscious. Give others some examples, this serves both to illustrate what you're talking about and encourages them to suggest improvements to your ideas.

Tell them also what [you believe] you don't want and which solutions [you believe] won't work. Remember that breakthrough innovations often come from the outside. Work with high performers in fields related to your own to identify and adopt their relevant methods, tools and "tricks of the trade". Trade ideas with all.

SEARCH FOR MULTIPLE SOLUTIONS

"Nothing is more dangerous than an idea when it is the only one we have." The first solution found is usually inadequate or not the optimum. There is usually more than one acceptable solution. Suspend judgement and criticism when first collecting ideas. Studying multiple problems jointly often generates unique solutions. Look for solutions using combinations of ideas from different or evolving technologies. Even if you have one optimum solution it may be necessary to get patent coverage for all other effective solutions so as to protect your market.

BRAINSTORMING

In the initial phase of a brainstorming session participants are encouraged to suggest any idea that comes to their minds. During this initial phase it is a firm rule that none of the participants can criticize or react negatively to any of the ideas that are proposed. Although a given idea may not be new to some it will be new to others and provoke new ideas from the group as a whole. The point is to think of as many new ideas within the group as possible and provoke everyone to think creatively. Following sessions are used to critique the ideas; selecting, improving, modifying, and combining them to produce the final working solution. Encourage examination of

the problem statement itself. Encourage ideas on improving the brainstorming process itself.

VALUE OF EXPERIMENTATION, PLAY, EXAGGERATION; PERSISTENCE

Get your hands dirty. Spend some time trying things you “know won’t work” or “don’t know how they will work”. If you don’t fail frequently you aren’t trying hard enough and may be missing a lot of good opportunities. Try Tom Peter’s algorithm: “READY, FIRE, AIM.” Persist, persist, persist.

As Edison said “invention is 1% inspiration and 99% perspiration [persistipation?]”. Be very stubborn about solving a problem, but be flexible about the definition of the true problem and be very flexible and open minded about the form of the solution.

PATENT AND PROJECT NOTEBOOKS

Patent notebooks are used to provide legal protection for inventions, but can have many other useful, complementary functions: a recorder, a reminder, a source of ideas, a means of ensuring project continuity, and a way to communicate with yourself and within a project group. Clarity and conformance to legal standards is critical. Other things that should be recorded: sources, questions, what doesn’t work, things to try. A one page summary sheet of the important procedures and checkpoints should be included inside the front cover of every patent notebook issued.

INNOVATIVE COST REDUCTION

Remember that the real objective is higher profits. Raising the selling price by adding value or retargeting the market can be an alternative or supplement to cutting costs.

EFFECTIVE USE OF NOTES

Try file cards with text and graphics (diagrams, flow charts, block diagrams, elementary circuits). Keep them simple and easy to change (use pencil or wipe-off transparencies for overlay). Scramble the cards, lay them out together in different arrangements. Mark ideas and questions in a way that makes them obvious to a reader and searchable by a computer.

Richard Feynman, also a Nobel Laureate physicist, believed in getting his hands dirty and doing lots of experiments, saying “To develop working ideas efficiently, I try to fail as fast as I can”.

Put Yourself in Their Shoes

This activity is designed to help you investigate how successful entrepreneurs used their thinking skills to create a better idea than their competition.

Questions Questions Questions!!!

Questions that you ask yourself about your business are essential to creating new ideas that are different from the existing way things are done. Questions provoke your mind to look for answers and ideas. The answers may not pop up immediately but persistence in asking questions and looking for answers is essential to creative answers and successful business ideas. What are some of the questions you could ask if you want to become an entrepreneur?

What do I know how to do?

How could it be done better?

Who might pay me to do it?

What if I made it smaller? or a whole host of what if possibilities

What do the customers want?

How is the industry changing?

What customers are not being served?

VI. Read the information and give its summary.

Five Reasons You Need a Business Plan

by ALAN GLEESON

When I am asked to explain why business planning is so important, my first inclination is to quote Lewis Carroll. In Alice’s Adventures in Wonderland, Alice comes to a fork in the road and asks:

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

For me this scene encapsulates perfectly the problems of not having an overarching goal and plan for your business. Without a plan, or using a cookie cutter business plan template a business is essentially rudderless, and day-to-day activities are likely to be haphazard and reactive, in stark contrast to those businesses implementing a well thought out business plan.

The following represents a list of my top five reasons a firm needs a business plan.

1. To map the future

A business plan is not just required to secure funding at the start-up phase, but is a vital aid to help you manage your business more effectively. By committing your thoughts to paper, you can understand your business better and also chart specific courses of action that need to be taken to improve your business. A plan can detail alternative future scenarios and set specific objectives and goals along with the resources required to achieve these goals.

By understanding your business and the market a little better and planning how best to operate within this environment, you will be well placed to ensure your long-term success.

2. To support growth and secure funding

Most businesses face investment decisions during the course of their lifetime. Often, these opportunities cannot be funded by free cash flows alone, and the business must seek external funding. However, despite the fact that the market for funding is highly competitive, all prospective lenders will require access to the company’s recent Income Statements/Profit and Loss Statements, along with an up-to-date business plan. In essence the former helps investors understand the past, whereas the business plan helps give them a window on the future.

When seeking investment in your business, it is important to clearly describe the opportunity, as investors will want to know:

Why they would be better off investing in your business, rather than leaving money in a bank account or investing in another business?

What the Unique Selling Proposition (USP) for the business arising from the opportunity is?

Why people will part with their cash to buy from your business?

A well-written business plan can help you convey these points to prospective investors, helping them feel confident in you and in the thoroughness with which you have considered future scenarios. The most crucial component for them will be clear evidence of the company's future ability to generate sufficient cash flows to meet debt obligations, while enabling the business to operate effectively.

3. To develop and communicate a course of action

A business plan helps a company assess future opportunities and commit to a particular course of action. By committing the plan to paper, all other options are effectively marginalized and the company is aligned to focus on key activities. The plan can assign milestones to specific individuals and ultimately help management to monitor progress. Once written, a plan can be disseminated quickly and will also prompt further questions and feedback by the readers helping to ensure a more collaborative plan is produced.

4. To help manage cash flow

Careful management of cash flow is a fundamental requirement for all businesses. The reason is quite simple—many businesses fail, not because they are unprofitable, but because they ultimately become insolvent (i.e., are unable to pay their debts as they fall due). While the break-even point—where total revenue equals total costs—is a highly important figure for start-ups, once a business is up and running profitably, it becomes less important.

Cash flow management then becomes more vital when businesses pursue investment opportunities where there are significant cash out flows, in advance of the cash flows coming in. These opportunities need to be assessed against any seasonal variations in the business and the timing of the flows. If you are a “cash-only”

business, you can bank the income immediately; however, if you sell on credit, you receive the cash in the future and hence may need to pay some of your own expenses before that income hits your account. This will put a further strain on the company's solvency and hence a well structured business plan will help you manage funding requirements in advance.

5. To support a strategic exit

Finally, at some point, the owners of the firm will decide it is time to exit. Considering the likely exit strategy in advance can help inform and direct present day decisions. The aim is to liquidate the investment, so the owner/current investors have the option of cashing out when they want.

Common exit strategies include:

- Initial Public Offering of stock (IPO's)
- Acquisition by competitors
- Mergers
- Family succession
- Management buy-outs

Investment decisions can be taken in the present with one eye on the future via a well-thought-out business plan. For example, if the most attractive exit route appeared to be selling to a competitor, present day management and investment decisions could focus on activities that would increase the company's attractiveness to that competitor.

Given that valuing firms is notoriously difficult and subjective, a well-written plan will clearly highlight the opportunity for the incoming investors, the value of it and increase the likelihood of a successful exit by the current owner.

Credit 8. Marketing. The role of marketing to promote the product

I. Read and translate the given words. Divide them into the following groups:

a) kinds of goods; b) brands of the products; c) packaging;

d) a process of creating a new product:

appeal	inventory	product
brand	to invent	product development
family brand	label	product line
capacity	manufacturer	product planner
coat	marketing research	quality
consumer goods	merchandising	sales
demand	market manager	sales advantage
to design	market segment	sales force
fashion	services	profitable
funds	overhead	size
industrial goods	packaging	taste
to introduce	profit	input

II. Read the text and find out what is the process of product development, why the firm needs product brands, what is the role of product packaging.

Product Planning

Marketing begins if buyers have money and desire to spend it and the sellers have the product. The first step is to understand these groups and to make marketing research to determine the number of buyers, what they want to buy, how, when, where, at what price. At one time all products are new; a product is new if it is new for the manufacturers who are entering the market to challenge the existing competition or if it has enough design modifications to make it a new product issue.

The main rule is to have the right goods at the right place at the right time at the right price.

The product planners determine if there will be a demand for a given product. Marketing managers then, working together with top management, integrate these predictions with the analysis of all the areas of the business. They should answer the questions: Does the firm possess the capacity and the funds to enter into the new product area? What are the existing marketing strengths, skills, resources? How strong is the competition?

Appraising new products and changing the existing product line are ongoing processes. For example, Volkswagen in Germany introduced 3 new models to feel the needs of the market seeking different qualities in an automobile. Its decision to stop production in most plants of the renewed “bug” or “beatle” is another side of marketing.

When a product makes a profit, it is introduced into the product line; when a product is no longer makes a profit it is eliminated from the product line.

Some new product may be sold to current customers by the existing sales force, used the distribution channels previously developed, the same price and advertising appeals. Some new product appeals new markets.

Some firms invest large sums in new product R&D because pioneering is risky. In a less expensive way, some firms monitor the product development to others to see if the item is saleable, or introduce products only into mature markets. This kind of business has low overhead and usually manufactures large volumes at low cost, relying on price as its only important sales advantage.

After deciding to produce a product, the planners carefully weigh all the input (style, fashion, packaging).

Marketing a new product is always a gamble, but information and planning reduce the risk of failure.

III. Answer the questions according to the text:

1. Describe the role of marketing to those who buy or use goods or services.
2. How does marketing affect product planning?

3. What makes a product “new”?
4. How might the introduction of a new product affect the distribution, sales force, promotion policies of a firm?
5. What are the major decisions which must be made after the decision to introduce a new product?

IV. Read and translate the given words. Divide them into the following groups: advertisement, propaganda, personal selling, means of disseminating information:

to appeal	display	promotion
to arouse curiosity	expensive	publicity
advertising	face-to-face	sales promotion
advertising agency	image	self-interest
animation	income	sample
to attract	insurance	to sell
billboards	long-term	short-term
bottom line	mass-selling	shopper
commercial	to please the eye	window-display
commission rate	premium	word-of-mouth

V. Read and translate the text:

Promotion And Selling

If marketers are to persuade consumers to buy their products, there must be communication. It may announce new products, describe new features, uses, improvements of familiar goods. The aim is to stimulate sales, so marketers carefully analyse the names, methods, information.

The following questions should be answered: At which consumer groups should the communication be directed? What kind of information do these groups seek? How much will it cost?

Promotion is one of the strategic decision areas of marketing. Methods are as follows: face-to-face personal selling, mass-selling to large numbers of customers at

the same time, short-term sales promotion. They are used to tell the target market about the “right” product.

The first advertising agency was founded in Philadelphia, in 1841. The agencies earn most of their income for commissions: their standard rate is 15%. To be effective, they must appeal to the customers’ self-interests and arouse their curiosity. An advertisement does not sell encyclopaedias, but “knowledge” on “your child’s future”, not a house but “the good life”, not fire insurance but “protection for your family”.

TV ads (commercials) are the most expensive because they reach the most people. Spots are live action, animation or stop-motion techniques.

National and international shows are excellent opportunities for identifying new product ideas and marketing trends. Displays attract customers by pleasing the eye. Often manufacturers or wholesalers will supply retailers with window-display materials. Counter, shelf or floor displays encourage shoppers to buy on impulse.

Another advertising tool is packaging.

In addition to advertising, marketers always hope to get favourable publicity for their products. By putting forth a positive public image, the potential for greater realisation of profits exists.

Personal selling is more important for technically complex products – those available in a wide variety of styles and colours and custom-made.

Here are channels of advertising and promotion:

word-of-mouth ---- direct mail ----- packaging ----- radio ----- industrial films -----
hand bills ----- billboards ----- magazines and newspapers ----- samples and
premiums ----- TV ----- signs in stores.

Clearly, there is no formula, technique, method or kind of material that can guarantee sales. The end result (the bottom line) measures the success or failure of promotion and selling efforts.

VI. Answer the following questions to the text:

1. What must all advertisements do to be effective?

2. What is the main aim of promotion?
3. What are promotion methods?
4. What are the channels of advertising and promotion?

VII. Study the advertising information in any magazine and answer the following questions:

1. What basic ideas does the advertisement set out to convey?
2. What attitudes is the advertisement trying to change?
3. Who is the target audience?
4. What emotional appeals does the advertisement make?
5. In what part of the press would you place it? Explain why.

VIII. Discuss the following questions:

1. Give some examples of commercials, ads, etc. Comment on them.
2. Give some examples of selling the benefits of a product or service rather than the products or services themselves. How do your examples appeal to the emotions of the potential customers?
3. Compare TV and printed, radio advertisements.
4. Where are films especially valuable for promotion to be shown?
5. List some sales promotional activities typically used by firms to call attention to their products.
6. What type of advertisement is prevalent in our country?

IX. Read the title of the text. What do you think it is about? Read and check.

Choices ... you make them

Clever companies know that there is big money in small pockets, which means that they're after your pocket money! And that's why they advertise everywhere, persuading you to buy their products with their small slogans, attractive colours and beautiful, smiling people. Some companies even send out 'coolhunters' to find out what young people find cool and then make adverts that appeal especially to them! Sometimes we need the things they are advertising, of course, but many times we really don't. We buy food, clothing. Beauty products and many other things to fit in

with our friends, or simply because it's fun to shop! But every time we buy something, there's an effect on the environment. When clothes are made, for example, lots of natural resources are used and harmful chemicals are produced. So, the next time an advert tempts you to buy something new, STOP and THINK about your choices before you do! Here are a few ideas to get you started...

Buy smart. Take some time to think about why you are buying something and whether you really need it. Send an e-card instead of a paper birthday card., for example. And buy well-made clothes that will last a long time!

Share with friends. Perhaps you and your friends like the same kind of music, magazines or video games? Don't buy the same ones! Buy different ones and then share or swap.

Buy recycled and recycle. Fewer natural resources are used to produce recycled items. So read the labels and choose recycled! Sick of that old jacket? Go ahead and get a new one, but donate the old one to a charity shop.

We all have the power to make smart buying choices ... and that includes YOU!

Answer the questions:

1. Where can we see product advertisements?
2. According to the text, why do we buy things?
3. What can we do to make wise choices?
4. How do companies get us to buy things we don't really need?

X. Make questions for these answers.

1. When _____ ?

I bought it yesterday.

2 _____?|

No, she didn't work in the office today.

3. _____?

Yes, he made a video.

4. Where _____ ?

They saw the product in a supermarket.

5. _____ ?

Yes, we found your office very easily.

6. When _____ ?

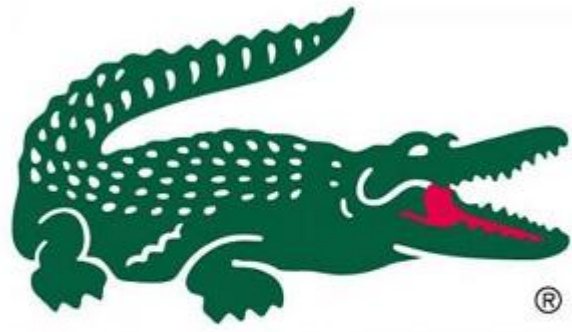
I went there last week.

XI. Below are some well-known logos to review. Answer the questions:

1. Which logos can you recognize?
2. Why do you think that these logos were designed this way? That is, what are they trying to communicate?
3. Are logos just used for quick recognition – or do they try to “tell a story” about the brand?
4. Which logos, do you think, are the better ones? Why?
5. How often (if at all) should successful brands change/fine-tune their logo design?
6. In addition to a brand’s logo – what are some other brand elements (colors, shapes, slogans, sounds) that are also important to use?
7. Do you think that every brand needs a logo? Or are logos more important in certain industries only?

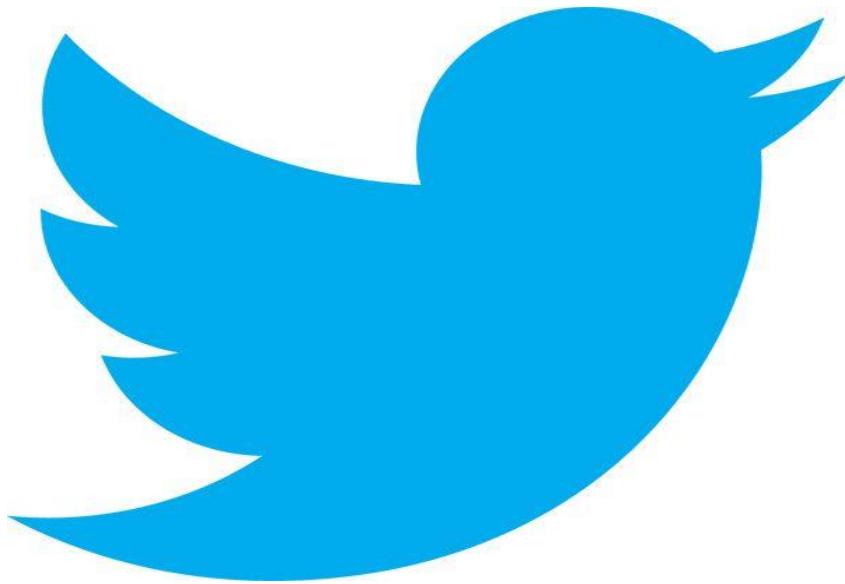






LACOSTE





XII. Read the information and discuss the questions.

As you probably know, brand equity is becoming increasingly important factor to successful brands. Brand equity has the ability for firms to to gain additional market share, at a price premium, with increased customer loyalty, and greater acceptance of new products. It also provides significantly more access to more retailer channels and easier ability to enter new markets.

Professional valuation companies that rank firms on the brand equity value consider how much the brand contributes to additional profitability. Here are the top 10 brands for 2015 as determined by Millward Brown.

Apple

Google

Microsoft

IBM

Visa

AT&T

Verizon

Coca-Cola

McDonalds

Marlboro

Student Discussion Questions

1. Most professional brand valuation firms consider the impact of brand's contribution to overall profitability to measure brand equity, rather than softer emotional metrics, such as likability – do you agree with this profit-focused approach?
2. Have a look at the top 10 brands in the world, what similarities can you see in regards to their marketing activities?
3. Only a few years ago Coca-Cola was the most valuable brand in the world, a position it had held for a long time. Do you think it is possible for Coca-Cola to every regain the number one spot?

4. How is it possible that the Marlboro (cigarette) brand is still in the top 10 most valuable brands in the world – given it is prohibited from advertising in many countries? Therefore, to what extent do you think that advertising spend influences overall brand equity?

XIII. Marketing Career Quiz

- 1) Do you enjoy playing with puzzles, solving problems and lateral thinking games?
- a) Not really – I find them boring, too difficult, or a waste of time
 - b) Sometimes they're okay to do something different
 - c) Yes, I generally enjoy solving puzzles and playing lateral thinking challenges
- 2) In your academic studies to date or in your current workplace, do you like studying topics and answering questions that have one right answer, or do you prefer ambiguity where there could be multiple correct approaches to the question?
- a) I preferred “hard” topics and subjects where there was one set answer
 - b) My preference is clearly for subjects where there were multiple right answers
 - c) I'm probably quite flexible and can comfortably work with both types of topics and questions
- 3) Have you started your own business – even on a part-time basis – or are you interested in owning your own business in future?
- a) No – owning a business is NOT something that interests me
 - b) Yes – I would like to start my own business one day
 - c) Yes – I have already started at least one business
- 4) Do you have ambitions to be the CEO of a medium or large size company later in your career?
- a) Definitely, I expect to have a fantastic corporate career
 - b) No – I'm not that ambitious, or I don't think I could achieve that goal
 - c) Maybe, it would be nice to achieve that goal, but it's not that critical
- 5) How well do you interrelate with people?
- a) I would consider myself an introvert, and prefer to work by myself

- b) I would consider myself an extrovert and loved talking to people
 - c) I'm probably a bit of both, perhaps a little bit introverted but can engage with people quite well
- 6) Would you consider yourself to be a persuasive person?
- a) No – I'm not very good at constructing and presenting arguments
 - b) Yes – I win every argument that I get into
 - c) I can be when I want to be, and work towards providing the right information
- 7) How well do you handle criticism?
- a) Not very well, I prefer not to be criticized
 - b) I just ignore criticism completely
 - c) It is a natural part of life – it happens – sometimes it's good, sometimes is just plain mean
- 8) How confident are you were dealing with numbers and perhaps spreadsheets?
- a) I've never really liked numbers and have usually struggled with math
 - b) I can get by, but is not my preference
 - c) Yes, I am quite comfortable with numbers and analysis
- 9) In terms of your preferred working environment in the future, would you prefer flexibility or stability?
- a) I would like to have a job where I am comfortable with what I am doing
 - b) I'm happy with a bit of stability and flexibility
 - c) I would prefer a job where every day is different
- 10) How important is social status to you as a result of your professional occupation?
- a) I would like to be in profession that is held in high regard
 - b) It is not really important to me
 - c) It's somewhat important
- 11) What is your attitude to the “details” of a particular task or project?
- a) Not really interested – I am more of the big picture person

- b) I am very strong on the details
 - c) I can be detail oriented, when required, but also a big picture person
- 12) Would you describe yourself as patient or impatient?
- a) I am very patient and will take my time with things
 - b) I am generally quite impatient
 - c) It varies depending on the situation
- 13) Are you someone that can see trends and see where things are heading?
- a) Not really, there are plenty of new things that surprise me
 - b) At times I have done quite well and predicted where things are heading
 - c) I think I have a good understanding of what the world will look like in five years' time
- 14) What was your approach to science in school – theory or practical or simply bored by it?
- a) I didn't really like science at all
 - b) I liked the theory aspects of science
 - c) I enjoyed conducting the science experiments
- 15) What is the main purpose, in your opinion, of somebody working in a marketing role in a company?
- a) Marketing is all about making customers happy
 - b) Marketing is all about maximizing profits for company
 - c) Marketing is about balancing profits with happy customers
- 16) How well do you handle pressure?
- a) I don't cope with pressure too well and try to avoid it
 - b) I love pressure – I can handle anything that people throw at me
 - c) I can handle pressure, don't naturally seek it out
- 17) How often would you watch a business show on TV or the Internet?
- a) Probably never
 - b) Sometimes, if it is an interesting topic
 - c) Quite often, I am quite interested in business activities

18) Would you describe yourself as more like Steve Jobs or Steve Wozniak (the two founders of Apple computers)?

a) Definitely Steve Jobs – I see myself as very creative and ready to make money

b) Definitely Steve Wozniak – I like working on things, making things – whether there is money in it or not

c) Probably an equal mix of both – I like making things of value, the money is important too

19) Are you a creative person – in what way are you creative?

a) Not really creative at all

b) I'm a really strong ideas person – I can work with a blank canvas

c) I'm analytically creative and can come up with good ideas from data and other ideas

20) Do you consider yourself pragmatic and practical, or more ideas-based?

a) I see myself as very pragmatic and practical

b) I would consider myself an idea's person

c) I'm probably a bit of both – can have ideas, but can be quite pragmatic at times

XIV. Does marketing promote consumption for its own sake? Certainly there are some people who gain status from their possessions. But is this the fault of marketing or just a general trend of the changing environment? To assist you, listed below are some comments from a recent focus group on this particular issue.

ACTIVITY/TASK

1. "I really don't understand young people these days. Why do they want to tie themselves down with all that debt? It must be so stressful. In my day, you saved your money and only bought things when you could afford it. I'm proud to say that I've never borrowed money in my life."

2. “I earn good money. I’m not even 30 and I already earn \$100,000. I’ve got another 30 years of ever increasing income to enjoy. That means I don’t need to worry about saving – I just buy what I want, when I want.”
3. “I find that it’s my kids that want all the new things. Like the latest PlayStation, and their own computer and a whiz-bang mobile phone and, of course, a wide-screen TV. I mean all their friends have them, so you don’t want your kids to miss out.”
4. “I try to live a simple life, but that’s becoming harder and harder. For instance, how can you live without a mobile phone these days? And I’ve recently bought myself a computer for home just to access the internet.”
5. “I think things are quite different these days. Look at me for example – my wife and I both have good jobs and we’ve decided not to have kids. That’s so different to my parent’s generation where people usually only had one income and a family to support.”

QUESTIONS

1. Review the above statements; do you think that they are common viewpoints?
2. The statements seem to suggest that, in today’s world, many consumers want to buy more products. Is this the result of marketing activities by firms or simply a change in consumer’s lifestyle and expectations?
3. Do you see the level of per capita consumption as increasing or has it reached its potential?

XV. Is this **high-pressure selling**?

This firm relies on heavy promotional tactics in order to generate their sales, which some people might term ‘high-pressure’ selling. Review the following case; are they effective marketers or are they engaging in unethical practices that need to change?

ACTIVITY/TASK

Massage chairs are products that are sometimes promoted in shopping malls. However, this particular case concerns the approach of “Resting and Relaxing” in their role of promoter and distributor of high-end (high quality) massage chairs.

They have identified that their key target market are couples aged 60 years and older. They have a system of obtaining ongoing lists of prospects by their ‘win-a-chair’ promotion that they frequently use in their shopping mall demonstrations. A week’s display at a shopping mall typically generates around 500 leads for potential customers in the right age group.

About a week or so later, the company phones each of these prospects and states that they will be in their area next week and would like to conduct some market research only with them regarding their chairs and for their time they will receive a free gift.

This ‘research’ gives the company salesperson about an hour or so with the couple, where they try the chair in the comfort of their own home. The salesperson also works hard to build a good rapport with the couple as this typically leads to a better sales result.

At the end of this sales encounter, if the couple states that they cannot afford the \$2,000 chair, the salesperson offers a three-year interest-free finance deal – and then states that “the cost is less than \$2 per day – isn’t your bad back worth that?”

If the couple still does not want to buy the chair, then the salesperson will typically say “I’m not allowed to do this, but you’re such a nice couple, I’ll leave the chair here for a few days without any obligation“. This gives the salesperson a reason to return and try another sales pitch to gain the sale.

QUESTIONS

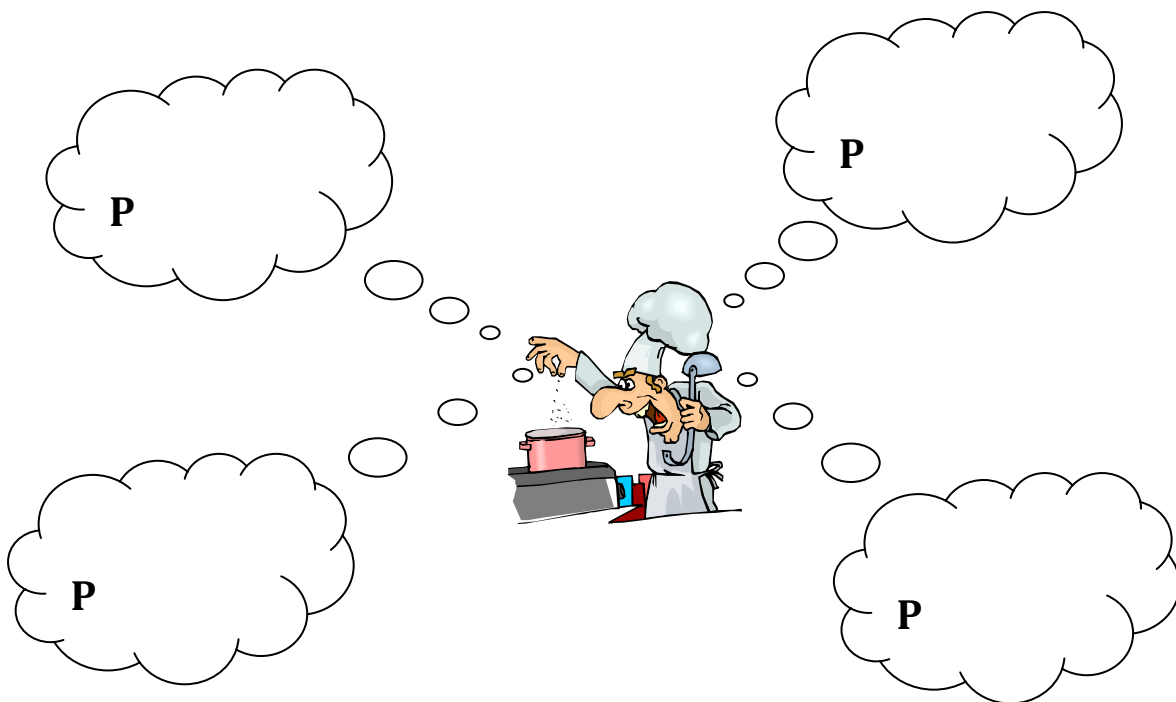
1. Is this marketing and sales approach a legitimate strategy, or are they being unethical with their giveaway promotion and the pretend use of market research to set up a sales appointment?

2. Could the firm benefit from adopting a more relationship-based approach to their sales, or is this a product that clearly requires a transactional marketing approach?
3. If the firm wanted to move to a more relationship-focused selling style, what changes in their system would they need to take? Do you think that these changes will make them more or less successful?

XVI. Read the information and do the tasks.

The Marketing Mix is one way at looking at an organisation's marketing activities. It is like a snap shot of what the company is doing at this time.

The Marketing Mix is made up of 4 parts, which are known as the 4 P's. When we looked at the definition of marketing these 4 P's came up as 4 key words. Can you remember what they were?



Although each of these factors are important individually, it is the way in which they are **mixed** which is crucial to an organisation's success.

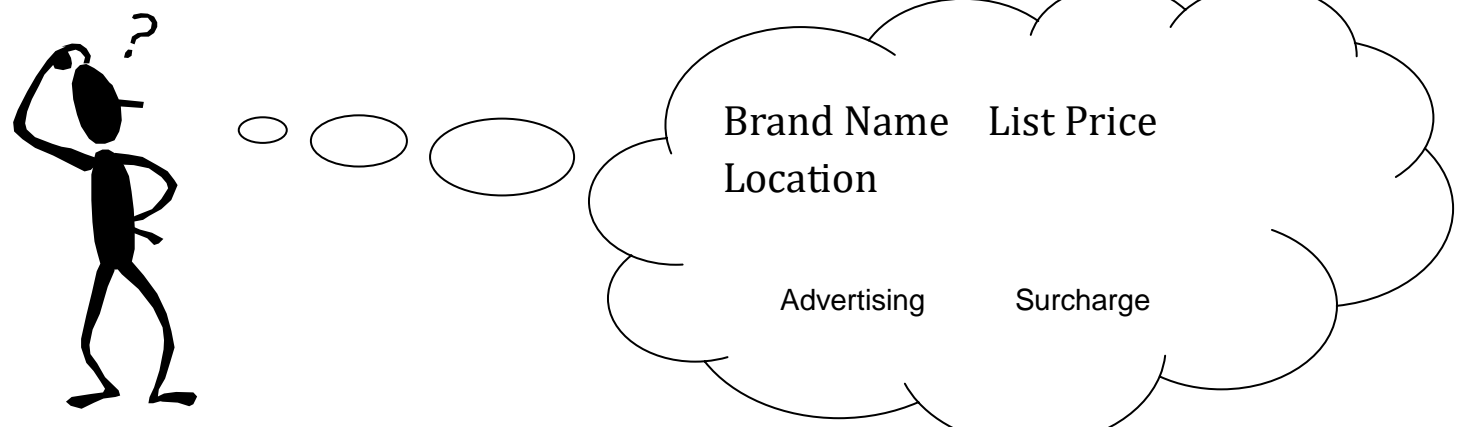
For example a company might have some excellent products on offer but the price might be too high or the promotion is all wrong and customers don't know about it.

A company needs to ensure that it has a strong marketing mix, this means that the company will;

- ★ Provide a product that the customer wants
- ★ Make sure that the customer can buy the product
- ★ Charges a price that the customer will want to pay
- ★ Promotes it effectively so that the customer knows about it

ACTIVITY

The following words are all to do with the marketing mix. See if you can put the in the right P.

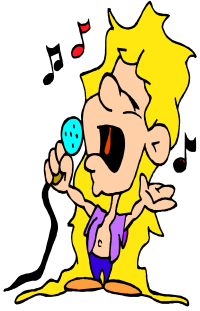


Product	Price	Place	Promotion

Activity

Many leisure and tourism products are a combination of both goods and services. Here are some of the things that you may expect to be provided at a pop concert


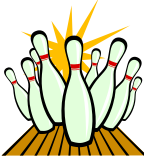

Which ones are goods and which ones are services? Circle the goods and underline the services!



Exciting atmosphere	Merchandise	Clear signposts
Programmes	Seating	Parking
Watching the concert	Heating & Lighting	Tickets
First Aid	Refreshments	

If we look at one of the most famous companies McDonalds it can be said that the **food and drink** are the goods and the services are **a place to eat and children's parties**.

Complete the table below listing the goods and services you would expect to find in the listed facilities. You can work in small groups.

Facility	Goods	Services
Nightclub 		
Bowling Alley 		
Themepark 		

--	--	--

When you look at the Product **P** you need to look at a number of factors

- ❶ Product and service features
- ❷ The Brand Name
- ❸ After sales service
- ❹ Product Life Cycle

PRODUCT & SERVICE FEATURES

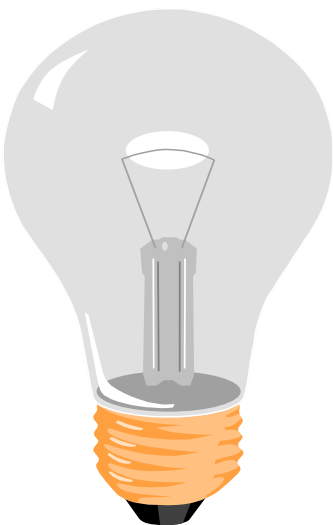
When we look at this part of product we need to break down everything that the organisation offers its customers. For example the main product of a football stadium is the match itself, however the others goods and services that are also on offer must be mentioned.

Can you name some?

THE BRAND NAME

The brand name is the name given to a particular company to distinguish it from other similar companies.

Brand names make companies stand out. There are some very important brand names in leisure and tourism. What brand names come into your head when you think of the following types of companies?

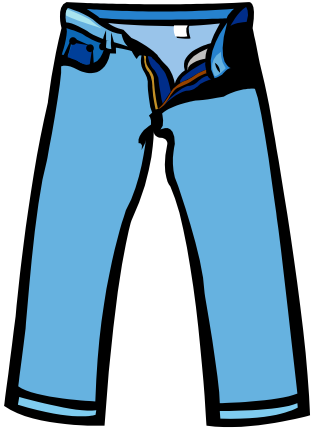


Sport	Holidays

Fast Food	Cinemas



Would you buy Nike or
.....?



Explain your answers!

Logos

Many organisations combine their brand names with logos that make the company instantly recognisable. A logo is a symbol that helps identify an organisation. The most famous logo of all is for McDonalds,



The Golden Arches are well known all over the world and they symbolise the fast food chain.

Can you think of a logo for a company that you use? Draw it!

Activity



Working in your allocated groups, you will be allocated a leisure and tourism company. Work together to make a display on the product and service features and brand names of your given company.

AFTER SALES SERVICE

It is important to remember that when a customer buys a leisure and tourism product the buying experience does not end there. Many customers require additional after sales service.

Can you think of some leisure and tourism products that you might buy when the after sales service is important?



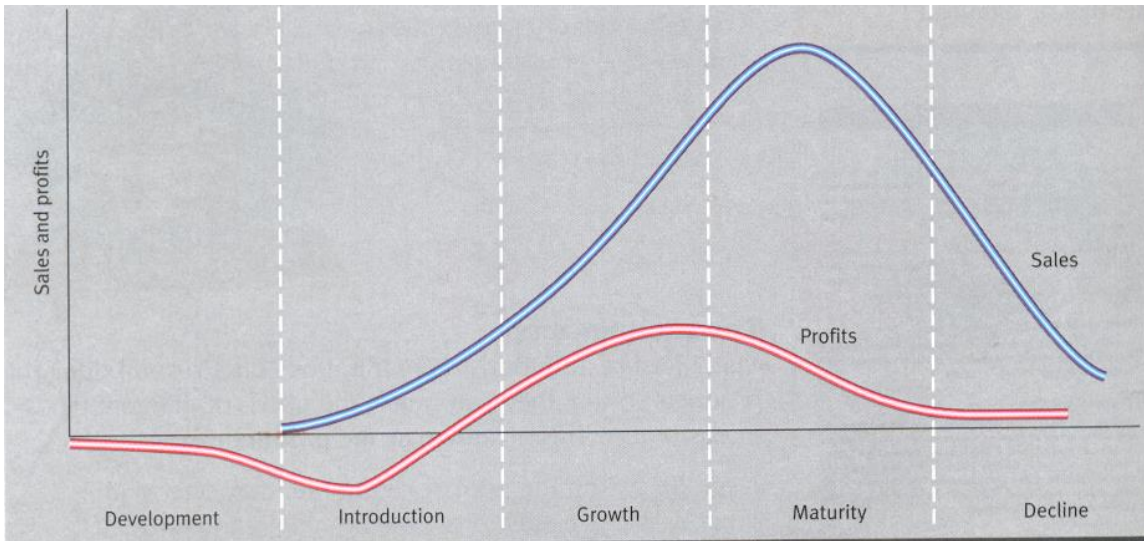
PRODUCT LIFE CYCLE

The product life cycle shows the different stages in the life of a product and the sales that can be expected at each stage

Some products and services may be very popular and sell well for a while. Eventually, however, they will lose their popularity and sales will start to fall.

Think of Robbie Williams, when he first launched himself as a sole artist his first two releases did not do so well, then he releases a number of hits now his popularity and record sales are not as high.

The Product Life Cycle can best be shown as a graph.



Introduction	This is when a new product is first introduced. Demand may be low to start with because many people will not have heard about the product. Example: new interactive tourist attractions, adventure holidays in South America
Growth	As more customers become aware of the product, the sales will start to rise quickly if customers like the product. This may be due to word-of-mouth recommendations and the beginning of some customer loyalty. Example: package holidays to Slovenia, children's residential activity weeks
Maturity	Sales are at their highest but tend to remain level. Most of the demand will come from repeat customers who are loyal to the particular brand. Example: package holidays to Greece and Florida, video hire shops, tenpin bowling alleys, family pubs
Decline	Demand starts to decline. This can be for a number of reasons, such as increased competition or changing customer needs. Example: some local theatres, traditional museums, British seaside resorts.

When at decline all is not lost. Products can be rejuvenated and relaunched.

Think of Madonna!

Think of and write on a relaunched product that you know!

Question 1:

The use of television advertising is an example of what part of the marketing mix?

Question 2:

A restaurant is offering 'two meals for the price of one', 5.00-7.00 pm, Monday to Friday. What type of marketing activity is this?

Question 3:

A city hotel uses its customer database to send out a leaflet (volantino) promoting weekend breaks. What type of promotional technique is this?

Question 4:

A sports centre offers reduced prices for daytime use of its facilities. Which target mark are they aiming to attract with this promotion

Question 5:

What is the term commonly used for direct mail?

Question 6:

List four products and services you would find in a cinema?

- 1.
- 2.
- 3.
- 4.

Question 7:

What is off-peak pricing (tariffa al di fuori degli orari di punta)? Give an example from the leisure and tourism industry.

Question 8:

What is meant by the life cycle of a product? Give one example showing the full span of the product life cycle.

I = Interest

C								S				
I			W					I				
W						T						
E												
P												
C									T			
K					R							,
L									A			
L							:	S				
,	S						,	S				
,	H											
S								F				
E								.				

What does 'INTEREST' mean?. Use the following words to complete the above sentence. The first letter of each word has been included.

- content to humorous shown reading*
keep slogans in listening fun
ways in and element which
to looking encourage snappy customers
short potential sharp

Promotional Techniques and Materials

Promotional techniques are the activities that organisations use to promote themselves.

Promotional materials are the actual things that organisations produce to promote themselves.

Sort the following statements into a list of **techniques** and a list of **materials**.

Advertising *Brochures* *Point of Sale Items* *Displays*
Direct Marketing *Public Relations* *Advertisements*
Leaflets *Personal Selling* *Posters* *Videos*
Press Releases *Sponsorship* *Internet Sites*
Demonstrations *Sales Promotion* *Discount Vouchers*
Merchandising Materials

Techniques	Materials

The following are descriptions of either promotional **techniques** or promotional **materials**. Match them up to the correct one.

Description	Technique Yes/No	Material Yes/No
Information sent to customers homes		
Space paid for in newspapers and other media		

Free stories that appear in the media		
Representatives provide information to customers		
Show organizations off at trade fairs		
Famous brands/personalities used to get the organisation's image Known		
Offer discounts to encourage customers to buy		

9. Planning. Business Planning. The development of a business plan is a guarantee of a business success...

I. Read the article and give its summary.

PURPOSE AND FUNCTION OF PLANNING

Effective planning enables management to craft its own future, at least to some degree, rather than merely reacting to external events without a coherent motivating force for corporate actions. Management sets objectives and charts a course of action so as to be proactive rather than reactive to the dynamics of the business environment. The assumption, of course, is that through its continuous guidance management can enhance the future state of the business.

PLANNING CONCEPTS

Business planning is a systematic and formalized approach to accomplishing the planning, coordinating, and control responsibilities of management. It involves the development and application of: long-range objectives for the enterprise; specific goals to be attained; long-range profits plans stated in broad terms; adequate directions for formulating annual, detailed budgets, defining responsibility centers, and establishing control mechanisms; and evaluative methods and procedures for making changes when necessary.

Implicit in the process are the following concepts:

- The process must be realistic, flexible, and continuous.
- Management plays a critical role in the long-term success of a business.
- Management must have vision and good business judgment in order to plan for, manipulate, and control, in large measure, the relevant variables that affect business performance.
- The process must follow the basic scientific principles of investigation, analysis, and systematic decision making.
- Profit-planning and control principles and procedures are applied to all phases of the operations of the business.

- Planning is a total systems approach, integrating all the functional and operational aspects of the business.
- Wide participation of all levels of management is fundamental to effective planning.
- Planning has a unique relationship to accounting which collects, books, analyzes, and distributes data necessary for the process.
- Planning is a broad concept that includes the integration of numerous managerial approaches and techniques such as sales forecasting, capital budgeting, cash flow analysis, inventory control, and time and motion studies.
- A business plan, then, incorporates management objectives, effective communications, participative management, dynamic control, continuous feedback, responsibility accounting, management by exception, and managerial flexibility.

BENEFITS OF PLANNING

Planning provides a means for actively involving personnel from all areas of the business enterprise in the management of the organization. Company-wide participation improves the quality of the plans.

Employee involvement enhances their overall understanding of the organization's objectives and goals. The employees' knowledge of the broad plan and awareness of the expected outcomes for their responsibility centers minimizes friction between departments, sections, and individuals. Involvement in planning fosters a greater personal commitment to the plan and to the organization. These positive attitudes improve overall organizational morale and loyalty.

Managerial performance can also benefit from planning, although care must be taken that planning does not become an empty task managers do periodically and ignore the rest of the time. Successful planning focuses the energies and activities of managers in the utilization of scarce resources in a competitive and demanding marketplace. Able to clearly identify goals and objectives, managers perform better, are more productive, and their operations are more profitable. In addition, planning is a mental exercise from which managers attain experience and knowledge. It prepares

them for the rigors of the marketplace by forcing them to think in a future- and contingency-oriented manner.

DRAWBACKS TO PLANNING

Seemingly there would be no downside to planning; however, organizations may engage in lengthy and labor-intensive planning activities without gaining much, if anything, for their investments. By one estimate, some companies may spend hundreds of thousands of dollars on labor for so-called planning activities, yet nothing of strategic importance results from all of the planners' efforts. Companies with bureaucratic planning programs are particularly susceptible to wasting management's time with planning activities that do little to actually further the business. Sometimes the managers charged with planning lack the necessary knowledge or clout in the organization to make any strategic impact; clearly their time is wasted. In other cases, middle managers may be asked to create periodic departmental "plans" that are nothing more than an elaborate restatement of what they're already doing. Similarly, employees and management may engage in protracted planning sessions that aren't adequately focused on concrete business development strategies, but on speculation, clarification of existing policy, or trivial issues. While management and employees need forums for dialogue, companies may be cloaking such dialogues with the moniker and resources that should be reserved for true strategic development.

To avoid such pitfalls, successful companies strive to keep planning activities sharply focused and in the hands of the appropriate decision makers. Their planning is grounded in pragmatic and business-critical performance issues, such as profitability, return on investment, and cost containment.

II. Read the information about the planning historical perspective and give its summary.

HISTORICAL PERSPECTIVE

Planning has been a part of economic history for almost 5,000 years. Evidence suggests that in an agrarian economy most economic activity was governed by

changing seasons and ran in short-term cycles of less than one year. Long-range planning of more than one year, although notable, was conducted by a few institutions and individuals. Extant records indicate the extensive use of plans in empire building, road paving, war waging, temple construction, and the like.

The first major industrial expansion began with factories in the northeast and the canals throughout the middle-Atlantic states. Owners and developers employed long-term plans for the construction of their enterprises, but not necessarily for their operation. For the most part, they made decisions without the benefit of research and analysis. Since these businesses served regional markets, on-the-spot decisions sufficed as a highly expanding market masked poor business planning. With the subsequent development of a national rail system, economic activity became both more urban and national in scope. The rapid growth of the economy and the complex business systems it spawned called for new and sophisticated management techniques.

John Stevens (1749-1838) kicked off the boom in railroads in 1830. Track mileage expanded from about 6,000 miles in 1848 to over 30,000 miles by 1860. The surveying of lands, the engineering designs, and laying of track involved enormous amounts of long-range planning and implementation. The mere territorial expanse of the railroad required long-term financing and control of operations. The complexities of scheduling over long distances, the coordination of routes, and the maintenance of stations became overly complicated. With no historic model from which to develop paradigms, rail company managers eagerly sought solutions. The lack of speedy travel and communications did not bode well.

With Samuel F. B. Morse's (1791-1872) invention of the telegraph in 1844, managers gained the ability to coordinate and to communicate with unprecedented speed and efficiency. The era of the railroad hastened industrial development so that, by the last quarter of the 19th century, manufacturing replaced agriculture as the dominant national industry.

American business fell under the leadership of the "captains of industry" such as John D. Rockefeller (1834-1937) in oil, James B. Duke (1856-1925) in tobacco, Andrew Carnegie (1835-1919) in steel, and Cornelius Vanderbilt (1794-1877) in steamships and railroads. These men represented the burgeoning capitalist entrepreneur pursuing profit and self-interest above other national and cultural concerns. Their giant companies were characterized by new forms of organizations and new marketing methods. They formed distributing and marketing organizations on a national, rather than regional, basis. By 1890 previous management methods no longer applied to U.S. industry, and the study of business activities began in earnest. The corporate giant required new methods of decision making since on-the-spot decisions no longer served the interests of the long-term viability of the enterprise.

With the onset of the Great Depression, companies recognized the need for professional managers who applied scientific principles in the planning and control of an enterprise. Business planning, however, as it is known today, was not popular in the United States until after World War II. A limited survey conducted in 1929 found that about half of the respondents made plans in some detail up to one year in advance. Fewer than 15 percent, however, made plans for as long as five years. A 1956 survey found that 75 percent of responding organizations planned more than one year ahead. A more comprehensive survey in 1973 found that 84 percent did some type of long-range planning of up to three years. Little change was found in follow-up surveys conducted in 1979 and 1984.

The increase in the use of formal long-range plans reflects a number of significant factors:

- Competitors engage in long-range planning.
- Global economic expansion is a long-range effort.
- Taxing authorities and investors require more detailed reports about future prospects and annual performance.
- Investors assess risk/reward according to long-range plans and expectations.

- Availability of computers and sophisticated mathematical models add to the potential and precision of long-range planning.
- Expenditures for research and development increased dramatically, resulting in the need for longer planning horizons and huge investments in capital equipment.

The postwar economy has suffered few cataclysmic events. Steady economic growth has made longer-term planning more realistic.

III. Read the information about the planning historical perspective and give its summary.

THE PARTICIPANTS

Planning is essentially a managerial function. Although the top executives initiate and direct the planning process, they involve as many key employees and decision makers as needed. Often, outside consultants assist the following personnel in the planning process:

- the board of directors defines the purposes and direction of the business entity;
- the executive managers formulate objectives and goals;
- the chief executive officer gives direction and sets standards;
- the chief financial officer coordinates financial and accounting information with the treasurer, controller, and budget officer assisting;
- the chief operating officer provides production information;
- counsel provides a legal interpretation to proposed activities;
- also assisting are sales and marketing executives, department and division managers, line supervisors, and other employees who clarify the realities of the day-to-day routines.

Planning is an inclusive, coordinated, synchronized process undertaken to attain objectives and goals.

THE PLANNING HORIZON

There are two main types of plans. The first is long range, extending beyond one year and, normally, less than ten years. Often called the strategic plan or

investment plan, it establishes the objectives and goals from which short-range plans are made. Long-range plans support the organizational purpose by providing clear statements of where the organization is going.

The second is short range, covering a period of up to one year. Short-range plans are derived from an in-depth evaluation of the long-range plan. The annual budget is a quantified expression of the enterprise's plans for the fiscal year. It generally is divided into quarters, and is used to guide and control day-to-day activities. It is often called the tactical plan because it sets priorities, in the near term, for the long-range plans through the allocation of resources to specific activities.

FUNCTIONAL PLANS.

Plans are often classified by the business function they provide. All functional plans emanate from the strategic plan and define themselves in the tactical plans. Four common functional plans are:

- Sales and marketing: for developing new products and services, and for devising marketing plans to sell in the present and in the future.
- Production: for producing the desired product and services within the plan period.
- Financial: for meeting the financing needs and providing for capital expenditures.
- Personnel: for organizing and training human resources.

Each functional plan is interrelated and interdependent. For example, the financial plan deals with money resulting from production and sales. Well-trained and efficient personnel meet production schedules. Motivated salespersons successfully market products.

STRATEGIC AND TACTICAL PLANNING.

Strategic plans cover a relatively long period and affect every part of the organization by defining its purposes and objectives and the means of attaining them.

Tactical plans focus on the functional strategies through the annual budget. The annual budget is a compilation of many smaller budgets of the individual

responsibility centers. Therefore, tactical plans deal with the micro-organizational aspects, while strategic plans take a macro-view.

STEPS IN THE PLANNING PROCESS

The planning process is directly related to organizational considerations, management style, maturity of the organization, and employee professionalism. These factors vary among industries and even among similar companies. Yet all management, when applying a scientific method to planning, perform similar steps. The time spent on each step will vary by company. Completion of each step, however, is prerequisite to successful planning. The main steps are:

- conducting a self-audit to determine capabilities and unique qualities;
- evaluating the business environment for possible risks and rewards;
- setting objectives that give direction;
- establishing goals that quantify objectives and time-frames;
- forecasting market conditions that affect goals and objectives;
- stating actions and resources needed to accomplish goals;
- evaluating proposed actions and selecting the most appropriate;
- instituting procedures to control the implementation and execution of the plan

THE SELF-AUDIT.

Management must first know the functional qualities of the organization, and what business opportunities it has to exploit. Management conducts a self-audit to evaluate all factors relevant to the organization's internal workings and structure.

A functional audit explores such factors as:

- Sales and marketing: competitive position, market share and position, quality and service.
- Production: operational strategies, productivity, use and condition of equipment and facilities, maintenance costs.
- Financial: capital structure, financial resources, credit facilities, investments, cash flow, working capital, net worth, profitability, debt service.

- Personnel: quantity and quality of employees, organizational structure, decision making policies and procedures.

THE BUSINESS ENVIRONMENT.

Management surveys the factors that exist independently of the enterprise but which it must consider for profitable advantage. Management also evaluates the relationships among departments in order to coordinate their activities. Some general areas of the external environment considered by management are:

- Demographic changes: sex, age, absolute numbers, location, movement, ethnicity.
- Economic conditions: employment level, regional performance, sex, age, wage levels, spending patterns, consumer debt.
- Government fiscal policy and regulations: level of spending and entitlements, war and peace, tax policies, environmental regulations.
- Labor supply: age, sex, education, cultural factors, work ethics, training.
- Competition: market penetration and position, market share, commodities.
- Vendors: financial soundness, quality and quantity of product, research and development capabilities, alternatives, foreign, domestic, just-in-time capabilities.

SETTING OBJECTIVES AND ESTABLISHING GOALS.

The setting of objectives is a decision making process that reflects the aims of the entire organization. Generally, it begins at the top with a clear statement of the organization's purpose. If well communicated and clearly defined down through the hierarchy, this statement becomes the basis for short-range objectives in the annual budget.

Management articulates the overall goals to and throughout the organization in order to coordinate all business activities efficiently and effectively. It does this by:

- formulating and distributing a clear, concise statement of the central purpose of the business;
- leading in the formulating of long-range organizational goals;

- coordinating the activities of each department and division in developing derivative objectives;
- ensuring that each subdivision participates in the budget process;
- directing the establishment of short-term objectives through constructing the annual budget;
- evaluating actual results on the basis of the plans.

The organization must know why it exists and how its current business can be profitable in the future. Successful businesses define themselves according to customer needs and satisfaction with products and services.

Management identifies the customers, their buying preferences, product sophistication, geographical locations, and market level. Analyzing this data in relation to the expected business environment, management determines the future market potential, the economic variables affecting this market, potential changes in buying habits, and unmet needs existing now and those to groom in the future.

In order to synchronize interdepartmental planning with overall plans, each department's objectives ensure that they are subordinate to the objectives of the next higher level.

Management quantifies objectives by establishing goals that are: specific and concrete, measurable, time-specific, realistic and attainable, open to modification, and flexible in their adaptation.

Because goals are objective-oriented, management generally lists them together. For example:

- Profitability. Profit objectives state performance in terms of profits, earnings, return on investments, etc. A goal might call for an annual increase in profits of 15 percent for each of the next five years.
- Human resources. This broad topic includes training, deployment, benefits, work issues, and qualifications.
- Customer service. Management can look at improvements in customer service by stating the number of hours or the percentage of complaints it seeks to

reduce. The cost or cost savings are stated in dollar terms. If the business sells service contracts for its products, sales goals can be calculated in percentage and dollar increases by type and level of contract.

- Social responsibility. Management may desire to increase volunteerism or contributions to community efforts. It would calculate the number of hours or dollars within a given time frame.

FORECASTING MARKET CONDITIONS.

Forecasting methods and levels of sophistication vary greatly. Each portends to assess future events or situations that will affect either positively or negatively the business's efforts. Managers prepare forecasts to determine the type and level of demand for products currently produced or that can be produced. Management analyzes a broad spectrum of economic, demographic, political, and financial data for indications of growing and profitable markets.

Forecasting involves the collection and analysis of hard data, and their interpretation by managers with proven business judgment.

Individual departments such as sales, and divisions such as manufacturing, also engage in forecasting. Sales forecasting is essential to setting production volume. Production forecasting determines the materials, labor, and machines needed.

STATING ACTIONS AND RESOURCES REQUIRED.

With the objectives and forecasts in place, management decides what actions and resources are necessary in order to bring the forecast in line with the objectives. The basic steps management plans to take in order to reach an objective are its strategies.

Strategies exist at different levels in an organization and are classified according to the level at which they allocate resources. The overall strategy, often referred to as the grand strategy, outlines how to pursue objectives in light of the expected business environment and the business's own capabilities. From the overall strategy, managers develop a number of more specific strategies.

Corporate strategies address what business(es) an organization will conduct and how it will allocate its aggregate resources, such as finances, personnel, and capital assets. These are long-term in nature.

Growth strategies describe how management plans to expand sales, product line, employees, capacity, and so forth. It is especially necessary for dynamic markets where product lifecycles are short, growth strategies can be (a) in the expansion of the current business line, (b) in vertical integration of suppliers and end-users, and (c) in diversifying into a different line of business.

Stability strategies reflect a management satisfied with the present course of action and determined to maintain the status quo. Successful in environments changing very slowly, this strategy does not preclude working toward operational efficiencies and productivity increases.

Defensive strategies are necessary to reduce overall exposure and activity. Defensive strategies are used: to reverse negative trends in profitability by decreasing costs and turning around the business operations; to divest part or all of a business to raise cash; and to liquidate an entire company for an acceptable profit.

Business strategies focus on sales and production schemes designed to enhance competition and increase profits.

Functional strategies deal with finance, marketing, personnel, organization, etc. These are expressed in the annual budget and address day-to-day operations.

EVALUATING PROPOSED PLANS.

Management undertakes a complete review and evaluation of the proposed strategies to determine their feasibility and desirability. Some evaluations call for the application of good judgment—the use of common sense. Others use sophisticated and complex mathematical models.

Prior to directing the development of a profit budget for the upcoming annual period, management resolves issues related to the internal workings of the organization from a behavioral point of view. For example:

- ensuring managerial sophistication in the application of the plans;

- developing a realistic profit plan, and assigning adequate responsibility and control;
- establishing appropriate standards and objectives;
- communicating the attitudes, policies, and guidelines to operational and administrative personnel;
- attaining managerial flexibility in the execution of the plans;
- evaluating and updating the system to harmonize with the changing operational and business environments.

ASSESSING ALTERNATIVE STRATEGIC PLANS

Because of the financial implications inherent in the allocation of resources, management approaches the evaluation of strategic alternatives and plans using comprehensive profit planning and control. Management quantifies the relevant strategies in pro forma statements that demonstrate the possible future financial impact of the various courses of action available. Some examples of pro forma statements are: budgets, income statements, balance sheets, and cash flow statements.

The competing strategic long-range plans constitute simulation models that are quite useful in evaluating the financial effects of the different alternatives under consideration. Based on different sets of assumptions regarding the interaction of the entity with the outside world, these plans propose various scenarios of sales, production costs, profitability, and viability. Generally categorized as normal (expected results), above normal (best case), and below normal (worst case), the competing plans project possible outcomes at input/output levels within specified operating ranges attainable within the fiscal year.

In developing and using planning and control programs, management benefits from the realization that:

- profit plans do not replace management and administration, but are tools for managers with which to keep business activities on track.
- vigilance and consistent review are necessary because the plans are made in the present about future events and outcomes. Management's plans are highly

dependent on the quality of its estimates and judgment. Therefore, it must be flexible in utilizing the results of models and in interpreting the actual results.

- dynamic management continuously adapts plans to a changing environment, seeks improvements, and educates the organization.
- profit plans do not implement themselves. Management must direct, coordinate, and control relevant actions. Management must have a sophisticated understanding of the plans, be convinced of their importance, and meaningfully participate in their implementation.
- management bases its choices on the overall return on investment (ROI) objective, the growth objective, and other dominant objectives. Management selects courses of action relative to pricing policy, advertising campaigns, capital expenditure programs, available financing, R&D, and so forth.

In choosing between alternative plans, management considers

- the volume of sales likely attainable;
- the volume of production currently sustainable;
- the size and abilities of the sales forces;
- the quality and quantity of distribution channels;
- competitors' activities and products;
- the pace and likelihood of technological advances;
- changes in consumer demand;
- the costs and time horizon of implementing changes;
- capital required by the plan;
- the ability of current employees to execute proposed plans.

CONTROLLING THE PLAN THROUGH THE ANNUAL BUDGET

Control of the business entity is essentially a managerial and supervisory function. Control consists of those actions necessary to assure that the entity's resources and operations are focused on attaining established objectives, goals, and plans. Control compares actual performance to predetermined standards and takes action when necessary to correct variances from the standards.

Control, exercised continuously, flags potential problems so that crises may be prevented. It also standardizes the quality and quantity of output, and provides managers with objective information about employee performance.

In recent years some of these functions have been assigned to the point of action, the lowest level at which decisions are made. This is possible because management carefully grooms and motivates employees through all levels to accept the organization's way of conducting business.

The planning process provides for two types of control mechanisms:

- Feedforward: providing a basis for control at the point of action (the decision point); and
- Feedback: providing a basis for measuring the effectiveness of control after implementation.

Management's role is to feedforward a futuristic vision of where the company is going and how it is to get there, and to make purposive decisions coordinating and directing employee activities. Effective management control results from leading people by force of personality and through persuasion; providing and maintaining proper training, planning, and resources; and improving quality and results through evaluation and feedback.

Effective management means goal attainment. In a profit-making business or any income-generating endeavor, success is measured in dollars and dollar-derivative percentages. The comparison of actual results to budget expectations becomes a formalized, routine process that:

- measures performance against predetermined objectives, plans, and standards;
- communicates results to appropriate personnel;
- analyzes variations from the plans in order to determine the underlying causes;
- corrects deficiencies and maximizes successes;
- chooses and implements the most promising alternatives;
- implements follow-up to appraise the effectiveness of corrective actions;
- solicits and encourages feedback to improve ongoing and future operations.

THE ROLE OF ACCOUNTING

Accounting plays a key role in all planning and control because it: provides data necessary for use in preparing estimates; analyzes and interprets these data; designs and operates the budgeting and control procedures; and consolidates and reviews budgetary proposals.

DATA COLLECTION

Accounting is at the heart of control since it compiles records of the costs and benefits of the company's activities in considerable detail, establishes a historical basis upon which to base forecasts, and calculates performance measures.

DATA ANALYSIS

Accounting's specialty is in the control function, yet their analysis is indispensable to the planning process. Accounting adjusts and interprets the data to allow for changes in company-specific, industry-specific, and economy-wide conditions.

BUDGET AND CONTROL ADMINISTRATION

Accountants play a key role in designing and securing support for the procedural aspects of the planning process. In addition, they design and distribute forms for the collection and booking of detailed data on all aspects of the business.

CONSOLIDATION AND REVIEW

Although operating managers have the main responsibility of planning, accounting compiles and coordinates the elements. Accountants subject proposed budgets to feasibility and profitability analyses to determine conformity with accepted standards and practices.

ENTERPRISE RESOURCE PLANNING (ERP)

Enterprise resource planning (ERP) systems are an important business-planning and management tool that emerged in the mid-1990s. ERP involves integrating information systems from diverse functional areas using a single software tool. The software enables information management within and across such departments as:

- human resources;
- marketing;
- purchasing;
- accounting;
- production;
- engineering.

ERP systems are usually customized at least to some degree for the particular company using them. Once the system is up and running, which is often a major undertaking, management should be able to obtain more comprehensive and up-to-date information about key business areas and channel that knowledge into future plans. ERP systems are intended to enable and promote cross-functional thinking in the organization, as well as to reduce data duplication and discrepancies. As a result, ERP systems benefit planning functions as well as tracking and day-to-day operations.

SUMMARY

Business planning is more than simply forecasting future events and activities. Planning is a rigorous, formal, intellectual, and standardized process. Planning is a dynamic, complex decision-making process through which management conceives of—and prepares for—the business's future.

Management evaluates and compares different possible courses of action it believes will be profitable to meet corporate objectives. It employs a number of analytical tools and personnel to prepare the appropriate data, make forecasts, construct plans, evaluate competing plans, make revisions, choose a course of action, and implement that course of action. After implementation, managerial control consists of efforts to prevent unwanted variances from planned out-comes, to record events and their results, and to take action in response to this information.

IV. Read the information about the planning historical perspective and give its summary.

How to create a business plan for a tour or activity company

Published by Lucy Fuggle on Oct 29, 2015

Each TrekkSoft customer has their own story about how and why they became a tour operator or activity provider. Some tour operators realised that they love educating others and providing them with meaningful cultural experiences. Others started activity companies simply because they love the sport, activity, or adventure and wanted to introduce it to others.

Whatever your company and passion, you'll need a business plan to make sure your venture is both financially and conceptually viable. Let us help you out.

1. Fill our Business Model worksheet

Look at a Business Model worksheet especially for tour and activity business owners looking to define their business ambitions and map a direction forward. Print out a copy, have a few pens handy, and unleash your business creativity. You could also have fun covering a large print-out with Post-it notes.

DIY task: While working on the worksheet, ask yourself:

- Who are my key partners?
- What are my key activities?
- What are my key resources, e.g. online booking software?
- What are my value propositions?
- What do my customer relationships include?
- What are my customer segments?
- What channels are important to my business, e.g. partnering with travel agents?
- What is my cost structure?
- What are my revenue streams?

Print out a copy of the business model worksheet.

2. Define goals and objectives for your tour business or activity company.

Imagine your business five years from now. What will it look like? How many customers will go on your tours per week, or how many activities will be bookable on your website?

Picture the future, define 5-10 concrete objectives, and then list the steps required to get there.

Some goals and solutions include: to reach new markets; to partner with local travel agents and activity providers; to improve booking experience; to enable online bookings to save customers time with a software provider such as TrekkSoft.

3. Work out your finances on your business model

No matter how enthusiastic you are, it's important to ensure that your tour business or activity company makes economic sense. You're an entrepreneur, after all!

Ask yourself:

- How much initial investment will my tour company need?
- When will I start getting a profit?
- If I get any investment, when can investors (including myself) expect a return?
- What are my projected profits over time?
- Will I be able to devote myself to the tour or activity business in a financial sense?
- What kind of salary or income can I expect from my tours or activities?
- What are the chances the business will fail?
- What will happen if it does?
- How can I reduce risk, or plan for a worst-case scenario?

4. Define exactly how your tours and activities are of value.

Define how you are creating value for your customers and how to design products and services they really want.

5. Create a marketing strategy that's optimised for your customers.

One marketing plan doesn't fit all, especially considering the wide range of tours and activities on the market.

Ask yourself:

- Who is my target audience?
- How old are they?
- Where are they from?
- What do they do for a living?
- What experience and memories do they want to gain from my tour or activity?

Next, research and create a marketing strategy that these customer segments will best respond to.

You may consider print marketing, or a well thought-out text and visual marketing strategy. Also, effective social media use is key to your marketing efforts, especially if you're targeting millennials.

While these steps are general, be sure to tailor each step on your marketing plan to your audience. Talk in their language and promote your tours or activities in a way they'll respond to. Good luck!



V. BUSINESS PLAN QUESTIONS

The business plan is a tool designed to help you find and explore opportunities. It also provides you with a way to analyze potential opportunities continuously. A business plan is personal and should never be “canned” or prepared professionally by others. No one knows you or your ideas better than you do. It is the process of seeking the answers to important questions about your enterprise that are important as you try to realize the dream of owning your own business.

Use the following questions to make decision about a business idea of your choice. Be sure to write out your answers...to remember your decisions and build on them.

1. How can you describe the business...in only one paragraph please?
2. What is your product, or service?
3. Who will buy it?
4. Where should you locate the business?
5. How can you attract customers?
6. What is your competition?
7. How much should you charge for the products or service?
8. What advice do you need and who can provide it?
9. How will you organize the managers and/or workers of the business?
10. How will you split the profits? Who is responsible for the losses?
11. What should you consider to be able to produce the product and get it to the customer?
12. How much money is needed to get the business started?
13. How many customers will you have per month and how much will they buy per month?
14. How much does it cost to make the product or provide the service?
15. What are your operating costs? (Include your own salary)
16. How much money will your business earn each month by selling your product or service?
17. How much investment will you need to keep the business going until you make a profit?
18. What is your potential profit per year for Year I, Year II, and Year III?
19. How much money do you need to borrow to start this business?
20. How will you make the business grow in the future?

There are other questions you might ask depending on the type of business you have in mind. There are many different formats for a business plan based on what

you need for the business of your choice. The point is to start asking yourself questions and then looking for the answers.

Are you having trouble getting started? Perhaps you should interview a local business owner about these decisions in relation to the startup of that business. Write down the answers and discuss them with other students to decide how you would have started such a business.

VI. QUESTIONS FOR CREATIVE THINKING

Use some of the following questions to guide your thinking about starting a business:

A. What kind of business would you start if your family would lend you \$5000 to get it started?

B. What kind of business would you start if you and two classmates had access to a loan for \$100,000?

C. What kind of business could you start if you want to do business with another country?

D. What type of business could you start while still going to school?

E. What type of business could you start using the skills you have now?

F. What type of business could you run while also working in a part time job (to provide the security of a salary while the business grows)?

G. How could you start a business and then later make it into your own franchising business for purposes of expansion?

After developing your business plan you will want to discuss your ideas with the class or an advisor to improve your plan and determine what you learned in the process of preparing a business plan. Now that you are thinking like an entrepreneur you may find these same questions pop up about many different business possibilities as you experience new opportunities in life.

Glossary

1. **accident** (*n*) – if something happens by *accident*, no one planned it or expected it to happen – *Most of the best ideas are discovered by accident.*
2. **achieve** (*v*) – to succeed in doing or getting something you want – *The jacket could achieve its sales target with a new marketing approach.*
3. **advertising** (*n*) – the business of advertising things on television, in newspapers, etc. – *I'll explain how we can communicate with people through our advertising and promotion.*
4. **advice** (*n*) – when you suggest what someone should do – *What advice would you give to someone starting their own business in your company?*
5. **agency** (*n*) – a business that arranges services for people – *An advertising agency is a business which advises companies on advertising and makes ads.*
6. **agree** (*v*) – to have the same opinion as someone else – *I agreed with her that we need to change our marketing strategy.*
7. **aim** (*n*) – something that you want to do or get – *What are the aims of the new magazine?*
8. **ambitious** (*adj*) – determined to be successful or powerful – *Luke is ambitious and does not want to be a sales assistant all his life.*
9. **appeal** (*n*) – the quality of something that makes you like it or want it – *Create an event with universal appeal to a potentially highly diverse audience.*
10. **appeal** (*v*) – if something appeals to you, you like it – *It needs to appeal to people living and working in cities, as well as to outdoor enthusiasts.*
11. **appear** (*v*) – to become widely available or known about – *How often will the magazine appear?*
12. **argument** (*n*) – 1. If you have an *argument* with someone, you shout or say angry things to them because you do not agree with them. – *What would you do if you saw two colleagues having an argument?* 2. The reasons that you give to show that something is right or wrong – *I want to hear all the arguments for and against the offer before we make a decision.*

13. **arrange** (v) – to make plans so that something can happen – *I arranged a meeting with the finance department to discuss the project.*
14. **attendance** (n) – when you go to a meeting, school, church, etc. – *She was warned about her poor attendance and time-keeping.*
15. **attractive** (adj) – If something is *attractive*, people want to see it, go to it or have it. – *There could be attractive investment opportunities over the next five years.*
16. **available** (adj) – If something is *available*, you can buy it, use it or have it. – *The collar is available in many different styles and fabrics.*
17. **balance** (n) – when you give the right amount of attention to two different things, rather than giving too much attention to one of them. – *What is a good work-life balance for you?*
18. **behave** (v) – to do or say things in a particular way – *Behave as though nothing has happened.*
19. **behaviour** (n) – Your *behaviour* is the way that you act or do things. – *Certain standards of behaviour are expected at work.*
20. **behind** (prep, adv) – responsible for something that has happened – *Thomas Geissler is the German businessman behind the machines.*
21. **best-selling** (adj) – bought by many people – *Nestle makes many of the world's best-selling food products.*
22. **bill** (n) – a list of things that you have bought or that someone has done for you, showing how much you have to pay for them – *Ask for the bill.*
23. **body language** (n) – changes in your body position and movements that show what you are feeling or thinking – *Pay attention to the other side's body language.*
24. **bonus** (n) – money that is added to someone's usual pay – *We are willing to reward staff with attractive performance-based bonuses.*
25. **boost** (v) – to increase the value or amount of something – *The badge boosts sales of the product.*

26. **brand** (n) – a product that a particular company makes – *Its brand is well-known in Japan and in the United States.*
27. **break** (n) – If you take a *break*, you stop what you are doing for a short time in order to rest or eat. – *Some people take a career break to do something adventurous.*
28. **budget** (n) – an amount of money that is available, or a careful plan of how to spend an amount of money – *If you had an unlimited budget, what would be included in your dream corporate-hospitality package?*
29. **bully** (v) – to frighten or threaten to hurt someone who is smaller or weaker than you – *What would you do if you saw a colleague bullying another colleague?*
30. **bureaucracy** (n) – an official system that annoys and confuses people because it has too many rules – *The government is making a renewed effort to reduce bureaucracy.*
31. **call** (n) – a telephone conversation – *Would you like me to give him a call first?*
32. **campaign** (n) – a number of things that people do in order to get a particular result, especially people in business or government – *Tell your partner about a marketing campaign that impressed you.*
33. **career** (n) – a job or profession that you do for a long time, especially one in which you can move to a higher position – *Do you have a career plan? Where do you want to be in 10 years' time?*
34. **carry out** (phr.v.) – to do something that has been planned and organized, or that someone has told you to do - *I think we should carry out a survey.*
35. **cashflow** (n) – the movement of money coming into a business as income and going out as wages, materials, etc. – *Increased production and strong demand have had a positive effect on our cashflow.*
36. **catch** (v) – to not hear or understand what someone says – *Sorry, I didn't catch that.*

37. **CEO** (n) – *Executive Officer*: the person with the most authority in a large company – *It has set up a special committee to look for a new CEO.*
38. **client** (n) – someone who pays a person or organisation for a service or advice – *The job involves dealing with clients and their needs.*
39. **comment** (v) – to give your opinion about someone or something – *Could I just comment on that?*
40. **commission** (n) – money that a person or organization is paid when they sell something – *The average sales executive expects to earn between \$25-35k, including bonuses and commission, in their first year of work.*
41. **communicate** (v) – when people talk to each other or give each other information using letters, telephones, etc. – *Communication was better in Geraldine's company than Ruby's.*
42. **company** (n) – an organization that makes or sells things – *Would you prefer to work for several different companies?*
43. **competition** (n) – a situation in which people or organisations compete with each other – *There is very strong competition in the US advertising industry.*
44. **competitive** (adj) – determined to be more successful than other people – *We are a highly competitive business.*
45. **confidence** (n) – belief in your ability to do things well – *This confidence in his products is typical of Mr Kashio.*
46. **confident** (adj) – sure that you can do something well – *You must sound and appear confident.*
47. **conflict** (n) – a disagreement or fighting – *How good are you at managing conflict?*
48. **consider** (v) – to think about something carefully, especially before deciding what to do – *The business owner has additional pressures to consider.*
49. **Consumer** (n) – someone who buys things or uses a service that a company provides – *Dino Conti manufactures and distributes ice cream to consumers in the state of California.*

50. **contact** (n) – someone whose name or e-mail address is stored on your phone, computer, etc. – *Do you have any contacts in ...?*
51. **contract** (n) – a formal written agreement between two people, companies, etc. – *We'll sign the contract now.*
52. **cover** (v) – to include something – *Good, I think we've covered everything.*
53. **credit** (n) – a system in which you receive things and pay for them later – *We'll give you 90 days' credit.*
54. **customer** (n) – someone who buys things from a shop or company – *The customer database does not produce reliable results.*
55. **deadline** (n) – a date or time by which you must finish something – *What deadlines do you have to meet in your daily life?*
56. **deal** (v) – If you *deal* with a problem, you do something to make sure the problem no longer exists. – *How would you deal with these problems?*
57. **delegate** (v) – to give part of your power or work to someone in a lower position than you – *Delegate to a deputy as often as possible.*
58. **deliver** (v) – to take something such as a letter or a package to a place – *We could possibly deliver by late August.*
59. **demand** (n) – if there is a *demand* for something, people want to buy it – *These products are made to satisfy consumer demand.*
60. **design** (v) – to be for a particular type of person or a particular purpose – *It's designed to be used with any type of material.*
61. **discount** (n) – a lower price than usual – *We must not offer any further discounts.*
62. **discrimination** (n) – unfair treatment of someone because of the group they belong to – *There's a lot of European legislation now around the areas of sex discrimination.*
63. **dish** (n) – food cooked or prepared in a particular way – *It's a vegetarian dish.*

64. **distribute** (v) – to give something to each person or organization - *It produces 15 flavours, which it distributes mainly to supermarkets and company-owned stores.*
65. **dominate** (v) – to be the most important or most noticeable person or thing – *The professional photography market is dominated by Canon and Nikon.*
66. **download** (n) – something that you downloaded from the Internet, for example software, a computer game or a song – *It isn't available as a download.*
67. **electronics** (n) – the process of making electronic equipment, such as computers or televisions, or the study of this
68. **employer** (n) – Your employer is a person or company that pays you to work for them. – *Employer-employee relations at John Lewis are completely different.*
69. **exchange rate** (n) – the value of the money of one country when you change it for the money of another country – *The last six months have seen a slight improvement in the exchange rate.*
70. **expand** (v) – to become bigger – *Dino Conti has expanded rapidly in recent years.*
71. **expect** (v) – to think that something will happen – *We are expecting to sell more televisions, food and drink.*
72. **face** (v) – If you *face* a bad situation or problem, you have to accept it or deal with it. – *It is facing strong competition from other charter airlines.*
73. **facilities** (n) – rooms, equipment or services that are available in a place – *The sports centre has great facilities.*
74. **fall** (n) – when an amount or level becomes less or lower – *A recent fall in profits has disappointed the management.*
75. **favour** (n), **be in favour** - to support a plan or idea – *Personally, I'm in favour of June.*

76. **feature** (n) – an important or interesting part of something – *Will the magazine have any special design features?*
77. **feel** (v) – to have an opinion about something, based on your feelings – *How do you feel about this?*
78. **figure** (n) – a number that shows an amount – *According to new figures, checks on Facebook and Twitter are now as important in the job-selection process as a CV or interview.*
79. **finance** (n) – activities connected with the spending or saving of large amounts of money – *What is the key difference between people who work in finance and those who work in research?*
80. **finance** (v) – to provide money for something – *The winner(s) will receive \$20 million to finance and develop their project.*
81. **finish** (v) - to come to the end of doing or making something – *If you'll just let me finish ...*
82. **flexible** (adj) – able to change or be changed easily – *The secret is to be flexible – although this often takes a lot of courage.*
83. **flexitime** (n) – a system in which people work a particular number of hours, but can change the times at which they start and finish – *The company is changing to flexitime.*
84. **focus** (v) – to give all or most of your attention to a particular thing – *To be a good manager you need to focus on tasks, not people.*
85. **forecast** (n) – a description of what is likely to happen – *A sales forecast is how much a company thinks it will sell in a period.*
86. **fortune** (n) – a lot of money – *In banking, you can make a fortune with the big bonuses and retire at 35.*
87. **found** (v) – to start an organization – *Anita Roddick founded the Bode Shop.*
88. **GDP** (n) – **Gross Domestic Product:** the total value of all goods and services produced in a country, in one year, except for income received from abroad – *The GDP has grown by 0.15%.*

89. **get** (v) – to bring someone or something – *Can I get you a drink?*
90. **go over** (phr.v.) repeat something in order to explain it or in order to make sure it is correct – *Let's go over the main points again.*
91. **grow** (v) – to get bigger in size or amount – *We are changing, growing and doing well at a difficult time for the industry.*
92. **growth** (n) – when something gets bigger or develops - *Now its growth is slowing down.*
93. **high-performance** (adj) – cars, computers, etc. that are able to go faster, do more work, etc. than normal ones – *Ferrari makes high-performance sports cars.*
94. **high-tech** (adj) – *High-tech* equipment is very modern and uses the most advanced electronic parts. – *IBM manufactures high-tech computer products.*
95. **hold** (v) – to have a meeting, party, election, etc. – *We normally hold our sales conference in Mumbai.*
96. **hold on** (phr. v.) – to tell someone to wait or stop doing something – *Hold on a minute.*
97. **hope** (v) – to want something to happen – *Coca-Cola is hoping to more than double its number of bottling plants in China.*
98. **hospitality** (n) – when you behave in a friendly way towards visitors and make them feel welcome – *What corporate-hospitality event would yo like to be invited to?*
99. **human resources** (n) – in a company, the department that deals with employing, training and helping people – *In 2010, Mukherjee, the Head of Human Resources, recruited 70,000 people.*
100. **ignore** (v) – to know that someone or something is there, but to deliberately not to do anything to show that you know – *If manages ignore unacceptable behavior, problems will get worse.*
101. **image** (n) – the way that someone or something seems to be public – *How does entertaining affect a company's image?*

- 102. impatient** (*adj*) – Someone who is *impatient* becomes angry because they have to wait. – *He gets very angry if people are late – he is very impatient.*
- 103. impression** (*n*) – the feeling you have about something or someone because of the way they seem – *You want to make a good impression on them.*
- 104. improve** (*v*) – to make something better – *Decide what the company must do to improve the sales of the Wincote XWS.*
- 105. in advance** (*adj*) – before a particular time or event starts – *You need to make your reservation 180 days in advance.*
- 106. income** (*n*) – money that you receive, for example from your job – *The company would be targeting consumers with average disposable income of Rmb5,000 a month.*
- 107. inflation** (*n*) – a continuing increase in prices – *The government has reduced the inflation rate to 2 %.*
- 108. influence** (*v*) – to change how someone or something develops, behaves or thinks – *Which of the four Ps influenced your decision to buy?*
- 109. innovative** (*adj*) – An *innovative* idea or way of doing something is new, different and better than those that existed before. – *A competition is held each year to find the most innovative new consumer products.*
- 110. interest rate** (*n*) – the percentage amount charged by a bank, etc. when you borrow money, or paid to you by a bank when you keep money in an account there – *As soon as interest rates rise, the economy will slow down.*
- 111. intererrupt** (*v*) – to say something at the same time as someone else is speaking – *Sory to interrupt, but ...*
- 112. inventor** (*n*) – someone who thinks of or makes something completely new – *The inventor plants to build a global network.*
- 113. investment** (*n*) – when you put money in a bank or buy something in order to get more money back later – *Gold is a safe investment at a time of financial instability.*
- 114. invite** (*v*) – to ask someone to go somewhere, or to do something with you –

Ruby and Geraldine were both invited to a meeting.

- 115. involved** (*adj*) – If you are *involved* in an activity or event, you take part in it. –
Why should managers get involved as soon as conflict develops?
- 116. issue** (*n*) – an important subject or problem that people discuss – *Focus on the issues, not on personalities.*
- 117. key** (*adj*) – very important and necessary – *Here are some key facts about our company.*
- 118. kind** (*n*) – a type of person or thing – *It's a kind of seafood.*
- 119. kind** (*adj*) – Someone who is *kind* cares about other people and treats them well. – *It's very kind of you, but another time perhaps.*
- 120. labour force** (*n*) – all the people who work for a company or in a country – *The Netherlands took action to get the unemployed back into the labour force.*
- 121. launch** (*v*) – to make a new product available – *The collar will be launched in new fashion collections.*
- 122. link** (*n*) – a relationship or connection between different situations, events or people – *There appears to be a link between stress levels and GDP.*
- 123. look after** (*phr.v.*) – to do things to make sure that someone or something is safe and well – *Who's going to look after our guests tonight?*
- 124. manufacture** (*v*) – to make large quantities of goods, using machines –
Multinationals which manufacture in developing countries help the world economy.
- 125. manufacturer** (*n*) – a company that makes large quantities of goods, using machines – *Boeing is a well-known aircraft manufacturer.*
- 126. manufacturing** (*n*) – the process or business of producing goods in factories –
Would you like to work in manufacturing?
- 127. market** (*v*) – to try to persuade people to buy something by advertising it – *If you want to market a product successfully, you need to get the marketing mix right.*
- 128. marketing** (*n*) – the job of deciding how to advertise and sell a product – *There*

are three candidates for the position of Sales and Marketing Director.

129. meet (v) – If something meets someone’s standards or needs, it is good enough.

– I’ve always met my sales targets.

130. meeting (n) – an organized event where people discuss something. You

organize, arrange or call a meeting. Then you have or hold it somewhere. You

cancel a meeting if you decide not to have it. – *Managers should attend all meetings.*

131. memorable (adj) – very good and likely to be remembered - *More sure the*

event is memorable.

132. message (n) – a piece of information that you send or give to another person –

Can I leave a message, please?

133. mind (v) – You say this to politely ask if you can do something. – *Do you mind*

if I take one of these maps?

134. mission (n) – the purpose or the most important aim of an organization – *I’ll tell*

you about our mission statement. This describes what we’re all about, why

we’re in business.

135. mix (n) – all the different people or things that are in a place – *The product mix*

in smaller cities will be chosen so that the entry price for consumers would be

15 per cent less than in Adidas’s existing shops in larger cities.

136. model (n) – one type of car or machine that a company makes – *The company*

sells four models of bicycle.

137. monitor (v) – to watch or measure something carefully for a period of time to

see how it changes – *She said we needed to monitor sickness levels more closely.*

138. move on (phr.v.) – to start talking about a new subject in a discussion – *Let’s*

move on now.

139. multinational (n) – a large company that has offices, factories, etc. in many

different countries – *Employees in large multinationals have excellent career*

opportunities if they are willing to travel.

140. multinational (adj) – A multinational company has factories, offices and

business activities in many different countries. – *GFDC is a multinational company based in Dubai.*

141. need (n) – something that is necessary – *These products are made to meet a need.*

142. negotiate (v) – to discuss something in order to reach an agreement – *They are currently negotiating an important contract with an agency.*

143. occasion (n) – an important event or ceremony – *We're getting together next week for a special family occasion.*

144. offer (n) – when you say that you will do something for someone or give them something if they want it – *Never be the first to make an offer.*

145. offer (v) – to say that you will do something for someone if they want you to – *It's very kind of you to offer.*

146. opening (n) – when the public can start using a new – *We attended the opening of a new store.*

147. opportunity (n) – If you have an opportunity to do something, you get a chance to do it. – *He never failed to take advantage of an opportunity.*

148. order (n) – something that a customer asks a company to make or send them – *Place an order today.*

149. organic (adj) – Organic food is grown or produced without using artificial chemicals. - *Organic products are overpriced and often not as good as the alternatives.*

150. outlet (n) – a shop, company or organization through which products are sold – *Which sales outlets does Wan want to target?*

151. participant (n) – someone who is involved in an activity with other people – *Participants arrive on Thursday evening.*

152. participate (v) – to do an activity with other people – *They feel they have no control over their work and they don't participate in decisions.*

153. percentage (n) – an amount that is part of a large amount, expressed as part of a total which is 100 – *What percentage of your income do you spend on transport?*

- 154. perform** (v) – If something or someone performs well, they work well. If they perform badly, they work badly. – *The company has been performing badly.*
- 155. perform** (v) – to do a job or a piece of work – *Some of the operations are performed by robots.*
- 156. place** (n) – a particular area or town, or a particular building, shop, restaurant, etc. – *The conference will take place in July.*
- 157. pollution** (n) – harmful chemicals and waste, and the damage they cause to the environment – *Pollution is a big problem here.*
- 158. potential** (n) – natural qualities which could make someone very successful in the future – *The jacket was considered to have great sales potential.*
- 159. prefer** (v) – to like one thing or person more than another – *Read the two theories and say which you prefer.*
- 160. prepare** (v) – to make something ready, so that it can be used – *We prepared a budget with details of the various costs involved.*
- 161. presentation** (n) – an event at which someone explains an idea to a group of people – *After all the presentations, discuss which product is the most exciting and innovative.*
- 162. pressure** (n) – when something makes you feel anxious or unhappy, for example because you have too much to do – *Do you like working under pressure?*
- 163. pretend** (v) – to behave in a particular way in order to make people believe something is true, although it is not – *They are often sick or pretend they are sick and take days off work.*
- 164. privatize** (v) – If a government privatizes an organization that it owns, it sells it. – *Many companies in the UK have been privatized.*
- 165. product** (n) – something that is made and sold by a company – *A rep's job is selling products or services.*
- 166. profile** (n) – a short description that gives important details about a person, a group of people or a place – *What is a typical consumer profile for the brand?*
- 167. profit** (n) – If you make a *profit* when you sell something, you get more money

for it than you spent on it. – *The money a company makes after taking away its costs and tax is its net profit.*

168. profit margin (*n*) – the difference between the cost of producing something and the price at which you sell it – *Our profit margin is low.*

169. profitable (*adj*) – producing a profit – *Which idea do you think will be the most profitable?*

170. qualification (*n*) – an official examination that you have passed, which shows what level of education you have reached or what training you have had – *Study for extra qualifications in your free time.*

171. quality (*n*) – something that a person or thing has as part of their character or nature, especially something good – *Talk about the good or bad qualities of managers / bosses you have had.*

172. quit (*v*) – to leave a place or job permanently – *I thought about quitting my job.*

173. range (*v*) – to be between two limits – *Prices range from US\$1,000 upwards.*

174. range (*n*) – a number of different things that are all the same type of thing – *The product range includes cars, vans and trucks.*

175. reasonable (*adj*) – a reasonable amount or number is not too much or too big – *That's very reasonable, don't you think?*

176. receipt (*n*) – when someone receives something – *We need payment on receipt of the goods.*

177. recommend (*v*) – to tell someone that something is good or enjoyable – *Can you recommend anyone?*

178. redundant (*adj*) – to stop employing someone because there is not enough work for them any more – *It is very likely that Diana Bishop may soon be asked by head office to make one consultant redundant, in order to cut costs.*

179. refund (*n*) – money that is given back to you in a shop, restaurant, etc., for example because you are not satisfied with what you bought – *In order to get a full refund, customers must send back goods in the original packaging.*

180. relaunch (*n*) – a new effort to sell a product that is already on sale – *The*

management decided to relaunch the product and change their approach to marketing it.

181. remind (v) – to make someone remember something that they must do – *Ask someone (e.g. your PA) to remind you.*

182. report (v) – to tell people about something that has happened – *It was reported that he turned down a \$2 billion offer from Yahoo.*

183. report (n) – something that gives facts about a situation or event – *I wrote a report for the board of directors.*

184. respond (v) – to answer – *A good manager should respond to employees' concerns promptly.*

185. response (n) – a reply or reaction to something – *On the other hand, some products are developed in response to customer research.*

186. result (v) – to happen because of something – *It results in an increase in sales and profit.*

187. retirement (n) – the time when or after you stop working at the end of your working life – *You should plan your retirement from an early age.*

188. return (v) – to give or send something back to someone – *We will return your money if you are not happy.*

189. rise (n) – an increase – *The boss has just given her a pay rise.*

190. rival (n) – a person or group that you compete with – *Rivals are not only racing to launch new products but also cutting prices.*

191. running (v) – managing or controlling a business, organization, etc. – *The job involves being in charge of people and running the organization.*

192. salary (n) – the pay you receive from the organisation you work for – *It's the percentage of their salary that each John Lewis employee takes home as that year's bonus.*

193. sales (n) – the total number of products that are sold during a particular period of time – *Overall, sales revenue was 35% below target.*

194. salesperson (n) – someone whose job is to sell things for a company – *It*

questioned sales professionals on what they considered to be the most important qualities for a salesperson.

- 195. say** (n) – If you have a *say* in something, you can give your opinion about it and help decide it. – *Its employees – or partners – have a say in how it is run.*
- 196. segment** (n) – one of the parts that something is divided into – *Which market segment is the product aimed at in your country?*
- 197. sell** (v) – to be bought by people – *The boots sold well.*
- 198. serve** (v) – If you *serve* food or drink, you give it to people. – *It's served with rice.*
- 199. set up** (phr.v.) – to start a company or organization – *The 29-year-old decided to set up an Internet business.*
- 200. share** (n) – a part of something which each people in a group has received – *Among UK supermarkets, Tesco has the highest market share.*
- 201. sharply** (adv) – suddenly and by a large amount – *Sales have fallen sharply in the last three years.*
- 202. shrink** (v) – to become smaller – *In Ireland, the economy is shrinking, and business owners are worried about how they will keep their business alive.*
- 203. side** (n) – one person, group or team in a fight, sport or negotiation – *He let the other side have everything they wanted in the negotiation.*
- 204. sight** (n) – places that are interesting to see, and which many people visit – *I'd love to see some of the sights.*
- 205. skill** (n) – an ability to do something well, especially because you have practiced it – *What qualities and skills should a good manager have?*
- 206. slight** (adj) – small and not very important – *The last six months have seen the slight improvement.*
- 207. source** (n) – the place that something comes from – *Some potential sources of conflict at work are obvious.*
- 208. specialize** (v) – to study only one subject or do only one activity – *He specializes in traditional designs.*

- 209. spend** (v) – to use time doing something – *What types of company spend a lot of time on research and development?*
- 210. stable** (adj) – not likely to move or change – *The economy is stable following the problems of the past two years.*
- 211. staff** (n) – the people who work for an organization – *More and more staff are taking medicine because they feel highly stressed at work.*
- 212. strategy** (n) – a set of plans to achieve something – *Our strategy is to make sure as many of our products as possible are new.*
- 213. stressful** (adj) – making you worried and unable to relax – *Which of the situations is the most stressful for you?*
- 214. summarise** (v) – to give only the main information about something without all the details – *OK, let's summarise.*
- 215. superior** (n) – someone who has a higher position than you at work – *Use charm with your superiors.*
- 216. supply** (v) – to provide people with something that they need – *Cisco Systems is an American company which supplies Internet equipment.*
- 217. suppose** (v) – to think that something is probably true – *I suppose we could do that.*
- 218. survey** (n) – a set of questions that you ask a lot of people in order to find out about their opinions – *The survey was carried out for Pareto Law, a recruitment and training company.*
- 219. target** (v) – to try to sell a product or give information about something to a particular group of people – *Many consumer-goods multinationals have recently decided to target smaller cities and less wealthy consumers.*
- 220. target** (n) – an amount or level that you are trying to achieve – *Did they meet their sales targets?*
- 221. test** (v) – to use something to find out whether it works – *All Casio products are tested before shipping.*
- 222. tip** (n) – an additional amount of money that you give to someone who has done

a job for you as a way of thanking them – *Leave a tip.*

223. top (*adj*) – best or most successful – *The top five companies receive a badge from the Foundation.*

224. trend (*n*) – the way that a situation is changing or developing – *What are the trends in your country?*

225. turn (*n*) – the time when you can or should do something, used when different people do something at different times – *At a formal meeting, each person should speak in turn.*

226. turn down (*phr.v.*) – to say ‘no’ when someone offers you something – *As we had another agreement, we had to turn down their invitation.*

227. turnover (*n*) – the amount of business done during a particular period – *The amount of money a company receives from sales in a particular period is called its turnover.*

228. unemployment (*n*) – when people do not have jobs, or the number of people who do not have jobs – *The unemployment rate is 8.25%.*

229. value of money – used to say that something is worth what you pay for it or not what you pay for it – *It’s great value for money.*

230. venue (*n*) – a place where a public event takes place – *The marketing team sent out a questionnaire to find out what type of venue the participants preferred.*

231. voice mail (*n*) – a system that records telephone calls so that you can listen to them later – *I’m sorry, there’s no answer. I can transfer you to his/her voice mail.*

232. waste of time – not worth the time that you use because there is little or no result – *Making lists of things to do is a waste of time.*

233. wholesaler (*n*) – a person or company that buys things in large quantities and sells them to shops – *Suppliers often sell large quantities of goods to wholesalers.*

234. WiFi (*n*) – a way of connecting computers and other electronic equipment to a computer network using radio signals instead of wires – *I go to places that have*

Wi-Fi.

235. workaholic (n) –someone who spends all their time working – *Why do people become workaholics?*

236. working (adj) – relating to work – *It was an ordinary working day.*

237. workload (n) – the amount of work that a person has to do – *My workload keeps increasing.*

238. worth – be interesting or useful to do – *I think it's a good idea. It's well worth trying.*

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Навчальне видання

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ІНОЗЕМНА МОВА

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Методичні рекомендації
для проведення самостійної роботи
з іноземної мови
для студентів факультету економіки